

 DES 1 to 12 Y LESSON LOG	School:		Grade Level:	IV
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	FEBRUARY 13 – 17, 2023 (WEEK 1)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I. OBJECTIVES					
A. CONTENT STANDARDS	*ATTITUDE - Demonstrates understanding of verbal and non-verbal elements of communication to respond back *FLUENCY- Demonstrate understanding that English is stress-timed language to achieve accuracy and automaticity *VOCABULARY - Demonstrate understanding that word meaning changes based on context	*READING COMPREHENSION - Demonstrate understanding of various linguistic notes to comprehend various texts	*GRAMMAR- Demonstrates understanding of English grammar and usage in speaking or writing *WRITING AND COMPREHENSION-Demonstrates understanding of the importance of using varied sources of information to support writing	*LISTENING COMPREHENSION- Demonstrate understanding of the text types to construct feedback *READING COMPREHENSION - Demonstrate understanding of various linguistic notes to comprehend various texts	*WRITING AND COMPOSITION- Demonstrate understanding of library skills to research on a variety of topics
B. PERFORMANCE STANDARDS	*Uses paralanguage and non-verbal cues to respond appropriately *Reads aloud text with accuracy and automaticity *Uses strategies to decode the meaning of words in context	*Use knowledge of text types to correctly distinguish literary from informational texts	*Uses the classes of words aptly in various oral and written discourse *Uses varied sources of information to support writing	*Identifies story perspective and text elements *Use knowledge of text types to correctly distinguish literary from informational texts	*Uses library skills to gather appropriate and relevant information
C. LEARNING COMPETENCIES/ OBJECTIVES (Write the LC Code for each)	*Admire the selflessness and bravery of the character in the poem *Listen attentively to a poem (EN4A-IIIa-1) *Read aloud a poem with proper expression (EN4F-IIIa-1) *Guess the meaning of unfamiliar words through context clues (EN4V-IIIa-1)	*Note significant details in a poem listened to (EN4RC-IIIa-1)	*Identify and use the adjective that best describes a person, animal, place, thing or event (EN4G-IIIa-1) *Write a paragraph describing a person, animal, place, thing or event (EN4WC-IIIa-1)	*Distinguish reality from fantasy (EN4LC-IIIa-1) *Note significant details in the story read (EN4RC-IIIa-1)	*Use a thesaurus to find synonyms and antonyms of words (EN4SS-IIIa-1)
II. CONTENT					
	Poem: Kabang, A True Hero by Lilibeth A. Magtang Synonyms and Antonyms Value Focus: Selflessness	Poem: Kabang, A True Hero by Lilibeth A. Magtang	Adjectives	Reality vs. Fantasy Fetch by Becky Bravo	Using a Thesaurus
III. LEARNING RESOURCES					
A. References					

1. Teacher's Guide Pages	215-216	216-218	218-219	219-221	221-223
2. Learner's Materials Pages	224-225	226	226-228	230-231	232-234
3. Textbook Pages					
4. Additional Materials from Learning Resource (LR) Portal	Powerpoint Presentation	Powerpoint Presentation	Powerpoint Presentation	Powerpoint Presentation	Powerpoint Presentation
B. Other Learning Resources	Pictures, Chart	Pictures, Chart	Pictures, Chart, Real Objects	Pictures, Chart	Chart, Thesaurus
III. PROCEDURES					
A. Reviewing the previous lesson or presenting the new lesson	Find a synonym for the underlined word. Choose your answers from the words in the box. brave impressed destroyed nose courageous 1. The fearless soldiers are ready to defend their country against the enemies. They are not afraid to fight with the enemies. Etc.	Listening and reading again of the poem: Kabang, A True Hero	Review on the story of Kabang	Unlocking of Difficulties: wobble fetch amuse pleased banduria	Review on the following: 1. Fantasy vs. Reality 2. Adjectives
B. Establishing a purpose for the lesson	1. Think and Tell, LM p.224 What is your dog's name? What does your dog love to do? Where does it love to stay? 2. We are about to read a poem about a dog named Kabang. As I read the poem, find out: • What did Kabang love to do? • Where did she love to stay?	Did you understand the content of the poem? Let's have some Cooperative Group Activities	Give some words to describe Kabang.	1. What good things does your dog do for you? 2. What good things did the pet dog do for the old man? Listen to this story and find out why Fetch is a good pet for the old man.	Simple Contest: Giving Words That Will Describe Some Objects: Ex. Ball (round, circle) Pebble (small, tiny) etc.
C. Presenting examples/instances of the new lesson	Read and Learn, LM p. 225 Kabang, A True Hero Read the poem to the pupils, observing proper phrasing and expression Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Divide the pupils into 4 group. Give each group a task to perform 1. Draw the scene in the first stanza, showing the things which Kabang saw around. 2. Read stanza 2. Dramatize the scene where Kabang greeted the two girls, who both smiled at her sweetly in return. 3. Draw Kabang after the accident. Write a sentence or two under your drawing. 4. Pretend that you were one of those saved by Kabang. Write a Thank You letter to her or dramatize what you will tell Kabang.	Read the following sentences. 1 Kabang is a <u>true</u> hero. 2. The <u>two</u> girls saved. 3. They looked <u>frightened</u> . What are the underlined words? What do they do in each sentence?	Read and Learn, LM p. 230 Fetch by Becky Bravo	* Many descriptive words have similar meanings. They also have corresponding opposite words. (Present and discuss synonyms and antonyms) * SYNONYMS Read the following short sentences. 1. There are <u>tiny</u> pebbles in the garden. 2. An elephant is a <u>big</u> animal. 3. The sampaguita flower smells <u>fragrant</u> . This time, replace the underlined words with the following words. 1. small 2. huge 3. Sweet *ANTONYMS Try replacing the underlined words with the following.

					1. big 2. small 3. Foul
D. Discussing new concepts and practicing new skills #1	Answering some questions What is the poem about? What trait did Kabang show in the situation? Why do you admire Kabang?	Discussion of the poem, incorporating the presentation of outputs.	Activity 1: Give words that describe the given pictures. Activity 2: - Facilitate a simple guessing game. - Describe a certain object in the classroom. Mention its color, shape or kind. Make sure it is easily seen in the classroom. - Call a volunteer to guess the object that is being described. Activity 3: Go back to the poem and point out all the adjectives used Write them on the board then let the pupils read them	Comprehension Check: 1. Who are the characters in the story? 2. Where did the old man live? 3. Who was with him? 4. What gifts did Fetch bring the old man? 5. Which do you think made the old man very happy? Why? 6. Do stories like this happen in real life? Are there parts of the story that are impossible to happen? What are they?	A book called a thesaurus supplies the synonyms and antonyms of words. (Show one.) LM, Learn Some More p. 232
E. Discussing new concepts and practicing new skills #2	Reread the poem to the pupils and have them follow along.		Find Out and Learn, LM p. 226	Identify the parts of the story that are: 1. possible to happen in real life 2. impossible to happen in real life	Try and Learn, LM Exercise 1 p. 232-233
F. Developing mastery (Leads to Formative Assessment 3)	Group the class into four and assign each a stanza to read.		Try and Learn, LM p. 227-228	Read the event in this story. Put a check / on the ____ before each sentence that can happen in real life and X if it can't happen. ____ 1. The old man live with his dog Fetch. ____ 2. Fetch got a banduria from a man in the village. ____ 3. Fetch told the village people one thing that would amuse the old man. ____ 4. The village people build their houses around the old man's home. ____ 5. The old man was very happy when people lived near his house.	Try and Learn, LM Exercise 2 p. 233
G. Finding practical application of concepts and skills in daily living	* Think of an incident when you thought of others first before thinking of yourself.	What would you do to the following situations: * A 2-year old child nearly crossing the street Etc.	Write About It, LM p.228	Write R if the sentence tells what can happen in real life; F if the sentence tells what can't happen in real life.	*How important is a thesaurus to a pupil like you?

				_____1. Many passengers are waiting for a bus. _____2. A fairy came and let them enter a big room. _____3. Many poor people are being helped by the government. _____4. Many students study hard in order to get good grades. _____5. The ghost let the pupil enter the haunted house	Try and Learn, LM Exercise 3 p. 233
H. Making generalizations of concepts and skills in daily living	* How were you able to read the poem correctly/ expressively?	* How were you able to answer the questions from the poem listened to?	What are adjectives?	How do you distinguish reality from fantasy?	* What is a thesaurus? What pieces of information are shown in a thesaurus?
I. Evaluating learning	Reading of the poem with proper expression	Talk About It, LM p.226 1. How many stanzas does the poem have? 2. How many lines are in each stanza? 3. Read the first stanza. What are the rhyming words? 4. What is the rhyme scheme? 5. Read the third stanza. What are the rhyming words?	Identify the adjectives used in each sentence.	Try and Learn, LM p. 231 Directions: Write R if it is Reality and F if it is Fantasy.	Try and Learn, LM Exercise 4 p. 234
J. Additional activities for application or remediation	Read the poem for mastery		Look for things inside your house. Write sentences to describe each.	Write 5 examples of reality and fantasy	Write 10 words/adjectives. Find the synonyms and antonyms of each word using a thesaurus.

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		___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

	learners who have caught up with 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	
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	<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	<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	<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	<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

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