

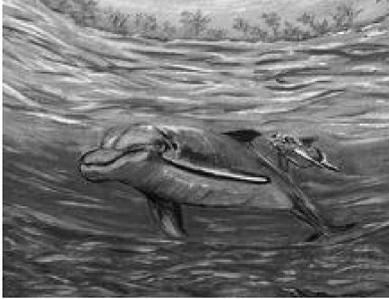


**GRADES 1 to 12  
DAILY LESSON LOG**

<b>School:</b>	<b>DepEdClub.com</b>	<b>Grade Level:</b>	<b>V</b>
<b>Teacher:</b>	<b>File Created by Ma'am EDNALYN D. MACARAIG</b>	<b>Learning Area:</b>	<b>ENGLISH</b>
<b>Teaching Dates and Time:</b>	<b>JANUARY 3 – 5, 2024 (WEEK 7)</b>	<b>Quarter:</b>	<b>2<sup>ND</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I.OBJECTIVES</b>					
<b>A.Content Standards</b>	Demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context	Demonstrates understanding that reading a wide range of texts provides pleasure and avenue for self – expression and personal development	Demonstrates understanding of the of library skills to research a variety of topics	Demonstrates command of the conventions of standard English grammar and usage when speaking or writing	Demonstrates command of the conventions of standard English grammar and usage when speaking or writing
<b>B.Performance Standards</b>	Uses strategies to decode correctly the meaning of words in isolation and in context	Uses literal information from texts to make generalizations	Utilizes various sources (online resources) to gather relevant information	Uses the correct degrees of adjectives in general and their functions in various discourse (oral and written)	Uses the correct degrees of adjectives in general and their functions in various discourse (oral and written)
<b>C.Learning Competencies/Objectives</b>	Identify different meanings of content specific words (denotation and connotation) (Health) CG EN5V-IIg-20.1.3,EN5V-IIg-20.2.3	1. Read aloud literary texts with appropriate facial expressions and self– correct when necessary 2. Make generalizations 3. Show willingness and enthusiasm in reading and listening to literary texts EN5RC-IIg-2.12	Gather relevant information from various sources - online references Show willingness and enthusiasm in reading and listening to literary texts EN5SS-IIg-1.7	1. Compose clear and coherent sentences using appropriate grammatical structures: -degrees of adjectives(regular adjectives) 2. Pronounce words in the story correctly 3. Show willingness and enthusiasm in reading and listening of literary texts EN5G-IIg-5.2	1. Compose clear and coherent sentences using appropriate grammatical structures: - degrees of adjectives(irregular adjectives) 2. Pronounce words in the story correctly 3. Show willingness and enthusiasm in reading and listening to literary texts EN5G-IIg-5.2
<b>II.CONTENT</b>	Denotation and Connotation (Health	Generalizations	Study Strategy Research	Degrees of Adjectives	
<b>III.LEARNING RESOURCES</b>					
<b>A.References</b>					
1.Teacher’s Guide pages	CG p.	CG. P. Lesson Guide in English 5 Revised Edition pp. 140-141	CG p. Lesson Guide in English 5 pp.178-181	CG p. Lesson Guide in English 5,pp.190-193	CG p. Lesson Guide in English 5,pp.190-193

2.Learners's Materials pages					
3.Textbook pages				English for All Times Language 5,188-197	English for All Times pp. 188-197 Fun in English Language 5 p.164
4.Additional materials from learning resource (LR) portal	<a href="http://grammar.about.com/od/words/a/Denotation-And-Connotation-Exercise_2.htm">http://grammar.about.com/od/words/a/Denotation-And-Connotation-Exercise_2.htm</a>	<a href="https://mscregieer.wikispaces.com/Making+Generalizations">https://mscregieer.wikispaces.com/Making+Generalizations</a>	<a href="https://www.google.com.ph/webhp?source">https://www.google.com.ph/webhp?source</a> <a href="http://www.importantindia.com/19771/essay-on-advantages-and-disadvantages-of-internet/">http://www.importantindia.com/19771/essay-on-advantages-and-disadvantages-of-internet/</a>		<a href="http://www.lousywriter.com/adjectives_irregular.php">www.lousywriter.com/adjectives_irregular.php</a>
B.Other Learning Resource	Chart or tarpapel, pictures	Charts, pictures, Laptop, tarpapel, Activity Sheets Computer / Laptop with internet connection	chart, handouts, activity sheets	pictures, charts, Activity Sheets, laptop, flashcard	pictures, charts, Activity Sheets, laptop, flashcard
<b>IV.PROCEDURES</b>					
A.Reviewing previous lesson or presenting the new lesson	<p>1. Reviewing previous lesson What is the difference between denotation and connotation? 2. Drill Answer the following questions. a. Which connotation is more positive? Why? DAY 1 Vocabulary Development</p> <p>Our trip to amusement park is_____. ( fine - wonderful) b. Which connotation is more negative? Why? We bought _____ souvenirs at the amusement park. ( cheap - inexpensive)</p>	<p>A. Presenting new lesson(Drill) Who among you have seen a dolphin? Give some characteristics of a dolphin. (Answers should be written on the board.)</p>	<p>Reviewing previous lesson/Presenting new lesson Unlocking of difficulties Give the correct word by analyzing the meaning of the sentence . 1. An electronic apparatus for analyzing or storing data DAY 3 Study Strategy</p> <p>A. wedge B. computer C. pulley 2. A computer-based global information system A. reading B. recycling C. internet 3. The term _____ refers to the communication between a residence or a business and an Internet Service Provider (ISP) that connects to the internet. A. Internet access B. Airlines C. International</p>	<p>1.Vocabulary development Game: What's the Word! That's the Word! Arrange the following jumbled letters to form the correct word Be guided with the following clues. DAY 4 Grammar A. FUCONSED- another word for disorient B. ESTWILD - synonymous with the word harshest C. LANDIS - somewhat similar to the word landmass D. TERHORS - opposite of the word taller Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>	<p>A. Reviewing Previous lesson/ Presenting new lesson 1. Review the lesson about the degrees of comparison? 2. Checking of Assignment B. Establishing a purpose for the lesson</p>

<p>B.Establishing a purpose for the lesson</p>	 <p>What can you see in the picture? What can you get from eating vegetables? (Nutrient) (Use a word map to list the words related to the word nutrient)</p>	<p>Motivation:Show picture of a dolphin</p>  <p>Class, what can you say about a dolphin? Do you think they are worth befriending and worth playing with? How do they look like?</p>	<p>Show picture of google.</p> <p>1. For those schools with computers and internet connection: Visit the computer room. The teacher opens the computer. Show some parts of the computer like the microsoft word, microsoft excel and google.</p> <p>2. For those schools without computers: Present a picture/ illustration of a computer Present a picture/ illustration of a computer Ask the pupils about the picture and its function</p>	<p>Who among you have seen a tamaraw? How are you going to describe this kind of animal? Today ,you are going to listen to a selection about a tamaraw which is always confused with a carabao. Now, what other things would you like to find out in this selection?</p>	<p>Grammar</p> <p>Motivation Are you familiar with animals? Name some domesticated animals that you know. Describe each animal. Use the semantic web below as your guide. Semantic Webbing</p>
<p>C.Presenting Examples/ instances of the new lesson</p>	<p>Nutrients are components in foods that an organism uses to survive and grow. Macronutrients provide the bulk energy an organism's metabolic system needs to function while micronutrients provide the necessary cofactors for metabolism to be carried out. Both types of nutrients can be acquired from the environment. Micronutrients are used to build and repair tissues and to regulate body processes while macronutrients are converted to, and used for energy. Nutrients are chemical substances present in foods that keep the body healthy, supply materials for growth and repair of tissues, and provide energy for work and physical activities.</p> <p>The major nutrients include the macronutrients namely proteins, carbohydrates, and fats; micronutrients vitamins such as A, D, E, and K; the B complex, and Vitamin C. Minerals are calcium, iron, iodine, zinc, fluoride, and water</p>	<p>Dolphins</p> <p>Do you know what a dolphin is? A dolphin looks like a very large fish, but it is not a fish. It does not have scales like a fish. It does not breathe through gills. It breathes through a hole on top of its head. Some fish are cold when you touch them but dolphins are warm. A dolphin is a mammal. Like the whale, it is a mammal that only lives in water. It cannot live out of the water. It can swim under water for a long time. It comes to the surface only to breathe. The dolphin is also special in another way. It is very smart and friendly. It can perform tricks and is always very playful. Except for human beings, the dolphin is the most intelligent mammal.</p>	<p>The Internet</p> <p>The Internet is computer-based global information system. The Internet is composed of many interconnected computer networks. Each network may link tens, hundreds, or even thousands of computers, enabling them to share information with one another and to share computational resources such as powerful supercomputers and databases of information. The Internet has made it possible for people all over the world to communicate with one another effectively and inexpensively. Unlike traditional broadcasting media, such as radio and television, the Internet does not have a centralized distribution system. Instead, an individual who has Internet access can communicate directly with anyone else on the Internet, make information available to others,</p>	<p>The Tamaraw The tamaraw is the largest mammal native to the Philippines and also has the distinction of being one of the rarest mammals in existence. It is a small buffalo that resembles the Asiatic water buffalo (Bubalus mindorensis) in many ways except size Tamaraw is always confused with carabao. It looks like a carabao. It has a big body. It is smaller than a carabao.The tamaraw's horn grows faster than the carabao. The tamaraw's tail is shorter than the carabao. Tamaraw is considered as the wildest animal among its family kingdom. We can find this fat animal in the rich island of Mindoro. It has a robust body with dark brown to greyish-black hair and short, stocky leg . Stout, powerful</p>	<p>Silent reading: Direction: Read the paragraph and answer the questions below. Do you love animals? Like human beings, animals deserve to be cared for. There are animals that enjoy the most care and there are those that enjoy the least or none at all. Animal favorites include cats, dogs, birds, rabbits and ducks. All these make good pets. Some prefer cats because they know that cats can survive by themselves and therefore need less attention. Dogs on the other hand, are said to be everybody's</p>

