

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	V
	Teacher:	File Created by Ma'am JANNETTE G. PUGADO	Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 11 - 15, 2023 (WEEK 3)	Quarter:	1 ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Read aloud grade level appropriate text with an accuracy of 95-100%	Infer the meaning of unfamiliar compound words on given context clues(synonyms, antonyms, word parts) and other strategies.	Infer the theme of a literary text.	Infer the theme of a literary text.	Compose clear and coherent sentences using appropriate grammatical structures: aspect of verbs
A. Content Standards					
B. Performance Standards					
C. Learning Competencies/Objectives Write for the LC code for each	EN5F-Ib-1.6	EN5V-Ib-12 and 13	EN5RC-Ib-2.9.1	EN5RC-Ib-2.9.1	EN5G-Ib-3.3
II. CONTENT	Lesson 2 Reading selection: "Thundering Water" by Sally Lee	Inferring the meaning of unfamiliar compound words on given context clues and other strategies. Synonyms	Inferring the theme of a Literary Text. Selection: Thundering Water	Inferring the theme of a Literary Text. Selection: Thundering Water	Progressive Aspect of Verb Text.
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Pages 13-14	Page 14	Page 15	Page 15	Pages 15-16
2. Learner's Materials pages	Pages 18-19				
3. Textbook pages	Pages 18-19	Pages 19-20	Pages 19-20	Pages 19-20	Pages 22-24
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources		https://www.amazingclassroom.com worksheet, word meaning card, chart	http://www.ereadingworksheets.com/free-reading-worksheets/theme-worksheets/charts,worksheets	http://www.ereadingworksheets.com/free-reading-worksheets/theme-worksheets/charts,worksheets	http://www.englishforeveryone.org/Topics/Verb-Tenses.htm worksheet
IV. PROCEDURES					
A. Review previous lesson or presenting the new lesson	Gestures		Elements of a Narrative Give emphasis on "Theme"	Elements of a Narrative Give emphasis on "Theme"	Verb
B. Establishing a purpose for the lesson	Ask:What is a "dam"? Do you know some water dams in our country? What happens when the water dams overflow?	Have the pupils turn their books on page 19 and ask them to read the passage.	Show pupils pictures representing Love, peace, friendship, happiness, among other themes.	Show pupils pictures representing Love, peace, friendship, happiness, among other themes.	Have the pupils give examples of verb

			Ask: <i>Which picture represents love? peace? friendship? happiness?</i> <i>Why?</i>	Ask: <i>Which picture represents love? peace? friendship? happiness?</i> <i>Why?</i>	
C. Presenting examples/instances of the new lesson	Have the pupils read the high frequency words: <i>cabin, valley, trail, water flood</i> . Call on the pupils one by one to read the words aloud. Have them practice reading the word aloud until they get it right.	Ask: <i>What kind of compound word is wristwatch?</i>	Direct the pupils to the definition found on page 20. Have them read the definition and explanation aloud. Have pupils supply other universal truths, topics, or quotes that they know which may be considered as ways of expressing themes.	Direct the pupils to the definition found on page 20. Have them read the definition and explanation aloud. Have pupils supply other universal truths, topics, or quotes that they know which may be considered as ways of expressing themes.	Show the pupils the following sentences: 1. Winston Chua has created scale models since he was seven years old. 2. Winston Chua had created a lot of scale models before he met Eddie Ong. 3. Winston Chua will have created a lot of scale models before he becomes famous. Tell the pupils that the sentences show the perfect aspect of verbs.
D. Discussing new concepts and practicing new skills #1	Unlocking of Difficultie (Before Reading): Present the words using word cards displayed on a pocket chart. Have the pupils read the words aloud. Draw the meaning of the words using context clues and/or pictures. Have the pupils practice reading the phrases and sentences taken from the selection until a 95-100% accuracy rate is achieved. Ask the pupils the words they are familiar with and have them use these in sentences to check understanding of meaning.	Direct the pupils to the two sentences on page 19. Ask: <i>Which word in the first sentence and second sentence are compound words?</i> <i>What kind of compound words are halfway and hillcrest?</i>	Ask: <i>What is the theme of the reading text "Thundering Water"?</i> <i>How did you know that the theme could be concern for others? How is this shown by the characters? How does the setting help in the development of the theme? What event or events in the story enable the characters to show concern for others?</i>	Ask: <i>What is the theme of the reading text "Thundering Water"?</i> <i>How did you know that the theme could be concern for others? How is this shown by the characters? How does the setting help in the development of the theme? What event or events in the story enable the characters to show concern for others?</i>	Discuss the progressive aspect of verbs shown on page 22. How is progressive aspect of verbs formed in the present tense? past tense? future tense? Have the pupils give more examples for each. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
E. Discussing new concepts and practicing new skills #2	Silent Reading (During Reading) Direct the pupils to reading the selection "Thundering Water" on pages 18-19, textbook.	Have the pupils read the sentences on page 20 of the textbook. Ask: <i>Based from the sentences what do halfway and hillcrest mean?</i> <i>Which word in the first sentence means the same as halfway? Which word in the second sentence is synonymous to hillcrest?</i>	Group Activity: 4 members each. (Reciprocal Teaching) Have each member of the group pick a task card to identify each pupil's role: <i>summarizer, questioner, clarifier and a predictor. (visualizing, making connections, questioning the author and inferencing).</i>	Group Activity: 4 members each. (Reciprocal Teaching) Have each member of the group pick a task card to identify each pupil's role: <i>summarizer, questioner, clarifier and a predictor. (visualizing, making connections, questioning the author and inferencing).</i>	Present Progressive Form of Verbs: Have the pupils read the conversation on page 22-23 of the textbook. Have the pupils identify the progressive aspect of verbs. Tell the pupils that the verbs are in the present progressive form, the

		<i>Do halfway and midway, hillcrest and hilltop have the same meaning?</i> <i>Based from these words , what does synonyms mean?</i> Tell:<i>In some cases, you can infer the meaning of unfamiliar wordwhen you find another word which means the same as that word or its synonym.</i>	Explain the task of each member:<i>Summarizer</i> will highlight key ideas , <i>Questioner</i>, will pose questions about the selection(unclear parts, puzzling information, connections to other concepts already learned <i>Clarifier</i>, will address confusing parts and attempt to answer the the questions that were just posed. <i>Predictor</i>, can offer predictions. Distribute the short story for each group. Have the pupils read the story assigned to them.Encourage them to use note-taking strategies(selective underlining) Give the group enough time for their task. Have a discussion with each group.From then, infer the theme of the story. Appreciate the work of each group.	Explain the task of each member:<i>Summarizer</i> will highlight key ideas , <i>Questioner</i>, will pose questions about the selection(unclear parts, puzzling information, connections to other concepts already learned <i>Clarifier</i>, will address confusing parts and attempt to answer the the questions that were just posed. <i>Predictor</i>, can offer predictions. Distribute the short story for each group. Have the pupils read the story assigned to them.Encourage them to use note-taking strategies(selective underlining) Give the group enough time for their task. Have a discussion with each group.From then, infer the theme of the story. Appreciate the work of each group.	be+verb-ing form goes with specific noun and pronoun subjects. Read and discuss the chart on page 23 of the textbook. Ask: <i>What noun subject goes with each helping verb?</i> <i>What noun or pronoun goes with each helping verb?</i>
F. Developing mastery	Oral Reading: Have the pupild take turns reading the story paragraph by paragraph. (per column). Comprehension Check:Answer and discuss the questions on “Think It Over” on page 19,textbook. Group Activity: Group the pupils into five groups and have them	See worksheet/chart	See worksheet/chart Discuss the pupils’ answers. Feedback	See worksheet/chart Discuss the pupils’ answers. Feedback	Independent Practice: Have the pupils answer the exercises on page 24 of the textbook.(A)

	make a report on some dams here in the Philippines.				
G. Finding practical applications of concepts and skills in daily living	Focus Skill/Competency Check: Ask: <i>What do you usually do when you come across with the words you cannot read at once?</i> Tell: <i>You can improve the accuracy level in oral reading by doing the practice indicated on page 19 of your textbook..</i>				Guided Practice: Have the pupils answer the exercises on page 24
H. Making generalizations and abstractions about the lesson	Ask: <i>Why is it important to practice reading different words aloud?</i>	Ask: <i>What is synonyms?</i>	Ask: How to identify the theme of a narrative?	Ask: How to identify the theme of a narrative?	Ask: How is the progressive aspect of verbs? How is the helping verb “be” used?
I. Evaluating learning		Identify from among the other words in the sentence the synonym of each italicized compound word. Write the answer on your paper.(see chart)	See worksheet/chart	See worksheet/chart	See worksheet
J. Additional activities for application or remediation	What is meant by synonyms?		Determine what the theme is for each story. Write in complete sentences.(see chart)	Determine what the theme is for each story. Write in complete sentences.(see chart)	See chart
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?	• Differentiated Instruction(Oral/Silent Reading/BDA Strategy • Integration of Learning Through differentiated instructions learners learned in a style that suits them, thus they stay on the task/motivated. Integration of Learning.In this strategy learners were able to connect and create more real world connections thus, they actively engaged themselves in the discussion.	By using Context Clues Deductive Method Because of these strategies learners were able to identify the meaning of the words through clues in the sentences given.	Reciprocal Teaching Small Group Activity • Through reciprocal teaching, the pupils learn to guide group discussions.It encourages students to think about their own thought process during reading. • It helps students learn to be actively involved and monitor their comprehension as they read. • It teaches students to ask questions during reading and helps make the text more comprehensible	Reciprocal Teaching Small Group Activity • Through reciprocal teaching, the pupils learn to guide group discussions.It encourages students to think about their own thought process during reading. • It helps students learn to be actively involved and monitor their comprehension as they read. • It teaches students to ask questions during reading and helps make the text more comprehensible	
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?					