GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	Credits to the Author	Learning Area:	ENGLISH
	Teaching Dates and Time:	JANUARY 23-27, 2023 (WEEK 10)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience)	Demonstrates understanding that English language is stress timed to support comprehension	Demonstrates understanding of the various forms and convention materials to critically analyze the meaning constructed in print, non-print and digital materials		
B.Performance Standards	Prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own opinion clearly and persuasively	Read with sufficient accuracy and fluency to support comprehension	Applies different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print and digital materials		
C.Learning Competencies/Objectives	1. Make a stand about national issues 2. Show tactfulness when communicating with others 3. Observe politeness at all times EN5OL-Iii-4	Read grade level text with accuracy., appropriate rate and proper expression Observe politeness at all times	Distinguish among forms (kinds and descriptions) Fill-out form accurately (school forms, deposit and withdrawal slips) EN5W-IIj-3.7	**Administering Second Periodical Test**	
II.CONTENT	Giving opinion/ Making a stand	Reading grade level text with accuracy., appropriate rate and proper expression	School Forms, Deposit and Withdrawal Slips		
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages					
2.Learners's Materials pages					
3.Textbook pages		Developing Reading Power 5 pp.18-19	English Expressways 5 English and Me 5		
4.Additional materials from learning resource (LR) portal	http://www.philstar.com/	https://www.youtube.com/watch?v=P6X6M-THp2I http://www.english-for-students.com/The-Sun-and-The-Wind.html			

B.Other Learning Resource	Chart or tarpapel, pictures, newspaper, laptop	tarpapel for the charts of activities, video clip from youtube	Printed materials (school forms), withdrawal slip and deposit slip		
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	A. Reviewing previous lesson/Presenting new lesson Direction: Tell whether if the given statement is fact or opinion. 1. Pres. Rodrigo R. Duterte delivered his first SONA last July 25, 2016 2. I think the Philippines will become a great nation again. 3. Someday, I will finish my studies and fulfill my dreams. 4. There is a corruption in the Phillipines. 5. Maybe, our population will be lessened if everybody will be knowledgeable about family planning	Show pictures of children working such as selling cigarettes , candies and mineral water in the streets. What can you say about these children? Why do you think they are doing this kind of job?	Review on following directions Game: Follow the Leader The teacher asks a volunteer leader to give directions. The rest of the pupils follow what the leader says. The pupil who will do the directions correctly will be the winner		
B.Establishing a purpose for the lesson	Teacher presents a word map. Think of words that can be associated with the given name. Ferdinand Marcos Who among you are familiar with this name? Are you familiar with this issue? What facts or idea can you give about him? Give your opinion about this issue	Today, we will find out how well do you read with accuracy. Accuracy means reading the words in a selection correctly. There are strategies you can use to help you read words. For example, you can sound out the letters in a word or reread the sentence to figure out the meaning of an unknown word	1. Motivation Have you experienced filling out forms? When did you fill out forms? What forms have you already filled out?		
C.Presenting Examples/ instances of the new lesson	Pupils will be grouped into four to perform the activity. What can you say about this issue? Do you think government's choice to bury the remains of late	1. Model reading of the story 2. Popcorn reading of the story The Tricycle Boy At fourteen, Joselito was one of the youngest boys	You will analyze the data needed in the sample school form. From this lesson, you will learn how to fill out different forms correctly.		

