



**GRADES 1 to 12
DAILY LESSON LOG**

School:		Grade Level:	IV	
Teacher:		Learning Area:	ENGLISH	
Teaching Dates and Time:	SEPTEMBER 26 – 30, 2022 (WEEK 6)		Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I.OBJECTIVES	Understanding that one should listen only to sound advice	Infer feelings of characters in the story listened to	Use possessive nouns	Write a poem/note as a response to the poem read	Realize that one has to exert effort to achieve his/her dreams.
a.Content Standards	Demonstrate understanding of text type to construct feedback.	Demonstrate understanding that reading is a wide range to texts provide pleasure and avenue for self-expression and personal development.	Demonstrates command of the convention of standard English grammar and usage when writing or speaking	Demonstrate understanding of writing as a process	Demonstrates understanding of the elements of informational text of comprehension
b. Performance Standards	Identify story perspective and text elements.	Use literal information from text to aptly infer and predict outcomes.	Speaks and writes using good command of the conventions of standards English.	Uses a variety of strategies to write informational and literary compositions.	Recall detail, sequence of events and shares ideas on texts listened to
c. Learning Competencies/ Objectives. Write the LC Code for each	EN4LC-If-1	EN4RC-II-If-4	EN4G-If-5	EN4WC-Ie-f-4	EN4LC-Ig-1
II.CONTENT					
III.LEARNING RESOURCES					
A.References					
1.Teacher’s Guide pages	P64-66	P66-69	P69-70	P70-72	P75-77
2.Learner’s Materials pages	P54	P54-56	P57-59	P59-61	P66-68
3.Textbook pages					
4.Additional Resources from Learning Resources (LR) Portal					Chart, flashcards
B. Other Learning Resources	Chart, flashcards, audio-visual presentation, picture	Chart, flashcards	Chart, flashcard	Chart, flashcard	Audio-visual presentation
IV.PROCEDURES					
A. Review previous lesson or presenting the new lesson.	Who usually gives you some advice? Do you listen to him/her?	Snow smiley of different feelings (happy, sad, surprised, excited, etc.) Refer to LM p54 Think and Tell	Let the pupils read the following words: Josid’s birthday Aling Nina’s Sari-sari Store Lopue’s Department Store 1. Whose birthday today?	Refer to LM p59 Think and Tell	Refer to LM p65 Think and Tell

