

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	WEEK 2	Quarter:	4TH Quarter

	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES					

A.Content Standards	Demonstrates an understanding of the elements of literary and informational texts for comprehension	demonstrates an understanding of the elements of literary and informational texts for comprehension	demonstrates an understanding of the elements of literary and informational texts for comprehension	demonstrates an understanding of English grammar and usage in speaking or writing	demonstrates an understanding that words are composed of different parts and their meaning changes depending on context
B.Performance Objective	recalls details, sequence of events, and shares ideas on texts listened to	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 the classes of words aptly in oral and written discourse	uses strategies to decode the meaning of words
C.Learning Competencies/ Objectives (Write the LC code for each)	Admire the bunny for being generous in sharing his blessings to other Listen to attentively to a story read Participate in group activities	Distinguish between fantasy and reality EN4RC-IVb-42	Interpret messages of the different authentic texts like medical Prescriptions/recipes	Use prepositions To and From EN4G-IVb-7.3	Use context clues to find meaning of unfamiliar words EN4V-IVb-13.2
CONTENT (Subject Matter)	Selection: “The Poor Bunny’s Magic Present”	Fantasy and Reality	Medical Prescriptions	Prepositions To and From	Antonyms
II.LEARNINGRESOURCES A.References					
1.Teachers Guide pages	357-360	361-362	362-363	364-365	365-366
2.Learners Material Pages	341	341-343	344-348	349	350-351
B. Other Learning Resources					

III. PROCEDURES					
A.Reviewing past lesson or Presenting the new lesson (Drill/Review/Unlocking of difficulties)	Drill: Tongue Twister Unlocking of Difficulty Choose the meaning of the underlined words from the given meanings that follow.	Review the story of “The Poor Bunny’s Magic Present”	Do you still remember the story “The Poor Bunny’s Magic Present”	Tell whether the following a Fantasy or Reality	Read the sentences carefully. Underline the meaning of italicized words. Those pair of words are called synonyms.
B.Establishing a purpose of the new lesson (Motivation)	Ask: If you meet a wizard, what would you like him to give you?	Show a picture of a fairy 	Show one bottle of medicine let them study the prescription written in the bottle.	Based from the picture compose a sentence using preposition.	Show a picture with opposite meaning 
C.Presenting Examples/ instances of the new lesson (Presentation)	Present the story “The Poor Bunny’s Magic Present”	Listen attentively as I recall some of the parts of the selection that I read to you yesterday	Let us read the continuation of the story. Let us read what is written on the piece of paper.	Let us recall some ideas from the story by answering the ff. questions. TG 364	Read and analyze the sentences. Find the opposite meaning of the underlined word as used in the sentence.
D.Discussing new concepts and practicing new skills no.1. (Modeling)	Comprehension Check Ask questions based from the story listened to	Ask: Which of the sentences that you heard show fantasy and which show reality? Why did you say that they show reality? Can they really happen in real life? How about the sentences that tell fantasy? Can they happen in real life? Present the Teaching Tips	What bunny gave is called prescription. Ask some question see TG p.363 Present the Teaching Chart	The teacher write the expected answers and underlines the words to and from Present the Teaching Chart	Discuss the answer for each underlined word.
E. Discussing new concepts and practicing new skills no.2 (Guided Practice)	Group Activities Group 1:Draw the setting of the story Group 2: Write a thank you letter to the bunny Group 3: Make a short skit showing the bunny’s feelings.	Listen as I Read the following sentences. Tell whether they are fantasy or reality. TG p.362	Refer to LM Try and Learn p. 345-346	Refer to LM Try and Learn p.349	Read the underlined word on the first sentence. Encircle the antonym on the second sentence. Refer to LM Try and Learn p. 350

<i>F. Developing Mastery (Leads to Formative Assessment 3.) (Independent Practice)</i>	Group Presentation	Read the paragraph below carefully. Group the underlined sentences into reality and fantasy. Refer to LM Do and Learn p 342	Refer to LM Write about it p.348	Refer to LM Talk about it LM p.349	Read the sentences and identify the antonym of the italicized word. Write your answer on the blank before each number. Refer to LM Do and Learn p.351
<i>G. Finding practical application of concepts and skills in daily living (Application/Valuing)</i>	What do you feel after giving something to person?	How important is reality?	Is it important to follow what is prescribed to you?	How do we keep our forest unspoiled?	
<i>H. Making Generalization and abstraction about the lesson (Generalization)</i>	Do you admire those persons who are generous? Why?	How can you distinguish fantasy from reality?	How do we interpret direction of authentic text?	What do we use to get the meaning of unfamiliar word in the sentence?	What do you call if the pair of words have opposite meaning?
<i>I. Evaluating learning</i>	Was there a time in your life when you were like the bunny; giving all even nothing is left to you? Share your experience by writing it and your feelings after you have done such thing.	Read the sentences. Write Yes if it is Real and No if it is Make believe	Read the direction inside the box and answer the question that follow.	Find the synonym of the underlined word on the sentences given. - The <u>fearless</u> soldiers are ready to defend their country against the enemies. They are not afraid to fight with the enemies. - The lion's <u>snout</u> is similar to that of the dog's nose. - The strong typhoon <u>wrecked</u> some houses. The men were busy repairing their houses destroyed by the typhoon. - When the clown moved his stick, a rabbit appeared. The kids were <u>awed</u> by the clown's magic trick. They were really amazed. - Our ancient heroes were <u>bold</u> enough to fight for our freedom. They were brave enough to save our country.	Box the antonym of the underlined word. She cannot reach the fruit from the <u>tall</u> tree. She is small to make it.

J. Additional activities for application and remediation (Assignment)					
IV REMARKS					
V. REFLECTION					
A. No. of learner who earned 80%					
B .No. of learner who scored below 80% (needs remediation)					
C. No. of learners who have caught up with the lesson					
D. No of learner who continue to require remediation					
E. Which of my teaching strategies work well? Why?					
F. What difficulties did I encounter which my principal /supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share w/other teacher?					

