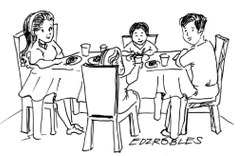
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	ENGLISH
	Teaching Dates and Time:	OCTOBER 23 – 27, 2023 (WEEK 9)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Listening	Oral Language	Reading Comprehension	Grammar/Language	Vocabulary development
B.Performance Standards					
C.Learning Competencies/Objectives	A. Recount events effectively B. Read grade level text with 118 words correct per minute	A. Clarify meaning of words using dictionaries B. Browse and read more stories/ paragraphs	A. Clarify meaning of words using thesaurus B. Browse and read more stories/ paragraphs	A. Compose clear and coherent sentences using appropriate grammatical structures :conjunctions (because, if, although, so that, unless) B. Observe politeness at all times C. Show tactfulness when communicating with others	A. Compose clear and coherent sentences using appropriate grammatical structures :conjunctions (before, after, when, where, so) B. Observe politeness at all times C. Show tactfulness when communicating with others
II.CONTENT					
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages					
2.Learners's Materials pages					
3.Textbook pages	English for All Times, Reading, p. 48	Fun in English p.73	Expressways Lang.p. 37	Expressways Reading p.133	English for All Times, Reading, p. 48
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	pictures, copy of stories/ paragraphs, graphic organizer, flower organizer, inverted pyramid, flashcards	pictures, copy of stories/ paragraphs, graphic organizer, flower organizer,	pictures, copy of stories/ paragraphs, graphic organizer, flower organizer,	pictures, copy of stories/ paragraphs, graphic organizer, flower organizer,	pictures, copy of stories/ paragraphs, graphic organizer, flower organizer,
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Preliminary Activities 1. Unlocking of Difficulties (Using pictures, context clue and demonstration)	Checking of Assignment	Checking of Assignment	Checking of Assignment	
B.Establishing a purpose for the lesson	Show a picture of Magellan and Lapulapu.	For today we are going to study how to find difficult words using dictionary		For today we are going to study about conjunctions	

	Who looks more impressive to you ? Why ?				
C.Presenting Examples/ instances of the new lesson	What significant event in Magellan's life is related to our history ?		What is the job of the people living near the oceans?	Who among you is always absent? What did you do when you were absent from class?	
D.Discussing new concepts and practicing new skills #1	1. Model reading of the story 2. Popcorn reading of the story	Read the following sentences. a. Magellan wanted all the people including Humabon to pay tribute to his king. b. He sent his men to burn the village called Bulaia. c. Lapu-Lapu called all his men armed with spears , lances and arrows. d. Lapu-Lapu chose a tricky site of the sea which was filled with coral e. reefs. f. Magellan was wounded until he fell and died in the shallows	Presentation of a Story	Introduction/ Presentation of Excuse Letter Here is a sample of an excuse letter. Observe the parts of a letter and answer the questions below.	Introduction/ Presentation of Sentences Let's do the chores one last time before we leave. After the service, Alex was unusually silent. As always, he had been there when she needed him. We reach the point where the technology does everything we need to do. I know you're tired so I will let you rest
E. Discussing new concepts and practicing new skills #2	Answering the motive question 4. Comprehension Checkup When did the story happen ? What did Magellan and his men bring with them ? How did they want the Filipino to welcome them ? What made Magellan burn the village ? How did Lapu-lapu react about Magellan's burning of the village ? Who lost in the battle ? Let the pupils read the text with 118 words correct per minute	What are the underlined words in the sentence ? What do you mean by these words ? How can you give their meanings ?	Read the following sentences. 1. He could hardly heave into the boat. 2. Something yellow glistened in the afternoon sun. 3. He did not notice the water slowly seeping into his boat. 4. All he could see was the brilliant gold color of the chains. 5. The water had rushed into his boat	Who was absent from class ? Why was Kent absent ? Did he write good excuse letter ? Why do you say so ? What trait did he show in writing a letter ?	What are the underlined words ? What is the independent clause in the sentences? dependent clause? How can you complete it's meaning ? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
F.Developing Mastery	Recount events about Magellan using graphic organizer	Say : Read the underlined words. We can clarify their meanings through the use of dictionaries. Words Meaning	What are the underlined words in the sentence? What do you mean by each word? What are their opposites? How can you give their synonyms and antonyms?	Study the following sentences taken from an excuse letter. Answer the questions below.	Since such a clause depends on an independent clause for it's meaning, it is a dependent clause. It is introduced by a different

