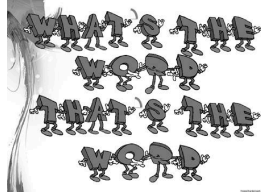
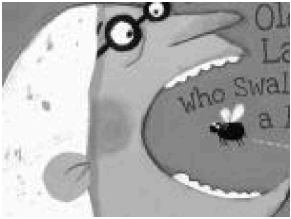
 GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	ENGLISH
	Teaching Dates and Time:	OCTOBER 16 – 20, 2023 (WEEK 8)	Quarter:	1 ST QUARTER

	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	Distinguish reality from fantasy EN5LC-Ih-2.3	Recount events effectively from the selection listened to EN5OL-Ih-1.8 Infer the meaning of unfamiliar words based on the context clues(synonyms-antonyms) EN5V-Ih-12-13	Analyze figures of speech (hyperbole and personification) in a given text EN5RC-Ih-2.3	Compose clear and coherent sentences using appropriate grammatical structures-(correlative conjunctions) EN5G-Ih-8.3/8.4	
II.CONTENT					
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.70	CG p.70	CG p.70	CG p.70	CG p.70
2.Learners's Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	charts, pictures, tarpapel for exercises	Charts,	charts	harts	
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Unlocking of Difficulties Give the synonym of the underlined words. a. It is hard to swallow food when there is a sorethroat. (reject, take through the mouth, throwaway) b. We used to hook our clothes at the back of the door. (catch, get off, close) c. The performance of the pupils really struck the fancy of the spectators. (thrifty, extravagant, simple)	Look Back! Read the sentences. Clap once, if the sentence uses simile and twice if it uses metaphor. 1. Loneliness is like a candle in the dark. 2. Happiness is the laughter of a little child at play. 3. Ella is a dazzling firework. 4. Johnny is as calm as a waveless ocean. 5. Bethany sings like a nightingale.	Drill: Read the following sentences with fluency. 1. I waited a long time to be picked up from school. 2. I waited an eternity to be picked up from school. 3. Waiting is as boring as a speech.	Review: What are conjunctions? What are the different kinds of conjunctions that we have learned? When do we use and? or? but?	Unlocking of Difficulties Let's Play  a. FULEABUTI b. GEELTAN c. LIAPNT d. TRANFRAG

					e. P A R K I N G L S
B.Establishing a purpose for the lesson	<p>(Picture Analysis)</p>  <p>The teacher shows picture. What can you say about the picture presented? What idea comes to your mind upon seeing this picture? Most of us have read stories about fairies or fantasy stories. Class, do you really believe that there are certain things that are impossible to happen?</p>	<p>The teacher presents the rhymes and have the pupils read it with proper phrasing and intonation.</p> <p>a. Humpty Dumpty Sat on a wall Humpty Dumpty Had a great fall.</p> <p>b. Three little kittens They lost their mittens And they began to cry.</p>		<p>Unlocking of Difficulties Identify whether the pair of words is synonym or antonym.</p> <p>a. clever - dull b. remove - take off c. funny - humourless d. shut - open</p>	<p>Use a topic wheel. Answer the question at the center. When the pupils are done answering the activity, let them read orally all the answers they have written</p>
C.Presenting Examples/ instances of the new lesson	<p>Today, you are going to listen to a poem about the old woman who swallowed the fly. Do you think it could really happen? What other things would you like to find out in the poem?</p>	<p>I noticed that you are very interested to know more about figurative language. Today, you will find it more enjoyable to read poems with another figurative language.</p>	<p>Go over with the poem read in the previous day. Teacher models in reading the lines from the poem "The Old Woman Who Swallowed a Fly"</p>	<p>The teacher presents the following sentences. Let the pupils read the sentences correctly.</p> <ol style="list-style-type: none"> 1.I am removing both your gun and your permit. 2. It was neither clever nor funny. 3.Either go home or shut up <p>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>	<p>Presentation The pupils read the poem orally with the guidance of the teacher</p> <p>MY NATIVE LAND How beautiful are her mountains grand The peaceful valleys between Her sparkling sun and cooling rains That bathe the fertile plains How graceful are her stately plains Her towering emerald trees How pliant her rustling bamboos green Dancing blissfully in the breeze What are the beautiful scenic spots found in our country? How pretty her white sampaguitas</p>

