




 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	File Created by DepEd Click	Learning Area:	ENGLISH
	Teaching Dates and Time:	OCTOBER 24-28, 2022 (WEEK 10)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards					
B.Performance Standards					
C.Learning Competencies/Objectives	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency	Weekly Test
II.CONTENT	Composing Descriptive Sentences Using Different Kinds of Adjectives <ul style="list-style-type: none"> • define adjectives; • use adjectives to describe someone or something; • identify and use different kinds of adjectives in sentences; and • appreciate the use of appropriate words to describe a person, a thing, or an event. 	Composing Descriptive Sentences Using Different Kinds of Adjectives <ul style="list-style-type: none"> • define adjectives; • use adjectives to describe someone or something; • identify and use different kinds of adjectives in sentences; and • appreciate the use of appropriate words to describe a person, a thing, or an event. 	Composing Descriptive Sentences Using Different Kinds of Adjectives <ul style="list-style-type: none"> • define adjectives; • use adjectives to describe someone or something; • identify and use different kinds of adjectives in sentences; and • appreciate the use of appropriate words to describe a person, a thing, or an event. 	Composing Descriptive Sentences Using Different Kinds of Adjectives <ul style="list-style-type: none"> • define adjectives; • use adjectives to describe someone or something; • identify and use different kinds of adjectives in sentences; and • appreciate the use of appropriate words to describe a person, a thing, or an event. 	
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages					
2.Learners's Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	Picture, chart	Picture, chart	Picture, chart	chart	pictures
IV.PROCEDURES					
	What I Know	What's New	What's More	FIRST QUARTER EXAMINATION	FIRST QUARTER EXAMINATION

	<p>Activity 1</p> <p>Directions: Analyze each word. Write A if it is an adjective and N if it is not.</p> <p>Write your answers in your notebook.</p> <p>1. book _____ 6. study _____ 2. write _____ 7. happy _____ 3. clean _____ 8. leave _____ 4. begin _____ 9. delicious _____ 5. pretty _____ 10. wonderful _____</p> <p>Activity 2</p> <p>Directions: Pick out the adjectives inside the box and place them on the column accordingly. The first three adjectives are already provided as examples.</p> <div><div><div>Nike</div><div>nervous</div><div>Philippine</div><div>two-page</div><div>Tinkling</div><div>warm-blooded</div><div>sweet</div><div>second-hand</div></div><div><div>PROPER ADJECTIVES</div><div>COMPOUND ADJECTIVES</div><div>PREDICATE ADJECTIVES</div></div><div><div>Tinkling dance</div><div>culture</div><div>shoes</div><div>warm-blooded animals</div><div>document</div><div>car</div><div>Kathryn is sweet.</div><div>You look _____.</div></div></div>	<p>Directions: Identify a specific person, place, thing, or idea that is connected to your town, city, or province, then write at least two adjectives about it on the small square next to it.</p> <div><div>a role model</div><div>an event</div><div>famous delicacy</div><div>a tourist spot</div></div>	<p>A. Directions: Identify whether the underlined word is a proper adjective, a compound adjective, or a predicate adjective. Write only the letter that corresponds to your answer and write it in your notebook.</p> <p>1. My cousin prefers <u>Eligiano</u> food over <u>Italian</u> food. A. proper adjective B. compound adjective C. predicate adjective</p> <p>2. A dog is a <u>four-legged</u> animal. A. proper adjective B. compound adjective C. predicate adjective</p> <p>B. Directions: Complete each sentence by supplying the appropriate adjective. Select your answer from the box and write it in your notebook.</p> <div><div>three-layered</div><div>good</div><div>four-wheeled</div><div>Bicolano</div><div>six-page</div></div> <p>For example: Lina wants a <u>three-layered</u> cake. (compound adjective)</p> <p>3. Lara is a _____ girl. (predicate adjective) 4. Do you enjoy spicy _____ food? (proper adjective) 5. Carlo's Aunt bought a _____ vehicle. (compound adjective)</p> <p>C. Directions: Study each picture below. Then describe each using the kind of adjective being asked. Write your answer in your notebook.</p> <p>6.  _____ dance (proper adjective) (a dance originating in India)</p> <p>7.  _____ cycle (compound adjective) (a cycle that never ends)</p> <p>8.  _____ dress (predicate adjective) (a dress with a particular color)</p> <p>9.  _____ document (compound adjective) (a document that contains five pages)</p> <p>10.  _____ food (Predicate adjective) (food that you like because of its taste)</p>		
	<p>What's In</p> <p>What's In Directions: Think of an adjective that matches the description. Write the adjective in your notebook.</p>	<p>What Is It</p> <p>An adjective is a word that is used to describe a noun or pronoun. It helps you express your ideas more clearly by allowing you to give additional information about</p>	<p>What I Have Learned</p> <p>An adjective is a word that is used to describe a noun or pronoun. There are different kinds of adjectives, namely: proper adjective, compound adjective, and</p>		

	<div>1. a car that has just been bought from a factory _____ - _____ car</div> <div>2. countries in Asia like the Philippines and Singapore _____ countries</div> <div>3. an anniversary being celebrated on the 50th year _____ anniversary</div> <div>4. a chair made of wood _____ chair</div> <div>5. a building with ten floors _____ building</div>	<div>words. Adjectives also help the readers to have a clearer picture of what the writer is talking about.</div> <div>Recall your lesson on proper nouns. Remember that these are nouns that are capitalized and usually come from the names of people, cities, countries, brands, events, and the like. Like proper nouns, there are also adjectives that need to be capitalized; they are called proper adjectives. A proper adjective is a word that modifies nouns and pronouns and is formed from a proper noun.</div> <div>Take a look at the words on the table.</div> <div><table><tr><th>ADJECTIVE</th><th>NOUN</th><th>(Whose residence?)</th></tr><tr><td>Mediana's</td><td>residence</td><td>Mediana's</td></tr><tr><td>Pilipino</td><td>food</td><td>(What kind of food?) Pilipino</td></tr><tr><td>Wuray</td><td>language</td><td>(What kind of language?) Wuray</td></tr></table><p>Mediana's, Filipino, and Wuray are proper adjectives.</p><p>On the other hand, some adjectives are formed by joining two different words to give a new meaning. These adjectives are called compound adjectives. They are usually hyphenated (-) to avoid confusion.</p><p>Consider the following examples:</p><div>1. Our family enjoyed the <i>two-day</i> vacation we had in Palawan. 2. Sarah Geronimo is a <i>well-known</i> singer.</div><p>Moreover, there are other adjectives that come after a linking verb and modify the subject of the linking verb. They are called predicate adjectives.</p><p>A predicate adjective is a subject complement, a word, or group of words that follows a linking verb or verb phrase such as <i>is, am, were, taste, look, sound, have been, and did seem</i>.</p><p>Study the following sentences:</p><div><div><div>subject</div><div>linking verb</div><div>predicate adjective</div></div><div>1. The dress looks elegant.</div><div>modifies</div><div>In this sentence, the word elegant modifies the dress.</div></div><div><div><div>subject</div><div>linking verb</div><div>predicate adjective</div></div><div>2. The food tastes good.</div><div>modifies</div><div>In this sentence, the word good modifies the food.</div></div></div>	ADJECTIVE	NOUN	(Whose residence?)	Mediana's	residence	Mediana's	Pilipino	food	(What kind of food?) Pilipino	Wuray	language	(What kind of language?) Wuray	<div>predicate adjective.</div> <div>More specifically, proper adjectives are words that modify nouns and pronouns and are formed from a proper noun. On the other hand, some adjectives are formed by joining two different words to give a new meaning. These adjectives are called compound adjectives. They are usually hyphenated to avoid confusion.</div> <div>Also, there are other adjectives that come after a linking verb and modify the subject of the linking verb. They are called predicate adjectives. A predicate adjective</div> <div>is a subject complement, a word, or group of words that follows a linking verb or verb phrase such as <i>is, am, were, taste, look, sound, have been and did seem</i>.</div> <div>Overall, adjectives help us describe the qualities of the nouns and pronouns in writing. Likewise, they give the reader a complete picture of what you are writing about.</div>	
ADJECTIVE	NOUN	(Whose residence?)														
Mediana's	residence	Mediana's														
Pilipino	food	(What kind of food?) Pilipino														
Wuray	language	(What kind of language?) Wuray														

		<p>So far, you have encountered three types of adjectives: proper adjectives, compound adjectives, and predicate adjectives. The first two are usually written before the word they modify.</p> <p>Proper Adjectives I love Hungarian sausage.</p> <p>Do you speak the Cebuano dialect?</p> <p>Compound Adjectives A cyclops is a one-eyed monster.</p> <p>The good-looking actor has a new TV commercial.</p> <p>The last one (predicate adjectives) are written far from the word they modify and placed after a linking verb.</p> <p>Predicate Adjectives Lisa Soberano is pretty.</p> <p>Many doctors and nurses in our hospital are tired.</p>			
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 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?	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration</p>

	___ 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	___ Gamification/Learning through 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	___ Group collaboration ___ Gamification/Learning through 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	___ 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	___ Gamification/Learning through 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
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