

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	<i>Credits to the Writer of this DLL</i>	Learning Area:	ENGLISH
	Teaching Dates and Time:	(WEEK 4)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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OBJECTIVES					
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A. Content Standards

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| <ul style="list-style-type: none"> - Demonstrates understanding of various linguistics nodes to comprehend various texts -- Demonstrates understanding that English language is stress timed to support comprehension - Demonstrates understanding of verbal and non-verbal elements of communication to respond back | <ul style="list-style-type: none"> - Demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context - Demonstrates understanding of various non-verbal elements in orally communicating information | <ul style="list-style-type: none"> - Demonstrates command of the conventions of standard English grammar and the usage when writing or speaking | <ul style="list-style-type: none"> - Demonstrates understanding of writing styles to comprehend the author's message - Demonstrates understanding of different formats to write for a variety of audiences and purposes - Demonstrates understanding of verbal and non-verbal elements of communication to respond back | <ul style="list-style-type: none"> - Demonstrates understanding of the various forms and conventions of print, non-print, and digital materials - Demonstrates understanding of verbal and non-verbal elements of communication to respond back |
|--|--|--|--|---|

B. Performance Standards

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|--|--|---|--|--|
| <ul style="list-style-type: none"> - Analyzes text types to effectively understand information/ messages - Reads with sufficient accuracy and fluency to support comprehension - Uses a variety of strategies to provide appropriate feedback | <ul style="list-style-type: none"> - Uses strategies to decode correctly the meaning of words in isolation and in context - Orally communicates information, opinions, and effectively to different audiences using a variety of literary activities | <ul style="list-style-type: none"> - Uses the correct function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in various discourse (oral and written) | <ul style="list-style-type: none"> - Uses diction (choice of words) to accurately analyze author's tone, mood, and point of view - Draft texts using appropriate text types for a variety of audiences and purposes -- Uses paralanguage and non-verbal cues to respond appropriately | <ul style="list-style-type: none"> -Evaluates effectively the message constructed and conveyed in various viewing texts - Uses a variety of strategies to provide appropriate feedback |
|--|--|---|--|--|

C. Learning Competencies/ Objectives (with LC Code for each)

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|---|--|--|---|---|
| <ol style="list-style-type: none"> 1. Restate sentences heard in one's own words – EN5LC-IVd-3.11 2. Read grade level text with 128 words correct per minute – EN5F-IVd-1.13 3. Show tactfulness when communicating with others – EN5A-IVd-17 | <ol style="list-style-type: none"> 1. Identify different meanings of content specific words (denotation and connotation) (Health) – EN5V-IVd-20.1, EN5V-IV D-20.2 2. Use appropriate body movements/gestures - EN5OL-IVd-2.6.2 | <ol style="list-style-type: none"> 1. Use compound sentences to show problem solution relationship of ideas – EN5G-IVd-1.8.2 <ul style="list-style-type: none"> - Write compound sentences | <ol style="list-style-type: none"> 1. Distinguish text – types according to features (structural and language) – Time-order (sequence, recounts, process) – EN5RC-IVc-3.2.9 2. Compose a three-paragraph descriptive | <ol style="list-style-type: none"> 1. Analyze how visual and multimedia elements contribute to the meaning of a text – EN5VC-IVd-1.7.1 2. Observe politeness at all times – EN5A-IVd-16 |
|---|--|--|---|---|

II. CONTENT	- Restating sentences heard in one's own words - Reading grade level text with 128 words correct per minute - Showing tactfulness when communicating with others	- Identifying different meaning of content specific words (denotation and connotation) (Health) - Using appropriate body movements/ gestures	- Using compound sentences to show problem solution relationship of ideas	essay on self-selected topic – EN5WC-IVd-2.2.8 3. Show tactfulness when communicating with others. - EN5A-IVa-17 - Distinguishing text-types according to features (structural and language) – Time order - Composing a three-paragraph descriptive essay on self-selected topic - Showing tactfulness when communicating with others	-- Analyzing how visual and multimedia elements contribute to the meaning of a text - Observing politeness at all times
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Downloaded TG 4 th Quarter Week 4	Downloaded TG 4 th Quarter Week 4	Downloaded TG 4 th Quarter Week 4	Downloaded TG 4 th Quarter Week 4	Downloaded TG 4 th Quarter Week 4
2. Learner's Material pages	Downloaded LM 4 th Quarter Week 4	Downloaded LM 4 th Quarter Week 4	Downloaded LM 4 th Quarter Week 4	Downloaded LM 4 th Quarter Week 4	Downloaded LM 4 th Quarter Week 4
3. Textbook pages	K to 12 Curriculum Guide English 5 Misosa pp.10-11 http://www.inspirationalstories.eu/stories/short-stories/short-moral-stories-for-kids/	K to 12 Curriculum Guide English 5 Dictionary https://www.youtube.com/watch?v=nfoDJ769R7I http://grammar.about.com/od/words/a/Denotation-And-Connotation-Exercise_2.htm	K to 12 Curriculum Guide English 5 Misosa 5 #14 pp.5 Worksheet from internet English Expressway Language pp.29 http://grammar.yourdictionary.com/parts-of-speech/conjunctions/coordinating-conjunctions.html#shAmvXSG2zM9u60T.99 file:///E:/compound_sentences_upper_elementary_grade_worksheet.pdf	K to 12 Curriculum Guide English 5 English Expressway Reading 5 pp. 96-97 http://www.elementary.ph/arranging-set-events-logical-order-make-story	K to 12 Curriculum Guide English 5 https://www.youtube.com/watch?v=2iOIM9XdOYohtp://learningarea4a.blogspot.com/2010/07/multimedia-elements-lesson-24.html https://www.google.com.ph/search?q=types+of+multimedia+elements&source=lnms&tbm=isch&sa=X&ved=0ahUKEwizocTsn_LMAhWLFJQK
4. Additional Materials from Learning Resources (LR)portal					
B. Other Learning Resources	Pictures, charts	Pictures, charts	Charts, pictures,	Charts, pictures,	Charts, pictures
IV. PROCEDURES A. Reviewing previous lesson or presenting the new lesson		How will you restate what you heard?	What is denotation? What is connotation?	What is a compound sentence?	How do we arrange events that happened in a story?

B. Establishing a purpose for the lesson

**A. Setting the Stage
Think and Tell**

Conduct a message relay. Use the tongue twister below
*I scream, you scream,
we all scream
for ice cream*



C. Presenting examples/ instances of the new lesson

**B. Explaining the Pupils What to Do
Find and Learn**

1. Vocabulary development
Find the meaning of the words in column A from column B

2. Present the short selection and read it to the class.

The Crow and the Pitcher

3. Comprehension Check up
1. How did the crow feel that day?
 2. What did the crow see?
 3. Why did the crow drink the water from the pitcher
 4. How did the crow make the water come to the brim?
 5. What did the crow do when the water in the pitcher came up?

(Pls. refer to TG/LM)

**A. Setting the Stage
Think and Tell**
Show pictures of a thin and fat girl



Describe the girl in the first picture/second picture
Ex. The girl is fat
The girl is chubby.
The girl is skinny.
The girl is scrawny.
Which of the words fat and chubby gives a positive connotation? Negative connotation?
Which of the words skinny and scrawny gives positive connotation? Negative connotation?

B. Explaining the Pupils What to Do

Have the pupils watch a video clip about positive and negative connotation
<https://www.youtube.com/watch?v=nfoDJ769R7I>

What is a positive connotation? Negative connotation

**A. Setting the Stage
Think and Tell**
Give a sentence from the pictures. Combine your sentences into one sentence



B. Explaining the Pupils What to Do
Present the following sentences and have the pupils notice the difference between the simple and compound sentence .

(Pls. see TG/LM)

**A. Setting the Stage
Think and Tell**
Look at the picture, what can you say about the development of the baby?
Are they in a chronological order



B. Explaining the Pupils What to Do
1. Vocabulary Development
Use a dictionary to find the meaning of the italicized word.
a. Her mother saw Rhona at a distance already *unconscious*.
b. A cat *knocked down* a lighted kerosene lamp.
2. Present the short story that shows RhonaMahilum tale of courage and heroism.
Call a pupil to read the story.
3.Comprehension check up
a. How the fire started in Rhona's house?
b. How Rhona save her brothers and sisters?
c. How Rhona caught fire and saved herself and half of their house from burning?
(Pls. see TG/LM)

A. Setting the Stage
Look at the poster, what message the poster gives?



Is this picture considered a multimedia? What element of multimedia is present in the picture?

B. Explaining the Pupils What to do
Present the short story using text. Have the pupils read it. Then Have them watch the video of the same story
The Greatest Treasure
Question:
1. Did you understand the story by just reading the text? Why?
2. How about in the video presentation of the story, did you understand it? Why?
3. Which of the two presentation of the story do you prefer? Why?
4. What are the different elements of multimedia are present in the video clip?

D. Discussing new concepts and practicing new skills #1

E. Discussing new concepts and practicing new skills #2

**C. Modeling for Pupils
Try and Learn**

Read again the short selection “The Crow and the Pitcher “and instruct the pupils to listen carefully and try to get the main point of every sentence.

Call a pupil to read a sentence (written in meta cards) then call a classmate to restate the sentence in his/her own words.

Use the following sentences

1. A crow, half-dead with thirst, came upon a pitcher that had once been full of water. When the crow put its beak into the mouth of the pitcher
2. He found that only very little water was left in it, and that he could not reach down enough to get at it.
3. He tried so hard to reach the water, but could not. But then, a thought came to him.
4. He picked up one stone and dropped it into the pitcher. He looked another and dropped it.
5. He did this again and again until the water came to the brim, afterwards, he drank and drank.

**D. Guided Practice
Do and Learn**
Group activity

Give each group a short selection. Have the leader read the selection then the member will write at least 5 sentences they heard.

(Pls. refer to TG/LM)

**Modeling for students
Try and Learn**

Study the following sentences and give the positive and negative connotation of the word.

1. I recognized the familiar *smell* of my roommate's cooking.
negative connotation: stench
positive connotation: aroma
2. Scrapple is an *inexpensive* meal.
negative connotation: cheap
positive connotation: thrifty
(Pls. see TG/LM)

**D. Guided Practice
Do and Learn**
Group I and II - Think of a positive and negative connotation for the following word

1. overweight
2. short
3. unattractive
4. plain
5. smart

**C. Modeling for Pupils
Try and Learn**

- Use the following sentences for discussion.
- Study how each coordinating conjunctions are used in the following examples

(Pls. see TG/LM)

**Guided Practice
Do and Learn**
Group I and II -Choose the most appropriate conjunction to go in the blank.

1. Please bring me a towel, _____ I can dry the dishes.
A. but B. not C. so
2. Take you clothes and shoes to your room, _____ put them away.

**C. Modeling the Pupils
Try and Learn**

Arrange the following ideas in order. Then write it in a form of a paragraph.

- _____After paying, wait for your name to be called
- _____Fill out the registration form.
- _____Present your receipt to claim your ID
- _____Go to window and get your registration form
- _____Pay the registration fee at the cashier.

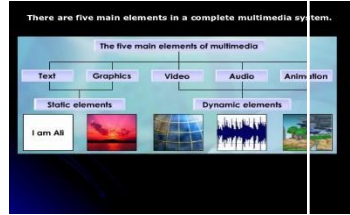
**D. Guided Practice
Do and Learn**

A. Encircle the two ideas expressed in a compound sentence then underline once the cause and twice the effect.

- a. The dog barked at me because she was hungry.
- b. It was my mom’s birthday today so I make her a card.
- c. She didn’t sleep well last night so she feels weak today.

**C. Modeling the Pupils
Try and Learn**

Study the following



Source
:http://learningarea4a.blogspot.com/2010/07/multimedia-elements-lesson-24.html
(Pls. refer to TG/LM for presenting the lesson)

**D. Guided Practice
Do and Learn**
Group activity
Evaluating the Attributes of Different Multimedia Elements of a Webpage

Webpage URL:
<https://www.youtube.com/watch?v=2iOIM9XdOYo>

F. Developing Mastery (Leads to Formative Assessment)

G. Finding practical application of concepts and skills in daily living

E. Independent Practice Read and Learn

Read the short paragraph then answer the following questions in a complete sentence

The Donkey and the Sponges

- 1.What was the donkey’s burden on his first journey?
- 2. Why was he delighted after falling into the stream the first time?
- 3. What happened the second time he crossed the stream?
- 4. Why was the donkey sorry in the end?
- 5. What is the lesson of the story?

