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|  <b>GRADES 1 to 12</b><br><b>DAILY LESSON LOG</b> | <b>School:</b>                  |                                    | <b>Grade Level:</b>   | <b>V</b>                      |
|                                                                                                                                   | <b>Teacher:</b>                 | <b>File Created by DepEd Click</b> | <b>Learning Area:</b> | <b>ENGLISH</b>                |
|                                                                                                                                   | <b>Teaching Dates and Time:</b> | NOVEMBER 21-25, 2022 (WEEK 3)      | <b>Quarter:</b>       | <b>2<sup>ND</sup> QUARTER</b> |

|                                                                           | MONDAY                                                                                                                                                                                                                                                                                                                                                                                                       | TUESDAY                                                                                                                                                                                                                                                                                                                                   | WEDNESDAY                                                                                                                                                                                                                                                                                            | THURSDAY                                                                                                                                                                                                                                                                                                                                           | FRIDAY                                                                                                                                                                                      |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I. OBJECTIVES</b>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    | WEEKLY TEST                                                                                                                                                                                 |
| <b>A .Content Standards</b>                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                             |
| <b>B .Performance Standards</b>                                           |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                             |
| <b>C. Learning Competencies/ Objectives</b><br>Write the LC code for each | Identify point-of-view                                                                                                                                                                                                                                                                                                                                                                                       | Identify point-of-view                                                                                                                                                                                                                                                                                                                    | Identify point-of-view                                                                                                                                                                                                                                                                               | Identify point-of-view                                                                                                                                                                                                                                                                                                                             | Identify point-of-view                                                                                                                                                                      |
| <b>II. CONTENT</b>                                                        | <b>Identifying Point of View</b>                                                                                                                                                                                                                                                                                                                                                                             | <b>Identifying Point of View</b>                                                                                                                                                                                                                                                                                                          | <b>Identifying Point of View</b>                                                                                                                                                                                                                                                                     | <b>Identifying Point of View</b>                                                                                                                                                                                                                                                                                                                   | <b>Identifying Point of View</b>                                                                                                                                                            |
| <b>III. LEARNING RESOURCES</b>                                            |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                             |
| A.References                                                              |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                             |
| 1. Teacher's Guide pages                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                             |
| 2. Learner's Materials pages                                              | English 5 Module, p. 1-20                                                                                                                                                                                                                                                                                                                                                                                    | English 5 Module, p. 1-20                                                                                                                                                                                                                                                                                                                 | English 5 Module, p. 1-20                                                                                                                                                                                                                                                                            | English 5 Module, p. 1-20                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                             |
| 3. Textbook pages                                                         |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                             |
| 4.Additional Materials from Learning Resource (LR) portal                 |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                             |
| B. Other Learning Resources                                               | Puzzle, Paragraphs, Diagram                                                                                                                                                                                                                                                                                                                                                                                  | Puzzle, Paragraphs, Diagram                                                                                                                                                                                                                                                                                                               | Pictures,Story, dictionary                                                                                                                                                                                                                                                                           | Picture, cartolina                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                             |
| <b>IV. PROCEDURES</b>                                                     |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                             |
|                                                                           | <b>WHAT I KNOW</b><br><br><b>Activity 1</b><br><b>Directions:</b> Identify the point of view used in each item. Write your answers in your notebook. <div> <div>First-Person<br/>Point of View</div> <div>Second-Person<br/>Point of View</div> <div>Third-Person<br/>Point of View</div> </div><br>1. You are as good as you think you are! _____<br>2. Once upon a time, there lived a gorilla named _____ | <b>WHAT'S IN</b><br><br><b>Activity 1</b><br><b>Directions:</b> Let us review what you learned from the previous lesson. Identify the pronouns used in each sentence. Write your answer in your notebook. 1. My brother and I went to our house to make dinner to our parents.<br>2. Paul and Martha wanted to get a dog for little girl. | <b>WHAT IS IT</b><br><br>point of view (POV) is the angle by which a story is told. It basically shows what the narrator who is telling the story can see (his or her point of view). Since the story is told by a narrator, the point of view of a narrator becomes the point of view of the story. | <b>WHAT'S MORE</b><br><br>Now that you have finished reading about the different types of point of view, let us have some exercises to put your learning to the test.<br><br><b>Directions:</b> Read the situation and identify whether it is written using the First, Second, or Third-Person Point of View. Write your answers in your notebook. | <b>ASSESSMENT</b><br><br><b>Activity 1</b><br><b>Directions:</b> Read each paragraph and identify the point of view used. Write the letter of the correct answer in your paper or notebook. |

Kong Po. He was not just an ordinary gorilla. He was a master of mixed-martial arts.

3. Obi-Wan Kenobi trained me to become a Jedi. \_\_\_\_\_
4. Pong Pagong and Kikong Matsing said that they \_\_\_\_\_ will compete in "The Voice Talent."
5. I was walking along a dark alley when I suddenly \_\_\_\_\_ saw a flying fireball called *santelmo*. I ran as fast as I could until I finally woke up.

## Activity 2

**Directions:** Read the following excerpts taken from some familiar texts and identify the point of view used in each. Write your answers in your notebook.

1. My father had a small estate in Nottinghamshire: I was the third of five sons. He sent me to Emanuel College in Cambridge at fourteen years old, where I resided three years, and applied myself close to my studies...
- (Gulliver's Travels by Jonathan Swift)*

2. Mary asked no more questions but waited in the darkness of her corner, keeping her eyes on the window. The carriage lamps cast rays of light a little distance ahead of them and she caught glimpses of the things they passed.
- (The Secret Garden by Frances Hodgson Burnett)*

3. Suddenly, you feel like the world has collided with another planet. All your dreams, plans, and aspirations are gone – gone one with the man who stole your heart.

4. Phileas Fogg was seated squarely in his armchair, his feet close together like those a grenadier on parade, his hands resting on his knees, his body straight, his head erect; he was steadily watching a complicated clock which indicated the hours, the minutes, the seconds, the days, the months, and the years.  
(*Around the World in Eighty Days* by Jules Verne)

5. At first, I hated the school, but by and by I got so I could stand it. Whenever I got uncommon tired, I played hockey, and the hiding I got next day done me good and cheered me up. So, the longer I went to school the easier it got to be.  
(*The Adventured of Huckleberry Finn by Mark Twain*)

3. After the game, the players talked to their coach and asked if they could all meet at the restaurant for a team dinner.
4. Finally, Sophie remembered to bring her homework to class.
5. I think I will go on a vacation all by myself this year so I can have some time alone.

## Activity 2

Directions: Sing the song “Point of View” in the tune of “Stitches” by Shawn Mendes and answer the questions that follow. Write the letter of the answer in your paper or notebook.

# POINT OF VIEW

I know a story's narrator.  
To the one who tells the story, yes I'm sure  
I can determine point of view.  
By looking at the pronouns that are used

Got a feeling when I'm reading a story.  
Think about the perspective from which it's told.  
Is the point of view first or third person?  
Come on.

First person is part of the story.  
Look for I and me and we.  
And now I can use the clues  
To determine point of view.

Third person's on the outside.  
Look for he and she and him and they.  
And now I can use the clues  
To determine point of view.

to the tune of  
**STITCHES**  
by Shawn Mendez

newest for  
regulation  
overweight  
and the  
and the  
and the  
and the

1. What do you call the “one who tells the story” according to the song?

- A. author  
B. narrator  
C. singer  
D. composer
2. This song says that one determines the point of view by

- A. singing a song  
B. reading a story  
C. looking at the pronouns used  
D. using a magnifying lens
3. Which line from the song contains a modal?

There are three main types of point of view:  
First-Person Point of View, Second-Person Point of View, and Third-Person Point of View.

**First person.**

A story using first-person point of view is written as if it is being told by a character in the story and uses pronouns such as “I”, “we”, and “me” and other personal pronouns in the first person. In the first scenario, Facundo is the one narrating the events. He is one of the characters in the story. This is seen when he says “I got up..., I saw small houses..., and I heard my mother calling me” to cite a few examples.

**Second person.**

A story told from the second-person point of view puts the reader in the action by using the pronouns “you” and “your” which are pronouns in the second person. The narrator of the story is not a character in the story but is talking to or

Example: I and Al-Ai joined a singing contest in our barangay.

1. Juan and the other villagers harvested some crops to save them from the approaching typhoon.
2. My brother Logan and I studied at the University of the Philippines
3. Susan searched for Aslan in the jungle. Finally, after several days, she found him drinking water at the Bisanhan River.
4. You have a problem. You need to buy a new laptop for your online classes, but you need the money to buy a sack of rice.
5. The three farmers returned to their village after the flood.
6. I will go to the *talipapa* or flea market to buy some root crops like *kamoteng kahoy* (cassava) and *camote* (sweet potato).
7. Ben gave us a special delicacy called *binagol* from Dagami, Leyte.
8. You're finding a balance when it suddenly stops.
9. You lose your balance and end up bumping your head on the driver's shoulder.
10. We used to ride a carabao in going to school when we were children.
11. Follow your dream while you are young.

## WHAT I HAVE LEARNED

**Directions:** Check you level of understanding by filling in the blanks with the correct term inside the box. Write your answers in your notebook.

|                            |                            |
|----------------------------|----------------------------|
| first-person point of view | third-person point of view |
| pronouns                   |                            |
| second-person point of     |                            |

1. Refer to the \_\_\_\_\_ used to get a clue as to who is telling the story.
2. A story is told in the \_\_\_\_\_ when the pronouns "I", "my", "we", and "us" are used.
3. In the \_\_\_\_\_, the narrator uses the pronouns "you" or "your."
4. The story is told in the \_\_\_\_\_ when the narrator uses the pronouns such as "his", "her", "they", and "their".
5. \_\_\_\_\_ is the angle by which a story is told.

## WHAT I CAN DO

## Activity 1

**Directions:** Read the sentences below and identify the point of view used. Write your answers in your notebook.

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
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|  |  | <p>A. 1<br/>B. 3<br/>C. 7<br/>D. 16</p> <p>4. What word in the song has the same meaning as <b>point of view</b>?</p> <p>A. perspective<br/>B. story<br/>C. narrator<br/>D. person</p> <p>5. Which of the following statements about the point of view is true?</p> <p>A. Singing songs is helpful in understanding a point of view.<br/>B. The kind of pronouns used in a story will give you a clue to the point of view.<br/>C. The song is sung in Shawn’s point of view.<br/>D. A point of view is also known as the sequence of event in a story.</p> <p><b>WHAT’S NEW</b></p> <p>Directions: Read the three scenarios below. Take note of the differing points- of-view used in each scenario, then answer the questions that follow in each scenario. Write the letter of the correct answer in your notebook.</p> <p><b>Talker-Door</b></p> <p>It was about six in the morning when a rumbling sound awakened me. I got up and looked through my window. Across the hill in</p> | <p>describing a character in the story who is the one acting. In the second scenario entitled “Listener,” the story is not narrated by Facundo anymore, but by someone who is talking to Facundo describing to him his actions and the situation.</p> <p>The sentence “You see that a huge wave is coming across the hill,” is one example in which somebody is describing Facundo’s actions while Facundo becomes the listener to what this narrator tells.</p> <p><b>Second person.</b><br/>Third person. Stories written in the third-person point of view, on the other hand, also have a narrator who is not part of the story. Here, the narrator is an observer who tells the story from the outside. Pronouns such as “he”, “she,” and “they” and other personal pronouns in the third person are used in this type of point of view. In the third scenario, the story is narrated by a narrator who is not one of the characters in the story. This</p> | <div><div>1. Pascualita was requested by Dr. Dacallos to develop a module.</div><div>Answer: _____</div></div> <div><div>2. I love my country because it is my birthplace.</div><div>Answer: _____</div></div> <div><div>3. The best way to succeed is to follow the path to your dreams.</div><div>Answer: _____</div></div> <div><div>4. Frontline health workers say that they do not have enough protective gear, so they have higher risk of getting sick.</div><div>Answer: _____</div></div> <div><div>5. I always pray to the Almighty to keep everyone safe in the midst of this crisis.</div><div>Answer: _____</div></div> <p><b>Activity 2</b><br/><b>Directions:</b> Read the passage and then answer the questions that follow.<br/>Write only the letter of the correct answer in your notebook.</p> <p>1. I am not feeling good about this at all. I had eaten so much chocolate cake that I felt so full. I couldn’t study for my test. My stomach feels like a balloon that is going to burst. I need to go to the bathroom.<br/>A. first-person<br/>B. second-person<br/>C. third-person</p> <p>2. I was so scared when I first learned that I would be having my tooth pulled. I didn’t sleep at all the night before the procedure. I was terrified that it would hurt more than I could tolerate. I was shaking when I sat in the dentist's chair. He promised me that it would not hurt, but I certainly had my doubts. The dentist gave me some medicine. When I awoke, my tooth was gone, and I didn’t remember a thing.</p> |  |
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|  |  | <p>which our house stands appeared huge waves approaching fast. I saw small houses, cars, and many other things already being carried away.</p> <p>Then I heard my mother calling me, “Facundo! Let’s get to higher ground! It’s a tsunami!”</p> <p>1. What is meant by a “talker-doer”?</p> <p>A. person who acts in the story<br/>B. person who listens to a story<br/>C. person who knows about the story<br/>D. person who reads the story</p> <p>2. Who is telling or narrating the story above?</p> <p>A. a teacher<br/>B. a reader<br/>C. a person who is part of the story<br/>D. a person who is not part of the story</p> <p>3. What words give you an idea about the person telling the story?</p> <p>A. houses and cars<br/>B. hill and house<br/>C. mother and Facundo<br/>D. I, me, my, and our</p> <p style="text-align: center;"><b>Listener</b></p> <p>You are suddenly awakened by a rumbling sound. Though still dizzy, you get up to check what it is by looking outside your window.</p> <p>Surprised, you see that a huge wave is coming across the hill where</p> | <p>narrator can tell the story as if he were an invisible observer. It is no surprise then that the “observer” is able to describe Facundo’s current physical condition and actions saying, “Feeling sleepy and dizzy, he got up to check from his window what it was about,” even though nobody else is inside Facundo’s room.</p> <p>Identifying the point of view from which a story or a piece of narrative is told is not always easy. A good strategy to follow is to identify the personal pronouns used in the text. Personal pronouns, such as the first, second, or third person often determines the point of view used in a narration. So, if the pronouns used in a narration are in the third person, the point of view in that same text is also in the third person.</p> | <p>A. first person<br/>B. second person<br/>C. third person</p> <p>3. You didn’t want to ask for some <i>baon</i>, but you had no choice. You spent all of your allowance playing DOTA, and now you don’t have the money to buy a Manila paper for your class report.</p> <p>A. first person<br/>B. second person<br/>C. third person</p> <p>4. Ambo went for a bike ride in the park. While on the ride, he saw his best friend, Unyok. They decided to go biking at the beach instead of bike riding in the park. However, the two were upset that their bikes didn’t run fast on the sand. They ended up swimming on the beach.</p> <p>A. first person<br/>B. second person<br/>C. third person</p> <p>5. I had been craving Magnet ice cream all day. It’s the creamiest ice cream I had ever tasted. I can’t help but get crazy whenever I see it on TV or in an advertisement. I don’t care if it is expensive. I simply can’t resist it.</p> <p>A. first person<br/>B. second person<br/>C. third person</p> |  |
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your house is standing, bringing with it houses, cars, and many other things. Seconds later, you hear your mother calling your name to get to higher ground because of the approaching tsunami.

1. Who is telling the story in this paragraph?

A. a character in the story  
B. a person listening to the story  
C. a narrator who is also a character in the story  
D. a narrator who is not a character in the story

2. How does this narrator tell the story?

A. by talking to himself or herself  
B. by speaking to a story character  
C. by reading the story aloud  
D. by watching the tsunami

3. What pronoun gives a clue about the one telling the story?

A. It  
B. You  
C. This  
D. nobody

**Observer**

It was around six in the morning when Facundo was suddenly awakened by a rumbling sound. Still feeling sleepy and dizzy, he got up to check from his window what it was about. To his surprise, he saw a huge wave which is already barreling towards the hill where his

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|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  | <p>house is standing, carrying some houses, cars, and many other things.</p> <p>Seconds later, Facundo’s mother calls him to get to higher ground as the tsunami heads towards the hill.</p> <p>1. Who do you think is narrating the story this time?</p> <p>A. the narrator who is not a character in the story</p> <p>B. the narrator who is also a character in the story</p> <p>C. Facundo</p> <p>D. Facundo’s mother</p> <p>2. How is this narration under the “observer” different from the one under the “listener”?</p> <p>A. the narrator is sharing the story</p> <p>B. the story character is the one telling the story</p> <p>C. the narrator is speaking to a story character</p> <p>D. the narrator is not speaking to a story character</p> <p>3. In the three scenarios, which words help you identify who is narrating the story?</p> <p>A. I</p> <p>B. you</p> <p>C. he</p> <p>D. all of these words</p> <p>4. What do we call these words that are important in identifying the narrator or the person telling the story?</p> <p>A. helping verbs</p> <p>B. common nouns</p> <p>C. personal pronouns</p> <p>D. action verbs</p> |  |  |  |
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| J. Additional activities for application or remediation                                                 |  | Identify the types of informational texts used in the ff. sentences | Write of 3 each examples of connotation and denotation | Copy Example of glossary from the books.        |                                                 |
| V. REMARKS                                                                                              |  |                                                                     |                                                        |                                                 |                                                 |
| VI. REFLECTION                                                                                          |  |                                                                     |                                                        |                                                 |                                                 |
| A. No. of learners who earned 80% on this formative assessment                                          |  | <div></div> <div></div>                                             | <div></div> <div></div> <div></div>                    | <div></div> <div></div>                         | <div></div> <div></div>                         |
| B. No. of learners who require additional activities for remediation                                    |  |                                                                     |                                                        |                                                 |                                                 |
| C. Did the remedial lessons work?<br>No. of learners who have caught up the lesson                      |  | <div></div> <div></div> <div></div> <div></div>                     | <div></div> <div></div> <div></div> <div></div>        | <div></div> <div></div> <div></div> <div></div> | <div></div> <div></div> <div></div> <div></div> |
| D. No. of learners who continue to require remediation                                                  |  |                                                                     |                                                        |                                                 |                                                 |
| E. Which of my teaching strategies worked well?<br>Why did these work?                                  |  | <div></div> <div></div>                                             | <div></div> <div></div> <div></div>                    | <div></div> <div></div>                         | <div></div> <div></div>                         |
| 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? |  |                                                                     |                                                        |                                                 |                                                 |