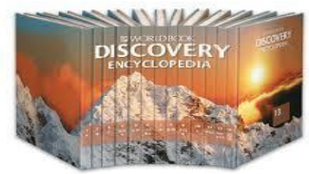
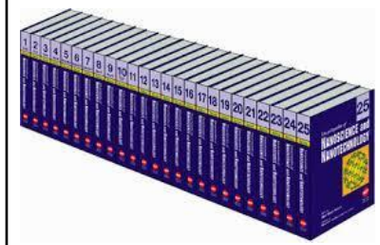
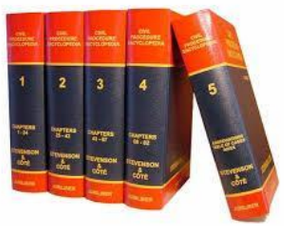
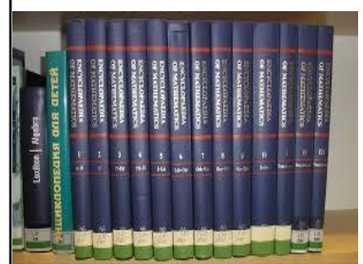
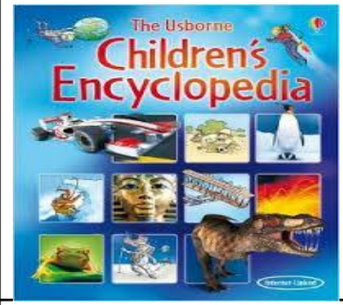
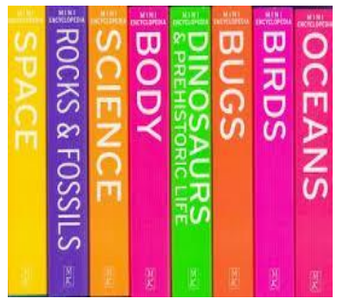
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	IV
	Teacher:	File created by Ma'am NOEMI G. MERCADO- MASTER TEACHER II	Learning Area:	ENGLISH
	Teaching Dates and Time:	APRIL 15 – 19, 2024 (WEEK 3)	Quarter:	4th QUARTER

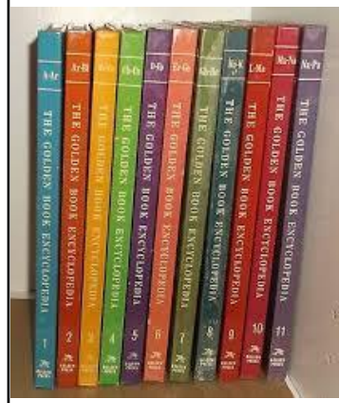
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. CONTENT STANDARDS	**ORAL LANGUAGE** – The learner demonstrates understanding of verbal cues for clear expression of ideas **LC** – the learner demonstrates an understanding of the elements of literary and informational texts for comprehension	**V** - The learner demonstrates an understanding that word meaning can be derived from different sources The learner demonstrates an understanding that words are composed of different parts and their meaning changes depending on context **A** – The learner demonstrates an understanding of verbal and nonverbal elements of communication to respond back	***READING COMPREHENSION** –The learner demonstrates understanding of various linguistics nodes 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	**WC** – the learner demonstrates an understanding of the importance of using varied sources of information to support writing **G** – The learner demonstrates a command of the conventions of standard English grammar and usage when writing or speaking
B. PERFORMANCE STANDARDS	**OL** – The learner efficiently delivers oral presentations **LC** – The learner identifies story perspectives and text elements	**V** – The learner uses different resources to find word meaning The learner uses strategies to decode the meaning of words **A** – The learner uses paralanguage and nonverbal cues to respond appropriately	**RC** – The learner uses knowledge of text types to correctly distinguish literary from informational text **ORF**- The learner reads aloud text with accuracy, automaticity, and prosody	**SS** – The learner uses library skills to gather appropriate and relevant information Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	**WC**- The learner uses varied sources of information to support writing **G** – The learner speaks and writes using good command of the conventions of standard English
C. LEARNING COMPETENCIES/ OBJECTIVES (Write the LC Code for each)	**LC – Tell whether an action or event is reality or fantasy** **EN4LC-IVc-31** **OL – Express whether an action or event is reality or fantasy** **EN4OL-IVc-22**	**V-Identify meaning of words with multiple meanings** **EN4V-IVc-41** **A-Express interest in text reading available print materials(informational)** **EN4A-IVc-34**	**RC- Distinguish reality from fantasy in stories read** **EN4RC-IVc-43** **ORF- Read grade-level texts with accuracy rate of 95%-100%** **EN4F-IVc-1.6**	**SS- Use search engine, encyclopedia, almanac and other multimedia sources to get information** **EN4SS-IVc-17**	**G- Use prepositions in sentences –among and between** **EN4G-IVc-7.3** **WC –Write a paragraph based on a 2-point outline** **EN4WC-IVc-36**
II. CONTENT					
	-Telling Whether an Action or Event is reality or Fantasy **-Expressing whether an Action or Event is Reality or Fantasy**	**-Identifying Meaning of Words with Multiple Meanings** **-Expressing Interest in Text Reading Available Print Materials (Informational)**	**-Distinguishing Reality from Fantasy in Stories Read** **-Reading Grade-Level Texts with Accuracy Rate**	**-Using Search Engine, Encyclopedia, Almanac, and Other Multimedia Sources to Get Information**	**- Using Prepositions in Sentences –Among and Between** **-Writing a Paragraph Based on a 2-Point Outline**

LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages	TG pp. 360 - 362	TG pp 373-374	TG pp. 360-362	TG pp. 416 – 417, 418 - 419	TG pp. 150-151, 154-155, 374-375
2. Learner's Materials Pages	LM tx pp 341 - 342	LM pp. 353-357	LM pp. 341-342	LM p. 398-399, 402-404	LM pp 153- 156, 176- 177, 357-360
3. Textbook Pages			Reading for Meaning 4 tx pp. 219-230		
4. Additional Materials from Learning Resource (LR) Portal					
B. Other Learning Resources	Pictures, Chart, PPTx, foldables	Pictures, Chart, PPT, task cards, foldables	Pictures, Chart, PPTx, foldables	Pictures, Chart, PPTx, foldables	Chart, PPTx, foldables
III. PROCEDURES					
A. Reviewing the previous lesson or presenting the new lesson	Review about outlining.	Recall about fantasy or reality. Do the Try and Learn on LM p. 341. Answer Yes or No.	Review about multiple meaning of words Hand a. Part of the arm b. Keep assistance When the terrorists attacked, many people offered to lend a hand.____ Raise your hand if you want to say something._____	Review about fantasy and reality. Have you seen an encyclopedia books? Show series of books. (real or pictures)  	Ask questions about the search engine encyclopedia. What is the title of these  encyclopedia? How many volumes are there? 
B. Establishing a purpose for the lesson	Unlocking of difficulties Annoyed bouquet drought Wizard See TG pp. 358 Motivation	Present sentences on the board/chart/PPTx. He made them think that a new **star** had appeared as a **sign** of divine help. Explain about multiple meaning.	Unlocking of difficulties Annoyed bouquet drought Wizard See TG pp. 358 Motivation	Ask: If we want to learn more about summer, where do we look for the information that we need? Show a picture or a sample of an encyclopedia. (Preferably the	Let the pupils study the pictures and sentences on LM pp. 357-358. What are the underlined words? What part of speech are the encircled words?

	If you meet a wizard, what would you like him to give you?		If you meet a wizard, what would you like him to give you?	volume where the topic 'summer' is found)	How many persons are referred to in the sentences? Have you done outlining? What did you do then? Let the pupils read the selection on LM p. 153 BAMBOOS Answer the questions after reading it.
C. Presenting examples/instances of the new lesson	Motive Question In the story I will read, find out what the wizard gave the bunny and how the bunny used it. Let the pupils listen as the teacher reads the story THE POOR BUNNY'S MAGIC PRESENT by Pedro Pablo sacristan see TG pp. 359 Ask questions about the story. What problem was experienced by the animals in the story? Who appeared to the Bunny? What did he give him? Who did the bunny meet first? Second? Third?	Present the meaning of the two underlined words. Star a)Heavenly body of burning gases that can be seen in the sky b) a figure with ten sides c) an outstanding talented performer Sign a)to affix signature b) symbol used in a mathematical operation c) an event or action which shows that something else will happen	Motive Question In the story that we will read, find out what the wizard gave the bunny and how the bunny used it. Let the pupils read the story THE POOR BUNNY'S MAGIC PRESENT by Pedro Pablo sacristan see TG pp. 359 Ask questions about the story. What problem was experienced by the animals in the story? Who appeared to the Bunny? What did he give him? Who did the bunny meet first? Second? Third? If you were his parents , what would you feel? Why? Do you think this story could happen in real life?	Examine a set of encyclopedia. What information can we find in an encyclopedia? How are different kinds of information presented in an encyclopedia? Tell: an encyclopedia is a reference work (such as a book, series of books, web site, or CD-ROM) that contains information about many different subjects or a lot of information about a particular subject.	Present sentences again on the board. The secret is ***between*** the two of us only. She is ***among*** the children who borrow books from the library. Discuss about the preposition among and between. What is the topic of the first paragraph? The second paragraph? Read the sentence that tells the topic of the second paragraph. The third paragraph. Let the pupils do Do and Learn on LM p. 154. Go back to informational text entitled "Bamboos." Write a two-level sentence outline about it. Use the template below. Bamboos I._____ A._____ B._____ C._____ II._____ A._____ B._____ C._____
D. Discussing new concepts and practicing new skills #1	Let the teacher reads some sentences taken from the story and the pupils will tell whether	What is the meaning of the words star and sign as used in the sentence?	Let the pupils reads some sentences taken from the story and the pupils will tell whether	Use the encyclopedia to learn more about the following topics. Write the volume	Let the pupils know about the prepositions. When do we use among?

	the sentences are reality or fantasy. The wizard offered the bunny a bag filled with little magical bouquets of flowers. Is it fantasy or reality? The bunny was dying for hunger. Is it fantasy or reality?	How were you able to choose the correct meaning? What did you consider to get the correct meaning? Tell: Some words have multiple meanings. The specific meaning can be identified through context clues.	the sentences are reality or fantasy. The wizard offered the bunny a bag filled with little magical bouquets of flowers. Is it fantasy or reality? The bunny was dying for hunger. Is it fantasy or reality?	number where you can find the given topic. LM pp. 402 - 403	When do we use between? What is an outline? How is the topic written? How are the subtopics written?
E. Discussing new concepts and practicing new skills #2	**Guided Practice** Let the pupils listen as the teacher reads the sentences. Tell whether the sentences are fantasy or reality. 1.Prolonged drought can lead to famine or hunger. 2.A superhero can make a storm in a snap of a finger. 3.Flowers bloom during spring season. 4.Many Filipinos share their blessings to others especially during calamities. 5.The cat distributed some relief goods in the evacuation center.	**Guided Practice** Let the pupils do Try and Learn on LM pp. 354- 355 (1 – 10) Let the pupils also do Do and Learn on LM pp. 355 – 356 A. B, C, and D	**Guided Practice** Let the pupils read the legend. Use the chart to group the underlined sentences into reality or fantasy. See LM p. 342 THE LEGEND OF LOCUSTS	**Guided Practice** Let the group do Do and Learn on LM pp. 403 – 404 Choose the correct topic for each item then write the volume number in the box. (1 – 5) 	**Guided Practice** Read the paragraph story. Then select the outline which best suits each paragraph. *A king had three sons whom he loved dearly. One was very handsome, but had a fiery temper. The second was very wise, but proud. The third son was merely kind.* 1.A. Three Sons 1. The handsome son 2. the wise son 3. The kind son 2.A.The king's loves 1. Fiery temper 2. Prode 3. kindness 3.A. The king's three sons 1. Handsome but fiery 2. Wise but proud 3. Merely kind Let the group use the following in sentences. -among the leaves -among the rocks -between the boys and girls -between row one and row two
F. Developing mastery (Leads to Formative Assessment 3)	**Independent Practice** Let the pupils do Do and Learn. Somebody will read the legend. The pupils will listen.	**Independent Practice** Look the multiple-meaning card. Given is a set of meanings for a certain word. Guess the word and write it in a lucky card/blank card. See LM pp. 356 - 357	**Independent Practice** Let the pupils read the dialogue in LM pp. 33-344 Find Out and Learn THE VISITOR by Rosalina B. Mejorada	**Independent Practice** 	**Independent Practice** Let the pupils answer Write about it on LM pp. 176- 177 A and B SPIDERS TARSIER

