



# GRADES 1 to 12 DAILY LESSON LOG

School: [DepEdClub.com](http://DepEdClub.com)

Teacher: **File created by Ma'am EDNALYN D. MACARAIG**

Teaching Dates and Time: **OCTOBER 7 - 11, 2024 (WEEK 2)**



Grade Level: **V**


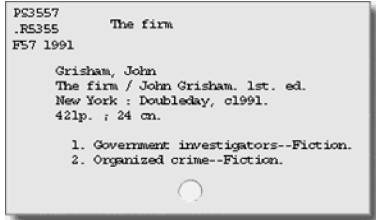
Learning Area: **ENGLISH**

Quarter: **2<sup>ND</sup> QUARTER**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I.OBJECTIVES</b>					
<b>A.Content Standards</b>	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
<b>B.Performance Standards</b>	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
<b>C.Learning Competencies/Objectives</b>	Identify informational text-types. Use card catalogue to locate resources EN5LC-IIb-3.19 EN5SS-IIb-1.5.3	Give precise information on a given topic Identify meanings of content specific words (connotation and denotation.) EN5OL-IIb-1.26 EN5V-IIb-20.2.1	Identify main idea, key sentences, and supporting details in a given paragraph. EN5RC-IIb-2.21	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement ☞ intervening phrases  Write paragraphs showing cause and effect. EN5G-IIb-3.9	Determine images/ideas that are explicitly used to influence viewers. Stereotypes, Points of View, Propaganda EN5VC-IIb-7, EN5VC-IIb-7.1, EN5VC-IIb-7.2

				EN5WC-IIb-2.2.5	EN5VC-IIb-7.3
<b>II.CONTENT</b>	Identifying Informational Text-Types	Giving Precise Information on a Given Topic Identifying Meaning of Content Specific Word (Connotation and Denotation)	Identifying Main Idea, Key Sentences and Supporting Details of a Given Paragraph	Subject-Verb Agreement Writing Paragraphs Showing Cause and Effect	Determining images/ideas that are explicitly used to influence viewers. Stereotypes, Points of View, Propaganda
<b>III.LEARNING RESOURCES</b>					
A.References					
1.Teacher's Guide pages	CG p.71	CG p.71	CG p.71	CG p.71	
2.Learners's Materials pages					
3.Textbook pages	JILE P.119	JILE P.115	JILE P.113	JILE P.122 English Expressways Reading 5 p.134 English Expressways Language 5 p.123	
4.Additional materials from learning resource (LR) portal	<a href="http://www.eslfast.com/kidsenglish/ke/ke017.htm#">http://www.eslfast.com/kidsenglish/ke/ke017.htm#</a>		<a href="http://www.k12reader.com/worksheets/find-the-main-idea-paragraphs/view/">http://www.k12reader.com/worksheets/find-the-main-idea-paragraphs/view/</a>	<a href="http://kanitasturdivant.wikispaces.com/Intervening+Phrases">http://kanitasturdivant.wikispaces.com/Intervening+Phrases</a> <a href="https://www.youtube.com/watch?v=wSOGw6gDokI">https://www.youtube.com/watch?v=wSOGw6gDokI</a> Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	<a href="https://www.youtube.com/watch?v=Df3AJFizapY">https://www.youtube.com/watch?v=Df3AJFizapY</a> <a href="https://www.youtube.com/watch?v=dWw_Xkt8EAo">https://www.youtube.com/watch?v=dWw_Xkt8EAo</a>
B.Other Learning Resource	Pictures, card catalogue (real), activity sheet,library		Pictures, charts	video on subject-verb agreement ;intervening phrases metacards, chart with examples on the rules of subject-verb agreement, manila paper	Laptop, LED TV, DLP
<b>IV.PROCEDURES</b>					
A.Reviewing previous lesson or presenting the new lesson	What do you usually see in between a TV Program that you're watching everyday? (commercial) What particular TV commercial could influence you as a person	Group the pupils into four . Give each group three sets of words. Ask them to write the synonym and antonym of the words in a manila paper.	How do we give precise information on a given topic? What are other ways of giving meaning to a word?	Read the selection below. Underline the key sentence <b>once</b> and the supporting details <b>twice</b> . 1. At age 5 Roselle dreamed of becoming a doctor. Unluckily, a mysterious ailment damaged her eyesight forever. Doctors and specialists were baffled. Her	Listen to the following sentences. Clap your hands <b>once</b> if the verb that you are going to use is singular or s-form and clap <b>twice</b> if the verb should be plural or base- form.