			2. Whose Sari-sari store is in the corner of the street? 3. Where did you buy your new clothes?		
B. Establishing the purpose to the lesson.	Show a drawing of an old man, his son and a donkey Ask: "To whom did the old man, and his son listen to?"	Unlocking of Difficulties A. Fool Say: "the man is fool to wear a jacket on a hot summer day. People laugh at him and think he is stupid. What word in the second sentence means the same as fool?" B. Loose Say: "The rope that tied the chicken got loose. So, it set itself free. What word in the second sentence gives a clue to the meaning of the loose?" C. Please Say: "Yesterday, I prepared to surprise my mother. I tried hard not to make her angry by doing all chores. I want to please her. I want her to be happy on her birthday. What words in the fourth sentence give the meaning to please?"	Possessive Pronouns express ownership or possession. <ul style="list-style-type: none"> To make most singular nouns show possession, add an apostrophe s. ('s) However, for singular nouns that ends with -s, add an apostrophe after -s to show possession. (s') For plural nouns that ens in -s, add an apostrophe after the s to show possession. (s') 	Refer to LM p60 Read and Learn	Say: "you are going to listen to a story about a mouse who wants to go to the seashore. Will it be for him to reach the seashore? Let us find out the answer to those questions after listening to the story "The Mouse at the Seashore" "
C. Presenting examples/ instances of the new lesson	Read the story to the pupils. Ask prediction questions at some pars of the story. "The Old Man, His Son and a Donkey"	Tell the feeling or trait of the character. <ul style="list-style-type: none"> "I cannot fly, I shall fall! I know I shall fall!" said the little haw. The little hawk was (sad, weak, nervous) 	Write the possessive form of the following: <ol style="list-style-type: none"> Camp of boys scout- Pen of writer- Net of fisherfolk- Chalkboard of teachers- Bible of priest- 	Refer to LM p61 Find out and Learn	Reading of the story entitled "Mouse the Seashore" by the teacher and the pupils will going to listen.
D. Discussing new concepts and practicing new skills # 1	Read the story to the pupils. Ask prediction questions at some pars of the story. "The Old Man, His Son and a Donkey"	Tell the feeling or trait of the character. <ul style="list-style-type: none"> "you must be very tired, father. You have worked all day. May I help you row the big boat?" said the child. What does the child feel? (angry, sad, worried). We can tell that the child is (respectful, concerned, kind) 	Refer to LM p58 Try and Learn Exercise 2	Direction: Write an acrostic poem about "Happiness". Think of a word or phrase using the letters in the word "TELL" T E L L	Answer the following questions: Who was going on a trip to the seashore? What did his parents say? 3. Did he still push through his plans? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
E. Discussing new concepts and practicing new skills # 2	Read the story to the pupils. Ask prediction questions at some pars of the story. "The Old Man, His Son and a Donkey"	Tell the feeling or trait of the character. <ul style="list-style-type: none"> "Snake! Snake!" cried Blanca who jump out of the barn. Blanca was (happy, afraid, angry). 	Write the correct possessive form of the given noun in the blank. It will be (birthday of Mika)_____ next Saturday. Her parents are preparing a party for her. Mother ordered the birthday cake at	Direction: Write an acrostic poem about "Happiness". Think of a word or phrase using the letters in the word "Climb" C L I M B	Answer the following questions: 4. What happened to him on his journey to the seashore? What happened in the first light of dawn? What happened by the afternoon?

			(the bakeshop of Agnes) _____. She has the invitations printed at (the print House of Macy) _____.		5. When and how did he reach the ocean he has beendreaming to see?
F. Developing Mastery (Leads to Formative Assessment 3)	Read the story to the pupils. Ask prediction questions at some parts of the story. "The Old Man, His Son and a Donkey"	Tell the feeling or trait of the character. <ul style="list-style-type: none"> "Oh! Father," said the little frog. "I just saw the biggest animal in the world. You have never seen an animal as big as hill. It had horns on his head." the little frog was (surprised, tired, ashamed). 	Write the correct possessive form of the given noun in the blank. She will be preparing (favorite of Mika) _____ party food. Meanwhile, Father bought some pink and white balloons at (the Toy Balloons of Coco) _____. All of the (friends of the children) _____ are invited. Mika cannot seem to wait for Saturday. She is very excited.	Direction: Write an acrostic poem about "Happiness". Think of a word or phrase using the letters in the word "Catch" C A T C H	Answer the following questions: What kind of mouse is he? If you were the mouse, would you take same action as he did? Why or why not? What have you learned from the story "The Mouse at the Seashore?"
G. Finding practical applications of concepts and skills in daily living					Answer the following questions Do you have a dream/an ambition in life? What is it? What will you do to achieve your dream/ambition? If you meet a challenge along your way, will you give up? Why or why not?
H. Making generalizations and abstractions about the lesson	What are you going to do in order to have good fortune?	How can we infer or guess the traits and feelings of characters?	How are we going to show possession to express ownership?	What is acrostic?	What will you do to achieve your goals in life?
I. Evaluating learning	Direction: answer the question below. *If you were the character in the story, what will you do in order to have a good journey to the market?	Listen to the story of "The Lion and The Mouse" Choose the best word that completes the sentence.	Direction: Write the possessive form of the following: 1. License of driver- 2. Hose of firefighter- 3. Baskets of vendors- 4. Keys of clerk- 5. Dress of Sheila-	Direction: Write an acrostic poem about "Happiness". Think of a word or phrase using the letters in the word "Shoes" S H O E S	Direction: please answer the question below in no less than 3 sentences: What will you do to achieve your goals in life?
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?	<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