Talk About It

Read the short paragraph and answer the questions below
Scientists found out that Mercury’s atmosphere is very hot. Venus is hot too. Mars and Pluto are too cold and their atmosphere is

Group II and IV – Tell whether the following word is positive or negative connotation
childish
stingy
economical
(Pls. see TG)

E. Independent Practice Talk About It

For each pair of words and a phrase, list the one that is positive in the “Positive Connotation” category, the one that is negative in the “Negative Connotation”

- 1. slim, skinny, less than average build
- 2. fragrance, odor, a smell sensed by the olfactory nerve
- 3. a young age, youthful, immature
- 4.assertive, firmly confident, pushy
- 5. hobby, avocation, obsession

Read and Learn

Read other example of positive and negative connotation Try to use it in a sentence.

Positive Connotation	Negative Connotation
generous, unstinting	extravagant, immoderate
resolute, dogged	stubborn, mulish
thrifty, frugal	stingy, parsimonious
diligent, industrious	work-obsessed, workaholic
sober, serious	morose, sullen
witty, pithy	sharp-tongued, terse
tolerant, broad-minded	unprincipled, unscrupulous
impulsive	impetuous

<https://www.facebook.com/nadomahmed78>

A. and B. so C. yet
Learn Some More
Group III and IV - Use the coordinating conjunctions and, nor, so or to complete each compound sentence.
1. Please bring me a towel, _____ I can dry the dishes.
2. Take your clothes and shoes to your room, _____ put them away.
(Pls. refer to TG/LM)

Independent Practice Read and Learn

Read each sentence in the paragraph. Identify the compound sentence
The girl scouts of Julian Felipe elementary School camped for three days. One night, they told stories after supper. Then they went back to their tents and they fixed their beddings. The school leader visited each tent and the campers were very happy for that. The next day the girls got up early and all of them jogged around the campsite. Their breakfast afterwards was simple but it was nutritious. Next, the girls prepared for the hike and uphill and down the rainforest.

Talk About It

Tell something about the picture using compound sentence



d. All her clothes were dirty because her mother did not wash their clothes.
e. Arnold dives in swimming pool and his head bump near the side of the pool

D. Guided Practice Group Activity.

- Divide the class into four groups.
- Have the group compose of a paragraph on self –selected topic, following time order.
- The events in the stories below are not in the correct order. Arrange them in sequence to make a short story.
- Write them in paragraph form.

Group I and III – A Boy Scout Hero
Group II and IV – Early People’s Covering
(Pls. refer to TG/LM)

E. Independent Practice Learn Some More

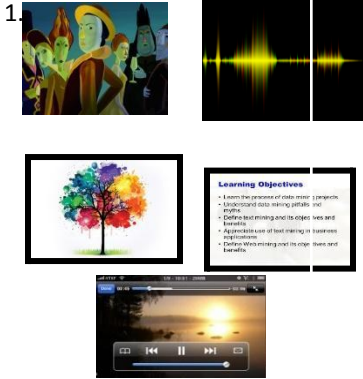
Read the short selection then arrange the events according to time orderThe Best Treasure

___ a. His sons thought that their father had buried a

(Use the same video.)“ The Greatest Treasure”

Independent Practice

Tell what element of multimedia is associated with the pictures



Talk About It

Read the information below



made up of too much carbon dioxide
just like those of Jupiter,
Saturn, Uranus and Neptune.
The planet Earth on the other hand
has atmosphere which is made up of
oxygen. Earth also receives enough
light and rays from the sun which
makes the planet fit for life.
Choose the letter of the correct
answer

1. What is the selection about?
 - A. The Atmosphere of the Planets
 - B. The Gases in the Atmosphere
 - C. The Atmosphere of the Earth
- (Pls. refer to TG/LM)

H. Making generalizations and abstractions about the lesson

Closure
How would you restate sentence or statement?
To restate a sentence/ statement heard you must listen carefully and remember the main points.

Closure / Assessment
What is denotation?
What connotation?
Denotation refers to the literal meaning of a word, the "dictionary definition."
Connotation refers to the associations that are connected to a certain word or the emotional suggestions related to that word.

