

Lesson Exemplar for English

Quarter 1

Lesson

2

Lesson Exemplar for English Grade 4
Quarter 3: Lesson 2 of 8 (Week 2)
SY 2024-2025

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ENGLISH/QUARTER 3/ GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	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 in order to produce age-appropriate and gender-responsive texts based on their purpose, context, and target audience.
B. Performance Standards	The learners apply comprehension of literary and informational texts and produce narrative and expository texts (enumeration, description, time order: chronology and procedural) based on their purpose, context (christenings and weddings), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.
C. Learning Competencies and Objectives	EN4LR-III-1: Comprehend literary texts. EN4SW-III-1: Use words with literal (denotative) and implied (connotative) meanings in sentences. EN4VR-III-1: Identify visual elements using colors. EN4VR-III-2: Derive meaning based on the visual elements. EN4VR-III-3: Identify real or make-believe, fact or non-fact images. EN4VR-III-4: Identify multimedia elements: graphics (photographs, drawings, graphs, illustrations, icons, etc.).
D. Content	Viewing and Representing (3 Sessions) <ul style="list-style-type: none">• Identifying visual elements.• Expressing the meaning of personally created visual text.• Identifying multimedia elements: text (photographs, drawings, graphs and illustrations)• Justifying whether graphics or images are real or make-believe, fact or non-fact graphics or images.
E. Integration	Personal and cultural identity

II. LEARNING RESOURCES
Concepcion, J. 2020. ENG6-Q1-LASwk2-Fact-and-Non-fact-images. Accessed at fliphtml5.com/tkihk/iety/basic SAE Alumni Association. (2016, August 3) What do colors mean and represent. https://alumni.sae.edu/2016/03/08/what-do-colors-mean-and-represent/ Seymour, V. (2023). Elements of Design: Spotlight on Color. Retrieved from https://daily.jstor.org/elements-of-design-spotlight-on-color/ Simply Effective Inc. (2022). The Five Multimedia Elements. https://www.simplyeffectivewebdesign.com/five-elements-of-multimedia/

Tavaragi M. and Sushma C. (2016). Colors and its significance. *The International Journal of Indian Psychology*, 3(2), 115-131.

<http://www.ijip.in>

SAE Alumni Association. (2016, August 3) What do colors mean and represent. <https://alumni.sae.edu/2016/03/08/what-do-colors-mean-and-represent/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>DAY 1</p> <p>1. Short Review (5 minutes)</p> <p>The teacher will recall “The Story of the Rainbow” read in the previous lesson. The teacher will lead the class first in singing “The Colors of the Rainbow,” which may be accessed through https://www.youtube.com/watch?v=C-YvsNQ7yeE. The teacher then repeats the song as the class sings along.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Colors of the Rainbow</p> <p>How many colors does the rainbow have Each time it appears in the sky? Red, orange, yellow, green and indigo The last one’s violet.</p> </div> <p>The teacher will recall the picture presented to the class before reading “The Magic Bahag.” The teacher will say: <i>“In the previous lesson, we learned that there are details about a literary text that should be noted so that the story can be properly understood and appreciated. Do you remember the picture that I showed you before reading the story “The Magic Bahag”? (The teacher may show the picture again.) Was the picture helpful in appreciating the story? Why?”</i></p>	<p>In the absence of access to the video, the teacher may adapt a familiar melody for the lyrics.</p>
	<p>B. Establishing Lesson Purpose</p> <p>1. Lesson Purpose (1 minute)</p> <p>The lesson will focus on understanding how colors may be used as a visual element in deriving meanings out of drawings, graphics, or even a story.</p> <p>2. Unlocking Content Vocabulary (5-10 minutes)</p> <p>Before giving the instructions for the activity, the teacher will say, "There are words that we will be using, so it is important to understand their meanings so that the lesson will be understood properly.</p>	

