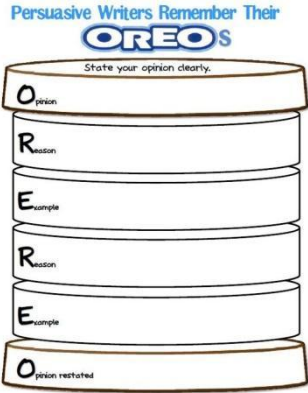
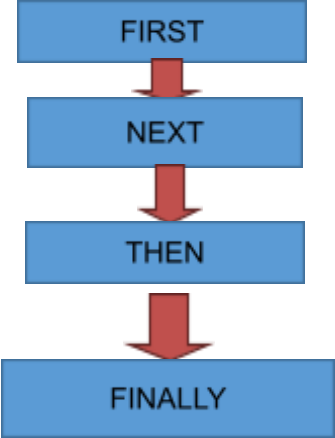
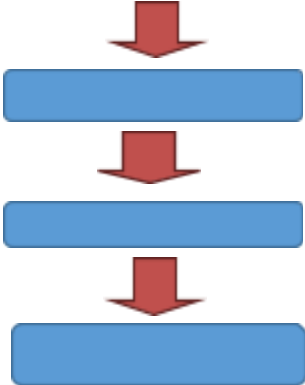
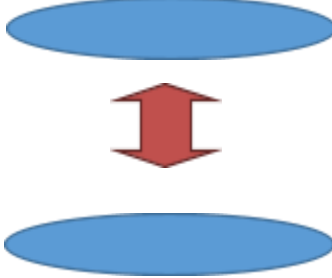


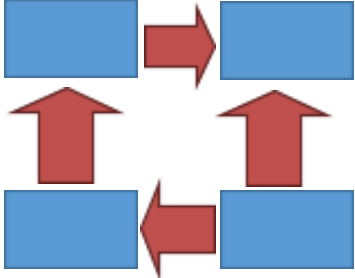
 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:	File created by Sir BIENVINIDO C. CRUZ JR	Learning Area:	ENGLISH
	Teaching Dates and Time:	MARCH 6-10, 2023 (WEEK 4)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. CONTENT STANDARDS	LC - The learner demonstrates an understanding of the elements of literary and informational texts for comprehension OL – The learner demonstrates an understanding of verbal cues for clear expression of ideas	V - The learner demonstrates an understanding that word meaning can be derived from different sources RC – The learner demonstrates an understanding of text elements 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 an understanding of English grammar and usage in speaking and writing	WC – The learner demonstrates an understanding of the importance of using varied sources of information to support writing. A – The learner demonstrates an understanding of nonverbal cues to communicate with others
B. PERFORMANCE STANDARDS	LC – The learner recalls details, sequence of events, and shares ideas on texts listened to OL – The learner actively creates and participates in oral theme-based activities	V – The learner uses different sources to find word meaning RC – The learner uses knowledge of text types to correctly distinguish literary from informational texts	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 uses the classes of words aptly oral or written discourse	WC – The learner uses a variety of strategies to write informational and literary compositions A - The learner uses paralanguage and nonverbal cues to respond appropriately
C. Learning Competencies/ Objectives. Write the LC Code for each	LC – Identify elements of informational text (editorial) EN4LC-IIIc-26 OL – Use appropriate expression to talk about issues/current events EN4OL-IIIc-15	V – Identify multiple meaning of words EN4V-IIIc-36 RC - Identify various text types according to structure (problem and solution) EN4RC-IIIc-36	ORF – Read grade level text with appropriate speed, accuracy, and proper expression EN4F-IIIc-15 SS – Use graphic organizer to organize information obtained from various sources in preparation for reporting, etc. EN4SS-IIIc-12	G – Identify and use words that show degrees of comparison of adjectives in sentences EN4G-IIIc-14	WC – Write/Compose an editorial EN4WC-IIIc-28 A – Show interest in reading an editorial EN4A-IIIc-29
II.CONTENT					
III.LEARNING RESOURCES	Chart, Pictures, PPTx, foldables, stories	Flashcards, Chart, paper strips, PPTx, dictionary	Chart, flashcards, PPTx, stories	Pictures, chart, flashcards, PPTx, stories, foldables	Chart, PPTx, foldables, pictures
A. References					
1.Teacher’s Guide pages					
2.Learner’s Materials pages					
3.Textbook pages					
4.Additional Resources from Learning Resources (LR) Portal					
B. Other Learning Resources		Getting to Know Others 4 tx pp. 66-67			
IV.PROCEDURES					