			<p>find information provided by others, or sell products with a minimum overhead cost.</p> <p>Government use the Internet for internal communication, distribution of information automated tax processing. Many individuals use the Internet for communicating through electronic mail (e- mail).</p> <p>Businesses and institutions use the Internet for voice and video conferencing and other forms of communication that enable people to telecommute (work away from the office using a computer).</p> <p>The term Internet access refers to the communication between a residence or a business and an ISP that connects to the Internet. Access falls into two broad categories: dedicated and dial-up.</p> <p>Thus, a DSL Internet connection can send data over a pair of wires at the same time the wires are being used for a telephone call, and cable modems can send data over a cable at the same time the cable is being used to receive television signals. The user usually pays a fixed monthly fee for a dedicated connection. In exchange, the company providing the connection agrees to relay data</p> <p>The receiving side converts the tones back into digital values. Unlike dedicated access technologies, a dial-up modem does not use separate frequencies, so the telephone line cannot be used for regular</p>	<p>horns, measuring up to 51 centimetres, grow in a „V“ shape from the forehead, have a triangular cross-section and are covered with coarse grooves.</p>	<p>choice when it comes to being a best friend. Animals are components of this changing world. We need to care for them and protect them for a better and brighter future</p>
--	--	--	---	---	---

			<p>telephone calls at the same time a dial-up modem is sending data. Comer, Douglas E. "Internet." Microsoft® Encarta® 2006 [CD]. Redmond, WA: Microsoft Corporation, 2005.</p>		
<p>D.Discussing new concepts and practicing new skills #1</p>	<p>Comprehension questions. a. What does the paragraph tell about nutrients? b. What are contained in the food nutrients? c. What are macronutrients? Where can we get them? d. What are micronutrients? Where do you find them? e. Why are these nutrients needed by the body?</p>	<p>Comprehension questions 1. Why is dolphin not a fish? 2. How does it look like? 3. Differentiate mammals and fish. 4. Why is dolphin a friendly mammal? 5. What is true about dolphins? When you read, you may see ideas about groups of people, animals, or things. What you read and what you already know helps you to make a general statement about a group. This is called a Generalization A generalization is a broad statement about a group of people or things.It states something they have in common</p>	<p>Answering the following questions: 1. What is the internet? the web? 2. What is the difference between the Web and the Internet? 3. What are the uses or importance of the Internet?  <ul style="list-style-type: none"> <li>■ The internet is composed of interconnected computer networks based globally that transmits data.</li> <li>■ The web is the collection of documents provided by the internet.</li> <li>■ The internet is the computer based-global information system while the web is a collection of information and therefore it is just a part of the internet.</li> <li>■ The Internet makes it possible for people all over the world to communicate with one another effectively and inexpensively any time of the day.</li> <li>■ The Internet access can make information available to others, find information provided by others, or sell products with a minimum overhead cost.</li> <li>■ It is a good source of information for research work.</li> </ul> </p>	<p>1. Answering the motive question 2. Comprehension Check-Up a. Based on the paragraph, what can you say about tamaraw? To which animal is tamaraw always confused with? b. Why is it always compared with the carabao? c. Are you also confused with these two animals? Why? Why not? d. If you are one of the animal lovers, how are you going to maintain the safety of this kind of animals? e. How are you going to show your love and care to these animals? 3. Engagement Activities Posted on each corner are the different activities for the groups. They will choose the corner that they like best. TEAM "SKETCH ME" Draw pictures of carabao and tamaraw.Tell something about your drawing. TEAM RAPPER Create a rap or jingle about taking care of the different wild animals. TEAM "POET" Make a poem about a tamaraw as described in the selection TEAM "WRITER"</p>	<p>1.Comprehension Check Up a. What animals were mentioned in the story? b. How are they being cared for? c. How were the cats compared to the other animals? Name some adjectives used in the paragraph that show comparison. How are they called?  Let"s analyze the adjectives used based on the chart below. In what degree of comparison is most? good? less? best? When do we say that comparison is in the positive, comparative and superlative degrees?</p>