	They will write in the proper column some events that tell fantasy or reality. See LM p. 342 Fantasy | reality		Write in the proper column. FANTASY | REALITY	What is the title of the encyclopedia book? What information is on this encyclopedia book? How many volumes are these encyclopedia?  	Let the pupils fill in the blanks with among and between. 1.The cats are _____ the goats and ducks. 2. Ryann is _____ the players who join the SEA games. 3. Do you like to pick chocolates_____ those candies? Let the pupils answer Try ang Learn on LM p. 359.
G. Finding practical application of concepts and skills in daily living	What are some instances in your life, that are like magic? What things are real in your life as a grade four pupil?	Show pictures to pupils .   The children **plant** in the garden. The **plants** are in the field. Which mean a verb or an act of planting? Which mean a kind of herbs or shrub?	Write sentences which shows fantasy and reality about your experiences in life.	If you want to look for the different parts of your body  which one will you choose?	Make an outline of your favorite place . Write some Information about it. Use among and between in sentences based on your experiences every day.
H. Making generalizations of concepts and skills in daily living	What lesson did you learn today? **Reality** refers to a situation that may happen in real life. **Fantasy** refers to situations that are magical or make-believe that could not happen in real life.	What did you learn today? Some words have multiple meanings. The specific meaning can be identified through context clues. Readers think about how the word is used in the sentence to decide which meaning is best.	**Reality** refers to a situation that may happen in real life. **Fantasy** refers to situations that are magical or make-believe that could not happen in real life.	An encyclopedia is a reference work (such as a book, series of books, web site, or CD-ROM) that contains information about many different subjects or a lot of information about a particular subject.	An **outline** is a very brief summary of a particular topic that helps you organize ideas. It has two parts. The **topic** is written in Roman Numerals. The **subtopics** that give the details are marked with a capital letters. **Between** is used when referring to two persons or objects. **Among** is used when referring to more than two persons or objects.

I. Evaluating learning	**Directions:** Listen to some sentences taken from the story. Let the pupils write their answers whether the following are fantasy or reality. 1.At that moment, with a great rumble of thunder, the wizard appeared again. 2.He remembered how his parents had always taught him to share everything. 3.He pulled a bouquet out of the bag and gave it to the sheep. As soon as he did this, the bunch shone with a thousands colors. Magic was at work. 4.His parent's were very proud of the bunny's behavior.	**Directions:** which meaning of the underlined word is used in each sentence below? Track 1.a mark left by someone or something 2. a path 3. a set of trails that trains move on _____The car raced around the **track.** _____The railroad **track** cuts across the road. _____Is that a bear **track** in the dirt? Dance 1.to move the body in time of music 2. A party where people move to music _____The **dance** started at 7:00 in the evening. _____Onyok likes to **dance** to fast music.	**Directions:** Tell whether the following is a fantasy or reality 1. The birds fly in the sky. 2. She eats diamonds and emeralds. 3. I love to cook adobo and sinigang na baboy. 4. Superman can move mountains. 5. Cardo is a good cop with a good heart. 6. We live on earth. 7. Cigarette is dangerous to our health. 8. Chadigan is the most powerful creature in the universe. 9. Floods and heavy rains can cause damage to properties. 10. Carabaos can go to hell.	**Directions**: Ask questions.  What information is in this encyclopedia? How many volumes are there? What is the title of these encyclopedia?	**Directions**: Read the paragraph on LM p. 162. Write a two-level outline of the selection using the template on the next page. HONEY BEES Use the following in sentences. 1.among the flowers 2. between the first row and the second row 3. among the leaves 4. among the athletes 5. between Coco and Enrique Let the pupils do Talk about it on LM p. 359.
J. Additional activities for application or remediation	Interview your grandparents or any older member of your family. Ask them about the different beliefs in your area or region. Write these beliefs and identify them if reality or fantasy.	Read each sentence, then select the right definition for it. Hard a.solid and firm b. difficult It is hard to break the fairy's spell._____ The hard glass broke when it dropped on the floor._____		Bring pictures of an encyclopedia like this. 	Use among and between in the paragraph.
IV. REMARKS					
V. REFLECTION					

A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					