

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 26-30, 2022 (WEEK 6)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards					
B.Performance Standards					
C.Learning Competencies/Objectives	Use Compound Sentences to Show a Problem-Solution Relationship	Use Compound Sentences to Show a Problem-Solution Relationship	Use Compound Sentences to Show a Problem-Solution Relationship	Use Compound Sentences to Show a Problem-Solution Relationship	
II.CONTENT	Using Compound Sentences to Show a Problem-Solution Relationship • identify cause and effect and problem-solution relationships in sentences; • match a cause clause with its effect clause and a problem clause with its solution clause; and • use compound sentences to show cause and effect and problemsolution relationships	Using Compound Sentences to Show a Problem-Solution Relationship • identify cause and effect and problem-solution relationships in sentences; • match a cause clause with its effect clause and a problem clause with its solution clause; and • use compound sentences to show cause and effect and problemsolution relationships	Using Compound Sentences to Show a Problem-Solution Relationship • identify cause and effect and problem-solution relationships in sentences; • match a cause clause with its effect clause and a problem clause with its solution clause; and • use compound sentences to show cause and effect and problemsolution relationships	Using Compound Sentences to Show a Problem-Solution Relationship • identify cause and effect and problem-solution relationships in sentences; • match a cause clause with its effect clause and a problem clause with its solution clause; and • use compound sentences to show cause and effect and problemsolution relationships	
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	What's More	Assessment
			Activity 1	What I Can Do	

	Directions: Read the sentences carefully, then match the given causes in the left column with the effects in the right column. In your paper, write only the letter that corresponds to your answer. <table><tr><th>Causes</th><th>Effects</th></tr><tr><td>_____ 1. Summer winds are strong,</td><td>a.) for they don't go to school.</td></tr><tr><td>_____ 2. It is dangerous to go out during a typhoon,</td><td>b.) or you will fail the test.</td></tr><tr><td>_____ 3. The sky became dark,</td><td>c.) so children often fly a kite.</td></tr><tr><td>_____ 4. You need to study well,</td><td>d.) for you can be hit by falling trees.</td></tr><tr><td>_____ 5. Children suffer skin rashes during summer</td><td>e.) so they need to avoid the sun.</td></tr><tr><td></td><td>f.) and it started to rain.</td></tr></table>	Causes	Effects	_____ 1. Summer winds are strong,	a.) for they don't go to school.	_____ 2. It is dangerous to go out during a typhoon,	b.) or you will fail the test.	_____ 3. The sky became dark,	c.) so children often fly a kite.	_____ 4. You need to study well,	d.) for you can be hit by falling trees.	_____ 5. Children suffer skin rashes during summer	e.) so they need to avoid the sun.		f.) and it started to rain.	Directions: Read the story and answer the questions that follow. The Cowardly Bat Long ago, the birds and the beasts had a quarrel. The birds gathered at the owl's home in the forest. "Let us make war on the beasts," said the owl. "Yes, let us make war," replied the other birds. "You shall be our captain." Then the owl led the way and they all followed. As they passed the tree where the bat was hanging, they said, "Come with us." But the bat answered, "Don't you see that I am a beast?" Then some beasts walking beneath the tree said to him, "Won't you come with us?" The bat answered, "Don't you see that I am a bird?" However, the bat followed the beasts for a short distance. Then he hung himself up in a tall tree and watched the battle. When he thought that the birds were sure to win, he flew to join them. "I have come to help you," he said. "We don't want you," said the birds. "You are a beast." "Oh, no! I am a bird," replied the bat. "Look at my wings." Later when the beasts seemed to be gaining, he went to join them. "I have come to help you," he said. "What shall I do?" "Go away," said the beasts. "We don't want your help. You are a bird." "Oh no! I am not a bird," replied the bat. "Look at my feet and my sharp teeth." At last the birds and the beasts made a peace treaty. They will not fight anymore. The bat went to the birds and said, "I wish to be a friend with you." But the birds cried out anger, "Go away. You are not a bird." He then went to the beasts. "Please let me be your friend," he said. But the beast shouted at him, "Go away. You are not a beast." "Ah," said the bat. "I see that I must live alone. He that is neither bird nor beast has no friends." Since that day, the bat has hidden in dark places. He flies only at night when both birds and beasts are sleeping. Answer these questions: 1. Where is the setting of the story? 2. Who are the characters? 3. What events took place in the story? 4. What was the problem of the bat? 5. How did he solve his problem? 6. How did the story end?	Directions: Copy the sentences in your notebook. Underline the cause once and the effect twice. 1. We need to recycle, for we will soon be overwhelmed by garbage. 2. Our grandparents have weaker bones, so they have to drink milk. 3. My back is aching, so I need some rest. 4. Nap always wakes up late, so he needs an alarm clock. 5. Some classes will be done online, so we will need an internet access. Activity 2 Directions: Using the same set of sentences above, complete the table in your notebook. <table><tr><th>PROBLEM</th><th>COORDINATING CONJUNCTION</th><th>SOLUTION</th></tr><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr><tr><td>4.</td><td></td><td></td></tr><tr><td>5.</td><td></td><td></td></tr></table>	PROBLEM	COORDINATING CONJUNCTION	SOLUTION	1.			2.			3.			4.			5.			Directions: In your notebook, write a compound sentence that shows a problemsolution relationship in response to each of the given situations. Example: Your cellphone broke into pieces when it fell to the ground. What is the solution? Possible answers: My cellphone is broken, so I will bring it to the repair shop. My cellphone's screen is broken, so I will replace it. 1. You hurt the feelings of your best friend when you lost your temper. What will you do to solve the problem? I hurt my friend's feelings, so I _____. 2. You have been invited to a birthday party of your classmate. You do not want to go there empty-handed and you want to make your classmate happy. What do you plan to do? What will you bring? I will attend a birthday party, so I _____. 3. You noticed that many of your classmates leave the classroom without turning off the fans and lights. What will you tell your classmates to remind them? We need to _____, so we _____.	Directions: Complete the compound sentence by adding a solution that answers the problem. Write your answers in your notebook. I will stay at my friend's house tonight, so _____. Problem Solution I will stay at my friend's house tonight, so I will bring my clothes. 1. I have a fever, so _____. 2. It is going to rain, so _____. 3. PAGASA says that the rain may cause severe flooding in our place, so _____. 4. I want to grow tall, so _____. 5. This pandemic is not over yet, so _____.
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	What's In Directions: Can you find the most probable solution to the events in Column I? In your notebook, write only the letter that corresponds to your chosen answer from Column II.	What Is It In the previous module, you learned that a compound sentence is a sentence having two independent clauses or parts that were combined to form a single	What I Have Learned Directions: Let's check your understanding of the lesson by doing this activity. On the space provided before each number, write T if the statement is TRUE, and write F if it is FALSE.																																		

	Column I Column II ___1. I can't go home yet, ___2. She might forget about it, ___3. It started to rain, ___4. It's too bright during the day, ___5. The school is too far away from home, a.) so I take the bus to school. b.) for I need my travel pass. c.) and you need to drink milk. d.) so the kids ran back to the house. e.) so the bats only go out at night. f.) so you need to remind her.	sentence. If these parts are separated, they can stand on their own since they have a complete meaning. (compound sentence)Nobody wanted to live with the bat, <u>so</u> the bat decided to live alone. (independent clause)Nobody wanted to live with the bat. (independent clause)The bat decided to live alone. In the example above, the compound sentence also expresses a cause and effect relationship. A cause is something that allows another thing to happen while an effect is the event that happens because of the cause. Going back to the first sentence above, we can identify the following parts: Cause (First Event) Nobody wanted to live with the bat. Effect (Next Event): "The bat decided to live alone." We are told that the cause or the first event is that nobody wanted to live with the bat. The second event which resulted from this situation is that the bat eventually decided to live alone since nobody wanted to stay with him. Let's take a look at more compound sentences using the sentences you encountered earlier. Note that in each sentence, there is a cause and an effect. The sky became dark, and <u>it started to rain.</u> CauseEffect It is dangerous to go out during a typhoon, <u>for you can be hit by falling trees.</u> CauseEffect Now, let's also consider these sentences: Children suffer skin rashes during summer, so <u>they need to avoid the sun.</u> Cause (Problem)Effect (Solution) <u>We brought hats-hats-hats</u> for it was hot during the day. Effect (Solution)Cause (Problem) You will notice that the two sentences above are originally examples of compound sentences showing cause and effect relationship. However, they are a special type of a cause and effect relationship because the cause happens to be a problem and the effect also happens to be the solution. In other words, the compound sentences above are examples of a problem-solution relationship. In order to avoid skin rashes during summer (cause), children need to avoid the sun (solution). Likewise, the problem about having a hot day was solved by having a hats-hats-hats. A problem and solution sentence is a sentence pattern where there is a concerning issue and a remedy to the said issue. Most often, the word used to form the compound sentence that shows a problem-solution relationship is the conjunction <u>so</u>. Examples of Compound Sentences that Show Problem and Solution Relationships <table><tr><th>PROBLEM</th><th>COORDINATING CONJUNCTION</th><th>SOLUTION</th></tr><tr><td>Eliak is hungry.</td><td>so</td><td>she eats a lot.</td></tr><tr><td>My tooth really ached.</td><td>so</td><td>I went to the dentist for checkup.</td></tr><tr><td>I was soaking wet.</td><td>so</td><td>I changed my clothes immediately.</td></tr></table> Occasionally, however, the coordinating conjunctions <i>for</i>, <i>and</i> or <i>may</i> also be used. We left the party, <u>for</u> it was already getting late. SolutionProblem You need to drink enough water, <u>or</u> you will end up dehydrated. SolutionPossible Problem	PROBLEM	COORDINATING CONJUNCTION	SOLUTION	Eliak is hungry.	so	she eats a lot.	My tooth really ached.	so	I went to the dentist for checkup.	I was soaking wet.	so	I changed my clothes immediately.	1. A compound sentence can be used to show a cause and effect relationship. 2. A compound sentence can be used to show a problem-solution relationship. 3. The coordinating conjunction and is used in a compound sentence to show problem-solution relationships. 4. The problem-solution relationship is a special type of a cause and effect relationship. 5. A cause is the result of an event.		
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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 did not find difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson.	___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 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 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 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 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.	<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.	<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.	<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.	<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 through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___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 through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___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 through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___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 through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___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 through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ 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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	___ 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
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