

4

# Lesson Exemplar for English

Quarter 1

Lesson

6

**Lesson Exemplar for English Grade 4**  
**Quarter 1: Lesson 6 of 8 (Week 4)**  
**SY 2024-2025**

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## ENGLISH/QUARTER 1/ GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills to produce age-appropriate and gender-responsive texts based on one's purpose, context, and target audience.
<b>B. Performance Standards</b>	The learners apply comprehension of literary and informational texts and produce narrative and expository texts based on their purpose, context, and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.
<b>C. Learning Competencies and Objectives</b>	<p><b>EN4SW-1-5- Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.</b> <i>Lesson Objectives:</i></p> <ol style="list-style-type: none"><li>1. Differentiate narration from enumeration- description patterns.</li><li>2. Identify the structure and write a friendly letter.</li></ol> <p><b>EN4SW-1-6 Use appropriate non- verbal cues for clarity of context, purpose and meaning.</b> <i>Lesson Objectives:</i></p> <ol style="list-style-type: none"><li>1. Use facial expressions and gestures when speaking.</li></ol>
<b>D. Content</b>	<ul style="list-style-type: none"><li>• Differentiate narration from enumeration- description patterns.</li><li>• Identify the structure of a friendly letter.</li><li>• Write a friendly letter based on a given situation.</li><li>• Use facial expressions and gestures when speaking.</li></ul>
<b>E. Integration</b>	

## II. LEARNING RESOURCES

DepEd TV - Official. (2020, December 16). Grade 4 English Q1 Ep9: Connotation and Denotation. YouTube.  
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[https://www.youtube.com/watch?v=V5G\\_FT0Ib6A](https://www.youtube.com/watch?v=V5G_FT0Ib6A)

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Grade 4 Verb Worksheets | Free Printables | Worksheets. (2022, June 28). Slamboresources. [https://slamboresources.com/grade-4-verb-%20worksheets/#google\\_vignette](https://slamboresources.com/grade-4-verb-%20worksheets/#google_vignette)

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Mansour, A. (2020, November 25). How to Write a Friendly Letter. Www.youtube.com. <https://www.youtube.com/watch?v=3CIV82aT2oA>

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<p><b>A. Activating Prior Knowledge</b></p>	<p><b>Day 1</b></p> <p><b>1. Short Review</b>  <b>That's Not a Complex Activity</b>            Instructions: Teams of students will have to identify whether the given sentence is complex or not.</p> <ol style="list-style-type: none"> <li>1. A party in our house is not ideal because our neighbors might oppose it.</li> <li>2. Helen is very sick today.</li> <li>3. Although Mike is the smartest student in our class, he failed to pass his examinations.</li> <li>4. The cat jumps on the table while I am eating.</li> <li>5. She enjoys swimming.</li> </ol> <p><b>2. Feedback (Optional)</b></p>	<p>Print one handout of the following sentences for each team.</p> <p>The teacher may provide additional sentences or modify the activity.</p>
<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose</b>            Learners will listen/watch the story. The Ant and the Dove.</p> 	

<https://www.youtube.com/watch?v=KVullcCTvEM>

Ask: How does the storyteller read?  
Is he/she narrating or enumerating?

**2. Unlocking Content Vocabulary**

A. Fill in the correct letter to complete the word. Choose your answers from the letters given below.

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

1. S\_ak\_d – extremely wet

2. \_\_\_\_\_ddl\_\_\_\_-a short pole with a broad blade at one or both ends

**C. Developing and Deepening Understanding**

**SUB-TOPIC 1: Patterns of Development**

**1. Explication**

**Narration** is the act of telling a story or recounting a series of events.  
The story that follows is an example of narration.

Last night, I was on my way home when it suddenly rained. I forgot to bring my umbrella, so I ran to avoid getting completely soaked in the rain. Not seeing where I was going, I fell into the puddle of water. Then a guy helped me to stand. When I looked up, I recognized him. I forgot I was soaking wet and that I felt very cold. He offered to walk me home, and I just nodded. The next day, I saw him in school. At last, we talked like old friends.

Who is telling the story?  
What important events are narrated by the storyteller?  
How are the events arranged?

Events in a narration are arranged in a **chronological or sequential order**. It is because chronology is an important aspect of narration. Chronology includes concrete details, a point of view and sometimes even a dialogue.  
Enumeration is the act or process of making or stating a list of things one after another.

The following paragraphs show examples of enumeration.

