



GRADES 1 to 12 DAILY LESSON LOG

School:
Teacher:
Teaching Dates and
Time:

AUGUST 22 – 26, 2022 (WEEK 1)

Grade Level:
Learning Area:
Quarter:

V
ENGLISH
1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Note significant details Use appropriate facial expressions	Self-correct when reading Value/love one another	Infer the meaning of compound words	Recognize the elements of a narrative	Compose clear and coherent sentences using appropriate grammatical structures:aspects of verbs.
A. Content Standards					
B. Performance Standards					
C. Learning Competencies/Objectives Write for the LC code for each	EN5LC-Ia-2.1 EN5OL-Ia-2.6.1	EN5V-Ia-12 and 13	EN5F-Ia-13	EN5F-Ia-2.9	EN5G-Ia-3.3
II. CONTENT	Listening to a dialogue Speaking with appropriate facial expression	Selection: <i>Two Were Left by Hugh B. Cave</i> Self-correcting when reading	Inferring the meaning of compound words	Recognizing the elements of narrative	Using the simple aspects of verb Using the present tense for of the verbs Using the simple regular past form of verbs Using forms that show future time
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	pages 2-3	pages 3-5	page 5	pages 5-6	pages 6-8
2. Learner's Materials pages	pages 3-4	pages 4-7	pages 6-7	pages 7-9	pages 10-12
3. Textbook pages	pages 3-4	Pages 4-7	Pages 6-7	pages 7-9	pages 10-12
4. Additional Materials from Learning Resource (LR) portal					https://www.thoughtco.com
B. Other Learning Resources	Pictures, charts,	Word cards, pocket chart, story chart	Picture, chart, word card	Chart/ppt.flah cards,	Pictures, chart, metacards https://www.thoughtco.com , http://englishlinx.com
IV. PROCEDURES					
A. Review previous lesson or presenting the new lesson	Ask: <i>What does being a steward of creation mean?</i>	Ask: <i>What is a dialogue?</i>			

	Ask the pupil to read the big idea and another to read the verse. Ask: <i>Does the verse say what being a steward of creation means?</i>	How is <i>noting details</i> of a story is done? Why is using appropriate <i>facial expression</i> important in reading?	Importance of self-correcting when reading.	Answer the assignments as a review for the past lesson.	Elements of a narrative
B. Establishing a purpose for the lesson	Show a picture of people with their pets/ people with animals> Ask: <i>How do you think these people</i> <i>feel being around their pets?</i> <i>being around animals?</i> <i>Why should we take care of?</i> <i>our pets and other animals?</i>	Ask: <i>Why are dogs called “man’s bestfriend”? Have you had an experience with a dog that will support or contradict the statement?</i>	Show the word <i>iceberg</i> using a flashcard. Tell the pupils that it is a compound word.	Show a poster size version or PPT. slide of the paragraph. (see PPT. or chart) Tell the pupils that what they just saw came from the story “<i>Two Were Left</i>” Ask: <i>If you had not yet read the story, will you be able to understand it?</i> Show a list of words/phrases to the pupils. Tell the pupils to fill in the blanks with these words/phrases: (see chart/ppt) Have the pupils write their answers on the blanks? Ask: Does it make more sense now?	Show pictures of trees, flowers, birds, rivers Ask: <i>Do you take care of our environment? What activity do you usually do to take care of our environment?</i> <i>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</i>
C. Presenting examples/instances of the new lesson	Tell the pupils to listen very well while reading the dialogue. Have the pupils answer the questions in <i>Talk About These?</i>	Unlocking of difficulties: <i>marooned, slab, gnawing, wedged</i> Present the words using word cards and displayed on a pocket chart. Have the pupils read the words aloud? Draw out the meaning of the words using context clues and/or pictures. Then, have the pupils practice reading the phrases taken from the selection. <i>marooned on the ice</i> <i>the slab of iron</i> <i>wedged one of the iron strip</i> <i>the gnawing pain of his injured leg</i>	Go back with the example above. Ask: <i>How many words you can form from these word? What are these words?</i> Show the pupils how iceberg is divided into two words by separating the parts of the flashcard into ice and berg. Determine the meaning of each word. Give more examples as possible .	Tell the pupils that the words and phrases they used are called <i>elements of narratives</i>. Direct the pupils to the definitions on pages 7-9. Have the pupils read aloud the definitions of each element? Then, call someone to read aloud the definition aloud. (randomly)	Say: <i>You have learned that verbs are action words. Today, you will be learning the different aspects of verbs.</i> Have the pupils read the following sentences: 1. The president <u>continues</u> to motivate people to take care of the environment. 2.The teachers <u>continue</u> to motivate pupils to take care of the environment. 3.He <u>continued</u> working with the group his father founded since 2002. 4. They <u>will continue</u> to inspire people of all ages.