					<p>And fragrant orchids so rare How modest and sweet her children Who harvest the golden grain How I love her rainbow birds Her blue skies and shining waves How I love this dear Philippines Home on this troubled earth. By: Esmeraldo B. Pascua</p>
<p>D.Discussing new concepts and practicing new skills #1</p>	<p>Present the poem to the pupils entitled” The Old Woman Who Swallowed a Fly” “The Old Woman Who Swallowed a Fly” There was an old woman who swallowed a fly Oh! My! Swallowed a fly? Poor old woman, I’ll think she’ll die There was an old woman Who swallowed a spider. Right down inside her, She swallowed a spider She swallowed a spider to hook the fly Oh! My! Swallowed a fly Poor old woman, I think she’ll die There was an old woman who swallowed a cat. Fancy that! Swallowed a cat! She swallowed the cat to hook the bird She swallowed the bird to hook the spider, She swallowed the spider to catch the fly There was an old woman who swallowed a horse She died of course!</p>	<p>Let the pupils read the following lines from some poems. Slowly, silently now the moon Walks the night in her silver shoes; This way and that, she peers and sees Silver fruits upon silver trees. The birds have washed their faces And cuddle in a row Upon a little frosty bush That twinkles in the snow. Let us study the lines from the poems. (Teacher models reading the poem)</p>	<p>Engagement Activities. Divide the class into groups DAY 3 Reading Comprehension Group 1: “The Poets” Choral Reading of the poem The group will choose a leader to lead the group Group 2: “The Painters” Illustrate what the poem tells you. Group 3: “The Writers” Pick out one phrase or one sentence from the poem above which you think is unbelievable. In one or two sentences, explain why you think it is impossible to happen?</p>	<p>1. What are the two elements being linked in the first sentence? (The equivalent elements being linked are your gun and your permit) DAY 4 Grammar / Vocabulary Development What do you call these phrases?(They are both noun phrases.) What words are used to link these two phrases?(both...and) 2.In the second sentence, what are the equivalent elements being linked? (The equivalent elements being linked are clever and funny .They are both adjectives.) What words are used to link these phrases? (neither...nor) 3.In the last sentence, what are the equivalent elements being linked? (The equivalent elements being linked are go home and</p>	<p>Comprehension Check-Up a. What are found between grand mountains? b. How will you describe the plains? the sampaguita? c. Explain why bamboos are pliant? d. What is meant by pliant? e. Can you name three scenic spots you love most in our country? f. What are the ways of appreciating the beauty of our land? How can we help maintain the beauty of these places?</p>

				<p>shut up. They are both imperative verbs.) What words are used to connect two phrases?(either...or) 4.What do you call these words that linked two equivalent elements? (They are called correlative conjunctions.) The key learning point in these examples is that correlative conjunctions link equivalent elements. The most commonly used correlative conjunctions are both...and, either...or, neither...nor, not only...but also)</p>	
<p>E. Discussing new concepts and practicing new skills #2</p>	<ol style="list-style-type: none"> 1. Go back to the motive question. Have the pupils answer them clearly. 2. Comprehension Check <ol style="list-style-type: none"> a. What are the animals mentioned in the poem? b. What did the old woman do? c. Do you believe that there is such an old woman who can swallow animals like spider, cat, horse? d. Was the poem believable? e. Do these really happen in real life? 	<p>Groups 1 and 2: Choral Reading of the poem The group will choose a leader to lead the group Groups 3 and 4: Drawing some of the things mentioned in the poem. Questions: What is the poem all about? What message does the poem try to convey?</p>	<p>Discussion Questions (Call group 1 to do the choral reading) Let us see how good you are in reciting a poem How did you recite the poem? What does the poem tell us? (Ask group 2 to present their drawing) Ask: What did the oldwoman swallow? Why did she swallow the cat? the bird? the spider? What happened to the oldwoman when she swallowed the horse? Do you think it could really happen? (Call group 3 to present their written output) Which among those sentences or phrases from the poem seem to be unbelievable? What does it tell us?</p>	<p>The teacher will further explain to the pupils the rules in using these correlative conjunctions</p>	<p>Teaching Modeling Read the following phrases beautiful mountains pretty white sampaguitas graceful plains Ask: What can you say about the underlined words? Do they show same or different meanings? What do you call these words that show similar or same meanings? What other pair of words can you find in the poem that you have read a while ago? Say: These pair of words have the same meaning. These are synonyms. Let's recall the story of an old woman who swallowed the fly.</p>

