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| Description: DEPED-NEW_e78wysqt  **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:** | **JANUARY 9 – 13, 2023 (WEEK 8)** | **Quarter:** | **2ND QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| 1. **OBJECTIVES** | EO: Appreciate the value of telling the truth. IO: Sequence events in a story heard. Act out a well liked part of a story heard. | EO: Admire Green Bird's love for his lady love EO: a. Read a story with appropriate intonation and expression. b. Read words with consonant blends /br/ and /gr/ c. Infer the feelings and traits of the characters from a story read. d. Identify and use a simile and a metaphor. | Use the past form of irregular verbs. | Compose slogan from a given stimulus. | a. Browse and read more stories b. Use dictionary in getting the meaning of words |
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| **A. Content Standards** | The learner demonstrates understanding of the elements of informational text for comprehension. | The learner demonstrates understanding that English is stress-timed language to achieve accuracy and automaticity/demonstrates understanding that word meaning changes based on context. | The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking. | The learner demonstrates understanding of writing as a process. | The learner demonstrates understanding of library skills/dictionary to research on a variety of topics. |
| **B. Performance Standards** | The learner recalls details, sequence of events and shares ideas on texts listened to. | The learner reads aloud text with accuracy and automaticity/uses strategies to decode the meaning of words. | The learner speaks and writes using good command of the conventions of standard English. | The learner uses a variety strategies to write informational and literary compositions. | The learner uses library/dictionary skills to gather appropriate and relevant information. |
| **C. Learning Competencies/Objectives** | EN4LC-IIh-i-8 | EN4F-IIh-8 | EN4G-IIh-i-8 | EN4WC-IIh-8 | EN4SS-IIf-6 |
| Write the LC code for each |  | EN4V-IIh-7 |  |  |  |
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| **II. CONTENT** | Sequence events in a story heard | Identify and use a simile and | Past form of irregular verbs | Compose slogan | Use dictionary in getting the |
|  |  | metaphor |  |  | meaning of words |
| **III. LEARNING RESOURCES** |  |  |  |  |  |
| ***A. References*** |  |  |  |  |  |
| 1. Teacher's Guide pages | 184-186 | 186-187 | 188-189 | 189-190 | 190 |
| 2. Learner's Materials pages | 200 | 201-204 | 205-207 | 207-208 | 208-209 |
| 3. Textbook pages |  |  |  |  |  |
| 4. Additional Materials from Learning |  |  |  |  |  |
| Resource (LR)portal |  |  |  |  |  |
| ***B. Other Learning Resources*** |  |  |  |  |  |
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| **IV. PROCEDURES** |  |  |  |  |  |
| **A. Reviewing previous lesson or** | Oral Language | Drill | Read the Dialog | What comes to your mind when | Do you have a dctionary? |
| **presenting the new lesson** | see TG p. 184 | see TG p. 186 | Read and Learn see LM p. 205 | you think of slogan? |  |
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|  | Pre-Listening | Unlocking of Difficulties | Skilss Development | Did you know how to write | What is the use of the |
| **B. Establishing a purpose for the lesson** | Unlocking of Difficulties | see TG p. 186-187 | see TG p. 188 | slogan? | dictionary? |
|  | see TG p. 184 |  |  |  |  |
| **C. Presenting examples/instances of** | What do you usually do when you | Motivation/Motive Questions | Read and Study the Table | Read the following product slogans | Bring out your dictionary. |
| **the new lesson** | have a problem? | see TG p. 187 | see LM p. 205 | that have become very popular. | Browse the dictionary. |
|  |  |  |  | see TG p. 189 | Notice how the words are arranged. |
|  | During Listening: Let's read a story on, | Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Guided Practice |  |  |
| **D. Discussing new concepts and practicing new skills # 1** | The King of the Forest and His | During Reading | see TG p. 188 | Discussin | Skilss Development |
|  | Three Advisers. What did King Lion do | The Green Bird | Try and Learn Exercise 1 and 2 | see TG p. 189 | see TG p. 190 |
|  | when he had a poroblem? See TG p. 185 | see LM p. 201-202 | see LM p. 206 |  |  |
|  | Engagement activity/Group Activity |  |  |  |  |
| **E. Discussing new concepts and practi-** | see TG p. 158 | Post Reading | Independent Practice | Guiede Practice | Guided Practice |
| **cing new skills #2** | Try and Learn | Engagement Activity | Try and Learn Exercise 3 | see TG p. 189 | see TG p. 190 |
|  | see LM p. 200 | see TG p. 187 | see LM p. 207 |  |  |
|  |  | Group Presentation |  |  |  |
| **F. Developing mastery** | Discussion | Discussion | Read again the Table | Independent Practice | Try and Learn |
| (Leads to Formative Assessment 3 | see TG p. 185-186 | Talk About It see LM p. 202-203 | see LM p. 205 | Wtire About It see LM p. 208 | see LM p. 208 |
| **G. Finding practical applications of** | What do you feel when someone |  |  |  |  |
| **concepts and skills in daily living** | doesn't tell you the truth? | Read and Learn see LM p. 203 |  |  |  |
|  |  |  | What do you notice about |  |  |
| **H. Making generalizations and abs-** | What is the message of the story? | What is simile? Metaphor? | the spelling of the past form of | What is slogan? | Hwat is dictionary? |
| **tractions about the lesson** |  |  | irregular verbs? | Remember | see LM p. 209 |
|  |  |  | Remember see LM p. 206 | see LM p. 206 |  |
|  |  | Group activity-Do and Learn |  |  |  |
|  |  | see LM p. 204 | Enrichment Activity |  |  |
| **I. Evaluating learning** | Formative Assessment | Independent Practice | see TG p. 189 | Formative Assessment | Lern Some More |
|  | Activity Output | Learn Some More see LM p. 204 |  | Activity Output | see LM p. 209 |
|  |  | Write atleast two sentences using |  |  |  |
| J. Additional activities for application or remediation |  | any of the similes and metaphor inside the box.see TG p. 187 |  | Make a poster to illustrate your slogansee TG p. 190 | Enrichment/Assignmentsee TG p. 190 |

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| **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  \_\_\_ Discussion  \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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 *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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 *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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 *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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 *Why?*  \_\_\_ 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? | | *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 |