	Ferdinand Marcos is a good decision? Are you also in favor of the Pres.Duterte's decision? Why or Why not? Why do you think the government decided to bury the remains of late Marcos at Libingan ng mga Bayani? Give your own opinion or stand about this issue	among the tricycle drivers operating near the Sta. Ana Market in Manila. His mother died and had other children of his own. Joselito preferred to stay with an aunt rather than join the new family. His aunt earned their living by washing clothes . Joselito became tricycle driver in the morning to help earn some money . He went to school in the afternoon. Joselito had many customers. He was always pleasant and cheerful. He was very helpful, too. He carried the customers' bags. Sometimes he gave school children a free ride on his tricycle. Through his efforts, Joselito did not only help his aunt, but made her happy ,too . Comprehension Check-up 🎬 What is the story about? 🎬 How did Joselito help his aunt? 🎬 How did his aunt earn a living? 🎬 What kind of a boy was Joselito? 🎬 What did he do with the school children to show his kindness?			
D.Discussing new concepts and practicing new skills #1	1. What is your opinion with this issue? 2. Who are in favor with the President's decision? 3. What are the reasons why you are favorable with this?	Accuracy refers to reading words without mistakes. Let the student watch and listen to the sample video clip of readers theater.	Let the pupils read the items in the form Malvar Central School Malvar, Batangas Name_____ Address_____ _		

	4. Who are not favor with the President's decision? What are the reasons why you are not favorable with this? 5. Should the Philippine Government be benefited?	Readers theater gives students multiple opportunities to read text with emotion and to practice reading the same words over and over again. (refer: https://www.youtube.com/watch?v=P6X6M-THp2I)	Grade and Section_____ Nationality_____Religion_____ _ Place of birth_____ Date of Birth_____ Father's name_____ Address_____ _ Occupation_____ __ Mother's Name_____ Address_____ _ Occupation_____ _ Contact Number_____		
E. Discussing new concepts and practicing new skills #2	1. Do you have the same stand? 2. What can you say about the opinions of others? 3. What did you do to support your stand? 4. How do you value the opinion of others?	Read Me Please! ☂ Pupils will be group into 3. There will be one leader for each group. They will be given a copy of the short script/story. As a group they should practice to read the script/story accurately with expressions. 🎬 Refer to: http://www.english-for-students.com/The-Sun-and-The-Wind.html (for the copy of the script/ story) 🎬 Refer to : http://www.english-for-students.com/Two-Goats.html 🎬 Refer: http://www.english-for-students.com/Selfish-Friendship.html	What is the sample form about? What information are asked for in the form? What should you do before filling out the form? Why do you have to read the form before answering?		
F.Developing Mastery	Pupils will be grouped into three. On each corner, national issues written on the metacards are posted.	Let's Do the Tongue Twisters Read the tongue twisters with appropriate speed, pronunciation and	Present another forms to fill out. 1. Bank Deposit Slip What is the sample form about?		

	Pupils will to go to the corner that best describes how they feel about that issue. What is your stand on this issues? Write your answer in 3-5 sentences to make your opinion/persuasion strong. a. Extra Judicial Killings in the Philippines b. Heavy Traffic c. Corruption and Poverty	clarity. A good cook could cook as much cookies as a good cook who could cook cookies I saw a saw that could out saw any other saw I ever saw. A sailor went to sea To see, what he could see. And all he could see Was sea, sea, sea. She sells sea shells on the sea shore , But the sea shells that she sells, on the sea shore are not the real ones. How many cans can a canner can, if a canner can can cans?	What information are asked for in the form? 2. Bank Withdrawal Slip What is the sample form about? What information are asked for in the form?		
G.Finding Practical application of concepts and skills in daily living	Who among you have been confined in the private hospital? Did your parents give an initial downpayment before admission ? What is your opinion regarding this issue? In two to three sentences, give your stand whether it should be implemented or not.	Group the class into 4. They will be ask to compose a poem with 3 stanzas about different jobs. The group will read this with accuracy in front the class	1. Small Group Dynamics Divide the class into three groups. Provide each group a form to fill out. Group I – School Form Group II - Deposit Slip Group III – Withdrawal Slip 3. Tell the pupils to pretend that they are in the Guidance Office. Then, they will fill out the Pupil Profile form		
H.Making generalization and abstraction about the lesson	What should we remember in giving stand or opinion to certain issue?	Remember Accuracy means reading the words in a selection correctly. There are strategies you can use to help you read words. For example, you can sound out the letters in a word or reread the sentence to figure out the meaning of an unknown word.	When filling out forms: 1. Read each item in the form very carefully. 2. Follow printed directions. 3. Be precise in supplying the information. 4. Give true and correct information. 5. Avoid making erasures. 6. Handle the form with utmost care		
I.Evaluating learning	Direction: Give your opinion/stand on the following articles.	Pupils will be given a copy of the sample script of the readers	Fill out the give form correctly ADMISSION FORM		