Covid-19 is a respiratory illness that is caused by different viruses. Most people infected by Covid-19 will experience mild and moderate respiratory illnesses and recover without any special treatment.

As a grade 4 pupil, Emmanuel is already motivated in many ways. He does things in order so that he will not forget anything when he starts helping his parents. First, he would assist his mother in doing some household chores. Next, he would go to his father in the farm to pasture the carabao in the field. Then, he would gather firewood to be carried back home. Finally, he would burn the midnight oil working on his assignments and study his lesson.

What is the main idea in each paragraph?

What evidence or specific examples support the main ideas?

The second paragraph uses the words First, Next, Then and Finally. What do we call these words?

How do these words contribute to the development of ideas of the paragraph?

First, Next, Then and Finally are examples of transition or signal words. These words show that important ideas are enumerated in a given text.

## 2. Worked Example

**Instructions:** Identify whether the paragraph shows narration or enumeration.

1. The child was very excited in the ice cream parlor. There was a world of chocolate, vanilla, mango, strawberry, apple, grapes, and every possible flavor.
2. What could I say about Fernando? He was someone attentive. He liked watching video games, singing, going fishing with his friends, and studying. In short, he was a very well-rounded young man.
3. He came and talked to us for a few moments. He seemed upset; but he managed to get through all the bad news. Shaking our hands before he left the house come twilight, he seemed to feel better now that he had delivered the news. He waved from the car as he pulled out the driveway, narrowly missing the mailbox again, and drove off to return home.
4. It was late summer the last time we saw Max. He was standing at the edge of the hill, and he never looked up even though he knew we were there. He was there to see Carrie but he never showed up. Max was still there waiting for Carrie to come. After a few hours, we decided to go home, and Max stayed hoping he would meet Carrie.

The teacher may change or modify the follow-up activity according to the preference or student's level of understanding.

**Note:** The complete activity content is found in the worksheet.

**Tasks/Questions:**

What is narration? enumeration?

**3. Lesson Activity**

Use a graphic organizer to show the difference between enumeration and narration. Provide examples.

**Day 2**

**SUB-TOPIC 2:** Structure of a Friendly Letter and Writing a Friendly Letter

**1. Explicitation**

The teacher will show a picture.



Ask: What do you think is the boy doing?  
The teacher will show a Friendly Letter.

September 1, 2022
Dear Fred,
How are you? Next Monday is the opening of our classes. I am so excited to go to school. I am glad that we are classmates again. See you on Monday.
Your friend, Max

Match each underlined word in column A with its meaning in column B.

A	B
1. I hope you are in good <u>condition</u> .	a. to recall the mind by an act or effort of memory; to think of again
2. I like the <u>present</u> you gave me.	b. the state of something with regard to its appearance.
3. I <u>remember</u> the days when you still liked me.	c. a gift from someone

In this lesson activity, the teacher may divide the class into groups then let them collaborate to come up with their understanding of the lesson. Allow them to present their final output in class and give feedback on their work.

Let us read the letter.

August 22, 2023

Dear Mia,  
Hi, how are you? I hope you are in good condition.  
I just want you to know that I have a new pet. I named it Magic because I remembered/ thought of you when my Mom gave it to me as my present.  
See you soon, Mia.  
Take care and keep safe.

Your friend,  
Zion

Say: Do you have a friend?

How do you get in touch with your friends?

**Writing a letter** is one way to connect with your friends.

Have you experienced writing a letter? (Teacher shows a friendly letter)

A Friendly Letter uses the following structure:

1. The **Heading** is in the upper right corner of your letter.  
It shows the date when the letter was written.
2. The **Greeting** is the way you say hello. You can say “Dear John”. Comma is used after the greeting.
3. The **Body** is where you write your message.
4. The **Closing** states the way you say goodbye. Examples are *Sincerely, Your friend, Yours truly,*
5. The **Signature** is where you sign your name.

## 2. Worked Example

A. Structure of a Friendly Letter

Instructions: Identify the structure of a friendly letter.

Tuesday, August 22,2023

Dear Zeus,  
Hello! I hope you're doing great. I want to update you on my situation right now. I am not in good condition. I got sick and was confined in the hospital. The doctor told me that I suffered from pneumonia. Don't worry; they are taking care of me, and I am feeling better now.  
I hope to see you soon. God bless you!

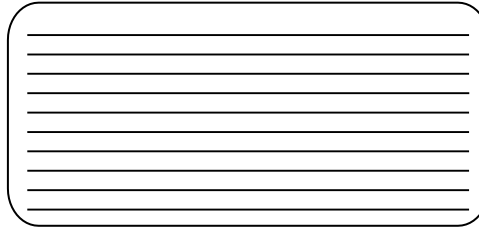
Your friend,  
Heidi



Tasks/Questions:  
What is the purpose of a friendly letter?

B. Writing a Friendly Letter

Instructions: Write a friendly letter. Use the space provided.



**3. Lesson Activity**

**Instructions:** Drag and drop the words from the box to identify the parts of the letter.

<b>Signature</b>	<b>Closing</b>
<b>Heading</b>	<b>Greeting</b>
<b>Body</b>	

Monday, August 21, 2023

Dear Tom,

How are you? I hope you're doing fine. I and my mom are coming to visit you in two days. I hope to visit the Botanical Garden and Baywalk. We also plan to swim in your beaches there.

I can't wait to see you.

Your cousin,  
Angel

**Day 3 and 4**

**SUB-TOPIC 3: A. USING FACIAL EXPRESSIONS WHEN SPEAKING**

**1. Explicitation**

**Activity 1**

Watch the song "Mr. Happy".

[https://www.youtube.com/watch?v=qfZXh\\_AWj4](https://www.youtube.com/watch?v=qfZXh_AWj4)

What are the emotions mentioned in the song?

**Activity 2**

Arrange the jumbled letters to get the correct answer.

The teacher may change or modify the follow-up activity according to the preference or student's level of understanding.

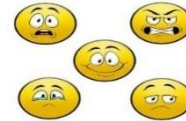
**Note:** The complete activity content is found in the worksheet.

1. tedexci- very eager
2. prisesur – an unexpected event or happenings.
3. oonhpyt – a violent storm and wind that has a circular movement.
4. acementnnou - a public and typically formal statement about a fact, occurrence

### Activity 3

Identify and underline the facial expression used in each sentence.

1. Jonathan was so excited that he couldn't stop talking about the movie he watched.
2. I am scared that my dog will die.
3. Some children get bored at long conversations.
4. It makes me sad knowing that I can't go outside.
5. He must be very angry to do some things like that.



### Facial Expressions

These are configurations of different micromotor (small muscle) movements in the face that are used to infer a person's discrete emotional state.

### B. USING GESTURES WHEN SPEAKING



(Teacher asks questions about the pictures shown above.)

1. What is the boy/girl doing?

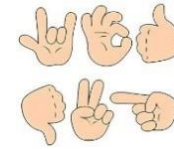
Children stand and follow what is in the picture.

**Hand Gestures** are movements that you make with a part of your body, especially your hands, to express emotion or information.

The teacher will demonstrate the different hand gestures.

**Read the paragraph below and use the proper facial expressions and hand gestures.**

Hello my name is \_\_\_\_ and I am running for the Pupil Government. I am \_\_\_\_ years old. The most important thing to me is to give my best ability to be a good leader. My three best traits are \_\_\_\_ . I promise to do my duty as your secretary. Don't forget to write my name on your ballot. Thank you!



The teacher will show the different hand gestures here again.

**Say: Remember:** When you talk in front of people, do hand gestures and facial expression.

Why do we need to do hand gestures when we speak?

## 2. Worked Example

Using Facial Expressions and Gestures when Speaking

**Instructions:** Identify the facial expression of each picture.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Tasks/Questions:**

The teacher may modify the activity. It can be in a PowerPoint presentation or just use instructional materials that allow the students to drag and drop the words to identify the parts of the letter.

The Group Activity allows the learners to practice what they have learned.

The teacher may also ask the learners to present their outputs in front of the class.

Read the story and use correct facial expressions and hand gestures while reading this story.

### Fingers and Thumbs

Once, all the fingers of the hand ganged up against the thumb. The shapely fingers teased the thumb for being short and stout. They teased him, Ugly Thumb! Ugly Thumb! The thumb grew sad and decided not to be in the company of fingers anymore. He sat there unmoving. When the hand needed to write or hold anything it couldn't. The fingers realized that even though the thumb didn't look like them, he was more useful than all of them.

The fingers apologized to the thumb and the hand began working again.

### 3. Lesson Activity

Read the story with proper facial expression and gestures.

Alice sleeps early on Sunday evening. She is excited to go to school the next day. She arrives at school so early. She was surprised when nobody was in school. She didn't know that there was an announcement of class suspension due to a typhoon. So, she went back home. On her way home, she saw the flooded road. She got scared of the thought that she couldn't go home. Her mother was too worried when Alice didn't arrive on time. She immediately took an umbrella and a raincoat and for her. Alice saw her mother waiting for her. This made her feel relaxed.

#### Question:

Why do we have to use proper facial expressions and hand gestures when we speak?

Checking the outputs and giving feedback are necessary.

The teacher may change or modify the follow-up activity according to the preference or student's level of understanding.

**Note:** The complete activity content is found in the worksheet.

## A. Making Generalizations

### 1. Learners' Takeaways

#### Emoji Exit Ticket

1. Circle one or more emojis that reflect how you feel now about today's lesson. Explain your reasons why.



I think I got this!








I need a bit more practice.



I'll get there, but I need help!

	<p>I choose this emoji because</p> <hr/> <hr/> <p>2. Write one thing that you have learned today.</p> <hr/> <hr/> <p><a href="https://www.tes.com/teaching-resource/emoji-exit-ticket-for-learner-feedback-12524442">https://www.tes.com/teaching-resource/emoji-exit-ticket-for-learner-feedback-12524442</a></p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	NOTES TO TEACHERS
<p><b>A. Evaluating Learning</b></p> <p><b>1. Formative Assessment</b></p> <p><b>A. Identify whether the statement below is a narration or enumeration.</b></p> <ol style="list-style-type: none"> <li>1. I like everything about him-his smile, his personality, and his sense of humor.</li> <li>2. She unpacked her suitcase, her toothbrush, her slippers, her shirt, her pants and her laptop.</li> <li>3. I was seven years old when I started singing. My mother taught me to sing. My favorite song is Dream. As I got older, I became a choir member. Singing is a God-given talent that I will treasure.</li> </ol> <p><b>B. Arrange the parts of letter to form one complete friendly letter.</b></p> <ol style="list-style-type: none"> <li>1. Yours truly,</li> <li>2. August 30, 2023</li> <li>3. Hi. I heard that you passed your entrance exam in SLU. Congratulations my friend. Another achievement unlocked for you. I will visit you next month. See you soon.</li> <li>4. Melanie</li> <li>5. Dear Michelle,</li> </ol> <p><b>C. Compose a letter for your friend telling her you have a new pet.</b></p> <p>Rubrics:</p> <ul style="list-style-type: none"> <li>• 5pts -Includes all 5 parts of the letter.</li> </ul> <p>Proper Capitalization and Punctuation is observed. All sentences are complete.</p>	

	<ul style="list-style-type: none"> <li>• 4pts -Includes only 4 parts of the letter.</li> </ul> <p>1-2 errors in capitalization and punctuation are observed. Some sentences are complete.</p> <p><b>D. Box the facial expression appropriate for the underlined noun used in the sentences below.</b></p> <ol style="list-style-type: none"> <li>1. <u>Ana</u> is excited to open her gifts. </li> <li>2. <u>The dog</u> barks angrily at the snake on a tree. </li> <li>3. <u>Lucy</u> was so nervous before her job interview. </li> <li>4. Don't be shy <u>Carla</u>; you have a good voice. </li> <li>5. <u>Tom</u> was scared to say that he had broken the glasses. </li> </ol> <p><b>2. Homework (Optional)</b></p>	
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<p><b>B. Teacher's Remarks</b></p> <p>This lesson design component prompts the teacher to record relevant observations and/or critical teaching events that he/she can reflect on to assess the achievement of objectives. The documenting of experiences is guided by possible areas for observation</p>	<p><i>Note observations on any of the following areas:</i></p>	<p><b>Effective Practices</b></p>	<p><b>Problems Encountered</b></p>	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</p>		
	<p><b>strategies explored</b></p>					
	<p><b>materials used</b></p>					
	<p><b>learner engagement/interaction</b></p>					
	<p><b>Others</b></p>					

<p>including teaching strategies employed, instructional materials used, learners' engagement in the tasks, and other notable instructional areas. Notes here can also be on tasks that will be continued the next day or additional activities needed. Teachers can be provided with notes on which particular lesson component(s) they can focus on.</p>				
<p><b>C. Teacher's Reflection</b> This lesson design component guides the teacher in reflecting on and for practice. Entries on this component will serve as inputs for the LAC sessions, which can center on sharing best practice; discussing</p>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</i></li> <li>▪ <u>students</u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i></li> <li>▪ <u>ways forward</u> <i>What could I have done differently? What can I explore in the next lesson?</i></li> </ul>			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>

problems encountered and actions to be taken; and identifying anticipated challenges and intended solutions. Guide questions or prompts may be provided. Some examples are given here.