GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	*Credits to the Writer of this DLL*	Learning Area:	ENGLISH
	Teaching Dates and Time:	MAY 2-5, 2023 (WEEK 1)	Quarter:	4TH Quarter

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Restate sentences heard in one's own words				
A. Content Standards	The learner… listens critically to different text types; expresses ideas logically in oral and written forms;				
B. Performance Standards	The learner… demonstrates interest in reading to meet various needs.				
C. Learning Competencies/Objectives Write the LC code for each		1. Restate sentences heard in one's own words. 2. Use appropriate facial expressions. 3. Observe politeness at all times. EN5LC-IVa-3.11/EN5OL-IVa-2.6.1 EN5A-IVa-16/Page 76 of 164	1.Identify different meanings of content specific words (denotation and connotation) EN5V-IVa-20.1 EN5V-Iva – 20.2	1. Distinguish text-types according to features (structural and language) – Enumeration 2. Read aloud grade level appropriate text with an accuracy rate of 95 – 100%. 3. Take down relevant notes EN5RC-IVa-3.2.8 EN5F-IVa –1.6 EN5SS-Iva-1.8	. Use compound sentences to show cause and effect. 2. Show tactfulness when communicating with others. EN5G-IVa-1.8.1 EN5VC-IVa –3.7 EN5A-Iva-17
II. CONTENT		1.Restating Sentences Heard in One's Own Words. 2.Using Appropriate Facial Expressions.	Identifying Different Meanings of Content Specific Words (Denotation and Connotation)	1.Distinguishing Text-Type According to Features (Structural and Language) –Enumeration 2.Reading Aloud Grade Level Appropriate Text with an Accuracy Rate of 95-100%.	1.Using Compound Sentences to Show Cause and Effect
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages		Teacher's Guide/week 1			
2. Learner's Material pages					
3. Textbook pages		EN5LC –Iva-3.11 EN5OL-Iva-2.6.1 EN5A-Iva-16 Curriculum Guide p, 76 Internet (for emoticon)	EN5V-IVa-20.1 EN5V-Iva – 20.2	Website/Internet- Types of Text Structures in Informational Texts(Balance Literacy,2nd Grade)	
4. Additional Materials from Learning Resource (LR) portal					

B. Other Learning Resources		Pictures, Charts, flashcards, emoticons (different facial expressions	Flashcard Charts Pictures dictionary Video Clips (Youtube)	Flashcard Charts Pictures	Flashcard Charts Pictures Website/Internet (Youtube) Dictionary Vocabulary Worksheet Cause and Effect Chart Two Travelers and the Bear
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson		.	Identify appropriate facialexpression	Denotation and Connotation	Different text type and its example
B. Establishing a purpose for the lesson		.A.Setting the stage: 1.Show the following faces: a.Do you know who's in the picture? b.What can you say about picture?   c.What emotions each pictures expressed? 2.Show again the emoticons to the pupils. a.Ask the pupils to name each emoticon (based on their facial expressions). b.Let them name other facial expressions and draw them on the board.	Display the chart on the board.Ask pupils: What comes into your mind when you see the word "light"? What comes into your mind when you see the word "dark"? Examine the definition of the words "light and dark" in the meaning lists at the learning materials. Ask: What other words can you give for lights and dark?	A.Setting the stage: 1.Show the word "text type" on the board. Ask: Do you know what is a text type? Let the pupils give their opinions about text type. Say :The phrase 'text type' is a way of classifying and defining different types of language interaction, both spoken and written. It refers to the purpose of a text and the way it is written	a.Show the picture to the pupils. b.Ask: What do you think the boy is doing? Why the boy looks dizzy? 
C. Presenting examples/instances of the new lesson		Present a short story on the board. (The Donkey) Ask: Who are the characters in the story? How each animal expressed their feeling?	Today, we're going to learn the different meanings of content specific words (denotation and connotation	At the end of the lesson, you will be able to distinguish text-type according to features (structural and language); read aloud grade level appropriate text with an accuracy	Tell the pupils that at the end of the lesson, they will learn to use compound sentences to show cause and effect and be tactful in communicating others.

				rate of 95 – 100% and take down relevant notes.	
D. Discussing new concepts and practicing new skills #1		Teacher reads the short story. Pupils will listen. **The Donkey** A donkey found the skin of a dead lion. He put it on and frightened all the animals but did not make a sound. One dog was suspicious; the donkey tried to roar to frighten the dog but brayed instead. When the dog heard the donkey braying, he laughed and laughed.	1.Ask the pupils to point out what the two words' definitions have in common. Students will likely point out that they are both adjectives. Continue the comparison and contrast of the two words until they come up with which word has the positive and negative meanings, then introduce the denotation and connotation	1..Show the powerpoint presentation about the topic. ..\TEXT TYPS.ppt 2..Discuss and explain to the pupils the text type according to features(structural and language).Refer pupils to the learners' manual	1.Present the chart on the board. 2.Ask pupils to study what is written in the chart. Compound sentences are made up of two simple sentences connected by a coordinating conjunction. These conjunctions are also known as FANBOYS: F - For A - And N - Nor B - But O - Or Y - Yet S– So Cause is the reason why something happens. Effect is the result when something happens.. Compound sentences show cause and effect. a.What is a compound sentence? b.What is cause? Effect? c.FANBOYS is an acronym for the coordinating conjunction, what does it means?
E. Discussing new concepts and practicing new skills #2		Why do you think the dog laughed and laughed at the donkey? Was the donkey able to frighten the animals? Why? Show the facial expression of the following characters The dog was suspicious The dog heard the donkey brays The dog laughed and laughed	2.Modeling for students: Tell the pupils that they will watch a video clips about denotation and connotation. Remind them to observe the standard rules in watching or viewing video clips 3.Viewing video clips about denotation and connotation https://youtu.be/0juB4IFlFrc	C.Modeling for Students Let the pupils answer the exercises on Learners' Material	3.Modeling for Students a.Ask pupils to analyze the sentence in flashcards 🌧It was raining so hard outside so I put on my raincoat. 🌧The horse jumped at the lake because she feel dirty. 🌧The football player slipped and he fell on the grass. How is the sentence formed?

		Call volunteer/s to restate sentences heard on his own words. Ask: What values you should observed during listening to a story and class discussions?	(Reference: Youtube…Connotation and Denotation		What are the two ideas formed in the sentence?
F. Developing mastery (Leads to Formative Assessment 3)		Restate the sentences heard on one's own words and give the facial expression/s based on the feeling/s expressed. His mother became **worried** when she didn't hear from him for two days. _____ David is quite **shy** so he doesn't like talking to people he doesn't know. _____ A year after being fired from his job, Alan is still very **bitter**. He has a lot of resentment towards his former boss. _____ Even though I am accustomed to traveling for business, I still get **homesick** if I am away from my home for more than a week. _____ I am absolutely **furious**!! I cannot believe that my dog chewed my favorite shoes. Now they're ruined! _____	4.Comprehension Check-up: a.What is denotation? Give examples of denotation. b.What is connotation? Give examples of connotation. c.Using Venn's diagram, give the comparison or contrast of the word denotation and connotation.	D.Guided Practice Below are eight different text types and the purpose of those texts, but they are mix up. Decide what the purpose of each text type is and drag it to the correct text type to the left. Match the items on the right to the items on the left A Explanation Narrative Discussion Argumentative (Exposition) Report Procedure (Instruction) Recount Description B To relate past experience or events, either real or imagined. To persuade the reader to agree with the writer's position/opinion. To instruct the reader how to make or do something. To explore more than one side of an issue/To inform and persuade. To show how things work and why things happen. To present a record of information after careful observation and analysis.	4.Guided Practice 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. d.All her clothes were dirty because her mother did not washed their clothes. e.Arnold dives in swimming pool and his head bump near the side of the pool.

<table>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>To entertain through telling a story.
To help the reader create a picture of scenes, events, people, etc....</td>
<td></td>
</tr>
<tr>
<td>G. Finding practical applications of concepts and skills in daily living</td>
<td>The teacher will show the flashcard with sentence/s. The teacher will call someone to read the sentence/s. Then the pupil who read the sentence/s will call another pupil to restate the sentences on his/her own words and use/ show the appropriate facial expressions stated on the sentence/s.

Cats are so curious that they often get into trouble. Once, my cat fell into the bath tub because she wanted to know what was inside!

When Dave found out that the plumber charged him double the normal amount to fix his toilet, he felt cheated.

After his grandmother passed away, Ken was so grief-stricken he couldn't get out of bed.

When Emily has a lot of work to do and feels stressed, she becomes very tense and cannot relax.

Our friend Lily makes us feel left out when she has a party but doesn't invite us.</td>
<td>Guided Practice:

The teacher will guide the pupils in answering the exercises on LM.

Below are examples of denotative and connotative meanings of words.

Choose inside the box the word being referred by the denotative and connotative meaning. Write your answer on the first column.

<table><tr><td>Word</td><td>Denota</td></tr><tr><td></td><td>High te</td></tr><tr><td></td><td>Low ter</td></tr><tr><td></td><td>Absent</td></tr><tr><td></td><td>Young b</td></tr><tr><td></td><td>Insane;</td></tr><tr><td></td><td>Predato</td></tr></table>Shark hot crazychick dead cool

D.Group Activity::

1.Organize the class into small groups or teams with no more than five members in each group. Then hand each group a blank “Connotation and Denotation Chart”</td>
<td>F.Independent Practice
Ask pupils to answer the work sheet on learners’ manual.
Tell :To help you better understand the concept of text types try to match the examples of particular texts on the right with the text types on the left by connecting them to the correct text type.</td>
<td>6.Independent Practice
Let the pupils do the activity at “ Learn some more”
Encircle the two ideas expressed in compound sentences then underline once the cause and twice the effect.
1.The dog barked at me because she was hungry.
2.It was my mom’s birthday today so I make her a card.
3.She didn’t sleep well last night so she feels weak today.
4.All her clothes were dirty because her mother did not wash their clothes.
5.Arnold dives in swimming pool and his head bump near the side of the pool.
6.Tara didn’t understand the homework assignment, so she asked a friend for help.
7.The students tried to prepare for the test but they didn't realize how difficult the test was.
8.We needed some groceries for the week so we went to the supermarket.
9.It was raining so hard outside so I put on my raincoat.
10.The horse jumped at the lake because she feel dirty.</td>
<td>6.Independent Practice
Directions: Infer the target audience. Match the words in column A to the words in column B.
A

1.Seminar/Training Workshop of Teachers in Math
2.How to Make a House
3. Making Pastries, Cakes and Breads
4. Snow White and the Beast
5. Wrestling
B
a. Carpenters
b. . Bakers
c. Teachers
d. Men
e. Little boys and girls</td>
</tr>
</table>

		2.Explain to the groups that you are about to distribute a list of 10 adjective words listed in a random order. When you scream “Go” it will be each group’s job to sort the words into a list of 5 pairs pupils need to accurately complete the “Connotation and Denotation Chart” by correct identifying the word in each pair. The first team that sings their team’s yell will be given 1 point and with all correct answers will be given 4 points.			
H. Making generalizations and abstractions about the lesson	What have you learned from today’s lesson?	Ask the pupils about what they have learned from today’s lesson.	What have learned from today’s lesson? (Game)Pupils will pass a ball while singing a song. When the song stops, the one who holds the ball will give what he/she learned from the day’s topic. 🌧 Different text types 🌧 Text types as to structures 🌧 Text types as to language	Connectors such as because, for this reason, that is why, so, therefore, for, and since can be used to show cause-and-effect relationships. A cause-and-effect relationship describes something that happens and explains why it happens. Compound sentences are made up of two simple sentences connected by a coordinating conjunction. These conjunctions are also known as FANBOYS:	Ask the pupils about what they have learned from the topic.
I. Evaluating learning	Restate the sentences heard on one’s own words. Draw appropriate facial expressions after the sentences. Grandpa was very **proud** of me when I got a promotion at work. He took me out to dinner to celebrate.	G.Evaluation: Identify the meaning of words if it is a connotation, write C, and if it is a denotation, write D. Write your answer on the blank. Blue ____ a. Mommy, please buy me a blue bike.	H. Evaluation Directions: Give the meaning of the following text type. Write your answer on the box opposite of the words TEXT TYPE NARRATIVE	Directions: Complete the following sentences. You may use a word or a group of words as signals for cause-and-effect relationships. 1. The clouds were turning dark, _____ we started packing our picnic baskets.	8.Evaluation Pupils will be asked to do the following activity: 1.Think of a commercial or TV Ads you like. Answer the date below: Name of commercial/TV Ads : _____ Target Audience: _____

	I'm a little **doubtful** about whether to get married or not.. We are **delighted** that you will be coming to visit us. It will be so nice to have you here. After waiting in line for an hour at the bank, the woman grew **impatient** and left. They were **shocked** to learn that their beloved neighbor, Miss Ann, had stolen their car.	_____b. Linda got low score in her tst. She is blue. 2.Snake _____ a. Lito saw a big snake in their backyard. _____ b. Mario is a snake. He spank the little boy. 3.Cool _____a. The weather is verycool. _____b. I like your jacket. It is very cool. 4.Cheap _____a. Linda goes with different man that's why she is being called cheap. _____b. The dress in the store is cheap. 5.Rats _____a. Rats lived in a dark places. _____b. Rats! I left my pocket book in the car.		2. Road blocks were set up by the military, _____ they could catch the terrorists. 3. Tourists flock to Boracay _____they are amazed of its white sand 4. The diligent son worked in the morning and studied at night _____ his father died three years ago. 5. The economy of the country is improving _____ dedicated government officials worked hard. 6. The wind blew and the papers were scattered on the floor. 7. He opened the box and a letter fell into his hands. 8. The rain stop and the rainbow appeared in the sky. 9. Maria steps on a banana feeling and she fell on the ground. 10. Juan accidentally broke the flower base, his mother got angry.	Age: _____ Gender: _____ Interest: _____
J. Additional activities for application or remediation	Pupils will restate the sentences heard on one' own words. Then, show to the class the appropriate facial expressions expressed in the sentence. Even in hard times when I don't have a lot of money, I stay **hopeful** and believe that next month will be better.	**Ask the pupils to answer the activities under "Do and Learn** .	Write I example of each text type	Directions: Do the following activities: Activity 1: Read the compound sentence silently. Activity 2: Write five (5) compound sentences. Underline once the cause and twice the effect . Encircle	Watch a television commercial at home or find an ad in a newspaper or magazine Then , write one paragraph describing the ad, making an inference about who the target audience is, and explaining why they think this.

	When I see that **puzzled** look on your face, I know that you didn't understand my question. Wow! I'm really **impressed** that Ashley can speak 7 languages, whereas I only speak one! Ugh! I don't have anything to do. I'm so **bored**!! After Kylie had her heart broken by her ex-boyfriend, she felt so **down** and **blue.** She is very **sad.**			the conjunction used in the sentence.	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who scored below 80%					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					