

School:		Grade Level:	V
Teacher:		Learning Area:	ENGLISH
Teaching Dates and			
Time:	(WEEK 6)	Quarter:	1 <sup>ST</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Vocabulary Development	Reading Comprehension	Grammar Awareness	Oral Fluency /Composition	
B.Performance Standards					
C.Learning	A. Infer the speakers tone, mood	Analyze figures of speech (simile,	Compose clear and coherent	A. Reading with automaticity	Assess pupils ability in
Competencies/Objectives	and purpose based on the listening text.  B. Infer the meaning of unfamiliar words relative to the text listened to EN5V-IIf-2.8.1	metaphor, personification, hyperbole) in a given text EN5RC –If-2.3	sentences using appropriate grammatical structures- conjunctions (contrasting idea) EN5G-If-8.3/8.4	level frequently occurring content area words. (Science) B. Revise writing for clarity-punctuation marks EN5WC –If-1.8.1	the skills learned
II.CONTENT					
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.69	CG p.69	CG p.69	CG p.69	
2.Learners's Materials pages					
3.Textbook pages		English Expressways	English Expressways		
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	chart	Chart	Chart,picture		
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	1. Unlocking of Difficulties Identify the meaning of the underlined words through context clues. A. There was a heavy traffic and the cars were honking so loud. B. Handle brittle objects carefully because they break easily. C. When polvoron crumbles it becomes powdery in form	Preliminary Activity/ Oral Language Pronounce the following pair of words correctly	Match the sentence in set A with the sentence in set B to form a compound sentence joined by "and	Preliminary Activity/ Spelling Drill 1. equation 2. theory 3. relativity 4. complex 5. formulas	
B.Establishing a purpose for the lesson	Do you know someone who is blind? How do you feel for him? If you had a blind friend, what will you tell him? Why?	Each groups will form a line, every group will be given the same limerick, the leader will be the first one to read it and relay to his /her	Describe what the children are doing based on the given picture	Motivation Show a picture of Albert Einstein	

	Today you will listen to "Antonio's Story". What do you think is the other world where Antonio lives?	members. The group that can relay the message accurately with the shortest period of time will be the winner There was an old person of fold Who shrank from sensations of cold; So he purchased some muffs, Some furs, and some fluffs, And wrapped himself from the cold	snd_cstl www.fotosearch.com ©	Do you know who is in the picture?
C.Presenting Examples/ instances of the new lesson	Read Antonio's Story" to the pupils.	Read the poem with the pupils Poem No.1 The moon, like a flower In heaven's high bower With silent delight Sits and smiles in the night	Unlocking of Difficulties Find the meaning of the underlined words, inside the sentence. G. The members of the organization are fond of going to the beach, they incline themselves to rest. b. Most of their friends prefer playing volleyball over basketball; they like to be engaged in outdoor games.	Are you fond of listening and reading funny stories?  DAY 4  Oral Fluency /  Composition  Today you will read a funny story about a famous scientist named Albert Einstein
D.Discussing new concepts and practicing new skills #1	1. Engagement Activities Group the class into three and give each group a task card. GROUP 1: "Sketch Me" Draw an image of Francisca and describe her. GROUP 2: "Act it Out" Show through a role playing on how Antonio and Francisca spent their time in the park. Observe the proper intonation to express feelings effectively while performing. GROUP 3:" Write Me" Write a short friendly letter for Antonio	Group the class into four and give each group a task card Each group will report their finished activities	Read the selection below. Be ready to answer the questions that follow Comprehension Checkup: a. What do Kevin and Patrick enjoy doing at the beach? b. What do they usually do on Saturdays and Sundays? c. What do most of their friends prefer to eat? d. What does Kevin usually do alone?	During Reading Activities  1. Comprehension Checkup:  a. Who is Albert Einstein?  b. Why did Albert Einstein need to travel to different universities?  c. Narrate the part of the story that made you laugh. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
E. Discussing new concepts and practicing new skills #2	Discussion of the group outputs. Say: Let us know more about Antonio's friend. Ask: Who is Antonio's friend?	Introduction/Presentation What is figure of speech?	Let us examine the given sentence from the story	Skill Development: G. Introduction/ Presentation