		tribute to honor someone with words or an award village small community or group of houses in a rural area spears a weapon consisting of a long shaft with a sharply pointed end coral reefs a ridge of rock in the sea formed by the growth and deposit of coral shallows an area of the sea, a lake, or a river where the water is not very deep		Kent was absent from class because his mother has a fever. DAY 4 Grammar I will come to school if my father will arrive home early. What are the underlined words? What is the independent clause in the sentences? Can it stand alone? How about dependent clause? Does it express a complete meaning? How can you complete it's meaning ? Say : Since such a clause depends on an independent clause for it's meaning, it is a dependent clause. It is introduced by a different set of conjunctions like because and if.	set of conjunctions like before, after, when, where and so.
G.Finding Parctical application of concepts and skills in daily living	Recount events in the story of Carlos P. Romulo using a story pyramid by writing the words called for, on the lines after each number	With a good dictionary you can look up the meaning of an English word you see or hear.	Read the story. Write the synonyms/ antonyms of the underlined words by filling up the table below	Go around the classroom. Ask three of your classmates tocomplete the statements below. 1. I love reading because _____. 2. We can learn anything fast if _____. 3. I play the guitar although _____. 4. We study hard so that _____. 5. I will not go camping unless _____.	Compose coherent sentences by adding an appropriate dependent clause to the given conjunctions. 1. It was a warm and bright day when _____. 2. Find a pool where _____. 3. Kindly finish your work before _____. 4. Melissa studied hard so _____. 5. All four of them went outside to play ball after _____.

H.Making generalization and abstraction about the lesson	Tips to help you recount events effectively : 1. Look at the storyteller 2. Take down notes especially : a. name words- persons, places, things b. action words and words of feeling c. dates d. direct statements or quotations e. sequence of events f. unfamiliar words 3. Consider carefully the parts of the story emphasized by the storyteller. 4. Write down questions before and after the story was read.Be open-minded and in the right mental set.	Have a contest in getting the meaning of words (teacher may give as many words) using a dictionary. The first group that can post the meaning on the board gets a point. The group with the most number of points wins	A thesaurus is a reference book that enriches one's vocabulary. It contains synonyms and antonyms of words which are listed alphabetically.	When we use because, we are focusing on the reason: Conjunction if is used with will/ can + base verb for a probable future result. Although is used to introduce a subordinate clause in which you mention something that contrasts with what you are saying in the main clause. So that and in order that are used to talk about purpose. Unless expresses a condition.It is used to say that a particular action or situation will occur only if another specified action happens earlier	We use before and after to talk about the order of events in the past or future. We can use when to introduce a single completed event that takes place in the middle of a longer activity or event. All of the uses of where have to do with a place, location, or situation. So is used to show the reason for something.
I.Evaluating learning	Recount events in the story using a flower organizer	Read the story/ paragraphs. Fill up the table below. It was stormy day. Erwin didn't go to school because it was signal Number 2. He felt very happy because he likes to play in the rain. Before his mother left for the office, she told Erwin to read his books and review for the periodic test, besides warning him not to go out in the rain. Soon, the streets get flooded. Erwin saw his neighborhood playmates happily wading in the flooded streets. "Come, Erwin! Come and join us," called his playmates. Erwin got tempted, took off his t-shirt and joined the group. They waded in the flood and bathe in the rain. Erwin felt cold and started having running nose. He returned to the house	Do the following : 1. Divide the class into five groups. Ask each group to look for a story in their book. 2. Choose 10 difficult words and write their synonyms and antonyms using thesaurus. 3. Have a group presentation after a 10-minute activity	Form complex sentences using conjunctions because, if, although, so that, unless. 1. I enjoyed very much my first visit to the zoo. 2. My summer vacation was unforgettable. 3. My first school days were quite a mixture of feelings. 4. I will never forget my birthday celebration. 5. I love playing computer games	Choose one from the picture below and compose 2-3 sentences using conjunctions before, after, when, where and so 

		because his mother would come home for lunch. Erwin changed his clothes and went to bed. His mother called him for lunch but he didn't go out of his room			
J.additional activities for application or remediation	Recount events in the story using a graphic organizer . The Ant and the Grasshopper	Read more stories and write at least 5 words you do not understand. Find the meaning of those words in the dictionary	Read more stories and write at least 5 words you do not understand. Find their synonyms and antonyms using thesaurus.	Based on the picture, compose a five-sentence paragraph using conjunctions because, if, although, so that, unless.	Write a five- sentence paragraph about your most unforgettable experience this summer using conjunctions before, after, when, where and so.
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 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 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 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 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

	___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 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 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 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.	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.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.	*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 ***Why?*** ___ Complete IMs ___ Availability of Materials	**___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 ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn	**___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 ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn	**___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 ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's	**___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 ***Why?***

	___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson