


**DES 1 to 12**  
**LESSON LOG**

<b>SCHOOL:</b> <b>TEACHER:</b> <b>TEACHING DATES AND TIME:</b>	<b>SCHOOL:</b>		<b>GRADE LEVEL:</b>	<b>IV</b>
	<b>TEACHER:</b>	Credit to the author of this file	<b>LEARNING AREA:</b>	<b>ENGLISH</b>
		<b>JANUARY 9-13, 2023 (WEEK 8)</b>	<b>QUARTER:</b>	<b>2<sup>ND</sup> QUARTER</b>

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<p>EO: Appreciate the value of telling the truth.</p> <p>IO: Sequence events in a story heard.</p> <p>Act out a well liked part of a story heard.</p>	<p>EO: Admire Green Bird's love for his lady love</p> <p>EO: a. Read a story with appropriate intonation and expression.</p> <p>b. Read words with consonant blends /br/ and /gr/</p> <p>c. Infer the feelings and traits of the characters from a story read.</p> <p>d. Identify and use a simile and a metaphor.</p>	<p>Use the past form of irregular verbs.</p>	<p>Compose slogan from a given stimulus.</p>	<p>a. Browse and read more stories</p> <p>b. Use dictionary in getting the meaning of words</p>	
<p><b>A</b>  <b>C</b>  <b>O</b>  <b>N</b>  <b>T</b>  <b>E</b>  <b>N</b>  <b>T</b>  <b>S</b></p> <p>The learner demonstrates understanding of the elements of informational text for comprehension.</p>	<p>The learner demonstrates understanding that English is stress-timed language to achieve accuracy and automaticity/demonstrates understanding that word meaning changes based on context.</p>	<p>The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>The learner demonstrates understanding of writing as a process.</p>	<p>The learner demonstrates understanding of library skills/dictionary to research on a variety of topics.</p>	

t a n d a r d s				
B .P e r f o r m a n c e s t a n d a r	<p>The learner recalls details, sequence of events and shares ideas on texts listened to.</p>	<p>The learner reads aloud text with accuracy and automaticity/uses strategies to decode the meaning of words.</p>	<p>The learner speaks and writes using good command of the conventions of standard English.</p>	<p>The learner uses a variety strategies to write informational and literary compositions.</p> <p>The learner uses library/dictionary skills to gather appropriate and relevant information.</p>

<b>d s</b>				
<b>c · L e a r n i n g C o m p e t e n c i e s / O b j e c t i v e s</b>				
	EN4LC-IIh-i-8	EN4F-IIh-8	EN4G-IIh-i-8	EN4WC-IIh-8
<b>W r i</b>		EN4V-IIh-7		EN4SS-IIf-6

t e t h e L C c o d e f o r e a c h				
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I I .C O N T E N T	Sequence events in a story heard	Identify and use a simile and metaphor	Past form of irregular verbs	Compose slogan	Use dictionary in getting the meaning of words
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I I I .L E A R N I N				
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G R E S O U R C E S					
A . R e f e r e n c e s					
1 . T e a c h e r ' s G u i d e p a	184-186	186-187	188-189	189-190	190

ges					
2 · L e a r n e r · s M a t e r i a l s s p a g e s	200	201-204	205-207	207-208	208-209
3 · T e x t b o o k p					

ages					
4. Additional Materials from Learning					
Re					

s o u r c e ( L R ) p o r t a l				
<i>B</i> . <i>O</i> <i>t</i> <i>h</i> <i>e</i> <i>r</i> <i>L</i> <i>e</i> <i>a</i> <i>r</i> <i>n</i> <i>i</i> <i>g</i> <i>R</i> <i>e</i> <i>s</i> <i>o</i> <i>u</i> <i>r</i> <i>c</i> <i>e</i> <i>s</i>				

I V . P R O C E D U R E S				
A . R e v i e w i n g p r e v i o u s s o n o r	Oral Language	Drill	Read the Dialog	What comes to your mind when Do you have a dctionary?

