

 DES 1 to 12 Y LESSON LOG	School:		Grade Level:	IV
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	JANUARY 4 – 6, 2023 (WEEK 7)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES	Retell the best liked part of the story	Identify and use simile in a sentence.	Use the past form the regular verbs.	Write a paragraph about a personal experience.	Write a paragraph about a personal experience.
a. Content Standards	Demonstrates understanding of verbal cues for clear expression of ideas	Demonstrates understanding that word meaning changes based on context.	Demonstrates understanding of verbal cues for clear expression of ideas.	Demonstrates understanding of writing as process.	Demonstrates understanding of writing as process.
b. Performance Standards	Actively creates and participates in oral theme-based activities	Uses strategies to decode the meaning of words in context.	Actively creates and participates in oral theme-based activities.	Uses a variety strategies to write information as literary compositions.	Uses a variety strategies to write information as literary compositions.
c. Learning Competencies/ Objectives. Write the LC Code for each	EN4OL-IIg-7	EN4V-IIg6	EN4g-IIf-6	EN4WC-IIg-7	EN4WC-IIg-7
II.CONTENT	Story “ How thw Jellyfish Lost His Bone”	Simile	Past Form of the Regular Verbs	Writing a Paragraph	Writing a Paragraph
III.LEARNING RESOURCES	Big book story “How the Jellyfish Lost His Bone”,flashcard,paper strip,chart,picture of jellyfish	chart, flashcards	chart,flashcards	chart	chart
A. References					
Teacher’s Guide pages	175-177	177-179	179	180-181	180-181
Learner’s Materials pages	188-191	191-193	193-195	195-196	195-196
Additional Resources from Learning Resources (LR) Portal	Audio-visual presentation	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.	Show and Tell: Look for something inside your bag and be ready to tell about it. I’m holding a _____.	Retell the story “How the Jellyfish Lost His Bone”.	Say: Let’s recite and read the poem “In the Forest”	Message Relay: Say: All groups have a piece of paper with lines from the poem “In the Foresr”. Each group will have seven members. All	Message Relay: Say: All groups have a piece of paper with lines from the poem “In the Foresr”. Each group will have seven members. All

	I like this because_____. Drill: Teacher models in reading the words with consonant blends. Refer to TG on p. 175.			number 1 will get a piece of paper in the bowl. The first group who can whisper the correct wins.	number 1 will get a piece of paper in the bowl. The first group who can whisper the correct wins.
B. Establishing the purpose to the lesson.	A. Pre Listening Unlocking of Difficulties.Refer to TG on p.176	Unlocking of Difficulties. Refer to TG on p.177	Read the conversation. Read and Learn on LM p.193.	Where did you spend your vacation? How was your vacation? How do you describe your vacation? Who were your companions? What did you do there? What would you like to do if you could return to be there again?	Where did you spend your vacation? How was your vacation? How do you describe your vacation? Who were your companions? What did you do there? What would you like to do if you could return to be there again?
C. Presenting examples/ instances of the new lesson	Say: Have you seen a jellyfish? How does it look? Here is a picture of a jellyfish. Who can describe it? Why do you think a jellyfish doesn't have bones? In the selection that I will read, find out why jellyfish doesn't have bones.	What comes to your mind when you hear the word forest? What are our treasures in the forest?	Teaching/Modeling-Refer to LM, Talk About It" on p. 194.	Read the paragraph. Refer to LM on p. 195.	Read the paragraph. Refer to LM on p. 195.
D. Discussing new concepts and practicing new skills # 1	Listening (Read Aloud by the teacher). Refer to LM, Read and Learn on pp.188-189.	During Reading Teacher models in reading the poem. Refer to LM, Read and Learn on p. 191.	Give some examples of similar words. Let the pupils give the past form of the words and ask them in sentences. Sentences should be written on the board and processed.	Discussion:	Discussion:

E. Discussing new concepts and .practicing new skills # 2	Retell the story using pictures. Refer to LM on p.190.	Engagement Activity: Group 1 and 2: Choral Reading of the poem. Group 3 and 4: Drawing a forest The group will draw a forest. Discussion Questions: Refer to LM, Talk About It on p. 191-192.	Say: Recall your activities yesterday of using any of the words inside the box. Refer to TG on p.179. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Group the pupils into four. Each group will write a paragraph about their first day of school following the guide questions. Refer on TG. Guided activity on p. 181.	Group the pupils into four. Each group will write a paragraph about their first day of school following the guide questions. Refer on TG. Guided activity on p. 181.
F. Developing Mastery (Leads to Formative Assessment 3	Give the possible endings. Refer to LM on p.190.	Teacher asks them to read this part of the poem. Tall trees growing on a mountain top To me like a queenly crown I see Wild animals running so swiftly As lively children full of glee Wild Animals are treasure to me Discussion:	Complete the sentence by writing the past form of the verb. Refer on LM p.194	Write a paragraph about first time at a restaurant follow the guide questions. 1. Describe your feeling in the sentence. 2. Who were your companions? 3. What did you eat? 4. Who paid for your food? 5. What would you like to happen when you eat at a restaurant next time?	Write a paragraph about first time at a restaurant follow the guide questions. 1. Describe your feeling in the sentence. 2. Who were your companions? 3. What did you eat? 4. Who paid for your food? 5. What would you like to happen when you eat at a restaurant next time?
G. Finding practical applications of concepts and skills in daily living	Answer the following questions. 1. Why did the king call the brave fish? 2. Did the brave fish follow the king's order? Why? 3. What happened when the brave fish found the monkey? 4. What can you say about the monkey's trick? 5. If you were the brave fish, would you believe the monkey? Why?	Do the Try and Learn Exercise 1 on LM p. 192	Complete the story using the verbs found in the box. called shouted laughed stopped cleaned One day, Mother and Mario_____ the house. Mother _____ because she saw a snake. Mario _____ father because he was afraid of it. Father _____at them because it wasn't real. It was only a toy. All of them_____ working.		

H. Making generalizations and abstractions about the lesson	Why jellyfish doesn't have bones?	What is simile?	What are regular verbs?	How do we write a paragraph? What are the tips in writing a paragraph?	How do we write a paragraph? What are the tips in writing a paragraph?
I Evaluating learning	Answer the following questions. 1. What did the king do to the brave fish?Why? 2. If you were the king/fish what would you do? 3. Why did the jellyfish lost his bones? 4. Do you like the ending of the story? How would you like to end the story? 5. What lesson this story give?	Match column A with column B to complete the sentence. Write the letter of the correct answer. A 1. Marie swams_____ 2. He is as tall_____. 3. Rica slept_____. 4. Richard is as thin_____. 5. Peter eats_____ B. a. like a dog b. as hard as stone c. as a giant d. like a log e. as a stick f. like a fish	From the list below, pick out the five misspelled verb in the past tense. Then write the correct spelling on the right side of each number. 1. prepared danced mised 2. cleand helped washed 3. pushed sleepd roasted 4. runed climbed walked 5. buidt asked swam	Write a paragraph about your experiences during summer vacation. Use the following questions. 1. What was your experience? Describe your feelings. 2. Where did it happen? 3. When did it happen? 4. Who were your companions? 5. What did you do? 6. What would you like to happen next time?	Write a paragraph about your experiences during summer vacation. Use the following questions. 1. What was your experience? Describe your feelings. 2. Where did it happen? 3. When did it happen? 4. Who were your companions? 5. What did you do? 6. What would you like to happen next time?
J. Additional activities for application or remediation		Write sentences using the following similes. 1. as red as gumamela 2. as fast as horse 3. as busy as a bee 4. like an old man 5. like an angel			

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