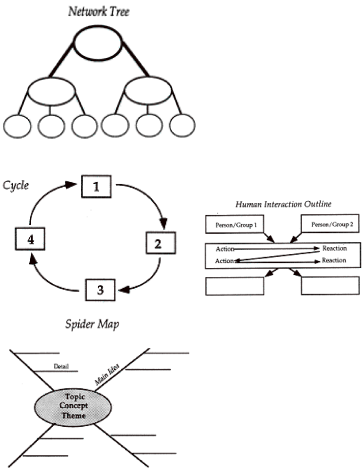
 GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	V
	Teacher:	File created by Ma'am EDNALYN D. MACARAIG	Learning Area:	ENGLISH
	Teaching Dates and Time:	APRIL 17 - 21, 2023 (WEEK 10)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learner.... . Demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation,purpose and audience)	The learner.... Demonstrates understanding of the research process to write a variety of texts	The learner.... . Demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation,purpose and audience)		
B.Performance Standards	The learner... Reads with sufficient accuracy and fluency to support comprehension	The learner... Uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes	The learner... Reads with sufficient accuracy and fluency to support comprehension		
C.Learning Competencies/Objectives	1. Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading (EN5f-iiih-1.3) (EN5f-iiih-1.7) 2. Show tactfulness when communicating with others(EN5A-III-17)	1. Organize information from secondary sources in preparation for writing,reporting and similar academic tasks in collaboration with others(EN5SSh-4)	1. Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading (EN5f-iiih-1.3) (EN5f-iiih-1.7) 2. Show tactfulness when communicating with others(EN5A-III-17)	Administering Third Quarterly Examination	
II.CONTENT	Choral, echo, shadow reading	Organizing secondary information Correct spelling, appropriate punctuation marks, transition/signal words	Choral, echo, shadow reading		
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.78	CG p.78	CG p.78		
2.Learners's Materials pages					
3.Textbook pages	Reading Marvels 6 p. 369		Reading Marvels 6 p. 369		
4.Additional materials from learning resource (LR) portal	https://www.youtube.com/watch?v=o_-z8d0sRUA	https://overnightessay.com/blog/2007/07/17/organizing-ideas-for-essay-writing/	https://www.youtube.com/watch?v=o_-z8d0sRUA		
B.Other Learning Resource	Audio Recorder, Video Presentation, charts	Audio Recorder, Power Point Presentation,charts	Audio Recorder, Video Presentation, charts		
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	1. How do organizing idea helps you in writing? 2. Drill Tongue twister	1. Drill Read the sentence correctly. a. Learning is compulsory in most schools today. b. Are they kept by size or color?	1. How do organizing idea helps you in writing? 2. Drill Tongue twister		

	<p>Betty Botter bought a bit of butter. The butter Betty Botter bought was a bit bitter And made her batter bitter. But a bit of better butter makes better batter. So Betty Botter bought a bit of better butter Making Betty Botter's bitter batter better</p> <p>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>	<p>c. But....you should come also!</p> <p>2. Vocabulary</p> <p>What is a primary and secondary sources of materials?</p> <p>primary—not made or coming from something else; original firsthand—coming directly from the original source secondary—coming from or created using an original source secondhand—not original; taken from someone or something else source—a person, publication, or object that gives information</p> <p>What is the use primary sources and secondary sources?</p>	<p>Betty Botter bought a bit of butter. The butter Betty Botter bought was a bit bitter And made her batter bitter. But a bit of better butter makes better batter. So Betty Botter bought a bit of better butter Making Betty Botter's bitter batter better</p>		
<p>B.Establishing a purpose for the lesson</p>	<p>Video presentation (https://www.youtube.com)</p> <p>1.Viewing:choral presentation of 4R-Poetry</p> <p>2.Video 37 Echo Reading</p> <p>3.Shadow Reading</p> <p>Coach and student read the same text aloud in unison.</p> <p>Reading together allows the student a chance to practice phrasing and tone, while benefitting from the coach's modeling.</p> <p>Steps:</p> <p>1) For first reading, coaches should track the words on the page to help model fluent reading.</p> <p>2) For the second and following readings, students should track the words on the page with their fingers to help follow along and focus attention on the words on the page.</p>	<p>Are you familiar with these?</p> <p>What is the use of the following:</p> <div></div>	<p>Video presentation (https://www.youtube.com)</p> <p>1.Viewing:choral presentation of 4R-Poetry</p> <p>2.Video 37 Echo Reading</p> <p>3.Shadow Reading</p> <p>Coach and student read the same text aloud in unison.</p> <p>Reading together allows the student a chance to practice phrasing and tone, while benefitting from the coach's modeling.</p> <p>Steps:</p> <p>1) For first reading, coaches should track the words on the page to help model fluent reading.</p> <p>2) For the second and following readings, students should track the words on the page with their fingers to help follow along and focus attention on the words on the page.</p>		
<p>C.Presenting Examples/ instances of the new lesson</p>	<p>Video presentation (https://www.youtube.com)</p> <p>1.Viewing:choral presentation of 4R-Poetry</p> <p>2.Video 37 Echo Reading</p> <p>3.Shadow Reading</p>	<p>How many times your imagination gave you tons of idea, but still it's hard for you to express your ideas in writing?</p> <p>Remember: Writing is not emergency you need to organize the content before you can write freely.</p> <p>676</p>	<p>Video presentation (https://www.youtube.com)</p> <p>1.Viewing:choral presentation of 4R-Poetry</p> <p>2.Video 37 Echo Reading</p> <p>3.Shadow Reading</p>		

	<p>Coach and student read the same text aloud in unison. Reading together allows the student a chance to practice phrasing and tone, while benefitting from the coach's modeling.</p> <p>Steps:</p> <p>1) For first reading, coaches should track the words on the page to help model fluent reading.</p> <p>2) For the second and following readings, students should track the words on the page with their fingers to help follow along and focus attention on the words on the page.</p>	<p>Diagram/graphic organizers will make your writings easier. How to organize ideas?</p> <p>1. Diagram 2. Outline 3. Speed writing 4. Some other ways: a. from specific to general; b. from positive to negative; c. step by step; d. from most important to least important.</p>	<p>Coach and student read the same text aloud in unison. Reading together allows the student a chance to practice phrasing and tone, while benefitting from the coach's modeling.</p> <p>Steps:</p> <p>1) For first reading, coaches should track the words on the page to help model fluent reading.</p> <p>2) For the second and following readings, students should track the words on the page with their fingers to help follow along and focus attention on the words on the page.</p>		
D.Discussing new concepts and practicing new skills #1	<p>Comprehension Questions</p> <p>How are you going to read in unison? What is the importance of reading together?</p>	<p>Comprehension Questions</p> <p>What are the secondary sources of information? How are you going to organize secondary information? What is the use of graphic organizer? An outline? Why is it important to organize information?</p>	<p>Comprehension Questions</p> <p>How are you going to read in unison? What is the importance of reading together?</p>		
E.Discussing new concepts and practicing new skills #2	<p>How are you going to show fluency in reading? What is the used of teacher modeling? Class will read the poem together in unison while other repeat the lines . Once the students finish the poem, they will switch roles so each student has a chance to read and repeat the lines. Child Labour 681 "For oh," say the children, we are weary And we cannot run or leap; If we cared for any meadows, it were merely To drop down in them and sleep. Our knees tremble sorely in the stooping, We fall upon our faces, trying to go; And underneath our heavy eyelids drooping,</p>	<p>Group Activity</p> <p>Read the story and organize the concept using graphic organizer Then rewrite the passage observing clarity.</p> <p>Albert Einstein Albert Einstein (1879-1955), on the other hand, was one of the greatest scientists who ever lived. He was born of Jewish parents in Germany. As a boy, he did not like school. But he studied Math and Science at home. He went to college at Zurich, Switzerland, and studied Physics. In 1905, he published A new theory on the nature of the universe, the Theory of relativity. It explains how matter, energy, and time are related. This Theory of Relativity made Einstein World famous. In 1921, he received the Nobel Prize for Physics. -From "Disney's My First Encyclopedia"</p>	<p>How are you going to show fluency in reading? What is the used of teacher modeling? Class will read the poem together in unison while other repeat the lines . Once the students finish the poem, they will switch roles so each student has a chance to read and repeat the lines. Child Labour 681 "For oh," say the children, we are weary And we cannot run or leap; If we cared for any meadows, it were merely To drop down in them and sleep. Our knees tremble sorely in the stooping, We fall upon our faces, trying to go; And underneath our heavy eyelids drooping,</p>		

	<p>The reddest flower would look as pale as snow. For, all days; we drag our burden tiring Through the coal-dark, underground; Or all day, we drive the wheels of iron In the factories, round and round -Elizabeth Barret Browning</p>		<p>The reddest flower would look as pale as snow. For, all days; we drag our burden tiring Through the coal-dark, underground; Or all day, we drive the wheels of iron In the factories, round and round -Elizabeth Barret Browning</p>		
F.Developing Mastery	<p>A. Differentiated activities As the children are reading, the teacher can call them each up to meet when they’ve had enough practice. The teacher will pick a page in the book and have the student first read aloud, then whisper read, then silently read while moving lips, and then read silently. “ The Sea” Why does the sea laugh, Mother, As it glints beneath the sun? It is thinking of the joys, my child, That it wishes everyone. Why does the sea sob so, Mother? As it breaks on the rocky shore? It recalls the sorrows of the world, And weeps forevermore. Why is the sea so peaceful, Mother, As if it were fast asleep? It would give our tired hearts, dearest child, The comfort of the deep Natividad</p> <p>Marquez Group A- Reads aloud fluently Group B- Reads in a whisper Group C- Reads while moving lips Group D Reads silently The teacher will walk around and monitor the students performance.</p> <p>B. Independent Practice Read the lines following the guidelines below:</p> <p>a. Read with whisper reading b. Read while lips are moving c. Reading silent with only eyes are following the word</p> <p>On hot days, the cool breeze jostles that line the walls. The sand is damp and loose; water quickly fills A footprint or hollow where a stone has been. There are flattish pebbles tinged with green. Water trickles</p>	<p>A. Group Activity Organize the ideas in the story Exile in Dapitan using different graphic organizer.</p> <p>B. Independent Practice Using the outline from the graphic organizer ,write the passage correctly, observing proper punctuation and spelling.</p> <p>C. Today you are going to share something about yourself in class. Take note of the most important thing about you that must be recognized. Make your outline as a basis of your information</p>	<p>A. Differentiated activities As the children are reading, the teacher can call them each up to meet when they’ve had enough practice. The teacher will pick a page in the book and have the student first read aloud, then whisper read, then silently read while moving lips, and then read silently. “ The Sea” Why does the sea laugh, Mother, As it glints beneath the sun? It is thinking of the joys, my child, That it wishes everyone. Why does the sea sob so, Mother? As it breaks on the rocky shore? It recalls the sorrows of the world, And weeps forevermore. Why is the sea so peaceful, Mother, As if it were fast asleep? It would give our tired hearts, dearest child, The comfort of the deep Natividad</p> <p>Marquez Group A- Reads aloud fluently Group B- Reads in a whisper Group C- Reads while moving lips Group D Reads silently The teacher will walk around and monitor the students performance.</p> <p>B. Independent Practice Read the lines following the guidelines below:</p> <p>a. Read with whisper reading b. Read while lips are moving c. Reading silent with only eyes are following the word</p> <p>On hot days, the cool breeze jostles that line the walls. The sand is damp and loose; water quickly fills A footprint or hollow where a stone has been. There are flattish pebbles tinged with green. Water trickles</p>		

	from the walls that arch above the stream and drips into lazy current with sudden metallic plops.		from the walls that arch above the stream and drips into lazy current with sudden metallic plops.		
G.Finding Practical application of concepts and skills in daily living	Read your favorite tagline from the commercial with proper expression and rate.		Read your favorite tagline from the commercial with proper expression and rate.		
H.Making generalization and abstraction about the lesson	What should you observe in choral, echo and shadow reading? Group Performance(3 to 4 groups) (To be distributed equally among the members of the group to ensure the performance of all the members) Rated by rubrics. Choral Reading, shadow reading and echo reading of the passage.	What are the steps in organizing ideas?	What should you observe in choral, echo and shadow reading? Group Performance(3 to 4 groups) (To be distributed equally among the members of the group to ensure the performance of all the members) Rated by rubrics. Choral Reading, shadow reading and echo reading of the passage.		
I.Evaluating learning	Practice exercises in shadow and echo reading	<p>Read the selection and complete the outline below:</p> <p>Thomas Edison</p> <p>Thomas Alva Edison (1847-1931) was one of the greatest inventors who ever lived.</p> <p>As a boy,Edison displayed great curiosity. He did not like school and was educated at home by his mother. He went to work when he was 12 and soon began to dream of being an inventor. He got his first patent in 1868. He opened a laboratory in Menlo Park,New Jersey where he was able to develop and test his new ideas. Perhaps Edison’s greatest inventions were the phonograph, the perfection of the electric light bulb and the motion picture camera. All of these led to the founding of huge industries. He held more than 1,000 United States patents for his inventions. He perfected the light bulb and also a system to use electric lighting in homes and offices.</p> <p>678</p> <p>Complete the outline. Write your own title.</p> <p>_____</p> <p>Title</p> <p>I. His birth</p> <p>_____</p> <p>II. His Education</p> <p>A. _____</p>	Practice exercises in shadow and echo reading		

		B. _____ III. His achievements/Accomplishments _____			
J.additional activities for application or remediation		Research about the effects of global warming in the different secondary materials then organize the ideas			
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective. ___Lesson not carried. ___% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ___% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ___% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ___% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ___% of the pupils got 80% mastery
B.No.of learners who require additional activities for remediation	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.
C.Did the remedial work? No.of learners who have caught up with the lesson	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D.No. of learners who continue to require remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson

F.What difficulties did I encounter which my principal or supervisor can help me solve?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.What innovation or localized materials did I use/discover which I wish to share with other teachers?	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>Why?</p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>Why?</p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>Why?</p> <p>___ Complete IMs</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>Why?</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging:Examples:Think-pair-share,quick-writes,andanticipatory ycharts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>Why?</p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's collaboration/cooperation</p>

	<div><div>___ Pupils' eagerness to learn</div><div>___ Group member's collaboration/cooperation in doing their tasks</div><div>___ Audio Visual Presentation of the lesson</div></div>	<div><div>collaboration/cooperation in doing their tasks</div><div>___ Audio Visual Presentation of the lesson</div></div>	<div><div>___ Availability of Materials</div><div>___ Pupils' eagerness to learn</div><div>___ Group member's collaboration/cooperation in doing their tasks</div><div>___ Audio Visual Presentation of the lesson</div></div>	<div><div>___ Complete IMs</div><div>___ Availability of Materials</div><div>___ Pupils' eagerness to learn</div><div>___ Group member's collaboration/cooperation in doing their tasks</div><div>___ Audio Visual Presentation of the lesson</div></div>	<div><div>in doing their tasks</div><div>___Audio Visual Presentatio of the lesson</div></div>
--	--	--	--	---	--