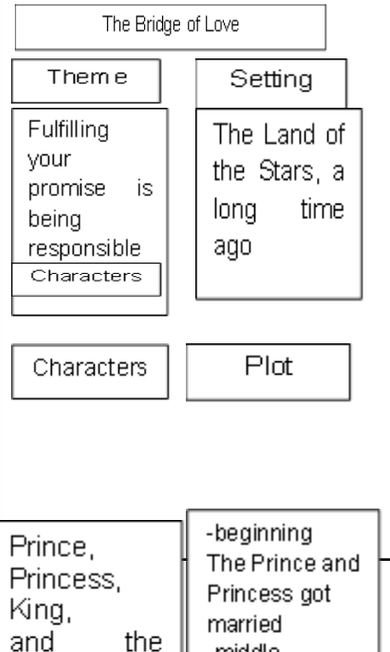
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	V
	Teacher:	File Created by Ma'am ROSA HILDA P. SANTOS	Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 18 - 22, 2023 (WEEK 4)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	demonstrates understanding of the various forms and conventions of print, non-print, and digital materials				
B. Performance Standards	evaluates effectively the message constructed and conveyed in various viewing texts				
C. Learning Competencies/Objectives Write the LC code for each	. 1.Identify the elements of literary texts 2. Summarize narrative texts based on elements EN5LC-Id-2.17.3 EN5OL-Id-2.23/Page 64 of 164		. Compose clear and coherent sentences using appropriate grammatical structures: Modals 2. Write two to three- paragraph composition based on the prepared outline EN5G-Id-3.6/EN5WC-Id-2.2.4/2.23/Page 64 of 164	1. Use formal and informal English when appropriate to task and situation . 2. Show tactfulness when communicating with others. EN5OL-Id-3.9/EN5WC-Id-2.2.4/ Page 64 of 164	1. Infer the meaning of unfamiliar words (affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies . 2. Read with automaticity grade level frequently occurring content area words (Art) EN5V-Id-12 and 13 EN5F-Id-1.8.1.1
II. CONTENT	Identifying the Elements of Literary Texts		Clear and Coherent Sentences using Appropriate Grammatical Structures Modals: Can and May 2. Writing two to three-paragraph composition	1. Using Formal and Informal English 2. Showing Tactfulness when Communicating with Others	Inferring Meaning of Unfamiliar Words (Affixed) Prefix re-, un- Suffix –able, -ment
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	TG/Week 4		TG/Week 4	TG/Week 4	TG/Week 4
2. Learner's Material pages	LM/Week4		LM/Week4	LM/Week4	LM/Week4
3. Textbook pages	Joy in Learning English pp.7-9		Joy in Learning English pp.54-56	Joy in Learning English pp.	Joy in Learning English pp.48-52
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	Power point presentation, lap top, projector, pictures, activity cards, improvised ball		pictures, power point presentation, lap top, activity cards, metacards	: power point presentation, lap top, activity cards, puzzle, strip of papers	power point presentation, lap top, activity cards, strip of papers
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson	Review MODALS(used to, will, would)	Review Elements of literary texts/Checking of assignment	Review Checking of assignment/MODALS(Can ,May)	Review Using Formal and Informal English
B. Establishing a purpose for the lesson	Setting the Stage (Picture talk-Dyad) (Refer to LM Think and Tell) Ask: Who among you here know how to draw? What picture do you love to draw? Say: This morning, we are going to have an activity. We are going to do this activity in pairs.	Setting the Stage Picture clue and dialog (Refer to LM Think and Tell) Answer the questions orally. 1. What can Mark and Reiner make? 2. Who helped Mark build the sand castle? 3. What may Jasmine be able to do? 4. What reminder did Reiner give her? 5. Do you go to the beach? When do we usually spend time at the beach? What can we make along the seashore? If your brother or sister made a sandcastle, are you going to break/destroy it? Why or why not? Values: What characteristics do the children in the dialog possess? How can you show your love to your brother and sister?	Setting the Stage Introduce to the class the Loop-the-Word Game. (Refer to LM Think and Tell) Say: Do you know the game Loop- the- Word? When do you usually play this game? Ask pupils to find four words from the puzzle that are written vertically, horizontally, diagonally or even backwards. Tell pupils to loop the words found in the puzzle. Use the guide phrases in looking for the words and tell the pupils the connection of these words in the lesson for that day.	Setting the Stage Show picture of children giving gifts. Ask:Do you like giving gift? What occasions do you give gift? Do you give gift to your friend on his/her birthday? Why do you give gift to your friends on his/her birthday?
C. Presenting examples/instances of the new lesson	. Explaining to students what to do Say: Listen to the story that I am going to read. From the story you are going to identify the elements of the story.	Explaining to students what to do Say: Our lesson for today is about modals can and may.	Explaining to Students What to Do Say: Whenever you meet friends, you are obliged to exchange greetings with them. This morning we are going to learn how to use formal and informal form of English in such kind of instances.	2. Explaining to Students What to Do Let the pupils read the story orally. (Refer to Find Out and Learn) Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
D. Discussing new concepts and practicing new skills #1	The teacher will read the story to the pupils. (Teacher may use power point presentation) (Refer to LM Find out and Learn). Use the questions in guiding the students to identify the elements of the literary texts. Write the answer in the organizer. 1. What is the theme of the story? 2. Where does the story happen? 3. Who are the characters in the story?	Modal verbs are used to express two different types of ability: open possibility, generally expressed by forms of the modal verb can, and authority or potential ability, generally expressed by forms of the modal verb may. Use of Can 1. To talk about what you are able to do	Read each pair of sentences. Take note of the differences between long/formal expressions and short/informal expressions. Get a partner in reading the sentences. Formal: May I introduce to you my teacher, Mrs. Dela Cruz? Informal: Please meet my teacher, Mrs. Dela Cruz. Formal: It was nice meeting you.	I have here a story about a girl who is going to give gift for her friend's birthday. Read the story and answer the comprehension question. Answer the questions: 1. Who was the girl in the selection? 2. What was Sarah doing? 3. Did she wrap the gift neatly?

