

School: Grade Level: V
Teacher: File Created by DepEd Click Learning Area: ENGLISH
Teaching Dates and Time: NOVEMBER 14-18, 2022 (WEEK 2) Quarter: 2ND QUARTER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
The learner demonstrates understanding of text types in order to construct feedback. The learner demonstrates understanding of library skills to research a variety of topics	The learner demonstrates understanding of various verbal elements in orally communicating information. The learner demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context	The learner demonstrates understanding of text elements to comprehend various texts.	The learner demonstrates command of the conventions of standard English grammar and usage when writing. The learner demonstrates understanding of different formats to write for a variety of audiences and purposes	The learner demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials
The learner uses literary and informational texts heard to construct an appropriate feedback. The learner uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes.	The learner orally communicates information, opinions and ideas effectively to different audiences using a variety of literary activities. The learner uses strategies to decode correctly the meaning of words.	The learner use knowledge of text types to correctly identify main idea, key sentence, and supporting details	The learner uses the correct function of verbs in general and Their functions in various discourse (oral and written) The learner writes a paragraph using cause-effect relationship	The learner applies different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print and digital materials
Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction	Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction	Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction	Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction	
Composing Clear and Coherent Sentences Using Correct Modals	Composing Clear and Coherent Sentences Using Correct Modals	Composing Clear and Coherent Sentences Using Correct Modals	Composing Clear and Coherent Sentences Using Correct Modals	
	understanding of text types in order to construct feedback. The learner demonstrates understanding of library skills to research a variety of topics The learner uses literary and informational texts heard to construct an appropriate feedback. The learner uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes. Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction Composing Clear and Coherent	understanding of text types in order to construct feedback. The learner demonstrates understanding of library skills to research a variety of topics The learner uses literary and informational texts heard to construct an appropriate feedback. The learner uses a variety of research strategies to effectively write a variety of torarious audiences and purposes. Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction understanding of various verbal elements in orally communicating information. The learner demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context The learner orally communicates information, opinions and ideas effectively to different audiences using a variety of literary activities. The learner uses strategies to decode correctly the meaning of words. Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction Composing Clear and Coherent Composing Clear and Coherent	understanding of text types in order to construct feedback. The learner demonstrates understanding of library skills to research a variety of topics The learner uses literary and informational texts heard to construct an appropriate feedback. The learner uses a variety of research strategies to effectively write a variety of toraics audiences and purposes. The learner uses strategies to effectively write a variety of texts for various audiences and purposes. Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction Composing Clear and Coherent Sentences Using Correct Modals understanding of various verbal elements in orally communicating information. The learner demonstrates understanding of text elements to comprehend various texts. The learner demonstrates understanding of various verbal elements in orally communicating information. The learner demonstrates understanding of various verbal elements in orally communicating information. The learner demonstrates understanding of various verbal elements in orally communicating information. The learner demonstrates understanding of various verbal elements in orally communicating information. The learner demonstrates understanding of text elements to comprehend various texts. The learner uses to compose demonstrates understanding of text uses composed of different parts to know that their meaning changes effectively to different audiences using approrting a variety of literary activities. The learner orally communicates information, opinions and ideas effectively to different audiences using approrting a variety of literary activities. The learner uses strategies to decode correctly the meaning of words. Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction Composing Clear and Coherent Sentences Using Correct Modals	understanding of text types in order to construct feedback. The learner demonstrates understanding of library skills to research a variety of topics The learner uses literary and information, opinions and ideas effectively to different audiences using appropriate grammatical structures: aspects of verbs, modals and conjunction Composing Clear and Coherent Sentences Using Correct Modals understanding of various verbal elements in orally communicating information. The learner demonstrates understanding of library standard English grammar and usage when writing. The learner demonstrates understanding of different formats to write for a variety of audiences and purposes The learner uses literary and information, opinions and ideas effectively to different audiences using a variety of Iterary activities. The learner uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes. Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction Composing Clear and Coherent Sentences Using Correct Modals understanding of text elements to comprehend various texts. The learner use whoneledge of text types to correctly identify function of verbs in general and Their functions in various discourse (oral and written) The learner uses a variety of text types to correctly identify main idea, key sentence, and supporting details The learner uses and written or variety of text types to correctly identify main idea, key sentence, and supporting details The learner use howeledge of text types to correctly identify main idea, key sentence, and supporting details The learner use knowledge of text types to correctly identify main idea, key sentence, and supporting details The learner use howeledge of text types to correctly identify main idea, key sentence, and supporting details The learner use howeledge of text types to correctly identify main idea, key sentence, and supporting details The learner use howeledge

A.References					
1.Teacher's Guide pages					
2.Learners's Materials pages					
3.Textbook pages					
4.Additional materials from learning					
resource (LR) portal					
B.Other Learning Resource			video on subject-verb	Laptop, LED TV, DLP	Laptop, LED TV, DLP
B.Other Learning Resource	Pictures, card catalogue (real),	Pictures, charts	agreement ;intervening	Laptop, LLD 1 V, DLI	Laptop, LLD 1 V, DLI
	activity sheet,library	rictures, charts	phrases		
	activity street, instally		metacards, chart with		
			examples on the rules of		
			subject-		
			verb agreement, manila paper		
IV.PROCEDURES			verb agreement, manna paper		
IV.FRUCEDURES	What I Know	M/hat/a Na	M/hot/s Mayo	Accessment	
	What I Know	What's New	What's More	Assessment	
	Directions: Fill in the blanks with	Activity 1	Activity 1	Activity 1	
		Activity 1	Activity 1	Directions: Compose clear and coherent sentences using the correct modals in responding to the given questions. An example is provided as your guide. Write your	
	the correct modals. Choose your	Directions: Read the short but	Directions: Identify the modal	answers on a separate sheet of paper.	
	answers from	inspiring poem below. Take note of the verbs and	in each sentence and write it	Question: May I visit you tomorrow? Answer: Yes, you may visit me tomorrow.	
	the word pool below. Write your		on a separate sheet of	Should we wear a mask when going out?	
	answers on a separate sheet of	identify one word which is repeated	paper. Opposite each modal,	2. Will Maja like this novel? Answer:	
	paper.	many times.	identify its function by	3. May I see the map? Answer:	
	can could may might must		selecting the letter of your	Must people in coastal areas evacuate when there is a strong typhoon? Answer:	
		You Can	answer from the given list below. The first one is done for	5. Can you help me solve the problem? Answer:	
	shall should will would	By: Unknown			
	1. My aunt called us up to meet	Vi 1i	YOU.		
	her at the airport. She	You can give, you can live	b. past ability c. permission		
	arrive this	You can reach for your dream	d. possibility		
	afternoon.	Tou can reach for your arcain	e. future action that must be fulfilled by the doer of the action f. future action		
	2 you solve a	You can learn many things	g. advice or suggestion h. necessity or something very important		
	Rubik's cube in five seconds?		something that has a low chance of happening desire or inclination		
	3. Everybody is busy right now.	You can dance, you can sing	k. future action stated in the past		
	Youhelp clean the	You can hear, you can see			
	house.	Tou can near, you can see	1. Listening to loud noises		
	4. When we were younger, we	You can smell, you can feel	can damage your		
	run up the hill		eardrums. Answer: can -		
	without stopping.	Yes, you can!	d		
	5. The herald announced the	V	2. Manny could run for		
	king's proclamation that reads,	You can do wonderful things!	miles without stopping		
	"All noblemen who		when he was 18.		
	wish to marry my daughter		3. May I have this dance?		
	pass through a test."				

Take a second look at the lines of the poem. What did you notice with the poem? What word has been repeated many times? Correct! The word "can" appears in each line of the song. Do you know its function? You will discover it as you go on with the lesson. Activity 2 Directions: Read the following sentences carefully then answer the guide questions that follow. I can dance. I will dance. I may dance.

Guide Questions

- 1. What do these three sentences have in common?
- 2. Do the three sentences have the same meaning? Why?
- 3. How do the words can, will, and may functions in the sentences?

You may have noticed that the three sentences have different meanings even though the main verbs are the same. In the first sentence, the speaker says that he/she knows or has the ability to dance. In the second, the speaker says that he/she will do something, that is, to dance. Whether the speaker knows how to

- 4. Baki should train hard to win the mixed-martial arts competition.
- 5. We must exercise health protocol to avoid getting sick.
- 6. All the athletes shall undergo a drug test.
- 7. You might see the shooting stars if the clouds move away.
- 8. Jin and Junjun will help in the delivery of English SLMs.
- 9. Dogs can distinguish different scents accurately.
- 10. Ilawod said that he would sell "Surahan" or unicorn fish upon his return.

Activity 2 Directions:

Complete the paragraph below by filling in the blanks with the following modals:

can, may, must, should, or will. Write your answers on a separate sheet of paper.

you (1.) _____ live without food and water for one day, but you

(2.) _____ never live without air. You (3.)

dance or not, he/she simply intends to dance. Finally, the third sentence indicates only a possibility. The sentence indicates that the speaker may dance, or not at all. Modals are special. They are not like the regular verbs whose function is to indicate an action or a condition. They are used together with the main verb. When placed before a verb. each modal can provide a different meaning to it. They have different functions such as expressing ability, permission, obligation, possibility, necessity, and suggestion. In this module, you will study the different modals such as can, could, may, might, must, shall, should, will, and would. In order for you to use modals correctly, it is very important to understand their meaning and function. Study the different modals in the table below. Take note of the highlighted modals and the underlined verb in the examples. MODAL MEANING EXAMPLES can to express a present ability or an ability that still exists I can cook rice by myself. Mars can sing high notes. Max Park can solve a Rubik's Cube within

avoid toxic, polluted, or contaminated air at all cost. Breathing foul, contaminated, or polluted air (4.) cause respiratory problems. You (5)_____ not like contaminated air because it smells bad. Therefore, you (6.) _____ help to keep the air clean.

	I		1	
!		five seconds.		
!		What Is		
ļ				
	What's In	What Is It	Activity 1	
!	Activity 1	Modals are special. They are not like	Directions: Provide positive	
ļ	Directions: Copy the following	the regular verbs whose function is to	answers to the following	
ļ	sentences on a separate sheet of	indicate an action or a condition. They	questions using the correct	
ļ	paper. Once done,	are used together with the main verb.	modals. Write your answers on	
ļ	underline the main verb used in	When	a separate sheet of paper. An	
ļ	each sentence.	placed before a verb, each modal can	example is provided as	
	1. I would love to live here.	provide a different meaning to it. They	your guide.	
	2. The acrobats can do	have	Question: Will you help me	
!	somersaults.	different functions such as expressing	with my homework?	
	3. Brando might win the singing	ability, permission, obligation,	Answer: Yes, I will help you	
	contest.	possibility,	with your homework.	
	4. You may submit your answers	necessity, and suggestion. In this	1. Can he draw?	
	to my email.	module, you will study the different	Answer:	
	5. A long time ago, people could	modals such		
	travel to other countries without	as can, could, may, might, must, shall,	<u></u>	
	a passport.	should, will, and would. In order for	2. Will he come tomorrow?	
	6. William will host a new show	you	Answer:	
	on Channel XYZ.	to use modals correctly, it is very		
	7. The applicants shall undergo	important to understand their		
	an interview.	meaning and	3. Should I clean my room on	
ļ	8. Captain Barbel and Darna can	function.	weekends?	
	lift a rock as big as a mountain.	Study the different modals in the table	Answer:	
!	9. Children should avoid eating	below. Take note of the highlighted		
!	junk foods.	modals and the underlined verb in the	<u> </u>	
	10. You must pass the entrance	examples.	4. May I see you at five?	
!	test.		Answer:	
!	Activity 2	MODAL MEANING EXAMPLES		
	Directions: Study the sentences	I can <u>cook</u> rice by myself. Mars can <u>sing</u> high notes.		
!	in Activity 1, then, encircle the	to express a present ability or an ability Max Park can <u>solve</u> a Rubik's Cube within	5. Must they leave today?	
	words that come	can that still exists five seconds.	Answer:	
	before the main verbs.			
	What do you think is the function			
	of the encircled word in each of			
!	the sentences?			
	You will learn it through this			
	module.			
	_			

				Excessive exposure to sunlight can cause cancer.			
			to express possibility	Eating fruits can make your skin smooth.			
				My grandfather and grandmother could <u>carry</u> a sack of rice when they were young.			
			to express a past ability or an ability that only existed in				
			the past	I could <u>ride</u> a bicycle before I got injured.			
		could	to express a guess				
			to express a	The low-pressure area (LPA) may turn into a typhoon.			
			possibility	Jack may get upset if he loses the game. May I use the bathroom?			
		may	to ask permission	May we go out for a few minutes?			
			to express a	The patient must take the medicine now.			
			necessity, a strong obligation, or	You must <u>wear</u> a helmet when riding a motorcycle.			
		must	something very important	The students must submit their assignments before the deadline.			
				The guests shall enter the second door, not the main door.			
			to express a future action that must be	Modier told me, Tod shan clean the foom.			
		shall	fulfilled by the doer of the action	The contestants shall <u>write</u> their complete names in the official entry form.			
		MODAL	MEANING	EXAMPLES			
		should	to give an advice or suggestion	You should <u>wear</u> a jacket when going out very early in the morning.			
				We should <u>save</u> for our future.			
				Teenagers should <u>listen</u> to their parents.			
				Our family will visit the Universal Studios in			
			to express a future	Osaka, Japan next year. I will see you soon.			
			action	i wiii <u>see</u> you soon.			
			to give a prediction	In 2050, some cities of the world will <u>sink</u> if the problem on global warming is not			
		will		addressed.			
			to express an idea that has a slight possibility of	She might have <u>taken</u> the pedicab. I'm not sure how she got to the office.			
			happening	Your wallet might still be on the table.			
		might	to express a condition	If I had entered the singing contest, I might actually have <u>won</u> .			
			to express a desire				
				The teacher said yesterday that he would give the test next week.			
			in the past	Would you like to go to the dance with me?			
		would	to make a polite offer	г			
V.REMARKS							
VI.REFLECTION							
A.No. of learners who earned 80% in	Lesson carried. Move on to	Les	sson carrie	ed. Move on to the	Lesson carried. Move on to	Lesson carried. Move on to	Lesson carried.
the evaluation	the next objective.		bjective.	Jii to tile	the next objective.	the next objective.	Move on to the next
and evaluation	Lesson not carried.		sson not ca	arried	Lesson not carried.	Lesson not carried.	objective.
				upils got 80% mastery			objective.
			που the μ	upiis gut ou/o illastely			

B.No.of learners who require additional activities for remediation	% of the pupils got 80% mastery Pupils did not find difficulties in answering their lesson.	Pupils did not find difficulties in answering their lesson.	% of the pupils got 80% mastery Pupils did not find difficulties in answering their	mastery Pupils did not find difficulties in answering their	Lesson not carried% of the pupils got 80% masteryPupils did not find difficulties in
C.Did the remedial work? No.of	Pupils found difficulties in answering their lessonPupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacherPupils mastered the lesson despite of limited resources used by the teacherMajority of the pupils finished their work on timeSome pupils did not finish their work on time due to unnecessary behavior.	Pupils found difficulties in answering their lessonPupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacherPupils mastered the lesson despite of limited resources used by the teacherMajority of the pupils finished their work on timeSome pupils did not finish their work on time due to unnecessary behavior.	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.	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.	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.
learners who have caught up with the lesson	above	above	80% above	80% above	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?	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	of Learners who continue to require remediation	of Learners who continue to require remediation	of Learners who continue to require remediation	of Learners who continue to require remediation	of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	Metacognitive Development: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. Text Representation:	Metacognitive Development: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. Text Representation: Examples: Student created drawings,	Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. Bridging:Exampl es:Think-pair-share,quick-writes,andantici patorycharts. Schema-Building:Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. Contextualizatio
	Examples: Student created drawings, videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used:	Text Representation: Examples: Student created drawings, videos, and gamesModeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and	Text Representation: Examples: Student created drawings, videos, and gamesModeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and	n: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.

Other Techniques and Strategies	Explicit Teaching	providing samples of student	providing samples of student	Text
used:	Group collaboration	work.	work.	Representation:
Explicit Teaching	Gamification/Learning throuh play			Examples: Student
Group collaboration	Answering preliminary	Other Techniques and	Other Techniques and	created drawings,
Gamification/Learning throuh	activities/exercises	Strategies used:	Strategies used:	videos, and games.
play	Carousel	Explicit Teaching	Explicit Teaching	Modeling: Exam
Answering preliminary	Diads	Group collaboration	Group collaboration	ples: Speaking slowly
activities/exercises	Differentiated Instruction	Gamification/Learning	Gamification/Learning	and clearly, modeling
Carousel	Role Playing/Drama	throuh play	throuh play	·
Diads	Discovery Method	Answering preliminary	Answering preliminary	the language you want students to
Differentiated Instruction	Lecture Method	activities/exercises	activities/exercises	
Role Playing/Drama	Why?	Carousel	Carousel	use, and providing samples of student
Discovery Method	Complete IMs	Diads	Diads	•
Lecture Method	Availability of Materials	Differentiated Instruction	Differentiated Instruction	work. Other Techniques
Why?	Pupils' eagerness to learn	Role Playing/Drama	Role Playing/Drama	and Strategies used:
Complete IMs	Group member's	Discovery Method	Discovery Method	Explicit Teaching
Availability of Materials	collaboration/cooperation	Lecture Method	Lecture Method	Explicit reactiling Group
Pupils' eagerness to learn	in doing their tasks	Why?	Why?	collaboration
Group member's	Audio Visual Presentation	Complete IMs	Complete IMs	Gamification/Lea
collaboration/cooperation	of the lesson	Availability of Materials	Availability of Materials	rning throuh play
in doing their tasks		Pupils' eagerness to learn	Pupils' eagerness to learn	Answering
Audio Visual Presentation		Group member's	Group member's	preliminary
of the lesson		collaboration/cooperation	collaboration/cooperation	activities/exercises
		in doing their tasks	in doing their tasks	Carousel
		Audio Visual Presentation	Audio Visual Presentation	Diads
		of the lesson	of the lesson	Differentiated
				Instruction
				Role
				Playing/Drama
				Discovery
				Method
				Lecture Method
				Why?
				Complete IMs
				Availability of
				Materials
				Pupils'
				eagerness to learn
				Group member's
				collaboration/cooper
				ation
				in doing their
				tasks
<u> </u>			<u> </u>	

			Audio	Visual
			Presentation	
			of the less	son