			Why do you say so?		<p>An old woman swallowed the fly. She rejected it out of her mouth.</p> <p>An old woman swallowed the cat to hook the bird. She swallowed the bird to catch the spider.</p> <p>Ask: Look at the first two underlined words. Do the pair of words tell the same meaning or different meaning? How about the second pair of words? Are the meaning similar or different? Say: Words that have different or opposite meanings are antonyms.</p>
F.Developing Mastery	<p>Engagement Activities</p> <p>Teacher will record another story. Pupils will listen to the story and do the necessary activities</p>	<p>Skill Development: Figurative Language-Personification</p> <p>Go over with the lines of the poem.</p> <p>a. In the first example of the poem, what is the inanimate object? What human qualities are given to the moon? (The moon can walk in her silver shoes and can peer and see.)</p> <p>b. On the second example, what is the inanimate object mentioned in the poem? c. What human qualities are given to the birds in the second example? (washed their faces and cuddle in a row)</p> <p>Say: These lines show another kind of figurative language. Inanimate objects like moon and birds are given characteristics like a person. This figurative language is called personification. It brings to life an inanimate object by giving to it the qualities of a person.</p>	<p>Teacher asks the pupils to read this part of the poem</p> <p>There was an old woman who swallowed a cat. There was an old woman who swallowed a horse. How did the poet express his thoughts ? Do you think an old woman could really swallow a cat or a horse? What do these lines express? Did the poet exaggerate his ideas? This is an exaggeration because nobody can eat a cat or a horse. The poet tells something that is greater than to what it really is. This is another kind of figurative language which is called hyperbole. Let's go over with these sentences that you have read a while ago. I waited a long time to be picked up from school.</p>	<p>These correlative conjunctions connect two balanced clauses, phrases, or words. The two elements that correlative conjunctions connect are usually similar in length and grammatical structure. They are used in pairs to join sentences or phrases that carry the same general meaning and tone. They are called correlative conjunctions because they are always used together and convey the same relative meaning. The most commonly used correlative conjunctions are both...and, either...or, neither...nor, not only...but also .We use both...and if both ideas are true, either...or if only one idea is true or will happen, and neither...nor, if both ideas are untrue</p>	<p>Here are some lines taken from the poem that you have read. Let me see if you can identify the meaning of the underlined word.</p> <p>1. The grand mountain are beautiful. attractive radiant marvelous</p> <p>2. How graceful are her stately plains! willowy obedient charming</p> <p>3. How pliant are her bamboos green. wavering elastic obedient</p> <p>4. How pretty are her white sampaguitas. lovely cheerful ample</p>

			<p>I waited an eternity to be picked up from school. Waiting is as boring as a speech. Which among these lines show exaggeration? The second sentence is an exaggeration. Someone can't "wait an eternity." This is an exaggeration. What does waiting for an eternity imply? Waiting for an eternity implies that one waited for a long time. So, this type of statement is called hyperbole.</p>		<p>5. How sweet and modest are her daughters who harvest the golden grain. darling pure fragrant</p>
<p>G. Finding Practical application of concepts and skills in daily living</p>	<p>Write It With your group members, talk about the story listened to. Select the event that may happen and event that would be impossible to happen in real life. Write your answer in a chart form</p> <p>Act it Out Select the part of the story which you think is impossible to happen. Make a role play of it</p> <p>Draw It Make an illustration of the events that happened in the story. Identify whether it is a fantasy or reality.</p>	<p>Read the personifications below. Encircle the inanimate object/thing and underline the action each does.</p> <p>a. The morning air bites our faces and hands. b. The train flew at lightning speed. c. The bird cautiously tiptoed in the hall. d. The stars veil their glow. e. It is the jolliest house I've seen.</p>	<p>Read the following sentences. Which among these sentences use hyperbole?</p> <p>1. I am so hungry I could eat a horse. 2. These are the worst pancakes I have ever eaten. 3. I like my teacher a lot. 4. It's taking you a million years to get ready. 5. I am so hungry I could eat a horse.</p>	<p>1. Use the appropriate correlative conjunctions to complete each sentence. a. She is ___ intelligent ___ beautiful. b. I will ___ go for a hike ___ stay home and watch TV. c. Jerry is ___ rich ___ famous. d. He is ___ intelligent, ___ very funny. e. Would you ___ go shopping ___ spend the day at the beach?</p>	<p>Identify the antonym of each underlined word.</p> <p>1. How peaceful the valleys between her sparkling sun and cooling rains. a. violent b. disturbed c. noisy</p> <p>2. How graceful are her towering emerald trees. a. brief b. low c. little</p> <p>3. How pretty are her fragrant orchids so rare. a. frequent b. repeated c. common</p> <p>4. How sweet and modest her daughters are! a. unchaste b. boastful c. shy</p> <p>5. How I love dear Philippines, home on this troubled earth. a. peaceful b. restful c. dignified</p>

