GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	IV
	Teacher:	File created by Sir BIENVINIDO C. CRUZ JR	Learning Area:	ENGLISH
	Teaching Dates and Time:	OCTOBER 16 – 20, 2023 (WEEK 8)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES	Express one's ides and feelings clearly.	Write forms of simple composition as a response to stories/poems read or listened to -notes/letters -descriptive paragraph	Read words, phrases and poems with diphthongs oy, ow and oi with accuracy.	Use collective nouns properly	Use collective nouns properly
a.Content Standards	Demonstrate understanding of non-verbal cues to communicate with others	Demonstrates understanding of writing as a process	Demonstrate understanding of various linguistics nodes to comprehend various texts	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
b. Performance Standards	Applies knowledge of non-verbal skills to show respect when communicating with others.	Use a variety strategies to write informational and literary compositions.	Use linguistic cues to appropriately construct meaning from a variety of texts for a variety of purpose.	Speaks and writes using good command of the conventions of standards English.	Speaks and writes using good command of the conventions of standards English.
c. Learning Competencies/ Objectives.	EN4A-11a-1	EN4WC-Ig-h-6	EN4VRC-Ig-5	EN4GWC-Ig-h-6	EN4GWC-Ig-h-6
II.CONTENT					
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	p82-85	P85-86	P86-87	P87-88	P87-88
2.Learner's Materials pages	p				
3.Textbook pages					
4.Additional Resources from Learning Resources (LR) Portal					
B. Other Learning Resources					
IV.PROCEDURES					
A. Review previous lesson or presenting the new lesson.	Refer to LM pp 75think and tell	What story did you listen to yesterday?	Direction: listen as the teacher reads the paragraph. Notice how he/she pronounces the words in boldface. Pol Putol is a big boy. He is one of the three brats. Instead of playing with toys, he destroys things around him. He cuts trees in a row. He does not know about taking care of the environment. He does not show concern for it.	Refer to LM pp. 77 Think and Tell	Refer to LM pp. 77 Think and Tell

			One day, he he learned a big lesson. He started to change his ways. He no longer <u>spoils</u> other people's days. People smile at his ways. He now <u>enjoys</u> being with people. He has learned to help Mother earth <u>grow</u> trees.		
B. Establishing the purpose to the lesson.	You are going to listen to the story Ema the Enchantress and the Three Brats. How does Ema's place looks like?	Group activity (4 groups) Group 1: draw Ema the echantress' garden. Group 2: Make a "wanted" poster for the brats. Describe what each of them did to Ema's garden. 	Direction: Read the words with <u>oy, ow,</u> and <u>oi</u> sounds. /oy/ /ow/ /oi/ Boy row spoil Enjoy know voice Toy show choice Roy grow soil Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Refer to LM pp. 78 Read and Learn (answer the questions below after reading) Direction: Answer the Following questions. 1. Why is it important to be united in times of emergency? 2. What could have happened if the ants did not cooperate with the King? 3. Are you cooperative? How do you show it?	Refer to LM pp. 78 Read and Learn (answer the questions below after reading) Direction: Answer the Following questions. 4. Why is it important to be united in times of emergency? 5. What could have happened if the ants did not cooperate with the King? 6. Are you cooperative? How do you show it?
C. Presenting examples/ instances of the new lesson	Presenting the story Ema the Enchantress and the Three Brats. Say: This story was written by Rene Villanueva and Illustrated by Alfonso Onate an Wilfredo Pollarco.	Group 3: Show a charade of how the three brats react and feel when they were punished by Ema the Enchantress. Group 4: Write an open letter about taking cre of the environment.	DIPTHONG A <u>Dipthong</u> is a vowel sound that begins with the sound of one vowel and ends with the sound of another vowel as in /oy/,/ow/, /oi/	Refer to LM pp. 79 Try and Learn *what does the words mean? Squadron band kingdom Battalion choir	Refer to LM pp. 79 Try and Learn *what does the words mean? Squadron band kingdom Battalion choir
D. Discussing new concepts and practicing new skills # 1	Refer to LM pp 75 Try and Learn	* how does Ema's garden look like? (group 1 show a drawing of Ema's garden and describes it) *Who are the three brats? What did the three brats do to Ema's garden? (Show a poster of three brats) *In what ways do we also destroy our environment? *How did Ema feel about what they have done to the garden?	Direction: Read phrases with /oy/ A boy and his toy Joy and Roy Roy the young boy Joy the young girl	COLLECTIVE NOUN *Collective noun refers to a group or a whole unit of persons, animals, places, or objects. *Squadron, battalion, band, and choir are examples of collective nouns. <u>Example of collective nouns</u> An army/ battalion of ants. A rank of dishes A swarm of bees A parliament of owls A chain of mountains/ islands A series of victories A bed of oysters A squadron of flies A pride of lions. A flock of tourist/guest A flock of birds A choir of angels/singers	COLLECTIVE NOUN *Collective noun refers to a group or a whole unit of persons, animals, places, or objects. *Squadron, battalion, band, and choir are examples of collective nouns. <u>Example of collective nouns</u> An army/ battalion of ants. A rank of dishes A swarm of bees A parliament of owls A chain of mountains/ islands A series of victories A bed of oysters A squadron of flies A pride of lions. A flock of tourist/guest A flock of birds A choir of angels/singers

