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Lesson Exemplar for English

Quarter 2

Lesson

4

Lesson Exemplar for English Grade 4
Quarter 2: Lesson 4 of 8 (Week 4)
SY 2024-2025

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ENGLISH/QUARTER 4/ GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

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| A. Content Standards | The learners demonstrate their expanding knowledge of vocabulary and grammatical structures, literal and inferential comprehension of literary and informational texts, and composing and creating processes; and apply their receptive and productive skills in order to produce culture-specific texts based on their purpose, context, and target audience. |
| B. Performance Standards | The learners apply literal and inferential comprehension of literary and informational texts and produce culture-specific narrative and expository texts (recount) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language. |
| C. Learning Competencies and Objectives | <ol style="list-style-type: none">1. Use tone and mood appropriately for one's purpose, context, and target audience: informal2. Use appropriate non-verbal cues for clarity of context, purpose, and meaning.<ol style="list-style-type: none">a. using facial expressionsb. using gestures |
| D. Content | Recognizing tone and mood in interpreting meaning Using facial expressions and gestures in expressing meaning |
| E. Integration | |

II. LEARNING RESOURCES

Choi, Y. (2003). The Name Jar. Random House Children's Books. (Publication date: October 14, 2003). Retrieved from <https://anyflip.com/iege/ysgk>

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Susy's Channel. (2016, September 8). The Name Jar - Best App For Story Books - iPhone/iPad. [Video]. YouTube. https://www.youtube.com/watch?v=2nYjGy_ZUG8

Storytime Now! (2018, December 29). The Name Jar - Storytime Now! [Video]. YouTube. <https://www.youtube.com/watch?v=f1b5kCvVBo8>

Read Aloud Storytime. (2020, August 4). The Name Jar by Yangsook Choi | Children's Books Read Aloud | Storytime With Ms. Becky. [Video]. YouTube. <https://www.youtube.com/watch?v=HOKU2reywe0>

| III. TEACHING AND LEARNING PROCEDURE | | NOTES TO TEACHERS |
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| A. Activating Prior Knowledge | DAY 1 | Non-verbal cues are signals that we use to communicate without the use of language/words. These include gestures and facial expression. Non-verbal cues are useful in clarifying messages, communicating one’s mood/attitude, and interpreting mixed signals. Answers: 1. b 2. c 3. b 4. a |
| | Short Review | |
| | Ask the students to show/think of ways on how to say/express the following ideas without using words: You want to say “yes”. | |

**B. Establishing
Lesson Purpose**

1. Lesson Purpose

Note how recognizing tone and mood can help interpret meaning of what is said. Present the definitions below:

Tone refers to the author's attitude or feelings toward the subject matter or the reader. It can be expressed through the author's choice of words, descriptions, and the overall writing style.

Mood is the emotional atmosphere or feeling that the text evokes in the reader. It is often created through the author's tone, setting, and the events in the story.

2. Unlocking Content Area Vocabulary

Below is a list of words that describe mood. Find their meaning in the dictionary. Look for words that are related in meaning. The words can also be used to describe mood.

| <i>Words that describe mood</i> | <i>Related Words</i> | <i>Words that describe mood</i> | <i>Related Words</i> |
|---|----------------------|---------------------------------|----------------------|
| Calm Comfortable Relieved Content Satisfied | | Worried Anxious Nervous | |
| Happy Joyful Celebratory | | Lonely Hurtful Sad | |
| Excited Energetic Carefree Playful | | | |
| Confident | | Uncertain | |
| Determined | | Insecure | |
| Curious | | Uninterested | |
| Amused | | Bored | |

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| <p>C. Developing and Deepening Understanding</p> | <p>DAY 2</p> <p>1. Explicitation</p> <p>Present the passages from the “The Name Jar” and ask the class to identify the mood. They can choose from the options provided. Ask which words helped them infer the mood.</p> <p>(1) “Eunhei was nervous and excited to start her new school.” A. Calm B. Worried C. Relieved D. Content</p> <p>(2) “The kids on the bus made fun of Eunhei’s name.” A. Hurtful B. Amusing C. Friendly D. Exciting</p> <p>(3) Eunhei decided to not introduce herself to her class until she picked an American name. A. Uncertain B. Confident C. Excited D. Determined</p> <p>(4) Eunhei told her mom she feels she needs to have an American name to belong and not be different. A. Insecure B. Happy C. Carefree D. Satisfied</p> <p>(5) “I already got a Korean name. Mr. Kim helped me choose.” A. Anxious B. Satisfied C. Insecure D. Happy</p> <p>2. Worked Example</p> <p>Present different scenarios and have students discuss how they would communicate in each situation.</p> <p>(1) Begin by explaining to the students that the goal of the activity is to practice how they would communicate in different informal scenarios, focusing on using the appropriate tone and mood.</p> <p>(2) Briefly review the concepts of tone (the attitude conveyed by the speaker) and mood (the emotional atmosphere created by the communication).</p> <p>(3) Divide the class into small groups of 3-4 students each. This will allow for more interaction and discussion.</p> <p>(4) Give each group a set of scenario cards. Each set should include the five scenarios provided.</p> <p>(5) Have each group select one scenario card at a time to discuss. They will eventually discuss all five scenarios.</p> <p>(6) Provide the following discussion guidelines to each group:</p> | <p>Answers:</p> <p>1. B</p> <p>2. A</p> <p>3. A</p> <p>4. A</p> <p>5. B</p> |
|---|--|---|

- One group member reads the scenario card out loud.
- Discuss the key points of the scenario, including the context, purpose, and target audience.
- Each group member should suggest how they would communicate in the given scenario, focusing on appropriate tone and mood.