When did they meet? Where did they meet? What would Francisca do whenever she sees Antonio coming? What would she say? What emotion or mood do the words and action of Francisca indicate? Call Group 2 to perform their assigned tasks. What would they do in the park? How would they walk around the park? "And the wind that makes us laugh, that moves our hair, that makes our clothes fly, not even I can see. See?" And I laugh to hear funny colors, and soon I forget that I am blind and that she lives in another world. This is my friend Francisca who is more important to me than having my own eyes. Source: One World on the Horizon What emotion do these actions indicate? Which action of Antonio tells us that sometimes he feels sad about being blind? What does Francisca do when she sees him crying? What could Francisca's mood/feeling be as she holds Antonio's hand and tells him about her eyes? Ask Group 3 to present their friendly letter for Antonio. How would you feel if you have a blind friend or a blind member in the family?

Is she blind like Antonio?

What are the different types of figure of speech? Give some examples of each

Most of their friends prefer fish but sometimes they have roast chicken.

How many simple sentence does it contain?
What have you noticed about the ideas they convey?
What word separates these two contrasting ideas?

Direction: Identify the punctuation marks used in the following sentences.

G. There's a story about how Albert Einstein was travelling to universities in a chauffeur- driven car, delivering lecture on his theory of relativity.

Funny Story
There's a story about how
Albert Einstein was travelling to
universities in a
chauffeur-driven car, delivering

lecture on his theory of relativity. One day while in transit, the chauffeur remarked, "Dr. Einstein, I've heard you deliver that lecture about 30 times. I know it by heart and bet I could give myself".

"We'll, I'll give you the chance," said Einstein. "They don't know me at the next school, so when we get there, I'll put your cap, and you introduce yourself as me and give the lecture." The chauffeur delivered Einstein's lecture flawlessly. When he finished, he started to leave, but one of the professors stopped him and asked a complex question filled with mathematical equations and formulas. The chauffeur thought fast. "The solution to that problem is so simple, "he said. "I'm so surprised you have to ask me. In fact to show you just how simple it is, I'm going to ask my chauffeur to come up here and answer your question."

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		New Dynamic Series In English,
		Josefina B. Suarez p.268
		Punctuation marks- are tools
		that we use to make our written
		sentences clear to the people
		who read them.
		Period- Is used at the end of
		declarative and imperative
		sentences. It is also used after
		an abbreviation. It is used after
		an initial.
		Example: Rice grows well in a
		hot, moist climate.
		Question mark- Is used after
		interrogative sentence.
		Example: Why do molds not
		grow on dry toast?
		Commas- Are used to separate
		words in series. The words in a
		series may be all nouns, all
		verbs, all adjectives, and so
		forth.
		Example: Rick, Rina, Rose, and
		Pia are classmates
		Are used after the salutation
		and complimentary close in a
		friendly letter.
		Example: Dear Louie,
		Your loving sister,
		Are used to set off short
		directions.
		Example: " Leave your things
		here," said Diana.
		Are used to set off dates,
		addresses, and geographical
		names.
		Example: I was born on
		September 19, 2004.
		2. They don't know me at the
		next school, so when we get
		there, I'll put your cap, and you
		introduce yourself as me and
		give the lecture.
•		<del>-</del>

F.Developing Mastery	Let us recall Antonio's story. I have	Divide the pupils into four groups.	Complete the sentences to	
, ,	here a box containing strips of	Each group will be given an activity	show contrasting idea. Choose	
	paper with statements from the	card.	your answers from the box.	
	story. As I play the music you will	Cara.	1. His rope was thin but it was	
	start passing the box to your		1. This tope was time but it was	
	seatmates. As the music stops, the		2. He is fat but he runs	
	pupil holding the box will read the		2. The 13 fat bat he rans	
	statement and tell the mood or		3. I want to lose weight but I	
	purpose of the speaker.		hate	
	1. "Hello, Antonio! Let's go! Let's		4. The meal was good but	
	go!"		4. The mear was good but	
	2. "The tree's body or its trunk is		5. My teacher is very nice but a	
	big, thick, and rough. Here, touch		bit	
	it!			
	3. "Don't cry. My eyes are big			
	enough for the two of us."			
	4. I smile and say, "I know what a			
	mango tastes like."			
	5. "And the wind that makes us			
	laugh, that moves our hair, that			
	makes our clothes fly, not even I			
	can see. See?"			
G.Finding Parctical application of	Let the pupils do the group			Each group will be given a task
concepts and skills in daily living	activity			card.
				GROUP 1
				Direction: Read each sentence.
				Circle the answer that shows
				correct ending punctuation
				mark
H.Making generalization and	Teaching/ Modelling	What are the different of figure of	How do we form a sentence	What are the different
abstraction about the lesson	What helped us in guessing the	speech?	with contrasting ideas?	punctuation marks commonly
	tone, mood and purpose	Why do writers in many poems and		used especially in writing
	expressed in the story	stories used figures of speech?		sentences?
				What are the basic rules in using
				correct punctuation marks?
I.Evaluating learning	Infer the general mood of the	Direction: Read each sentence		Direction: Rewrite the letter of
	situations that I will read. Choose	carefully. Identify the figure of	Direction: Supply the correct	invitation and insert the correct
	your answer from the words	speech used. Write S for simile, M	contrasting idea by using "but "	punctuation marks
	written on the board.	for metaphor, and P for	as a conjunction.	143 Maginhawa St.
	1." It breaks my heart to see you	personification, H for hyperbole in	1. School can be fun	Teacher's Village
	very ill," said Auring to her sick	your notebook.		Quezon City
	daughter.			January 10 2014

	2. Mang Pedro raised a wooden stick and shouted at the two boys to get out of his garden. 3. Yoly's brother was playing with other children in the park. After a while she could not see him anymore. She tried to look for him everywhere but she could not find him. 4. Lightning flashed followed by a terrible thunder. Sara closed her eyes and covered her ears as she sat on the chair. 5. Ramon had always topped his class since grade one. Now, mother was expecting another gold medal. Awarding day came but Ramon was not called. Anger sadness disappointment worry fear	<ol> <li>The stars are jewels strung in a golden chain across the dark sky.</li> <li>The hanging bridge is like a giant hammock swaying wildly during the storm.</li> <li>The guest of honor's message was a mile long.</li> <li>The moonbeams smiled sweetly.</li> <li>The street dancers wore costumes as colorful as rainbows</li> </ol>	2. The Science experiments need much time and patience 3. In Physical Education, we learn many kinds of dances 4. Our Music teachers teach Filipino songs 5. Mathematics seems challenging	Dear Menchie Sunday January 26 is my tenth birthday The whole family will go on a picnic to Bulacan We would like you to join us .We will leave on time at six o'clock in the morning and come back in the afternoon.We will pick you up in your house at about five o'clock in the morning. Please come. Your friend Mitch	
J.additional activities for application or remediation		Identify which parts of the sentence contain exaggeration.	Rite five sentences using conjunction but	Study the sentences below, place commas and quotation marks where they are needed.  1. Are you going to take our son for a walk? Asked the man.  2. Three-point shot for the Eagles! Shouted the sportscaster.  3. I really tried my best defended the boy.  4. Ruby yelled as loud as she could Fire! Fire! Help!  5. Ruby said her mother angrily Don't ever do that again!	
V.REMARKS				-	
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	Lesson carried. Move on to the next objectiveLesson not carried% of the pupils got 80% mastery	Lesson carried. Move on to the next objectiveLesson not carried% of the pupils got 80% mastery	Lesson carried. Move on to the next objectiveLesson not carried% of the pupils got 80% mastery	Lesson carried. Move on to the next objectiveLesson not carried% of the pupils got 80% mastery	Lesson carried. Move on to the next objective
B.No.of learners who require additional activities for remediation	Pupils did not find difficulties in answering their lessonPupils found difficulties in answering their lesson.	Pupils did not find difficulties in answering their lessonPupils found difficulties in answering their lesson.	Pupils did not find difficulties in answering their lessonPupils found difficulties in answering their lesson.	Pupils did not find difficulties in answering their lessonPupils found difficulties in answering their lesson.	Pupils did not find difficulties in answering their lesson.

	Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacherPupils mastered the lesson despite of limited resources used by the teacherMajority of the pupils finished their work on timeSome pupils did not finish their work on time due to unnecessary behavior.	Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacherPupils mastered the lesson despite of limited resources used by the teacherMajority of the pupils finished their work on timeSome pupils did not finish their work on time due to unnecessary behavior.	Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacherPupils mastered the lesson despite of limited resources used by the teacherMajority of the pupils finished their work on timeSome pupils did not finish their work on time due to unnecessary behavior.	Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacherPupils mastered the lesson despite of limited resources used by the teacherMajority of the pupils finished their work on timeSome pupils did not finish their work on time due to unnecessary behavior.	Pupils found difficulties in answering their lessonPupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacherPupils mastered the lesson despite of limited resources used by the teacherMajority of the pupils finished their work on timeSome 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				
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?	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo 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				
G.What innovation or localized materials did	Strategies used that work well:				
used/discover which I wish to share with	Metacognitive Development:	Metacognitive Development: Examples:	Metacognitive Development:	Metacognitive Development:	Metacognitive
other teachers?	Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	Self assessments, note taking and studying techniques, and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.
	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. Contextualization: Examples: Demonstrations, media,	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	and anticipatory charts. Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and
	<b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.	manipulatives, repetition, and local opportunities. Text Representation:	Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	projects. Contextualization:  Examples: Demonstrations, media, manipulatives, repetition, and local
	Text Representation:				opportunities.

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	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 TeachingGroup collaborationGamification/Learning throuh playAnswering preliminary activities/exercisesCarouselDiadsDifferentiated InstructionRole Playing/DramaDiscovery MethodLecture Method Why?Complete IMsAvailability of MaterialsPupils' eagerness to learnGroup member'sCollaboration/cooperationin doing their tasks	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:	Text Representation: Examples: Student created drawings, videos, and gamesModeling: 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 TeachingGroup collaborationGamification/Learning throuh playAnswering preliminary activities/exercisesCarouselDiadsDifferentiated InstructionRole Playing/DramaDiscovery MethodLecture Method Why?Complete IMsAvailability of MaterialsPupils' eagerness to learnGroup member's collaboration/cooperation	Text Representation:  Examples: Student created drawings, videos, and gamesModeling: 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 TeachingGroup collaborationGamification/Learning throuh playAnswering preliminary activities/exercisesCarouselDiadsDifferentiated InstructionRole Playing/DramaDiscovery MethodLecture Method  Why?Complete IMsAvailability of Materials
Audio Visual Presentation of the lesson Bullying among pupils	Audio Visual Presentation of the lesson Bullying among pupils	in doing their tasks Audio Visual Presentation of the lesson Bullying among pupils	in doing their tasks Audio Visual Presentation of the lesson Bullying among pupils	Pupils' eagerness to learn Group member's collaboration/cooperation in doing their tasks Audio Visual Presentation of the lesson Bullying among pupils
Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works
Planned Innovations: Contextualized/Localized and Indigenized IM's  Localized Videos  Making big books from views of the locality  Recycling of plastics to be used as Instructional Materials local poetical composition	Planned Innovations: Contextualized/Localized and Indigenized IM's  Localized Videos Making big books from views of the locality Recycling of plastics to be used as Instructional Materials local poetical composition	Planned Innovations: Contextualized/Localized and Indigenized IM's  Localized Videos  Making big books from views of the locality  Recycling of plastics to be used as Instructional Materials local poetical composition	Planned Innovations: Contextualized/Localized and Indigenized IM's  Localized Videos  Making big books from views of the locality  Recycling of plastics to be used as Instructional Materials local poetical composition	Planned Innovations: Contextualized/Localized and Indigenized IM's  Localized Videos  Making big books from views of the locality  Recycling of plastics to be used as Instructional Materials local poetical composition