	4. How does the story begin? What is the problem encountered in the story? How does the story end?	2. To talk about a general possibility 3. To say that something is allowed Use of May 1. It is used for permissions. 2. It is used to express probability or prediction.	Informal: Nice meeting you! Formal: Hi! I would like to join you this Saturday. Informal: Hi! I'd like to join you this Saturday. Formal: Was that not exciting? Informal: Wasn't that exciting? Ask:What did you notice in using formal and informal English in writing sentences? When should we use formal and informal English? How are you going to use formal and informal English? Values: If you are about to meet friends in a party, what will you use, formal or informal English? Why? Why is it important to be tactful/careful in saying words whenever we communicate with other people?	4. What did Sarah and her mother do to make the gift looked good? 5. What did Sarah realize after her mother helped her? Values: Are you like Sarah? Do you also give gift to your friends? Aside from giving gift to your friends, what other things you can do to show that you value friendship? You have to pick out the words having prefixes and suffixes used in the selection.
E. Discussing new concepts and practicing new skills #2	3. Modelling The organizer explains the content of the elements of literary text based on the selection that you have read. 	. Modelling Read the sentences below. Explain how the modals can and may used in sentences. (Refer to LM Find out and Learn) Ask: a. What Mother can do? b. What Mark can do? c. What Jasmine may build? d. What she may use for drinking? e. What are the modal verbs used in sentences? f. When do we use can? g. When do we use may? h. What do these two modals express?	Modelling Read the sentences in the chart. <u>Formal English</u> May I introduce to you my teacher? It was nice meeting you. I would like to join you this Saturday. Was that not exciting? <u>Informal English</u> Please meet my teacher. Nice meeting you! I'd like to join you this Saturday. Wasn't that exciting? Formal English -it is signalled by complex and complete sentence. It avoids slang vocabulary and written in a long form. -it is used during business meetings, while giving public announcements, or while presenting a report or delivering a speech.	3. Modelling Read the sentences and notice the underlined word. a. In her disappointment she wanted to throw everything and forget what she was doing. b. She swallowed her pride, but still undecided, called for her mother. c. "Look like it's time for a redo!" d. Sarah slowly rewrapped each present and retied each bow listening carefully to each direction. e. Her mother even helped her remake the card. f. Sarah rewrote the message and added sparkly stickers to the paper. g. You are such an adorable friend. Read the underlined words in the sentences.

These elements of the literary texts are helpful in summarizing a story or narrative text.

The elements of literary texts are:

- Theme- is a central message or purpose of a story. The theme of a story is the message or the lesson given by the story to its readers.
- Setting- tells where and when the story happens and how the story begins.
- Characters (Heroes and Villains) - are the people or animated objects that interact in the story.
- Plot- tells the order of events

Plot has three important parts:

1. Beginning- is where the characters and setting are established
2. Middle- introduction of the problem or conflict, the high point and the winding point
3. End- it is the conclusion of the story, the conflicts are resolved

Give important discussion on the sequence of these elements.

Values: Do you also make promise to your mother or father? Do you fulfil what you have promised to them? Is it important that we should

Informal English

-it is characterized by a simpler grammatical structures, personal expression and slang vocabulary.

-in using informal, combining words will require knowledge of contractions.

-is used when you are around people you know, ones that you are close to, such as friends or persons you regularly speak with.

What do you call the underlined words?

What prefix or suffix is added to each word?

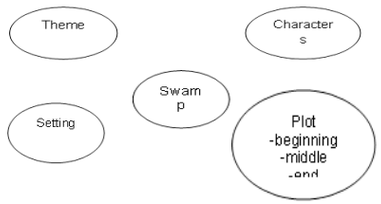
Prefix	Words	Meaning	Suffix	Words
un-	undecided	not decided	-ment	disapp
re-	redo, rewrapped, retied, remake, rewrote	-to do again -to wrap again -to tie again -to make again -to write again	-able	adorab

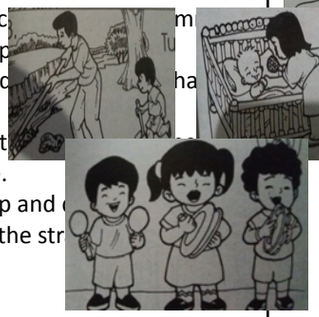
Prefix- is an affix placed before a root word or base word to form a new word. When you add prefix to the root word, you change the word's meaning.

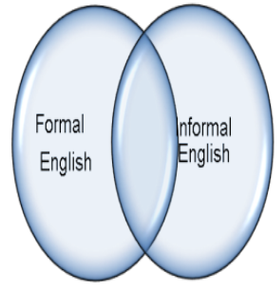
The prefix -un means "not" (unhappy), "opposite" (unwholesome); "to reverse" or "undo the result of a specified action" (unbind); "to release, free, or remove from" (untie).

The prefix -re means "to do again" (retell)

Suffix- is an affix placed after a root word to form a new word.

	fulfil our promise? Why do you say so?			The suffix –ment means "state of being" (treatment); "result of n action" (development) The suffix –able means "capable or worthy of" (lovable) When you add prefix or suffix to the root word, you change the word's meaning
F. Developing mastery (Leads to Formative Assessment 3)	Guided Practice The teacher will present another story. (Refer to LM Try and Learn) Read the story. Identify the elements of the story. Group Activity 1. Group the pupils into 4. Distribute to each group the photocopy of the story. 2. Summarize the story by writing the elements of the story in the semantic web 3. Report the group output to the class. 	Guided Practice Teacher will provide pictures and activity cards for group activity. (Refer to LM, Try and Learn) Group 1 1. Look at the pictures below. The pictures are activities that a grade five can do in school. 2. Name other things that you can do in school. 3. Write your sentences on strips of paper. 4. Read the sentences in front of the class. Group 2 1. The diagram is the activities a child in grade five may do at home. 2. Write sentences of other activities that you may do at home. 3. Write your answer on a manila paper. Group 3 1. Look at the picture below. 2. Write two to three paragraphs using modal can and may about the activities the children do. 3. Write your answer in a manila paper.	. Guided Practice Group Activity (Refer to LM Find Out and Learn) 1. Group the class into 4. 2. Each group has the same copy of paragraph. 3. Read the paragraph then identify the formal and informal English used. 4. Write your answer in the organizer. Formal and Informal English Formal | Informal	. Guided Practice Group Activity (Refer to LM Try and Learn) 1. Group the class into 4. 2. Give each group activity card with directions on what to do with the activity. 3. Activity proper. 4. Present the group output before the class.
G. Finding practical applications of concepts and skills in daily living	Independent practice Read each sentence. Write Th on the blank for setting of the story, Se for setting, Ch for characters and Pl for plot. Do this on a piece of paper.	5. Independent Practice Write sentences about the pictures using modals can or may. (Refer to Do and Learn)	. Independent Practice Study each expression below and tell whether it is formal and informal. Write your answer on the line.	. Independent Practice Choose from the letter of the correct word to complete the sentences.

