

 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:	APRIL 8 – 12, 2024 (WEEK 2)	Quarter:	4 th 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 SS – The learner demonstrates an understanding of library skills to research on a variety of topics	V - The learner demonstrates an understanding that word meaning can be derived from different sources The learner demonstrates an understanding that words are composed of different parts and their meaning changes depending on context A – The learner demonstrates an understanding of verbal and nonverbal elements of communication to respond back	*READING COMPREHENSION –The learner demonstrates understanding of various linguistics nodes to comprehend various texts ORF – The learner demonstrates an understanding that English is stress-timed language to achieve accuracy and automaticity	G – The learner demonstrates a command of the conventions of standard English grammar and usage when writing or speaking	WC – the learner demonstrates an understanding of the importance of using varied sources of information to support writing
B. PERFORMANCE STANDARDS	OL – The learner efficiently delivers oral presentations LC – The learner identifies story perspectives and text elements SS – The learner uses library skills to gather appropriate and relevant information	V – The learner uses different resources to find word meaning The learner uses strategies to decode the meaning of words A – The learner uses paralanguage and nonverbal cues to respond appropriately	RC – The learner uses knowledge of text types to correctly distinguish literary from informational text ORF - The learner reads aloud text with accuracy, automaticity, and prosody	G – The learner speaks and writes using good command of the conventions of standard English	WC - The learner uses varied sources of information to support writing
C. LEARNING COMPETENCIES/ OBJECTIVES (Write the LC Code for each)	LC – Distinguish fact from opinion in informational text EN4LC-IVb-31 OL – State a fact and opinion about a particular topic (announcement) EN4OL-IVb-21 SS - Get information from an announcement EN4SS-IVb-16	V - Use knowledge of context clues to find the meaning of unfamiliar words (antonyms) EN4V-IVb-13.2 A -Express interest in text reading available print materials(informational) EN4A-IVb-34	RC - Distinguish fact from opinion in an informational text EN4RC-IVb-42 ORF - Read grade-level texts with accuracy rate of 95%-100% EN4F-IVb-1.6	G - Use prepositions in sentences to and from EN4G-IVb-7.3	WC –Write a 2-point sentence outline EN4WC-IVb-35
II. CONTENT					
	-Distinguishing Fact From Opinion in Informational Text _Stating a fact and Opinion about a Particular Topic (Announcement) -Getting Information from an Announcement	-Using Knowledge of Context Clues to Find Meaning of Unfamiliar Words (Antonyms) -Expressing Interest in Text Reading Available Print Materials (Informational)	-Distinguishing Fact from Opinion in an Informational Text *Reading Grade level Texts with Appropriate speed, Accuracy and Expression	-Using Prepositions in Sentences to and from	- Writing a 2-Point Sentence Outline

LEARNING RESOURCES											
A. References											
1. Teacher’s Guide Pages	TG pp. 349-351	TG pp	TG pp. 404-405	TG pp. 364-365	TG pp. 150-151, 154-155						
2. Learner’s Materials Pages	LM tx pp 330 - 331	LM pp.	LM pp. 381-384	LM p. 349	LM pp 153- 156, 176- 177,						
3. Textbook Pages			Reading for Meaning 4 tx pp. 219-230								
4. Additional Materials from Learning Resource (LR) Portal	Phillipine Star										
B. Other Learning Resources	Pictures, Chart, PPTx, foldables	Pictures, Chart, PPT, task cards, foldables	Pictures, Chart, PPTx, foldables	Pictures, Chart, PPTx, foldables	Chart, PPTx, foldables						
III. PROCEDURES											
A. Reviewing the previous lesson or presenting the new lesson	Review about prepositions. Use the following prepositions in sentences. Among, between, against, in front, beside, behind	Talk about facts and opinions in an informational text like an announcement.	Review about antonyms. Hot- (cold, sour, sweet) Pretty-(beautiful, lovely, ugly) Scarce- (full, few, none, some)	Review about fact and opinion	Use the prepositions to and from in sentences. Call pupils to do this.						
B. Establishing a purpose for the lesson	Have you heard about an announcement? When and where can you hear an announcement? Unlock difficult words from the announcement to be listened to Throw-away food to go etc	Let the pupils read the informational text ‘Bayong’ or cloth bag brigade Precycling means buying things in packages which can be re-used or are made of recycled materials, such as gray egg carton boxes. Avoid Styrofoam, a material used for throw-away cups and ‘food to go’ boxes from fast-food chains. Imagine how thousands of young grade school students of a school can form a ‘bayong ‘ brigade to a huge supermarket and do the weekly family purchase, then refuse the plastic bag offered at the cashier stand saying , “I do not want to add to the inorganic garbage that hurts the earth”.	Let the pupils read the following sentences from LM p. 381 The five fishermen went to the sea to fish. When they got back, they counted themselves? Maybe one of us fell into the sea. They must be very happy. Which sentences express facts? Which sentences express opinions? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	In the sentence “I went to the store before I made dinner”, what does the underlined before described? In the sentence, <i>My mother gave me a new dress. She gave it to me on my birthday.</i> Which is the preposition used in the sentence? <i>She brought it from a store in Singapore. I was so happy when I received it.</i> Which is the preposition used in the sentence?	Have you done outlining? What did you do then? Let the pupils read the selection on LM p. 153 BAMBOOS Answer the questions after reading it.						
C. Presenting examples/instances of the new lesson	Present an announcement in a form of an informational text to class. Let the pupils listen to an announcement. ‘Bayong’ or cloth bag brigade Precycling means buying things in packages which can be re-used or are made of recycled materials, such as gray egg carton boxes. Avoid Styrofoam, a material used for throw-away cups and ‘food to go’ boxes from fast-food chains.	List the difficult words from the informational text. Re-used Young Huge Refuse Add Inorganic Fast-food chain Buying Avoid Say: Let us write the opposite meaning of those words listed.	Let the pupils read the informational text. Group seeks health promotion law vs smoking An anti-tobacco advocate is seeking a health promotion law to institutionalize campaigns on the harmful effects of smoking. Health promotion must be institutionalized to ensure the continuity of the campaign despite a change of leadership in government, according to Emer Rojas, New Vois	Explain about prepositions to and from <table><tr><th>Prepositions</th><th>Meaning</th><th>Example</th></tr><tr><td>from</td><td>*Refers to getting things from a source *follows the</td><td>From the boy Differed from your book</td></tr></table>	Prepositions	Meaning	Example	from	*Refers to getting things from a source *follows the	From the boy Differed from your book	What is the topic of the first paragraph? The second paragraph? Read the sentence that tells the topic of the second paragraph. The third paragraph. Let the pupils do Do and Learn on LM p. 154. Go back to informational text entitled “Bamboos.” Write a two-level sentence outline about it. Use the template below Bamboos I. _____ A. _____ B. _____
Prepositions	Meaning	Example									
from	*Refers to getting things from a source *follows the	From the boy Differed from your book									

	<i>Imagine how thousands of young grade school students of a school can form a ‘bayong ’ brigade to a huge supermarket and do the weekly family purchase, then refuse the plastic bag offered at the cashier stand saying , “I do not want to add to the inorganic garbage that hurts the earth”.</i>		<i>Association of the Philippines (NVAP) president. Poor Filipinos would mostly benefit from the law since tobacco consumption is higher among those in the lower socio-economic class compared to developed countries, Rojas said. “Increase in taxes imposed on the tobacco industry must be used on education and awareness so as to reduce if not to prevent the rise of non-communicable diseases,”he said.</i>	<table><tr><td></td><td>word different</td><td></td></tr><tr><td>to</td><td>*in the direction of</td><td>*Going to the program *to the sky</td></tr></table>		word different		to	*in the direction of	*Going to the program *to the sky	<table><tr><td>C. _____</td></tr><tr><td>II. _____</td></tr><tr><td>A. _____</td></tr><tr><td>B. _____</td></tr><tr><td>C. _____</td></tr></table>	C. _____	II. _____	A. _____	B. _____	C. _____
	word different															
to	*in the direction of	*Going to the program *to the sky														
C. _____																
II. _____																
A. _____																
B. _____																
C. _____																
D. Discussing new concepts and practicing new skills #1	Which are facts from that informational text? Which are considered opinions?	Discussion about the opposite meaning of words. Tell about antonyms.	Which are facts? Which are opinions?	When do we use the preposition to? When do we use the preposition from?	What is an outline? How is the topic written? How are the subtopics written?											
