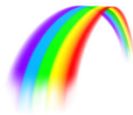


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	File Created by Ma'am ROSA HILDA P. SANTOS	Learning Area:	ENGLISH
	Teaching Dates and Time:	AUGUST 29 – SEPTEMBER 2, 2022 (WEEK 2)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	demonstrates understanding of the various forms and conventions of print, non-print, and digital materials				
B. Performance Standards	evaluates effectively the message constructed and conveyed in various viewing texts				
C. Learning Competencies/Objectives Write the LC code for each	1. Identify the elements of a literary text. 2. Infer the theme of the literary text. 3. Observe politeness at all times. oEN5LC – Ib – 2.17.1 oEN5RC – Ib – 2.9.1/ Page 64 of 164	1. Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies 2. Read aloud grade level appropriate text with an accuracy rate of 95 – 100%. 3. Observe politeness at all times. oEN5LC – Ib – 12 and 13 oEN5RC – Ib – 1.6/ Page 64 of 164	Read aloud grade level appropriate text with an accuracy rate of 95 – 100%. 2. Use appropriate body movements/gestures. EN5OL – Ib – 2.6.2/ Page 64 of 164	1. Compose clear and coherent sentences using appropriate grammatical structures – aspects of verbs. 2. Plan a two or three paragraph composition using an outline or other graphic organizers. EN5G-Ib-3.3, EN5WC-Ib-1.1.6.1/ Page 64 of 164	Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialogue, setting or set-up) EN5V-Ib-5.1/ Page 64 of 164
II. CONTENT	ELEMENTS AND THEME OF A LITERARY TEXT	COMPOUND WORDS	VERBS (BODY MOVEMENTS AND GESTURES)	Writing Compositions Using Aspects of Verbs	Describing different forms and conventions of film and moving pictures (light, blocking, direction, characterization, acting, dialogue, setting or set-up)
III. LEARNING RESOURCES					
A. References	•Curriculum Guide: CG in English 5 Week 2	•Curriculum Guide: CG in English 5 Week 2	Curriculum Guide in English 5	Curriculum Guide in English 5	Curriculum Guide in English 5
1. Teacher's Guide pages	TG/Week 2	TG/Week 2	TG/Week 2	TG/Week 2	TG/Week 2
2. Learner's Material pages	LM/Week 2	LM/Week 2	LM/Week 2	LM/Week 2	LM/Week 2
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	Picture of a thief, a stealing machine, deaf little girl using sign language, letter soup	B. Materials chart containing compound words.	pictures of body movements/gestures flashcards of action words (verbs)	Chart of Aspects of verbs Pictures showing actions	video about making films sample of a script

	flashcards containing polite words. Story Chart of “A Letter Soup”, “The Fox in the Well”, and “Inside the Canteen”	picture puzzle of compound words. Story Chart of “A Letter Soup” http://clipart.me/premium-people/outlaw-565307		Pictures of an outline and different graphic organizers										
IV. PROCEDURES														
A. Reviewing previous lesson or presenting the new lesson	Review Aspects of Verbs	Review Elements of literary text/Checking of assignments	Review Compound Words	Review Different Body movements and Gestures	Review What is an outline? What are the steps in making an outline.									
B. Establishing a purpose for the lesson	Motivation Sing: “Be Polite – Good Manner Song”	Motivation: Divide the class into 8-10 groups. Give them the picture puzzle of compound words. Ask them to solve the puzzle and write the name of the picture on a strip of paper. Have a representative from each group present the picture and the word they have formed.   	Group the class into two groups. Have them play a game of charades using the words below. Call a representative from each group to act out the word. <table><tr><td>angry (using hands)</td><td>happy (using whole body)</td><td>scared (using face)</td></tr><tr><td>tired (using whole body)</td><td>excited (using whole body)</td><td>bored (using hands and feet)</td></tr><tr><td>talking (using hands)</td><td>stop (using hands)</td><td>sad (using face and hands)</td></tr></table>	angry (using hands)	happy (using whole body)	scared (using face)	tired (using whole body)	excited (using whole body)	bored (using hands and feet)	talking (using hands)	stop (using hands)	sad (using face and hands)	Sing “She’ll be coming round the mountain”	Show posters of movies and films, local and abroad. Ask: “How do you think these movies are made?” “If you were to make your own movie, what do you think do you need?” “What are the things you need to remember when making a movie?”
			angry (using hands)	happy (using whole body)	scared (using face)									
tired (using whole body)	excited (using whole body)	bored (using hands and feet)												
talking (using hands)	stop (using hands)	sad (using face and hands)												
C. Presenting examples/instances of the new lesson	Today we are going to learn about the elements of a literary text.” Present the story in the LM on page ____.	Today we are going to study about compound words.” Have the pupils read “Find Out and Learn” from the LM page ____.	Today we are going to study about body movements and gestures.” Have the pupils read “Read and Learn” from the LM page ____. Answer the questions below the sentences	Today we are going to write about the aspects of verb” “But first, what are verbs?” “What are the tenses of verbs?” Original File Submitted and Formatted by DepEd Club	Today we’ll be studying about the forms and conventions of a film and moving picture. What are the things we need in making a movie and what									

