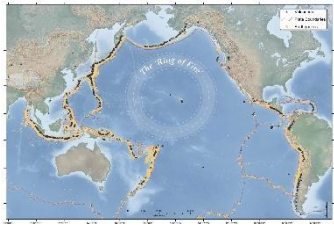
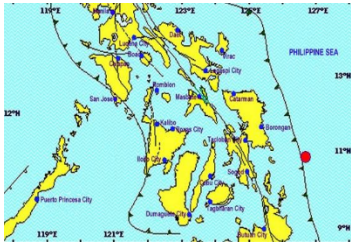


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:	<i>Credits to the Writer of this DLL</i>	Learning Area:	ENGLISH
	Teaching Dates and Time:	MAY 29 – JUNE 2, 2023 (WEEK 5)	Quarter:	4th QUARTER

	MONDAY February 12, 2018	TUESDAY February 13, 2018	WEDNESDAY February 14, 2018	THURSDAY February 15, 2018	FRIDAY February 16, 2018
I. OBJECTIVES					
A. CONTENT STANDARDS	OL – The learner demonstrates understanding of verbal cues for clear expression of ideas LC – the learner demonstrates an understanding of the elements of literary and informational texts for comprehension	V - The learner demonstrates an understanding that word meaning can be derived from different sources The learner demonstrates an understanding that words are composed of different parts and their meaning changes depending on context A – The learner demonstrates an understanding of verbal and nonverbal elements of communication to respond back	RC –The learner demonstrates understanding of various linguistics nodes to comprehend various texts ORF – The learner demonstrates an understanding that English is stress-timed language to achieve accuracy and automaticity	SS – The learner demonstrates an understanding of library skills to research on a variety of topics	G – The learner demonstrates a command of the conventions of standard English grammar and usage when writing or speaking WC – the learner demonstrates an understanding of the importance of using varied sources of information to support writing
B. PERFORMANCE STANDARDS	OL – The learner efficiently delivers oral presentations LC – The learner identifies story perspectives and text elements	V – The learner uses different resources to find word meaning The learner uses strategies to decode the meaning of words A – The learner uses paralanguage and nonverbal cues to respond appropriately	RC – The learner uses knowledge of text types to correctly distinguish literary from informational text ORF - The learner reads aloud text with accuracy, automaticity, and prosody	SS – The learner uses library skills to gather appropriate and relevant information	G – The learner speaks and writes using good command of the conventions of standard WC - The learner uses varied sources of information to support writing
C. LEARNING COMPETENCIES/ OBJECTIVES (Write the LC Code for each)	LC – Draw conclusion in informational text heard EN4LC-IVe-33 OL – State conclusion to informational text EN4OL-IVe-24	V - Identify meaning of word with suffixes –ful and -less EN4V-IVe-43 A -Express interest in text reading available print materials(informational) EN4A-IVe-34	RC - Make inferences and draw conclusions based on informational text EN4RC-IVe-44 ORF - Read grade-level texts with 118 words correct words per minute EN4F-IVe-1.13	SS - Interpret a map EN4G-IVe-5.4	G – Use prepositional phrases in sentences EN4G-IVe-7.2 WC -Write 5 – 6 sentence paragraph about a given topic (Writing) EN4WC-IVe-38
II. CONTENT					
	-Drawing Conclusion in Informational Text heard -Stating Conclusion to Informational Text	-Identifying Meaning of Word With Suffixes –ful and –less -Expressing Interest in Text Reading Available Print materials	-Making Inferences and Drawing Conclusions Based on Informational Text -Reading Grade-Level Texts with 118 Words Correct Words per Minute	-Interpreting a Map	- Using Prepositional Phrases in Sentences -Writing 5-6 Sentence Paragraph About a Given Topic (Writing)
LEARNING RESOURCES					