				family took her from one hospital to another. She had a number of operations, but all of them failed to restore her sight. She became totally blind at 7.	1. Ana (dance, dances) gracefully during the program. 2. The grade five pupils (finish, finishes) their project on time. 3. The teachers (develop, develops) the pupils' multiple Intelligences. 4. Mr. Cruz (talk, talks) with the visitors from Manila. 5. I (love, loves) watching English movies and programs
B.Establishing a purpose for the lesson	Have you ever been to a library? What are the things found inside the library?	“Today we are going to learn about giving precise information on a given topic and defining words using connotation and denotation”	Play a game of four-pics-one-word 	<b>Group Game.</b> Pupils will be grouped into four. Using a manila paper, have them list as many verbs as they can think of. Give the winner a prize.	Showing video clips of a powdered juice commercial. <a href="https://www.youtube.com/watch?v=Df3AJFlzapY">https://www.youtube.com/watch?v=Df3AJFlzapY</a> What can you say about the commercial? How do you feel about this? What do you want to do after you have watched this commercial?
C.Presenting Examples/ instances of the new lesson	Our lesson for today is about identifying informational text type. Have you ever read any of the following? 	Read the words orally. 1.strange 2. alternate 3. articulate 4. magnetic 5.entrepreneur 2. Is the given meaning precise? 6.compass 7. animate 8. dairy 9.worthwhile 10. lawyer	“Today we are going to learn how to identify main idea, key sentences, and supporting details of a given paragraph”	Today we are going to learn about subject -verb agreement with intervening phrases. You will write sentences following the rules on subject-verb agreement with intervening phrases. We will also study about cause and effect. You must	Today we are going to learn how to determine images/ideas that are explicitly used to influence viewers. You are going to watch some commercials or TV ads. I want you to

	 <p>How about a card catalogue, are you familiar with it? Look at the example of a card catalogue and identify its parts</p> 	3. What other methods could we use to give meanings to words?		be able to identify which part of the sentence expresses cause and the effect.”	pay attention to the ideas that the commercial wants to deliver.
D.Discussing new concepts and practicing new skills #1	<p>Listen to the story. Answer the questions below</p> <p><b>A Trip to the Library</b></p> <p>Mark needs a book. He does not have money. His mom takes him to the library. Mark can borrow books for free. Mark enters the library. There are so many books. There are books about animals. There are books about pirates. There are books about science. Mark borrows them all.</p> <p><a href="http://www.eslfast.com/kidsenglish/ke/ke017.htm#">http://www.eslfast.com/kidsenglish/ke/ke017.htm#</a></p> <p>Answer the following questions:</p> <ol style="list-style-type: none"><li>1. Who needs books?</li><li>2. Where does his Mom take him?</li><li>3. What books does he see?</li><li>4. What books did he borrow?</li></ol>	<p>A word’s <b>denotation</b> is its dictionary definition. But a word can also evoke certain thoughts and feelings. The thoughts and feelings associated with a certain word are called the connotation of the word. Words with the same denotation can have different connotations. <b>Connotations</b> can be positive, negative or neutral.</p> <p>Common Connotations</p> <p>A dog connotes shamelessness or an ugly face.</p> <p>A dove implies peace or gentility.</p> <p>Home suggests family, comfort and security.</p> <p>Politician has a negative connotation of wickedness and insincerity while a stateperson connotes sincerity.</p> <p>Mom and Dad when used in place of mother and father connote loving parents</p>	<p><b>The Storm</b></p> <p>The rain began early in the morning. The sky was full of dark purple clouds. Thunder began as a soft rumble and became louder and louder. Lightning crashed every few minutes, making the sky a brilliant white.</p> <p>What is the main idea? Circle the correct answer.</p> <p>A. The farms needed the rain.</p> <p>B. The thunder hurt the people’s ears.</p> <p>C. Lightning made the sky bright.</p> <p>D. The storm was very strong</p> <p>Write three details found in the story inside the hearts</p> <p>What do you call the details you wrote inside the hearts?</p>	<p>The teacher will present the video about subject-verb agreement with intervening phrases.</p> <p><a href="http://kanitasturdivant.wikispaces.com/Intervening+Phrases">http://kanitasturdivant.wikispaces.com/Intervening+Phrases</a></p> <p>Don't interchange a <b>word</b> in an intervening phrase for the subject of the sentence.</p> <p>Examples: The petals on the flower are orange. The peppers in the food are hot. If a singular subject is linked to another noun by a phrase, the subject is still considered singular. Expressions such as <b>accompanied by, as well as, in addition to, plus, and together with</b> introduce phrases that modify the subject without changing its number. Examples Sleet, in addition to snow, is a driver's worst nightmare. Kim,</p>	<p>Have the pupils watch the commercial of Coco Martin endorsing Bearbrand Choco Milk.</p> <p><a href="https://www.youtube.com/watch?v=dWw_Xkt8EAo">https://www.youtube.com/watch?v=dWw_Xkt8EAo</a></p> <p>What is the commercial about?</p> <p>What is the mother’s problem with her child?</p> <p>What message does Coco Martin try to imply to the viewers?</p>

