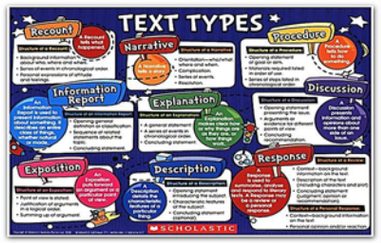
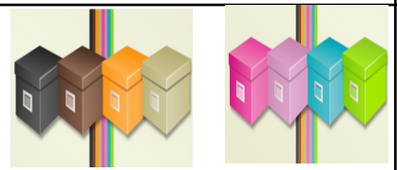
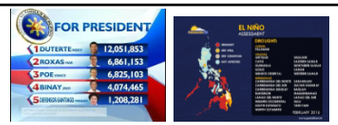
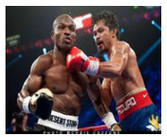
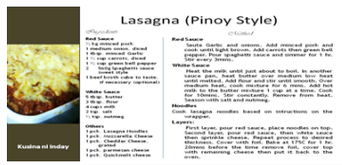
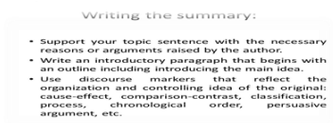
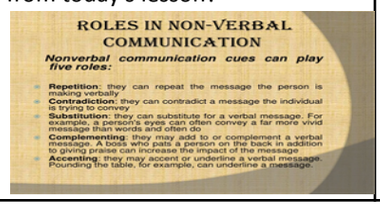
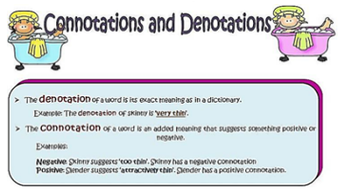
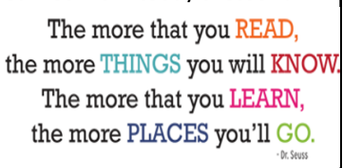
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	MAY 6 – 10, 2024 (WEEK 6)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	LC Listening Comprehension RC Reading Comprehension	G Grammar OL Oral Language/ A Attitude	F Oral Reading Fluency/RC Reading Comprehension/V Vocabulary Development	WC Writing/ Composition/SS Study Strategy/A Attitude	VC Viewing
B. Performance Standards					
C. Learning Competencies/Objectives Write the LC code for each	a.Summarize information from various text types b. Respond appropriately to messages of different authentic text EN5LC-IVf-3.13; EN5RC-IVf-5.5/Page 77 of 164	a.Use complex sentences to show cause and effect b. Use verbal and non-verbal cues in a TV broadcast c. Show tactfulness when communicating with others EN5G-IVf-1.9.1; EN5OL-IVf-4; EN5A-IVf-17/ Page 77 of 164	a.Read grade level text with 128 words correct per minute. b. Respond appropriately to different authentic texts. c. Identify different meaning of content specific words (denotation and connotation) TLE. EN5F-IVf-1.13; EN5RC-IVf-5.5; EN5Vf-20.1 EN5V-IVf-20.2	.a. Compose a three-paragraph descriptive essay on self-selected topic b. List primary and secondary sources of information c. Observe politeness at all times EN5SS-IVf-5; EN5WC-IIIf-2.2.8;	Determine images/ideas that are explicitly used to influence viewers, stereotypes, points of view, and propaganda EN5VC-IVf-7; EN5VC-IVf-7.1; EN5VC-IVf-7.2 EN5VC-IVf-7.3;
II. CONTENT	Summarizing information from various text types Responding appropriately to messages of different authentic text	1.Using complex sentences to show cause and effect 2.Using verbal and non-verbal cues in a TV broadcast 3.Showing tactfulness when communicating with others	Reading grade level text with 128 words correct per minute. Responding appropriately to different authentic texts. Identifying different meaning of content specific words (denotation and connotation) TLE.	Compose a three-paragraph descriptive essay on self-selected topic. List primary and secondary sources of information. Observing politeness at all times	Determining images/ideas that are explicitly used to influence viewers, stereotypes, points of view, and propaganda
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Curriculum Guide p. 82	Curriculum Guide p. 82	Curriculum Guide p. 82	Curriculum Guide p. 82	Curriculum Guide p. 82
2. Learner's Material pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	Boxes with reading materials, different text types	Perception charts, visual aids, TV, news clip	Kitchen utensils and ingredients as specified by the cook book, cook book excerpt	Library holdings, paper, ballpen and LM	Television, worksheet, advertisement video clips

IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	1.Review the text types. 2.Ask the students to differentiate the following text types. 	1.Review the use of verbal and non-verbal cues. 2.Review complex sentences. 3.Review cause and effect relationship	Review Complex Sentence Verbal and Non Verbal cues	1.Visit the library. 2.Let students find books with topics that would fit their interest and ask them to list it as primary or secondary sources. 3.Observe politeness inside the library.	Review Primary & Secondary sources of information
B. Establishing a purpose for the lesson	 Organize texts according to the categories and let them choose what to read.	   Look at the cues below. Write a cause and effect complex sentence describing each	1.Present to the students a recipe. Ask the students to read it. 2.Call another student to read the recipe. 3.Call the students to read the recipe in group in two's three's etc. 		   
C. Presenting examples/instances of the new lesson	Read your chosen selection silently. Take note of the message of the selection you have chosen.	. : I have here cues in daily Philippine news. Write a complex sentence stating the cause and effect on each topic	At the end of the lesson you will be able to restate the sentences heard in your own words correctly with 128 words per minute.	1.Say:today we are going to library. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	1.Present an advertisement clip to students. 2.Remind students on the guidelines on how to watch/view the TV as a group.
D. Discussing new concepts and practicing new skills #1	B.Explaining the students what to do 1.Say: Choose from the boxes the text types you wish to read. After reading, summarize what you have read in a space provided in the LM. 2.Let the students choose a preferred text type and summarize afterwards. 3.Let the students share to the class the summary of one of their preferred text type and ask about	B.Explaining the students what to do .Say: Then you will go to your groups and simulate a broadcasting using the complex sentences you made out of the cause and effect topic you have written. .Say: Use verbal and non-verbal cues during the duration of your Broadcasting	B.Explaining the students what to do 1.Say:Do you know how to cook? Have you ever read a cook book? Read the recipe in the cook book aloud. 2. Let the students find out the denotation and connotation of the emphasized words using a dictionary. 3.Answer the questions that follow orally.	2.Say: List all the books were you can find the topics you are interested in. 3.Write three paragraph descriptive essay on the self-selected topic. 4.Say: Observe politeness at all times	B.Explaining the students what to do 1.Say: Have you ever watched advertisements? Have you ever been persuaded by advertisements to buy their products? Let us watch some of the TV commercial/ advertisements we are familiar with. 2.Ask the students to determine the images or

	their reaction to the messages underlying the text.				ideas that are explicitly used to influence the viewers.
E. Discussing new concepts and practicing new skills #2	C.Modeling fthe pupils 1.Show the students what to do by setting an example. 2.Emphasize the process and guidelines in summarizing texts. 3.Remind how to appropriately respond to messages of authentic text types	C.Modeling for students 1.Show the students a video example of what is expected as an output. 2.Emphasize the rules and regulations in simulation and the grading for their group work.			
F. Developing mastery (Leads to Formative Assessment 3)	D.Guided Practice 1.Select a preferred text type and distribute to the class for guided practice. 2.Read Aloud the text to the students. 3.Ask what text type the text is. 4.Ask the students to summarize what they have heard. 5.Ask the students to respond/react to the message of the summary of the text.	D.Guided Practice 1.Ask the students to group themselves and practice what they are to present. 2.Remind the students of the verbal and non-verbal cues and complex sentences they are to make while broadcasting cause and effect.	C.Guided Practice 1.Let the students apply what they have read with the help of the teacher. 2.Prepare the materials and ingredients as instructed in the cook-book recipe. 3.Let the students do what the instructions tell. Let the teacher observe if the students understand and can apply what they have read.	C.Guided Practice 1.Present a chart of the polite expressions to be used in the library. 2.Practice the expressions in a conversation form	C.Guided Practice 1.Give students worksheets (LM) as a pattern/guide on how to determine the advertisement kinds (stereotypes, point of view, propaganda). 2.Explain to the students the different kinds of advertisements as stated above. 3.Give examples of each advertisement and the images/ideas they have that influence viewers.
G. Finding practical applications of concepts and skills in daily living	E.Independent Practice 1.Provide enough time for the students to read and summarize different text types they prefer. 2.Provide r time for the students to react to their own work and to other's work.	E.Independent Practice Provide enough time for the students to perform per group.	D.Independent Practice Provide enough time for the students to apply what they have read.	D.Independent Practice 1.Let the students choose their topics freely from the books in the library. 2.Let them list their primary and secondary sources. 3.Let them write three-paragraph descriptive essay on the self-selected topic	D.Independent Practice Watch the advertisements together and ask the students to list down the images or ideas that were explicitly used to influence the viewers.
H. Making generalizations and abstractions about the lesson	F.Closure/Assessment: What have you learned from today's lesson? 	F.Closure/Assessment: What have you learned from today's lesson? 	E.Closure/Assessment: What have you learned from today's lesson? 	E.Closure/Assessment: What have you learned from today's lesson? 	E.Closure/Assessment: What have you learned from today's lesson?

I. Evaluating learning	G.Evaluation: Conclusion Is the response of each members of the class to the message of the summarized texts appropriate	G.Evaluation: Rate the group presentation based on standards as agreed upon.	F.Evaluation: Rate the group activity based on the results or output of the students.	F.Evaluation: Compose a three-paragraph descriptive essay about a topic you are interested in.	F.Evaluation: Classify the Advertisements as whether stereotypes, point of view or propagandas. Rate the group activity based on the results or output of the students.
J. Additional activities for application or remediation					
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery
B. No. of learners who require additional activities for remediation who scored below 80%	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.

C. Did the remedial lessons work? No. of learners who have caught up with the lesson	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D. No. of learners who continue to require remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E. Which of my teaching strategies worked well? Why did these work?	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson
F. What difficulties did I encounter which my principal or supervisor can help me 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 I use/discover which I wish to share with other teachers?	*Strategies used that work well:* **___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. **___Text Representation**: **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.	*Strategies used that work well:* **___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. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly,	*Strategies used that work well:* **___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. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly,	*Strategies used that work well:* **___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. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly,	*Strategies used that work well:* **___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. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly,

	Other Techniques and Strategies used: ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___AudioVisual Presentation of the lesson