A. References					
1. Teacher's Guide Pages	TG pp. 390-392	TG pp 394-395	TG pp. 390-392	TG pp.	TG pp. 396-397
2. Learner's Materials Pages	LM pp.	LM pp. 376-378	LM pp. 380	LM p. 345, 348,	LM pp 379-380
3. Textbook Pages	Reading for Meaning 4 tx pp. 196-206	Reading for Meaning 4 tx pp. 75-82	Reading for Meaning 4 tx pp. 196-206		
4. Additional Materials from Learning Resource (LR) Portal	http://www.poetry4kids.com/classic-27.html#.VSuq6fDRi4A		http://www.poetry4kids.com/classic-27.html#.VSuq6fDRi4A		
B. Other Learning Resources	Pictures, Chart, PPTx, foldables	Pictures, Chart, PPT, task cards, foldables	Pictures, Chart, PPTx, foldables	Pictures, Chart, PPTx, foldables	Chart, PPTx, foldables
III. PROCEDURES					
A. Reviewing the previous lesson or presenting the new lesson	Dictation of sentences using prepositions.	Cite some situations wherein the pupils can draw conclusion.	Dictation of sentences with suffixes –less and -ful	Show a Philippine Map to pupils. Give map to each pupil.	Map reading  Ask questions about it.
B. Establishing a purpose for the lesson	Pre-Listening Activities Unlocking of difficulties Swallowed, catch, absurd	Let the pupils read the following sentences taken from the poem. The old woman was so powerful that she could swallow a lot of animals. The old woman was careless to have swallowed a fly. The old woman is beautiful . She had a sleepless night when she swallowed a fly. Let the pupils study the underlined words in the sentence.	Pre-reading Activities Unlocking of difficulties Swallowed, catch, absurd	Ask: Do you know how to read a map? Do you want to know how to interpret a map?  This is a map showing the Pacific Ring of Fire.	Let the pupils answer LM p. 378. Underline the prepositional phrases in each sentence.
C. Presenting examples/instances of the new lesson	Motivation What will happen if you accidentally swallowed a fly? Motive Question What happened to the old woman who swallowed a fly? Let the pupils listen to the poem the teacher will read, THERE WAS AN OLD LADY WHO SWALLOWED A FLY on TG pp. 391-392	Show to class an array of suffixes on LM p. 376. Study them. Explain to pupils how they are formed.	Motivation What will happen if you accidentally swallowed a fly? Motive Question What happened to the old woman who swallowed a fly? Let the pupils read THERE WAS AN OLD LADY WHO SWALLOWED A FLY on TG pp. 391-392	 This is the world map.	Show sentences taken from the sentences they had answered. The old woman drives away the flies around the table . While waiting, she heard the screech of the car from the garage . Her son told the family that they saw a beggar along the road . Tell: A prepositional phrase is made up of a preposition and a

					What places are in the east/?west? North?south?  Ask questions about the map.	noun or pronoun which is called object of the preposition. Tell: More often, a preposition is not immediately followed by its object. A determiner, such as the, a, and an, comes before a noun, as well as adjectives that describe the noun. Therefore, a prepositional phrase has two basic parts: a preposition and a noun or a pronoun. Its object may be accompanied by a determiner and an adjective or adjectives. We can also write a paragraph using the prepositional phrase about a certain topic.
D. Discussing new concepts and practicing new skills #1	What do you think will be the next animal the old woman will swallow? What is the next after the cat? Can you swallow a dog? What do you think will be the next animal? What do you think will happen next? What happened at the end of the story? Why did the old woman die after she swallowed a horse? Let the pupils know about drawing conclusions. It is a reasonable judgement you form based on details you listen or read.	What is the root word of the word powerful? What syllable was added at the end of the root word? What does the suffix ful- mean? What is the meaning of the word? In what way does a suffix change the meaning of the word? What does the suffix less- mean in the word careless? What is the root word? Let the pupils notice the suffix used in the examples on LM p. 376	What do you think will be the next animal the old woman will swallow? What is the next after the cat? Can you swallow a dog? What do you think will be the next animal? What do you think will happen next? What happened at the end of the story? Why did the old woman die after she swallowed a horse? Let the pupils know about drawing conclusions. It is a reasonable judgment you form based on details you read. To draw conclusions from the selection/text, look for supporting details and combine details with what you know.	Guided Practice Read the paragraph and answer the questions. <i>Ryann stepped on the edge of the board. He curled his toes over the edge, as if for safety. He wanted to hold his nose, but he knew he couldn't. He felt fear as he looked down in the water. He wasn't sure he could do it, but he'd try.</i> Where was Ryann? What was he going to do? Story clues:	Guided Practice Let the group interpret and answer the questions. What is the Pacific Ring of Fire - The pacific ring of fire is a belt of volcanoes. Pacific Ocean is surrounded by this belt. - It is famous as one of the biggest orogen in the world. - Right picture is known as the pacific ring of fire.  Ask questions about it.	Guided Practice Let each group write a paragraph compose of 5-6 sentences about a certain topic using prepositional phrases. I – flowers II – hobbies III- favorites IV - pets
E. Discussing new concepts and practicing new skills #2	Guided Practice Listen to this informational text. <i>Mrs. Samson went back to her desk and sat down. After switching on the machine, she put her fingers on the keyboard. The menu flashed on the screen. She would finish the report now.</i> Where was Mrs. Samson? What was she doing? Story clues:	Guided Practice Let the pupils/group answer Try and Learn on LM p. 377 Circle the words with the suffixes less- and ful-.	Guided Practice Let the pupils answer Find Out and Learn on LM p. 377 (1-10) Match the words in column A with their correct meaning in column B.	Independent Practice Read the passage. Then draw conclusion or make inference about the passage. <i>Samuel woke up and saw the sun shining in the sky. He packed his swimsuit, a towel, a beach ball and his sandals in his bag. Then he went to the kitchen and made sandwiches for lunch.</i> Samuel is likely going to _____	Independent Practice Let the pupils answer the questions.  What bodies of water are in the north?	Independent Practice Pick out the prepositional phrases and write them on your paper. - Put up a TECHNO grandfather clock in your home today! - Let it stand by the main door of your spacious room. - This clock with amazing features wakes you up on the dot. - Don't miss it. This clock sale will last only within a week.
F. Developing mastery (Leads to Formative Assessment 3)	Independent Practice Let the pupils listen to this. <i>Sarah waited nervously. She knew the nurse would call her next. She looked at the models of healthy teeth. She hoped her own teeth would be healthy.</i> Where was Sarah? What does the story tell? What I already know? Conclusion or inference_____					

