

School: Grade Level: V
Teacher: Learning Area: ENGLISH
Teaching Dates and Time: MARCH 17-21, 2025 (WEEK 6) Quarter: 4TH QUARTER

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	I. OBJECTIVES					
	A. Content Standards	LC Listening Comprehension RC Reading Comprehension	G Grammar OL Oral Language/ A Attitude	F Oral Reading Fluency/RC Reading Comprehension/V Vocabulary Development	WC Writing/ Composition/SS Study Strategy/A Attitude	VC Viewing
В.	Performance Standards					
c.	Learning Competencies/Objectives Write the LC code for each	a.Summarize information from various text types b. Respond appropriately to messages of different authentic text EN5LC-IVf-3.13; EN5RC-IVf-5.5/Page 77 of 164	a.Use complex sentences to show cause and effect b. Use verbal and non-verbal cues in a TV broadcast c. Show tactfulness when communicating with others EN5G-IVf-1.9.1; EN5OL-IVf-4; EN5A-IVf-17/ Page 77 of 164	a.Read grade level text with 128 words correct per minute. b. Respond appropriately to different authentic texts. c. Identify different meaning of content specific words (denotation and connotation) TLE. EN5F-IVf-1.13; EN5RC-IVf-5.5; EN5Vf-20.1 EN5V-IVf-20.2	.a. Compose a three-paragraph descriptive essay on self-selected topic b. List primary and secondary sources of information c. Observe politeness at all times EN5SS-IVf-5; EN5WC-IIIf-2.2.8;	Determine images/ideas that are explicitly used to influence viewers, stereotypes, points of view, and propaganda EN5VC-IVf-7; EN5VC-IVf-7.1; EN5VC-IVf-7.2 EN5VC-IVf-7.3;
	II. CONTENT III. LEARNING	Summarizing information from various text types Responding appropriately to messages of different authentic text	1.Using complex sentences to show cause and effect 2.Using verbal and non-verbal cues in a TV broadcast 3.Showing tactfulness when communicating with others	Reading grade level text with 128 words correct per minute. Responding appropriately to different authentic texts. Identifying different meaning of content specific words (denotation and connotation) TLE.	Compose a three-paragraph descriptive essay on self-selected topic. List primary and secondary sources of information. Observing politeness at all times	Determining images/ideas that are explicitly used to influence viewers, stereotypes, points of view, and propaganda
	RESOURCES					
	A. References					
	1. Teacher's Guide pages	Curriculum Guide p. 82	Curriculum Guide p. 82	Curriculum Guide p. 82	Curriculum Guide p. 82	Curriculum Guide p. 82

O Toomsels Material	T				
2. Learner's Material					
pages					
3. Textbook pages					
4. Additional					
Materials from Learning					
Resource (LR) portal	D	Danasatian danata sisaad	IZ:4-1	T :1 11-1:	T-1
B. Other Learning Resources	Boxes with reading materials,	Perception charts, visual	Kitchen utensils and	Library holdings, paper,	Television, worksheet,
	different text types	aids, TV, news clip	ingredients as specified by the cook book, cook book	ballpen and LM	advertisement video
					clips
			excerpt		
IV. PROCEDURES		<u> </u>	<u> </u>	<u> </u>	
A. Reviewing previous	1.Review the text types.	1.Review the use of verbal	Review	1.Visit the library.	Review Primary &
lesson or presenting	2.Ask the students to	and non-verbal cues.	Complex Sentence	2.Let students find books	Secondary sources of
the new lesson	differentiate the following text	2.Review complex sentences.	Verbal and Non Verbal	with topics that would fit	information
	types.	3.Review cause and effect	cues	their interest and ask	
	** TEXT TYPES * *	relationship		them to list it as primary	
	Recount	•		or secondary sources.	
	Satispead statement and applications of the state of			3.Observe politeness	
	Information Discussion Report Explanation			inside the library.	
	Particle Management				
	Exposition Description				
	Population of a second property of the second				
	in the topical device. - In-marrier good of experient - In-marrier good of experient - Command of the study of the stud				
B. Establishing a purpose for			1.Present to the students		
the lesson		FOR PRESIDENT	a recipe. Ask the students	والوالا والأناساب	ENJOY
		2 ROXAS 6,861,153	to read it.		Skyllaks
		4,074,465 5:0000000000000000000000000000000000	2.Call another student to		
		COUNTY MED SPECIAL PAR A SANCE VOLUMENT	read the recipe.		(20 red or feet)
		Tknow it took me a long time to post this. I needed some	3.Call the students to read		
		time to get settled in cos everything was happening so fast. Now everything is	the recipe in group in		Corned Tuna,
		serung in and I'm almost done replying and thanking everyone as much as I can."	two's three's etc.		& Soft Centurylang!"
	Organize texts according to	EM ATTENDED COMPANY OF THE PROPERTY OF THE PRO	Lasagna (Pinoy Style)		- stek d meites sp 19 200
	the categories and let them	Look at the cues below.	Red Season 1 is genered port. 1 medium return, dead 1 on operation of the control of the contro		Irresostably port saving loss. Jian a tooth from a rose. Comments seek
	choose what to read.	Write a cause and effect	** One present one propose **Months Sauce* **Head the most world plant about to borit. In another most world plant about to borit. In another most organization of the most world plant about to borit. In another most organization of most plant p		Conclusion and Congress and Con
		complex sentence describing	5 th us. husser 3 the us. free for 10 times, 5 or constantly, features from heat. 3 the fleet 1 tip, setting 1		
		each	Others First Course poor red have, place models on top- less included the course of t		
C. Presenting	Read your chosen selection	. : I have here cues in daily	At the end of the lesson	1.Say:today we are going	1.Present an
examples/instances of the	silently.	Philippine news. Write a	you will be able to restate	to library.	advertisement clip to
new lesson	Take note of the message of	complex sentence stating	the sentences heard in	Original File Submitted	students.
	the selection you have	the cause and effect on each	your own words correctly	and Formatted by DepEd	2.Remind students on
	chosen.	topic	with 128 words per	Club Member - visit	
		*	minute.	depedclub.com for more	watch/view the TV as a
					group.
	•				

Γ,	Diamenia a	D E1	D Francisco etter etertent	D. Franciscia at the state of	O Corr. I int all the least.	D. Frantaining 41-
1,	D. Discussing new concepts	B.Explaining the students what to do	B.Explaining the students	B.Explaining the students	2.Say: List all the books	B.Explaining the
	and practicing new skills		what to do	what to do	were you can find the	students what to do
	#1	1.Say: Choose from the boxes	.Say: Then you will go to	1.Say:Do you know how to	topics you are interested	1.Say: Have you ever
		the text types you wish to	your groups and simulate a	cook? Have you ever read	in.	watched
		read. After reading,	broadcasting using the	a cook book? Read the	3.Write three paragraph	advertisements? Have
		summarize what you have	complex sentences you	recipe in the cook book	descriptive essay on the	you ever been persuaded
		read in a space provided in	made out of the cause and	aloud.	self-selected topic.	by advertisements to
		the LM.	effect topic you have	2. Let the students find	4.Say: Observe politeness	buy their products? Let
		2.Let the students choose a	written.	out the denotation and	at all times	us watch some of the TV
		preferred text type and	.Say: Use verbal and	connotation of the		commercial/
		summarize afterwards.	non-verbal cues during the	emphasized words using a		advertisements we are
		3.Let the students share to	duration of your	dictionary.		familiar with.
		the class the summary of one	Broadcasting	3. Answer the questions		2.Ask the students to
		of their preferred text type		that follow orally.		determine the images or
		and ask about their reaction				ideas that are explicitly
		to the messages underlying				used to influence the
_		the text.				viewers.
]	E. Discussing new concepts	C.Modeling fthe pupils	C.Modeling for students			
	and practicing new skills	1.Show the students what to	1.Show the students a video			
	#2	do by setting an example.	example of what is expected			
		2.Emphasize the process and	as an output.			
		guidelines in summarizing	2.Emphasize the rules and			
		texts.	regulations in simulation			
		3.Remind how to	and the grading for their			
		appropriately respond to	group work.			
		messages of authentic text				
L		types				
]	F. Developing mastery	D.Guided Practice	D.Guided Practice	C.Guided Practice	C.Guided Practice	C.Guided Practice
	(Leads to Formative	1. Select a preferred text type	1.Ask the students to group	1.Let the students apply	1.Present a chart of the	1.Give students
	Assessment 3)	and distribute to the class for	themselves and practice	what they have read with	polite expressions to be	worksheets (LM) as a
		guided practice.	what they are to present.	the help of the teacher.	used in the library.	pattern/guide on how to
		2.Read Aloud the text to the	2.Remind the students of	2.Prepare the materials	2.Practice the expressions	determine the
		students.	the verbal and non-verbal	and ingredients as	in a conversation form	advertisement kinds
		3.Ask what text type the text	cues and complex sentences	instructed in the		(stereotypes, point of
		is.	they are to make while	cook-book recipe.		view, propaganda).
		4.Ask the students to	broadcasting cause and	3.Let the students do		2.Explain to the
		summarize what they have	effect.	what the instructions tell.		students the different
		heard.		Let the teacher observe if		kinds of advertisements
		5.Ask the students to		the students understand		as stated above.
		respond/react to the message		and can apply what they		3. Give examples of each
		of the summary of the text.		have read.		advertisement and the
		1				images/ideas they have
						that influence viewers.

