

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	File Created by. DEPEDTREND.COM	Learning Area:	ENGLISH
	Teaching Dates and Time:	FEBRUARY 13-17, 2023	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner.... listens critically to different text types; expresses ideas logically in oral and written forms; needs.	The learner.... listens critically to different text types; expresses ideas logically in oral and written forms; needs.	The learner.... listens critically to different text types; expresses ideas logically in oral and written forms; needs.	The learner.... listens critically to different text types; expresses ideas logically in oral and written forms; needs.	Weekly test
B. Performance Standards	The learner... demonstrates interest in reading to meet various	The learner... demonstrates interest in reading to meet various	The learner... demonstrates interest in reading to meet various	The learner... demonstrates interest in reading to meet various	
C. Learning Competencies/Objectives Write the LC code for each	Distinguish fact from opinion Observe politeness at all times EN5LC-IIIa-2.10 EN5A-IIIa-16 CG PP 109	- Infer the meaning of unfamiliar words (Compound) based on given context clues - Read grade level text with accuracy, appropriate rate and proper expression - Observe politeness at all times EN5V-IIIa-20.3 EN5F-IIIa-1.3 EN5A-IIIa-16 CG PP 109	- Infer the meaning of words based on given context clues (Synonyms and Antonyms) - Show tactfulness when communicating with others EN5V-IIIa-20.4 EN5A-IIIa-17 CG PP 109	-Compose clear and coherent sentences using appropriate grammatical EN5G-IIIa-7.3.1 CG PP 109	
II. CONTENT	Distinguishing Fact from Opinion (Listening)	Compound Words (Vocabulary Development)	Synonyms and Antonyms (Vocabulary Development)	Composing clear and coherent sentences using appropriate grammatical structures (Preposition)	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Material pages					
3. Textbook pages	Lesson Guide in Elementary English pp. 33 – 35 English Expressways (Textbook in Reading) pp.215-216 Google Images	Lesson Guide In English 5 pp. 103-104 Google Images	Lesson Guides in Elementary English 5 pp. 117-121	English Expressways: Reading and Language (Teacher's Manual) pp. 185 – 188 English Expressways:Language (Text book for Grade 5) pp. 243 – 251	

				http://shortschoolstories.blogspot.com/2013/04/grammer-prepositions.html http://www.learnenglishtoday.com/lessons/lesson_contents/grammar/prepositions.html http://grammar.yourdictionary.com/games-puzzles-and-worksheets/preposition-games.html#LuD6UpO80DEIFGxU.99	
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	metacards, strip of paper rolled with ribbon, box, manila paper, pentel pen	picture, strip of cartolina, realia	topic wheel, puzzle, poem	realia, pictures, chart of prepositions	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Game: Pick out a strip (rolled with ribbon) with a statement stating a fact or an opinion inside a box. Those who picked an opinion should go to the left side; those who picked a fact should go to the right side. Pupils who did not get it correctly should recite a poem or a dance number. * Boats never sink. * Ice is cold. * Three is not a number between two and four. * All people can read. * A kitten grew up to be a cat. * You should brush your teeth. * A baby cannot count one to ten. * Rich people are happy.	Study the picture. Tell something about it. 1. What are the following pastries/cakes made of? 2. List down some ingredients in making cupcakes or pancakes/applesauce etc.	A. Setting the Stage 1. Use a topic wheel. Answer the question at the center.	Directions: The teacher will show pictures showing the use of prepositions. The pupils will analyze the different positions of the mouse on the image.	
B. Establishing a purpose for the lesson		Infer the meaning of unfamiliar words (Compound) based on given context clues Read grade level text with accuracy, appropriate rate and proper expression	2. Distribute each letter to pupils. Ask them to rearrange the letters and give the meaning of the word. They will stand in front with the letter. (Encourage	The teacher will show the chart of preposition and explain the meaning and use of each Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	

			the pupils to give other meanings of the given word) (lovely) LYVELO _____ 1. beautiful (elegant) GEELTAN _____ 2. graceful (adaptable) EAAADPTLB _____ 3. pliant (fragrant) TRANFRAG _____ 4. sweet (shining) NIIHGSN _____ 5. sparkling		
C. Presenting examples/instances of the new lesson	1. Say: I have here a paragraph to read with you. 2. Read the paragraph to the pupils. 3. Comprehension check-up 4. Ask them to distinguish fact from opinion. Listen to the following paragraphs. a. Jose works with animals. In fact, he spends every spare moment in a neighborhood pet store. After school, he helps feed the animals and clean their cages. He spends a lot of time training the animals so that they could get along with people. b. Jose believes that being a veterinarian and working with animals would be a wonderful thing for him to do when he grows up. He thinks that he will become an excellent veterinary doctor in the future. Which paragraph expresses truth or fact?	1. I have here a paragraph. Please read orally. Follow the proper reading with accuracy, appropriate rate and proper expression. 2. Read the paragraph. One <u>Sundayafternoon</u>, Julian, the baker is busy making <u>cupcakes</u> and cooking <u>pancakes</u>. Celia, his helper is busy packing <u>applesauce</u> and <u>strawberry</u> jam. They will bri2ng these to <u>Chinatown</u> where <u>anybody</u> can buy them <u>anytime</u>. 3. Comprehension check-up a. Who is Julian? b. What is the work of the baker? c. What does Celia pack? d. When did the story happen? e. If you were a baker what bread would you prefer to bake? 4. Ask them to pick out the different compound words from paragraph mentioned above	1. I have here a poem. Please read orally. Follow the proper reading with accuracy, appropriate rate and proper expression.	The teacher will ask the pupils to choose the appropriate preposition to complete each sentence. Choose from the word bank below	
D. Discussing new concepts and practicing new skills #1	Let the pupils read sentences distinguishing fact from opinion.	Modeling for Pupils 1. Look for the underlined words in our story.	MY NATIVE LAND by: Esmeraldo B. Pascua		

	a. A forest is the best place to relax. b. Forests protect our wildlife and provide homes, food and water to animals and birds. c. Trees prevent flood that can kill people and crops. d. From these forests come wood for houses, telephone posts, electric light poles and many other things. e. Forest fires can be prevented. Fact – is a statement which experiences and experiments have proven to be true. Opinion – is a view or guess which may or may not be true. Clue words like think, believes, feel, must be, must and probably, seems often signal opinion.	2. Read the two words found in each word. Sunday =sun + day afternoon=after + noon cupcakes =cup + cakes pancakes =pan + cakes applesauce=apple + sauce strawberry=straw + berry Chinatown=China + town anybody =any + body anytime =any + time Compound Word – comes from two different words that have been put together to form a new word with a new meaning.	How beautiful are her mountains grand The peaceful valleys between Her sparkling sun and cooling rains That bathe the fertile plains – How graceful are her stately plains Her towering emerald trees How pliant her rustling bamboos green Dancing blissfully in the breeze – How pretty her white sampaguitas And fragrant orchids so rare How modest and sweet her daughters Who harvest the golden grain – How I love her rainbow birds Her blue skies and sparkling waves How I love this dear Philippines Home on this troubled earth.		
E. Discussing new concepts and practicing new skills #2	Fact – is a statement which experiences and experiments have proven to be true. Opinion – is a view or guess which may or may not be true. Clue words like think, believes, feel, must be, must and probably, seems often signal opinion. 1. The teacher will direct the pupils to write at least 2 sentences distinguishing fact from opinion.		Comprehension check-up a. What are found between grand mountains? b. How will you describe the plains? c. Explain why bamboos are pliant. d. Compare the sampaguitas and the orchids. e. Can you name three things you love most in our country?		
F. Developing mastery (Leads to Formative Assessment 3)	2. Group Activity a. The pupils will group into five. b. The teacher will explain the Directions of the activity.	a. Group the pupils accordingly b. Explain the directions of the activity 3. Activity proper	Directions: The teacher will ask the pupils to copy the words that is spelled correctly. gloruious glorious gloruiouos	Directions: The teacher will ask the pupils to read the short paragraph below. Let them analyze the use of prepositions in sentences.	