A. Review previous lesson or presenting the new lesson.	Have you read a newspaper or any school paper? What are the parts of the newspaper that you have read? The pupils will identify the parts of the newspaper or the school paper. There is a specific section about opinions. What do you call that part? Let the pupils know about that part which is the editorial page.	Ask about the editorial that had been studied. Ask questions about the editorial. Tell: Words may have multiple meanings. The meaning attached to the word will depend on how this word is used in meaningful context. Let the pupils examine these sentences. 1.The Heritage Village in Vigan, Ilocos Sur mirrors great history and culture. 2. We have a new mirror in the living room.	Let the teacher show an example of a graphic organizer. Describe it. Where do we use the graphic organizer?  Persuasive Writers Remember Their OREOs State your opinion clearly. O_{pinion} R_{eason} E_{xample} R_{eason} E_{xample} O_{pinion restated}	Let the pupils read the consonant blends /pl/ and /fl/ /pl/ /fl/ Plant flag Plate flow Plug flute Plot flower Place flip Read the following phrases.	Have you read a newspaper? What part of the newspaper do you like to read the most? Why? Why not? Show to pupils one of the parts of the newspaper or school paper that are frequently read by readers. The opinion page or the editorial page.
B. Establishing the purpose to the lesson.	Show a newspaper or school paper to pupils. Browse the opinion page which has the editorial proper. Let the pupils know that editorial is the opinion of the staff. Let the pupils know about informational text and its elements.	Explain the meaning of the two words. In the first sentence mirror means reflects or something that shows while in the second sentence it means a device we use to see our image.	Let the pupils know this: Graphic organizers are charts or visuals which are used to represent what we think of. They can help us understand what we read. In sequencing events, we use organizers like the storyboards, flowcharts, story train, chain of events chart and sequence charts.	Let the teacher show the Exercise 1 in Try and Learn LM p. 240 Analyze the Set A , Set B, Set C pictures.	Let the pupils read an example of an editorial. The teacher may use the editorials in the Listening lesson. This time the teacher will let the pupils read the editorial FIRST DAY IN SCHOOL See attached sheets below
C. Presenting examples/ instances of the new lesson	Informational text are literary nonfiction, personal essays, opinion pieces, speeches, etc. Tell: Today our informational text will be editorial. What are the parts of an editorial? (introduction, body, conclusion) There are many types of editorial.	Present some examples. People from around the city flock to the Shrine of the Lady of Manaoag in Pangasinan. The flocks of birds is seen flying in that direction. The word flock in the first sentence is used as a verb that means to come to. On the other hand, flock, in the second sentence means a group. It is used as a noun.	 LIST OF FRUITS	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Ask questions about the editorial 1.What is the title of the editorial? 2.What kind or type of an editorial is it? 3.How did the writer begin his editorial? 4.Can you tell introduction? 5.How about the conclusion? 6.How did the writer end up his editorial?
D. Discussing new concepts and practicing new skills # 1	Let the pupils listen to an editorial that offer entertainment- those which are written to give in a light vein, primarily to entertain readers. See attached sheet First Day in School) Ask questions about that informational text which is an editorial.	Let the pupils read the selection. <i>In the early 1800s, the United States needed room to grow. The place was most people luck in the east. The cities were crowded. New land was expensive. Young families couldn't afford to buy farms.</i> <i>Then, as a solution, the United states government purchased land</i>	Let the pupils read the selection. Mother has some hens. Sometimes she gives them corn to eat. Sometimes she gives them palay. Baby likes to see them pick up the palay. When she is bigger, she will feed the hens. One day, Mother was working in the yard. She was cleaning the yard with a broom. Mother heard the hens	Let the pupils do Do and Learn LM p. 241. Complete the table.	Let the pupils know the parts of the editorial. The introduction- usually the opening sentence states the problem and the stand of the writer. The body explains the things to be considered or the facts about your stand.