<p>H.Making generalization and abstraction about the lesson</p>	<p>How will you distinguish reality?Fantasy?</p>	<p>Personification is a figure of speech which brings to life an inanimate object by giving it the qualities of a person. Personification is the giving of human qualities to animal, objects and ideas.</p>	<p>A hyperbole is a figurative language that describes something as better or worse than it really is. It is a figure of speech, which involves an exaggeration of ideas for the sake of emphasis. Hyperbole is a figurative language technique where exaggeration is used to create a strong effect. With hyperbole, the notion of the speaker is greatly exaggerated to emphasize the point.</p>	<p>Construct clear and meaningful sentences using the following conjunctions: both...and, either...or, neither...nor, not only...but also</p>	<p>We infer the meaning of unfamiliar words through synonyms and antonyms. Synonyms are pair of words that are similar in meaning. Antonyms are pair of words that are opposite in meaning</p>
<p>I.Evaluating learning</p>	<p>Identify if the following is fantasy or reality.</p>	<p>Read the following phrases. Think of appropriate word that will fit the sentence to show personification. a. Slowed to crawl b. A friend who protects me c. Yells at me every morning d. Danced across the sky e. Grumbling like it was angry</p>	<p>Find the specific part of the sentence that makes it an exaggeration. 1. This is the best pizza in the whole wide world. 2. This suitcase weighs a ton. 3. The baby's smile was a mile wide. 4. He is older than the hills. 5. She nearly drowned in her tears.</p>	<p>Write the appropriate correlative conjunctions to complete the sentence. 1. ___Alex ___Carlos applied for the job. (both...and, either or) 2. I found ___my homework ___my textbook under my bed. (both...and, either or) 3. I can't decide ___I should take a French next year___take Korean. (either...or, whether or) 4. ___my brother___my sister can go to the game. (whether...or, neither...nor) 5. ___you clean your room___you will stay home this weekend. (either...or, neither...or)</p>	<p>A. From the word list, select the synonyms of the underlined word in each sentence. 1. Our ancestors fought valiantly for our freedom. 2. The victorious team was recognized during the assembly. 3. The players' faces blushed with the unexpected recognition. 4. The injured climber was saved by his companions. 5. The water vapor disappeared in the air</p>
<p>J.additional activities for application or remediation</p>	<p>Write five examples of fantasy and reality</p>	<p>Read the following sentences. Underline the object personified and encircle the word which tells what the object does. a. Hail pounded the houses and streets. b. Midnight hears me cry. c. The tall trees moaned. d. The moon faithfully controls the tide's ebb and flow.</p>	<p>Write phrases or sentences that use hyperbole. Underline the part that shows exaggeration.</p>	<p>Rewrite the sentences. Construct new one using both...and, neither...nor, either...or, not only...but also Ex: I like classical music and I also like pop music. I like both classical and pop music. a. Jj does not speak French and L.A. does not speak French. _____ b.</p>	<p>Write the antonym of the following words. Construct sentences using the following pairs of words. 1. victorious 2. saved 3. disappeared 4.unseen 5. gradually</p>

		e. My flowers were begging for water.		Krizzy speaks Filipino and she also speaks English. c. Mary is not tall and she is not thin.	
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><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><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><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><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>

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