p r e s e n t i n g t h e n e w l e s s o n	see TG p. 184	see TG p. 186	Read and Learn see LM p. 205	you think of slogan?	
	Pre-Listening	Unlocking of Difficulties	Skills Development	Did you know how to write	What is the use of the
B . E s t a b l i s h i n g	Unlocking of Difficulties	see TG p. 186-187	see TG p. 188	slogan?	dictionary?

a p u r p o s e f o r t h e l e s s o n					
see TG p. 184					
c .P r e s e n t i n g e x a m p l e	What do you usually do when you	Motivation/Motive Questions	Read and Study the Table	Read the following product slogans	Bring out your dictionary.

s / i n s t a n c e s o f				
t h e n e w l e s s o n	have a problem?  see TG p. 187	see LM p. 205	that have become very popular.	Browse the dictionary.
			see TG p. 189	Notice how the words are arranged.
D u r i n g	During Listening: Let's read a story on,	Guided Practice		
D i s c u s s i	The King of the Forest and His  During Reading	see TG p. 188	Discussin	Skills Development

n g n e w c o n c e p t s a n d p r a c t i c i n g n e w s k i l l s # 1					
Three Advisers. What did King Lion do  when he had a poroblem? See TG p. 185	The Green Bird  see LM p. 201-202	Try and Learn Exercise 1 and 2  see LM p. 206	see TG p. 189	see TG p. 190	

	Engagement activity/Group Activity				
E . D i s c u s s i n g n e w c o n c e p t s a n d p r a c t i -	see TG p. 158	Post Reading	Independent Practice	Guided Practice	Guided Practice
c i n g	Try and Learn	Engagement Activity	Try and Learn Exercise 3	see TG p. 189	see TG p. 190

n e w s k i l i s # 2					
	see LM p. 200	see TG p. 187	see LM p. 207		
		Group Presentation			
F · D e v e l o p i n g m a s t e r y					
	Discussion	Discussion	Read again the Table	Independent Practice	Try and Learn
( L e a d s	see TG p. 185-186	Talk About It see LM p. 202-203	see LM p. 205	Wtire About It see LM p. 208	see LM p. 208

t o F o r m a t i v e A s s e s s m e n t 3				
G . F i n d i n g p r a c t i c a l	What do you feel when someone			

applications of				
connections and skills in daily life	doesn't tell you the truth?	Read and Learn see LM p. 203		

v i n g					
			What do you notice about		
H . M a k i n g g e n e r a l i z a t i o n s a n d a b s -	What is the message of the story?	What is simile? Metaphor?	the spelling of the past form of	What is slogan?	Hwat is dictionary?
t r a c			irregular verbs?	Remember	see LM p. 209

t i o n s a b o u t t h e l e s s o n				
		Remember see LM p. 206	see LM p. 206	
	Group activity-Do and Learn see LM p. 204	Enrichment Activity		
I - E v a l u a t i n g l e a r n				
		see TG p. 189		
	Formative Assessment	Independent Practice	Formative Assessment	Lern Some More

i n g				
	Activity Output	Learn Some More see LM p. 204	Activity Output	see LM p. 209
		Write atleast two sentences using		
J · A d d i t i o n a l a c t i v i t i e s f o r a p p l i c a t	any of the similes and metaphor inside the box.see TG p. 187		Make a poster to illustrate your slogan see TG p. 190	Enrichment/Assignment see TG p. 190

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**V.REMARKS****VI.REFLECTION**

