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:	DECEMBER 11 - 15, 2023 (WEEK 6)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES	Infer traits of characters from what they do or say in a story listened to.	Use suffixes and root words to get the meaning of words.	Use the correct time expression to indicate an action in the present.	Write a short paragraph based on a two-level sentence outline.	
a. Content Standards	Demonstrates understanding of text types to construct feedback.	Demonstrates understanding that words are of different parts and their meaning changes depending on context.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrates understanding of writing as a process.	Summative Test
b. Performance Standards	Identifies story perspective and text elements.	Uses strategies to decode the meaning of words.	Speaks and writes using good command of the conventions of standard English.	Uses a variety of strategies to write informational and literary composition.	
c. Learning Competencies/ Objectives. Write the LC Code for each	*EN4LC-IIf-6*	*EN4V-IIIf-6*	*EN4G-IIf-6*	*EN4WC-IIf-6*	
II.CONTENT	Story "The Tomatoes of Peles"	Suffixes	Time Expressions in the Present	Writing a paragraph based on a two level sentence outline	
III.LEARNING RESOURCES	big book story "The Tomatoes of Peles", picture of tomato	Chart, flashcards,story book, picture of a whale shark	chart, flashcards	chart	
A. References					
Teacher's Guide pages	167-168	169-170	171-172	172-173	
Learner's Materials pages		178-185	185-187		
Additional Resources from Learning Resources (LR) Portal	Audio-visual presentation	Audio-visual presentation	Audio-visual presentation	Audio-visual presentation	
B. Other Learning Resources					
IV.PROCEDURES					

A. Review previous lesson or presenting the new lesson.	Review of the past lesson. Present picture of a tomato	Do the drill. Refer to TG p.169	Say: There are many things that we do everyday. Let us read the sentences from our story yesterday. Refer to TG on p.171	Recall the two level sentence outline they have done. What are the parts of the sentce outline?	
B. Establishing the purpose to the lesson.	Unlocking of difficult words. Refer to TG p.167	Solve the word puzzle. Choose the word from the box to finish the puzzle. Refer to LM Read and Learn on p.178	Say: What time do the words in the chart tell? These are called time expressions. These time expressions are in the present tense. What other time expression do you know that indicates the present time? The teacher will write on the board the time expressions that the pupils will give. Possible answers: now,today,every time	Say: Here is an outline. Have the pupils read the two point sentence outline they made Ask: What is the topic of the outline? What sentence states the topic? What are the sub-topics? What sentences state the subtopics? 1. The bay of Sorsogon is home to large whale sharks. A. They freely feed, grow and play everyday. B. There's a young whale who loves to play hide and seek C. It hides very well.	
C. Presenting examples/ instances of the new lesson	Do you have a garden at home? What plants grow in your garden? Read the story about "The Tomatoes of Peles".	Do you remember the news about Kabang? What did he do to save the children? Show picture of a whale shark. Talk about the picture. read the story entitled *Bing, the Little Whale Shark.* by Jomiko Tejido."	Read the selection below. Give the time expressions that denote the present tense. Refer to LM, Read and Learn on p.185.	Based on the outline, what is the topic sentence? What does it express? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
D. Discussing new concepts and practicing new skills # 1		Refer to LM on p.179. Do the Talk about it. Refer to LM on p.180.	What are the time expressions you noted from the selection? These are the time expressions that refer to actions in the present tense. Note: The teacher will add the time expressions	Let us write a paragraph based on our outline. What is the topic sentence? What about the subtopics? Model how to write a paragraph.	
E. Discussing new concepts and .practicing new skills # 2	Based on the story "The Tomatoes of Peles", what did Peles feel when the seeds dis not sprout? What dis Hugo say was his secret for growing healthy	Do the Find Out and Learn. Refer to LM on. P 181.	Answer the Do and Learn. Refer to LM on p. 186	The bay of Sorsogon is home to large whale sharks. They freely feed and grow every day. Young whale sharks play here.	

	tomatoes? Dis Peles follow Hugo's advice? Why?	Answer the *Do and Learn* and *Try and Learn.* Refer to LM on pp. 182-183.			
F. Developing Mastery (Leads to Formative Assessment 3		Read the sentences taken from the story. Notice the underlined words. Give the meaning of the words. 1. The sea became <u>peaceful</u> once more. 2. The whales were <u>helpless</u> against the visitors. How did you find the meaning of the word? Care- Fruit- -less child- Tooth- What words were you able to form? What is the meaning of the newly formed words?	Read the sentences carefully and write the correct time expressions. 1. Fish and frogs are friends. They play in the pond_____. 2. _____, they meet at the pond. 3. And_____ the tadpole discovers that he has two legs. 4. _____ the fish did not believe that the tadpole has legs. 5. _____ they quarrel. In the end, agree that "fish are fish and frogs are frogs".	Have the pupils read the paragraph. Let us write a short paragraph about the bamboo. What is our topic sentence? Based on the outline above, what are the details? Ask the pupils to read the topic sentence. What do you think is the paragraph about? I. The bamboo is the giant of the grass family. A. It can grow as big as trees. B. It can grow in lowlands or in rolling hills. C. There are different kind of bamboos.	
G. Finding practical applications of concepts and skills in daily living		Complete the chart. Write down the words asked for. Use the suffix –less or –full. Refer to LM on p. 184.		Make your own paragraph based on the following outline. I. Different movements of frog. A. dives into the water B. swims in the pond. C. hops on land D. leaps for food	
H. Making generalizations and abstractions about the lesson	What trait did Peles show in the story?	What is suffix?	What are the words that indicate the time expressions in the present tense?	How do we write a paragraph based on a two level sentence outline?	

I Evaluating learning	Directions: Answer the following questions. 1. What happened to the seeds that Peles planted? 2. What dis Peles feel when he saw his plants growing? 3. Why did Hugo praise him? 4. What lesson did you learned from the story?	Directions: Change the words inside the parentheses by using correct suffixes to complete the meaning of the sentences. 1. Ryan loves being outdoor. He likes to sleep in his tent. He loves star gazing. However, tonight the sky is_____(no stars). 2. The plants in the yard are _____(no flowers). The trees are_____(no fruit). 3. It is _____(full of beauty) day. Angelo is going to see his grandparents. He will help them harvest mangoes today. 4. She has a_____(full of power) to manage all things. 5. Dan is_____(full of hope) to see his friend again.	Directions: Answer the following questions using sentences with verbs and time expressions. 1. What do you do every morning? 2. What does your family usually do on weekends? 3. What do you do before going to school? 4. Where does your family spend the summer vacation? 5. What do you do in school everyday?	Directions: Write a short paragraph based on this. Taking care of fish. A. Keep the aquarium clean B. Feed the fish daily C. Keep it away from cats.	
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	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method

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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