



**GRADES 1 to 12
DAILY LESSON LOG**

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|---------------------------------|--|-----------------------|-----------------|-------------------------------|
| School: | | Grade Level: | V | |
| Teacher: | | Learning Area: | ENGLISH | |
| Teaching Dates and Time: | NOVEMBER 21 - 25, 2022 (WEEK 3) | | Quarter: | 2ND QUARTER |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--------|---|---|---|--------|
| I. OBJECTIVES | | | | | |
| A .Content Standards | | | | | |
| B .Performance Standards | | | | | |
| C. Learning Competencies/ Objectives Write the LC code for each | | LC:Identify informational text – types RC: Distinguish text – types according to purpose OL:Ask questions to check understanding of information presented A: Show tactfulness when communicating with others EN5LC-IIc-3.19, EN5RC-IIc-3.2.1,EN5OL – IIc-1.3.1, EN5A-IIc-17 CG.Page 68 of 164 | V:Identify different meanings of content specific words (denotation and connotation) A: Show tactfulness when communicating with others EN5V-IIc20.1.1, EN5V-IIc-20.2.1, EN5A-IIc-17 CG.Page 68 of 164 | SS: Gather relevant information from the glossary F: Read with automaticity grade level frequently occurring content area words EN5SS-IIc-1.4, EN5F-IIc-1.8.1 CG.Page 68 of 164 | |
| II. CONTENT | | Informational Text – Types | Informational Text – Types | Glossaries | |
| III. LEARNING RESOURCES | | | | | |
| A.References | | | | | |
| 1. Teacher’s Guide pages | | TG/Week 3 | TG/Week 3 | TG/Week 3 | |
| 2. Learner’s Materials pages | | LM/Week 3 | LM/Week 3 | LM/Week 3 | |
| 3. Textbook pages | | | | | |
| 4.Additional Materials from Learning Resource (LR) portal | | | | | |
| B. Other Learning Resources | | Puzzle, Paragraphs, Diagram | Pictures,Story, dictionary | Picture, cartolina | |
| IV. PROCEDURES | | | | | |
| A. Reviewing previous lesson or presenting the new lesson | | Review the cause and effect relationship | Review the types of informational texts | What is connotation and denotation? | |
| B. Establishing a purpose for the lesson | | Pupils will arrange the given puzzle to get the two exact words. | Have you seen a frog? What are the characteristics of a frog? Size? Color? | What are the different parts of a book? | |

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| | | | What is its contribution to our environment? | Tell something about each part of the book. | |
| C. Presenting examples / instances of the new lesson | | Our lesson for today is about informational text and its types. Informational text are text that provide factual information to readers. Types: | Our lesson is about identifying the meaning of content specific words through denotation and connotation | Today we are going to learn about the glossary. It is a dictionary found in some books. It is located at the back and it is where the difficult and unusual words used in the book are listed alphabetically. It gives the meanings of those words as used in the selections. | |
| D. Discussing new concepts and practicing new skills #1 | | Description- Sensory and descriptive details that help the reader visualize information. Ask yourself: what specific person, place, thing, or idea is being described. Description shares the who, what, when, where, why or how of a topic/subject. Clue words are such as, for instance, in addition, also, specifically | Let me define first denotation and connotation. Denotation is generally defined as literal or dictionary meanings of a word in <u>contrast</u> to its connotative or associated meanings. Connotation refers to a meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Let us study the glossary Glossary Adolescent – a boy or a girl between the ages of 12-18 when there is a great physical change in the body. Aeration – the spraying of water into the air to remove unpleasant odors and tastes Using the glossary above, fill in the blanks with the word that has the correct meaning. 1.A mixture of several gases _____ 2.A flying machine with the wings and motor _____ | |
| E. Discussing new concepts and practicing new skills #2 | | Pupils will listen to the paragraph below and answer the questions orally. | The teacher will read a story to the pupils. <i>The Boys and the Frogs</i> He needs to identify the connotative meanings of the words in the leaves in order to save other frogs. Do you want to help the frog in saving other lives? | Ask: How are words arranged in the glossary? (in alphabetical order) What words are found in the glossary? (the difficult and unusual words used in the book) What information does a glossary provide? (it gives the meanings of words as used in the selections) | |

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| | | | You need to answer the problems below. | | |
| F. Developing Mastery (Leads to Formative Assessment) | | Pupils will read the paragraph and identify the type of text used | Below are groups of words which are often used to describe people. What are the connotations of the words? Underline your answer. 1. Childlike - Youthful, Childish, Young Disabled, - Crippled, Handicapped, Retarded | Read the glossary Fill in the blanks with the correct answer. | |
| G. Finding practical application of concepts and skills in daily living | | Arrange the jumbled letters to get the exact word. Answer it orally. | Match the words in Column A with the denotation meaning in Column B. (Using your dictionary) | Read the glossary Fill the blanks with the correct words. | |
| H. Making generalizations and abstractions about the lesson | | Remember: Informational text are text that provide factual information to readers. Types: | Remember: Denotation is generally defined as literal or dictionary meanings of a word in <u>contrast</u> to its connotative or associated meanings. Connotation refers to a meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations. | Remember: The glossary is a special dictionary. It is at the back and it is where difficult and unusual words used in the book are located. It gives the meaning of words as used in the selections. | |
| I. Evaluating learning | | Listen to the ff. And tell the types of informational text being used. | A. Identify the connotation of the given words. B. Identify the denotation of the given words. | Study this partial list from a glossary. Answer the questions below. 1. How many syllables does the word mahogany have? A. 1 B. 2 C. 3 D. 4 | |
| J. Additional activities for application or remediation | | Identify the types of informational texts used in the ff. sentences | Write of 3 each examples of connotation and denotation | Copy Example of glossary from the books. | |

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| V. REMARKS | | | | | |
| VI. REFLECTION | | | | | |
| A. No. of learners who earned 80% on this formative assessment | | _____ | _____ | _____ | _____ |
| B. No. of learners who require additional activities for remediation | | | | | |
| C. Did the remedial lessons work? No. of learners who have caught up the lesson | | _____ | _____ | _____ | _____ |
| D. No. of learners who continue to require remediation | | | | | |
| E. Which of my teaching strategies worked well? Why did these work? | | _____ | _____ | _____ | _____ |
| F. What difficulties did I encounter which my principal or supervisor help me solve? | | | | | |
| G. What innovation or localized materials did I used/discover which I wish to share with other teacher? | | | | | |