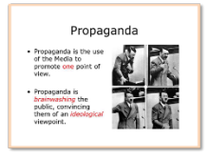
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am MELLANIE A. TAMARES	Learning Area:	ENGLISH
	Teaching Dates and Time:	NOVEMBER 27 - DECEMBER 1, 2023 (WEEK 4)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A .Content Standards	The learner listens critically to news reports and other radio broadcasts and expresses ideas accurately in oral and in written forms; demonstrates confidence in the use of the language to meet everyday's needs; and reads independently and gets relevant information from various text types.				
B .Performance Standards					
C. Learning Competencies/ Objectives Write the LC code for each	1.Distinguish fact from opinion. 2. Respond to ideas and opinion after reflection. Code: EN5LC-IId-2.10 and EN5OL-IID-3.4.1 Page **68** of 164	1.Read with automaticity grade level frequently occurring content area words. 2. Gather relevant information from various resources-Dictionaries Code: EN5V-EN5F-IId-1.8.1, EN5SS-IId-1.4 Page **68** of 164	Compose clear and coherent sentences using appropriate grammatical structures: -collective nouns and verb agreement 2. Revise writing for clarity – correct spelling Code: EN5G-IId-2.2.6, EN5G-d-3.9, EN5WC-IId-1.8.2 Page **68** of 164	. Determine images/ideas that are explicitly used to influence viewers -Stereotypes / Point view/-Propagandas 2. Observe politeness at all times. 3. Show tactfulness when communicating with others. Code: EN5VC-IId-7, EN5VC-IId-7.1, EN5VC-IId-7.2, EN5VC-IId-7.3 Page **68** of 164	WEEKLY TEST
II. CONTENT	Fact and Opinion	Dictionary			
III. LEARNING RESOURCES					
A.References					
1. Teacher's Guide pages	TG/Week 4	TG/Week 4	TG/Week 4	TG/Week 4	
2. Learner's Materials pages	LM/Week 4	LM/Week 4	LM/Week 4	LM/Week 4	
3. Textbook pages	Developing My English Power 5 pp. 97-100 English Expressways Language p.242-244				
4.Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	Chart, pictures	Dictionary, picture, charts, papers, pentel pen	Charts, pictures	Pictures, charts, video clip	

IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Review: Cause and effect relationship	Recall fact and opinion	What information can we get from dictionary?	Recall collective nouns and verb agreement	
B. Establishing a purpose for the lesson	Game: Pick out a strip (rolled with ribbon) with a statement stating a fact or an opinion inside a box. Those who picked an opinion should go to the left side; those who picked a fact should go to the right side. Pupils who did not get it correctly should recite a poem; render a song or a dance number.	You have been using the dictionary for a long time. Do you also know the important of dictionary in our speaking specially with our diction? What will happen if we are not able to talk but we have to communicate? Let us have this game.	Call 9 students and group them into 3. Give the group each envelops. Inside on it is a group of words to be arrange to form a sentence.	  Look at the pictures class. What can you say about the pictures? Is anyone of you already watched a movie? How do you act inside a movie theater? Do you think it is important to act correctly during watching any film movie or even we are just watching a TV? Emphasize the good attitudes in watching a film viewing.	
C. Presenting examples / instances of the new lesson	. Today were going to distinguish fact from opinion. Refer to LM, Try and Learn.	From the Game that we have done ask the following: What do you feel during the game? Are you able to communicate clearly we thout talking? Emphasize the importance of reading correctly.	Teacher will say that they are going to tackle about the verb agreement. In this process teacher can use the Think Pad for more clarification about the verb agreement.	Present to the class a video clip entitled “ “ Let them watch the video and ask them to get the values that the characters in the movie possess. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	

D. Discussing new concepts and practicing new skills #1	**When you are watching a debate how can you say that the speaker is just giving her/his opinion or her/his statement is a fact?** **What are the right things to do if someone is giving his opinion?** **Do you think that giving a fact should have documents to proof? Why?** **Why that it is important to hear your opinion in a certain issue?**	Group the class into three. Refer to LM. Find Out and Learn Give them a story to read. Let them discuss the correct pronunciation of the words in the selection. Then let the group have one presenter to read the selection in front of the class. After the presentation the teacher must look for the rubric that he/she prepared for the scoring. Also as a facilitator the teacher must correct if there is any correction in the reading of the pupils. Let the pupils know the importance of using the dictionary in getting the correct diction of each word in the paragraph.	Group the class into 4. Perform the activity. Let the teacher give the standard in group activity and ready rubrics for scoring. The entire group will have the same question to be answer so that after the activity they can compare the result. Instruct them to complete the sentence	Watch the video http://grammar.yourdictionary.com/sentences/20-Rules-of-subject-verb- http://www.preservearticles.com/2011080410136/7-sample-paragraphs-for-kids-free-to-read.html http://www.englishleap.com/grammar/collective-nouns	
E. Discussing new concepts and practicing new skills #2	Refer to LM, Do and Learn Group the class into three. Give them a checklist of statement of fact and opinion. Let them answer it and compare their works with the other group.		Let the pupils answer the activity in the LM.	Answer the activity on Do and Learn	
F. Developing Mastery (Leads to Formative Assessment)	Refer to LM, Learn Some More Let the pupils the activity in the LM by shading the part of the box before the number. ☐	Refer to LM, Do and Learn			
G. Finding practical application of concepts and skills in daily living	Shade the ☐ if the sentence states a fact and for the sentence that states an opinion cr☐s it. 1. A forest is the best place to relax. 2. Christmas is the best time of the year.				

H. Making generalizations and abstractions about the lesson	How can you distinguish fact from opinion?		Subject verb agreement simply means the subject and verb must agree in number. This means both need to be singular or both need to be plural. Collective nouns can be singular or plural depending on meaning. Here are some examples of subject verb agreement with collective nouns:	  **Stereotype:** to believe in fairly that all people or things with a particular characteristic are the same	
I. Evaluating learning	Read the short selection and the sentences that follow. Draw a star in a blank if the sentence is a fact and a moon it is an opinion.	Read the paragraph by group and check for the pronunciation of the word	Draw a in a blank if the statement is correct and a if it is wrong. _____1., These scissors cut well., _____2. Athletic develops good sportsmanship. _____3.The staff have gone their separate ways for the holidays. _____4. The jury have finally reached his decision. _____5. The committee meets every Thursday.	Identify the different images/ideas. Write **P** if it's use fo nda **S** st and **P** view.    	
J. Additional activities for application or remediation	Write five statements describing the Filipinos under the following headings. Fact Opinion	Use a dictionary and copy one entry with three or more meanings. Copy all the information on that entry, including the given sample sentences. Write your notes in your notebook.	Write the verb and subject of the following sentence. 1.Jack, along with some of his closest friends, is sharing a 2. The recent string of burglaries, in addition to poor building maintenance, have inspired the		

			outspoken resident to call a tenants meeting.		
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% on this formative assessment					
B. No. of learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up 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 help me solve?					
G. What innovation or localized materials did I used/discover which I wish to share with other teacher?					