GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	IV
	Teacher:	File created by Sir BIENVINIDO C. CRUZ JR	Learning Area:	ENGLISH
	Teaching Dates and Time:	MARCH 11 – 15, 2024 (WEEK 7)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. CONTENT STANDARDS	*ORAL LANGUAGE - Demonstrates understanding of verbal cues for clear expression of ideas	*LEARNING COMPREHENSION – demonstrates understanding of text types to construct feedback	*GRAMMAR- Demonstrates understanding of English grammar and usage in speaking or writing *WRITING COMPOSITION - Demonstrates understanding of writing as a process	*READING COMPREHENSION -Demonstrates understanding of various linguistics nodes to comprehend various texts	*STUDY STRATEGY – Demonstrates understanding of library skills to research on a variety of topics
B. PERFOMANCE STANDARDS	*Actively creates and participates in oral theme-based activities	*Identifies story perspective and text elements	*Uses the classes of words (word signals) aptly in various oral and written discourse *Uses a variety strategies to write informational and literary compositions	*Uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes	*Uses library skills to gather appropriate and relevant information
C. LEARNING COMPETENCIES/ OBJECTIVES (Write the LC Code for each)	***Use expressions appropriate to the grade level (EN4OL-IIIc-3)** ***Take pride in preserving and promoting Vigan City as one of the World's New Seven Wonder Cities**	***Give one's reaction to an event or issue (EN4LC-IIIf-6)**	***Identify and use adverbs of time (EN4G-IIIf-6)** ***Write / Compose clear and coherent sentences using adverbs of time (EN4WC-IIIf-6)**	***Make a comparison and contrast (EN4RC-IIIf-6)**	***Locate information from Indices (EN4SS-IIIf-6)**
II. CONTENT					
	Selection: "Government seeks support for Vigan in Seven Wonder Cities Competition" (philstar.com) updated July 14, 2014 - 11:00pm	**Giving One's Reaction To An Event Or Issue**	**Selection: A Trip to Vigan City Adverbs of Time**	**Story: The Carabao and the Cao Comparison and Contrast**	**Locating Information from Indices**
LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages	262-264	264-265	265-267	268-271	271-274
2. Learner's Materials Pages	279-280	279-280	281-284	285-290	290-294
3. Textbook Pages					
4. Additional Materials from Learning Resource (LR) Portal					
B. Other Learning Resources	Pictures, Chart, PPT, task cards	Pictures, Chart, PPT, task cards	Pictures, Chart, PPT,	Pictures, Chart, PPT	Chart, PPT, books
III. PROCEDURES					
A. Reviewing the previous lesson or presenting the new lesson	1. Oral Language Present a picture of a nipa hut and talk about it. *What can you see in the picture?	Short presentation of the researched output (New Seven Wonders of Nature)	Let the pupils present their preparation.	1. Review on the adverbs of time 2. Unlocking of Dfficulties **TG p.268** *frightened *squeezed	1. Present the poem: My Index Finger writtten on a chart. **TG p. 271** *What finger do you use to point?

