

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	OCTOBER 3 – 7, 2022 (WEEK 7)	Quarter:	1 ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
--	--------	---------	-----------	----------	--------

I.OBJECTIVES	Realize that one has to exert effort to achieve his/her dreams.	Express one’s ideas, feelings clearly.	Read words, phrases, poems, and stories with accuracy.	Identify concrete and abstract nouns in sentences.
a.Content Standards	Demonstrates understanding of the elements of informational text of comprehension	Demonstrates understanding of verbal and non-verbal elements of communication to respond back	Demonstrate understanding of text elements to comprehend various texts	Demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking.
b. Performance Standards	Recall detail, sequence of events and shares ideas on texts listened to	Uses paralanguage and non-verbal cues to respond appropriately.	Use knowledge of text types to correctly distinguished literary from informational texts.	Speaks and write using good command of the conventions of standard English.
c. Learning Competencies/ Objectives. Write the LC Code for each	EN4LC-Ig-1	EN4A-IIa-1	EN4RC-Ig-5	EN4G-Ig-6
II.CONTENT				
III.LEARNING RESOURCES				
A.References				
1.Teacher’s Guide pages	P75-77	P77-78	P78-79	P79-80
2.Learner’s Materials pages	P66-68	P66-68	P68-69	P71-73
3.Textbook pages				
4.Additional Resources from Learning Resources (LR) Portal	Chart, flashcards	Chart, flashcards, activity card	Chart, flashcards, activity card	Chart, flashcards, activity card
B. Other Learning Resources	Audio-visual presentation	Audio-visual presentation	Audio-visual presentation	Audio-visual presentation
IV.PROCEDURES				
A. Review previous lesson or presenting the new lesson.	Refer to LM p65 Think and Tell	Recall the story about The Mouse at the Seashore.	Recall the details of the story The Mouse at the Seashore.	Direction: Read the words inside the box. Beach mouse cat tree dogs peace fear seashore trouble birds -What do you call these words? -Which nouns can be seen, heard, smelled, Which nouns can be seen, heard, smelled, tasted? -Which words can be felt?

B. Establishing the purpose to the lesson.	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” ”	Ask questions to track pupils comprehension.	Refer to LM p68 Think and Tell	What do we call these two type of noun?																												
C. Presenting examples/ instances of the new lesson	Reading of the story entitled “Mouse the Seashore”by the teacher and the pupils will going to listen.	Say : “Act out the some of the major scenes in the story. Assign roles to pupils and encourage them to be as expressive as the characters in the story.”	Teaching chart A diagraph is a single sound or phoneme which is represented by two letters. -/sh/ -/ch/	-Concrete nouns are nouns that can be seen, heard, smelled, tasted or felt. Ex.: cat, bird, stone, water - Abstract Nouns shows virtues, traits, characters, or qualities. They cannot be seen, heard, smelled, or tasted. Ex.: peace, contentment, happiness																												
D. Discussing new concepts and practicing new skills # 1	Answer the following questions: 1. Who was going on a trip to the seashore? 2. What did his parents say? 3. Did he still push through his plans?	Presentation by group: Group 1: Draw Me Ask: “Have you tried going to the beach/sea?” Say: “Draw a beach/sea and say something about it.”	Direction: Compare how the following words are pronounced. Listen as the teacher reads the word. Then, read after the teacher. <table><tr><td>/sh/</td><td>/ch/</td><td>/k/</td><td>/sh/</td></tr><tr><td>shor e</td><td>chan ge</td><td>choir</td><td>chem ise</td></tr><tr><td>wish</td><td>churc h</td><td>chor us</td><td>chic</td></tr><tr><td>shor eline</td><td>chor es</td><td>chor al</td><td>parac hute</td></tr><tr><td>Shell</td><td>child ren</td><td>chao s</td><td>chan delie r</td></tr><tr><td>Shop</td><td>chan t</td><td>scho ol</td><td>chan tal</td></tr><tr><td>shep herd</td><td>chart</td><td>sche dule</td><td>chica go</td></tr></table>	/sh/	/ch/	/k/	/sh/	shor e	chan ge	choir	chem ise	wish	churc h	chor us	chic	shor eline	chor es	chor al	parac hute	Shell	child ren	chao s	chan delie r	Shop	chan t	scho ol	chan tal	shep herd	chart	sche dule	chica go	Refer to LM p72 Try and Learn Exercise 1
/sh/	/ch/	/k/	/sh/																													
shor e	chan ge	choir	chem ise																													
wish	churc h	chor us	chic																													
shor eline	chor es	chor al	parac hute																													
Shell	child ren	chao s	chan delie r																													
Shop	chan t	scho ol	chan tal																													
shep herd	chart	sche dule	chica go																													
E. Discussing new concepts and practicing new skills # 2	Answer the following questions: 4. What happened to him on his journey to the seashore? What happened in the first light of dawn?	Presentation by group: Group 2: I See Ask: “What are the things you’ll see in a beach/sea?” Say: “Write the things that you can see in a beach/sea and show them to the class”	Refer to LM p69 DO and learn Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Refer to LM p72 Try and Learn Exercise 2																												

	What happened by the afternoon? 5. When and how did he reach the ocean he has been dreaming to see?			
F. Developing Mastery (Leads to Formative Assessment 3)	Answer the following questions: 6. What kind of mouse is he? If you were the mouse, would you take same action as he did? Why or why not? 7. What have you learned from the story “The Mouse at the Seashore?”	Group 3: My Checklist Ask: “What are things that you bring when going to a picnic at the beach/sea?” Say: “Draw and write a checklist of the things you might bring when going on a picnic at the beach. Explain the reason of bringing these things.” Group 4: Listen to Me Ask: “What will be your advice to your sibling/friend if he will go to the beach one day?” Say: “Write a letter of advice to your sibling/friend. Read you letter to the class.”	Refer to LM p69 Learn some more	Refer to LM p 73 Do and Learn
G. Finding practical applications of concepts and skills in daily living	Answer the following questions: 8. Do you have a dream/an ambition in life? What is it? 9. What will you do to achieve your dream/ambition? 10. If you meet a challenge along your way, will you give up? Why or why not?	Process the group outputs.		Refer to LM p73 Learn Some More
H. Making generalizations and abstractions about the lesson	What will you do to achieve your goals in life?	What do you do to express your self or your ideas with others?	How are we going to read words, phrases, poems, and stories with accuracy?	What is an abstract noun and a concrete noun?

I.Evaluating learning	Direction: please answer the question below in no less than 3 sentences: What will you do to achieve your goals in life?	Direction: Write a friendly letter about your trip to any destination or if you haven't been to any place, you may share your experiences of how you spent your summer vacation at your own place.	Direction: Look for words in the poem with sh and ch sounds. Classify these words according to their sound. Write them on the appropriate column. <table><tr><td>sh sound</td><td>ch sound</td></tr><tr><td></td><td></td></tr></table>	sh sound	ch sound			Direction: Tell weather a noun is abstract or concrete. 1. Beauty 2. Ball 3. Honesty 4. Faith 5.paper
sh sound	ch sound							
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 ☐ 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	<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
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

	__Pictures				
--	------------	--	--	--	--