	MANILA, Philippines - Sen. Ferdinand "Bongbong" Marcos Jr. perceives the Philippines' rejection of bilateral talks with China as a wasted opportunity to resolve the maritime dispute over the South China Sea. "China opened the door and we shut it. The Chinese said let's talk and we snubbed them," Marcos said during a media forum, adding that the country failed to take advantage of the given opportunity. China to Philippines: Let's sit down and talk According to the senator, there are only three ways to resolve the said dispute: by war, adjudication or multilateral or bilateral agreements. Marcos ruled out war and arbitration since the Chinesewould not recognize the latter. "So talk, and tell them: we are not happy with what you are doing and we do not agree with what you are doing. But the next thing you say is: how do we fix this?" the senator said. The Senate Committee of Foreign Relations chair noted that the Philippines will not lose anything if accept China's invitation to a dialogue on the maritime dispute. "We should talk to China bilaterally because it is still the best option. Our Filipino businessmen can also help by reaching out	theater. They will read this with accuracy and will be evaluated through the given rubrics below **Oral Reading Rubric** *Expression*: "4" Very expressive throughout the entire selection; "3" Expression throughout most of the selection; "2" Some expression in parts of the selection; "1" Very little expression; "0" Not yet *Phrasing*: "4" Meaningful phrasing throughout the entire selection; "3" Some phrasing; pays attention to punctuation; "2" Phrases known expressions; rest are word-by-word; "1" Mostly word-by-word; pauses at end punctuation; "0" Not yet *Rate*: "4" Greater than 110 words per minute; "3" 90-110 words per minute; "2" 70-90 words per minute; "1" Less than 70 words per minute; "0" Less than 50 *Accuracy*: "4" 96-100% accurate; "3" 90-95% accurate; "2" 86-89% accurate; "1" Under 85% accurate; "0" Under 60%	Name_____ _____ (Surname) (First) (Middle) Residence_____ _____ (City Address) (Provincial Address) Date of Birth_____Place of birth_____ Address_____ _____ Schools Attended: Kindergarten_____ _____ Primary_____ _____ Intermediate_____ _____ Father's name_____ Educational Attainment_____ Occupation_____ _____ Mother's Name_____ Educational Attainment_____ Occupation_____ _____		

	to their Chinese counterparts and friends in China and try to come up with a solution that will persuade both governments to, at least, sit down and negotiate, or at most, resolve the problem outright," Marcos said. Marcos stressed that the Philippines should not be "snobbish" in dealing with "superpower" China. He added that he cannot see any reason not to talk with China. "We're strategically important to any great power in Asia-Pacific, but we have to play that role even-handedly. We have to stop thinking in terms of kakampi ko ang Chinese, kakampi ko ang Kano. Ang kakampi mo lang Pilipino," the senator added. The Philippines sent a delegation to the United Nations Arbitral Tribunal to defend its stand against China's nine-dash line claim over the South China Sea				
J.additional activities for application or remediation	The teacher together with the pupils discuss the outputs made	Copy a line from the tv ads or commercials then read it in front of the class accurately with expressions	Provide the correct information for the given form.		
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 did not find difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson.	___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 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 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 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 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 helpme 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 used/discover which I wish to share with other teachers?	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.

	___Schema-Building: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	**___Bridging**:**Examples:** Think-pair-share,quick-writes,andanticipatorycharts. **__Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks

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