

 DES 1 to 12 Y LESSON LOG	School:		Grade Level:	IV
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	NOVEMBER 14 - 18, 2022 (WEEK 2)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A.Content Standards	Demonstrate understanding of various linguistic nodes to comprehend various texts.		Demonstrate understanding that the words are composed of different parts and their meaning changes depending on context.	Demonstrates understanding of English grammar and usage in speaking or writing	Demonstrates understanding of writing process
B.Performance Standards	Use linguistic nodes to appropriately construct meaning from a variety of texts for a variety of purposes.		Use strategies to decode the meaning of the words	Uses the classes of words aptly in various oral and written discourse	Uses variety strategies to write informational and literary compositions
C.Learning Competencies/ Objectives (Write the LC code for each)	Realize the value of staying together as a family especially in times of difficulties. Identify the different elements of a storyto. Note details from news reports/selections listened to. EN4LC-Iib-3		Identify the meanings of unfamiliar words through structural analysis. EN4V-Iib-2	Use the pronoun that agrees in gender, number with the antecedent. EN4G-Ii-9	Appreciate the different shapes of things around. Classify related words, ideas, and concepts according to certain characteristics and similarities. EN4SS-Iib-2
CONTENT (Subject Matter)	Week 2:Making Difference Story: A Jar of Lollipops (Identify the different elements of a story)		Week 2:Making Difference (Identify words with affixes)	Week 2:Making Difference (Pronouns that agree with its antecedent)	Week 2:Making Difference (Classify related words, ideas, and concepts according to certain characteristics and similarities.)
II.LEARNINGRESOURCES A.References					
1.Teachers Guide pages	129-132		132-133	133-134	134-135
2.Learners Material Pages	124-127		127-130	129-131	132-125

B. Other Learning Resources	Powerpoint presentation, coloring materials, manila paper, pentel pen		Powepoint, flashcards, manila paper, pentel pen, chart	Powerpoint, chart, manila paper	Powepoint ,Paper, pencil, ruler, pen, chart
III. PROCEDURES					
A.Reviewing past lesson or Presenting the new lesson	Recall: Rereading of the News Report <i>about Typhoon Pablo</i> (individually and/or by groups)		“Can you remember the title of the story we read yesterday? Retell the story.”	Replace the underlined word a personal pronoun from the word box. <div> he it we she they she it he it he </div> 1. <u>My brother</u> is tall. 2. <u>The butterfly</u> was pretty. 3. <u>Jean and Sara</u> are friends 4. <u>My mom</u> is a nurse. 5. <u>The giraffe</u> is tall.	Group the pupils in three (3). Each group will arrange the given words in alphabetical order.
B.Establishing a purpose of the new lesson	1.Drills 2. Unlocking of Difficulties (Unlock the words using pictures and context clues. Show each picture and match it with the word as the story is read to the class. Present the following words in flash cards or paper strips: <i>journey, bus terminal, typhoon, storm, roofless, destroyed, muddy, lifeless, sealed, supply.</i>)		Say: “Today, we will learn about words with affixes “un” and “less”	Say: Say: “Do you know where bugs live? What do you call their homes?”	Unlocking of Words Using pictures, call pupil-volunteers to read the sentences. Call selected pupils to read the highlighted words. Show the pictures of the highlighted words. Let pupils talk about what they know of these things. Say: “Do you know what a ____ is? Have you seen one of these? Describe.” Refer to TG, page 135
C.Presenting Examples/ instances of the new lesson	Say: Do you prepare for a typhoon? Why? Why not? What happens during a typhoon? Why? Motive Let the pupils complete the KWL chart. Refer to TG		Have children read the following sentences: 1. “No, don’t pick it up, Mylene. It’s <i>unsafe,</i> ” warned Father. 2. The children were <i>unwilling</i> to let go of the jar. 3. All around they saw <i>roofless</i> houses and buildings destroyed by the typhoon.	Read the poem <i>Bugs at Home</i> and answer the questions that follow. Refer to LM, Talk About it, page 129	What shapes of things do you see around? Name the object and its shape. Motive Question: What shapes of things are given in the poem?

	Say: "This is a story about a typhoon that hit the city in 2013. What happened during the typhoon in Tacloban?"		<p>4. Lifeless bodies of men, women, children, and animals were scattered along the way. Ask pupils to read the highlighted word in the sentence. Say: "Can you separate these words into parts? How many parts will you have? What are these parts?"</p> <p>☞ unsafe = un + safe</p> <p>☞ unwilling = un + willing</p> <p>☞ roofless = roof + less</p> <p>☞ lifeless = life + less</p>		Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
D.Discussing new concepts and practicing new skills no.1.	Read the story <i>A Jar of Lollipops</i> . (Interactive Reading can be used after reading few paragraphs you may ask few questions to check comprehension of pupils during the reading activity. Refer to LM for the story of the <i>A Jar of Lollipops</i> .		<p>Say: "What are the root words of each word in the sentences?" (clean, willing, roof, life)</p> <p>"What happens to the meaning of the words when the words un- and -less were added?"</p>	Group the pupils into 4 groups. Assign one (1) stanza of the poem for each group. Encircle the personal pronouns in the stanza. Then connect the personal pronoun with the noun it refers to or replaces.	<p>Read the poem carefully. Model reading of the poem. Then call pupil-volunteers to read one stanza</p> <p>Refer to LM - Read and Learn, <i>The Shape of Things</i> by Melsh Goldish.</p> <p>For further understanding of the poem ask comprehension questions. Referg to Tg, page 135</p>
E. Discussing new concepts and practicing new skills no.2	Engagement Activities Differentiated pupils' activities for 7 groups. Prepare the task cards for each group. Refer to TG		<p>Group Activity:</p> <p>Divide the class into 5-6 groups. Let each group think of at least four (4) words with the affix un- and -less. Let them give the meaning of the word and then use the words in a sentence. Example:</p>	<p>Group presentation:</p> <p>Group 1 : (tick/tock – he/his)</p> <p>Group 2 : (ant/Jill – she/her)</p> <p>Group 3 : (family of bees/Clive – their)</p> <p>Group 4 : (reader of poem – you; author of poem – me; family</p>	<p>Group the pupils into five groups. Assign one stanza per group. Fill the chart below. Be prepared to present output. (Refer to LM - Try and Learn)</p> <p>Say: "According to the poem, what things are shaped like a circle, a square,</p>

			<p>☞ shirtless – without shirt or not wearing shirt or no shirt “Pedro was shirtless because his shirt is wet.”</p> <p>☞ unlucky – not lucky “We were unlucky today because we did not win any game.”</p>	Clive, Jim & Jill – they)	a rectangle, a triangle? How are the things in each stanza classified?”
<p><i>F. Developing Mastery</i> (Leads to Formative Assessment 3.)</p>	<p>Group presentation: Refer to TG p. 132 for the Discussion questions or Refer to LM, Talk about it.</p>		<p>Group presentation</p> <p>Let each member of the group present the words with affixes and other members can read the sentences formed with affixes on it.</p>	<p>Identify the personal pronouns and their antecedents.</p> <p>1. Most monkeys don't like water, but they can swim well when they have to.</p> <p>2. The teacher graded the students' paper last night. She returned them during the class today.</p> <p>3. Nancy took an apple with her to work. She ate it at lunch time.</p> <p>4. A dog makes a good pet if it is properly trained.</p> <p>5. Yuri's cat is named Maybelle Alice. She is very independent</p>	<p>Read the paragraphs on LM, Do and Learn. Classify the underlined words</p> <p>into two groups. Give a name to each group.</p>
<p><i>G. Finding practical application of concepts and skills in daily living</i></p>	<p>Pretend that you are Aling Gloria will you also share the Jar of Lollipops with everybody? Why or Why not?</p>		<p>Change the underlined words to new words with affixes. Rewrite the sentence with the new word formed. Refer to LM Try and Learn page 128</p>	Refer to LM, Do and Learn	Refer to LM, Learn Some More “ <u>A</u> ”
<p><i>H. Making Generalization and abstraction about the lesson</i></p>	<p>What is the story all about?</p>		<p>What happens to the meaning of the words when the words un- and – less were added to a root word? Refer to LM “Remember” p. 128</p>	<p>-When do we use personal pronouns. <i>Personal pronouns are words used in place of nouns in sentences</i></p> <p>-What do we call the words being replaced by personal pronouns? <i>The words being replaced are called antecedents</i></p> <p>-When do we use the personal pronoun him, her, it and them?</p>	<p>What do you mean by classifying?</p> <p><i>Classifying is arranging or sorting things according to their similarities and characteristics.</i></p>

				Personal pronouns should agree with their antecedents in number and gender.	
I. Evaluating learning	Choose a part of the story that you like best. Draw and color your work. Talk about it in the class.		Refer to LM, Do and Learn.	Fill in the blanks with the correct pronoun that will complete the story. Refer to LM, Learn Some More	Refer to LM Learn Some More “B”
J. Additional activities for application and remediation	Refer to LM, Learn Some More.		Write 5 words on each affixes un- and –less then use it in a sentence.	Use the following personal pronouns in a sentence: he, she, it, we, and they. Underline the antecedents	Refer to LM, Learn Some More “C”
V.REMARKS					
	VI.REFLECTION				
A. 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
					— — — o f L e a r n e r s w h o e a r n e d 8 0 %

					a b o v e
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	— — — o f L e a r n e r s w h o r e q u i r e a d d i t i o n a l a c t i v i

					t i e s f o r r e m e d i a t i o n
C. 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	— — — Y e s — — — N o — — — — o f L e a r n e r s w

					h o c a u g h t u p t h e l e s s o n
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	— — — o f L e a r n e r s w h o c o n t i n u e t

					o r e q u i r e m e d i a t i o n
E. Which of my teaching strategies worked well? Why did these work?	<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 ___ Pupils' eagerness to learn	<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 ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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 ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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 ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	S t r a t e g i e s u s e d t h a t w o r k w e l

	<div>___ Group member's Cooperation in doing their tasks</div>				<div>/ : - - - Group collaboration - - Games - - Power point</div>
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					P r e s e n t a t i o n — — — A n s w e r i n g p r e l i m i n a r y a c t i v i t i e
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					s / exercises – Discussion – Case Meeting – Thin
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					rials – – pupils, eagerness to learn – – Group member
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					r , s C o o p e r a t i o n i n d o i n g t h e i r t a s k s
F. What difficulties did I encounter which my principal or supervisor can help me solve?	<ul style="list-style-type: none">___ 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	<ul style="list-style-type: none">___ 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	<ul style="list-style-type: none">___ 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	<ul style="list-style-type: none">___ 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	— — B u l l y i n g a m o

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					D) – S c i e n c e / C o m p u t e r / I n t e r n e t L a b – A d d i t i o n a
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					r e s t o f p u p i l s
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> __ 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	<i>Planned Innovations:</i> __ 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	<i>Planned Innovations:</i> __ 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	<i>Planned Innovations:</i> __ 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	P / a n n e d / n n o v a t i o n s : — — L o c a l i z e d V

					i d e o s — M a k i n g u s e b i g b o o k s f r o m v i e w s o f t h e l o c a l
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					n a l M a t e r i a l s - l o c a l p o e t i c a l c o m p o s i t i o n - F a s h
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