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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **V** |
| **Teacher:** | **File Created by Ma’am AMILEEN M. MALVAR** | **Learning Area:** | **ENGLISH** |
| **Teaching Dates and Time:** | **NOVEMBER 21 - 25, 2022 (WEEK 3)** | **Quarter:** | **2ND QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 1. **OBJECTIVES** |  |  |  |  |  |
| **A .Content Standards** |  | | | | |
| **B .Performance Standards** |  | | | | |
| **C. Learning Competencies/**  **Objectives**  Write the LC code for each |  | LC:Identify informational text – types  RC: Distinguish text – types according to purpose  OL:Ask questions to check understanding of information presented  A: Show tacfulness when communicating with others  EN5LC-IIc-3.19, EN5RC-IIc-3.2.1,EN5OL – IIc-1.3.1, EN5A-IIc-17  CG.Page **68** of 164 | V:Identify different meanings of content specific words (denotation and connotation)  A: Show tactfulness when communicating with others  EN5V-IIc20.1.1, EN5V-IIc-20.2.1, EN5A-IIc-17  CG.Page **68** of 164 | SS: Gather relevant information from the glossary  F: Read with automaticity grade level frequently occurring content area words  EN5SS-IIc-1.4, EN5F-IIc-1.8.1  CG.Page **68** of 164 |  |
| **II. CONTENT** |  | Informational Text – Types | Informational Text – Types | Glossaries |  |
| **III. LEARNING RESOURCES** |  |  |  |  |  |
| A.References |  |  |  |  |  |
| 1. Teacher’s Guide pages |  | TG/Week 3 | TG/Week 3 | TG/Week 3 |  |
| 2. Learner’s Materials pages |  | LM/Week 3 | LM/Week 3 | LM/Week 3 |  |
| 3. Textbook pages |  |  |  |  |  |
| 4.Additional Materials from Learning Resource (LR) portal |  |  |  |  |  |
| B. Other Learning Resources |  | Puzzle, Paragraphs, Diagram | Pictures,Story, dictionary | Picture, cartolina |  |
| **IV. PROCEDURES** |  |  |  |  |  |
| A. Reviewing previous lesson or presenting the new lesson |  | Review the cause and effect relationship | Review the types of informational texts | What is connotation and denotation? |  |
| B. Establishing a purpose for the lesson |  | Pupils will arrange the given puzzle to get the two exact words. | Have you seen a frog?  What are the characteristics of a frog? Size? Color?  What is its contribution to our environment? | What are the different parts of a book?  Tell something about each part of the book. |  |
| C. Presenting examples / instances of the new lesson |  | Our lesson for today is about informational text and its types.  **Informational tex**t are text that provide factual information to readers.  **Types:** | Our lesson is about identifying the meaning of content specific words through denotation and connotation | Today we are going to learn about the glossary. It is a dictionary found in some books. It is located at the back and it is where the difficult and unusual words used in the book are listed alphabetically. It gives the meanings of those words as used in the selections. |  |
| D. Discussing new concepts and practicing new skills #1 |  | **Description- Sensory and descriptive details that help the reader visualize information. Ask yourself: what specific person, place, thing, or idea is being described. Description shares the who, what, when, where, why or how of a topic/subject. Clue words are such as, for instance, in addition, also, specifically** | Let me define first denotation and connotation.  **Denotation** is generally defined as literal or dictionary meanings of a word in [contrast](http://literarydevices.net/contrast/) to its connotative or associated meanings.  **Connotation** refers to a meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Let us study the glossary  **Glossary**  **Adolescent –** a boy or a girl between the ages of 12-18 when there is a great physical change in the body.  **Aeration** – the spraying of water into the air to remove unpleasant odors and tastes  Using the glossary above, fill in the blanks with the word that has the correcr meaning.  1.A mixture of several gases \_\_\_\_\_\_\_\_\_  2.A flying machine with the wings and motor \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| E. Discussing new concepts and practicing new skills #2 |  | Pupils will listen to the parangraph below and answers the questions orally. | The teacher will read a story to the pupils.  ***The Boys and the Frogs***  He needs to identify the connotative meanings of the words in the leaves in order to save  other frogs.  Do you want to help the frog in saving other lives?  You need to answer the problems below. | Ask: How are words arranged in the glossary? (in alphabetical order)  What words are found in the glossary? (the difficult and unusual words used in the book)  What information does a glossary provide? (it gives the meanings of words as used in the selections) |  |
| F. Developing Mastery  (Leads to Formative Assessment) |  | Pupils will read the paragraph and identify the type of text used | Below are groups of words which are often used to describe people. What are the connotations of the words? Underline your answer.  1.Childlike - Youthful, Childish, Young  Disabled, - Crippled, Handicapped, Retarded | Read the glossary  Fill in the blanks with the correct answer. |  |
| G. Finding practical application of concepts and skills in daily living |  | Arrange the jumbled letters to get the exact word. Answer it orally. | Match the words in Column A with the denotation meaning in Column B.  (Using your dictionary) | Read the glossary  Fill the blanks with the correct words. |  |
| H. Making generalizations and abstractions about the lesson |  | Remember:  **Informational tex**t are text that provide factual information to readers.  **Types:** | Remember:  **Denotation** is generally defined as literal or dictionary meanings of a word in [contrast](http://literarydevices.net/contrast/) to its connotative or associated meanings.  **Connotation** refers to a meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations. | Remember:  The **glossary** is a special disctionary.  It is at the back and it is where difficult and unsual words used in the book are located.  It gives the meaning of words as used in the selections. |  |
| I. Evaluating learning |  | Listen to the ff. And tell the types of informational text being used. | A.Identify the connotation of the given words.  B. Identify the denotation of the given words. | Study this partial list from a glossary.  Answer the questions below.  1.How many syllables does thge word mahogany have?  A.1 B. 2 C. 3 D. 4 |  |
| J. Additional activities for application or remediation |  | Identify the types of informational texts used in the ff. sentences | Write of 3 each examples of connotation and denotation | Copy Example of glossary from the books. |  |
| **V. REMARKS** |  |  |  |  |  |
| **VI. REFLECTION** |  |  |  |  |  |
| A. No. of learners who earned 80% on this formative assessment |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| B. No. of learners who require additional activities for remediation |  |  |  |  |  |
| C. Did the remedial lessons work?  No. of learners who have caught up 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 help me solve? |  |  |  |  |  |
| G. What innovation or localized materials did I used/discover which I wish to share with other teacher? |  |  |  |  |  |