a a	finding practical pplications of concepts nd skills in daily living	1.Provide enough time for the students to read and summarize different text types they prefer. 2.Provide r time for the students to react to their own work and to other's work.	E.Independent Practice Provide enough time for the students to perform per group.	D.Independent Practice Provide enough time for the students to apply what they have read.	D.Independent Practice 1.Let the students choose their topics freely from the books in the library. 2.Let them list their primary and secondary sources. 3.Let them write three-paragraph descriptive essay on the self-selected topic	D.Independent Practice Watch the advertisements together and ask the students to list down the images or ideas that were explicitly used to influence the viewers.
a	Making generalizations .nd abstractions about the esson	What have you learned from	F.Closure/Assessment: What have you learned from today's lesson? ROLES IN NON-VERBAL COMMUNICATION Monverbal communication cues can play five roles: Repetition: they can repeat the message the person is making verbally Comprehence may can authoritive for a verbal message from message than verbal and client of message than verbal and client on the state of the client of the client of message than verbal and person or the back in addition that company. A book who palls a person or the back in addition that company is the client of the client of the client message. Accepting they may accent or underfine a verbal message. Pounding the tible, for exemple, can underfine a message.	E.Closure/Assessment: What have you learned from today's lesson? Connotations and Denotations The denotation of above it were treated as in additionary. The connotation of above it were treated as in additionary. The connotation of above it were treated as in additionary. Determine The denotation of above it were table. New york of the connotation of above it were table. New york of the connotation of above it were table. New york of the connotation of the connection of the connotation of the connotation of the connotation of the connotation of the connection of the connotation of the co	E.Closure/Assessment: What have you learned from today's lesson? The more that you READ, the more THINGS you will KNOW. The more that you LEARN, the more PLACES you'll GO.	E.Closure/Assessment: What have you learned from today's lesson?
	Evaluating learning	the response of each members of the class to the	G.Evaluation: Rate the group presentation based on standards as agreed upon.	F.Evaluation: Rate the group activity based on the results or output of the students.	F.Evaluation: Compose a three-paragraph descriptive essay about a topic you are interested in.	F.Evaluation: Classify the Advertisements as whether stereotypes, point of view or propagandas. Rate the group activity based on the results or output of the students.
	Additional activities for pplication or remediation					
V						
	VI. REFLECTION	Lesson carried. Move on to	Lesson carried. Move on	Losson ormind Maria	Loggon ormina Massa	Lesson carried. Move
A	a. No. of learners who earned 80% in the evaluation	the next objectiveLesson not carried% of the pupils got 80% mastery	to the next objectiveLesson not carried.	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	on to the next objective. Lesson not carried. % of the pupils got 80% mastery
a r	Io. of learners who require dditional activities for emediation who scored telow 80%	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 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.	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.	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.	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.	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 lessons 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? F. What difficulties did I encounter which my principal or supervisor can help me solve? 	YesNo of Learners who caught up the lesson of Learners who continue to require remediation	YesNo of Learners who caught up the lesson of Learners who continue to require remediation	YesNo of Learners who caught up the lesson of Learners who continue to require remediation	YesNo of Learners who caught up the lesson of Learners who continue to require remediation	YesNo of Learners who caught up the lesson of Learners who continue to require remediation