	1.What is the title of the editorial? 2.What kind or type of an editorial is it? 3.How did the writer begin his editorial? 4.Can you tell introduction? 5.How about the conclusion? 6.How did the writer end up his editorial?	<i>from France. The government also acquired land from Mexico. Soon the country stretched all the way to the Pacific Ocean. People looked to the setting sun with outstretched arms and said, “Go West”!</i> In the selection, which is the problem? Is there a solution in the selection? Cite it.	in the garden. They were hungry. Mother said, “I did not feed my hens. I did not give them their palay.” Then, she went into the house, She came out with a basket. The hens had palay to eat and they were happy. Fill in the graphic organizer. 		The conclusion defines the solution to the stand the writer is trying to implicate in the editorial. There are many types of editorial. There are many kinds and types of an editorial. Editorial of Interpretation- those which explain or bring out the significance of an event, situation or ideas Editorial of crusade and reforms – those which criticize certain conditions, then suggest a solution or change; or which just give a message of reform without necessarily pointing out a problem or a bad condition Editorial that offer entertainment- those which are written to give in a light vein, primarily to entertain readers. Editorial on special occasion- those which are written to give meaning to occasions such as Christmas, labor day, heroes’ birthday and other significant events Informative editorial- are those which just give information , review, or announce certain facts or events
E. Discussing new concepts and practicing new skills # 2	Guided Practice Let the pupils listen to another editorial the teacher will tell. See attached sheet) THE WAY OF MOST DESKS Answer these questions: 1.What is the title of the editorial? 2.What kind or type of an editorial is that? 3. How did the writer begin his introduction? 5. Which part shows about crusade and reforms?	Guided Practice Let the pupils answer LM pp. 242 Learn Some More letter A (1 – 5) Let the pupils answer this PROBLEM: How can we make education better for kids who have trouble in school? SOLUTION:	Guided Practice Let the pupils answer LM p. 53 Story C THE BUNDLE OF STICKS Use chain of events organizer. 	Guided Practice Group I - Write the comparative and superlative forms of the following adjectives using –er and –est. Dirty - _____ - _____ Young- _____ - _____ Loud- _____ - _____ Wide- _____ - _____ Deep _____ - _____ Group II – Write the comparative and superlative forms of the following adjectives. Fresh _____ - _____ Close _____ - _____ Fast _____ - _____ Group III – Use less and least in the comparative and superlative forms of the adjectives below. Common Beautiful Necessary Skillful helpful	Guided Practice Let the pupils write an editorial on special occasion like the birthday of Andres Bonifacio, the founder of Katipunan. This is a group activity.

F. Developing Mastery (Leads to Formative Assessment 3)	Independent Practice Let the pupils listen again to another editorial. See attached sheet- NEW YEAR THOUGHTS Answer these questions: 1.What is the title of the editorial? 2.What kind or type of an editorial is it? 3.Is it about an editorial on special occasions? Why? Why not? Etc.	Independent Practice Let the pupils answer Learn Some More in LM p. 242 letter B (1 – 10) PROBLEM: What can be done to stop bullying, teasing and violence in schools? SOLUTION:	Independent Practice Let the pupils use graphic organizer in sequencing these. Mang Edong 's wife, had insisted he should go fishing. As he plunged into the woods, Edong filled his lungs with the scented air. Edong came upon a small quiet pool so clear that he could see the rocky bottom. Edong cut across the garden patch besides the house and took the narrow path towards the woods.	Independent Practice Underline the correct answer. 1.Of all the rivers in the country, Pasig River is the (polluted, more polluted, most polluted) 2.Pollution is the (serious, more serious, most serious) environmental problem in our country today. 3.The smog looks(dark, darker, darkest) in the morning than in the afternoon.	Independent Practice Let the pupils arrange the editorial correctly. The Way of Most Desks Student-judges who inspected every room in connection with "Operation Cleanliness" found out that most of the desks had scratches and/ or ink spots. One can hardly write on them without a thick sheet of paper for a pad. Outside the classrooms, some desks are placed for the students to sit on. Students really take advantage of them. They sit on top of the desks and place their muddy shoes on the seats instead. When the 220 new desks for Pasig Line will be made available for the student's use, will they end up the way most desks go? The teacher may disarranged the three paragraphs and let the pupils write them correctly.
G. Finding practical applications of concepts and skills in daily living	Is the opinion of others important in our daily living? Why? Why not?		Many events happen in a certain order of sequence in our daily living.	We can compare things with other things.	Opinions are important in our daily living. We respect each others opinion.
H. Making generalizations and abstractions about the lesson	There are many kinds and types of an editorial. Editorial of Interpretation- those which explain or bring out the significance of an event, situation or ides Editorial of crusade and reforms – those which criticize certain conditions, then suggest a solution or change; or which just give a message of reform without necessarily pointing out a problem or a bad condition Editorial that offer entertainment- those which are written to give in a light vein, primarily to entertain readers. Editorial on special occasion- those which are written to give meaning to occasions such as Christmas, labor day, heroes'	A problem is something that is difficult to deal with; something that is a source of trouble or worry. A solution is something that is used or done to deal with and end a problem; something that solves a problem. In every problem, there is possible solution. Words may have multiple meanings. The meaning attached to the word will depend on how this word is used in meaningful context.	Graphic organizers are charts or visuals which are used to represent what we think of. They can help us understand what we read. In sequencing events, we use organizers like the storyboards, flowcharts, story train, chain of events chart and sequence charts. 	Adjectives are words that describe nouns or pronouns. They tell about the kind, color, or number of a noun or pronoun. An adjective has three degrees of comparison, namely: positive degree, comparative degree, and superlative degree.	There are many kinds and types of an editorial. Editorial of Interpretation- those which explain or bring out the significance of an event, situation or ides Editorial of crusade and reforms – those which criticize certain conditions, then suggest a solution or change; or which just give a message of reform without necessarily pointing out a problem or a bad condition Editorial that offer entertainment- those which are written to give in a light vein, primarily to entertain readers. Editorial on special occasion- those which are written to give meaning to occasions such as Christmas, labor day, heroes' birthday and other significant events Informative editorial- are those which just give information , review, or announce certain facts or events.

