GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 2 – 6, 2024 (WEEK 6)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Vocabulary Development	Reading Comprehension	Grammar Awareness	Oral Fluency /Composition	
B.Performance Standards					
C.Learning Competencies/Objectives	A. Infer the speakers tone, mood and purpose based on the listening text. B. Infer the meaning of unfamiliar words relative to the text listened to EN5V-IIf-2.8.1	Analyze figures of speech (simile, metaphor, personification, hyperbole) in a given text EN5RC –If-2.3	Compose clear and coherent sentences using appropriate grammatical structures- conjunctions (contrasting idea) EN5G-If-8.3/8.4	A. Reading with automaticity level frequently occurring content area words. (Science) B. Revise writing for clarity-punctuation marks EN5WC –If-1.8.1	Assess pupils ability in the skills learned
II.CONTENT					
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.69	CG p.69	CG p.69	CG p.69	
2.Learners's Materials pages					
3.Textbook pages		English Expressways	English Expressways		
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	chart	Chart	Chart,picture		
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	1. Unlocking of Difficulties Identify the meaning of the underlined words through context clues. A. There was a heavy traffic and the cars were honking so loud. B. Handle brittle objects carefully because they break easily. C. When polvoron crumbles it becomes powdery in form	Preliminary Activity/ Oral Language Pronounce the following pair of words correctly	Match the sentence in set A with the sentence in set B to form a compound sentence joined by "and	Preliminary Activity/ Spelling Drill 1. equation 2. theory 3. relativity 4. complex 5. formulas	
B.Establishing a purpose for the lesson	Do you know someone who is blind? How do you feel for him? If you had a blind friend, what will you tell him ? Why?	Each groups will form a line, every group will be given the same limerick, the leader will be the first one to read it and relay to his /her	Describe what the children are doing based on the given picture	Motivation Show a picture of Albert Einstein	

	Today you will listen to “Antonio’s Story”. What do you think is the other world where Antonio lives?	members. The group that can relay the message accurately with the shortest period of time will be the winner There was an old person of fold Who shrank from sensations of cold; So he purchased some muffs, Some furs, and some fluffs, And wrapped himself from the cold		Do you know who is in the picture?	
C.Presenting Examples/ instances of the new lesson	Read Antonio’s Story” to the pupils.	Read the poem with the pupils Poem No.1 The moon, like a flower In heaven’s high bower With silent delight Sits and smiles in the night	Unlocking of Difficulties Find the meaning of the underlined words, inside the sentence. G. The members of the organization are fond of going to the beach, they incline themselves to rest. b. Most of their friends prefer playing volleyball over basketball; they like to be engaged in outdoor games.	Are you fond of listening and reading funny stories? DAY 4 Oral Fluency / Composition Today you will read a funny story about a famous scientist named Albert Einstein	
D.Discussing new concepts and practicing new skills #1	1. Engagement Activities Group the class into three and give each group a task card. GROUP 1: “Sketch Me” Draw an image of Francisca and describe her. GROUP 2: “Act it Out” Show through a role playing on how Antonio and Francisca spent their time in the park. Observe the proper intonation to express feelings effectively while performing. GROUP 3:” Write Me” Write a short friendly letter for Antonio	Group the class into four and give each group a task card Each group will report their finished activities	Read the selection below. Be ready to answer the questions that follow Comprehension Checkup: a. What do Kevin and Patrick enjoy doing at the beach? b. What do they usually do on Saturdays and Sundays? c. What do most of their friends prefer to eat? d. What does Kevin usually do alone?	During Reading Activities 1. Comprehension Checkup: a. Who is Albert Einstein? b. Why did Albert Einstein need to travel to different universities? c. Narrate the part of the story that made you laugh. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
E. Discussing new concepts and practicing new skills #2	Discussion of the group outputs. Say: Let us know more about Antonio’s friend. Ask: Who is Antonio’s friend?	Introduction/Presentation What is figure of speech?	Let us examine the given sentence from the story	Skill Development: G. Introduction/ Presentation	

	Is she blind like Antonio? When did they meet? Where did they meet? What would Francisca do whenever she sees Antonio coming? What would she say? What emotion or mood do the words and action of Francisca indicate? Call Group 2 to perform their assigned tasks. What would they do in the park? How would they walk around the park? "And the wind that makes us laugh, that moves our hair, that makes our clothes fly, not even I can see. See?" And I laugh to hear funny colors, and soon I forget that I am blind and that she lives in another world. This is my friend Francisca who is more important to me than having my own eyes. Source: One World on the Horizon What emotion do these actions indicate? Which action of Antonio tells us that sometimes he feels sad about being blind? What does Francisca do when she sees him crying? What could Francisca's mood/feeling be as she holds Antonio's hand and tells him about her eyes? Ask Group 3 to present their friendly letter for Antonio. How would you feel if you have a blind friend or a blind member in the family?	What are the different types of figure of speech? Give some examples of each	Most of their friends prefer fish but sometimes they have roast chicken. How many simple sentence does it contain? What have you noticed about the ideas they convey? What word separates these two contrasting ideas?	Direction: Identify the punctuation marks used in the following sentences. G. There's a story about how Albert Einstein was travelling to universities in a chauffeur- driven car, delivering lecture on his theory of relativity . Funny Story There's a story about how Albert Einstein was travelling to universities in a chauffeur-driven car, delivering lecture on his theory of relativity. One day while in transit, the chauffeur remarked, " Dr. Einstein, I've heard you deliver that lecture about 30 times. I know it by heart and bet I could give myself". "We'll, I'll give you the chance ," said Einstein. "They don't know me at the next school, so when we get there, I'll put your cap, and you introduce yourself as me and give the lecture." The chauffeur delivered Einstein's lecture flawlessly. When he finished, he started to leave, but one of the professors stopped him and asked a complex question filled with mathematical equations and formulas. The chauffeur thought fast. "The solution to that problem is so simple, " he said. "I'm so surprised you have to ask me. In fact to show you just how simple it is, I'm going to ask my chauffeur to come up here and answer your question."	