G.	What innovation or	Strategies used that work well:		
	localized materials did I	Metacognitive		
	use/discover which I wish	Development: Examples: Self		
	to share with other	assessments, note taking and		
	teachers?	studying techniques, and		
		vocabulary assignments.		
		Bridging: Examples:		
		Think-pair-share,		
		quick-writes, and anticipatory		
		charts.		
		Schema-Building:		
		Examples: Compare and contrast, jigsaw learning, peer		
		teaching, and projects.		
		todomis, 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		
		Lindum play Lindum play Lindum play Preliminary		
		activities/exercises		

Strategies used that work sed that work well: well: nitive

Carousel

Differentiated Instruction

Diads

nt: Examples: Self Metacognitive Development: Examples: ts, note taking and Self assessments. note and taking and studying techniques, and vocabulary **Examples:** assignments.

> Bridging: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.

Schema-Building: Examples: Compare and contrast, jigsaw learning, teaching, and peer projects.

Contextualization: Examples:

Demonstrations, media, manipulatives, repetition, and local opportunities.

Text Representation:

Examples: Student created videos, drawings, and games.

_Modeling: Examples:

Speaking slowly and modeling clearly. the language you want students to use, and providing samples student work.

Other Techniques and Strategies used:

Explicit Teachina Group collaboration Gamification/Learning throuh play

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.

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.

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Strategies used that work well:

Metacognitive Development: Examples: Self assessments, note taking and studying techniques, vocabulary assignments.

Bridging: Examples: Think-pair-share, quick-writes, anticipatory charts.

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 student work.

Other Techniques and Strategies used:

Explicit Teachina Group collaboration Gamification/Learning

throuh play

Strategies that used work well:

Metacognitive **Development**:

Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.

Bridging: Examples: Think-pair-share, auick-writes. and anticipatory charts.

Schema-Building:

Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.

Contextualization:

Examples:

Demonstrations, media, manipulatives, repetition, and local opportunities.

Text Representation:

Student Examples: created drawings, videos, and games.

Modeling: Examples: Speaking slowly and clearly, modeling the language vou want students to use, and providing samples of student work.

Other Techniques and Strategies used:

Explicit Teaching

___ Group collaboration

Role Playing/Drama	Answering preliminary	Answering preliminary	Answering preliminary	Gamification/Learnin
Discovery Method	activities/exercises	activities/exercises	activities/exercises	g throuh play
Lecture Method	Carousel	Carousel	Carousel	Answering
Why?	Diads	Diads	Diads	preliminary
Complete IMs	Differentiated	Differentiated	Differentiated	activities/exercises
Availability of Materials	Instruction	Instruction	Instruction	Carousel
Pupils' eagerness to learn	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama	Diads
Group member's	Discovery Method	Discovery Method	Discovery Method	Differentiated
collaboration/cooperation	Lecture Method	Lecture Method	Lecture Method	Instruction
in doing their tasks	Why?	Why?	Why?	Role Playing/Drama
Audio Visual Presentation	Complete IMs	Complete IMs	Complete IMs	Discovery Method
of the lesson	Availability of Materials	Availability of	Availability of	Lecture Method
	Pupils' eagerness to	Materials	Materials	Why?
	learn	Pupils' eagerness to	Pupils' eagerness to	Complete IMs
	Group member's	learn	learn	Availability of
		Group member's	Group member's	Materials
	collaboration/cooperation			Pupils' eagerness to
	in doing their tasks	collaboration/cooperation	collaboration/cooperation	learn
	Audio Visual	in doing their tasks	in doing their tasks	Group member's
	Presentation	Audio Visual	Audio Visual	collaboration/cooperatio
	of the lesson	Presentation	Presentation	n
		of the lesson	of the lesson	in doing their
				tasks
				AudioVisual
				Presentation
				l of the lesson l