				A bouquet of roses A tribe of monkeys A school of fish/whales A gang of hoodlums A bunch of bananas A bunch of grapes A cast/troupe of actors	A bouquet of roses A tribe of monkeys A school of fish/whales A gang of hoodlums A bunch of bananas A bunch of grapes A cast/troupe of actors
E. Discussing new concepts and practicing new skills # 2	Continue... Refer to LM pp 75 Try and Learn	*how did Ema punished the three brats? * how did pol feel about having no plants and water around? Why? * How did Pat feel about being in a garbage dump? Why? * how did Paz feel about being in a dark city? Why? (group 3 shows through a charade how Pol, Pat and Paz react and feel about their situations.)	Direction: Read phrases with /ow/ A long row Don't know how A good show Plants to grow	Direction: Which sentence has collective nouns? 1. A. The waiter served us fruit juice and oatmeal. B. A crowd of children and adults watched the street dancing. C. Her gems are expensive. 2. A. The students were amazed at the performance of the orchestra. B.The secretary is responsible for writing the minutes of the meeting. C. The tourists love to visit Hundred Islands in Pangasinan	Direction: Which sentence has collective nouns? 1. A. The waiter served us fruit juice and oatmeal. B. A crowd of children and adults watched the street dancing. C. Her gems are expensive. 3. A. The students were amazed at the performance of the orchestra. B.The secretary is responsible for writing the minutes of the meeting. C. The tourists love to visit Hundred Islands in Pangasinan
F. Developing Mastery (Leads to Formative Assessment 3	Continue... Refer to LM pp 75 Try and Learn	*Did Ema the enchantress forgive the three brats? * if you were Ema would you forgive the three brats? Why? Why not? *did the three brats change their ways? How did they show it?	Direction: Read phrases with /oi/ Spoiled brat Fertile soil Right choice Golden voice	Direction: Which sentence has collective nouns? 1. A. Summer vocation is a fun time for everyone. B. I love watching movies, collecting old coins, and travelling abroad. C. A battalion of soldiers marched to the gate. 2. A. Rence, Mark and Benedict like watching Gilas Pilipinas basketball team play. B. Teachers aim the best for thier pupils. C. As Bambina hears the bell ringing, she enters the room immediately. 3. A. At last, I found my diamond ring. B. Renato Reviewed for the examinations last night. C. Mr. Romyrick Dela Cruz taught Music in our class last Friday.	Direction: Which sentence has collective nouns? 4. A. Summer vocation is a fun time for everyone. B. I love watching movies, collecting old coins, and travelling abroad. C. A battalion of soldiers marched to the gate. 5. A. Rence, Mark and Benedict like watching Gilas Pilipinas basketball team play. B. Teachers aim the best for thier pupils. C. As Bambina hears the bell ringing, she enters the room immediately. 6. A. At last, I found my diamond ring. B. Renato Reviewed for the examinations last night. C. Mr. Romyrick Dela Cruz taught Music in our class last Friday.

G. Finding practical applications of concepts and skills in daily living	Continue... Refer to LM pp 75 Try and Learn	*How can we also change our ways towards the environment? (group 4 reads the open letter about taking care of the environment) *why is it important to take care of the environment?	Direction: read, copy underline and the word with /oy/, /ow/ and /oi/ in the sentence. 1. Pol Putol is a big boy. 2. He destroys things around him. 3. He does not show concern to the environment. 4. He now enjoys being with people. 5. He learned to help Mother Earth grow trees.	Direction: Fill in the blanks with the appropriate collective nouns. 1. a _____ of lions 2. a _____ of oxen 3. a _____ of cattle/ goats 4. a _____ of gorillas 5. a _____ of soldiers	Direction: Fill in the blanks with the appropriate collective nouns. 6. a _____ of lions 7. a _____ of oxen 8. a _____ of cattle/ goats 9. a _____ of gorillas 10. a _____ of soldiers
H. Making generalizations and abstractions about the lesson	How do you feel about the story?	Can you say something to the three brats about there bad deeds based on the story? Let us put it into writings.	*What do you call a word with a vowel sound that begins with the sound of one vowel and ends with the sound of another vowel? -dipthong * what dipthongs have we learned today?	*What is a collective noun? *How and when do we use it?	*What is a collective noun? *How and when do we use it?
I.Evaluating learning	Direction: please answer the questions in no less than 3 sentences. 1. What did Ema have done with the three brats? 2. If you were one of the three brats, will you continue do bad things? Why? Or why not?	Direction: write a letter of advice to the three brats to help them avoid their bad deeds.	Direction: Read aloud the sentences. Pronounce the words with oy, ow, and oi sounds correctly. 1. Roy, the young boy has a new toy car. 2. Show your smile to everyone. 3. Poy told his friends that he has seen a long row of trees. 4. Now you can make a choice to join our club. 5. Plants grow well in fertile soil. *what words in the sentences have oy, ow, and oi sounds? *what other words have oy, ow and oi sounds?	Direction: Read the words inside the box. Use these collective nouns to complete the paragraph below. Audience crowd choir band troupe A big _____ of people were in the open theater in the Rizal Park. They were watching a musical performance. Everyone in the _____ of musicians played a lilting number. This was followed by some songs sung by a _____ of singers. The dance _____ presented some folk dances. All the numbers were well applauded. The people enjoyed the show.	Direction: Read the words inside the box. Use these collective nouns to complete the paragraph below. Audience crowd choir band troupe A big _____ of people were in the open theater in the Rizal Park. They were watching a musical performance. Everyone in the _____ of musicians played a lilting number. This was followed by some songs sung by a _____ of singers. The dance _____ presented some folk dances. All the numbers were well applauded. The people enjoyed the show.
J. Additional activities for application or remediation					

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	___ 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	___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
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?	*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	*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?*	*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?*	*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?*	*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?*

		Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
F.	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
G.	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 __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	*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	*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	*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	*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