I. Evaluating learning

Evaluation
Listen to your teacher while reading the following sentence then restate it in your own words
1. A rich man in a certain town once owned a dog and a cat, both of which were very useful to him
2. The dog had served his master for many years and had become so old

Evaluation
Write About It
Choose the correct word to complete each sentence.
Negative connotation
1. He made me feel ____ (uneasy, , frightened)
2. Some of the makeup were _____ (annoying, amusing)

treasure in the vineyard.
___ b. He wanted them to become good farmers.
___ c. They did not find the hidden wealth, but they had fine crops of grapes.
___ d. A certain farmer had several sons.
___ e. Their father had hidden his wealth in the vineyard

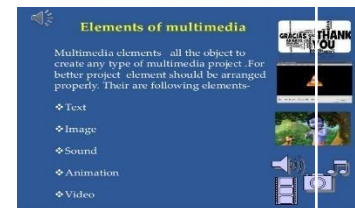
Closure / Assessment
What is a compound sentence?
• A compound sentence is made up of two or more independent clauses usually joined by the conjunctions and, or and but. And expresses addition, or tells choice, and but shows contrast. Other conjunctions that may be used are yet, so and for. Yet means but at the same time, so means therefore, and for means because.
A comma is usually used before the conjunction in a compound sentence

Evaluation
Write About It
Form a compound sentence from the simple sentences given. Use or, and but to combine each pair of sentence
1. School can be fun. It is exciting.

Closure / Assessment
How do we arrange events that happened in a story? The order in which events happen in a story, or how ideas are arranged in a composition is called sequence of events or ideas. This helps you understand what you are reading.
It is important to note time signals such as In 1985, five years after, first, next , or finally.

Evaluation
Write About It
Read and understand the following sentences. Arrange them in a logical order to make a story. Rewrite them in paragraph form. Give a title to your paragraph.

Closure / Assessment
What are the different elements of multimedia and how they contribute to the meaning of the text?



Evaluation
Analyze how the following elements of multimedia contribute to the meaning of the text. Match column A to column B

A. B.

that he had lost his teeth and was unable to fight anymore,
 3. The dog was a good guide and companion to the cat who was strong and cunning.
 4. The master had a daughter who was attending school at a convent some distance from home, and very often he sent the dog and the cat with presents to the girl.
 5. One day he called the faithful animals and bade them carry a magic ring to his daughter.

3. Mike ____ or to go on the ride. (nagged, reminded)
Positive connotation
 1. Our trip to the amusement park was ____ (fine, wonderful)
 2. We saw ____ animals in the zoo. (fascinating, weird)
 3. Some of the Monkeys were ____ (hilarious, funny)

2. The Science experiments need time and patience. They are interesting to perform.
 3. In, Physical Education we can learn many kinds of dances. We are also taught different ball games.
 4. Our Music teachers teach Filipino songs. Sometimes we learn foreign songs.
 5. Mathematics seems challenging
 With more attention we can master problem solving.

- They become nymphs and live underwater.
- After a few days, the eggs hatched.
- Finally, they become full-grown dragonflies.
- First, the dragonfly lays egg on the water.
- As the nymphs grow, they shed their skin many times

1. text A. It makes the static image like moving
 2. graphic B. It gives a powerful I impact
 2. animation C. it gives message that can be read
 4. video D. It makes the

presentation attractive
 5. sound E. reinforce information presented

J. Additional activities for application or remediation

Learn some more
 Teacher will tell something about the picture. Listen carefully and write down at least 2-3 sentences you remembered.



- Give examples of denotation and connotation

- Choose a selection you want. From the selection, List down compound sentences you can find

Read and learn
 Rearrange the following sentences to form a good story. Write them in paragraph form.
 - They applied the iodine test and discovered which part stores starch. (5)
 - The pupils opened up the corn grains and examined the different parts. (4)
(Pls. refer to LM)

- From the internet gather some examples showing elements of multimedia.

V. REMARKS

VI. REFLECTION

- No. of learners who earned 80% on this formative assessment
- No. of learners who require additional activities for remediation
- Did the remedial lessons work? No. of learners who have caught up the lesson
- No. of learners who continue to require remediation
- 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 teachers?