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 9 - 13, 2024 (WEEK 7)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Listening	Oral Language and Vocabulary development	Reading Comprehension	Grammar/Language	Writing Composition
B.Performance Standards					
C.Learning Competencies/Objectives	A. Distinguish reality from fantasy based on the story listened to EN5LC-IIIg-3.17 B. Admire the kindness of the main character in the story	A. Recount/ Retell events effectively in the story listened to B. Infer the meaning of unfamiliar words based on the given context	A. Analyze figures of speech (simile and metaphor) in a given text B. Identify the sentences that use simile or metaphor C. Use figurative language(simile or metaphor) to describe people and events D. Read words with automaticity grade level frequently occurring content area words (Health)	A.Read words with automaticity grade level frequently occurring content area words B. Compose clear and coherent sentences using appropriate conjunctions (additional information, expressing choices and contrasting ideas	Revise writing through recounting of events using transition/signal words
II.CONTENT					
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CGp.78	CG p.78	CG p.78	CG p.78	CG p.78
2.Learners's Materials pages					
3.Textbook pages	English Expressways p.			English expressways language	
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	Pictures, charts, real objects	chart	Chart ,pictures	Charts	
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Unlocking of Difficulties Before listening to the story, we need to know the meaning of some difficult words used in the text to understand it better. Give the meaning of the underlined words using context clues.	Look- In to the Past Ask one pupil to recount/retell the events from the story they listened the previous day .Follow these patterns.	Say: Let's recite! (Write the poem on the chart) Read the one-stanza poem with proper phrasing and intonation. Each liitle flower that opens Each little bird that sings	"Read Aloud". Read words/phrases presented .Combine two related ideas using and or but.	Let's sing! The teacher presents jumbled words taken from the lyrics of a popular song. The pupils will arrange these words to

	A. Her beauty and intelligence has no peer which made her unparalleled among the girls out there. B. Others said that his position was abused when he mishandled the money of the group. C. The situation dwindled the supply of food that lessened the chance of proper nutrition among children		DAY 3 Reading Comprehension He made their glowing colors He made their tiny wings.		form the correct lyrics and sing it in the class.
B.Establishing a purpose for the lesson	Who among you have heard stories about fairies or engkantadas? What can you say about them? How do they look like?	Discussion of the group outputs Group 1: Discuss their written output 1. Which of the events show reality? 2. Which of the events show fantasy? Group 2:" Act it out " Which part of the story did you act out? DAY 2 Oral Language and Vocabulary Development Do those really happen in real life? Group 3: Presents their drawing Which events in the story are impossible to happen?	Who among you are fond of reading a poem? What poem do you love to read? Do you understand the meaning of the poem or what the author wants to convey? Why? Why not? the poem that you are about to read, find out what idea the poet tries to convey.	For today we are going to study about the connectors.	Say: Let us recall important events from the story of "Maria Makiling". Make a list of all responses the pupils will give
C.Presenting Examples/ instances of the new lesson	Children, the story that you're about to listen is about Maria Makiling who is is very kind to people but at the end, she got very angry with them. Do you know the reason why? What do you want to know from the story that you are about to hear?	Read the following sentences. Note how the two underlined words are used. a. Their harvests dwindled which also decreased the supply of food to the people. b. In disguise, Maria walked among the people in town. She concealed her identity. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Unlocking of Difficulties Choose the meaning of the underlined word in the sentence. a. The success of a child is a delight of every parent. (satisfaction failure brightness) b. In a hotel, the entrance is usually the place where the bower stands. One that raises hands when someone enters the door	Do you have best friends/What do you usually do?	

			A man who carries the luggage of the guests A person who bends head to show respect c. She holds a duster at all times. A piece of cloth covering the table. Something that removes dirt particles Dress worn by mother		
D.Discussing new concepts and practicing new skills #1	Read the story to the pupils	a. Look at the underlined word in the first sentence. What other word in the sentence means the same as dwindled? What do you mean by dwindled as used in that sentence? b. Study the underlined word in the second sentence? What word in the sentence suggest the meaning of disguise? c. What enables you to give the meaning of each? dwindled - decreased What made you decide that this is the meaning of dwindled? … the word disguise? What gives you the clue? Let the pupils read the words and the meanings. dwindled - decreased disguise- concealed	Let the pupils read aloud the part of the poem with the teacher's guidance. Make sure the pupils read with proper phrasing and intonation	Pupils read the story with the guidance of the teacher	a. Maria Makiling had no peer in beauty and goodness. b. She would always give food, drinks, and fruits to the people which they bring back to town. c. People were surprised when the things given by Maria turned into gold. d. The people abused Maria's kindness. e. Maria was not seen anymore. f. The harvest of people dwindled. g. Heavy storm destroyed countryside which seemed that Maria made revenge to the people. Have the pupils read the sentences
E. Discussing new concepts and practicing new skills #2	1. Answering the Motive Question: 2. Comprehension Check –Up a. Who is the main character in the story? b. How are you going to describe her? c. How did she show her kindness and charity to the people?	Read these short paragraphs. Box the word that gives the meaning of the underlined part	Answer the following questions What is the poem all about? What is the message of the poem? Can the moon be compared to the flower as what the poet write?	1. What is the story all about? 2. What can you say about the characters in the story? 3. What do Andrew, Allih and their friends enjoy doing at the sea?	Ask: Which of these events in the story of Maria happened first? second?etc?

	d. Why did she get angry with the people? e. Do you think that woman called Maria Makiling really existed in the old days? f. Do you believe in “engkantadas”? Do you think engkantadas still exist today? g. Do stories like this happen in real life? Can you identify parts of the story that are possible to happen? What are they?		What word/s signal/s the meaning of each line?	4. What do Andrew and Allih and their friends usually do on weekends? 5. What good value did they show? 6. How did they spend their time? 7. How is your relationship with your friends? Do you like them? Why do you say so?	
F.Developing Mastery	An event that actually happens in life is reality. An event that is impossible to happen is fantasy. It is not real	Look for the meaning of the unfamiliar words in the sentence. Write it on your paper. a. Winnie aggravates and annoys everyone. b. Fredo is so absent minded that he forgets where things are. c. The twins work steadily without stopping until they finish. d. Manufacturing cars is a profitable business. Some men said that building cars and engines is a challenging work as well. e. If you swap or exchange your stamps, you’ll earn more	1. The teacher reads the underlined words again and says that the underlined sets of words are examples of figures of speech. 2. Study the lines from the first poem. a. How did the poem describe the moon? Like a flower in heaven’s high bower. b. What two things are compared in the poem? c. In what thing the poem is compared? d. In what way the moon is like a flower? e. Explain that poets use figurative language to create sensory images. f. Tell the class that the first underlined set of words in the poem is called simile. It compares two unlike objects with the use of like or as.	1. Andrew and Allih are good neighbors and they have become the best of friends. 2. Andrew loves fishing but Allih finds it boring. 3.They went home after the dark or they waited for the beautiful sunset. Ask: What two ideas are connected in the first sentence? What word is used to connect one idea to another? What can you say about the ideas presented in the first sentence? Are the ideas related? Look at the second sentence, what two ideas are connected? What word is used to connect two ideas? What can you say about the ideas presented? Are they related or contrasting? How about in sentence 3, what are the ideas being connected? What word is used to connect the ideas? What does it express?	

				Say: Tell the pupils that the words and, but, and or are conjunctions. They are correlating conjunctions. They are used to show additional information, contrasting ideas and expressing choices	
G.Finding Parctical application of concepts and skills in daily living	Choose the corner /activity that interest you most and work on it. GROUP I: ” Write Me” Select / Write the part of the story that shows fantasy/reality. GROUP 2: ”Act It Out” Dramatize the best part of the story that may happen in real life. GROUP 3: “Sketch Me” Draw the part of the story that is impossible to happen		Read another set of lines from some poems a. A train is a dragon that roars through the dark. He wriggles his tail as he sends up a spark. b. Who tossed those golden coins The dandelions glittering on my lawn?	1. Use appropriate conjunctions to complete the sentences. a. Guava is green (but, and, or) sweet. b. The keyboard (and, but, or) monitor are parts of the computer. c. The big mango tree was cut (and , but, or) uprooted. d. Many were invited (and, but, or) few came. e. Our backyard has wide (and, but, or) a good soil.	The following sentences show the daily activities of the pupils during flag ceremony. Rewrite it in paragraph form showing the proper sequence. ____Pupils pray regularly. ____Pupils enter the room quietly. ____Pupils sing the national anthem respectfully. ____The bell rings loudly. ____Pupils fall in line properly
H.Making generalization and abstraction about the lesson	What is a reality? / Fantasy?	How can we get the meaning of unfamiliar words?	Teaching Chart Figurative language describes things in many ways and it goes beyond what words actually mean. These are oftentimes used by poets to suggest meanings. a. Simile is stated comparison of two unlike objects that have something in common. It uses the words like and as in comparing. b. Metaphor makes a direct comparison of two unlike things that have something in common. It does not use the word like/as	Conjunctions are joining words. They link words, phrases, clauses, and sentences together. And expresses addition, but shows contrasting ideas, and or tells choices.	The sequence of events in a story is the order in which things happen. Signal words like first, next, then, after, before, and finally are used to show the order of events
I.Evaluating learning	Identify if the following is reality or fantasy.	Use context clues to complete the thought of the succeeding sentences. Choose from the words in the parenthesis.	Read the following sentences. Identify the figurative language used, write S if the	Combine each pair of sentences to form new one using and, but ,or. a. The family needed food.	Arrange the given sentences to form a good story. Use numbers 1-5.

		a. The lady announced that Jose won the grand prize. He became _____ for a while and wouldn't say a word. (noisy, speechless, disturbed) b. Don't throw old tires, some people try to _____ them and earn a lot from them. (reduce, recycle, return) c. In the Sinai Desert, there is a mountain with very fine grains of sand. They say that when the sand slides, it produces a _____ sound that is very nice to hear. (musical, mechanical, comical)	sentence is simile and M if it is metaphor. 1. The beast was as black as the darkest of the night. 2. He was fierce like a tiger in the jungle. 3. The king ruled his country with an iron fist. 4. The robbers are a bunch of wild beasts. 5. They were all just as yellow and brown as little tigers.	The family needed other supplies. b. Hamed's mother wanted to go. She did not feel well. c. Hamed took care of his mother. He looked after the lighthouse. d. Hamed's father was lost. He perished in the sea. e. Hamed waited his father. Hamed's mother waited for Hamed's father.	Write this in paragraph form. _____ After that, go to your parents' room. _____ First, wake up early. _____Then, fry some bacon and egg. _____Next, go to the kitchen. _____After a few minutes, sing a Happy Birthday song
J.additional activities for application or remediation	Write 5 examples of reality and fantasy	Read the paragraph below. Choose the meaning of the underlined words in the story using context clue. Having an after school job can be a useful and worthwhile thing to do. Would you say you are dependable? That is, can people count on you? Will you appear when you show up or will you forget? Can you finish a task or job or do you get bored and leave it? Do you have a feeling of accomplishment when you do something weird? Does that make you feel good? If so, then you are absolutely a good person for a job. That is for sure.	Complete each sentence in Group A with the correct figurative language in Group B.	To each simple sentence add another related idea. Be guided by the given conjunction. 1. It may be fun to go out with friends but_____. 2. I would rather stay home and_____. 3. I could clean my room or _____. 4. I can wash the curtains but_____. 5. You may go for a walk in the farm barefooted but_____.	Write a well-organized paragraph using the details below.Use transitional/signal words to show the proper sequence. ____The farmer goes home tired but hopeful that someday he will finally reap with joy. ____ The farmer has diligently brings water to his rice field. ____ He has to wake up early to visit his fields. ____ He enjoys his harvest when it is plenty. ____ He patiently picks up snails that pester his rice plants
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 enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.
C.Did the remedial 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**: **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	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration

	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	___ 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	___ 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	___ 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	___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
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	__ local poetical composition	__ local poetical composition	__ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__ Recycling of plastics to be used as Instructional Materials __ local poetical composition