				along with her cousins, goes to the movies.													
E.Discussing new concepts and practicing new skills #2	<p>Read the article below and answer the questions that follow.</p> <p><b>AUTOBIOGRAPHY OF DR. JOSE P. RIZAL</b> In full, <i>JOSÉ PROTACIO RIZAL MERCADO Y ALONSO REALONDA</i> (born 19 June 1861, Calamba, Philippines- died 30 December 1896, Manila, Philippines), patriot, physician and man of letters whose life and literary works were an inspiration to the Philippine nationalist movement.Rizal was the son of a prosperous landowner and sugar planter of Chinese-Filipino descent on the island of Luzon. His mother, Teodora Alonso, one of the most highly educated women in the Philippines at that time, exerted a powerful influence on his intellectual development.He was educated at the Ateneo de Manila and the University of Santo Tomas in Manila. In 1882, he went to study medicine and liberal arts at the University of Madrid. A brilliant student, he soon became the leader of the small community of Filipino students in Spain and committed himself to the reform of Spanish rule in his home country, though he never advocated Philippine independence. The chief enemy of reform, in his eyes, was not Spain, which was going through a profound revolution, but the Franciscan, Augustinian and Dominican friars who held</p>	<p>Directions: Each pair of phrases includes synonyms with different connotations. Put a + sign on the line next to the one with a positive connotation, and a – on the line next to the one with a negative connotation</p> <table><tr><td>1. a strong reek</td><td>4. ratty clothes</td></tr><tr><td>a strong aroma</td><td>casual clothes</td></tr><tr><td>2. a charismatic leader</td><td>5. easy-going attitude</td></tr><tr><td>a pushy leader</td><td>lazy attitude</td></tr><tr><td>3. thoughtful response</td><td></td></tr><tr><td>calculated response</td><td></td></tr></table>	1. a strong reek	4. ratty clothes	a strong aroma	casual clothes	2. a charismatic leader	5. easy-going attitude	a pushy leader	lazy attitude	3. thoughtful response		calculated response		<p><b>A Day at the Enchanted Kingdom</b></p> <p>Rigor and his sister, Krisha, had a busy and exciting day at the Enchanted Kingdom last Saturday. They rode the merry-go-round, the roller coaster and the Ferris wheel. Rigor ate popcorn and barbecue. Krisha drank “sago gulaman”and ate an apple. They took photos for their souvenirs.They were very happy.They they went home tired but happy.</p> <p>Which of the following is the main idea of the paragraph?</p> <p>A. Rigor and Krisha were hungry.</p> <p>B. Rigor and Krisha did many things at the Enchanted Kingdom</p> <p>C. The merry-go-round was broken.</p> <p>D. The Enchanted Kingdom was on Saturday.</p> <p>What is the key sentence in the paragraph that leads you to identify the main idea?</p> <p>What are the supporting details?</p>	<p>Now that you know about the rule on subject-verb agreement with intervening phrases, let us study about cause and effect. Teacher will present a video presentation about cause and effect relationship.</p>	<p>Present another commercial video when the pupils can recognize and determine different images and ideas. <a href="https://www.youtube.com/watch?v=gHPfCAvXHpY">https://www.youtube.com/watch?v=gHPfCAvXHpY</a></p> <p>Let the pupils take turns in giving their own point of view regarding the commercial they have watched</p>
1. a strong reek	4. ratty clothes																
a strong aroma	casual clothes																
2. a charismatic leader	5. easy-going attitude																
a pushy leader	lazy attitude																
3. thoughtful response																	
calculated response																	

	<p>the country in political and economic paralysis. Rizal continued his medical studies in Paris and Heidelberg. In 1886, he published his first novel in Spanish, <i>Noli Me Tangere</i>, a passionate exposure of the evils of the friars rule, comparable in its effect to Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i>. A sequel, <i>El Filibusterismo</i>, 1891, established his reputation as the leading spokesman of the Philippine reform movement. He annotated an edition in 1890 on Antonio Morga's <i>Sucesos de las Islas Filipinas</i>, which showed that the native people of the Philippines had a long history before the coming of the Spaniards. He became the leader of the Propaganda Movement, contributing numerous articles to its newspaper, <i>La Solidaridad</i>, published in Barcelona. Rizal's political program, as expressed in the newspaper, included integration of the Philippines as a province of Spain, representation in the Cortes (the Spanish parliament), the replacement of the Spanish friars by the Filipino priests, freedom of assembly and expression, and equality of Filipinos and Spaniards before the law.</p> <p><a href="https://www.univie.ac.at/ksa/apsis/aufi/jorizal.htm">https://www.univie.ac.at/ksa/apsis/aufi/jorizal.htm</a></p>				
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F.Developing Mastery

Group Activity  
Group the pupils into 4. Using an activity sheet, clearly state the instructions on the task each group will accomplish.

Group I- **Fix Me Up**  
Inside the envelope are cut pictures of the different informational text-type for them to paste it in the activity sheet.

Group II- **Draw Me**  
Draw the different informational text-type that you have learned today.

Group III – **Who am I?**  
(dictionary) I give meaning, provide information about pronunciation, origin and usage. (encyclopedia) I give information on many subjects or on many aspects of one subject typically arranged alphabetically. (magazine) I am a periodical publication containing articles and illustrations.

Group IV- **Rap Me**  
Members of the group will create a rap identifying the different informational text-type.

Using your dictionary, copy the words below and its meaning on your notebook

1. suppose	6. capillary
2. menu	7. essential
3. autumn	8. August
4. flavor	9.denotation
5. artery	10.connotation

Read the selection below.

**Planets in the Solar System**  
There are eight planets in the Solar System, and each one is very different. Some planets, like Jupiter and Saturn are very large. Others, like Mercury and Mars are smaller. Jupiter has moons that are larger than Mercury. The planets also have different atmospheres. Uranus, Jupiter and Saturn have atmospheres of hydrogen and helium. The atmosphere on Venus is made up of carbon dioxide. Earth has a nitrogen and oxygen atmosphere. Neptune’s atmosphere is mostly hydrogen. The planets also have different temperatures. Uranus is the coldest and Venus is the hottest.

<http://www.k12reader.com/worksheets/find-the-main-idea-planet/view/>

Group Activity (Collaborative)  
Pupils will be grouped into three. Each group will be given envelope containing their tasks.

**Group I** Give the main idea of the selection. Present your answer through a song.

**Group II** Give the key sentence of the selection. Write your answer in a given strip of cartolina and post it on the board.

**Group III** Give the supporting details found in the selection. Present it through a rap.

A. Mark out any intervening phrase or clause. Underline the subject then box the correct verb form.

1. The paper in those boxes (is, are) for the copy machine.
2. Her computer plus her purse (was, were) left in her car.
3. The London Bridge, as well as several other bridges, (spans, span) the Thames River
4. A traffic light in front of steady streams of traffic (keeps, keep) the movement of vehicles under control.
5. Each entry within the guidelines (receives, receive) a thorough reading

B. Read the following sentences. Box the cause and encircle the effect.

1. I got a tummy ache when I ate too much ice cream.
2. Anne had cake for dessert because it was her birthday.
3. Thomas was feeling sleepy because he stayed up late doing his homework.
4. Dee was hungry, so her mother made her a cheese sandwich.
5. Kevin went to dentist because he had a toothache

Group the class into 5 . Give them a product. Ask them to create a short commercial about the product they got. Assign to them also the type of advertisement they will use (stereotype, point of view, propaganda)

Examples:

Group 1 – Shampoo

Group 2 – Detergent Soap

Group 3 – Bath Soap

Group 4 – Toothpaste

Group 5 – Powdered Juice

<p>G.Finding Practical application of concepts and skills in daily living</p>	<p>Take a trip to the library. Let the pupils identify the parts of a card catalogue.</p>	<p>Group Activity (Collaborative) Group the pupils into five. Have a contest ingiving meaning of words. (teacher may give as many words)The first group that can post the meaning on the board wins</p>	<p>Read the selection below. Then, give the main idea,key sentence and supporting details. Various fossils have been found. Once in a while, the entire body of an animal may be found preserved in a layer of rock. More often, we find skeletons or parts of skeletons of animals that roamed the earth long ago. This is the kind offossil which has helped to know what dinosaurs looked like. We also find fossils imprints of leaves. Main idea_____  Key Sentence_____  Supporting Details 1. _____  2. _____  3. _____</p>	<p><b>Group Activity:</b> A. Pupils will be grouped into 2 Each group will be given metacards containing singular and plural verbs. As the teacher gives the sentences, each member of the group will take turns in posting the metacards on the board containing the correct answer. 1. This batch of cute, little kittens (is, are) ready to be sold. 2. The coach, as well as the fans, (was, were) disappointed in the team’s performance. 3. The arrival of the new costumes (has, have) caused excitement among the cast of the play. 4. The artwork, in addition to the jewelry, (are, is) to be auctioned off in May. 5. An acre of trees and meadows (surrounds, surround) the house. B. <b>Work in Pairs.</b> Class will be divided into two. The teacher will prepare strips of manila paper with phrases containing causes and effects. The first group to pick up the causes and the second group to pick up the effects. As the teacher says “<b>Go</b>” the pupils shall look for their partner to come up with the correct sentence containing cause-effect relationship. (Teacher will provide phrases depending on the number of his/her pupils)</p>	<p>Group the pupils into 4 then let them choose from the commercial or TV ads that they have watched earlier and perform it .</p>
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H.Making generalization and abstraction about the lesson	<p><b>Informational texts</b> are nonfictional writing, written with the intention of informing the reader about a <i>specific topic</i>. It is typically found in magazines, newspaper, science books, autobiographies, and instruction manuals.</p> <p>It uses special text which allows its users to easily find key information and understand the main topic. This is done by placing a header over certain sections. It may also use visual representation with captions which includes pictures, graphs, tables, diagrams, and charts.</p> <p>A <b>card catalogue</b> is a file of cards uniform in size arranged in some definite order and listing the items in the collection of a library or group of libraries. Each card identifies a single item.</p> <p>The parts of a card catalogue are (1) call number; (2) author; (3) title Entry; (4) publisher; (5) series title; and (6) subject headings.</p>	<p>In giving <b>precise information</b> on a given topic, we may do the following:</p> <ol style="list-style-type: none"><li>1. We must have a reliable source which is verifiable. This means that the information that we get must be true and real, not made up or unsure.</li><li>2. We must have supporting information.</li></ol> <p><b>Connotations</b> and <b>denotations</b> are two principal methods of describing the meaning of words.</p> <p><b>Connotations</b> refer to the wide array of positive and negative associations that most naturally carry them while <b>denotation</b> is the precise, literal definition of a word that might be found in a dictionary.</p>	<p><b>Key Sentence</b> is the sentence which states the topic of the paragraph.</p> <p><b>Supporting Details</b> are the sentences in the paragraph which give information related to the topic.</p> <p><b>Main Idea</b> of a paragraph tells us what the paragraph is all about.</p>	<p>verb form agrees with the subject whether the verb comes next to the subject or is separated from it by other words. Such words and phrases do not change the number of the subject.</p> <p>Therefore, be sure to make the verb agree in number with the subject, not with the intervening phrase.</p> <p><b>Effect</b> is defined as <i>what happened</i>. <b>Cause</b> is defined as <i>why something happened</i>. Clue words that signal causal relationships include: <i>such as, because, so, consequently, therefore, thus, and since</i>.</p> <p>To find an effect, readers ask, <b>What happened?</b></p> <p>To find cause, readers ask <b>Why did this happen?</b></p>	<p>For us to determine the message of an image or idea we must first identify what image or idea was used to influence the viewer.</p> <p>There are certain ways how an image or idea is expressed as follow:</p> <p><b>Stereotype</b> is a widely held but fixed and oversimplified image or idea of a particular type of person or thing. Example is the stereotype of a woman is as “the carer” and a man as “the provider”</p> <p><b>Point of view</b> is the particular attitude or way of considering a matter. It can also be the position from which something or someone is observed. Example, two people are seeing the same image but each of them have a different point of view, they may see or interpret the image differently.</p> <p><b>Propaganda</b> information, especially of a biased or misleading nature,</p>
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					used to promote or publicize a political cause or point of view. It is an information that is not impartial and is used primarily to influence an audience and further an agenda, often by presenting facts selectively to produce an emotional rather a rational response to the information
I.Evaluating learning	<p>Check (/) if the book is an informational text and cross (x) if it is not.</p> <ol style="list-style-type: none"><li>1. newspaper</li><li>2. magazines</li><li>3. instructional manuals</li><li>4. fairy tales</li><li>5. autobiography</li></ol>	<p>Direction: Answer the following questions precisely.</p> <ol style="list-style-type: none"><li>1. Who are your parents?</li><li>2. What is your father/mother’s work? Where does he/she work?</li><li>3. In what barangay do you live? In which purok?</li><li>4.What would you like to be when you grow up?</li><li>5.Where would you like to spend your vacation</li></ol>	<p>Direction: Give the key sentence, supporting details and main idea of the selection.</p> <p>The root is an important part of the plant. It is responsible for getting water and minerals from the soil for the plant to grow. It also holds the plant in position. If roots are cut off from the plant, it would die.</p> <p>Main Idea: _____</p> <p>Key Sentence _____</p> <p>Supporting Details</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p>	<p>A. Direction: Choose the correct verb form inside the parenthesis to complete each sentence.</p> <ol style="list-style-type: none"><li>1. A string on my electric guitar (is, are) out of tune.</li><li>2. Days during summer (seem, seems) to pass very quickly.</li><li>3. All stars, just like our sun (has, have) a system of planets.</li></ol> <p>B. Arrange the following causes and effects to form a short paragraph. (2 pts.)</p> <ul style="list-style-type: none"><li>- the air is so polluted</li><li>- there are many people succumbing to respiratory diseases like asthma</li><li>- the fish are dying</li><li>- oil spills and toxic waste pollute the seas</li></ul>	<p>Have them watch the commercial “Tide: Bossing sa Kaputian Kahit Tag-ulan” then answer the questions that follow. Choose your answer from the box</p> <ol style="list-style-type: none"><li>1. Based on the video clip, a mother is always and caring of her child.</li><li>2. In the video, they see Bossing Vic as an image of .</li><li>3. The commercial was biased because</li><li>4. The message of the video is that .</li><li>5. The commercial was intended for to buy.</li></ol> <ol style="list-style-type: none"><li>a. protective</li><li>b. mothers</li><li>c.cleanliness</li><li>d.it was compared to another product</li></ol>

					e.cleanliness in clothing shows love for the family
J.additional activities for application or remediation	<p>Answer the following questions. Choose your answer from the box.</p> <p>atlas globe maps magazine dictionary card catalogue encyclopedia almanac</p> <p>1. Which informational text will help you find the meaning of awesome</p> <p>2. Which reference material is used as an exact replica of the earth?</p> <p>3. Which reference material will you use to find more information about the galaxy?</p>	<p>Look up for the meaning of the following words.</p> <p>1. responsible</p> <p>2. great</p> <p>3. information</p> <p>4. extravagant</p> <p>5. abundant</p>	<p>The Tsunami that hit Asia on December 26, 2004, was especially cruel. It spared no one. Countless men, women and children, who lived all their lives by the water but never learned how to swim, drowned and died. Families were ripped apart forever. It killed some 300,000 people across Asia. It left thousands homeless and poor.</p> <p>Main Idea:</p> <p>_____</p> <p>Key Sentence:</p> <p>_____</p> <p>Supporting Details:</p> <p>_____</p>	<p>Remediation</p> <p>A. Write at least 5 sentences with intervening phrases using the following verbs.</p> <p>1. write 2. has 3. is 4. are 5. dances</p> <p>B. Write a three to five-sentence paragraph using cause-effect relationship.</p>	<p>Watch other commercials/ TV ads, then write a short paragraph on how does it influence you as a viewer.</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</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 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</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</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</p>

	<p>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 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>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>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>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>
C.Did the remedial 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?	<p>___ Yes ___ No</p> <p>___ of Learners who caught up the lesson</p>	<p>___ Yes ___ No</p> <p>___ of Learners who caught up the lesson</p>	<p>___ Yes ___ No</p> <p>___ of Learners who caught up the lesson</p>	<p>___ Yes ___ No</p> <p>___ of Learners who caught up the lesson</p>	<p>___ Yes ___ No</p> <p>___ of Learners who caught up the lesson</p>
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 used/discover which I wish to share with other teachers?	<p><i>Strategies used that work well:</i></p> <p><b>___ Metacognitive Development:</b></p> <p><b>Examples:</b> Self assessments, note</p>	<p><i>Strategies used that work well:</i></p> <p><b>___ Metacognitive Development:</b></p> <p><b>Examples:</b> Self assessments, note</p>	<p><i>Strategies used that work well:</i></p> <p><b>___ Metacognitive Development:</b></p> <p><b>Examples:</b> Self assessments, note taking and</p>	<p><i>Strategies used that work well:</i></p> <p><b>___ Metacognitive Development:</b></p> <p><b>Examples:</b> Self assessments, note taking and</p>	<p><i>Strategies used that work well:</i></p> <p><b>___ Metacognitive Development:</b></p>

	<p>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> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___<b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___<b>Modeling:</b> <b>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 ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p><b>Why?</b></p> <p>___ Complete IMs ___ Availability of Materials</p>	<p>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> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___<b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___<b>Modeling:</b> <b>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 ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p><b>Why?</b></p> <p>___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation</p>	<p>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> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___<b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___<b>Modeling:</b> <b>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 ___ Group collaboration ___ 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Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p><b>Why?</b></p>	<p><b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___<b>Bridging: 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> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___<b>Text Representation:</b> <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 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	<div><div>___ Pupils' eagerness to learn</div><div>___ Group member's collaboration/cooperation in doing their tasks</div><div>___ Audio Visual Presentation of the lesson</div></div>	<div><div>in doing their tasks</div><div>___ Audio Visual Presentation of the lesson</div></div>	<div><div>___ Complete IMs</div><div>___ Availability of Materials</div><div>___ Pupils' eagerness to learn</div><div>___ Group member's collaboration/cooperation in doing their tasks</div><div>___ Audio Visual Presentation of the lesson</div></div>	<div><div>___ Complete IMs</div><div>___ Availability of Materials</div><div>___ Pupils' eagerness to learn</div><div>___ Group member's collaboration/cooperation in doing their tasks</div><div>___ Audio Visual Presentation of the lesson</div></div>	<div><div>___ Gamification/Lea rning throuh play</div><div>___ Answering preliminary activities/exercises</div><div>___ Carousel</div><div>___ Diads</div><div>___ Differentiated Instruction</div><div>___ Role Playing/Drama</div><div>___ Discovery Method</div><div>___ Lecture Method</div><div>___ Why?</div><div>___ Complete IMs</div><div>___ Availability of Materials</div><div>___ Pupils' eagerness to learn</div><div>___ Group member's collaboration/cooper ation</div><div>in doing their tasks</div><div>___ Audio Visual Presentation of the lesson</div></div>
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