



LEVELS 1 to 12
DAILY LESSON LOG

School:		Grade Level:	IV
Teacher:	Credit to the author of this file	Learning Area:	ENGLISH
Teaching Dates and Time:	JANUARY 9-13, 2023 (WEEK 8)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
--	---------------	----------------	------------------	-----------------	---------------

	<p>EO: Appreciate the value of telling the truth. IO: Sequence events in a story heard. Act out a well liked part of a story heard.</p>	<p>EO: Admire Green Bird's love for his lady love EO: a. Read a story with appropriate intonation and expression. b. Read words with consonant blends /br/ and /gr/ c. Infer the feelings and traits of the characters from a story read. 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 b. Use dictionary in getting the meaning of words</p>
A . C o n t e n t S	<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>

d s					
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	EN4LC-IIh-i-8	EN4F-IIh-8	EN4G-IIh-i-8	EN4WC-IIh-8	EN4SS-IIf-6
W r i		EN4V-IIh-7			

t e t h e L C c o d e f o r e a c h					
--	--	--	--	--	--

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
--	----------------------------------	--	------------------------------	----------------	--

I I I · L E A R N I N					
---	--	--	--	--	--

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

g e s					
2 · L e a r n e r ' s M a t e r i a l 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					

a g e s					
4 · A d d i t i o n a l M a t e r i a l s f r o m L e a r n i n g					
R e					

Source (LR) portal					
B · Other Learning Resources					

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 l e s s o n o r	Oral Language	Drill	Read the Dialog	What comes to your mind when	Do you have a dictionary?

p r e s e n t i n g t h e n e w l e s s o n			Read and Learn see LM p. 205		
	see TG p. 184	see TG p. 186		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?

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

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.
	During Listening: Let's read a story on,		Guided Practice		
D · D i s c u s s i	The King of the Forest and His	During Reading	see TG p. 188	Discussin	Skilss 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	The Green Bird	Try and Learn Exercise 1 and 2	see TG p. 189	see TG p. 190
when he had a poroblem? See TG p. 185	see LM p. 201-202	see LM p. 206		

	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 l 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	Write 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			

a p p l i c a t i o n s o f					
c o n c e p t s a n d s k i l l s i n d a i l y i	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	Formative Assessment	Independent Practice	see TG p. 189	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 slogansee TG p. 190	Enrichment/Assignmentsee TG p. 190

i o n o r r e m e d i a t i o n					
--	--	--	--	--	--

V.REMARKS

VI.REFLECTION

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?	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
No. of learners who have caught up with the lesson	___ of Learners who caught up the lesson	___ of Learners who caught up the lesson	___ of Learners who caught up the lesson	___ of Learners who caught up the lesson	___ 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) ___ Think-Pair-Share (TPS)	<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/	<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/	<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/	<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/

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