	*What can you say about the nipa hut? *Would you like to live in a nipa hut? Why? Why not? 2. Unlocking of Difficulties **TG p.262** *hispanic *governance *cultural heritage *Cobblestone street				*Is the index finger useful? Why?
B. Establishing a purpose for the lesson	**1. Refer to LM, Think and Tell p. 279** *What do you see in the picture? *What can you say about the buildings or houses? *Do you think these houses or buildings are newly built? Why do you say so? *Can you find these kinds of houses in your place? *Can we say that the houses in Vigan City are unique? Why? 2. Say: *I am going to read to you an article about Vigan City. After reading, we will be answering these question:* *What made Vigan City unique? *Why was Vigan City nominated as a finalist for the world's new seven wonder cities?	Show again the picture of Vigan City. *What made it unique from other towns or cities in our country? *Why do you think it is nominated as one of the world's new seven wonder cities?	Let the pupils recite the poem (whole class, group, individual). **Tell Me When** by Mary Jane T. Ganggangan I walk to school every morning With my best friend Luming We eat our lunch at noon and go back home in the afternoon. When do we go to school? – *(every morning)* When do we eat our lunch? – *(at noon)* When do we go back home? – *(in the afternoon)*	*Have you heard a story about the cow and carabao? *What kind of a story you have heard about them? *(Today, we will read a story about the cow and the carabao.)* *What do you think will the story be about this two animals? Who can make a guess?	1. Show a book. Have a review on the parts like the Front and Back cover, Title Page, Copyright Page, Preface, Table of Contents, Pages and the Glossary. **TG p. 272** 2. Show the Index of a book and say: *'This is the index of a book. It is usually found on the last pages of a book. Just like an index finger, it points to a particular topic.'*
C. Presenting examples/instances of the new lesson	1. First reading of the article by the teacher **LM p.279-280** 2.Let the pupils read again the article	Let the pupils read again the selection on **LM, p. 279-280** for better understanding.	Let the pupils read the selection: A Trip to Vigan City, **LM, Read and Learn p. 281**	Refer to **LM - Read and Learn p.285** Let the pupils read the story	Show a sample page of an index. **LM, Think and Tell p. 290**
D. Discussing new concepts and practicing new skills #1	Discussion: Refer to **LM, Talk About It p.280** 1.Why is the government calling on Filipinos around the world? 2. Why should we give support to vigan city? 3. Who helped preserved the city? 4. Do you think they did a great job? 5. Why is Vigan City a favorite tourist destination? 6. What can we see in this city? 7. How will you help preserve the beauty of the houses and the obblestone streets?	1. Have again a short discussion on the selection read. **Refer to LM, Talk About It p.280** 2. Divide the class into 4 groups. Distribute activity cards for each of the groups. **Group 1 -** Make a poster campaigning for Vigan City to become one of the world's new seven wonder cities. **Group 2 -** Compose a song or yell to advertise Vigan City **Group 3 -** Write a thank you letter to the people of Vigan for preserving and promoting this city. **Group 4 -** Draw colonial houses and the cobblestone streets found in	**Discussion questions: LM - Talk About It p. 281** 1. Who decided to have a trip to Vigan City? 2. When did they go? 3. When did they watch the "Dancing Fountain"? 4. Do you think the Flores family enjoyed their trip to Vigan City? Why did you say so?	Discussion: Refer to **LM, Talk About It p. 286** 1. Who are the two friends? 2. Why did they go to the river early? 3. Why did the women tell the boys to drive away the cow and the carabao? 4. What happened to the fearful cow and carabao? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Discussion**: LM p. 290-291** 1. On what page can you find something about fantasy? 2. If you want to read about blended words, what pages will you read? 3. On which pages can you find information about parts of a book? 4. What is the first topic in the index? 5. How many pages cover the discussion on compound words? 6. What does the index tell? What are found in the index?

		Vigan. Write a sentence or two of how you will preserve these houses.7. How will you help preserve the beauty of the houses and the obblestone streets?			
E. Discussing new concepts and practicing new skills #2	Group pupils into 3. Assign each group a task to perform. I – Make a poster showing the beauty of Vigan City. Say something about it. II – Make an advertisement on promoting Vigan City. III – Make a poem/rap/song on preserving the beauty of houses and cobblestone streets in Vigan	Discussion of the selection, incorporating the presentation of outputs.**TG p. 265** a) Why is the government calling on Filipinos around the world? b) Why will we give support to Vigan City? Group 1, show your poster c) What is the big role of Secretary Ramon Paje? d) If you were Secretary Paje, how will you advertise Vigan City? Group 2, present your song or yell e) Why did Secretary Paje say that Vigan City has been wonderfully preserved? f) Who helped preserve the city? g) Do you think they did a great job? Group 3, Read to us your Thank You letter h) Why is Vigan City a favorite tourist destination? i) Can we see cobblestone streets everywhere in the city? j) How will you preserve the beauty of the houses and the cobblestone streets? Group 4, show us your drawing. k) Do you think the Filipino people will respond to the call of the government to support the bid of Vigan City to become one of the world's new seven wonder cities? Why? Why not?	A. Present some sentences taken from the selection. Let the pupils read the sentences. **TG. p.266-267** 1. Last Wednesday, the Flores family had a trip to Vigan City. *When did the family have a trip to Vigan City? - *last Wednesday* 2. They decided to visit "The Hidden Garden" the following day. *When will they visit "The Hidden Garden"? - *the following day* B. Ask the following questions: 1. What do the expressions last Wednesday and the following day tell ? 2. What question do they answer? *(They answer the question when)* C. *Say*: Words that tell about time are called adverbs of time. Explain what are adverbs of time. **Teaching Chart** **Adverbs of time** - tell when an action is done. Example: *yesterday *today *tomorrow *tonight *last Monday *in July *in the morning	A. Compare and contrast the cow and the carabao. *What do you think are their similarities? (Write them at the center portion of the Venn diagram) *What are their differences? (Write them at the outer circle. B. Teaching/Modelling The underlined words **both, also, and too** are clues that tell a comparison is being made. It also shows that the cow and the carabao are alike or similar in some ways. Words like **however, but, while** signal that a contrast is being made. They also show how a cow and a carabao is different. **Teaching Chart** *When you compare things, you tell how they are alike. *When you contrast things you tell how they are different. *Words such as also, too, both, and similarly show that a comparison is being made. *Words such as but, yet, still, although signal that contrast is being made. C. Show a Venn diagram. *Say: This is a Venn diagram. We use this graphic organizer to compare persons,places things,animals, stories, and ideas. The center portion where the two circles overlap is for attributes that both things being compared have in common.*	A. Discuss what an index is **Teaching Chart** *The index is a listing of topics in a book, arranged alphabetically. It has more detailed information than the table of contents . *It also gives the pages where you can find these topics. *An index is located at the back of the book. B. **LM - Try and Learn p. 291-292** Study the given index. Then answer the questions that follow.

