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:	MARCH 18 – 22, 2024 (WEEK 8)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES A.Content Standards	**ORAL LANGUAGE** – The learner demonstrates understanding of verbal cues for clear expression of ideas **LC** – the learner demonstrates an understanding of the elements of literary and informational texts for comprehension ***READING COMPREHENSION** –The learner demonstrates understanding of various linguistics nodes to comprehend various texts	**ORAL LANGUAGE** – The learner demonstrates understanding of verbal cues for clear expression of ideas **LC** – the learner demonstrates an understanding of the elements of literary and informational texts for comprehension ***READING COMPREHENSION** –The learner demonstrates understanding of various linguistics nodes to comprehend various texts	Demonstrates an understanding of the elements of literary and informational texts for comprehension	demonstrates an understanding of verbal cues for clear expression of ideas	demonstrates a command of the conventions of standard English grammar and usage when writing or speaking
B.Performance Objective	**OL-** The learner efficiently delivers oral presentations LC – The learner identifies story perspectives and text elements RC – The learner uses knowledge of text types to correctly distinguish literary from informational text	**OL-** The learner efficiently delivers oral presentations LC – The learner identifies story perspectives and text elements RC – The learner uses knowledge of text types to correctly distinguish literary from informational text	recalls details, sequence of events, and shares ideas on texts listened to	actively creates and participates in oral theme-based activities	speaks and writes using good command of the conventions of standard
C.Learning Competencies/ Objectives *(Write the LC code for each)*	**LC-** Identify the main idea, key sentences, and supporting details from text listened to **EN4LC-IIIg-1.1** **OL –** Tell/retell familiar stories by using appropriate gestures and expressions in complete sentences **EN4OL-IIIg-18** **RC- Identify the main idea, key sentences, and supporting details of a given text** **EN4RC-IIIg-40**	**LC-** Identify the main idea, key sentences, and supporting details from text listened to **EN4LC-IIIg-1.1** **OL –** Tell/retell familiar stories by using appropriate gestures and expressions in complete sentences **EN4OL-IIIg-18** **RC- Identify the main idea, key sentences, and supporting details of a given text** **EN4RC-IIIg-40**	Make predictions about a selection listened to Use appropriate graphic organizers for text read	Tell/Retell familiar stories and short conversations by using appropriate gestures and expressions in complete sentence EN4OL-IIIg-18	Use a particular kind of sentence for a specific purpose (e.g., making requests) EN4G-IIIh-19
CONTENT *(Subject Matter)*			Story "Hurry, Santa!"	Story "Hurry, Santa!"	Kind of sentence for a specific purpose: Making request

II. LEARNING RESOURCES A.References	1. Identifying the main idea, Key Sentences, and Supporting Details of a Given text Listened to and Read 2. Telling and retelling Familiar Stories by Using Appropriate Gestures and Expressions in Complete Sentences	● Identifying the main idea, Key Sentences, and Supporting Details of a Given text Listened to and Read ● Telling and retelling Familiar Stories by Using Appropriate Gestures and Expressions in Complete Sentences			
1.Teachers Guide pages			291-296	296-297	297-299
2.Learners Material Pages			306-307	307	307-309
B. Other Learning Resources	TG pp. 276-281	TG pp. 276-281			
III. PROCEDURES	LM pp.	LM pp.			
A.Reviewing past lesson or Presenting the new lesson (Drill/Review/Unlocking of difficulties)	Getting to Know Others 4 tx.pp. 119	Getting to Know Others 4 tx.pp. 119	Think and Tell: What gifts did you receive last Christmas? Who gave you those gifts? Present the vocabulary words while telling the story.	Drill: Read the words, phrases and sentences. Retell the story "Hurry, Santa!"	Oral Language: See TG p.298
B.Establishing a purpose of the new lesson (Motivation)			Have you experienced sleeping before Christmas eve? What was the feeling when you woke up few minutes before Christmas? What did you do?	Today we are going to discuss more about our story yesterday.	Look at the picture. What do you think are they talking about?
C.Presenting Examples/ instances of the new lesson (Presentation)	Pictures, Chart, PPT, task cards, foldables	Pictures, Chart, PPT, task cards, foldables	Present the story "Hurry, Santa!"	Engagement /Enrichment See TG p. 297	Today we are going to discuss how to make a request
D.Discussing new concepts and practicing new skills no.1. (Modeling)			The teacher will first read the story. Stop at set points, to ask the children what they think will happen next in the story.	Group Reporting	Refer to LM Find out and Learn p. 307
E. Discussing new concepts and practicing new skills no.2 (Guided Practice)	Let the pupils Watch the video of water cycle. Write some observations based on the video.	Let the pupils Watch the video of water cycle. Write some observations based on the video.	Comprehension Check Ask questions based from the story listened to	Discussion. See TG. P. 297	Refer to LM Try and Learn p. 308 Exercise 2
F.Developing Mastery (Leads to Formative Assessment 3.) (Independent Practice)	Unlocking of difficulties Invisible vapor Moisture Precipitation Circulation	Unlocking of difficulties Invisible vapor Moisture Precipitation Circulation	Use a Story Star as a graphic organizer in answering the questions.	Ask for the pupil's reaction on the selection read.	Refer to LM Do and Learn pp. 308-309

	Hydrologic cycle (use pictures) Motivation: Have you seen how water cycle moves? Motive Question: What is the paragraph about?	Hydrologic cycle (use pictures) Motivation: Have you seen how water cycle moves? Motive Question: What is the paragraph about?			
G. Finding practical application of concepts and skills in daily living (Application/Valuing)	Let the pupils listen to the article the teacher will read. The waters of the earth move continuously from the oceans, to the air, to the land, and back to the oceans again. The sun's heat evaporates water from the oceans. The water rises as invisible vapor, and falls back to the ocean as rain, snow, and some other form of moisture. This moisture is called precipitation. Most precipitation drops back directly into the oceans. The remainder falls on the rest of the earth. In time, this water also returns to the sea, and the cycle starts again. This unending circulation of the earth's waters is called water cycle or hydrologic cycle.	Let the pupils listen to the article the teacher will read. The waters of the earth move continuously from the oceans, to the air, to the land, and back to the oceans again. The sun's heat evaporates water from the oceans. The water rises as invisible vapor, and falls back to the ocean as rain, snow, and some other form of moisture. This moisture is called precipitation. Most precipitation drops back directly into the oceans. The remainder falls on the rest of the earth. In time, this water also returns to the sea, and the cycle starts again. This unending circulation of the earth's waters is called water cycle or hydrologic cycle.	In real life who is Santa for you? Why?	How can you show generosity during Christmas time?	What attitudes do you show when making a request? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
H. Making Generalization and abstraction about the lesson (Generalization)	Ask questions about the article listened to. What is the paragraph about? Which sentence contains the main idea of the paragraph? What is the first supporting detail in the paragraph? Which detail is correct? a.All forms of precipitation first falls into the oceans. b.Rain, snow, and water vapor are called precipitation. c.Water cycle refers to the circulation of water on the earth.	Ask questions about the article listened to. What is the paragraph about? Which sentence contains the main idea of the paragraph? What is the first supporting detail in the paragraph? Which detail is correct? a.All forms of precipitation first falls into the oceans. b.Rain, snow, and water vapor are called precipitation. c.Water cycle refers to the circulation of water on the earth.	What is a graphic organizer? How do you make predictions?	Let the pupils generalize their ideas/concepts of the lesson presented.	What are the words that we can use in making a request?
I. Evaluating learning	**Guided Practice** Let the pupils read the paragraph and answer the questions afterwards. (see attached sheets)	**Guided Practice** Let the pupils read the paragraph and answer the questions afterwards. (see attached sheets)	Use a Story flower in answering the following question: 3. What is the title of the story? 4. Who are the characters? 5. When did the story happen?	*(The group presentation will serve as the evaluation. Use rubric to grade each performance.)*	Underline the words that show polite request. 1. Would you please join the Christmas party? 2. May we join the Reader's theater for the Christmas show?

			6. Where did the story happen? 7. What is Christmas for you? 8. Why is Christmas important?		
J. Additional activities for application and remediation (Assignment)	**Independent Practice** Let the pupils listen/read the article. Answer questions afterwards. 　The world's surface consists of water and land. Air surrounds the surface and extends to outer space. Water – chiefly the great oceans-covers less than ¾ of the world's surface. All living things must have water to live , just as they must have air. People also use water for irrigation, industry, power, and transportation. In addition, the oceans, lakes, and rivers provide fish and other foods. What is the paragraph about? Is there one sentence to express the main idea? What two details are not mentioned in the paragraph? a.Air surrounds the world and extends outward into space. b.Fish and other foods are found in the world's waters. c.The oceans separate land masses called continents. d.All living things must have air to live. e.Farmers settle where there is water for irrigation.	**Independent Practice** Let the pupils listen/read the article. Answer questions afterwards. 　The world's surface consists of water and land. Air surrounds the surface and extends to outer space. Water – chiefly the great oceans-covers less than ¾ of the world's surface. All living things must have water to live , just as they must have air. People also use water for irrigation, industry, power, and transportation. In addition, the oceans, lakes, and rivers provide fish and other foods. What is the paragraph about? Is there one sentence to express the main idea? What two details are not mentioned in the paragraph? a.Air surrounds the world and extends outward into space. b.Fish and other foods are found in the world's waters. c.The oceans separate land masses called continents. d.All living things must have air to live. e.Farmers settle where there is water for irrigation.	Reread the story at home.		

V.REMARKS					
VI.REFLECTION					
No. of learners who earned 80% in the evaluation	___ 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

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
Did the remedial lessons work? No. of learners who have caught up with 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	___Yes ___No _____ of Learners who caught up the lesson
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
Which of my teaching strategies worked well? Why did these work?	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
What difficulties did I encounter which my principal or supervisor can help me solve?	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils
What innovation or localized materials did I use/discover which I wish to share with other teachers?	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality

	__ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	__ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	__ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	__ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	__ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures