

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	IV
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	MAY 6 – 10, 2024 (WEEK 6)	Quarter:	4 th 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 library skills to research on a variety of topics	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	uses library skills to gather appropriate and relevant information	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)	EN4LC-IVf-34 -Give conclusions to realistic fiction listened to -Admire the little girl’s smart way of solving the problem	EN4OL-IVf-25 -State one’s conclusion to realistic fiction listened to -Participate in group activity	EN4RC-IVf-45 Give conclusions to realistic fiction read EN4SS-IVf-19 Interpret bar and line graphs	EN4G-IVf-22 Use simple sentence: Simple subject and simple predicate	EN4V-IVf-44 Identify meaning of words with suffixes -er and -or
CONTENT (Subject Matter)	Story “The Five Foolish Fishermen”	Story “The Five Foolish Fishermen”	Distinguish Fact From Opinion Interpreting Bar and Line Graphs	Simple Sentences with Simple Subject and Simple Predicate	Suffixes –er and –or
II.LEARNINGRESOURCES					
A.References					
1.Teachers Guide pages	400-402	402-403	403-405	405-406	407
2.Learners Material Pages					
III. PROCEDURES					
A.Reviewing past lesson or Presenting the new lesson (Drill/Review/Unlocking of difficulties)	Unlocking of Difficulties (foolish, fell into the sea, basket full of fish)	Phonics Drill: Reading words with r-controlled vowels –ur as in fur	Phonics Drill: Reading words with r-controlled vowels –ur as in fur	Review: Underline the subject once and the predicate twice. Refer to TGp.405	What is a simple sentence?

B.Establishing a purpose of the new lesson (Motivation)	Call five pupils in front. Ask: Will you count yourselves? How many are you?	Show a picture of a fish 			
C.Presenting Examples/ instances of the new lesson (Presentation)	Present the story “The Five Foolish Fishermen”	Reading of the story by the teacher/pupils.	Say: Here are some sentences from the story. Ask: Which are opinions? What makes them opinion? Which are facts? What makes them facts?	Study the following sentences. These are examples of simple sentences.	Read the sentences taken from the story “The Five Foolish Fishermen”. Study the underlined word.
D.Discussing new concepts and practicing new skills no.1. (Modeling)	The teacher will read the story while the pupils listen.	Did you understand the content of the poem? Let’s have some Cooperative Group Activities	Present the Teaching Chart TG.p.404	Present the Teaching Chart TG. p.406	Present the poem “Work” Pick out the words that show roots with suffix –er/-or. Present the Chart.
E. Discussing new concepts and practicing new skills no.2 (Guided Practice)	Comprehension Check Answer the questions based from the story.	Divide the pupils into 4 group. Give each group a task to perform Group 1- Draw it Group 2- Act it out Group 3- Write it See TG p.403	Refer to LM Try and Learn p. 381-382	Refer to LM Read and Learn p.386-387	Refer to LM Do and Learn A.p.389 Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
<i>F.Developing Mastery (Leads to Formative Assessment 3.) (Independent Practice)</i>	Read the story by group, pair, individual	Group Presentation/Discussion	Refer to LM Do and Learn p. 383	Refer to LM Do and Learn p.387	Refer to LM Do and Learn B. p.389
<i>G. Finding practical application of concepts and skills in daily living (Application/Valuing)</i>	Count your group members? How many are you? How do you count your members?	What is the importance of participating in group activities?			
<i>H. Making Generalization and abstraction about the lesson (Generalization)</i>	Do you enjoy reading the story? What did you learn from the story?	What did you learn from the story?	What is the difference between fact and opinion? How do you interpret bar graph and line graph?	What is a simple sentence?	What do suffixes –er/-or do to a word?
<i>I. Evaluating learning</i>	Draw your own conclusion about the story heard. One to two sentences. _____ _____ _____ _____.	Write 2-3 sentences showing your conclusion about the story “The Five Foolish Fishermen”	Refer to LM Learn Some More p.384	Underline the simple subject and encircle the simple predicate. 1. The girl is wrong. 2. The fisherman catches fish in the sea. 3. Tubby is a fat cat. 4. The horse runs fast. 5. Anna loves to dance all night.	Read the paragraph. Add the suffix –er/-or on the space provided.

J. Additional activities for application and remediation (Assignment)					
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	— — — o f L e a r n e r s w h o e a r n e d 8 0 % a b o v e	___ 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	— — — o f L e a r n e r s w h o r e q	___ of Learners who require additional activities for remediation

				u i r e a d d i t i o n a l a c t i v i t i e s f o r r e m e d i a t i o n	
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 — Y e s — — N o — — — o f L e a	___Yes ___No ___ of Learners who caught up the lesson

				r n e r s w h o c a u g h t u p t h e l e s s o n	
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	— — o f L e a r n e r s w h o c o n t i n u e t o r e q u i r e	___ of Learners who continue to require remediation

				r e m e d i a t i o n	
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) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	S t r a t e g i e s u s e d t h a t w o r k w e l l : — — G r o u p c o l l a b o r a t i o n	<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/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks

				on – – Games – – Power Point Presentation – – Answering preliminary	
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				activities / exercises – Discussion – Case Method – Think-Pair	
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				r - S h a r e (T P S) - - R e r e a d i n g o f p a r a g r a p h s / p o e m s / S t o r i e s - - D i f f e	
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				re n t i a t e d i n s t r u c t i o n — — R o l e P l a y i n g / D r a m a — — D i s c o v e r y M e t h o d	
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				— — L e c t u r e M e t h o d W h y ? — — C o m p l e t e M s — — A v a i l a b i l i t y o f M a t e r i a	
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				Is - Pupil's eagerness to learn - Group member's Cooperation indicated	
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				o i n g t h e i r t a s k s	
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

				ude - C o l o r f u l M s - U n a v a i l a b l e T e c h n o l o g y E q u i p m e n t (A V R / L C D)	
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				— Science / Computer / Internet Lab — — Additional Clerical works —	
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				R e a d i n g R e a d i n e s s — L a c k o f i n t e r e s t o f p u p i l s	
What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> __ 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	<i>Planned Innovations:</i> __ 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	<i>Planned Innovations:</i> __ 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	P l a n n e d I n n o v a t i o n	<i>Planned Innovations:</i> __ 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

				s : - L o c a l i z e d V i d e o s - M a k i n g u s e b i g b o o k s f r o m v i e w s o f t h e l o c a l	
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				ity – Recycling of plastics to be used as instructional Materials –	
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				l o c a l p o e t i c a l c o m p o s i t i o n - F a s h c a r d s - P i c t u r e s	
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