E. Discussing new concepts and practicing new skills #2	Guided Practice Let the pupils listen or read the informational text. Metrobank donates new classrooms to Quezon <i>Metrobank Foundation donated P440,000 to the DOLE “Classroom Galing sa Mamamayang Pilipino Abroad” Project during the Outstanding Workers of the Republic (TOWER) awards held recently at Makati Shangri-La. The donation was made in support of the government’s efforts in building as many classrooms as possible in the elementary and secondary public schools nationwide especially in areas with classroom shortage as identified by the DepEd. The donations will be used to build two classrooms in the Quezon Province, one of the areas with acute classroom shortage.</i> Which are facts? Which are opinion?	Guided Practice Group I – Answer the following. Which word is the opposite of the word add? _____ Which word is the opposite of broken? _____ Group II – Write the opposite meaning of the following words. Full shiny sour black Sharp wild rich exit Group III – Make sentences using the opposite meaning of these pair of words. Lost - found Whisper ---shout Quenn - king	Guided Practice Let the pupils read the informational text Group seeks health promotion law vs smoking <i>An anti-tobacco advocate is seeking a health promotion law to institutionalize campaigns on the harmful effects of smoking. Health promotion must be institutionalized to ensure the continuity of the campaign despite a change of leadership in government, according to Emer Rojas, New Vois Association of the Philippines (NVAP) president. Poor Filipinos would mostly benefit from the law since tobacco consumption is higher among those in the lower socio-economic class compared to developed countries, Rojas said. “Increase in taxes imposed on the tobacco industry must be used on education and awareness so as to reduce if not to prevent the rise of non-communicable diseases,”he said.</i> Write facts taken from the informational text. Write opinions taken from the text.	Guided Practice Group I- Use to and from. I am going _____ the program this afternoon. Cardo is very much different _____ Joaquin. She will go _____the market today. Group II I received a letter _____Aunt Yolly. He is _____ Cebu. Group III _Use in sentences. To _____ From _____ from Laguna _____ to Singapore _____ Group IV- Make a paragraph using prepositions to and from Group V- Compose a jingle using prepositions to and from	Guided Practice Let the pupils do Learn Some More on LM p. 155 A and B Write a two-level sentence outline about this. <i>Dogs help people in a lot of ways. They help blind people find their way. Others help the policemen solve a crime. They alarm the house owners when there are strangers around.</i> I. _____ A. _____ B. _____ C. _____											

F. Developing mastery (Leads to Formative Assessment 3)	Independent Practice Write an announcement about the waste management in your school. Use factual information.	Independent Practice Circle the pair of antonyms in each box, then complete each sentence with the circled words. I _____ my old bike to my neighbor. Mother _____ me a new one. <table><tr><td>Bought</td><td>decorated</td><td>sent</td><td>sold</td></tr></table> Did you _____ the keys I lost? Do not go to the mall alone you might _____ your way. <table><tr><td>Laugh</td><td>sleepy</td><td>lose</td><td>found</td></tr></table>	Bought	decorated	sent	sold	Laugh	sleepy	lose	found	Independent Practice Read the paragraph. Pick out the sentences that express opinions. Write them on a piece of paper. LM p. 384	Independent Practice Fill in the blanks with the correct prepositions to and from. 1.I am _____ Negros Oriental. 2.I'd like _____ talk to my grandmother. 3.Please give this letter _____ your parents. 4.Everyday, I walk _____ home to school. 5.Ryann was late _____ his first class in the morning.	Independent Practice Here is a paragraph. Write a two-point outline on your notebook. <i>Spiders catch food in different ways. They spin silk to catch insects. Some leap into the air to catch their prey. Some spiders use sheets of silk to wrap their prey like mummies.</i>									
Bought	decorated	sent	sold																			
Laugh	sleepy	lose	found																			
G. Finding practical application of concepts and skills in daily living	How do you feel when you had heard some facts and opinions in life? Are they important?	When do we use antonyms? In what particular part of your life do you use antonyms? Are they important?	When do we use facts? How about opinion, when do we usually use them?	When do we use prepositions? Are they important? Why?	When do we use the outline? Is it important? In what ways in our everyday life?																	
H. Making generalizations of concepts and skills in daily living	A fact is something that is true and supported by evidence. An opinion is only a belief. It is also an expression of a person’s feelings. Clue words like think, believe, feel, probably, or seems signals an opinion.	Antonyms are words that have completely different or opposite meanings.	A fact is something that is true and supported by evidence. An opinion is only a belief. It is also an expression of a person’s feelings. Clue words like think, believe, feel, probably, or seems signals an opinion.	To and from are prepositions. To indicates a movement toward a direction or place. From indicates a place where something or someone comes from	An outline is a very brief summary of a particular topic that helps you organize ideas. It has two parts. The topic is written in Roman Numerals. The subtopics that give the details are marked with a capital letters.																	
I. Evaluating learning	Directions: Listen to the informational text. Write the sentences on its proper column. <table><tr><td>fact</td><td>opinion</td></tr><tr><td></td><td></td></tr></table> Low-income govt employees urged to avail themselves of GSIS scholarship program <i>Low-income government employees are urged to avail of the GSIS College Scholarship Program which is offering 200 grants this school year.</i> <i>“As part of celebrating our 80th anniversary this year, the current Board of Trustees revised the scholarship program to ensure that our low-income members will be given the opportunity to send their children to colleges and</i>	fact	opinion			Directions: Read the story below. Rewrite the story by replacing each underlined word with an antonym from the box below. <table><tr><td>closed</td><td>glad</td><td>under</td><td>her</td><td>tame</td><td>fat</td><td>warm</td><td>smooth</td><td>kitten</td></tr></table> Pipo is <u>lonely</u> today. He found a <u>thin</u> puppy that is <u>wild</u> . The puppy <u>opened</u> its mouth. Pipo put his hand <u>over</u> the puppy’s face. The <u>puppy</u> licked Pipo with its <u>cold</u> , rough tongue.	closed	glad	under	her	tame	fat	warm	smooth	kitten	Directions: Read the informational text. Write the sentences on its proper column. <table><tr><td>fact</td><td>opinion</td></tr><tr><td></td><td></td></tr></table> The Chinese believe that there are things that will bring prosperity and good luck. They wear red clothes or polka-dotted ones for good luck. They also use firecrackers to drive away bad spirits. Before the Chinese New Year, they have a general cleaning of their homes. They eat and serve a cake made of radish and tikoy for prosperity.	fact	opinion			Directions: Complete the sentences. Use the appropriate prepositions to and from. Answer LM p. 349 (1 – 5) I showed my card _____ my parents. Dr. Jose Rizal is _____ Calamba, Laguna I’d like _____ be a millionaire someday. My favorites are very much different _____ your favorite.	Directions: Read the paragraph on LM p. 162. Write a two-level outline of the selection using the template on the next page. HONEY BEES
fact	opinion																					
closed	glad	under	her	tame	fat	warm	smooth	kitten														
fact	opinion																					

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
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
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