GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	Week 6	Quarter:	4th Quarter

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ECTIVES					
ontent Standards	Demonstrates an understanding of the elements of literary and informational texts for comprehension	demonstrates an understanding of the elements of literary and informational texts for comprehension	demonstrates an understanding of library skills to research on a variety of topics	demonstrates an understanding of English grammar and usage in speaking or writing	demonstrates an understanding that words are composed of different parts and their meaning changes depending on context
erformance Objective	recalls details, sequence of events, and shares ideas on texts listened to	recalls details, sequence of events, and shares ideas on texts listened to	uses library skills to gather appropriate and relevant information	uses the classes of words aptly in oral and written discourse	uses strategies to decode the meaning of words
earning Competencies/ Objectives *(Write the LC code for each)*	**EN4LC-IVf-34** -Give conclusions to realistic fiction listened to -Admire the little girl's smart way of solving the problem	**EN4OL-IVf-25** -State one's conclusion to realistic fiction listened to -Participate in group activity	**EN4RC-IVf-45** Give conclusions to realistic fiction read **EN4SS-IVf-19** Interpret bar and line graphs	**EN4G-IVf-22** Use simple sentence: Simple subject and simple predicate	**EN4V-IVf-44** Identify meaning of words with suffixes -er and -or
NTENT *(Subject Matter)*	Story "The Five Foolish Fishermen"	Story "The Five Foolish Fishermen"	Distinguish Fact From Opinion Interpreting Bar and Line Graphs	Simple Sentences with Simple Subject and Simple Predicate	Suffixes –er and –or
NINGRESOURCES eferences					
eachers Guide pages	400-402	402-403	403-405	405-406	407
earners Material Pages					
CEDURES					
eviewing past lesson or Presenting the new lesson	Unlocking of Difficulties (foolish, fell into the sea, basket full of fish)	Phonics Drill: Reading words with r-controlled vowels –ur as in fur	Phonics Drill: Reading words with r-controlled vowels –ur as in fur	Review: Underline the subject once and the predicate twice. Refer to TGp.405	What is a simple sentence?

ill/Review/Unlocking of difficulties)					
stablishing a purpose of the new lesson (Motivation)	Call five pupils in front. Ask: Will you count yourselves? How many are you?	Show a picture of a fish 			
resenting Examples/ instances of the new lesson (Presentation)	Present the story "The Five Foolish Fishermen"	Reading of the story by the teacher/pupils.	Say: Here are some sentences from the story. Ask: Which are opinions? What makes them opinion? Which are facts? What makes them facts?	Study the following sentences. These are examples of simple sentences.	Read the sentences taken from the story "The Five Foolish Fishermen". Study the underlined word.
iscussing new concepts and practicing new skills no.1. (Modeling)	The teacher will read the story while the pupils listen.	Did you understand the content of the poem? Let's have some Cooperative Group Activities	Present the Teaching Chart TG.p.404	Present the Teaching Chart TG. p.406	Present the poem "Work" Pick out the words that show roots with suffix –er/-or. Present the Chart.
iscussing new concepts and practicing new skills no.2 (Guided Practice)	Comprehension Check Answer the questions based from the story.	Divide the pupils into 4 group. Give each group a task to perform Group 1- Draw it Group 2- Act it out Group 3- Write it See TG p.403	Refer to LM Try and Learn p. 381-382	Refer to LM Read and Learn p.386-387	Refer to LM Do and Learn A.p.389
eveloping Mastery *s to Formative Assessment 3.)* endent Practice)	Read the story by group, pair, individual	Group Presentation/Discussion	Refer to LM Do and Learn p. 383	Refer to LM Do and Learn p.387	Refer to LM Do and Learn B. p.389
ing practical application of concepts and skills in daily living (Application/Valuing)	Count your group members? How many are you? How do you count your members?	What is the importance of participating in group activities?			

Making Generalization and abstraction about the lesson (Generalization)	Do you enjoy reading the story? What did you learn from the story?	What did you learn from the story?	What is the difference between fact and opinion? How do you interpret bar graph and line graph?	What is a simple sentence?	What do suffixes –er/-or do to a word?
valuating learning	Draw your own conclusion about the story heard. One to two sentences. _____ _____ _____ _____ _____.	Write 2-3 sentences showing your conclusion about the story "The Five Foolish Fishermen"	Refer to LM Learn Some More p.384	Underline the simple subject and encircle the simple predicate. 1. The girl is wrong. 2. The fisherman catches fish in the sea. 3. Tubby is a fat cat. 4. The horse runs fast. 5. Anna loves to dance all night.	Read the paragraph. Add the suffix –er/-or on the space provided.
dditional activities for application and remediation (Assignment)					
ARKS					
ECTION					
No. of learner who earned 80%					
No. of learner who scored below 80% (needs remediation)					
No. of learners who have caught up with the lesson					
No of learner who continue to require remediation					
Which of my teaching strategies work well? Why?					
What difficulties did I encounter which my principal /supervisor can help me solve?					

What innovation or localized materials did I use/discover which I wish to share w/other teacher?					

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