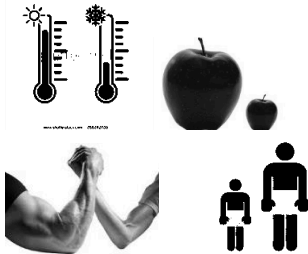


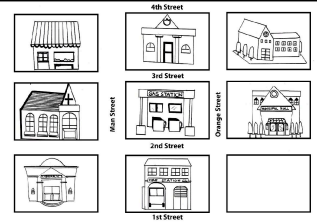
 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V	
	Teacher:	<i>Credits to the Writer of this File</i>	Learning Area:	ENGLISH	
	Teaching Dates and Time:	MARCH 13-17, 2023 (WEEK 5)	Quarter:	3RD QUARTER	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Demonstrate understanding of various linguistics nodes to comprehend various texts	Demonstrate understanding that words are composed of different parts to know that their meaning changes depending in context Demonstrate understanding of text elements to comprehend various texts	Content Standards Demonstrates command of the conventions of standard English grammar and usage when writing or speaking	Demonstrate understanding of research process/different formats to write for a variety of audiences and purposes	PERFORMANCE TASKS
B.Performance Standards	Analyzes text types to effectively understand information/messages	Uses strategies to decode correctly the meaning of words in isolation and in context Use linguistic cues to appropriately construct meaning from a variety of text for a variety of purposes	Uses the correct sentence structure in giving and following directions (oral and written)	Rewrite/revise texts using appropriate text types for variety of audiences and purposes	
C.Learning Competencies/Objectives	1. Infer the speaker's tone, mood and purpose 2. Use appropriate strategies to keep the discussion going	Distinguish text-types according to features (structural and Language)- Cause and effect Infer the meaning of unfamiliar words based on given context clues (synonyms, antonyms) Observe politeness at all times Show tactfulness when communicating with others	Use a particular kind of sentence for a specific purpose and audience-following and giving direction	Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others Write a three-paragraph feature article	
II.CONTENT	Inferring speaker's tone, mood and purpose Using appropriate strategies to keep the discussion going	Cause and Effect Synonyms and Antonyms	Using particular kind of sentence for a specific purpose and audience-following and giving direction	Organizing Information Writing Feature Articles	
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages					
2.Learners's Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal		https://www.goodreads.com/book/show/417780 https://www.superteacherworksheets.com/synonyms-antonyms.html	http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions http://busyteacher.org/6568-following-and-giving-directions-imperative.html	file:///C:/Users/DepED/Downloads/Short%20Reading%20Comprehension%20Passages.html	
B.Other Learning Resource	Story: Antonio's Life Activity sheets	Story: Why Mosquitoes Buzz in People's Ears Charts, activity sheets	Map, activity sheet, chart	short passages, chart, activity card	

IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Game : Let"s play " " . Each team has two players. The first player is blindfolded and the other one serves as guide. The first player has to pass the obstacles to reach the king"s palace and give the message to the king. All he/she has to do is to follow the instruction to be given by the second player. Let „s see who can reach the kings" palace successfully	Describe the picture using synonyms and antonyms 	Tell what kind of sentences according to structure are the following: 1. The children are playing ball in front of a neighbor's house. 2. Children, don't play ball in front of a neighbor's house. 3. Why do you play ball in front of a neighbor's house? 4. Please don't play ball in front of a neighbor's house 5. Ouch!!! The ball hit me.	Arrange the following events to make a paragraph Plant A seed _____ 1. Then place a seed in the hole _____ 2. Next, covered the seed with soil _____ 3. Last, let the seed grow in the sun _____ 4. Then sprinkle the water on the soil _____ 5. First dig a hole in the soil	
B.Establishing a purpose for the lesson	a. Motivation How did you find the activity? How did the blind man reach the palace? Is it easy for the blind to reach the king"s palace? Why? 1. Motive Questions This time you are going to hear a story about a boy who can see things even though he is blind. What do you want to know about the story? 2. Vocabulary development 1. cars honking- (through picture) 2. crumbles easily- (context clue) 3. sliding down – (through gesture)	a. Vocabulary Development yam – (through picture) mischief – (through context clue) nonsense- (through context clue) satisfied – when someone's needs or wishes are met. tidbit – a small bit of food B. Motivation Look at this picture. What do you see in the picture? What harm can mosquito bring to us? Aside from carrier of dengue, chikungunya and zika virus, what makes the mosquito an annoying insect? Motive Question Mosquitoes are dangerous insect despite of its minute size. They also disturb us in our sleep because They buzz in our ears. Do you know why mosquitoes buzz in our ear? What do you want to know in the story?	Arrange the following shape in order to make one figure. Follow the instruction: a. The figure with three sides should be at the top b. Under it is a close figure without sides and corners c. The figure is not you and not me but maybe a she or a he How did you come up with that figure?	Game: Puzzle	
C.Presenting Examples/ instances of the new lesson	Reading the story by the teacher	Read the story Why Mosquitoes Buzz in People's Ear	Kendrei is a new comer in our school. On her first day to school our teacher discussed with her the classroom rules Listen to your teacher during class hours. Do your homework. Study for the test. Pay attention in class. Do not sleep in class.	Out to Lunch All morning, all that Ted could think about was eating lunch. He got up late and did not get a chance to eat breakfast before the school bus arrived. Ted was hoping to have a Ham sandwich. Ham is Ted's favorite lunchmeat. Ted also enjoys	

			Do not cheat. Raise your hand before you speak. Smile every time you speak with other people	apples, but doesn't like the green one. At lunchtime. Ted ran to the cafeteria. When he got in line he asked for Ham sandwich but they only have Egg and Tuna sandwiches. Ted is allergic to Tuna, so he asked for the egg. He ate the sandwich so fast but he did not enjoy his lunch as much as he expected	
D.Discussing new concepts and practicing new skills #1	a. Answering the motive question B. Comprehension check-up Who are the friends in the story? When and where do they meet? What does Francisca do whenever she sees Antonio coming? (write the answer on the board) How does Antonio feel every time her friends tell him everything she sees? (Write the answer on the board) What does Francisca do when she sees him crying? What does she tell to comfort her friend? (write the answer on the board?) What can you say about their friendship? Why? How would you feel if you have a blind friend or a blind member in the family?	1. What happened one Saturday morning? 2. Who greeted Iguana Good morning? 3. Did Iguana reply? Why? 4. Who spread the bad news in the forest? 6. Why did the owlet die? 7. What did mother owl do? 10. What was the real problem in the forest? 11. Who do you think started the chaos in the forest?	What do you call these sentences? What are you going to do with these classroom rules? Are the directions clear? Is it important to make the direction clear? Why? What have you noticed with the kind of sentences used in giving the classroom rules? What kind of sentences are they?	Why is Ted so hungry for lunch? What is Ted's favorite lunchmeat? What color of apple you might find at Ted's lunch box? What food item should Ted never eat? Did Ted enjoy his lunch? Why?	
E.Discussing new concepts and practicing new skills #2	Look at the sentences on the board. What emotion or mood did Francisca express when she said it? What emotion did Antonio express when he said to Francisca the condition of his eyes? How about sentence no.3. What mood is expressed in the sentence? What do you call the words happiness excitement, sadness and compassion? (emotions or mood) What other feelings or emotions can we express aside from love, happiness and sadness? How can the characters convey these kinds of emotion to the readers or the listeners?	Let us help King Lion find out who among the animals was held responsible why the sun did not shine in the forest What were the reasons why the problem occurred? What do you call them? (Causes) What was the result? What is it called? (Effect) Now, who do you think created the problem?	Game: Simon Says This time let's play a game. Let me see how well you can follow the direction I'm going to give. The teacher explains the rules of the game The object of the game is to listen carefully to the instructions and only do what is instructed if you hear the words 'Simon says.' If you do not hear the words 'Simon says' before an instruction, it is important that you do not do what was instructed. If you do what is instructed without first hearing 'Simon says,' you will be out of the game.	Do you know how to make a simple story? Can you rewrite or retell the story you have read a while ago? Here are some of the guidelines you can use. Going back to the story. Let us recall the important details or ideas we need then let us organize the ideas to make a new story What important elements did we used in organizing the ideas? How did we arrange the events? Can you write your own story using the following details?	

	What other feelings or emotions can we express aside from love, happiness and sadness?		“If I say Simon says stand up and walk three steps backward. You have to follow. But If I say back to your seat without saying Simon says first do not follow the direction given. The one caught following the order will be out of the game. Did you enjoy the game? How did you play the game? What was the hardest part of the game? Why did your classmate lose in the game? Is it important to follow the direction?		
F.Developing Mastery	a. Guided Practice Infer the general mood expressed in the following situations. Choose the answer from the box below 1. “It breaks my heart to see you very ill, said Auring to her sick daughter. 2. “Today is the day I’ve been waiting for.” 3. “I can’t thank you enough for the help you’ve given me.” 4. “Wow! Your dress is so nice.” 5. We won! We won the game!” Admiration happiness sadness gratitude excitement	a. Match column A with column B A. B. 1. Marco got his pail and shovel a. The mother gave it a bottle 2. It was a windy day b. The mother gave it a bottle 3. The phone rang c. A bird gobbled it up. 4. Nan plants seeds d. The dog went to sleep 5. The horse ran at the fence e. He jumped over it 6. A worm wiggled f. The girl chased it 7. A baby began to cry g. He builds a sand castle 8. The sun went down h. Jana flew her kite at the park 9. The sun went down i. The seeds grow 10. The dog lay in the mat j. It got dark b. Choose one issue then write at least two causes and the would be effect. (Think-Pair-Share) global warming deforestation flood water pollution landslide air pollution	 You are going to buy a book in the bookshop. Using the map give a clear direction on how you will reach there. Use imperative sentences in giving direction	Writing own’s story	

G.Finding Practical application of concepts and skills in daily living	Engagement Activity (Group Work) Group 1 - The Constructor Construct sentences/situations that express the following mood a. anger b. jealousy c. excitement d. worry e. afraid Group 2- The Performers Act out a situation that expresses the following moods a. Anger b. Love c. Sympathy Group 3- The Artist Compose a song or poem that shows at least two different moods.	Write one positive and one negative effect for each cause. Use your imagination and write complete sentences. 1. Cause: The cat crossed the street. Positive Effect: Negative Effect: 2. Cause: I wore a red shirt. Positive Effect: Negative Effect: 3. Cause: Judd brushed his teeth. Positive Effect: Negative Effect: 4. Cause: The bird landed on the branch. Positive Effect: Negative Effect: 5. Cause: The bee flew to its hive. Positive Effect: Negative Effect:	Act out the following: Group 1: A Little Help Please Take the pupils outside for a little excitement with this directional game. Divide the pupils into pairs, and take them outside to an open play area. Have one person in each pair put on a blindfold. This person will be the mover. The other person in the pair will be the direction giver. Once each pair has one person blindfolded, place an object at the other end of the playing area. The direction giver must then shout directions to the mover who will proceed to the object and retrieve it. All of the pairs give directions at the same time, so the mover must focus on his partner's voice. The first mover who reaches the object wins that round. Then have the pairs switch roles and place the object in another area. Award points to the team who reaches the object first in each round. Play as many rounds as you like and award a prize to the winning team. Group 2: A Dinner Party Put your students into groups of four to act out a dinner party. Two of the students will be the hosts and the other two will be the guests. In front of the class if possible, have the students act out a polite dinner party where the hosts offer different options to their guests They can offer drinks, food and desserts. The guest can ask something to the host, use imperative sentences in giving and following direction Group 3: Rules to Live By Let the students make a list of five rules they want people to follow in life. Use imperative sentences. Once the pupils have finished their work. Display them around the classroom or in the hallway. Perhaps the life rules will encourage your students to behave kindly to one another.	Make a short story using the following details. You may write additional details to make your story creative Character Mother children Events wake up early every day cook food set the table Wash the dishes Clean the house Goes to market Setting At home In the market	
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H.Making generalization and abstraction about the lesson	How would you infer the mood of the character?	How will you identify cause?effect?	Remember: 1.In giving and following direction imperative sentence is a simple structure to communicate. 2.Use simple and words to easily convey the ideas 3.The instruction must be clear	In preparing a report, or writing a story we must know how to organize ideas. We can use different strategies such as graphic organizers, outlining, mapping and others. Make a list of your story's major scenes and arrange them in order of importance. Decide what other scenes are needed to enrich and support the major scene. Use these to add a smoother flow of the story	
I.Evaluating learning	We adopt variety of tones in our day-to-day speech. This intonation of our speech determines what message we desire to convey. Change the tone of the following situation as stated. 1. Happiness to sadness Father: “We are going on a vacation. Son: That’s great!!! 2. Positive to negative “You will get good grades like in the previous exams” 3. Sarcasm to sympathy “Serves you right you’ve failed in the test	Write your own effect for each cause. Use your imagination and write complete sentence. 1. Cause: The sun is shining Effect: _____ 2. Cause: Jacob heard a bell ring Effect: _____ 3. Cause: Ramon loves animals Effect: _____ 4. Cause: I planted some seeds Effect: _____ 5. Cause: Jake did not go to bed early. Effect: _____	 Do what the directions tell you to do 1. Draw 3 trees next to the library. 2. Color the hospital red and white. 3. Draw a car next to the gas station. 4. Color all of main street green 5. Draw a black and white dog next to the fire station	Make a 3 paragraph feature story. You can write any topic of your choice.	
J.additional activities for application or remediation		Read the paragraph and answer the questions. a. A seed falls down. Rain soaks it. The sun warms it. Roots grow. It becomes a plant! Why did roots grow? Why do seeds fall? b. Give the synonyms and antonyms of the following words 1. Coward 2. Bold 3. Abundant 4. Blissful 5. Affection			
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 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 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 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 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 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.
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 help me 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?	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	<i>Strategies used that work well:</i> ___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. ___ 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 through 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, 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. ___ 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 through 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, 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. ___ 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 through 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, 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. ___ 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 through 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 through 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
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