	c. There are metacards where the sentences of fact and opinion are written. d. The group will distinguish whether the sentences are fact or opinion by pasting it in the proper heading. 3. Activity proper. Sentences: a. I love water. b. Drink about 6-8 glasses of water each day to be healthy and strong. c. Animals need water to survive. d. Some plants can live without water. e. Clean water is pure.	Directions: Let's make compound words. Write the compound word on the blank before its meaning. _____ 1. store where books are sold _____ 2. marker placed between the pages of the book _____ 3. a set of shelves or cabinet for holding books _____ 4. person who spends much time reading a book _____ 5. used to protect the eyes from the sun's glare	resplendent resplenden rescplendent verdant verdant plaintive pliantiv plaintive boundlhes boundiless boundless	Maria is walking on the grass. Riaz is walking on the foot-path. A boy and a girl are running across the road. It is not safe. They should look right and left and then cross the road. They are going to school. They are late for school. They are all in a hurry. The school begins at half past seven. The children are in the class room. They are putting their bags on desk. They are sitting on their chair. The teacher is coming into the class room. The children are looking at the teacher. She is writing on the black board. She is writing with a piece of chalk. Zia is late. He is walking into the class room.	
G. Finding practical applications of concepts and skills in daily living	F. READ AND LEARN Directions: Read each statement and then circle whether it is a fact or opinion. Explain your answer. 1. The fastest land dwelling creature is the Cheetah. Fact or Opinion Explain: 2. The ugliest sea creature is the manatee. Fact or Opinion Explain: 3. Oranges contain both calcium and vitamin C. Fact or Opinion Explain: 4. Diamonds are the hardest substance on Earth. Fact or Opinion Explain: 5. McDonalds sells more hamburgers than any other restaurant chain in the world. Fact or Opinion Explain:	Pick out the compound words from the sentences. 1. Daylight begins at early morning. 2. We put all our toys in the playroom. 3. I got sunburn when we went to the beach. 4. The teacher told the pupils to underline the correct answer. 5. We have P.E. in the afternoon.	1. The teacher will ask the pupils to use the following words from the poem in sentences 2. Group Activity: a. The pupils will be grouped into five b. The teacher will explain the activity Group Activity Directions: Make a list of 5 synonym or antonym word pairs. Use each pair in a sentence. Examples: sad and unhappy mistake and error sleepy and drowsy perhaps and maybe Groups 1-3: Synonyms Groups 4-5: Antonyms	 D. DO AND LEARN Directions: Write 5 sentences using prepositions	
H. Making generalizations and abstractions about the lesson	What have you learned from today's lesson?	What have you learned from today's lesson? Give other examples of compound words	*Synonyms – words that have similar meaning *Antonyms – words that have opposite meaning	What have you learned from today's lesson? *Prepositions - are words which show the relationship between a noun or a pronoun object and some other words in the sentence	

I. Evaluating learning	Directions: Distinguish fact from opinion. Write F if the sentences express fact and Q if it is an opinion on the blank before the number. _____ 1. From birth to adulthood, we grow physically, intellectually, and emotionally. _____ 2. According to many, girls mature earlier than boys do. _____ 3. I guess growing up has many challenges. _____ 4. During adolescence, boys grow to manhood and girls develop into womanhood. _____ 5. Maybe, I would look like my mother.	Read each sentence and fill in the blank with a compound word. Choose your answer below. 1. The _____ did their best to save the burning building. 2. Please go to the _____ for some medicine. 3. Grandfather went to the barber shop for a _____. 4. We will go to the _____ to harvest fruits and vegetables. 5. I have _____ may be because I ate too much. haircut firemen stomachache drugstore backyard cornfield	Directions: Identify the words that have similar meaning or opposite meaning of each underlined words. 1. The grand mountains are <u>beautiful</u>. a. attractive c. elegant b. marvelous d. radiant 2. How <u>graceful</u> are her stately plains! a. willowy c. delicate b. obedient d. refined 3. How <u>sweet</u> and modest are her daughters who harvest the golden grain! a. darling c. harmonious b. pure d. fragrant 4. How graceful are her <u>towering</u> emerald trees! a. brief c. tiny b. little d. low 5. How I love this dear Philippines, home on this <u>troubled</u> earth! a. peaceful c. dignified b. restful d. gracious	 READ AND LEARN Directions: Read the short paragraph below. Underline the prepositions. Vashni is walking on the grass. Vince is walking on the foot-path. A boy and a girl are running across the road. It is not safe. They should look right and left and then cross the road. They are going to school. They are late for school. They are all in a hurry. The school begins at half past seven. The children are in the class room. They are putting their bags on desk. They are sitting on their chair. The teacher is coming into the class room. The children are looking at the teacher. She is writing on the black board. She is writing with a piece of chalk. Zia is late. He is walking into the class room.	
J. Additional activities for application or remediation		1. The pupils will write the compound word that mean the following: _____ bell by the door _____ ache or pain at the back of the body _____ cake fried on a pan _____ room where classes are held _____ cloth to cover		 G. WRITE ABOUT IT Directions: Use the appropriate preposition for each sentence. 1. I drew a line _____ the paper 2. The city was _____ power for several hours. 3. I hid the ball _____ the table. 4. I hurried _____ the stairs and into my room. 5. The audience were all standing _____ the performance.	

V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who scored below 80%					
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?					