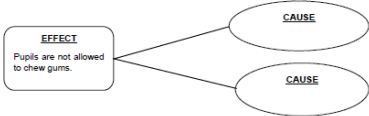


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	File Created by DepEd Click	Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 19-23, 2022 (WEEK 5)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards					
B.Performance Standards					
C.Learning Competencies/Objectives	Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas. EN5G-IVa-1.8.1 • identify causes and effects; • combine cause and effect clauses using a correct conjunction; and • use complex sentences to show cause and effect.	Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas. EN5G-IVa-1.8.1 • identify causes and effects; • combine cause and effect clauses using a correct conjunction; and • use complex sentences to show cause and effect.	Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas. EN5G-IVa-1.8.1 • identify causes and effects; • combine cause and effect clauses using a correct conjunction; and • use complex sentences to show cause and effect.	Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas. EN5G-IVa-1.8.1 • identify causes and effects; • combine cause and effect clauses using a correct conjunction; and • use complex sentences to show cause and effect.	
II.CONTENT	Using Complex Sentences to Show a Cause and Effect Relationship	Using Complex Sentences to Show a Cause and Effect Relationship	Using Complex Sentences to Show a Cause and Effect Relationship	Using Complex Sentences to Show a Cause and Effect Relationship	
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 Directions: Read each sentence below. Before each number, write C if	What's New Activity 1 Directions: Read the selection below and take note of the facts and events.	What Is It Study these sentences which you already encountered in the previous activities.	What's More Activity 1 Directions: Read the paragraph and complete the graphic organizer below	What I Can Do Activity 1 Directions: Use the subordinating conjunctions although, if, when,

	the underlined clause is a cause and E if it is an effect. Use a separate paper as your answer sheet. ____ 1. <u>Because he played under the rain</u>, his mother became angry. ____ 2. <u>The street was flooded</u> when it rained for several hours. ____ 3. <u>Mario got sick</u>, so Luigi took his place. ____ 4. The students couldn't go to school <u>because the rain was heavy</u>. ____ 5. <u>Children were told to stay home</u> after the quarantine was declared. ____ 6. <u>It rained</u>, and the field turned green. ____ 7. The town was put on lockdown <u>since people kept going out</u>. ____ 8. She took a rapid test <u>as soon as she felt sick</u>. ____ 9. <u>People go nuts</u> whenever they hear about a new case of COVID-19. ____ 10. <u>Some people were jailed</u> because they were caught spreading fake news.	After reading, answer the questions that follow. What Causes a Tsunami One of the most common causes of a tsunami is by an earthquake. The entire planet is covered with pieces of rock that float on liquid magma. These pieces are called tectonic plates. As they move, they can sometimes rub together, causing the ground to shake. When two plates move suddenly, the water on the surface of the Earth gets displaced and can cause a wave. The wave begins to move, and a tsunami is born. When a strong quake occurs under the sea, a tsunami alert is sometimes declared, especially if it is near the shorelines. When this happens, people are advised to evacuate to higher grounds. Disobeying orders to evacuate may cause serious harm or injury to people. 1. What causes a tsunami according to the paragraph? 2. Why does the Earth's ground shake? 3. What is produced when water on the surface of the earth is displaced? 4. When is a tsunami alert declared?	1. <i>The Earth's ground shakes because tectonic plates rub together.</i> 2. <i>When the water on the surface of the earth is displaced, a wave is created.</i> 3. <i>When a strong quake occurs under the sea, a tsunami alert is declared.</i> 4. <i>People have to evacuate to higher grounds during a tsunami so that they may be saved from its deadly effects.</i> What is cause and effect relationship? You may have noticed that the lesson talks about cause and effect. You're right. You were even made to identify examples of a cause as well as examples of an effect. You may have noticed also that in any cause and effect relationship, there is always one event that serves as a cause and another event that becomes the effect. The cause is the reason why something happens, while the effect is the result of something that happened. Whatever the case may be, the cause always takes place before the effect and the effect always happens last.	with the missing details in your notebook. Pupils are not allowed to chew gum in my class. First, some irresponsible pupils make a mess with their gum. Another reason why I don't allow pupils to chew gum is because it is a distraction. When they are allowed to chew gum, pupils are more focused on playing with it, popping it, chewing it, and snapping it than paying attention to the discussion. This is why I don't allow pupils to chew gum in my class.  Activity 2 Directions: Copy the following sentences in your notebook. Underline the cause once and the effect twice. 1. If pollution is reduced, global health will improve. 2. Because energy use is high in the developed world, people use a lot of resources. 3. Unless people try to save energy, global demand for energy increases every year. 4. Future generations will suffer if pollution is not reduced today. 5. Bikeshares are becoming popular because they are a great way to reduce pollution.	because, unless, before, and after to make complex sentences out of the clauses below. Write your answers in your notebook. 1. I'm going to the bank _____ I will withdraw some money. 2. I made lunch _____ I got home. 3. Submit the project _____ the day is over. 4. I really enjoyed the concert _____ the music was too loud. 5. _____ you fix your bike, you won't be able to join us.
--	---	--	--	--	---

		5. Why do people have to evacuate to higher grounds during a tsunami?	In the sentences above, the causes are written in italics while the effects are underlined. Dependent Clauses and Independent Clauses Have you noticed how the word structure of all the causes were written? If you erase all the connected effects, will they stand on their own as a sentence? Let us look at these groups of words when the effects are removed: 1. Because tectonic plates rub together 2. When the water on the surface of the earth is displaced 3. When a strong quake occurs under the sea 4. So that they may be saved from its deadly effect These groups of words cannot be considered as sentences since they don't have a complete meaning and they cannot stand on their own. They need the omitted parts to become complete sentences. These group of words are called dependent clauses. Now, let us examine the groups of words that represent the effect. 1. The Earth's ground shakes. 2. A wave is created. 3. A tsunami alert is declared. 4. People have to evacuate to higher grounds during a tsunami.		
--	--	--	--	--	--

			Do these groups of words have a complete meaning? Can they stand as a sentence on their own even without the causes added to them? If your answer is “Yes,” then you are right. These groups of words that have a complete meaning are called independent clauses.												
	What’s In Directions: Copy the chart in your notebook. Write down the cause and effect of the following sentences in the proper column. An example has been provided to serve as a guide in answering the activity. <table><tr><th>Cause</th><th>Effect</th></tr><tr><td>Because he played under the rain</td><td>Mario got sick</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> Example: Mario got sick because he played under the rain. 1. Nora was still in uniform because she had just arrived from school. 2. The houses were destroyed because the typhoon was very strong. 3. The boy broke his leg when he fell from a tree. 4. The boy waters the plants every day so that the plants will grow healthy. 5. Since it did not rain for a long time, the grass turned brown.	Cause	Effect	Because he played under the rain	Mario got sick										Complex Sentences to Show Cause and Effect Relationship When a dependent clause and an independent clause are combined, they form a complex sentence. 1. <i>The Earth's ground shakes <u>because tectonic plates rub together</u>.</i> (INDEPENDENT CLAUSE)
Cause	Effect														
Because he played under the rain	Mario got sick														

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?	<i>Strategies used that work well:</i> ___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. <i>Other Techniques and Strategies used:</i> ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> Complete IMs	<i>Strategies used that work well:</i> ___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. <i>Other Techniques and Strategies used:</i> ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method	<i>Strategies used that work well:</i> ___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. <i>Other Techniques and Strategies used:</i> ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	<i>Strategies used that work well:</i> ___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. <i>Other Techniques and Strategies used:</i> ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> Complete IMs	<i>Strategies used that work well:</i> ___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. <i>Other Techniques and Strategies used:</i> ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method
--	--	--	--	--	--

	___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	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	___ 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	___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	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
	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works
	<i>Planned Innovations:</i> ___ Contextualized/Localized and Indigenized IM's ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Contextualized/Localized and Indigenized IM's ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Contextualized/Localized and Indigenized IM's ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Contextualized/Localized and Indigenized IM's ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Contextualized/Localized and Indigenized IM's ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition