



GRADES 1 to 12  
DAILY LESSON LOG

|                          |                          |                |                         |
|--------------------------|--------------------------|----------------|-------------------------|
| School:                  | DepEdClub.com            | Grade Level:   | V                       |
| Teacher:                 |                          | Learning Area: | ENGLISH                 |
| Teaching Dates and Time: | APRIL 3-7, 2023 (WEEK 8) | Quarter:       | 3 <sup>RD</sup> QUARTER |

|                                                           | MONDAY                                                                                                                        | TUESDAY                                                                                                                                                                                                                                                                                             | WEDNESDAY   | THURSDAY        | FRIDAY      |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|-------------|
| I.OBJECTIVES                                              |                                                                                                                               |                                                                                                                                                                                                                                                                                                     |             |                 |             |
| A.Content Standards                                       | The learner....<br>Demonstrates understanding of the various forms and conventions of print, non-print and digital materials. | Demonstrates understanding of text elements to comprehend various texts.                                                                                                                                                                                                                            |             | Maundy Thursday | Good Friday |
| B.Performance Standards                                   | The learner...<br>Evaluates effectively the message constructed and conveyed in various viewing texts.                        | Uses diction(choice of words) to accurately analyze author’s tone, mood, and point of view                                                                                                                                                                                                          |             |                 |             |
| C.Learning Competencies/Objectives                        | Determine images/ideas that are explicitly used to influence viewers – Propaganda.                                            | 1. Identify point of view. ( EN5LC-IIIh-3.17 )<br>2. Use particular kind of sentence for a specific purpose and audience-expressing opinions/emotions.EN5G-IIIh-1.8.10<br>3. Observe politeness at all times (EN5A-IIIh-17)                                                                         | Weekly Test |                 |             |
| II.CONTENT                                                | Images and Ideas Used to Influence Viewers – Propaganda ( EN5VC-IIIg-7.3 )                                                    | Point of View                                                                                                                                                                                                                                                                                       |             |                 |             |
| III.LEARNING RESOURCES                                    |                                                                                                                               |                                                                                                                                                                                                                                                                                                     |             |                 |             |
| A.References                                              |                                                                                                                               |                                                                                                                                                                                                                                                                                                     |             |                 |             |
| 1.Teacher’s Guide pages                                   | CG p.78                                                                                                                       | CG p.                                                                                                                                                                                                                                                                                               |             |                 |             |
| 2.Learners’s Materials pages                              |                                                                                                                               |                                                                                                                                                                                                                                                                                                     |             |                 |             |
| 3.Textbook pages                                          |                                                                                                                               |                                                                                                                                                                                                                                                                                                     |             |                 |             |
| 4.Additional materials from learning resource (LR) portal |                                                                                                                               | <a href="http://ammons.dadeschools.net/Authors%20Purpose.pdf">http://ammons.dadeschools.net/Authors%20Purpose.pdf</a>                                                                                                                                                                               |             |                 |             |
| B.Other Learning Resource                                 | Chart / Power Point, sample videos of propaganda                                                                              | Power Point Presentation,charts                                                                                                                                                                                                                                                                     |             |                 |             |
| IV.PROCEDURES                                             |                                                                                                                               |                                                                                                                                                                                                                                                                                                     |             |                 |             |
| A.Reviewing previous lesson or presenting the new lesson  | Reviewing the Previous Lesson – ( Recall )<br>■ Read the two articles, which is a feature article?                            | 1. How would you react in this statement?<br>“You took all ten and that is not fair. So there will be no party. When you learn to share, then you will have a party.”<br>2. Drill<br>Tell the mood or tone of each speaker<br>Speaker 1 : “Insects are wonderful. You need to look closely to learn |             |                 |             |

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|                                                        |                                                                                                                                                                                                                                                                                                                                                                           | about them. If you watch them, you will learn a lot.<br>Speaker 2 : “Cats make the best pet!”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |
| B.Establishing a purpose for the lesson                | Have you seen a rally on TV or in real situation?<br>Why do people engage in rally?                                                                                                                                                                                                                                                                                       | How important for you is the content of information from the text?<br>Does it give different mood or feelings to the reader?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |
| C.Presenting Examples/ instances of the new lesson     | Group the class into 3. Assign each group to present the following issues.<br>1 – Help the school canteen. Do not buy outside the campus premises, patronize the foods sold at the canteen, instead.<br>2 – Maintain the cleanliness of the school.<br>3 – Spread the instilled value of reading book rather than playing online games and getting hooked by social media | Listen to the recorded article “Coyotes Invade Downtown”<br>The discovery of a wild coyote in late 1997 in the Henry M. Jackson Federal Building in downtown Seattle should come as a wake-up call. The United States has a serious coyote problem! From their traditional enclaves in the western desert, these opportunistic canines have now invaded the entire continental United States. They have taken over parks, farms, vacant lots, and now perhaps the downtown areas of major cities. Homeowners report losing cats and dogs to the beasts, and young children are under attack. Enough is enough. Since humans are the only natural enemy of coyotes, we demand that state and federal agencies institute coyote trapping programs. That is the only way to decrease the number of coyotes to a manageable level. |  |  |  |
| D.Discussing new concepts and practicing new skills #1 | What did you do in your activity?<br>How did you bring out your message?<br>Why did you do that? What is your intention? ( Induce the idea of propaganda.)<br>Propaganda is a form of persuasion used to influence people’s attitudes, beliefs and behaviors                                                                                                              | a. Why is it considered that the discovery of wild coyote come as a wake-up call?<br>b. What was the problem brought by the opportunistic canines?<br>c. How will the problem become manageable?<br>d. What is the author’s purpose in writing the story?<br>e. What is the author’s point of view? How can you tell?<br>( Let the pupils know that they are already giving their own point of view upon telling their reactions. )                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |
| E.Discussing new concepts and practicing new skills #2 | What do you think are the other means of propaganda?                                                                                                                                                                                                                                                                                                                      | Which do you think is the best point of view from the article?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |

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|                      | <p>How can we spread out our messages, how can we reach all the people?<br/>Modern propaganda uses all the media available to spread its message including press, radio, television, film, computers, fax machine, poster, meetings, speeches, flags, monument, coins, street names, books, comic strip, play, company reports, cultural and musical events, sporting events awards and prizes.</p> | <p>a. To guard the area from opportunistic canines<br/>b. Let the people manage the downtown areas.<br/>c. To manage the the growing problems on the number of coyotes in the town<br/>What do we mean by point of view/author's purpose?<br/>Author's Purpose All authors have a reason why they write what they do. This is called the author's purpose. Since all authors have experiences or beliefs that influence the way that they write they also have a point of view.<br/>There are four main reasons why people write: P = to Persuade (goal to convince the reader) I = to Inform (goal- to state the facts) E = to Entertain (goal- to make us laugh, cry, scream, have fun) S = to Share a personal experience (goal- to share memories, hopes or dreams)<br/>There are some clues that help you to determine for which reason the article was reason.<br/>d. 1. "We must guard our town against the attack of the enemy!"<br/>2."Homeowners look every were to find their pets".<br/>What emotion does the sentence gives you?</p> |  |  |  |
| F.Developing Mastery | <p>Show a sample video clip of propaganda. Have a sneak discussion about it.<br/>Suggested video clips : TV commercial of airlines, fashion and lifestyle, food and drinks, home utilities</p>                                                                                                                                                                                                      | <p>A. Guided Practice<br/>Group Activity(Brainstorming)<br/>Read the story below and answer the questions that follow:<br/>Most people that have pets, have a cat or a dog. People disagree all the time as to which pet is best. Cats make the best pet! There are many reasons why cats are the best pet. Cats are very independent. If you go on vacation, you can leave extra food and water and have a friend occasionally check on the cat. On the other hand,dog need to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |

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|                                                                        |                                                                                                                                                                                                                       | <p>be kenneled, which cost a lot of money. Watching a cat play with a string or a ball is very entertaining. You can sit back and enjoy the cat</p> <p>However, a dog needs a person to play with and usually won't play alone. On a cold winter's night, there is nothing better than to have your cat snuggled up on your lap purring contentedly. If you are trying to choose between a dog or a cat for a pet, cats make the best pet!</p> <p>1.What do you think is the best pet? Why?</p> <p>2. What is the author's point of view in writing the passage?</p> <p>3. How are you going to show your care to your pet?</p> <p>B. Independent Practice</p> <p>1. From the story you had brainstorm create 4 kinds of sentence that stimulates your attention.</p> <p>2. What will be your emotion in the following sentence?</p> <p>a. Cats make the best pet.</p> <p>b. Don't play with cats, it may bite you.</p> <p>c. Why people like dogs than cat?</p> <p>d. Amazing! Cats and dogs are now best friends.</p> |  |  |  |
| G.Finding Practical application of concepts and skills in daily living | <p>As a student, how do you express yourself? How do you bring out what you need or what you want?</p> <p>Just like in propaganda, we also express ourselves every day. We want to be heard and be paid attention</p> | <p>Point Me The View !</p> <p>How will you express your point of view in this situation?</p> <p>1. You are told not to cross the street when a black cat cross the street but you are in a hurry that time. How will react with this situation?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |
| H.Making generalization and abstraction about the lesson               | <p>What is propaganda?</p> <p>How does it influence the public viewers?</p> <p>REMEMBER :</p> <p>Propaganda is a form of persuasion used to influence people's attitudes, beliefs and behaviors</p>                   | <p>What is the author's purpose in writing an article?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |
| I.Evaluating learning                                                  | Tell which video shows a propaganda                                                                                                                                                                                   | <p>Read and understand the following statements. Pick out the appropriate point of view.</p> <p>1. What is it called when the author expresses his opinions and views?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |

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|  |  | <p>a. entertainment<br/>b. point of view<br/>c. climax</p> <p>2. All of the following are three main reasons why an author writes a story, EXCEPT to</p> <p>a. inform.<br/>b. persuade.<br/>c. entertain.<br/>d. to make sure the reader enjoys what he or she is reading.</p> <p>Identifying the author's pupose. Read the following passages and answer the questions.</p> <p>3. Lisa always looked forward to the fall because of the Harvest Festival. Of course, she loved the rides, but she really enjoyed the shows. This year would be the best. Lisa had a special opportunity to perform in the talent show.</p> <p>a. The author's purpose is to<br/>b. entertain.<br/>c. persuade.. inform.<br/>d. create a mysterious mood.</p> <p>4. What do you do with aluminum cans? Do you throw them in the trash, or do you recycle when you are finished with them? At the rate we are filling our landfills, we will not have anywhere else to put our trash. If you recycle, you will help the environment. The next time you throw away your</p> <p>Coke can, think about putting it in a recycling bin. Your effort will help save your community.<br/>The author's purpose is to</p> <p>a. entertain.<br/>b. persuade.<br/>c. inform.<br/>d. create a mysterious mood.</p> <p>5. Tomatoes were once considered poisonous. Some brave people finally took a bite of a tomato, and they survived. Now, we use tomatoes in our salads and sandwiches. Do you ever use tomato sauce or ketchup?</p> |  |  |  |
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|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>These products are made of tomatoes. If it weren't for these brave individuals, you might not be able to enjoy ketchup with your french-fries. The author's purpose is to</p> <p>a. entertain.<br/>b. inform.<br/>c. create a mysterious mood.<br/>d.persuade</p>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| J.additional activities for application or remediation             | <p>1. Watch for other samples of propaganda. Be able to tell the message it conveys.</p> <p>2. Look for samples of other means of propaganda and tell their message</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Write your own answer to this question. Why do you think the writer wrote this passage?</p> <p>Use particular kind of sentence that expresses your opinions.</p> <p>I wonder if you know that the smallest insects you see about you all have tools that were given to them with which they do their work. There is a little fly called a sawfly, because it has a saw to work with. It is really a much nicer saw than you could make, if you were ever so bold.</p>                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>V.REMARKS</b>                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>VI.REFLECTION</b>                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| A.No. of learners who earned 80% in the evaluation                 | <p>___Lesson carried. Move on to the next objective.</p> <p>___Lesson not carried.</p> <p>___% of the pupils got 80% mastery</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>___Lesson carried. Move on to the next objective.</p> <p>___Lesson not carried.</p> <p>___% of the pupils got 80% mastery</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>___Lesson carried. Move on to the next objective.</p> <p>___Lesson not carried.</p> <p>___% of the pupils got 80% mastery</p>                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>___Lesson carried. Move on to the next objective.</p> <p>___Lesson not carried.</p> <p>___% of the pupils got 80% mastery</p>                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>___Lesson carried. Move on to the next objective.</p> <p>___Lesson not carried.</p> <p>___% of the pupils got 80% mastery</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| B.No.of learners who require additional activities for remediation | <p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p> | <p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p> | <p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> | <p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> | <p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> |

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| C.Did the remedial work? No.of learners who have caught up with the lesson                            | ___ of Learners who earned 80% above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| D.No. of learners who continue to require remediation                                                 | ___ of Learners who require additional activities for remediation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| E.Which of my teaching strategies worked well? Why did these work?                                    | ___Yes ___No<br>___ of Learners who caught up the lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| F.What difficulties did I encounter which my principal or supervisor can helpme solve?                | ___ of Learners who continue to require remediation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| G.What innovation or localized materials did used/discover which I wish to share with other teachers? | <p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b><br/><b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___Contextualization:</b><br/><b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___Text Representation:</b><br/><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___Modeling: Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b></p> <p>___ Explicit Teaching</p> <p>___ Group collaboration</p> <p>___ Gamification/Learning throuh play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> | <p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b><br/><b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___Contextualization:</b><br/><b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___Text Representation:</b><br/><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___Modeling: Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and 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