	<p>The teacher will distribute the Vocabulary Chart worksheet. Learners will be directed to read the sentences in the vocabulary chart and use the content as clues in completing the word in the boxes.</p> <p><i>(Excerpt from the Vocabulary Chart worksheet.)</i></p> <div><p style="text-align: center;"><u>VOCABULARY CHART</u></p><p>Graphics are multimedia images that are non-text information representation. It means that they convey information on their own even without a text accompanying them. The following are the examples of graphics:</p><p>1. <table><tr><td>I</td><td></td><td>l</td><td></td><td>s</td><td>t</td><td>r</td><td>a</td><td></td><td></td><td>n</td><td>s</td></tr></table> are mostly used to accompany text, such as newspaper and magazine articles, books, short stories. They providing the reader with visual representation of the textual information.</p></div>	I		l		s	t	r	a			n	s	<p>The complete vocabulary chart content is found in the worksheet.</p>
I		l		s	t	r	a			n	s			
<p>C. Developing and Deepening Understanding</p>	<p>1. Explicitation</p> <p>Activity 1: Recalling different elements of visual text/image (10-15 minutes)</p> <p>The graphic organizer below will be presented to the class. Except for color that will be discussed in this lesson, the other visual elements had already been covered in the previous quarters.</p> <div><div><div><div><div>KINDS OF LINES</div><div></div><div></div><div></div><div></div></div><div>KINDS OF COLORS</div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div>KINDS OF SHAPES</div><div></div><div></div><div></div><div></div></div><div><div>KINDS OF IMAGES</div><div></div><div></div><div></div><div></div></div></div><div><div><div>VISUAL TEXT OR IMAGE</div><div></div></div><div><div>PURPOSE OF A VISUAL TEXT OR IMAGE</div><div></div><div></div><div></div><div></div></div></div></div> <ul style="list-style-type: none">• What are the different elements of a visual text or image as shown in the graphic organizer?• What are the different kinds of lines? of shapes? of images? Write them on the appropriate boxes in the graphic organizer.• What kinds of colors do you know? Write your ideas on the appropriate box in the graphic organizer.													

- How does a visual text or image help a reader? Write your ideas on the right-most box of the graphic organizer.

Activity 2: Describing images based on visual elements (20-25 minutes)

The teacher will show a picture of a rainbow and will ask learners the following:

- Describe the rainbow.
- What gives the rainbow its beauty? (It comes from its various colors.)
- What do you feel when you see a rainbow? Why do you feel that way?
- What is your favorite color in a rainbow? Why?



Butler, K. (2020, November, 5). The color of order (order of color) 11 Stunning Images of the Rainbow and their Less-Famous Cousins. Retrieved December 20, 2023 from <https://www.treeshugger.com/stunning-images-of-rainbows-and-their-less-famous-cousins-4869219>

The teacher will now introduce to the class the painting “The Starry Night,” a masterpiece of famous painter Vincent Van Gogh. The teacher will then facilitate a discussion through the following:

- Which color was used the most in the painting? Compared to a rainbow, is the painting still beautiful with only blue as the dominant color? Why or why not?
- Assume that each of you is a single color, such as red, blue, or indigo. Compared to a rainbow, will you consider yourself beautiful on your own? Why?
- If there is a singing activity, who should we assign to lead it in our class? Why are we assigning him/her to do it? Is he well-known for his excellent singing? Can "superb singing" become his or her identity? Why?
- How about you? What are you well-known for in class? Among your friends? In your family? So, what is your identity?



Gogh, Vincent van. *The Starry Night*. 1889. Image. In the Museum of modern Art, New York City. *Encyclopedia Britannica*.
<https://academic.oup.com/levels/collegiate/assembly/view/226962>

Lastly, the teacher will show the Lion Pride image and elicit responses from learners with the following:

- Can we create something beautiful out of different colors, as the rainbow does?
- Is the image beautiful? What made the image beautiful? Did each color contribute to the image's beauty? Based on this, is there beauty in differences?
- Suppose again you are one color and you only play with people who are the same color as

you. How would you feel about that?

- Would you look for different colors to play with? Why or why not?
- What happens if students of varying abilities belong to the same group? Will something beautiful be created? Why or why not?



White North. (n.d.). Lion pride [Pinterest Board]. Pinterest. Retrieved 25 January, 2024 from <https://www.pinterest.ph/pin/293085888259706164>

Finally, the teacher will acknowledge the responses provided by the learners through a generalization. The teacher may say: "You are correct in stating that we are beautiful in our own right, just as the "Starry Night" depicts. Our abilities are our identities. An identity is what we are well-known for, and it informs others about who we are as individuals. On the other hand, it's also good to have others around us. The rainbow and lion in the images are visually appealing due to their different colors. This is similar to us; some may be singers, some may be dancing to our songs, and some may be composing the songs for us.

Together, we may celebrate our personal and cultural identities.

DAY 2

2. Worked Example

The teacher will continue to display the images in front of the learners. **(15 minutes)**

Firstly, the teacher will focus on The Starry Night and Lion Pride and ask:

The following may be accessed for information and details about "Starry Night":

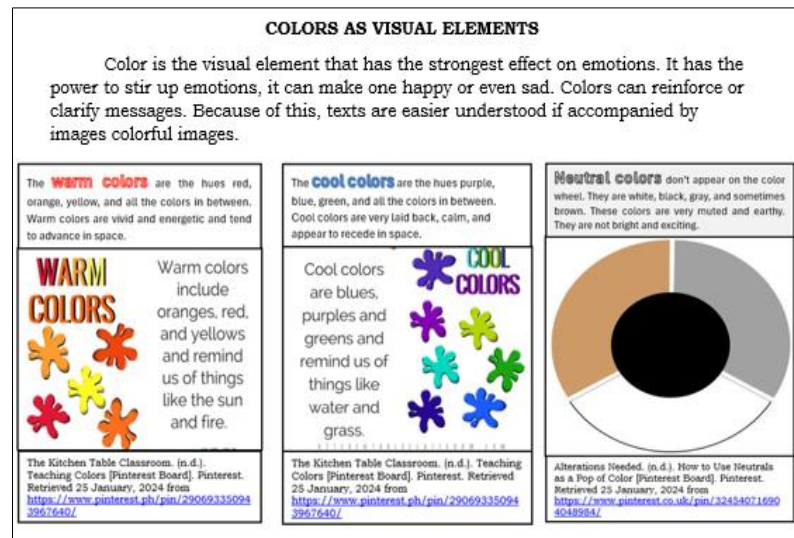
https://www.researchgate.net/publication/296186069_The_Scream_Starry_Night_Emotions_symbol_motives

<https://www.vangoghgallery.com/painting/starry-night.html>

<https://www.britannica.com/topic/The-Starry-Night>

Starry Night is one of the most recognized works of Vincent Van Gogh. At one time in his life, he got confined and needed to be cured. After being hospitalized, he painted it from his memory of the sights he usually saw from his window. However, he added his own imagination of the village which did not actually exist. He did not give an exact description of his thoughts and feelings while doing the painting but in a letter addressed to his brother, sister and a friend, he said that "the night was more colorful

	<ul style="list-style-type: none"> • What kind of image are these? Were there lines used in the image? What kinds of lines were used? What are the other kinds of lines? • What shapes were used in the images? What other shapes do you know? • What colors were used in the images? What are the different kinds of colors that you know? • Are these images showing things that happen in real life? If they are, what kind of images are they? <p>Next, the teacher will focus on The Starry Night and ask:</p> <ul style="list-style-type: none"> • If you look at the photograph of The Starry Night, what could Vincent Van Gogh, its painter, possibly be expressing? What could be his thoughts while making the painting? What could he be feeling while he was painting The Starry Night? • What is used in the painting that could help reveal his thoughts and feelings? • What color was mostly used in the “Starry Night”? What other colors were used? • Based on the colors used, what do you think were the emotions or feelings of Van Gogh during that time he was making the painting? • Why do you think he felt that way? When looking at graphics, why do we pay attention to colors? <p>The teacher will now share a generalization of The Starry Night, which is written in the other column.</p> <p>It will be followed by the discussion on colors as visual elements, as seen in the succeeding image. The teacher may let the learners read its content and share with the class how they understood what they have read. (10 minutes)</p>	<p>than day and that stars were more than simple white dots on black, instead appearing yellow, pink, or green.” Many described the “Starry Night” according to the elements used by Van Gogh to create it, its meaning or what Van Gogh was trying to express. While there is no way to know what was really expressed by Van Gogh through his painting, it remains to be the identity of his thoughts and emotions during that period in his life.</p> <p>In sharing their responses, learners may be asked to respond to one or two questions and allow other learners/pairs/groups in responding to the other questions.</p> <p>After the learners had shared their responses, the teacher will also share his/her own insights on the posted questions.</p> <p>The teacher may employ other strategies or activities he/she deems necessary for the facilitation of the lesson activity.</p>
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The teacher will then let the learners reflect on the following, either through think-pair-share or by group, depending on the teacher's assessment of the class. After this, select learners may be called to present their responses to the whole class. **(15-25 minutes)**

- Why are colors important as visual elements?
- How do they give meaning to the image of a literary text?
- Do they help convey the purpose of the image? How do colors do this?
- Are colors helpful in understanding literary texts and images? Why?
- What kind of colors were used in the "Starry Night" and "Lion Pride"? What are these colors?
- Knowing the meaning of these colors, is it possible that the assumptions you made about Van Gough's feelings while doing the painting are correct? Why so?
- Based on the colors, what meaning can possibly be inferred from the "Lion Pride"?

DAY 3

The teacher will continue to display the images in front of the learners and ask the following. The discussion shall lead to the facilitation of the lesson activity for the day. **(10 minutes)**

Should the teacher decide to use the provided lesson activity, the mechanics should be given ahead of time as an assignment so that on Day 3, learners may spend the time instead in working together as a group to respond to the questions.

Note: For Group Task 1 – If pupils do not have cell phones with cameras or taking a photograph is not feasible, selecting a photograph which represents the community can be taken as an alternative.

	<ul style="list-style-type: none"> • Are the graphics I am showing the original version of the shown paintings? (<i>No</i>) • If they are not the real paintings, what are they then? (<i>pictures, photographs</i>). • What is the purpose of pictures or photographs? Do these convey information? (<i>Yes</i>) What information do these images present? (<i>They visually represent a message.</i>) • Do these images carry emotions? (<i>Yes</i>) What emotions may these images be presenting? (<i>joy, sadness, jolly, etc</i>) • Do these graphics entertain? (<i>Yes</i>) Why are they entertaining? (<i>They easily capture attention.</i>) • If these graphics accompany the texts that are read, will the information in the text be easier to comprehend? Why? (<i>Because the reader can actually see the information conveyed by the text.</i>) • Can these images still convey a message even without the text? Why? <p>3. Lesson Activity (20-30 minutes)</p> <p>Before giving the instructions, the teacher should clarify that the activity is about expressing cultural identity through visual elements and graphics. The teacher will say: In the story “The Magic Bahag”, Abeong became very proud of his <i>bahag</i>. According to his father, this <i>bahag</i> tells the story of their forefathers as passed from generation to generation. Designed in the <i>bahag</i> are the symbols of their community and culture. Just like Abeong, our community and us, as people, have our identities. In the activity that will be done, we will create the story of US. We will highlight our identity or culture by expressing messages we want other people to know using the different visual elements and kinds of graphics.</p> <p>The teacher will then divide the class into groups. Each group is given an activity envelope containing an activity sheet (where they will paste their outputs), instruction card (where the directions for the activity is written), and meta cards (concepts for answer are indicated). Each group will do as the instruction card indicates after which outputs are to be reported by the assigned group reporter.</p> <p>Complete details of the lesson activity, including the rubric, are attached in the accompanying worksheet.</p> <p>Each group shall be given time to present their respective outputs. (10 minutes)</p>	
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<p>D. Making Generalizations</p>	<p>DAY 4</p> <p>1. Learners' Takeaways (5 minutes) The teacher will go back to the graphic organizer accomplished by the class on Day 1. The teacher will facilitate the entry and recall of the correct inputs. The following is the expected completed graphic organizer.</p> <p>2. Reflection on Learning (10-15 minutes) <i>Through a journal entry, the learners will write their thoughts to the following:</i></p> <div data-bbox="743 437 1267 751" data-label="Diagram"> <pre> graph TD A[KINDS OF LINES straight curved thin or thick broken] --- D[VISUAL TEXT OR IMAGE GRAPHICS] B[KINDS OF COLORS warm cool neutral] --- D C[KINDS OF SHAPES geometric organic abstract] --- D E[KINDS OF IMAGES real/factual make-believe/non-fact] --- D D --- F[PURPOSE OF A VISUAL TEXT OR IMAGE inform convey emotion entertain] </pre> </div> <p>1. What is the most important thing that I learned from this lesson? 2. What part of the lesson activities did I enjoy most? Why did I enjoy this part? 3. What part of the lesson was difficult for me? Why was this part difficult? 4. How will I use these lessons when I reach my dream profession/job in the future?</p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<p>A. Evaluating Learning</p>	<p>Performance-based Assessment (30-35 minutes) The learners will be asked to create a graphic of their choice using all the visual elements learned. The focus of the graphics will be about themselves and expressing their identity.</p> <p>Directions:</p> <ol style="list-style-type: none"> Write a paragraph with ten (10) sentences or less about who you are, what you want, what you will be in the future. Choose the kind of graphic that you would like to make showing the information you have written on your essay. 	<p>The teacher shall provide first a background to the activity.</p> <p>Background: The “Starry Night” is Van Gogh’s expression of himself and the things he was feeling at the time he was doing the painting. The colors reveal that he was calm and at peace. The way he painted the stars in</p>

	<p>3. Choose the appropriate visual elements that you will use in completing your graphic.</p> <p>4. In a paragraph, explain the graphics that you developed. You may refer to the following guide questions:</p> <ul style="list-style-type: none"> • What information do your graphics show? Does the graphic express your identity? How? • What visual elements are used in the graphic? What are the meanings of these visual elements used in the graphic? • What do they think about you? What identity are you trying to express in the graphic? • Is the graphic able to convey the information you want the viewer to understand? Why? <p>The teacher will assist the learners in setting up a graphics gallery, where all learner outputs will be displayed. Other learners are encouraged to look at their classmates' outputs.</p> <p>The teacher shall grade the graphic developed by the learners using the following "Expressing US" rubric.</p>			<p>the sky tells of the visualizes the relationship of the stars and the skies. Since this, this kind of painting has become his identity.</p> <p>Just like Van Gogh, we also can express who we are, what we like, how we feel, what we think about matters through graphics. We can draw about it, we can illustrate, or take a photograph of ourselves. We can even make graphs about ourselves, what we like, or favorites, places that we have visited, etc.</p> <p>The purpose of the activity which will be done is for each of you to express yourselves (what you think, feel, view things, etc.) by creating a graphic using the different visual elements.</p>
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>Teacher may also suggest ways to improve the different</p>
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			

				activities explored/lesson exemplar.
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> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u>learners</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 			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/collaborative sessions.