(7) Each group representative presents their scenario and strategies to the class. Allow a few minutes for the class to ask questions and provide feedback.

(8) Ask students to reflect on the activity by considering the following questions:

- What was challenging about adapting your tone and mood for different scenarios?
- How did the feedback from your peers help you improve your communication strategy?
- Why is it important to adjust your tone and mood in informal communication?

Scenario 1: Comforting a Friend Who Failed a Test

Your friend is feeling down because they just received a failing grade on an important test. They are usually a good student, and this failure has really upset them.

- What words of encouragement and support can you offer?
- How can you show empathy and understanding without looking down on the person?
- How would you keep a friendly tone to make your friend feel better?

Scenario 2: Inviting Someone to a Casual Gathering

You are planning a casual get-together at your house this weekend and you want to invite a classmate who you have recently become friends with.

- What language would you use to keep the invitation relaxed and friendly?
- How would you show excitement without being too pushy?
- How would you provide the details (time, place, etc.) in a casual yet clear manner?

Scenario 3: Apologizing for a Minor Mistake

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| | <p>You accidentally hot chocolate on your friend's favorite book. It's not severely damaged, but she was pretty fond of it.</p> <ul style="list-style-type: none">• How would you apologize informally?• What kind of tone would help you seem sincere but not overly dramatic?• How might you offer to make up for the mistake in a friendly way? <p>Scenario 4: Sharing Exciting News</p> <p>You just found out that you won free cake in your school canteen, and you want to share the news with your best friend.</p> <ul style="list-style-type: none">• How can you convey your excitement and happiness informally?• What words and phrases would you use to match the enthusiastic mood?• How would you keep the conversation lively and engaging? <p>Scenario 5: Asking for Help with Homework</p> <p>You are struggling with a math assignment and you need some help from a classmate who understands the material well.</p> <ul style="list-style-type: none">• How would you ask for help in a way that's informal and friendly?• What tone would you use to show that you're genuinely interested in learning and not just looking for easy answers?• How can you express gratitude in advance while keeping the mood light? <p>The teacher can provide a series of fixed expressions to help the students come up with ways to say intended meanings based on the scenarios.</p> <p>DAY 3-4</p> <p>3. Lesson Activity</p> <p>Show students a series of video clips or images depicting people in various situations. Have students analyze and discuss the non-verbal cues being used, such as facial expressions and gestures, and how they contribute to the understanding of context, purpose, and meaning.</p> <p><i>Instructions:</i></p> | <p>This video may be used for this activity emphasizing on the various nonverbal expressions of the characters:</p> |
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| | <ol style="list-style-type: none"> 1. We will watch some short videos and look at pictures showing people in different situations, like a job interview, a disagreement, or a celebration. 2. Pay close attention to how the people in the videos or pictures use their faces and hands. Notice their facial expressions (like smiles, frowns, surprised looks) and gestures (like waving, pointing, crossing arms). 3. Think about what the facial expressions and gestures tell you. Are the people happy, sad, angry, or surprised? What are they trying to show without using words? 4. After watching each video or looking at each picture, we will talk about it. With a partner, share what you noticed and what you think the people are feeling or trying to say. Listen to your partner's ideas too. 5. After discussing, write a few sentences about what you saw. Explain how the facial expressions and gestures helped you understand what was happening. <p>Example Questions to Think About:</p> <ul style="list-style-type: none"> What do you think is happening in the video or picture? How can you tell how the people are feeling? What did you notice about their faces and hands? Why do you think they used those expressions or gestures? | <p>https://www.youtube.com/watch?v=_9uXxudNc98</p> <p>The teacher may also choose other videos based on the context of your learners.</p> <p>Pictures will also work for as long as the nonverbal elements are clearly exhibited.</p> |
| D. Making Generalizations | <p>Learners' Takeaways</p> <p>How did using the appropriate tone, mood, facial expressions, and gestures helped in conveying what we mean to say?</p> | |

| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION | | NOTES TO TEACHERS |
|---|---|---|
| A. Evaluating Learning | <p>Choral Reading</p> <p>Ask the students to:</p> <ul style="list-style-type: none"> ▪ form their group ▪ bring out the copy of their chosen short poem ▪ analyze the meaning of the poem ▪ do a choral reading of the poem applying the appropriate tone and mood | <p>The teacher can adopt, adapt, or create a scoring guide for the performance.</p> |

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| | <ul style="list-style-type: none"> Perform the choral poem with the appropriate facial expressions and gestures. | | | |
| B. Teacher's Remarks | <i>Note observations on any of the following areas:</i> | Effective Practices | Problems Encountered | <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> |
| | <i>strategies explored</i> | | | |
| | <i>materials used</i> | | | |
| | <i>learner engagement/ interaction</i> | | | |
| | <i>Others</i> | | | |
| C. Teacher's Reflection | <p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? <u>ways forward</u> What could I have done differently? What can I explore in the next lesson? | | | <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> |