				New Dynamic Series In English, Josefina B. Suarez p.268 Punctuation marks- are tools that we use to make our written sentences clear to the people who read them. Period- Is used at the end of declarative and imperative sentences. It is also used after an abbreviation. It is used after an initial. Example: Rice grows well in a hot, moist climate. Question mark- Is used after interrogative sentence. Example: Why do molds not grow on dry toast? Commas- Are used to separate words in series. The words in a series may be all nouns, all verbs, all adjectives, and so forth. Example: Rick, Rina, Rose, and Pia are classmates Are used after the salutation and complimentary close in a friendly letter. Example: Dear Louie, Your loving sister, Are used to set off short directions. Example: “ Leave your things here,” said Diana. Are used to set off dates, addresses, and geographical names. Example: I was born on September 19, 2004. 2. They don’t know me at the next school, so when we get there, I’ll put your cap, and you introduce yourself as me and give the lecture.	

F.Developing Mastery	Let us recall Antonio's story. I have here a box containing strips of paper with statements from the story. As I play the music you will start passing the box to your seatmates. As the music stops, the pupil holding the box will read the statement and tell the mood or purpose of the speaker. 1. "Hello, Antonio! Let's go! Let's go!" 2. "The tree's body or its trunk is big, thick, and rough. Here, touch it! 3. "Don't cry. My eyes are big enough for the two of us." 4. I smile and say, "I know what a mango tastes like." 5. "And the wind that makes us laugh, that moves our hair, that makes our clothes fly, not even I can see. See?"	Divide the pupils into four groups. Each group will be given an activity card.	Complete the sentences to show contrasting idea. Choose your answers from the box. 1. His rope was thin but it was _____. 2. He is fat but he runs _____. 3. I want to lose weight but I hate _____. 4. The meal was good but _____. 5. My teacher is very nice but a bit _____.		
G.Finding Parctical application of concepts and skills in daily living	Let the pupils do the group activity			Each group will be given a task card. GROUP 1 Direction: Read each sentence. Circle the answer that shows correct ending punctuation mark	
H.Making generalization and abstraction about the lesson	Teaching/ Modelling What helped us in guessing the tone, mood and purpose expressed in the story	What are the different of figure of speech? Why do writers in many poems and stories used figures of speech?	How do we form a sentence with contrasting ideas?	What are the different punctuation marks commonly used especially in writing sentences? What are the basic rules in using correct punctuation marks?	
I.Evaluating learning	Infer the general mood of the situations that I will read. Choose your answer from the words written on the board. 1." It breaks my heart to see you very ill," said Auring to her sick daughter.	Direction: Read each sentence carefully. Identify the figure of speech used. Write S for simile, M for metaphor, and P for personification, H for hyperbole in your notebook.	Direction: Supply the correct contrasting idea by using "but " as a conjunction. 1. School can be fun _____	Direction: Rewrite the letter of invitation and insert the correct punctuation marks 143 Maginhawa St. Teacher's Village Quezon City January 10 2014	

	2. Mang Pedro raised a wooden stick and shouted at the two boys to get out of his garden. 3. Yoly's brother was playing with other children in the park. After a while she could not see him anymore. She tried to look for him everywhere but she could not find him. 4. Lightning flashed followed by a terrible thunder. Sara closed her eyes and covered her ears as she sat on the chair. 5. Ramon had always topped his class since grade one. Now, mother was expecting another gold medal. Awarding day came but Ramon was not called. Anger sadness disappointment worry fear	1. The stars are jewels strung in a golden chain across the dark sky. 2. The hanging bridge is like a giant hammock swaying wildly during the storm. 3. The guest of honor's message was a mile long. 4. The moonbeams smiled sweetly. 5. The street dancers wore costumes as colorful as rainbows	2. The Science experiments need much time and patience._____ 3. In Physical Education, we learn many kinds of dances._____ 4. Our Music teachers teach Filipino songs._____ 5. Mathematics seems challenging. _____	Dear Menchie Sunday January 26 is my tenth birthday The whole family will go on a picnic to Bulacan We would like you to join us .We will leave on time at six o'clock in the morning and come back in the afternoon.We will pick you up in your house at about five o'clock in the morning. Please come. Your friend Mitch	
J.additional activities for application or remediation		Identify which parts of the sentence contain exaggeration. 🎬 About 500 trillion stars are shining tonight. 🎬 Ayla cannot go with us because she has tons of homework to do. 🎬 It would take an atomic bomb to wake father up	Rite five sentences using conjunction but	Study the sentences below, place commas and quotation marks where they are needed. 1. Are you going to take our son for a walk? Asked the man. 2. Three-point shot for the Eagles! Shouted the sportscaster. 3. I really tried my best defended the boy. 4. Ruby yelled as loud as she could Fire! Fire! Help! 5. Ruby said her mother angrily Don't ever do that again!	
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	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson.	___Pupils did not find 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 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 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 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 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 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 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?	*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**:	*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**:	*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.	*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.	*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.

	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. ***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	**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. ***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	**___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. ***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	**___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. ***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	**___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. ***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
	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works
	Planned Innovations: __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition