



**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:	SEPTEMBER 18 - 22, 2023 (WEEK 4)	Quarter:	1 <sup>ST</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I. OBJECTIVES					
A. Content Standards	- Demonstrates understanding of the elements of informational text for comprehension.	-Demonstrates understanding that English is stress-timed language to achieve accuracy and automaticity - demonstrates understanding that word meaning changes based on context.	- Demonstrates understanding of the elements of informational text for comprehension.	Demonstrate understanding of English grammar and usage in speaking or writing.	
B. Performance Objective	Recall details ,sequence of events and shares ideas on text listened to.	-Reads aloud text with accuracy and automaticity - use strategies to decode the meaning of words in the context	Recall details ,sequence of events and shares ideas on text listened to.	Uses the classes of words aptly of various oral and written discourse	
C. Learning Competencies/ Objectives ( Write the LC code for each)	-Sequence events in a story listened to Code:EN4LC-Id--4 -Use context clues (antonyms)n to determine the meaning of unfamiliar words EN4V - Ia-d-2	Speaks clearly using appropriate pronunciation and intonation (Poems chants, rhymes , riddles) EN4OL-Ia-d-2 - Read words , phrases, poems or stories with long vowel o sound EN4F-Id-4	Sequence events in literary texts EN4RC - Id-e-3	Arrange words in alphabetical order with the same first letter but a different second letter EN4SS - Id-4 -Use Mass and Count Nouns EN4G-Id-3	
II. CONTENT ( Subject Matter)	"Tower to the Moon" _Sequencing Events	Who's Afraid? -Write rhyming words	Poem: Cooking in the Kitchen -Sequencing events	Mass Noun and Count Noun	
III. LEARNINGRESOURCES					
a. Teachers Guide pages	pp. 45-48	pp. 48- 50	Pp. 50-51	Pp. 52	
b. Learners Material Pages	pp. 31-32	Pp. 32-36	Pp.36 - 37	Pp. 38-39	
c. Textbook pages					
d. Additional Materials from LRDMS					

e. Other Learning Resources	Power point presentation	maps	Power point presentation	Power point presentation, flashcards
<b>IV. PROCEDURES</b>				
A. Reviewing past lesson or Presenting the new lesson	Ask the class to recite a poem rhyme learned in a previous lesson	Review of the past lesson about sequencing events	Review of the past lesson about long vowel o sound	Review of the past lesson about sequencing events in a literary text
B. Establishing a purpose of the new lesson (Motivation)	What do you wish for yourself? What do you wish for your family? In the story , Tower to the Moon, identify the king's dream	What chores at home do you like to learn?		
C. Presenting Examples/ instances of the new lesson ( Presentation)	Read the story the story: :Tower to the Moon" Stop / pause at some parts and ask predicting questions	Read the first paragraph , refer to LM, Find out and learn pp. 32	Refer to Lm, Try and Learn	Read the paragraph Refer to LM Find out and Learn
D. Discussing new concepts and practicing new skills no.1. ( Modeling)	Engagement Activities Group Activity: -Draw a tower -Write a letter -Write a trait that one must possess	Where those the King sit? Could they build a tower with the boxes?	Which is task is done first? Second? Next? last? How do we arrange the steps in a process in order or sequence they are done?	-Name other things which cannot be counted? -Name other things which can be counted?
E. Discussing new concepts and practicing new skills no.2	Read an event in the story "Tower to the Moon"	Guided Practice Refer to LM, Try and Learn p.33	Guided Practice Refer to LM , Do and Learn p. 37	Classify nouns as count noun and mass nouns. -Alphabet game
F. Developing Mastery (Leads to Formative Assessment 3.)	Refer to LM, Do and Learn pp. 32	Refer LM, Do and Learn p.34	Independent practice Refer to LM , Learn Some More p. 37	Read the poem: Identify and classify count noun and mass noun
G. Finding practical application of concepts and skills in daily living		What chore did the child learn? What did she do in the kitchen?		Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
H. Making Generalization and abstraction about the lesson	What helped you sequence the events in the story? Guided Practice see TG p. 47			What is the difference of mass and count nouns?
I. Evaluating learning		Read the poem aloud in unison and in group.		Market List: Refer to LM, Learn Some More p. 39
J. Additional activities for application and remediation	Listen to the story of the selection then sequence the events as they happened. Retell the story	Give 5 pair words that rhyme		

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?	<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	<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

	___ 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?	<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	<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