A..No. of learners who earned 80% in the evaluation	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above
B..No. of learners who require additional activities for remediation who scored below 80%	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation
C...Did the remedial lessons work?	<input type="text"/> Yes <input type="text"/> No				
No. of learners who have caught up with the lesson	<input type="text"/> of Learners who caught up the lesson	<input type="text"/> of Learners who caught up the lesson	<input type="text"/> of Learners who caught up the lesson	<input type="text"/> of Learners who caught up the lesson	<input type="text"/> of Learners who caught up the lesson
D..No. of learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> 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> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Power Point Presentation <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Discussion <input type="text"/> Case Method <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs/	<i>Strategies used that work well:</i> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Power Point Presentation <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Discussion <input type="text"/> Case Method <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs/	<i>Strategies used that work well:</i> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Power Point Presentation <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Discussion <input type="text"/> Case Method <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs/	<i>Strategies used that work well:</i> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Power Point Presentation <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Discussion <input type="text"/> Case Method <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs/	<i>Strategies used that work well:</i> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Power Point Presentation <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Discussion <input type="text"/> Case Method <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs/

	<p><input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method <i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's</p> <p><input type="checkbox"/> Cooperation in doing their tasks</p>	<p><input type="checkbox"/> Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method <i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's</p> <p><input type="checkbox"/> Cooperation in doing their tasks</p>	<p><input type="checkbox"/> Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method <i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's</p> <p><input type="checkbox"/> Cooperation in doing their tasks</p>	<p><input type="checkbox"/> Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method <i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's</p> <p><input type="checkbox"/> Cooperation in doing their tasks</p>
F.What difficulties did I encounter which my principal or supervisor can help me solve?	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology</p> <p><input type="checkbox"/> Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p> <p><input type="checkbox"/> Reading Readiness</p> <p><input type="checkbox"/> Lack of Interest of pupils</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making use big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p> <p><input type="checkbox"/> local poetical composition</p> <p><input type="checkbox"/> Fashcards</p> <p><input type="checkbox"/> Pictures</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology</p> <p><input type="checkbox"/> Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p> <p><input type="checkbox"/> Reading Readiness</p> <p><input type="checkbox"/> Lack of Interest of pupils</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making use big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p> <p><input type="checkbox"/> local poetical composition</p> <p><input type="checkbox"/> Fashcards</p> <p><input type="checkbox"/> Pictures</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology</p> <p><input type="checkbox"/> Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p> <p><input type="checkbox"/> Reading Readiness</p> <p><input type="checkbox"/> Lack of Interest of pupils</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making use big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p> <p><input type="checkbox"/> local poetical composition</p> <p><input type="checkbox"/> Fashcards</p> <p><input type="checkbox"/> Pictures</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology</p> <p><input type="checkbox"/> Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p> <p><input type="checkbox"/> Reading Readiness</p> <p><input type="checkbox"/> Lack of Interest of pupils</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making use big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p> <p><input type="checkbox"/> local poetical composition</p> <p><input type="checkbox"/> Fashcards</p> <p><input type="checkbox"/> Pictures</p>
G..What innovation or localized materials did I use/discover which I wish to share with other teachers?	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology</p> <p><input type="checkbox"/> Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p> <p><input type="checkbox"/> Reading Readiness</p> <p><input type="checkbox"/> Lack of Interest of pupils</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making use big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p> <p><input type="checkbox"/> local poetical composition</p> <p><input type="checkbox"/> Fashcards</p> <p><input type="checkbox"/> Pictures</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology</p> <p><input type="checkbox"/> Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p> <p><input type="checkbox"/> Reading Readiness</p> <p><input type="checkbox"/> Lack of Interest of pupils</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making use big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p> <p><input type="checkbox"/> local poetical composition</p> <p><input type="checkbox"/> Fashcards</p> <p><input type="checkbox"/> Pictures</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology</p> <p><input type="checkbox"/> Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p> <p><input type="checkbox"/> Reading Readiness</p> <p><input type="checkbox"/> Lack of Interest of pupils</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making use big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p> <p><input type="checkbox"/> local poetical composition</p> <p><input type="checkbox"/> Fashcards</p> <p><input type="checkbox"/> Pictures</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology</p> <p><input type="checkbox"/> Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p> <p><input type="checkbox"/> Reading Readiness</p> <p><input type="checkbox"/> Lack of Interest of pupils</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making use big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p> <p><input type="checkbox"/> local poetical composition</p> <p><input type="checkbox"/> Fashcards</p> <p><input type="checkbox"/> Pictures</p>