GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	*Credits to the writer of this DLL*	Learning Area:	ENGLISH
	Teaching Dates and Time:	MARCH 20-24, 2023 (WEEK 6)	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	Show enjoyment in listening to a story. Answer question about the story listened to.	1. Realize that obedience to authority should be consistent and within a good reason. 2. Read words, phrases and sentences with proper intonation and pronunciation. 3. Speak clearly articulately and meaningfully.			
II. CONTENT	The Owl and the Dove				
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Material pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	Short listening selection Short reading selection Chart Magazine/newspaper Powerpoint presentation	Short listening selection Short reading selection Chart Magazine/newspaper Powerpoint presentation	Short listening selection Short reading selection Chart Magazine/newspaper Powerpoint presentation	Short listening selection Short reading selection Chart Magazine/newspaper Powerpoint presentation	

IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Unlocking of Difficulties Identify the word that means the underlined word in each sentence. People dislike the owl because of the loud sound (hoot, speaker, laughter) it produces. “Where are you going?” inquired the dove. (asked, answered, added	Tongue Twister	Tongue Twister	Tongue Twister	
B. Establishing a purpose for the lesson	Motivation Have you encountered a dove and an owl in any medium – picture, realia, etc.? In what direction do you usually see them moving/flying?	1. Realize that Philippines legends enrich our culture. 2. Use the vocabularies in community English. 3. Read the selection with full comprehension.	1. Realize that Philippines legends enrich our culture. 2. Use the vocabularies in community English. 3. Read the selection with full comprehension.	1. Realize that Philippines legends enrich our culture. 2. Use the vocabularies in community English. 3. Read the selection with full comprehension.	
C. Presenting examples/instances of the new lesson	) **. Modeling the Students** During Listening Read the story to the pupils accurately and clearly. Pause once in a while to ask questions. Today you are going to listen to the story of the owl and the dove. Ask: Why does the owl move to the west? If he moves to the west, will he be liked by the people there? If you were the owl, will you do the same? Why?	Contextual Clues (Synonyms) Circle the meaning each underlined word. 1. After the father was gone, she *step into* the cave. (entered, slept, wandered) 2. The waves on the shore and sea shells *fascinated*her (frightened, allure, angered) 3. But a great *billow* flying has out into the sea (earthquake, wave, wind) 4. His fears was *confirmed* upon seeing the clothing on water (disappeared, stopped, strengthened) 5. When he got *exhausted,* he rested upon the shore and soon fell into slumber. (Sleepy, hungry, tired)	Contextual Clues (Synonyms) Circle the meaning each underlined word. 1. After the father was gone, she *step into* the cave. (entered, slept, wandered) 2. The waves on the shore and sea shells *fascinated*her (frightened, allure, angered) 3. But a great *billow* flying has out into the sea (earthquake, wave, wind) 4. His fears was *confirmed* upon seeing the clothing on water (disappeared, stopped, strengthened) 5. When he got *exhausted,* he rested upon the shore and soon fell into slumber. (Sleepy, hungry, tired)	Contextual Clues (Synonyms) Circle the meaning each underlined word. 1. After the father was gone, she *step into* the cave. (entered, slept, wandered) 2. The waves on the shore and sea shells *fascinated*her (frightened, allure, angered) 3. But a great *billow* flying has out into the sea (earthquake, wave, wind) 4. His fears was *confirmed* upon seeing the clothing on water (disappeared, stopped, strengthened) 5. When he got *exhausted,* he rested upon the shore and soon fell into slumber. (Sleepy, hungry, tired)	

D. Discussing new concepts and practicing new skills #1	D. Guided Practice 1. Cooperative Group Activities Group 1- Play the role of the dove and the owl. Group 2- Draw the eyes of an owl and write their advantages. Group 3- Draw a dove and write the words that symbolize it.	Do you know how the 3 islands, Luzon, Visaya, and Mindanao came into existence?	Do you know how the 3 islands, Luzon, Visaya, and Mindanao came into existence?	Do you know how the 3 islands, Luzon, Visaya, and Mindanao came into existence?	
E. Discussing new concepts and practicing new skills #2	Reading the story	Long time ago, the Philippines was divided into 3 big islands of Luzon, Visayas and Mindanao. Ask: What led to the separationof those islands and what was the effect? Read the story aloud. Each group will read one paragraph. The teacher ask questions after each read paragraph.	Long time ago, the Philippines was divided into 3 big islands of Luzon, Visayas and Mindanao. Ask: What led to the separationof those islands and what was the effect? Read the story aloud. Each group will read one paragraph. The teacher ask questions after each read paragraph.	Long time ago, the Philippines was divided into 3 big islands of Luzon, Visayas and Mindanao. Ask: What led to the separationof those islands and what was the effect? Read the story aloud. Each group will read one paragraph. The teacher ask questions after each read paragraph.	
F. Developing mastery (Leads to Formative Assessment 3)	Let us predict and fill the chart to answer each question. Why does the owl/dove fly toward the chosen direction?	Group I – Draw Luzon and the crops raised in it. Label them Group II – Draw Visayas and the products raised in it. Label them Group III – Draw Mindanao and the basic foods develop there. Label them. Pupils are grown to do great work.	Group I – Draw Luzon and the crops raised in it. Label them Group II – Draw Visayas and the products raised in it. Label them Group III – Draw Mindanao and the basic foods develop there. Label them. Pupils are grown to do great work.	Group I – Draw Luzon and the crops raised in it. Label them Group II – Draw Visayas and the products raised in it. Label them Group III – Draw Mindanao and the basic foods develop there. Label them. Pupils are grown to do great work.	
G. Finding practical applications of concepts and skills in daily living	During Listening Read the story to the pupils accurately and clearly. Pause once in a while to ask questions. Today you are going to listen to the story of the owl and the dove.	What happened to the 3 sisters? How are the 3 islands called today? Assessments: If the Philippines hadn't been divided what could be the effects?	What happened to the 3 sisters? How are the 3 islands called today? Assessments: If the Philippines hadn't been divided what could be the effects?	What happened to the 3 sisters? How are the 3 islands called today? Assessments: If the Philippines hadn't been divided what could be the effects?	

	Ask: Why does the owl move to the west? If he moves to the west, will he be liked by the people there? If you were the owl, will you do the same? Why?				
H. Making generalizations and abstractions about the lesson	What is the story all about?	What have you learned from today's lesson?	What have you learned from today's lesson?	What have you learned from today's lesson?	
I. Evaluating learning	Evaluating group activities using rubrics	1. The article is about a. The 3Philippine islands b. The disappearance of the 3 sisters c. Why the 3 daughters drowned 2. While not directly stated, the giant was _ a. Carpenter b. Former c. Fisherman 3. He is the first paragraph refers to _____ 4. In the appearance of the 3 islands, the giant was_ a. Excited b. Sad c. Afraid 5. The reading selection is a _ a. Fable b. Legend c. Tale	1. The article is about a. The 3Philippine islands b. The disappearance of the 3 sisters c. Why the 3 daughters drowned 2. While not directly stated, the giant was _ a. Carpenter b. Former c. Fisherman 3. He is the first paragraph refers to _____ 4. In the appearance of the 3 islands, the giant was_ a. Excited b. Sad c. Afraid 5. The reading selection is a _ a. Fable b. Legend c. Tale	1. The article is about a. The 3Philippine islands b. The disappearance of the 3 sisters c. Why the 3 daughters drowned 2. While not directly stated, the giant was _ a. Carpenter b. Former c. Fisherman 3. He is the first paragraph refers to _____ 4. In the appearance of the 3 islands, the giant was_ a. Excited b. Sad c. Afraid 5. The reading selection is a _ a. Fable b. Legend c. Tale	
J. Additional activities for application or remediation	Cut a feature article from a magazine and paste it on the page of your notebook. Be ready to explain it.	Refer to LM _____.	Refer to LM _____.	Refer to LM _____.	
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?					