	birthday and other significant events Informative editorial- are those which just give information, review, or announce certain facts or events.				
I. Evaluating learning	Directions: Listen to the editorial the teacher will read. Answer the questions after. THE NEED FOR POPULATION EDUCATION	Directions: Match the meanings of the word with its uses in the sentence. Write only the letter in the blanks provided. Place a. area or region b. rank c. vacated position d. house e. position of a digit in a numeral ____1.My brother got the second place in the contest. ____2.Two hundred is a three-place number. ____3.A desert is a dry place without streams and rivers. ____4.We went to his place to look at his paintings. ____5.There was no place for a programmer in that company. PROBLEM: How can you read better in school? SOLUTION:	Directions: Arrange the following events using a graphic organizer. With a wild cry, Princess Mitzi leapt into the fire. A circle of leaping flames appeared in the center of the stage. The lights went out and the audience cheered and stamped their feet. The audience could see the frenzied dance of death through the encircling walls of flame. 	Directions: Underline the correct answer. 1.For me, the weather in June is (more, most) beautiful than in May. 2.What is the (more, most) popular tourist spot in our country? 3.Smog is the (thick, thicker, thickest) in that place than in the park. 4. The children are the (good, better, best) gifts from God to their parents. 5. Angel Locsin is (pretty, prettier, prettiest) than Anne Curtis.	Directions: Write an editorial of information about the waste management strategies you use in your school. Write in five to nine paragraphs.
J. Additional activities for application or remediation	Bring newspaper to class.	Bring graphic organizers in class.	Bring pictures		

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	<i>Planned Innovations:</i> ☐ Localized Videos ☐ Making use big books from views of the locality ☐ Recycling of plastics to be used as Instructional Materials	<i>Planned Innovations:</i> ☐ Localized Videos ☐ Making use big books from views of the locality ☐ Recycling of plastics to be used as Instructional Materials	<i>Planned Innovations:</i> ☐ Localized Videos ☐ Making use big books from views of the locality ☐ Recycling of plastics to be used as Instructional Materials	<i>Planned Innovations:</i> ☐ Localized Videos ☐ Making use big books from views of the locality ☐ Recycling of plastics to be used as Instructional Materials	<i>Planned Innovations:</i> ☐ Localized Videos ☐ Making use big books from views of the locality ☐ Recycling of plastics to be used as Instructional Materials

wish to share with other teachers?	☐ local poetical composition ☐ Fashcards ☐ Pictures	☐ local poetical composition ☐ Fashcards ☐ Pictures	☐ local poetical composition ☐ Fashcards ☐ Pictures	☐ local poetical composition ☐ Fashcards ☐ Pictures	☐ local poetical composition ☐ Fashcards ☐ Pictures
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