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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **IV** |
| **Teacher:** |  | **Learning Area:** | **ENGLISH** |
| **Teaching Dates and Time:** | **MARCH 2 – MARCH 6, 2020 (WEEK 7)** | **Quarter:** | **4th QUARTER** |

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|  | | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 1. **OBJECTIVES** |  | | | | | |
| A.Content Standards | Demonstrates an understanding of verbal cues for clear expression of ideas. | Demonstrates an understanding of verbal cues for clear expression of ideas. | Demonstrates an under-  standing of library skills to research on a variety of topics. | Demonstrates an under-  standing of library skills to research on a variety of topics. | Demonstrates an under-  standing 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 library skills to gather appropriate and relevant information | Uses strategies to decode the meaning of words | |
| C.Learning Competencies/ Objectives  *( Write the LC code for each)* | **EN4LC-IVg-35**  -Give one’s reaction to an event or issue heard.  -Realize that one should feel proud of those who express their own reasons. | **EN4OL-IVg-26**  -Express one’s reaction to an event or issue.  -Distinguish fact and opinion from an informational text.  -Use simple sentences in expressing fact and opinion. | **EN4SS-IVc-17**  Use the encyclopedia to get information.  Decode words with ie and ei sounded as /iy/. | **EN4SS-IVc-17**  Use the encyclopedia to get information. | **EN4V-IVg-45**  Identify meaning of words with prefixes -de and -dis | |
| **CONTENT**  *( Subject Matter)* | Selection: “Will You Go to School this Summer?’ | Story “Will You Go to School this Summer?” | Reading Words with -ie and -ei  Using Encyclopedia to Get Informations | Using Encyclopedia to Get Informations | Decode Words with Prefixes –de and dis | |
| **II.LEARNINGRESOURCES**  A.References |  |  |  |  |  | |
| 1.Teachers Guide pages | 409-411 | 409-411 | 416-419 | 419-420 | 420-422 | |
| 2.Learners Material Pages | 390-392 | 390-392 | 398-400 | 402-404 | 405-407 | |
| **III. PROCEDURES** |  |  |  |  |  | |
| A.Reviewing past lesson or Presenting the new lesson  (Drill/Review/Unlocking of difficulties) | Unlocking of Difficulties  (all year long/round, vacation breaks, boring, summer) | Recalling back on yesterday’s selection:  “Will you go to school this summer?” | Review of the lessons discussed yesterday and the selection:  “Will you go to school this summer?” | Recalling on the selection:  “Will you go to school this summer? | What are prefixes? | |
| B.Establishing a purpose of the new lesson (Motivation) | Show pictures of pupils’ activities during summer.  Ask:  What activities do each of the children do?  When do they usually do such activities?  Will you go to school this summer? | Ask:  What do you think will happen if pupils will go to school this summer?” | Reading of words with –ie and –ei.  Refer to LM  Find Out and Learn p. 399  How are the words with-ie and –ei being read? | What activities will you do this coming summer? | What do prefix de mean?  What do prefix dis mean? | |
| C.Presenting Examples/ instances of the new lesson (Presentation) | Present the selection: “Will you go to school this summer?”  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Divide the text or selection into 4 parts.  Say:  Let us analyze the selection to know what sentences are facts and opinions. | Read a short story  Refer to LM p. 393  Look for words with –ie and –ei. | Read:  Try and Learn  Refer to LM p. 402 | Read words with prefix de and dis  Refer to LM p.405 | |
| D.Discussing new concepts and practicing new skills no.1. (Modeling) | Say:  Read the selection silently.  Refer to LM  Read and Learn | Which sentences do you think are facts?  Which sentences do you think are opinions? | Show a picture of or a real encyclopedia.  Ask:  If we want to learn more about summer where do we look for the information that we need? | Write on the blank the volume number where you can find the given topic.  Refer to LM p. 402 | Give the new meaning of the word with prefix de and prefix dis. | |
| E. Discussing new concepts and practicing new skills no.2 (Guided Practice) | Reading of the selection aloud.  Ask:  What did you find out in the selection you read? | Ask:  Can you add more facts or opinions to this topic? | Ask:  What information can we find in an encyclopedia? | Ask:  How are the topics arranged in the encyclopedia? | Read and identify the prefixes and the rootwords.  Refer to LM p.405 | |
| *F.Developing Mastery*  *(Leads to Formative Assessment 3.)*  *(*Independent Practice) | Are the reasons in the selection the same with the reasons you have in yourselves? | Answer the Individual Assessment Sheet  Refer to LM  Do and Learn  Exercise 1 p.393 | Ask:  How are the different kinds of information presented in an encyclopedia? | Read:  Do and Learn  Refer to LM p. 403 | Read the words and write prefix de or dis  Refer to LM p. 406 | |
| *G. Finding practical application of concepts and skills in daily living (Application/Valuing)* | Ask:  Do you want to go to school this summer? | Answer:  Do and Learn  Exercise 2 p.394 | Ask:  Can you understand the contents that are in the encyclopedia? | Choose the correct topic for each item then write the volume number in the box. | Write the meaning of the word with prefix de or dis  Refer to LM p. 406 | |
| *H. Making Generalization and abstraction about the lesson* (Generalization) | Is going to school in summer good or bad?  Why?  Why not? | Read  Do and Learn  Exercise 3-A p.394 | Say:  An encyclopedia is a reference work that contains information about many different subjects or information about a particular subject. | Say:  An encyclopedia is a reference work that contains information about many different subjects or information about a particular subject. | What are prefixes?  What is the meaning of words with de and dis? | |
| *I. Evaluating learning* | Answer the questions on  Talk about It  LM p. 391 | Read and answer what is asked in Exercise 3-B and Exercise 3-C | Refer to LM  Do and Learn  Let the children read the words with -ie and –ei once again. | Answer the questions prepared by the teacher. | Choose the word from the box that best completes each sentence. | |
| J. Additional activities for application and remediation (Assignment) | Show and tell:  Picture or drawing of what you did last summer. | Write 2 sentences that expresses a fact and an opinion. | Write 2 sentences with ie/ei words. | Answer the questions prepared by the teacher. | Write 5 sentences with prefix de and prefix dis. | |

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| **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 | \_\_\_ of Learners who earned 80% above | \_\_\_ 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 | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation |
| 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 | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson |
| 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 |
| Which of my teaching strategies worked well? Why did these work? | *Strategies used that work well:*  \_\_\_ 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 *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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 *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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 *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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 *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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 *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks |
| 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 |
| What innovation or localized materials did I use/discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ 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 | *Planned Innovations:*  \_\_ 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 | *Planned Innovations:*  \_\_ 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 | *Planned Innovations:*  \_\_ 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 | *Planned Innovations:*  \_\_ 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 |