



**GRADES 1 to 12
DAILY LESSON LOG**

School:	DepEdClub.com	Grade Level:	IV
Teacher:	File Created by Sir BIENVINIDO C. CRUZ JR	Learning Area:	ENGLISH
Teaching Dates and Time:	NOVEMBER 27 - DECEMBER 1, 2023 (WEEK 4)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES	EO: Show appreciation for being able to create things through origami or paper folding. IO: Follow a set of three – to five – step directions.	EO: Show appreciation for being able to create things through origami or paper folding. IO: Follow a set of three – to five – step directions.	EO: Show appreciation of the many uses of bamboo. IO: Use context clues to get the meaning of difficult words.	Use the present form of the verb that agrees with the subject.	EO: Appreciate the message of the poem O: Write a two point sentence outline.
Content Standards	Demonstrates understanding of the elements of informational texts for comprehension.	Demonstrates understanding of the elements of informational texts for comprehension.	Demonstrates understanding that words are composed of different parts and their meaning changes depending on context.	Demonstrates command of the conventions of standard English Grammar and usage when writing or speaking.	Demonstrates understanding of writing as a process.
b. Performance Standards	Recalls details, sequence of events, and shares ideas on texts listened to.	Recalls details, sequence of events, and shares ideas on texts listened to.	Uses strategies to decode the meaning of words.	Speaks and writes using good command of the conventions of standard English.	Uses a variety strategies to write informational and literary compositions.
c. Learning Competencies/ Objectives. Write the LC Code for each	EN4LC-IId-4	EN4LC-IId-4	EN4V-IId-3	EN4G-IId-4	EN4WC-IId-4
II.CONTENT	Present Form of Verbs; Giving Three – to 0 Five step directions	Present Form of Verbs; Giving Three – to 0 Five step directions	Using context clues in getting the difficult meaning of a word.	Present form of the verb	Sentence Outline
III.LEARNING RESOURCES	Chart, Pictures, Big books, bond paper	Chart, Pictures, Big books, bond paper	Chart, paper strips, picture of a bamboo	Chart, strip of paper with some sentences.	Pictures, chart
A. References					
1.Teacher’s Guide pages	P148 - 150	P148 - 150	150 -152	152-153	154-155
2.Learner’s Materials pages			153	157 - 159	154 - 156
3.Textbook pages					
4.Additional Resources from Learning Resources (LR) Portal					

B. Other Learning Resources	Audio-visual presentation – making a paper butterfly	Audio-visual presentation – making a paper butterfly	Audio-visual presentation – “The Bamboo Tree”		
IV.PROCEDURES					
A. Review previous lesson or presenting the new lesson.	Sing the song with action “Fly Fly Fly The Butterfly”	Sing the song with action “Fly Fly Fly The Butterfly”	Review of yesterday’s lesson about making paper art works. Flash the different words And Unlock some difficult words Refer TG p 151	Review of yesterday’s lesson about context clues. Find out and Learn LM p. 157	Present a short paragraph on the board Refer to LM p 154
B. Establishing the purpose to the lesson.	Unlock some difficult words in the song using pictures. Demonstrate how to fold and unfold pieces of papers to make some paper folded art work. How do we make paper butterflies?	Unlock some difficult words in the song using pictures. Demonstrate how to fold and unfold pieces of papers to make some paper folded art work. How do we make paper butterflies?	Ask the pupils if they have a bamboo furniture at home. What are the many uses of bamboo? Accomplish the KWL Chart.	illustrations Refer to LM p 153 Ask: How many bamboos are there in column A? Column B? What do bamboos do? What words tell what persons do?	Let the pupils identify the topic on the given details.
C. Presenting examples/ instances of the new lesson	Display samples of folded art work; butterflies, fans, caps, etc. Ask: What kinds of objects do you see? How are they made?	Display samples of folded art work; butterflies, fans, caps, etc. Ask: What kinds of objects do you see? How are they made?	Read and Learn LM p. 153	Post the chart on TG p 153	Present the short paragraph on the board. Refer to TG 154
D. Discussing new concepts and practicing new skills # 1	Post the chart on how to make a paper butterfly Refer to TG 149-150	Post the chart on how to make a paper butterfly Refer to TG 149-150	Talk about it LM p 153	Study the chart Refer to LM p 157	Ask: What is the topic of each paragraph? What sentences say about the topic?
E. Discussing new concepts and practicing new skills # 2					
F. Developing Mastery (Leads to Formative Assessment 3	What are the steps in making a paper butterfly?	What are the steps in making a paper butterfly?	Why bamboos important?	Do and Learn Letter B p. 158	Write About It A. LM p. 156
G. Finding practical applications of concepts and skills in daily living	Why we should always follow the steps or the direction? Relate to our daily living.	Why we should always follow the steps or the direction? Relate to our daily living.	How do bamboos help especially to the farmers?	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	How can we compare topics from subtopics?

H. Making generalizations and abstractions about the lesson	How can you make a perfect paper butterfly?	How can you make a perfect paper butterfly?	What is the most important use/s of bamboo?	When do we use the s-form and the base form of the verb?	What is an Outline? What are its two parts?
I. Evaluating learning	Directions: Make your own Paper art work, Follow the steps and give 5 uses or its function/s.	Directions: Make your own Paper art work, Follow the steps and give 5 uses or its function/s.	Directions: Using context clues find the meaning of the underlined word/s. 1. The Bamboo is a <u>Giant</u> among of the grass family. a. long b. tall c. short 2. Pupils name are arranged in <u>Chronological Order</u> . a. broken b. out of order c. in order 3. Gab was sent to <u>jail</u> for stealing a money. a. prison house b. hospital c. hotel 4. Listen carefully to <u>acquire</u> more knowledge. a. lost b. gain c. trouble 5. Shane knows the answer on a given question, but she is <u>reluctant</u> to give her answer. a. a. ready b. excited c. not willing	Directions: Choose the correct form of the verb in the parenthesis to complete the sentence. Write your answer on your paper. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Animal Beads</p> <p>A bat (sleep, sleeps) in a cave.</p> <p>The bird (rests, rest) in a tree.</p> <p>Rabbits (stay, stays) in a tunnel underground and fish (sleep, sleeps) in the sea.</p> </div>	Directions: Using the template below, Write a two- level sentence outline about "The Bamboos". I. _____ A. _____ B. _____ C. _____ II. _____ A. _____ B. _____ C. _____
J. Additional activities for application or remediation	Make your own paper art work. Explain why you choose that artwork?	Make your own paper art work. Explain why you choose that artwork?	Study in advance about verbs.	Answer Do And Learn letter C LM p. 159	

V.REMARKS						
VI.REFLECTION						
A.	No. of learners who earned 80% in the evaluation	___ of Learners who earned 80% above				
B.	No. of learners who require additional activities for remediation who scored below 80%	___ 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

C. Did the remedial lessons work? No. of learners who have caught up with the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ____ of Learners who caught up the lesson
D. No. 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	____ of Learners who continue to require remediation
E. Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks
F. What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures

