

 <b>DES 1 to 12</b> <b>Y LESSON LOG</b>	<b>School:</b>		<b>Grade Level:</b>	<b>IV</b>
	<b>Teacher:</b>		<b>Learning Area:</b>	<b>ENGLISH</b>
	<b>Teaching Dates and Time:</b>	<b>NOVEMBER 28 - DECEMBER 2, 2022 (WEEK 4)</b>	<b>Quarter:</b>	<b>2<sup>ND</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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<b>I.OBJECTIVES</b>	EO: Show appreciation for being able to create things through origami or paper folding. IO: Follow a set of three – to five – step directions.	EO: Show appreciation for being able to create things through origami or paper folding. IO: Follow a set of three – to five – step directions.	EO: Show appreciation of the many uses of bamboo. IO: Use context clues to get the meaning of difficult words.	Use the present form of the verb that agrees with the subject.	EO: Appreciate the message of the poem O: Write a two point sentence outline.
<b>Content Standards</b>	Demonstrates understanding of the elements of informational texts for comprehension.	Demonstrates understanding of the elements of informational texts for comprehension.	Demonstrates understanding that words are composed of different parts and their meaning changes depending on context.	Demonstrates command of the conventions of standard English Grammar and usage when writing or speaking.	Demonstrates understanding of writing as a process.
<b>b. Performance Standards</b>	Recalls details, sequence of events, and shares ideas on texts listened to.	Recalls details, sequence of events, and shares ideas on texts listened to.	Uses strategies to decode the meaning of words.	Speaks and writes using good command of the conventions of standard English.	Uses a variety strategies to write informational and literary compositions.
<b>c. Learning Competencies/ Objectives. Write the LC Code for each</b>	EN4LC-IId-4	EN4LC-IId-4	EN4V-IId-3	EN4G-IId-4	EN4WC-IId-4
<b>II.CONTENT</b>	Present Form of Verbs; Giving Three – to 0 Five step directions	Present Form of Verbs; Giving Three – to 0 Five step directions	Using context clues in getting the difficult meaning of a word.	Present form of the verb	Sentence Outline
<b>III.LEARNING RESOURCES</b>	Chart, Pictures, Big books, bond paper	Chart, Pictures, Big books, bond paper	Chart, paper strips, picture of a bamboo	Chart, strip of paper with some sentences.	Pictures, chart
<b>A. References</b>					
<b>1.Teacher's Guide pages</b>	P148 - 150	P148 - 150	150 -152	152-153	154-155
<b>2.Learner's Materials pages</b>			153	157 - 159	154 - 156
<b>3.Textbook pages</b>					
<b>4.Additional Resources from Learning Resources (LR) Portal</b>					

<b>B. Other Learning Resources</b>	Audio-visual presentation – making a paper butterfly	Audio-visual presentation – making a paper butterfly	Audio-visual presentation – “The Bamboo Tree”		
<b>IV.PROCEDURES</b>					
<b>A. Review previous lesson or presenting the new lesson.</b>	Sing the song with action “Fly Fly Fly The Butterfly”	Sing the song with action “Fly Fly Fly The Butterfly”	Review of yesterday’s lesson about making paper art works. Flash the different words And Unlock some difficult words Refer TG p 151	Review of yesterday’s lesson about context clues. Find out and Learn LM p. 157	Present a short paragraph on the board Refer to LM p 154
<b>B. Establishing the purpose to the lesson.</b>	Unlock some difficult words in the song using pictures. Demonstrate how to fold and unfold pieces of papers to make some paper folded art work. How do we make paper butterflies?	Unlock some difficult words in the song using pictures. Demonstrate how to fold and unfold pieces of papers to make some paper folded art work. How do we make paper butterflies?	Ask the pupils if they have a bamboo furniture at home. What are the many uses of bamboo? Accomplish the KWL Chart.	illustrations Refer to LM p 153 Ask: How many bamboos are there in column A? Column B? What do bamboos do? What words tell what persons do?	Let the pupils identify the topic on the given details.
<b>C. Presenting examples/ instances of the new lesson</b>	Display samples of folded art work; butterflies, fans, caps, etc. Ask: What kinds of objects do you see? How are they made?	Display samples of folded art work; butterflies, fans, caps, etc. Ask: What kinds of objects do you see? How are they made?	Read and Learn LM p. 153	Post the chart on TG p 153	Present the short paragraph on the board. Refer to TG 154
<b>D. Discussing new concepts and practicing new skills # 1</b>	Post the chart on how to make a paper butterfly Refer to TG 149-150	Post the chart on how to make a paper butterfly Refer to TG 149-150	Talk about it LM p 153	Study the chart Refer to LM p 157	Ask: What is the topic of each paragraph? What sentences say about the topic?
<b>E. Discussing new concepts and practicing new skills # 2</b>					
<b>F. Developing Mastery (Leads to Formative Assessment 3</b>	What are the steps in making a paper butterfly?	What are the steps in making a paper butterfly?	Why bamboos important?	Do and Learn Letter B p. 158	Write About It A. LM p. 156
<b>G. Finding practical applications of concepts and skills in daily living</b>	Why we should always follow the steps or the direction? Relate to our daily living.	Why we should always follow the steps or the direction? Relate to our daily living.	How do bamboos help especially to the farmers?	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	How can we compare topics from subtopics?

<b>H. Making generalizations and abstractions about the lesson</b>	How can you make a perfect paper butterfly?	How can you make a perfect paper butterfly?	What is the most important use/s of bamboo?	When do we use the s-form and the base form of the verb?	What is an Outline? What are its two parts?
<b>I. Evaluating learning</b>	Directions: Make your own Paper art work, Follow the steps and give 5 uses or its function/s.	Directions: Make your own Paper art work, Follow the steps and give 5 uses or its function/s.	Directions: Using context clues find the meaning of the underlined word/s. 1. The Bamboo is a <u>Giant</u> among of the grass family. a. long   b. tall   c. short 2. Pupils name are arranged in <u>Chronological Order</u> . a. broken   b. out of order   c. in order 3. Gab was sent to <u>jail</u> for stealing a money. a. prison house   b. hospital   c. hotel 4. Listen carefully to <u>acquire</u> more knowledge. a. lost   b. gain   c. trouble 5. Shane knows the answer on a given question, but she is <u>reluctant</u> to give her answer. a. a. ready   b. excited   c. not willing	Directions: Choose the correct form of the verb in the parenthesis to complete the sentence. Write your answer on your paper. <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Animal Breads</b></p> <p>A bat (sleep, sleeps) in a cave.</p> <p>The bird (rests, rest) in a tree.</p> <p>Rabbits (stay, stays) in a tunnel underground and fish (sleep, sleeps) in the sea.</p> </div>	Directions: Using the template below, Write a two- level sentence outline about “The Bamboos”.  I. _____ A. _____ B. _____ C. _____  II. _____ A. _____ B. _____ C. _____
<b>J. Additional activities for application or remediation</b>	Make your own paper art work. Explain why you choose that artwork?	Make your own paper art work. Explain why you choose that artwork?	Study in advance about verbs.	Answer Do And Learn letter C LM p. 159	

<b>V.REMARKS</b>						
	<b>VI.REFLECTION</b>					
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	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality

	<div>__ Recycling of plastics to be used as Instructional Materials</div> <div>__ local poetical composition</div> <div>__ Fashcards</div> <div>__ Pictures</div>	<div>__ Recycling of plastics to be used as Instructional Materials</div> <div>__ local poetical composition</div> <div>__ Fashcards</div> <div>__ Pictures</div>	<div>__ Recycling of plastics to be used as Instructional Materials</div> <div>__ local poetical composition</div> <div>__ Fashcards</div> <div>__ Pictures</div>	<div>__ Recycling of plastics to be used as Instructional Materials</div> <div>__ local poetical composition</div> <div>__ Fashcards</div> <div>__ Pictures</div>	<div>__ Recycling of plastics to be used as Instructional Materials</div> <div>__ local poetical composition</div> <div>__ Fashcards</div> <div>__ Pictures</div>
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