D. Discussing new concepts and practicing new skills #1

Read the dialogue about pets again with neutral facial expression.
Ask: Did it change the meaning of the dialogue?

Read: *The Two Were Left*
The teacher will read the story then, assign a pupil to be Noni and instruct him to read Noni’s dialogue aloud with expression. Call on volunteers to take turn reading the story paragraph by paragraph.

Answer and discuss as a class:
Think It Over on page 6 # 1-5

Have pupils do Think-Pair-Share. Tell pupils to work with a partner, discuss questions with their partner, and report their partner’s answers to the class.
Think It Over on page 6 # 6-9

Direct the pupils to the types of compound words.
Tell the pupils that there are three types of compound word; closed, open, or hyphenated.
Have the pupils think of a compound words and write them on the board on the proper column.

From the example given by the pupils have them identify the definition of each compound words.
Ask: How are the three types of compound words different from one another? Who can you explain the meaning of each compound word?

Have the pupils read the elements on the flash cards? Then, call some pupils to repeat the definition in their own words and understanding.

5. Janice *bought* a new watch last week.
Help the pupils study and analyze the sentences.
Give more examples
Lead the pupils to the different aspects of verb using the sentences above.
Help the pupils study and analyze the sentences.
Give more examples

E. Discussing new concepts and practicing new skills #2

Model: Refer back to the dialogue about pets. Go through each line and ask the pupils to identify the emotions expressed in each line. Read each line aloud with proper facial expression.

Focus Skill/Competency check
Ask: What do you usually do when you misread some words while you are reading a text aloud?

Explain that it is okay to self-correct while reading to convey the message of the text correctly.

Have the pupils identify the different elements of “*Two Were Left*”.
Post the diagram on the board.

Guided Practice:
The class will be divided into 5. Each group will be receiving metacards to write their answers. The teacher will ask a pupil to pick a card to be shown in class, each card has a verb and corresponding tense of verb written on it. Each group will compose clear and coherent sentences using the verb in the tense asked. Two minutes will be used to answer each item.

F. Developing mastery

Activity: Oral Language Practice

Facilitate the practice described on page 6 of the text book. Instruct the pupils to read aloud the

Let the pupils answer the *Independent Practice* on page 7 on their evaluation folder.

Independent Practice:

Independent Practice:
A. The following sentences are written in past tense.

	Tell the pupils to pick a partner, as instructed. Tell them to read the dialogue silently and identify the emotions expressed in each line. Afterwards, they may proceed with assigning and exchanging roles and reading the dialogue aloud.	passage with their partners. Take note of the words that their partner finds difficulty to read. Remind him/her to self –correct while reading.		Form a group of five and watch the film Spellbound/Obey Your Parents. Then, on a piece of paper the pupils will copy the graphic organizer on the ppt. and fill out the elements of a narrative.	Rewrite them in present and future tense on the lines. (See Chart)
G. Finding practical applications of concepts and skills in daily living				Presentation of output in class.	
H. Making generalizations and abstractions about the lesson	What is a dialogue? How is <i>noting details</i> of a story is done? Why is using appropriate <i>facial expression</i> important in reading?	Ask: <i>Why is it important to value/love one another</i> Why is self-correction while reading a text aloud necessary?	Ask: <i>What is a compound word? What are the three types? Who can give the difference of? each type?</i>	Ask: <i>What is a narrative? What are the different elements of a narrative? State their differences.</i>	<i>What is a verb? What are the different aspects of verb? Differentiate each</i>
I. Evaluating learning	Let the pupils present the dialogue in front of the class.		Informative Assessment: Identify the words that make up the following compound word. Provide the meaning for each individual word and for each compound word. Then, use the compound word in a sentence. 1. basketball 2. fireplace 3. land bridge 4. best friend 5. brother-in-law	Pupils will watch a short story. Copy the graphic organizer from the chart on your paper and fill out the elements of a narrative. Present your output in class. (Chosen pupils) (see chart)	Have the pupils answer the practices on their textbooks pages 11-12.
J. Additional activities for application or remediation			Give 2 examples for each type of compound words. Then, give the meaning. To be passed tomorrow. (½ crosswise piece of paper).	Find the meaning of the word verb. Write it down on your notebook. Give atleast five example of a verb.	Select the best verb form: (1/2 crosswise of a piece of paper) 1. We _____ to London last year. go will go went 2. Yesterday she _____ on the ice. slips slipped will slip

						3. They _____ in Toronto by next year. will live live lived
						4. Tomorrow he _____ to Miami. traveled travels will travel
						5. Mice _____ peanut butter. love will love loved
						6. Don't bother Tim while he _____. is driving will drive drove
						7. When Jen was in Canada she ____skiing. goes will go went
						8. Right now Niki _____ on the phone. is was will be
						9. Call back later. Ella ____home soon. is was will be
						10. Blake _____ his homework last night. finished finish finishes
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?

Differentiated Instruction and
Integration of Learning (Pair-Share)