



**GRADES 1 to 12  
DAILY LESSON LOG**

<b>School:</b>		<b>Grade Level:</b>	<b>IV</b>
<b>Teacher:</b>	<b>File Created by Sir BIENVINIDO C. CRUZ JR</b>	<b>Learning Area:</b>	<b>ENGLISH</b>
<b>Teaching Dates and Time:</b>	<b>SEPTEMBER 19 – 23, 2022 (WEEK 5)</b>	<b>Quarter:</b>	<b>1<sup>ST</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I. OBJECTIVES					
<b>A. Content Standards</b>	Demonstrate understanding of writing as a process	Demonstrate understanding of the element of informational text for comprehension			
<b>B. Performance Objective</b>	Uses a variety of strategies to write informational and literary composition	The learner recall details , sequence of events and shares ideas on text listened to, efficiently deliver oral presentation, use strategies to decode the meaning of words			
<b>C. Learning Competencies/ Objectives ( Write the LC code for each)</b>	- Use Mass and Count Nouns EN4G-Id-3 - Write 2-3 step directions using signal words EN4WC-Id-3	-Sequence events in a story listened to <b>EN4LC-le-5</b> -Give oral direction <b>EN4OL-le-2</b> -Use context clues to determine the meaning of unfamiliar words <b>EN4V-le-2</b>	-Sequence series of events in stories listened to <b>EN4V-le-2</b> -Write different forms of simple composition (thank you card) as a response to the story listened to <b>EN4WC-le-f-4</b> -Use graphic organizers (story sequence chart) to show understanding of texts <b>EN4SS-le-i-5</b>	- Use quantifiers of mass nouns <b>EN4G-I e-4</b>	-Read words, phrases, poems and stories with long u vowel sounds <b>EN4F-le-5</b> -Sequence events in a story read Use graphic organizers to show understanding of texts <b>EN4V-le-2</b> -Write different forms of simple composition (skit, slogan) as a response to the story read <b>EN4WC-le-f-4</b>
<b>II. CONTENT ( Subject Matter)</b>	“I love the Market” -Following Direction	“Halo Halo Especial” By Yvette Fereol			“Pop Corn”
<b>III. LEARNING RESOURCES</b>					
<b>1. References</b>					
<b>2. Teachers Guide pages</b>	Pp. 53	55-56	57-58	58-59	61-63
<b>3. Learners Material Pages</b>	Pp.40				
<b>4. Textbook pages</b>					
<b>5. Additional Materials from LRDMS</b>					

<b>A. Other Learning Resources</b>	Power point presentation,	Power point presentation,			
<b>IV. PROCEDURES</b>					
<b>A...Reviewing past lesson or Presenting the new lesson ( Drill/Review/ Unlocking of Difficulties)</b>	Recite rhymes and poems learned in previous lesson.	Recall activities on giving direction. Unlocking of Difficulties -awful, coals, fragrant,treats,enchanted	Engagement Activities - Group activity	Refer to LM , Find Out and Learn - Name the ingredients of Lola Itangs Hahuhalo especial.	-Refer to LM. Find Out and Learn Recitation of poems learned in previous lesson.
<b>B....Establishing a purpose of the new lesson (Motivation)</b>		-Show picture of a sick child. Refer to LM, THINK and TELL.			-What will you buy if you get some money?

<b>C. Presenting Examples/ instances of the new lesson ( Presentation)</b>	<i>-Today we are prepare a fruit salad.</i>	Reading the story of “ Halo halo Especial”	Presentation of Group Activity	Refer to LM, Read and Learn	Reading the dialog thru flower graphic organizer
<b>D..Discussing new concepts and practicing new skills no.1. ( Modeling)</b>	<i>-What do we do first? - What do we do next? -What did we do after that? -What did we do last?</i>		- Who is sick? - What did lola Itang prepare for Jackie? -	- What is place on top of Lola Itang’s rice cakes? - What else are placed on the rice cake?	-Refer to LM, Read and Learn
<b>E...Discussing new concepts and practicing new skills no.2 ( Guided Practice)</b>	<i>-What steps do you follow in washing your hands?</i>		Post picture of events in the story (Refer to LM, Think and Tell)	Refer to LM. Do and Learn A. - Talk about the thing you need to buy	- Refer to try and learn. -Identify the main details of the story.
<b>F..Developing Mastery (Leads to Formative Assessment 3.) ( Independent Practice )</b>	<i>Refer to LM, Write about it.</i>		Refer to LM, Try and Learn B	Refer to LM, Do and Learn B	- Retell the story using graphic organizer. - Story Construction Game Refer to LM, Learn some more
<b>G..Finding practical application of concepts and skills in daily living ( Application/Valuing)</b>			Realize that Love and care of family ones brings wellness and happiness.		
<b>H..MakingGeneralization and abstraction about the lesson ( Generalization)</b>	<i>What words did we use to show the steps in washing your hands? What is signal words?</i>		-how do you sequence events in the story read? What are the signal words used?	-What can you say about quantifiers or counter of mass noun?	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
<b>I..Evaluating learning</b>			Refer to LM, Try and Learn B - Arrange the picture of events as they happened.	Refer to LM, Learn Some More Use the correct counters /quantifiers for the mass nouns.	Refer to Story C. Make a Story/Write a story in response to story read.
<b>J..Additional activities for application and remediation</b>					

<b>V.REMARKS</b>					
<b>VI.REFLECTION</b>					
<b>A. No. of learners who earned 80% in the evaluation</b>	___ 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
<b>B. No. of learners who require additional activities for remediation who scored below 80%</b>	___ 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
<b>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</b>	___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
<b>D. No. of learners who continue to require remediation</b>	___ 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
<b>E. Which of my teaching strategies worked well? Why did these work?</b>	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials

	<input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks
<b>F. What difficulties did I encounter which my principal or supervisor can help me solve?</b>	<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
<b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b>	<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