GRADES 1 to 12 DAILY LESSON LOG	School		Grade Level	V
	Teacher	*Credit to the owner*	Learning Areas	
	Teaching Dates and Time	**FEBRUARY 20-24, 2023 (WEEK 2)**	Quarter	III

	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES	Provide evidence to support understanding Identify conclusions to situations				
A. Content Standards	The learner…. listens critically to different text types; expresses ideas logically in oral and written forms; needs.	The learner…. listens critically to different text types; expresses ideas logically in oral and written forms; needs.	The learner…. listens critically to different text types; expresses ideas logically in oral and written forms; needs.	The learner…. listens critically to different text types; expresses ideas logically in oral and written forms; needs.	Weekly Test
B. Performance Standards	The learner… demonstrates interest in reading to meet various	The learner… demonstrates interest in reading to meet various	The learner… demonstrates interest in reading to meet various	The learner… demonstrates interest in reading to meet various	
C. Learning Competencies/Objectives Write the LC code for each	**EN5LC-IIIc-2.15** Provide evidence to support understanding	**EN5LC-IIIc-2.15** Provide evidence to support understanding	**EN5V-IIIb-20.3** Infer the meaning of unfamiliar words (compound, affixed) based on **EN5V-IIIb-20.4** given context clues (Synonyms Antonyms word parts) and **EN5V-IIIb-20.5** other strategies	**EN5V-IIIb-20.3** Infer the meaning of unfamiliar words (compound, affixed) based on **EN5V-IIIb-20.4** given context clues (Synonyms Antonyms word parts) and **EN5V-IIIb-20.5** other strategies	
II. CONTENT	Identifying Conclusions (Listening)	Identifying Conclusions (Listening)	Inferring the meaning of unfamiliar words (affixes)	Inferring the meaning of unfamiliar words (affixes)	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Lesson Guide in English 5 pp. 22-25	Lesson Guide in English 5 pp. 22-25	Lesson Guide in English 5 pp. 105-108	Lesson Guide in English 5 pp. 105-108	
2. Learner's Material pages					
3. Textbook pages	**EN5LC-IIIb-2.15**	**EN5LC-IIIb-2.15**	Developing Reading Power 5 pp. 1-10 **EN5V-IIIb-20.3**	Developing Reading Power 5 pp. 1-10 **EN5V-IIIb-20.3**	
4. Additional Materials from Learning Resource (LR) portal					

B. Other Learning Resources	news clippings, pictures, charts, copy of song	news clippings, pictures, charts, copy of song	chart, drawings, meta cards, pentel pen	chart, drawings, meta cards, pentel pen	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Introduce to the pupils an action song. "Every single cell of my body is happy Every single cell of my body is well. (2x) Thank you Lord, I feel so good Every single cell of my body is well. (2x)"	Introduce to the pupils an action song. "Every single cell of my body is happy Every single cell of my body is well. (2x) Thank you Lord, I feel so good Every single cell of my body is well. (2x)"	The teacher will provide meta cards in which the pupils must form complete words with three cards: a prefix, a root word, and a suffix.	The teacher will provide meta cards in which the pupils must form complete words with three cards: a prefix, a root word, and a suffix.	
B. Establishing a purpose for the lesson	Identify conclusions to situations	Identify conclusions to situations	Infer the meaning of unfamiliar words (affixes)	Infer the meaning of unfamiliar words (affixes)	
C. Presenting examples/instances of the new lesson	Read aloud the situation below to the pupils. Let them answer each question about the paragraph. The LRT is considered safe to ride. But as the saying goes, "accidents happen when least expected". Most often, the commuters themselves fail to follow regulation or heed warnings. Their being unmindful of the precautions causes them harm or even death. *1.* What kind of accidents usually happen to commuters of LRT? – *Stampede, got caught by a closing door* 2. How can we avoid getting hurt or meeting an	Read aloud the situation below to the pupils. Let them answer each question about the paragraph. The LRT is considered safe to ride. But as the saying goes, "accidents happen when least expected". Most often, the commuters themselves fail to follow regulation or heed warnings. Their being unmindful of the precautions causes them harm or even death. *1.* What kind of accidents usually happen to commuters of LRT? – *Stampede, got caught by a closing door* 2. How can we avoid getting hurt or meeting an	The teacher will provide words and ask the pupils to group those having the suffix or prefix.	The teacher will provide words and ask the pupils to group those having the suffix or prefix.	

	accident on the LRT? – *Follow rules and regulations being imposed.* 3. What safety precautions should be observed? – *Do not lean on the door, do not push one another, wait for you turn at the ticket booth* Note: Let them answer in paragraph form to be able to draw conclusions.	accident on the LRT? – *Follow rules and regulations being imposed.* 3. What safety precautions should be observed? – *Do not lean on the door, do not push one another, wait for you turn at the ticket booth* Note: Let them answer in paragraph form to be able to draw conclusions.			
D. Discussing new concepts and practicing new skills #1	The teacher will ask the pupils to draw a conclusion from these situations Mrs. Lobres frown at the children and pointed at the stove. “Look at that! The whole pot of adobo was full, but now almost half of it has been eaten.” Vashni and Vincent kept their eyes firmly glued to the floor. They did not say a word. 1. What do you think happened to the adobo? 2. Experience clues *Conclusion – a statement readers make after reading a passage or a story. To draw a conclusion, use story clues and your experience to figure out	The teacher will ask the pupils to draw a conclusion from these situations Mrs. Lobres frown at the children and pointed at the stove. “Look at that! The whole pot of adobo was full, but now almost half of it has been eaten.” Vashni and Vincent kept their eyes firmly glued to the floor. They did not say a word. 1. What do you think happened to the adobo? 2. Experience clues *Conclusion – a statement readers make after reading a passage or a story. To draw a conclusion, use story clues and your experience to figure out	The teacher will discuss the use and meaning of each suffix and prefix	The teacher will discuss the use and meaning of each suffix and prefix	

	things that were not stated in the story.	things that were not stated in the story.			
E. Discussing new concepts and practicing new skills #2	Group Activity 1. The pupils will form 5 groups 2. The teacher will explain the directions of the activity 3. Each group will be given a situation. 4. From the situation, the group will give their conclusion. Note: Refer to LM Week 2 – Day 1 (Learn Some More)	Group Activity 1. The pupils will form 5 groups 2. The teacher will explain the directions of the activity 3. Each group will be given a situation. 4. From the situation, the group will give their conclusion. Note: Refer to LM Week 2 – Day 1 (Learn Some More)	The pupils will make new words by adding prefix and suffix to the base. They will write the new word on the meta card. Please refer to LM Week 2-Day 2(Learn Some More)	The pupils will make new words by adding prefix and suffix to the base. They will write the new word on the meta card. Please refer to LM Week 2-Day 2(Learn Some More)	
F. Developing mastery **(Leads to Formative Assessment 3)**	Directions: The teacher will ask the pupils to answer the following: 1. Eight people are carrying a large inflatable down the bank of a river. The water in the river is moving very fast. Each person buckles up their life preserver and puts on a helmet. They climb into the raft and paddle to catch the rapid current. What do you think the eight people are doing? a. climbing a mountain a. going white water rafting b. going fishing	Directions: The teacher will ask the pupils to answer the following: 1. Eight people are carrying a large inflatable down the bank of a river. The water in the river is moving very fast. Each person buckles up their life preserver and puts on a helmet. They climb into the raft and paddle to catch the rapid current. What do you think the eight people are doing? a. climbing a mountain b. going white water rafting c.going fishing	The pupils will form aa new word by adding suffix and prefix. Say the meaning of the new word.	The pupils will form aa new word by adding suffix and prefix. Say the meaning of the new word.	

	2. Lucy was furious about her spelling grade. She kicked her desk and ran out of the classroom. Why does the author use the word furious instead of mad in the example above? a. Furious is a fancier word than mad. a. Lucy was really upset. b. Lucy wasn't that mad after all. c. Lucy was going home. 3. Yoshi was in her room reading a book. Her mom called her to come downstairs and help. As Yoshi entered the kitchen, her mom handed her a pile of plates. Yoshi put them on the table and went to get the silverware and glasses. You can conclude that it is_____. . a. dinnertime a. bedtime b. time for school	2. Lucy was furious about her spelling grade. She kicked her desk and ran out of the classroom. Why does the author use the word furious instead of mad in the example above? a.Furious is a fancier word than mad. b.Lucy was really upset. c.Lucy wasn't that mad after all. d.Lucy was going home. 3. Yoshi was in her room reading a book. Her mom called her to come downstairs and help. As Yoshi entered the kitchen, her mom handed her a pile of plates. Yoshi put them on the table and went to get the silverware and glasses. You can conclude that it is_____. . a.dinnertime b.bedtime c.time for school			
G. Finding practical applications of concepts and skills in daily living	Group Activity	Group Activity	The teacher will call 5 pupils. Each pupil will give at least 3 words with affixes and use those in a sentence.	The teacher will call 5 pupils. Each pupil will give at least 3 words with affixes and use those in a sentence.	

H. Making generalizations and abstractions about the lesson	What do you consider when drawing conclusion to the given situation?	What do you consider when drawing conclusion to the given situation?	What are affixes?	What are affixes?	
I. Evaluating learning	Directions: Let the pupils listen to the selection. Let them identify the story clues that will help them give the conclusion. Julio and his father had been looking forward to their fishing trip for weeks. They didn't take much food with them on the trip. When they started fishing they were quickly approached by a forest ranger. He asked Julio's father if he had a fishing license. Julio's father reached into his wallet and suddenly got a terrified look on his face. Julio was disappointed that night as he ate dinner. 1.Why did Julio and his father not take much food with them on the trip? a. they didn't want to eat too much b. they didn't have any food at their house c. they were planning on eating the fish that they caught d. they don't like to eat fish 2. Which of the following is a conclusion that can be drawn about the story?	Directions: Let the pupils listen to the selection. Let them identify the story clues that will help them give the conclusion. Julio and his father had been looking forward to their fishing trip for weeks. They didn't take much food with them on the trip. When they started fishing they were quickly approached by a forest ranger. He asked Julio's father if he had a fishing license. Julio's father reached into his wallet and suddenly got a terrified look on his face. Julio was disappointed that night as he ate dinner. 1.Why did Julio and his father not take much food with them on the trip? a. they didn't want to eat too much b. they didn't have any food at their house c. they were planning on eating the fish that they caught d. they don't like to eat fish 2. Which of the following is a conclusion that can be drawn about the story?	Encircle the affixes used in the sentences.	Encircle the affixes used in the sentences.	

	a. Julio was disappointed at dinner because he was hoping to have fish for dinner. b. Julio's mother doesn't like fish c. It takes a long time to catch fish d. Julio's father is a better fisherman than Julio	a. Julio was disappointed at dinner because he was hoping to have fish for dinner. b. Julio's mother doesn't like fish c. It takes a long time to catch fish d. Julio's father is a better fisherman than Julio			
J. Additional activities for application or remediation	Refer to LM _____.	Refer to LM _____.	Write 5 sentences with 5 affixes.	Write 5 sentences with 5 affixes.	
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?					