

MATATAG K to 10 Curriculum Weekly Lesson Log	School		Grade Level	5
	Name of Teacher	DepEdClick	Learning Area	ENGLISH
	Teaching Dates and Time	NOVEMBER 3-7, 2025 (WEEK 1)	Quarter	Third

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

A. Content Standards	The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; and developing skills in composing and creating text in order to produce culture-appropriate texts based on their purpose, context, and target audience.
B. Performance Standards	The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (Chinese New Year) , and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.
C. Learning Competencies and Objectives	Learning Competency: Determine textual coherence between story elements Learning Objectives: 1. note important details of a story using story grammar (EN5LR-III-1) 2. identify flashbacks in the plot of a story (EN5LR-III-1) 3. infer reasons behind specific events or characters' actions and decisions (EN5LR-III-1)
D. Content	Determining Textual Coherence between Story Elements
E. Integration	Holiday in Focus: Chinese New Year Values and Skills: Industry, Patriotism, Camaraderie, Unity, National Pride SDG: SDG10 Reduced Inequalities, SDG16 Peace, Justice, and Strong Institutions, SDG17 Partnerships for the Goals

II. LEARNING RESOURCES

Reading with PingNut. (2022, January 13). *The Nian Monster: Lunar Chinese New Year Story (Read Aloud) Reading with Pingnut*.
[Www.youtube.com.](https://www.youtube.com/watch?v=EOMQL3olW6k&pp=ygUhIlRoZSBOaWFuIE1vbnN0ZXliIGJ5IEFuZHZJIYSBXYW5n)
<https://www.youtube.com/watch?v=EOMQL3olW6k&pp=ygUhIlRoZSBOaWFuIE1vbnN0ZXliIGJ5IEFuZHZJIYSBXYW5n>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	DAY 1 1. Short Review Stories can be compared to puzzles, with different pieces forming a complete picture. Instruct your students that they will analyze key elements to improve their understanding of stories better. A. Story Grammar: Think of this as a story's skeleton, a framework that holds all the essential elements. It's like a map that guides us through the story, helping us identify the characters, setting, problem, solution, and ending. B. Flashbacks: These are instances within a story where the narrative jumps back in time. They can provide important information about a character's past or explain current events. C. Making Inferences: Stories sometimes do not directly convey all information. Readers must utilize clues and existing knowledge to infer or make educated guesses about the reasons behind events, characters' actions, or feelings. QUESTIONS: 1. Can you think of a story you recently read or watched? Try to recall essential details such as the main character and the setting. 2. Did the story include any flashbacks? If so, what did you learn from them? 3. Think of a moment in the story when something happened, but the reason must be clarified. What clues did the story provide to help you understand why it happened? 4. Imagine yourself as a character in the story, acting scared. What details from the story or your understanding of the character could help you understand why you are scared?	Before this lesson, students should be familiar with the basic elements of a story: characters, setting, and plot. They should also understand how these elements work together to create a cohesive story that flows smoothly and makes sense.
		After giving their insights about the last meeting's lesson, learners will have an activity.

	ACTIVITY: THE MORE THE MERRIER Instructions: The teacher will flash a dish on the screen and the class grouped into 5 groups will be given a paper where they will write all the ingredients of that dish in just 1 minute. The group with the greatest number of ingredients wins the activity. 1. CHOPSUEY 2. CALDERETANG BAKA 3. PANCIT BIHON After, announce the winners of the activity and ask the following questions: Guide Questions: 1. What did we just do in our activity? 2. What do you think is the importance of note taking? 3. Are you practicing of writing important details from your subject on your notebooks? Why or why not?																																									
B. Establishing Lesson Purpose	1. Lesson Purpose Begin with a discussion about previous knowledge of Chinese New Year. Ask students to share any stories or traditions they know. The tasks that they did in the formative activities enabled them to take note of important details and let them know that this skill is also an important skill in their main lesson. 2. Unlocking Content Vocabulary Instructions: Learners will do a dictionary search where they will bring their dictionaries and find meaning to the words. From the words, they will write their sample sentences. <table><tr><th>WORDS</th><th>MEANING</th><th>PART OF SPEECH</th><th>SAMPLE SENTENCE</th></tr><tr><td>Nian Monster</td><td></td><td></td><td></td></tr><tr><td>Chinese New Year Festival</td><td></td><td></td><td></td></tr><tr><td>Tradition</td><td></td><td></td><td></td></tr><tr><td>Legend</td><td></td><td></td><td></td></tr><tr><td>Fireworks</td><td></td><td></td><td></td></tr><tr><td>Lunar Calendar</td><td></td><td></td><td></td></tr><tr><td>Zodiac</td><td></td><td></td><td></td></tr><tr><td>Renewal</td><td></td><td></td><td></td></tr><tr><td>Prosperity</td><td></td><td></td><td></td></tr></table>	WORDS	MEANING	PART OF SPEECH	SAMPLE SENTENCE	Nian Monster				Chinese New Year Festival				Tradition				Legend				Fireworks				Lunar Calendar				Zodiac				Renewal				Prosperity				
WORDS	MEANING	PART OF SPEECH	SAMPLE SENTENCE																																							
Nian Monster																																										
Chinese New Year Festival																																										
Tradition																																										
Legend																																										
Fireworks																																										
Lunar Calendar																																										
Zodiac																																										
Renewal																																										
Prosperity																																										

C. Developing and Deepening Understanding	ELEMENTS OF A SHORT STORY: FOCUS ON PLOT ELEMENTS 1. Explication Understanding Important Details When reading a story, it's important to pay attention to specific details that will help you understand the plot, characters, setting, and the overall message. Noting important details helps you comprehend and remember the story better. Remember, when noting important details, you must have your pencil/pen with you, your notebook, and highlighters if available. Key Elements to Focus On 1. Characters: • Who are the main characters? ▪ Identify the protagonist (main character) and the antagonist (character who opposes the protagonist). • What are their traits? ▪ Look for descriptions of their appearance, actions, thoughts, and feelings. • How do they change? ▪ Notice any changes in the characters' attitudes or behaviors throughout the story. 2. Setting: • Where does the story take place? ▪ Pay attention to descriptions of the location and environment. • When does the story take place? ▪ Note the time period, season, or time of day. 3. Plot: • What is the main problem or conflict?	
---	---	--

	▪ Identify the central issue the protagonist faces. • What are the key events? ▪ Summarize the main events in the order they happen. Look for the beginning, middle, and end. • How is the conflict resolved? ▪ Notice how the problem is solved by the end of the story. 4. Theme: • What is the story's message or lesson? ▪ Think about what the author wants you to learn or understand from the story. Strategies for Noting Important Details 1. Active Reading: • Ask Questions: • While reading, ask yourself questions about the characters, setting, plot, and theme. • Make Predictions: • Try to predict what might happen next based on the details you've read. 2. Annotating: • Highlight or Underline: • Mark important sentences or phrases. • Write Notes: • Jot down brief notes in the margins or on sticky notes. 3. Graphic Organizers: • Story Maps:	
--	--	--

- Use a story map to organize information about characters, setting, problem, events, and resolution.

- Character Charts:

- Create charts to track details about each character.

4. **Summarizing:**

- Write Summaries:

- After reading a section, write a brief summary of what happened.

- Retell the Story:

- Practice retelling the story in your own words.

The Concept of Flashbacking in a Story

What is a Flashback?

- A flashback is a literary device where the author interrupts the chronological order of a story to present events that happened in the past.

Purpose of Flashbacks:

- Provide background information about characters or events.
- Explain character motivations or actions.
- Create suspense or add depth to the story.

Identifying Flashbacks:

- Look for keywords like "remembered," "thought back to," or "flashback to."
- Pay attention to changes in time markers (e.g., "then," "before," "years ago").

Analyzing Flashbacks:

- Determine why the author included the flashback.
- Consider how the flashback contributes to character development or plot progression.

- Think about the emotions or themes explored in the flashback scene.

Types of Flashbacks:

1. **Character Flashbacks:** Focus on a character's past experiences, thoughts, or emotions.
2. **Event Flashbacks:** Revisit a significant event that occurred before the current timeline of the story.
3. **Historical Flashbacks:** Provide historical context or background information relevant to the story.
4. **Dream or Vision Flashbacks:** Show events or thoughts imagined by a character.

2. Worked Example

Learners will watch a video of the story The Nian Monster by Andrea Wang

<https://www.youtube.com/watch?v=EOMQL3olW6k&pp=ygUgdGhlIG5pYW4gbW9uc3RlciBieSBhbmRyZWVmd2FuZyA%3D>

Once they are done, ask them the following questions:

1. **Setting and Characters**
 - Where does the story take place?
 - Who is the main character in the story?
 - Describe the Nian monster. What makes it scary?
2. **Plot and Events**
 - Why does the Nian monster come out of the sea every year?
 - What does the Nian monster threaten to do if it is not stopped?
 - How does the main character try to stop the Nian monster?
3. **Problem and Solution**
 - What challenges does the main character face while trying to defeat the Nian monster?
 - What clever ideas does the main character use to trick the Nian monster?
4. **Themes and Messages**
 - What do you think is the main message or lesson of the story?
 - How do bravery and cleverness play a role in the story?
5. **Details and Understanding**

	• What traditional elements of Chinese New Year are mentioned in the story? • How do these elements help in stopping the Nian monster? • What are the different scenes there that depict flashbacks in the story? 3. Lesson Activity From the discussions and the story presented above, the learners can now create a story grammar. ACTIVITY: IDENTIFY ME Instructions: Create your own story grammar comprising all the different elements of a short story based on the story The Nian Monster by Andrea Wang.	
D. Making Generalizations	DAY 4 1. Learners' Takeaways Students will fill out the 3-2-1 strategy graphic organizer in the learning activity sheet.	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	DAY 4 1. Formative Assessment MULTIPLE CHOICE QUIZ Instructions: Write TRUE if the statement is true and FALSE if otherwise. 1. True/False: The Nian Monster is a friendly creature who helps the villagers. 2. True/False: The story "The Nian Monster" is set during the Chinese New Year celebration. 3. True/False: The Nian Monster fears loud noises and the color red. 4. True/False: The villagers in the story use fireworks and red decorations to scare away the Nian Monster. 5. True/False: In the story, the Nian Monster is defeated by a group of brave children. 6. True/False: Chinese New Year is also known as the Spring Festival. 7. True/False: Chinese New Year is celebrated on the same date every year according to the Gregorian calendar. 8. True/False: The Chinese zodiac is based on twelve animals, each representing a year in a twelve-year cycle.	Answer Key 1. False 2. True 3. True 4. True 5. True 6. True 7. False 8. True 9. True 10. True 11. True 12. False 13. True 14. True 15. True

	9. True/False: The color red is associated with good luck and prosperity in Chinese culture. 10. True/False: During Chinese New Year, families gather to enjoy a special meal called "Jiaozi." 11. True/False: The Lantern Festival marks the end of the Chinese New Year celebrations. 12. True/False: Chinese New Year is a one-day festival. 13. True/False: The Nian Monster symbolizes renewal and new beginnings in Chinese folklore. 14. True/False: Chinese New Year is based on the lunar calendar. 15. True/False: Firecrackers are commonly used during Chinese New Year to ward off evil spirits.			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored/lesson exemplar.
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<i>Reflection guide or prompt can be on:</i> ▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson?			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.