F. Developing mastery (Leads to Formative Assessment 3)	Group presentation and processing	Ask for the pupils reaction on the selection read.	1. Refer to **LM, Find Out and Learn p. 282** Read the words and phrases. on the space before each word or phrase, write A if it is an adverb of time and NA if it is not. 2. Refer to **LM, Try and Learn Exercise 1 p. 282** Underline the adverb of time in each sentence.	Refer to **LM, Try and Learn, 287-283**	Study the given index. Then answer the questions that follow.
G. Finding practical application of concepts and skills in daily living	**Infusion of Values:** *After listening to the article, how do you feel about Vigan City? *Do you feel proud of it? Why? Why not? *How can one help preserve and promote Vigan City as one of our heritage sites?	*How can you help preserve and promote Vigan City (or other place in our country) as one of our heritage/ historical sites?	**Refer to LM, Try and Learn Exercise 2 p. 283** **.**	**LM Do and Learn p. 288-289**	Use the indices of your English, Math or Science books to answer the following questions.
H. Making generalizations of concepts and skills in daily living	Let the pupils generalize their ideas/concepts of the lesson presented.	Let the pupils generalize their ideas/concepts of the lesson presented.	Let the pupils generalize their ideas/concepts of the lesson presented. *What is an adverb of time? *What are examples of adverbs of place?	Let the pupils generalize their ideas/concepts of the lesson presented. *How do you make comparison or contrast?	Let the pupils generalize their ideas/concepts of the lesson presented. *What is an index of a book? *In which part of the book it is located? * What does the index tell? What are found in the index?
I. Evaluating learning	Think of a beautiful site or place in our country. Say something about it. Use the following guide to describe it. *Beautiful Site/Scenery: *Place or Location: *What makes the place beautiful or remarkable? *What can you see in the place? *What can you do to preserve its beauty?	*(The group presentation will serve as the evaluation. Use rubric to grade each performance.)*	**Do and Learn, LM p. 283**	**LM. Learn Some More p.289-290**	**LM - Do and Learn p. 293-294** Study the given part of an index page then answer each of the questions that follow.
J. Additional activities for application or remediation	Make a research on the new seven wonders of nature.	For the next lesson: Give examples of adverbs of time.	Refer to **LM - Write About It p. 284** Say: Write a three sentence paragraph using adverbs of time. Share what you have written with the class. You may choose from the following topics: a) a birthday celebration b) a visit to the farm	Use the Venn Diagram to compare and contrast the following: 1. plants and animals 2. home and school	For the next lesson: 1. What holidays do we celebrate in our country? 2. What activities do you do on a holiday?

	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?	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's

						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?	*Planned Innovations:* __ 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	*Planned Innovations:* __ 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	*Planned Innovations:* __ 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	*Planned Innovations:* __ 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	*Planned Innovations:* __ 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