	Call a pupil volunteer to read the story orally. Comprehension Check: Ask the questions in the LM. Talk about the pupils answers.	Answer the questions below the sentences.		Member - visit depedclub.com for more	do need to remember if we are to make our own film or movie?"
D. Discussing new concepts and practicing new skills #1	C.Modelling for Students Unlocking of Difficult Words (using picture clues, context clues, and examples. a.crook Say: "The crook is stole the lady's bag." (show the picture of a crook) "What do crooks steal? Why do they steal things?" b.argue Say:"Don't argue over who little things." (show picture of the people arguing)	C.Modelling for Students Read the story in the "Try and Learn" in the LM page ____. Identify the compound words in the story. Write it down on your notebook	A. Modelling for Students Unlocking of Difficult Words (using picture clues, context clues, and examples)  chatting Say: "Everybody was chatting about what their father looked like now." (show picture of people talking) What are they doing?  tapped Say "They just tapped their feet to loose boredom." (show picture of someone tapping their feet". What is he doing? How does he do it?  kiosk Say: "Mother was	C.Modelling for Students Have the students read "Read and Learn" on the LM page ____. Discuss the process on how to create an outline and use other graphic organizers.	C.Modelling for Students Discuss "Read and Learn" on page ____ of the LM. Show the short film "Principles of Film Form" from youtube.com https://www.youtube.com/watch?v=yXmLLqWrZQ

			sipping coffee she bought from a kiosk.” (show the picture of a kiosk) Read the story “The Homecoming” in the LM’s “Let’s Read More” page ___ and answer the questions after.						
E. Discussing new concepts and practicing new skills #2	“Why do people argue?” c.deaf Say: “The two girls are deaf.” (Show pictures of two deaf girls) “Why do some people cannot hear?” Ask: “What should you remember when listening to a story?” “What are the things we should know about the story?” “What elements did you remember from the story we read?”								
F. Developing mastery (Leads to Formative Assessment 3)	D.Guided Practice Read the story again silently. List down the elements of the literary text you have read. Write your answer on your notebook. Refer to Find Out and Learn on the LM. Call a pupil-volunteer to read and retell the story using the information he/she have gathered.	D.Guided Practice Match the words in Column A to the words in Column B in order to create a compound word. Note that the words in Column B can only be used once. <table><tr><td>Column A</td><td>Column B</td></tr><tr><td></td><td></td></tr></table>	Column A	Column B			Guided Practice Have the pupils read “Try and Learn” on the LM page ____.  Sad angr excite ign y y d ore	D.Guided Practice Group the class into five groups and have them answer “Try and Learn” on the LM page ____. Have them write their answer on a manila paper and have a representative present their answer in front of the class.	D.Guided Practice Have the students answer the “Find Out and Learn” on the LM on page ____.
Column A	Column B								

		1. rain 2. flower 3. window 4. butter 5. police 6. book 7. sun 8. day 9. sea 10. store a. case b. drop c. fly d. light e. man f. pane g. pot h. room i. shell j. shine	 Bored silence stop happy		
G. Finding practical applications of concepts and skills in daily living	E.Independent Practice Read the story “The Fox in the Well” and answer the wh-questions. THE FOX IN THE WELL Aesop’s Fable One day a fox fell into a well. He jumped and jumped but he could not get out. The well was too deep. Soon he began to feel cold and hungry. Suddenly there was a noise from above. A goat had come to drink from the well. It looked in and saw the fox. “Why, what are you doing down there, Mr. Fox?” asked the goat. The fox was very cunning. Quickly, he thought of a way to trick the goat. “Oh, I’m drinking,” he said. “Down there? But there’s water in the bucket up here.” “Yes, I know,” said the fox. “But the water down here is much sweeter. Why don’t you come down and taste it for yourself?” “I think I will do that.” And the silly animal jumped into the well.	E.Independent Practice Do “Do and Learn” in the LM page ____.	E.Independent Practice Answer “Do and Learn” on page ____ of the LM.	E.Independent Practice Let the pupils answer “Do and Learn” on page ____.	E.Independent Practice Group the pupils into four groups. Have them assign a director, a cameraman, a floor director, a lights man, and the rest will be actors and actresses. Have them act out a scene with the following theme: Group 1 – Drama Film Group 2 – Horror Film Group 3 – Actions Film Group 4 – Comedy Film Give each group 5-7 minutes to think about what scene they will re-enact and present their work in front of the class.

	At once the fox leapt on to the goat's back. And from there he soon jumped out of the well. "Hey! Where are you going?" cried the goat. "What about me? How am I going to get out of here?" Guide Questions: 1. Who was trapped in the well? 2. Who came passing one day? 3. What convinced the goat to go down the well? 4. How did the fox get out of the well? 5. What is the moral of the story?				
H. Making generalizations and abstractions about the lesson	F.Closure/Assessment Teaching Points 🌐 When listening to story being read, we should listen carefully and pay attention to the details of the story. In this way we can identify the elements of a literary text. 🌐 We could also take down notes while listening and reading. 🌐 The elements of a literary text are the character, setting, and plot, conflict, and theme. 🌐 The theme is the subject of the story and what the author wants to convey to the readers. 🌐 The plot is made up of events that happened in the story. It consists of the beginning, the middle, and the ending.	F.Closure/Assessment Compound words are two words put together to create a new word. They can be open, closed, or hyphenated. Examples: ☂ Open Compound Words dog house, ice cream, six-pack, runner-up ☂ Closed Compound Words ladybug, toothpaste, bedroom ☂ Hyphenated Compound Words editor-in-chief, officer-in-charge, life-saver	F.Closure/Assessment Body movements refer to the actual movement of the body. It is a kind of nonverbal communication where thoughts intentions or feelings are expressed by physical behaviour such as facial expressions, body posture, gestures, eye movement, touch, and use of space. Body movements maybe implied as a verbs or an adjective.	F.Closure/Assessment The aspect of a verb is determined by whether the action is on-going or completed. The three aspects are: 1. The simple aspect is indefinite, not sure if the action is on-going or completed. It may also indicate if the action is habitual or repeated action. 2. In the perfect aspect the task is already completed. 3. While in the progressive aspect, the action is still taking place or on-going. The same principle applies to the past form of the verb. An outline is a formal system used to think and organize your ideas. You can use it to see if your ideas are connected to each other and what order works best. Outlines can be useful to help you see the overall picture.	F. Closure/Assessment The different forms and conventions of film and moving pictures are: 1. Lights refers to the lighting used in films can be natural or artificial. It is used achieve aesthetical or practical effect while illuminating the scene. 2. Blocking is the precise staging of actors in order to facilitate the performance of a film 3. Direction is the control of the scenes in the film. In simpler terms, it is giving directions to the actors and the people in charge of the set and those behind the camera.

	oBeginning – It gives the problem faced by the main character. oMiddle – It presents the actions made by the character to solve the problem. oEnding – It gives the solution to the problem.			There are two kinds of outlines: the topic outline and the sentence outline. 1.The topic outline consists of words or short phrases. 2.The sentence outline is done in full sentences. It is normally used when you want to focus on complex details. Steps in making an outline: 1. Identify the topic or the main idea. 2. Identify the main categories. 3. Create the first category. 4. Create subcategories. Normally, use Roman numerals to write the main idea. Then under the main idea, we indent and write the first subcategory with a capital letter. See the example below.	4.Characterization refers to the process by which the writer reveals the personality of a character 5.Acting is the work of an actor or actress, in which a person in theatre, film, television, and any other storytelling medium portrays a character. 6.Dialogue is the conversation between characters in the film. 7.Setting or set-up refers to the time and location where filming takes place.
I. Evaluating learning	G.Evaluation Read the story “Inside the Canteen” and identify the elements of the literary text. Inside the Canteen by Jean Paul V. Banay It was 9:30 in the morning at Labuin Elementary School. It was already break time for Grade V-Coral. Children line up in a queue to go the canteen to have their recess. At the canteen, the children lined up in a queue waiting for their turn to buy their food. Luke, a Grade 3 pupil rushed in front of the queue and shouted at the canteen manager for food. Calmly, the canteen manager said to Luke “Luke, it is	G.Evaluation Answer “Learn Some More” on the LM page ____.	G.Evaluation Have the pupils read the following sentences and have them identify the body movement/gesture used in the sentence. 1.Terence Romeo shoots the ball at the last second. 2.The athletes stretched their body before doing the routine. 3.Mother rubs fathers back when he is tired. 4.Squeeze it to get the toothpaste. 5.My sister likes pinching me when she is mad.	G.Evaluation Write a three paragraph composition about your daily routine before you go to school, while in the school, and during at night.	G.Evaluation Match the words in Column A with the word clue about in Column B Column A 1.lights 2.blocking 3.direction 4.characterization 5.acting 6.dialogue 7.setting or set-up Column B a)control of the set and actors during filming b)conversation between the actors c)illuminating the set whether natural or artificial d)personality of the character

	not nice to shout at people, especially when you're at the canteen. And we should observe the rules inside the canteen. Look at these children, they line up in a queue and wait for their turn. You should do the same." said the canteen manager. After that day, Luke lined up in the queue and asked politely for food.				e)time and location where filming takes place f)work of an actor or actress
J. Additional activities for application or remediation	Identify the element of the literary text from the story you just read. Choose your answer from the boxes below. character setting conflict plot theme 1.It was 9:30 in the morning at Labuin Elementary School. 2.Luke, a Grade 3 pupil 3.Luke rushed in front of the queue 4.The canteen manager told Luke about the rules inside the canteen 5.Following rules inside the canteen is the right thing to do.	Write 5 examples of each type of compounds words		Assignment Create an outline of your family tree starting from your grandparents.	
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?					
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?					