

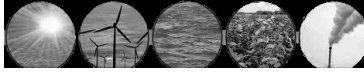


**GRADES 1 to 12
DAILY LESSON LOG**

School:	Visit DepEdResources.com for More	Grade Level:	V
Teacher:	File created by Ma'am EDNALYN D. MACARAIG	Learning Area:	ENGLISH
Teaching Dates and Time:	FEBRUARY 19 – 23, 2024 (WEEK 4)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Demonstrates understanding of various verbal elements in orally communicating information and understand text types in order to construct feedback	Demonstrates understanding of various verbal elements in orally communicating information and understand text types in order to construct feedback	Demonstrate understanding that words are composed of different parts to know that their meaning changes depending in context Demonstrates understanding of text elements to comprehend various texts	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking	Demonstrates understanding of library skills to research a variety of topics Demonstrates understanding of different formats to write for a variety of audiences and purposes
B.Performance Standards	Orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities	Orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities	Uses strategies to decode correctly the meaning of words in isolation and in context Uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes	Uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various oral discourse	Uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes Draft texts using appropriate text types for a variety of audiences and purposes
C.Learning Competencies/Objectives	Infer the speaker's tone,mood and purpose (EN5LC-IIIId-2.8.1/2.8.2/2.8.3) Link comments to the remarks of others (EN5OL-IIIId-2.8) Observe politeness at all times (EN5A-IIIId-16)	Infer the speaker's tone,mood and purpose (EN5LC-IIIId-2.8.1/2.8.2/2.8.3) Link comments to the remarks of others (EN5OL-IIIId-2.8) Observe politeness at all times (EN5A-IIIId-16)	Infer the meaning of unfamiliar words based on given context clues (EN5V-IIIId-20.4) Distinguish text-types according to features (structural and language) -Problem and solution (EN5RC-IIIId-3.2.4)	Use a particular kind of sentence for a specific purpose and audience (EN5G-IIIId-1.8.1 EN5G-IIIId-1.8.2) a. asking permission b. responding to permission Observe politeness at all times (EN5A-IIIId-16)	Organize information from secondary sources in preparation for writing (EN5SS-IIIId-4) Plan a two to three-paragraph composition using an outline/other graphic organizers (EN5WC-IIIId-1.1.6.1)
II.CONTENT	Inferring speaker's tone, mood and purpose	Inferring speaker's tone, mood and purpose	-Text-types according to features (Problem and Solution) -Context Clues	Asking and Responding to Permission	Organizing Information from Secondary Sources in Preparation for writing
III.LEARNING RESOURCES					
A.References	CG p.	CG p.	CG p.	CG p.	CG p.
1.Teacher's Guide pages					
2.Learners's Materials pages					
3.Textbook pages	Confucius Confused" - Reading Marvels 5 by Melchora D. Bilgera et al. pp. 20-22	Confucius Confused" - Reading Marvels 5 by Melchora D. Bilgera et al. pp. 20-22			
4.Additional materials from learning resource (LR) portal	1. http://www.wikipedia.com (Confucius) 2. http://www.ereadingworksheet.com (Meaning of tone) 3. http://manila.coconuts.co/2016/07/2	1. http://www.wikipedia.com (Confucius) 2. http://www.ereadingworksheet.com (Meaning of tone) 3. http://manila.coconuts.co/2016/07/25	1. http://www.ereadingworksheet.com 2. http://patternbasedwriting.com/ele	1. http://esl.about.com/od/smalltalk/a/Asking-For-Permission-In-English.htm (Conversations)	1. http://blog.globalizationpartners.com/the-philippines-culture-and-tradition.aspx2 .

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B.Other Learning Resource	Charts, pictures	Charts, pictures	Charts, meta cards,picture	Picture, charts	Pictures, chart
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	1. Oral Language Development: Ask pupils about people who are known for their philosophies in life. Do you know Pilosopo Tasio? Why is he called as such? Whom does Pilosopo Tasio represent? 2. Unlocking of Difficulties (Constructivisim) Let the pupils construct the meaning of the words based on the guide questions and picture clue. a. chariot Have you ridden in a chariot? What does it look like? b. confused Show me a confused face. When do you usually feel this emotion? c. scamper What does this word mean? What will you do if there is a barking dog at your back? d. mischief Are you watching “ Probinsyano”? How does the face of Don Emilio look like if there is something malicious and evil that lingers in his mind? What does it suggest?	1. Oral Language Development: Ask pupils about people who are known for their philosophies in life. Do you know Pilosopo Tasio? Why is he called as such? Whom does Pilosopo Tasio represent? 2. Unlocking of Difficulties (Constructivisim) Let the pupils construct the meaning of the words based on the guide questions and picture clue. a. chariot Have you ridden in a chariot? What does it look like? b. confused Show me a confused face. When do you usually feel this emotion? c. scamper What does this word mean? What will you do if there is a barking dog at your back? d. mischief Are you watching “ Probinsyano”? How does the face of Don Emilio look like if there is something malicious and evil that lingers in his mind? What does it suggest?	1. Recall a line from the listening text, “ Confucius Confused.” Identify the tone expressed. 2. Define tone and mood	Identify the problem and the solution in this literary text According to Department of Health (DOH), there is an increase in firework related injuries every year during New Year’s Celebration. Emergency rooms are often filled with children and adults suffering from wounds and burns due to fireworks. Authorities always say that there is no need to suffer from these injuries just to make New Year’s Celebration merry and loud.Keep yourself safe by staying away from fireworks and firecrackers. If you see someone who is not a professional in lighting fireworks, take that as your cue to step away. If everyone stayed away from fireworks, there wouldn’t be any fireworks related injuries. You can’t control everyone, but you can control yourself. If you remember that accidents happen, you can keep them from happening to you.	What would you say if you want to ask permission from your teacher in going to the library? Give examples of sentences on asking permission Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
B.Establishing a purpose for the lesson	Present different kinds of emoticons. Which of the following emotions show confusion? Have you been confused? What was the reason?	Present different kinds of emoticons. Which of the following emotions show confusion? Have you been confused? What was the reason?	Identify the meaning of the following words using context clues. 1. problem (Synonym context clue) Everyone has his/ her own problem, or source of perplexity and distress. 2. solution (Antonym context clue) My friend always finds it hard to find solution but I don’t have difficulty	Game ; May EYE ? Call some volunteers to pick an eye and read the sentence written on it. Pay attention on how they read the sentences	Where do you usually get information when a teacher gives you a homework or a study report? Show a picture of library What are the different reference materials that are found in a library?

			<p>looking for answer or ways to deal my problem</p> <p>3. energy (Explanation context clue) Energy comes in many forms, it can be usable powers from heat, electricity, sun and water.</p> <p>4. resources((Synonym context clue) Our country is rich in its resources. There are natural features in our country that enhance the quality of human life of every Filipino.</p>		<p>What information can you get from these library sources?</p>
<p>C.Presenting Examples/ instances of the new lesson</p>	<p>Do you know Confucius? What is his famous quotation/ or Golden Rule? “ Do not do unto others what you don’t what others do unto you.” Listen to the story of Confucius</p>	<p>Do you know Confucius? What is his famous quotation/ or Golden Rule? “ Do not do unto others what you don’t what others do unto you.” Listen to the story of Confucius</p>	<p>(Integrative Teaching – Science)</p>  <p>Look at the pictures in the board. What form of energy is shown in each one? Put the correct word under each picture Solar wind water/hydro Bioenergy geothermal Using inquiry – based approach, let the pupils form questions regarding the picture and its relevance to the literary / reading text that will be presented. Fundamental questions (what questions) should be established first. Possible questions; What source of energy is safe to the environment? What kind/form of energy is given off by the sun? What will happen if the sun dies? What provinces use natural sources of energy like wind, water and geothermal? What are the advantages of using natural sources of energy? What will happen if we run out of supply of fuels? Solar wind water/hydro Bioenergy geothermal Energy Sources: A Dilemma of the Twenty-First Century Retrieved from: www.dbe.metu.edu.tr/student/grou</p>	<p>The sentences that you read are used to ask permission. Let’s read the conversation below and find out how we should ask permission correctly and politely. Pay attention as well on the way the permission is answered (granted or denied). Example Situations - Asking for Permission which is Given Jack: Hi Sam, do you think I could use your cellphone for a moment? Sam: Sure, no problem. Here you are. Jack: Thanks buddy. It will only be a minute or two. Sam: Take your time. No rush. Jack: Thanks! Example Situations - Asking for Permission which is Denied Employee: Would you mind if I came in late to work tomorrow? Boss: I'm afraid I'd prefer if you didn't. Employee: Hmmm. What if I work overtime tonight? Boss: Well, I really need you for the meeting tomorrow. Is there any way you can do whatever it is you need to do later. Employee: If you put it that way, I'm sure I can figure something out. Boss: Thanks, I appreciate it.</p>	<p>Do you have a facebook or twitter account? Do you make blog articles? Below is a blog article from the internet. Aside from library , we can get information from the internet (http://blog.globalizationpartners.com/the-philippines-culture-and-tradition.aspx) How are Filipinos described? Tell something about the origin of the name of our country. To whom did early Filipinos interact with? What was the result of this interaction?</p>

			<p>ps/int/Prob.Solution%20Ss.%20Copy. pd</p> <p>On most part, energy is created by burning fossil fuels -- coal, natural gas and oil. The problem with this is that these resources are finite. At the current rate of use, it is expected that the world will run out of fossil fuels in thirty to forty years to come. As a result, it will no longer be possible to generate power to operate factories and vehicles or to light and heat houses.</p> <p>This world-wide problem can be resolved through the implementation of two possible solutions. The first solution is to improve conservation efforts. In order to do this, governments can try to raise public awareness, discourage over-consumption and encourage recycling.</p> <p>For example, they can encourage the installation of high-efficiency light bulbs in homes and offices. They can inform the public of the amount of energy saved by simply turning off lights that are not being used or by using public transport more and cars less. They can also pass laws mandating the recycling of whatever possible. Improvements in conservation will surely extend the life of current fuels but they are not complete answers to what will happen when fossil fuels eventually run out. The second and better solution, therefore, is to use alternative sources of energy to meet future needs. The current leading alternatives to fossil fuels are solar energy and fusion, which is the union of atomic nuclei to form heavier nuclei. Solar energy is directly obtained from the sun so it is easily accessible and pollution-free. It can be used both to heat water and buildings and to generate electricity but mostly in countries</p>	<p>1. Which of the sentences in the conversations were used to ask permission? 2. What were the answers to the request for permission? 3. What verbs are used for asking permission? 4. Why is important to be polite in asking for permission and in answering the question?</p>	
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<p>D. Discussing new concepts and practicing new skills #1</p>	<p>1. Why did Confucius consider the boy uncommonly clever? 2. Was the boy really clever? Why do you say so? 3. Was Confucius able to answer the boy's questions? 4. Why do you think Confucius decided to pull around the little city the boy was building? Excerpts / sentences from the listening text will be written in a strip of paper. Then, the teacher will let some pupils read those lines with correct tone and expressions. The teacher will show some emoticons. Some pupil- volunteers will choose the correct mood expressed in the lines / sentences read by their classmates What are the tones expressed in the sentences? What could be the mood of the selection? What are the clue words/ context clues? What are the different tones in literary text? How do you differentiate tone from mood?</p>	<p>1. Why did Confucius consider the boy uncommonly clever? 2. Was the boy really clever? Why do you say so? 3. Was Confucius able to answer the boy's questions? 4. Why do you think Confucius decided to pull around the little city the boy was building? Excerpts / sentences from the listening text will be written in a strip of paper. Then, the teacher will let some pupils read those lines with correct tone and expressions. The teacher will show some emoticons. Some pupil- volunteers will choose the correct mood expressed in the lines / sentences read by their classmates What are the tones expressed in the sentences? What could be the mood of the selection? What are the clue words/ context clues? What are the different tones in literary text? How do you differentiate tone from mood?</p>	<p>1. Describe the text type used in the selection. (Narrative using problem-solution) 2. What words signal to show the purpose of the literary text? (as a result, resolved, for example, in addition, in conclusion) 3. According to the selection, what is the problem? 4. Are there a solutions offered to the problem aired in the literary text? Fill in the graphic organizer to show the problem-solution type of literary text</p>	<p>Find a partner and read the following conversations correctly. Observe politeness in asking and answering permission Conversation 1 John and Sandra are a couple on holiday in Puerto Galera and John goes up to a stranger: John : „Excuse me, sorry to bother you, would you mind taking our picture?“ Stranger: „No not at all. Where would you like to stand?“ Sandra : „Here's fine. In front of this boat.“ Stranger „Great, say cheese.“ Conversation 2 Paul needs to ask his boss for permission to leave work early the next day: Leo: „Mr Santos.“ Mr . Santos: „Hi Leo, is everything fine?“ Leo: „Yes thank you, Sir. It's just, do you mind if I leave early tomorrow? I need to take my sister to the airport.“</p>	<p>Can you write a similar blog in your social network account? What are the things to do before writing any composition? Why is important to plan what you will write? What will aid you in planning to write? Look on the graphic organizer below.</p>

				<p>Mr. Santos: „No, of course not. That’s fine.” Leo: „Thank you so much , Mr. Santos.”</p>	
<p>E.Discussing new concepts and practicing new skills #2</p>	<p>Let’s FACE it (Two Heads Together Strategy- Collaborative Setting of Standards for Pair Activity 1. Each pupil will find his/ her partner. 2. Each pair will be given a strip of paper containing a line to be read. 3. One will read accurately the sentence while the other will identify the tone or the mood expressed using different emoticons prepared by the teacher. 4. Pupils take turn in presenting their task. 5. For reflection, pupils will have a checklist whether each pair performed the task correctly or not</p>	<p>Let’s FACE it (Two Heads Together Strategy- Collaborative Setting of Standards for Pair Activity 1. Each pupil will find his/ her partner. 2. Each pair will be given a strip of paper containing a line to be read. 3. One will read accurately the sentence while the other will identify the tone or the mood expressed using different emoticons prepared by the teacher. 4. Pupils take turn in presenting their task. 5. For reflection, pupils will have a checklist whether each pair performed the task correctly or not</p>	<p>TASK 2- SIMPLE JIGSAW(Collaborative Approach) SIMPLE JIGSAW: The teacher divides a task into parts with all students from each LEARNING TEAM volunteering to become "experts" on one of the parts. EXPERT TEAMS then work together to master their part of the material and also to discover the best way to help others learn it. All experts then reassemble in their home LEARNING TEAMS where they teach the other group members Using the literary problem-solution narrative text-type below, one/two members of the team will identify the solution and the two others will locate the solutions cited in the reading text. Group 1 Save the Tigers http://www.ereadingworksheets.com Dr. Miller doesn’t want the tigers to vanish. These majestic beasts are disappearing at an alarming rate. Dr. Miller thinks that we should write to our congress people. If we let them know that we demand the preservation of this species, maybe we can make a difference. Dr. Miller also thinks that we should donate to Save the Tigers. Our donations will help to support and empower those who are fighting the hardest to preserve the tigers. We owe it to our grandchildren to do something. Group 2 Fossil Mishap http://www.ereadingworksheets.com</p>		<p>Paper Talk (Collaborative Approach) (This collaborative approach is facilitated by letting pupils write his/her own idea in a paper without the intervention of the teacher or other pupils during the sharing stage) 1. Form a group consisting of 4-5 members. 2. Using your English Book as your source , look for a certain topic/story. 3. Read the chosen topic/story carefully to get ideas on how paragraphs are written. (Pay attention to technical aspects; coherence, unity, transition and others) 4. Plan a two-three three-paragraph composition using an outline/other graphic organizers using the tarpapel that the teacher will provide. Topic will be about the importance of group cooperation.</p>

It's important to think critically about the information that you receive, or else you may be led astray. For example, the brontosaurus is a type of dinosaur that never really existed. Many people still believe in the brontosaurus today, but the "brontosaurus" is actually the body of an apatosaurus with the head of a camarasaurus. This concocted creature was made from two mismatched fossils. Had more people thought critically about these findings, analyzing the components that were presented, entire generations of school children may not have been misinformed; therefore, think critically about the information that people tell you, even if it's information you find on a book or in a worksheet.

Group 3

Earthquake-proofing

<http://www.ereadingworksheets.com>

Some countries, such as Japan, or parts of a country, like California in the United States, have a lot of earthquakes. In these places it is a good practice to build houses and other buildings so they will not collapse when there is an earthquake. This is called seismic design or "earthquake-proofing".

Group 4

Attendance

<http://www.ereadingworksheets.com>

Having good attendance is important because attendance determines the school's funding. Some students have poor attendance, and the school has tried many ways of addressing this: teachers have talked to parents on the phone and the school has mailed letters. Yet, some students still maintain poor attendance. Next, the staff will attempt to schedule

			<p>parent/teacher/administrator conferences with students who are habitually absent. Hopefully, this will help more students get to school everyday</p> <p>Group 5 Lost and Found http://www.ereadingworksheets.com</p> <p>A mobile phone is lost every second by some estimates. A 2011 survey shows that about 22% of Americans have lost a mobile phone. When a person loses their phone, they don't just lose a device that may have cost as much as \$600, they lose phone numbers, photos, and sensitive information. If the phone isn't locked and it gets lost or stolen, someone may use it to commit identity theft. Perhaps the worst part about this is that it can be prevented. Today's smart phones have free applications that allow you to find your lost phone using GPS signals. Even if you cannot retrieve your phone, you can use these applications to delete your data so that you are less likely to become a victim of identify theft. Losing your phone feels horrible, but if you take the time to install a phone-finding app, you'll be much better prepared to deal with it.</p>		
<p>F.Developing Mastery</p>	<p>TASK 2- GROUP Activity Group 1: Writers in Action Write some lines taken from your favorite television show. Then, identify the tone or mood expressed in each line. Group 2: Artists in Motion Draw the emotion or mood expressed in the following lines Group 3: Poets in Line Write a four-line poem that shows the following moods/tones; light, playful and happy Group 4: Actors on Camera</p>	<p>TASK 2- GROUP Activity Group 1: Writers in Action Write some lines taken from your favorite television show. Then, identify the tone or mood expressed in each line. Group 2: Artists in Motion Draw the emotion or mood expressed in the following lines Group 3: Poets in Line Write a four-line poem that shows the following moods/tones; light, playful and happy Group 4: Actors on Camera</p>	<p>Identify the problem and the solution/s in the literary text below It seems like there has been a surge in teen pregnancies these days. Teen pregnancies make it very difficult for young mothers to pursue their dreams and meet the demands of an infant. Fortunately, most teen pregnancies can be easily prevented by using birth control; however, even birth control is not 100% effective. The most effective way to prevent teen pregnancies is abstinence, which is 100% effective.</p>	<p>Make / Construct sentences when asking permission to .</p> <ul style="list-style-type: none"> • go out on a Friday night with trusted friends • use someone's book for researching • use Father's bicycle in going to a classmate's house • play someone's ball 	<p>Plan a two to three-paragraph composition using the graphic organizer below. Choose from any of the following topics</p> <ol style="list-style-type: none"> 1. Traditions and Customs of Batangueños 2. Tourist Spots in your own town 3. Famous people in your locality and their accomplishments

	<p>Act out some scenes from your favorite movie. Then, let your classmates identify the tone or mood shown in the scenes.</p> <p>Identify the tone or mood expressed in the following lines/ quotes taken from the SONA of President Rodrigo Roa Duterte. Select from the list of words inside the box</p> <p>Clear Optimistic Sentimental threatening Formal Hopeful Matter-of-fact Serious Sad happy pleading playful</p> <ol style="list-style-type: none"> 1. "All of us want peace, not the peace of the dead, of course, but the peace of the living." 2. "Courage knows no limits, cowardice does." 3. "In this quest, I will put at stake my honor, my life, my presidency." 4. "This will be a clean government." 5. "And the Filipino, discipline, informed and involved, shall rise from the rubbles of sorrow and pain." 6. "Abuse your authority and there will be a hell to pay. For you will have become worse than criminality itself." 7. "If we cannot as yet love one another then in God's name let us not hate each other too much." 8. "This government does not condone violence and repression of media." 	<p>Act out some scenes from your favorite movie. Then, let your classmates identify the tone or mood shown in the scenes.</p> <p>Identify the tone or mood expressed in the following lines/ quotes taken from the SONA of President Rodrigo Roa Duterte. Select from the list of words inside the box</p> <p>Clear Optimistic Sentimental threatening Formal Hopeful Matter-of-fact Serious Sad happy pleading playful</p> <ol style="list-style-type: none"> 1. "All of us want peace, not the peace of the dead, of course, but the peace of the living." 2. "Courage knows no limits, cowardice does." 3. "In this quest, I will put at stake my honor, my life, my presidency." 4. "This will be a clean government." 5. "And the Filipino, discipline, informed and involved, shall rise from the rubbles of sorrow and pain." 6. "Abuse your authority and there will be a hell to pay. For you will have become worse than criminality itself." 7. "If we cannot as yet love one another then in God's name let us not hate each other too much." 8. "This government does not condone violence and repression of media." 			
<p>G.Finding Practical application of concepts and skills in daily living</p>	<p>Tone down your Mood!</p> <ol style="list-style-type: none"> 1. You Mother is asking for a favor from you. She tells you to clean your room. What should be your answer? What should be your 	<p>Tone down your Mood!</p> <ol style="list-style-type: none"> 1. You Mother is asking for a favor from you. She tells you to clean your room. What should be your answer? What should be your 	<p>(Journal Writing – Reflective Approach) What are the most common problems that you encounter in school?</p>	<p>Your friend invited you to attend her birthday party on Saturday. How would you ask permission to your mother? If your mother</p>	

	tone? 2. You got a perfect score in your test, how would you tell your parents about it? Tell and show to the class the proper tone/mood.	tone? 2. You got a perfect score in your test, how would you tell your parents about it? Tell and show to the class the proper tone/mood.	How do you deal with it? What are your solutions?	denies your request, how would you answer her? What would you say and do?	
H.Making generalization and abstraction about the lesson	Tone is the narrator’s attitude toward his or her subject. It is like tone of voice that people use in words to describe them. Mood is the general atmosphere created by the author’s words. It is the feeling the reader gets from reading	Tone is the narrator’s attitude toward his or her subject. It is like tone of voice that people use in words to describe them. Mood is the general atmosphere created by the author’s words. It is the feeling the reader gets from reading	What are the different text types that you remember from previous lessons? How will you describe a problem and solution literary text? How does it differ with cause - effect relationship?	How do you ask permission? What would you answer if your permission is granted ? What if it is denied? How would you say?	What should be done prior to writing a composition? What should be included in your outline/draft? What will aid you in planning your composition?
I.Evaluating learning	For each one identify the tone, what context clues are used to convey the tone, and the overall mood of the literary text. “The School” by Donald Barthelme: “And the trees all died. They were orange trees. I don’t know why they died, they just died. Something wrong with the soil possibly or maybe the stuff we got from the nursery wasn’t the best. We complained about it. So we’ve got thirty kids there, each kid had his or her own little tree to plant and we’ve got these thirty dead trees. All these kids looking at these little brown sticks, it was depressing. Tone _____ Context Clues _____ Mood _____ Excerpt from “The Road Not Taken “ by Robert Frost “I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I, I took the one less traveled by, And that has made all the difference.” Tone _____ Context Clues _____ Mood _____	For each one identify the tone, what context clues are used to convey the tone, and the overall mood of the literary text. “The School” by Donald Barthelme: “And the trees all died. They were orange trees. I don’t know why they died, they just died. Something wrong with the soil possibly or maybe the stuff we got from the nursery wasn’t the best. We complained about it. So we’ve got thirty kids there, each kid had his or her own little tree to plant and we’ve got these thirty dead trees. All these kids looking at these little brown sticks, it was depressing. Tone _____ Context Clues _____ Mood _____ Excerpt from “The Road Not Taken “ by Robert Frost “I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I, I took the one less traveled by, And that has made all the difference.” Tone _____ Context Clues _____ Mood _____	Weightlessness in Space Astronauts face many problems in space caused by weightlessness. One of these problems is floating around the cabin. To solve this problem, astronauts wear shoes that are coated with a special adhesive. This adhesive sticks to the floor of the cabin. Serving food is another problem. It won’t stay put on the table! Experts solved this problem by putting food and drinks in pouches and tubes. It only needs to be mixed with water. Weightlessness also causes problems when an astronaut tries to work. The simple task of turning a wrench or a doorknob can be difficult. Since there is no gravity to keep him down, when he exerts a force in one direction, the opposite force may flip him over completely. To solve this problem, he must be very careful about how much force he uses to do these simple tasks. Here on earth, life is much simpler, thanks to gravity. Problem: _____ - Solution: 1. 2. 3.	Choose the correct sentence to be used in the following situations. 1.Two Batangueños in a bus a. “ It’s quite hot in here. Can I open the window?” b. “ It’s quite hot in here. Do you mind if I open the window?” 2) Two public school teachers at work: a. “I forgot my pen today. Could I use yours for the day?” b. I forgot my pen today. Give me one of yours for the day.” 3) At a Filipino restaurant: “Excuse me but do you mind if I take this chair?” a.“No, not at all.” b.“Yes, sure.” 4) Aling Ador to his neighbor a. Manong Jose, sorry to bother you but it’s almost midnight and I have to get up early. Do you mind keeping the volume of the videoke down?” b. Sorry Mang Jose, but the volume of your videoke is a little too loud. Could you keep it down, please? It’s late and I have to get up early tomorrow.	Fill in the graphic organizer with the correct idea/ information to be included in each part when planning your composition Choices for the title: ■ Music and Arts ■ Religion ■ Sports Choices for the content (Introduction, body, ending) ■ Ways / Means ■ Impact on everyday Living ■ Importance/ Benefits ■ Origin/ Influence ■ How –to / Procedures ■ Preservation

				5) A tourist in a Picnic Groove in Tagaytay: a. "Excuse me. How do I get to Sky Ranch?" b. "Excuse me. Could you tell me how to get to Sky Ranch?"	
J.additional activities for application or remediation					
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

<p>F.What difficulties did I encounter which my principal or supervisor can help me solve?</p> <p>G.What innovation or localized materials did used/discover which I wish to share with other teachers?</p>	<p>___ of Learners who continue to require remediation</p> <p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>Why?</p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p>	<p>___ of Learners who continue to require remediation</p> <p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>Why?</p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's collaboration/cooperation</p>	<p>___ of Learners who continue to require remediation</p> <p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>Why?</p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p>	<p>___ of Learners who continue to require remediation</p> <p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>Why?</p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's collaboration/cooperation in doing their tasks</p>	<p>___ of Learners who continue to require remediation</p> <p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>Why?</p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's collaboration/cooperation in doing their tasks</p>
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	<p>___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson</p>	<p>in doing their tasks ___ Audio Visual Presentation of the lesson</p>	<p>___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson</p>	<p>___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson</p>	<p>___ Audio Visual Presentatio of the lesson</p>
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