	_____1. As Jimmy waved goodbye he knew that he wouldn't want to miss this swamp adventure for anything. _____2. The night was pitc m was sure that he was lost in t swamp _____3. Jimmy had been so pleased ha had lost track of time. _____4. Jimmy was the lost boy in t man helped him find his way home. _____5. Chills chased each other up and spine when he remembered about the str happened in the swamp. 		_____1. Do you understand what to do? _____2. Anybody in here? _____3. I would like to have a hamburger and a soda. _____4. I am afraid I will not be able to attend. _____5. Sorry, I can't make it.	1. At my house, we play Scrabble, and I always win because I can _____ words quickly. A. unlock B. unusual C. unfamiliar D. unpleasant 2. Mom said I had to wait until my birthday to _____ my presents. A. unable B. untied C. unwrap D. unhappy 3. Jon forgot his backpack and had to _____ home to get it. A. replace B. return C. resend D. retell 4. Babies need _____ to grow up smart and strong. A. development B. instalment C. management D. nourishment 5. Mario's new cell phone is _____ in two months. A. breakable B. payable C. lovable D. doable
H. Making generalizations and abstractions about the lesson	Closure/Assessment The teacher will provide a ball, wrapped in it are strips of paper with questions. The pupils will play "Pass the Ball". They may sing, or recite a poem while passing the ball to each classmate. When the teacher tells the pupils to stop, whoever holding the ball he/she will answer the question. Answer the following: 1. What are the elements of the literary texts? 2. What is a theme? 3. What is a setting? 4. Give examples of characters. 5. What is a plot? What are the parts of a plot?	Closure/Assessment Ask: What did you learn today? When do we use the modal can? When do we use the modal may? When do we sue the modals can and may?	Closure/Assessment Use a Venn diagram to illustrate important details in using formal and informal English. In the overlapping circle at the middle their similarities and in the outer are their differences.	Closure/Assessment Place stars with questions under the pupils' table/chairs. (This should be done before the class starts). Instruct the pupils to check if their tables have stars. If it has, he/she will answer the question.

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<td>I. Evaluating learning</td>
<td>Evaluation
The teacher reads the short story and instructs the pupils to fill in the blanks to complete the statement. (Refer in LM Do and Learn)

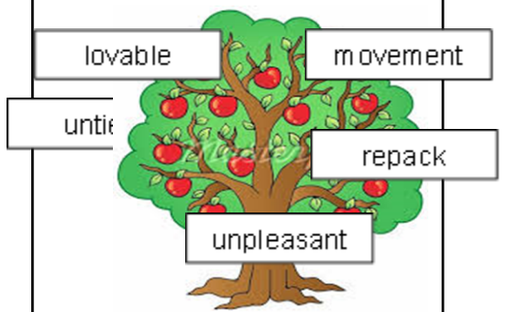
The theme of the story is _____
The story happened in _____.
The characters were_____.

The problem started when _____.
It was solved when _____.</td>
<td>Evaluation

Look at each picture. Complete each sentence by writing may or can on each blank.

1. Carlo _____ write a letter to his friend.

2. You _____ go home now.</td>
<td>Evaluation
Study each expression. Put a check (/) in the column whether the expression is formal or informal.
<table><tr><th>Sentences</th><th>Formal</th><th>Informal</th></tr><tr><td>1. I would be grateful if you could reply early.</td><td></td><td></td></tr><tr><td>2. Nice to meet you. See ya.</td><td></td><td></td></tr></table></td>
<td>Evaluation

Choose from the tree the correct word to complete the sentences.

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3. Susie _____ help her teacher.

4. The schoolchildren _____ sing our national anthem.

5. A dog _____ barks if it sees a stranger.
</td>
<td>
<table>
<tr><td>3. Please let me know when you will be

available.</td><td></td><td></td></tr>
<tr><td>4. I’ll see you soon.</td><td></td><td></td></tr>
<tr><td>5. Don’t forget to call me.</td><td></td><td></td></tr>
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<td>
1. Jacob almost fell down because his shoelaces were _____.
2. My dad was not able to fit the entire luggage into the truck of our car so he had to _____ it.
3. Monica was a _____ child, always helpful and kind.
4. A sudden _____ in the far corner of the room made her turn in that direction.
5. The burnt pot roast had a very _____ odor.
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<tr>
<td>J. Additional activities for application or remediation</td>
<td></td>
<td>Assignment
Present the details of your favorite fairy tale using the elements of the literary texts. Write your work in your notebook.</td>
<td>Assignment
Cut a picture or draw your answers in each circle. Then use it in your own sentence.
1. Something you can do on a weekday
girl washing dishes | boy eating grilled | boy watching T.V.
2. Something you may do on weekends.
boy climbing tree | girl playing dolls | girl reading magazine</td>
<td>Assignment
Pretend that a friend and you are attending to a birthday party. Write a dialog between the two of you about the event in the party. Use formal and informal English in your dialog.</td>
<td>Assignment
Complete the table below.
<table>
<tr><td>Prefix</td><td>Root Word</td><td>New Word</td><td>Mean</td></tr>
<tr><td>un-</td><td></td><td></td><td></td></tr>
<tr><td>re-</td><td></td><td></td><td></td></tr>
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<tr><td>V. REMARKS</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>VI. REFLECTION</td><td colspan="5"></td></tr>
<tr><td>A. No. of learners who earned 80% in the evaluation</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>B. No. of learners who require additional activities for remediation who scored below 80%</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

C. Did the remedial lessons work? No. of learners who have caught up with the lesson					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					