				<p>List down 5-10 ways of taking care of different animals.</p> <p>4. Presentation of the outputs made</p> <p>5. Assessing the pupils' performance or the group output using rubric.</p>	
<p>E. Discussing new concepts and practicing new skills #2</p>	<p>1.What is the denotation of nutrients based on the paragraph? Nutrients are chemical substances present in foods that keep the body healthy, supply materials for growth and repair of tissues, and provide energy for work and physical activities. Denotation refers to the literal meaning of a word, the "dictionary definition"</p> <p>2. What are the connotations can you attached to the word nutrient? (Food, drink, nutrition, nourishment, energy etc) Connotation– refers to the implied or suggestive meaning of the word. refers to the associations that are connected to certain word or the emotional suggestions related to that word. Snake: Denotation: scaly, legless reptile Connotation: dangerous, evil, disloyal person 383 Mother Denotation : female parent Connotation: love and respect, security and warmth The connotation of a word is often either positive or negative What does it mean for a word to have a positive connotation? (To be associated with something good.) What does it mean for a word to have a negative connotation? (To be associated with something bad.)</p>	<p>1. Now, let us read and analyze the following sentences. All dogs are kept as our pets. All dogs have four legs. What is true about all dogs? 2. Some dogs are even kept in the pocket. Some dogs can also be used to locate criminals Some dogs are tamed to tend sheep. Which is true about some dogs? Notice the underlined words. Those words signal or give us clues to recognize generalizations. Other clue words are the ff: – Sometimes – Always – Never – All – Most – Generally – Seldom Examples: – All birds have wings. – Many children eat cereal for breakfast. – Everyone in Laguna goes to the beach for the summer. Some generalizations are valid or true, but some are faulty or invalid. Valid means true ☞ Supported by facts ☞ Agrees with what you know about the topic ☞ Uses logic and reasoning – Proven with several examples Example: All birds have wings.</p>	<p>With your answers to the previous questions, write a paragraph on: The Importance of Communication to Man</p>	<p>1. Why is it said that the tamaraw looks like a carabao? 2. How is it compared to a carabao? 3. What can you say about the horn of the tamaraw compared to carabao? 402 4. Compare the tails of the tamaraw and carabao. 5. What can you say about the tamaraw among its kingdom? The teacher will write the answers of the pupils on the board for further discussion. 1. Tamaraw has a big body. 2. Tamaraw is smaller than a carabao. 3. The tamaraw's horn grows faster than the carabao. 4. The tamaraw's tail is shorter than the carabao. 5. The tamaraw is the wildest animal among its kingdom. ☛ In the first sentence, what is the adjective used? ☛ Is there a comparison made? If there is no comparison made, what degree of adjective is used?Positive Degree ☛ How about in sentence no.2, no.3,no.4, What are the adjectives used? ☛ How many are being compared?</p>	<p>Underline the correct adjective in parenthesis. 1) Jordan has the (little, least, less) number of absences among his classmates. 2) She has saved (much, more, most) money in the bank. 3) My ratings in the card are(good, better, best) now than before. least 4) Yesterday's typhoon was the (bad, worse, worst) I have seen in years. 5) Rosa collected (many, more, most) specimen than you did.</p>

Faulty means false.  
– Not supported by facts  
Watch for key words: none, all,  
always, never, nobody  
Example:  
Everyone goes to the beach in the  
summer.

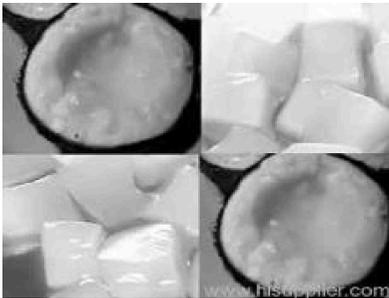
What syllable is added to  
one- syllable regular adjective?  
er-  
What degree of adjective is  
used when comparing two  
persons or things?  
Comparative Degree  
How about in sentence no.  
5? How many are being  
compared?  
What adjective is used in  
comparing two or more  
animals?  
What syllable is added to one-  
syllable regular adjective in  
comparing three or more  
animals? est-  
What degree of comparison is  
used when there are three or  
more nouns being compared?  
Superlative Degree  
Set B.  
1. Ana is beautiful.  
2. Delia is more beautiful than  
Ana.  
3. Krissa is the most beautiful  
among the girls.  
a. What adjective is used to  
describe Ana?  
How many syllables does the  
word beautiful have?  
Is Ana being compared to  
anybody? What degree of  
403  
adjective is used in sentence  
no.1?  
b. Look at sentence no.2, is  
there a comparison made?  
How do we form the  
comparative degree of two or  
more syllable adjectives?  
c. How about in sentence no.3,  
what adjective is used?

				<p>How many are being compared in the sentence?          What words are added to the adjectives with two or more syllables when comparing three or more nouns?          What degree of comparison of adjective is used?          Set C.          Read the following sentences.          1. Maria is pretty.          2 .Maria is prettier than her sister.          3. She is the prettiest woman in their town.          Look at the sentences.          In sentence no.1, what word is used to describe Maria? Is there a comparison made?          How about in sentence no.2, what describing word is used? Is there a comparison made?          How many are being compared?          What degree of comparison is used?          How do we form the comparative degree of two syllable adjectives ending in y?          In sentence no.3, How many are compared?          What words are used to compare three or more nouns?          What form of adjective is used?          How do we form the the superlative degree of two syllable-adjectives ending in-y?</p>	
<p>F.Developing Mastery</p>	<p>1. Guided Practice          A. Which connotation is more positive? Choose the letter of the correct answer.          1. Our trip to the amusement park was _____.          ( a. fine b. wonderful )</p>	<p>A. Guided Practice          Read the paragraph. Then answer the question.          1. All birds have wings. But not all birds can fly. Birds that do not fly are called flightless birds. The</p>	<p>A.Guided Practice          1. For schools with computer and internet access. Group the pupils into three. Assign one topic and gather information through the internet.</p>	<p>A. Guided Practice          1. Write the comparative and the superlative degree of the following adjectives          POSITIVE          COMPARATIVE</p>	<p>comparison of each underlined adjective.          a. Many people enjoy a good game of chess.</p>

	<p>2. _____ people rode on the roller coaster. ( a. Brave b. Foolhardy )</p> <p>3. We saw _____ animals in the animal house. ( a. fascinating b. weird )</p> <p>B. Which connotation is more negative?</p> <p>4. We bought _____ souvenirs at the amusement park. ( a.cheap b. inexpensive)</p> <p>5. I ate a _____ sandwich. (a. soggy b. moist)</p> <p>B.Independent Practice Direction: Analyze carefully the meaning of the following words. Tell whether it is connotation or denotation.</p> <p>1. She has a blurred vision because of her diabetes.</p> <p>2. The school's vision –mission is timely.</p> <p>3. Hannah has a lovely face.</p> <p>4. Be man enough to face the consequence of your action. Read the following sentences. Using a dictionary, give the positive and negative connotation of each underlined word.</p> <p>A. I recognized the familiar smell of my roommate's cooking. negative connotation: positive connotation: B. Scrapple is an inexpensive meal. negative connotation: positive connotation: C. Kevin's interest in model cars has turned into a hobby. negative connotation: positive connotation:</p>	<p>penguin is one example. It uses its wings to swim underwater.</p> <p>Ostriches and emus flap their wings when they want to scare an enemy. Rheas use their wings like rudders when they are running from an enemy. There is even a kind of small parrot that climbs trees and then uses its wings to parachute to the ground.</p> <p>What can you say in general about flightless birds?</p> <p>A. All flightless birds are large. B. Flightless birds have different uses for their wings. C. Flightless birds are fast runners. D. The wings of flightless birds are useless.</p> <p>2. Ants are one of the most widespread insects in the world. Ants are called social insects because they live in colonies made up of other ants. A colony may have a few dozen or several million ants living in it. Ants in a colony are divided into different groups. Worker ants look for food and take care of the young. Soldier ants defend the nest from invaders. The queen ant lays eggs. These are the three main groups in an ant colony. What generalization can you make about ants based upon your reading?</p> <p>A. All ants live in large colonies. B. All ants work to defend the colony.</p> <p>C. All ants in a colony have a job.</p> <p>b. Independent Practice Think-Pair-Square Direction: Group the pupils into three. Give each group activity to</p>	<p>The pupils present their output in artistic way.</p> <p>Group 1 " The Poets" Presents the answer through a poem "The Different Festivals in Batangas"</p> <p>Group 2 "The Writers" Presents the answer through writing "Former Philippine Presidents "</p> <p>Group 3 "The Singers" Different Divisions in Region IV-A CALABARZON</p> <p>2.For schools without computers: Answer the following questions:</p> <p>a. What are the uses of the internet/web? b. What are the advantages and disadvantages of using internet? c. How can the internet help you in your school work?</p> <p>B. Independent Practice The need for the availability of communication prompted the thinkers to come up with a communication system that is the Internet.</p> <p>Answer the following questions.</p> <p>1.How important is communication? 2.How often do we communicate? 3.To whom do we communicate? 4. Is it possible to live a single day without communicating? 5.How does it feel to have someone to talk to all the time?</p>	<p>SUPERLATIVE</p> <p>1.bright 2.long 3.kind 4.smooth 5.hungry</p> <p>2. Ask three pupils of different heights to stand in front of the class.</p> <p>Tell the pupils to think of a word that describes their height using the three forms of adjectives. Create sentences using the words given.</p> <p>B. Independent Practice Use the correct form of adjectives to complete the sentences.</p> <p>a. This is the (delectable)_____meal I have ever tasted. b. Maria's package is (heavy)_____than mine. c. For me, the beef stew is (delicious)_____than the roasted chicken. d. The vegetables were (fresh and crisp)._____</p>	<p>b. Learning how to become a better reader is a challenge.</p> <p>c. The worst players do not concentrate on the game.</p> <p>d. Having a bad dream can be frightening.</p> <p>e. Too much rice is not good for the body</p>
--	---	--	--	--	--

do. Have a group representative to present your answer.

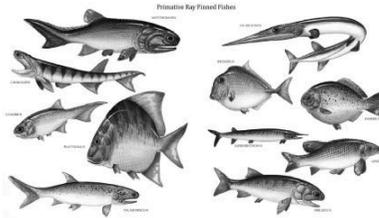
Group 1. Write a valid generalization about products of Batangas.

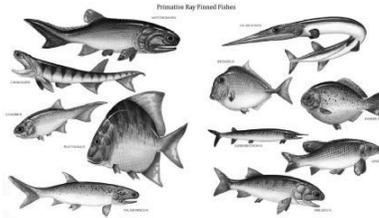


Group 2. Make 5 generalizations about chocolates.



Group 3. Write valid generalizations about fishes



		 <p>Group 3. Write valid generalizations about fishes</p> 			
<p>G.Finding Practical application of concepts and skills in daily living</p>	<p>Read the following sentences. Annette was surprised. Annette was amazed. Annette was astonished. 1. What is the general meaning of each of the three sentences about Annette? 2. Do the words surprised, amazed, and astonished have approximately the same denotation? 3. What additional meanings are suggested by astonish? Would one be more likely to be surprised or astonished at seeing a ghost</p>	<p>About 20% of Americans have allergies. Allergies can range from mildly annoying to deadly. An allergy is an overreaction of a person's immune system to something that is harmless. Many people are allergic to dust, pollen, or mold. Some people are allergic to certain kinds of food, perfume, or medicines. An allergy might cause sneezing, coughing, or a rash. Sometimes, an allergy is so severe, it can lead to death. What generalization can you make about allergies based upon your reading? A. All allergies are deadly. B. Allergies can cause different reactions in different people. D. Everyone has allergies</p>	<p>If you have a computer with an Internet connection, how will you use it for it to last long? 398 If your friend or classmate does not have Internet access and you have one and he/she has an assignment that calls for it, what will you do</p>	<p>Who do you think would be a better mayor of your town or city, a male or a female? In 3-5 sentences, defend your answer using the three degrees of comparison.</p>	<p>DIRECTION: Answer the following questions in complete sentences. 1.Which ,in your opinion , is the best country in Asia? 2. Are there more problems today than there were a generation ago? 3. Name two of your favorite countries. Which one do you like better? Why? 4.Who do you think is the best person in the world? Why? 5. Name two local figures. Who is better? Why?</p>
<p>H.Making generalization and abstraction about the lesson</p>	<p>Denotation: the dictionary and literal meaning of a word Connotation :a feeling or idea that is suggested by a particular word although it need not be a part of the word's meaning, or</p>	<p>Remember: Generalizations make broad statements • Some are valid, others are faulty.</p>	<p>REMEMBER From online resources such as google, yahoo, Encarta and the like , we can gather data or relevant information.</p>	<p>1. What are the three degrees of comparing adjectives? 2. What is the positive degree of comparison? Comparative degree? Superlative degree?</p>	<p>Remember: Irregular adjectives have three degrees of comparison namely positive, comparative</p>

	<p>something suggested by an object or situation</p>	<ul style="list-style-type: none"> <li>• Valid generalizations are supported by facts, examples, and logical thinking. [evidence]</li> <li>• Watch out for words like all or never.</li> </ul>		<p>3. How do we form the comparative and superlative degrees of adjectives Remember: Adjectives have three degrees of comparison the positive, the comparative, and the superlative. The positive is the simplest form of adjective. The comparative degree is used to compare two persons or things. The superlative degree is used to compare three or more persons or things . When using the regular adjectives in comparisons,remember the following: 1. Adjectives with one syllable ,form the comparative and superlative degrees by adding -er and -est respectively. 2. Adjectives with two syllables ending in -y, change -y to-i before adding -er or -est. 3. Adjectives with two or more syllables, form the comparative and superlative degree by using more/less and superlative degree by using most/ least before the adjective.</p>	<p>and superlative. The comparative and superlative degrees are formed by changing some letters or sometimes the entire spelling of a word.</p>
<p>I.Evaluating learning</p>	<p>Read the paragraph below. Replace underlined words from the box that have the same denotation as the underline word but a different connotation. Write your answers on the lines</p> <p>yelling walk scent forced terrible</p>	<p>Read the paragraph then answer the following questions. Animal Life Spans Humans can live to be 80, 90 or even 100 years old. In a few rare cases, they can live even longer. Most animals, however, have far shorter lives than humans. Here are some maximum life spans for small animals. A mouse, a popular pet rodent, lives for about 3 years. If you get one as pet, don't</p>	<p>Direction:Put a check (✓) inside the box if the sentence tells about the uses of the Internet and a cross (x) if not. 1. The Internet has made it possible for people all over world to communicate with one another effectively and inexpensively. 2. We can use the web, Internet to look for the answers to our assignments</p>	<p>A. Describe each pair of objects in the pictures using an adjective. Then, compare them using comparative degree. Example : The bus is a fast vehicle but an airplane is faster than a bus. B. Use the correct form of adjective in the parenthesis. 1. I think Mexican food is (delicious).</p>	<p>Use the correct form of the adjective to complete each sentence. 1. Michelle is a _____ (good) singer. 2. Babies need the _____ (many) attention from their mothers.</p>

	<p>Jj was having a sad and unpleasant _____ day. First he was required _____ to clean his room. Then Jj's stroll _____ with his dad was canceled. That meant that he would not be able to pass by the park's flower gardens with their lovely smell _____. And finally, his cousin was calling out loudly _____. That he was going to drive him to soccer practice</p>	<p>plan on having it until you go away to college. Guppies, the popular pet fish, live longer. They reach 5 years in age. Giant spiders can live a surprisingly long time as long as 20 years. What about large animals? Two of the biggest animals have similar life spans. The maximum life span of an elephant is 77 years. The maximum life span of a blue whale is 80 years. Bears are another large animals that can live for quite a long time. And how about reptiles? Alligators can live for more than 70 years. Turtles can live even longer. Some species of turtle can reach over 100 years in age.</p> <ol style="list-style-type: none"> <li>List one generalization you can find in the passage.</li> <li>List one simple fact you can find in the passage.</li> <li>Is this generalization supported by the facts in the passage? Explain why or why not? Fish live longer than rodents.</li> <li>In this generalization supported by the facts in the passage? Explain why or why not? No animals can live up to 100 years old.</li> <li>Make a generalization that is not too broad based on facts in the passage</li> </ol>	<ol style="list-style-type: none"> <li>The web, Internet is only used by the wealthy people.</li> <li>Media and entertainment companies use the Internet for on-line news and weather services and to broadcast audio and video, including live radio and television programs.</li> <li>Companies use the Internet for selling, buying, distributing products, and providing customer service</li> </ol>	<ol style="list-style-type: none"> <li>For me, Chinese food is (delicious) than Mexican food.</li> <li>Filipino dishes are the (delicious) of all the foods I have tasted.</li> </ol>	<ol style="list-style-type: none"> <li>His condition today is _____ (bad) than yesterday.</li> <li>Roy has _____ (many) marbles than Leo.</li> <li>The weather is _____ (bad).</li> </ol>
<p>J.additional activities for application or remediation</p>	<p>Directions: Read each of the following sentences. Decide from the context whether the speaker is showing positive or negative connotation of the topic. Then circle the best word to put into the sentence.</p> <p>1.“The sooner we move out of this ( home, dump ),” said Jack, “the happier I’ll be.”</p>	<p>Tell if each generalization is valid or faulty.</p> <ol style="list-style-type: none"> <li>All animals migrate every year.</li> <li>Most children like pizza.</li> <li>All boys play sports.</li> <li>It always snows in the winter.</li> <li>Girls can’t catch</li> </ol>	<ol style="list-style-type: none"> <li>Study more about the web, Internet or have clippings about the importance of the web, Internet.</li> <li>(For those with internet access) Research for student-friendly websites and list down some information you may get from them</li> </ol>	<p>Circle of Comparisons (THINK-PAIR-SHARE)</p> <p>Bag book Pen- cil shoes shirt Um-</p>	<p>Read each sentence carefully. Write R if the comparison is right. If it is not, change the underlined adjectives into its right form.</p> <p>_____ 1. Jogging is good for the heart.</p>

	<p>2. This ipad is ( expensive, overpriced ), but I don't mind paying extra because it has so many useful features.</p> <p>3. You're lucky to have Joachim on your committee. He has lots of (original, crazy) ideas.</p> <p>4. Boss Louie and his ( cronies, employees ) have controlled the politics in this city for more than twenty years. I certainly hope the other party wins this year!</p> <p>5. It was a beautiful spring day, and the (stench, scent ) of apple blossoms filled the whole yard</p>			<p>brella</p> <p>Think of as many comparisons as you can between and among the nouns in the circle. Then, draw a line to connect the two nouns everytime you make a comparison. Write the sentences on your paper. Ask a seatmate to compare your work with his or hers.</p>	<p>_____ 2. Smoking is worst than drinking.</p> <p>_____ 3. Gina likes rock climbing better than fishing.</p> <p>_____ 4. September is the good month of the year for bird watching.</p> <p>_____ 5. Your cold seems bad today than it was yesterday</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 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 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 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 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 mastered the lesson despite of limited resources used by the teacher.</p> <p>___ Majority of the pupils finished their work on time.</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 mastered the lesson despite of limited resources used by the teacher.</p> <p>___ Majority of the pupils finished their work on time.</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 mastered the lesson despite of limited resources used by the teacher.</p> <p>___ Majority of the pupils finished their work on time.</p>

			___Some pupils did not finish their work on time due to unnecessary behavior.	___Some pupils did not finish their work on time due to unnecessary behavior.	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			
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 used/discover which I wish to share with other teachers?	<i>Strategies used that work well:</i> <b>___Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. <b>___Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts. <b>___Schema-Building:</b> Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	<i>Strategies used that work well:</i> <b>___Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. <b>___Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts. <b>___Schema-Building:</b> Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	<i>Strategies used that work well:</i> <b>___Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. <b>___Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts. <b>___Schema-Building:</b> Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	<i>Strategies used that work well:</i> <b>___Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. <b>___Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts. <b>___Schema-Building:</b> Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	<i>Strategies used that work well:</i> <b>___Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. <b>___Bridging:Examples:</b> Think-pair-share,quick

	<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>  ___ <i>Explicit Teaching</i>  ___ 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>  ___ Complete IMs  ___ Availability of Materials  ___ Pupils' eagerness to learn  ___ Group member's collaboration/cooperation in doing their tasks  ___ Audio Visual Presentation of the lesson</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>  ___ <i>Explicit Teaching</i>  ___ 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>  ___ Complete IMs  ___ Availability of Materials  ___ Pupils' eagerness to learn  ___ Group member's collaboration/cooperation in doing their tasks  ___ Audio Visual Presentation of the lesson</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>  ___ <i>Explicit Teaching</i>  ___ 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>  ___ Complete IMs  ___ Availability of Materials  ___ Pupils' eagerness to learn  ___ Group member's collaboration/cooperation in doing their tasks  ___ Audio Visual Presentation of the lesson</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>  ___ <i>Explicit Teaching</i>  ___ 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>  ___ Complete IMs  ___ Availability of Materials  ___ Pupils' eagerness to learn  ___ Group member's collaboration/cooperation in doing their tasks  ___ Audio Visual Presentation of the lesson</p>	<p>-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>  ___ <i>Explicit Teaching</i>  ___ Group collaboration  ___ Gamification/Learning through play  ___ Answering preliminary activities/exercises  ___ Carousel  ___ Diads  ___ Differentiated Instruction  ___ Role Playing/Drama</p>
--	---	---	---	---	---

					<input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <b>Why?</b> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks <input type="checkbox"/> Audio Visual Presentation of the lesson
--	--	--	--	--	---