				What countries are in the west?	
G. Finding practical application of concepts and skills in daily living	Listen to this. <i>Lewis wanted to wear his new jeans but they were dirty. He put all his dirty clothes in a pile. Then he picked them up and put them in the machine. He read the directions on the box of soap, poured some into the machine, and pressed the start button.</i> How did Lewis solve the problem? Cite evidences.	Let the pupils write sentences using suffixes less- and ful-. Use the Think-Pair and Share strategy. Hope Care meaning	Analyze the situation. If you were in this situation, what shall you do. <i>Tony called Danny last Tuesday after school and told him that he would be available to work on his school project after dinner. After dinner, Tony rode his bike over to Danny’s house. When Tony arrived he rang the bell, but there was no answer. Tony got back on his bike and went home.</i> What conclusion did Tony make?	what shall you do if your place is in the Pacific Ring of Fire? Solicit pupil’s answers. 	Where do we use prepositions in our daily living? Are they helpful to us? In what ways?
H. Making generalizations of concepts and skills in daily living	Drawing conclusions is a reasonable judgment you form based on details you listen/read. To draw conclusion from a selection, look for supporting details and combine details with what you know. Ask yourself the following questions: -What is the selection about? -What do you know about the selection based on your own experience? -What conclusion can you draw?	A suffix is a word ending. It is a group of letters you can add to the end of a root word. Adding suffixes to words can change or add to their meanings, but most importantly, they show how a word will be used in a sentence and what part of speech the word is.	Drawing conclusions is a reasonable judgment you form based on details you listen/read. To draw conclusion from a selection, look for supporting details and combine details with what you know. Ask yourself the following questions: -What is the selection about? -What do you know about the selection based on your own experience? -What conclusion can you draw?	In interpreting directions using map, do the following: - Read and understand the directions carefully - Take note of the important words.	A prepositional phrase is made up of a preposition, an object of the preposition, and all the words in between. A prepositional phrase that functions like an adjective is called an adjectival, one that functions like an adverb is called an adverbial.
I. Evaluating learning	Directions: Listen to the passage the teacher will read. Answer the questions afterwards. Jose Abad wants to lower city taxes and offer financial incentives to bring in new business. He also wants to recognize city departments to save money and to improve the quality of services offered to Manila citizens. Jose Abad would make a great mayor, and I think everyone should vote for him. 1.From this passage, you can infer that_____	Directions: Let the pupils do Do and Learn on LM p. 378 A. (1- 10) Add the suffix –less or –ful to the word inside the parenthesis to make the sentence correct.	Directions: Read the passage. Then draw a conclusion or make an inference about the passage. 1.My sister and I went to the circus. We saw the funny clowns. We watched the lion act. We ate a lot of treats and popcorn. This story is about_____ a.eating treats of popcorn b. clows c. lions d. going to the circus 2.Mary is standing on the sidewalk. Then she sees a butterfly. She gets a net. She chases a butterfly._____ a.Mary will try to catch a moth.	Directions: Using the map, write the directions in going to three different places. Take note of the starting point. - Ronald’s Gym - Bookstore - Toy Store See LM p. 348	Directions: Study the following sentences. Underline the prepositional phrases. - I traveled for hours in a train. - Classes don’t begin until Monday morning. - I have been thinking about you a great deal this summer. - We eat and study by bells. - My room is on the northeast corner with two windows and a view. Make a 5-6 sentence paragraph using prepositional phrases.

	a.Jose Abad would be an awful mayor. b.He believes that city taxes are too low. c.He will work to improve the city when he becomes a mayor. 2. From the same passage, it is impossible to conclude that a. the city is doing well under the current mayor. b. The city has been experiencing financial crisis. c. He believes that everyone will vote for him.		b. Mary will try to catch a spider. c. Mary will try to catch a butterfly. d. Mary will run and play.		
J. Additional activities for application or remediation		Construct sentences using suffixes –less and -ful			

V.REMARKS					
VI.REFLECTION					
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
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
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
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
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	<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	<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	<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

	___ Group member's Cooperation in doing their tasks	Cooperation in doing their tasks	Cooperation in doing their tasks	Cooperation in doing their tasks	Cooperation in doing their tasks
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
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