4

Lesson Exemplar
for English

Quarter 3
Lesson

3

GOVERNMENT PROPERTY
NOT FOR SALE

IMPLEMENTATION OF THE MATATAG K TO 10 CURRICULUM

Lesson Exemplar for English Grade 4

Quarter 3: Lesson 3 of 8 (Week 3)

SY 2024-2025

Development Team

Writers:

- Marievic M. Violeta (West Visayas State University)
- Dubhe F. Estallo, MA (Silliman University)

Validators:

- Jasper Eric C. Catan, EdD (Silliman University)
- PNU-RITQ Development Team

Management Team
Philippine Normal University
Research Institute for Teacher Quality
SiMERR National Research Centre

ENGLISH/QUARTER 3/ GRADE 4

<table>
<tr>
<td colspan="2">I.   CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</td>
</tr>
<tr>
<td>A. Content Standards</td>
<td>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.</td>
</tr>
<tr>
<td>B. Performance Standards</td>
<td>The learners apply literal and inferential comprehension of literary and informational texts and produce culture-specific narrative and expository texts (time order: chronology and procedural, recount) based on their purpose, context (funerals and symposia), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.</td>
</tr>
<tr>
<td>C. Learning Competencies and Objectives</td>
<td>EN4SW-III-2: Use tone and mood appropriately for one's purpose, context, and target audience: informal.
EN4SW-III-5: Express ideas appropriately (age-appropriate, gender-responsive, culture-sensitive) for one's purpose, context, and target audience.
EN4SW-III-6: Use appropriate non-verbal cues for clarity of context, purpose, and meaning</td>
</tr>
<tr>
<td>D. Content</td>
<td>"The Lion and the Mouse" by Aesop
Description of informal tone in narrative texts.
Functions of tone and mood for a narrative's purpose, context, and target audience.
Narrative Text Type</td>
</tr>
<tr>
<td>E. Integration</td>
<td>Values (Compassion)</td>
</tr>
</table>

<table>
<tr>
<td colspan="2">II.   LEARNING RESOURCES</td>
</tr>
<tr>
<td colspan="2">Ewaszolek. (2013, October, 14). Mood and tone. Slideshare. https://www.slideshare.net/ewaszolek/mood-and-tone-27156461
Vendantu. (2014). The Lion and the Mouse Short Story: Classic Aesop Fable with Pictures. https://www.vedantu.com/stories/the-lion-and-the-mouse</td>
</tr>
</table>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**1. Short Review (5-10 minutes)** The teacher will present to the class a sample friendly letter (left) and guide the learners identify and remember its corresponding parts. After the quick discussion, the teacher will post on board another sample friendly letter (right) and let the learners read what is written. Using metacards or strips of papers, learners will label the letter with its corresponding parts. date greeting — July 3, 2020 Dear Aunt Mina, Hi! How are you? I had so much fun visiting you. My favorite part was our picnic at the park. We saw beautiful flowers and a rainbow! I cannot wait to come back and visit. body closing — Love, name — Sana Please February 27, 2024 Dear Gwen, I had the most amazing dream last night. I dreamt that we were traveling to Bicol and we saw the beautiful Mount Mayon. It had a perfectly shaped cone that peeked behind a cloud. Then all of a sudden, it turned into chocolate and we started climbing it and biting off large chocolate chunks off of it. I know my dream is so silly. I probably just miss having you around so much. Do write soon. Your best friend, Kate	

B. Establishing Lesson Purpose	**1. Lesson Purpose (1 minute)** The lesson will guide students on classifying text types as narrative, enumeration, chronology and procedural texts. The lesson shall also help students to be able to define a narrative text's tone and mood, purpose, context and target audience. **2. Unlocking Content Vocabulary (10 minutes)** The teacher will introduce the following four text types. In discussing these, the teacher may use metacards or strips of paper to develop word clouds. The teacher may refer to the underline words (and add as well related words) in developing word cloud for each. ● **Narrative:** <u>Tells</u> a story and typically includes characters, setting, and plot. ● **Enumeration:** Presents information in a <u>list</u> or <u>series</u> of items. ● **Chronology:** Organizes information in chronological <u>order</u> or <u>sequence</u>. ● **Procedural:** Provides <u>step-by-step</u> instructions or directions.	
C. Developing and Deepening Understanding	**1. Explicitation (10 minutes)** The teacher will then ask the learners, who may work in pairs, to think of examples for each text type. For instance: ● *recipe* – procedural ● *essay/journal entry on how I spent my summer* – narrative ● *article on kinds or categories of dinosaurs* – enumeration ● *life cycle of a butterfly* – chronology/chronological **2. Worked example (15-20 minutes)** The teacher will facilitate a review of different text types and the purposes for which they are used. This may be done by distributing a worksheet containing four (4) sample texts. Learners, who may work in pairs, will silently read each letter and try to identify the purpose of each by choosing the correct answer. December 18, 2023 Dear Ann, Last Saturday, I was playing in my backyard when I heard a faint meowing sound. Curious, I followed the sound and discovered a tiny, **fluffy** kitten nestled among the flowers. Its big, round eyes looked up at me with a mixture of fear and **curiosity**. Without thinking, I **scooped** the kitten into my arms and realized it was lost. Determined to help, I decided to ask my neighbors if they	It is important to emphasize that although the chronological and procedural text types are similar, they vary in focus. The procedural text focuses on the steps or procedures in making or doing something. The chronological text, on the other hand, zooms in on the time when something happens or is done. It gives details about the events that happened based on what happened first, next, and so on.

recognized the little **furball**. As I went door to door, I learned that the kitten belonged to Mrs. Lopez, who lived just around the corner. Mrs. Lopez was overjoyed to have her **furry friend** back, and I felt a warm sense of accomplishment for reuniting them. From that day on, whenever I hear a meow, I remember the day I found the lost kitten and helped bring it back home. I will end here now. I hope you enjoyed my story.

Your friend,
Maria

1. What is the purpose of this letter? You may select from the choices provided.	
a. It tells a story.	c. It sequences events.
b. It lists down things.	d. It shows steps in doing things.

December 19, 2023

Dear Tina,
You asked me what I did last summer. Let me answer you in this letter. On my perfect summer day, I wake up with a list of exciting things to do. First, I head to the kitchen for a delicious breakfast – pancakes with syrup and a glass of orange juice. After breakfast, I put on my favorite swimsuit and grab a beach towel. My list continues with a trip to the swimming pool, where I splash around with friends and play water games. Next, it's time for a tasty picnic in the park, complete with sandwiches, fresh fruit, and crunchy chip'. The afternoon brings a visit to the library, where I pick out some new books to read. As the sun sets, I gather with my family for a backyard barbecue, enjoying grilled hotdogs and marshmallows over a crackling fire. Finally, I end my perfect day by stargazing with my telescope before drifting off to sleep, counting all the wonderful moments of my summer day.

Love,
Maria

2. What is the purpose of this letter? You may select from the choices provided.	
a. It tells a story.	c. It sequences events.
b. It lists down things.	d. It shows steps in doing things.

December 19, 2023

Dear Ms. Lopez,
Last Saturday, my family and I celebrated my birthday with a fun-filled day of activities. The morning began with the sweet aroma of pancakes as my mom prepared my favorite breakfast. After enjoying the delicious meal, we gathered in the living room for the gift-opening ceremony, where I unwrapped surprises and felt the joy of each thoughtful present. Following that, we ventured to the park for an outdoor picnic, playing games and sharing laughter under the bright sun. In the afternoon, we returned home to bake a homemade chocolate cake together, carefully decorating it with colorful frosting and candles. As the day neared its end, my friends arrived for a birthday party filled with games, music, and, of course, the eagerly awaited cake-cutting ceremony. It was a day full of love, laughter, and memorable moments.

Your beloved student,
Maria

3. What is the purpose of this letter? You may select from the choices provided.	
a. It tells a story.	**c. It sequences events.**
b. It lists down things.	d. It shows steps in doing things.

Making a paper airplane is a fun and easy activity that you can do with just a single sheet of paper. Follow these simple steps to create your paper airplane:

- **Start with a Square Sheet**: Choose a square sheet of paper. If your paper is rectangular, fold one corner diagonally to create a square shape. Trim off the excess paper to make it a perfect square.
- **Fold in Half**: Take the square sheet and fold it in half, aligning the edges carefully. Make a crisp crease along the fold to secure the first step.
- **Fold the Top Corners**: With the paper still folded in half, fold down the top corners to meet the center crease, forming a triangle shape at the top.
- **Create Wings**: Fold the entire top section down along the bottom edge, creating the wings of your airplane. Ensure that the edges are aligned for a symmetrical look.
- **Form the Body**: Flip the paper over and fold the two top edges towards the center, creating a triangular shape at the bottom. This will form the body of your paper airplane.

4. What is the purpose of this letter? You may select from the choices provided.	
a. It tells a story.	c. It sequences events.
b. It lists down things.	**d. It shows steps in doing things.**

The teacher can go back to each text type and facilitate the discussion with the following guide questions: What story was narrated? Was list was enumerated? What pieces of information were put into order? What instructions were provided one-by-one?

Day 2
3. Lesson activity

a. Reading activity
The teacher will begin the class by asking this question: Have you ever received help from someone you helped before? **(3-5 minutes)**

The teacher will introduce the narrative text that the class will read for the day. The

teacher may say: *Today, we are going to read a famous fable by Aesop. A fable is a short story. In which the characters are animals. It is meant to teach valuable life lessons.*

The teacher should also inform learners to take note of the following vocabulary words: *pleaded, give a good turn, gnawing, debt, sparing one's life.*

The teacher will then proceed to read the story aloud to the class. Two volunteers from the class may also be asked to re-read the story aloud in front. Finally, learners should also be allowed to read silently the story. This shall allow learners to take note of the indicated vocabulary words. **(10-15 minutes)**

Years and years ago, once there was a lion sleeping in the forest under a big tree. A mouse, who lived in the forest too, started playing while moving up and down the lion's body. She also accidentally ran across the lion's nose once.

This soon awakened the lion, and he held the little mouse in his paws. The mouse began to tremble as he knew that the lion was angry and could kill him right there. "Pardon, O King!" pleaded the little mouse. "Forgive me this time. I shall never repeat it, and I shall never forget your kindness. Who knows, I may be able to give you a good turn one of these days!"

The lion was somehow in a good mood. Hence, he set the mouse free from his paws. Yet he could not be more amused by the idea of how a tiny mouse could ever help the king of the jungle.

After a few days, the mouse suddenly heard the roar of the lion. When she went to look at what's the matter, she found out that the lion was captured and trapped in a net by his prey. Seeing the lion in such a condition, she immediately started gnawing the ropes of the net until it freed the lion.

The lion thanked the little mouse. But the mouse was happy that she could finally repay her debt for sparing her life once. Since then the lion and mouse became good friends.

The teacher will elicit from the learners their understanding of the identified vocabulary words after reading the story. After sharing their responses, the teacher will now share the definition of each vocabulary. The learners will then try to write meaningful sentences using these. **(10-15 minutes)**

b. Introducing tone and mood (10-15 minutes)
Finally, the teacher will lead learners' understanding of the vocabulary in answering the following: *After reading the story and taking note of the vocabulary words, what do you think the author intends the story to feel? Also, what do you think the readers should feel while reading the story?* The responses shall aid the teacher in differentiating tone and

Definitions:

1. **pleaded** - to beg or ask someone for mercy
2. **give a good turn** - to give someone a favor
3. **gnawing -** biting or chewing persistently
4. **debt** - something you owe someone
5. **sparing one's life -** to choose not to kill someone

Possible answers may include:

Scary – "The mouse began to tremble as he knew the lion was angry and could kill him right there."

Hopeful – "The lion was somehow in a good mood."

7

mood. The teacher may say:

Both tone and mood are feelings evoked by the story's descriptions, imagery, and choice of words.
- **Tone** is what the author intends the story to feel; and
- **Mood** refers to how the readers feel while reading the story.

Both are important in successfully conveying to the reader the characters' emotions and experiences in a narrative. It is possible for a narrative to have a similar tone and mood.

Going back to the story, the teacher will ask the learners to identify the tone and mood of the story. Learners should also be able to refer to words or sentences in the text that support their answer.

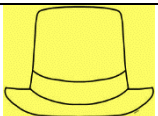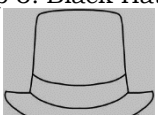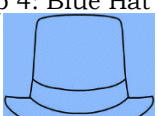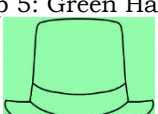*What is the tone of the story? Why do you think so?*
What is the mood of the story? What made you say so?

Day 3
c. Post-reading activity (40-50 minutes)

Learners will be divided into groups of five. Each group will be given a colored Thinking Hat (real or printed/cutouts) with a task or prompt that the groups have to answer or do. These hats may be real hats or printed/cutouts. Wearing the Thinking Hats, the learners will work in groups and write their answer to the question on a cartolina/Manila paper provided to them. Learners will present their outputs after the activity.

Group/Hat	Description of the Thinking Hats	Task or prompt each group have to answer or do
Group 1: White Hat	facts and information presented in the text	Write down the following information based on the story. ● *Setting* (time and place where the story happened); ● *Characters with a brief description of each one;* ● *Purpose of the text:* (i.e., to narrate, to inform, to entertain, to persuade)
Group 2: Yellow Hat	benefits and advantages of a situation, idea, or given course of action	What benefits did the lion enjoy as the king of the forest? Why was it good for the lion to spare the mouse's life?

8

Group 3: Black Hat	disadvantages of a situation, ideas, or course of action; problems identified/encountered	• What was the problem in the story? • Why was the mouse fearful of the lion?
Group 4: Blue Hat	focus on the process/turn of events; summary	Summarize the story in four (4) sentences.
Group 5: Green Hat	alternatives; new ideas	Write a good alternative ending to the story.

Day 4
 d. Identifying tone and mood (10-15 minutes)

Learners will identify the tone and mood in two different narrative text. After accomplishing the worksheet, they will exchange papers with their seatmate and provide each other with feedback. After the activity, one or two pairs may be called to discuss their exchange in front of the class.

Let's Work on this!

Identify the tone and mood in the following narrative texts. Write your answer on the space provided.

> McQueen drove at lightning speed. The other cars behind him choked at the cloud of dust he left. The crowd was screaming his name wildly: "Lightning! Lightning! Lightning!" He took it all in and felt overly confident that he would win. Just then, a big pop was heard. McQueen's front tire burst! McQueen was steeling himself for the inevitable crash. But no, he was too close to the finish line. He has to cross the finish line! "I have to cross the finish line," he muttered.

Tone: _____

Supporting words or phrases:

_____

Mood: _____

Supporting words or phrases:

_____
_____

> "And the winner is....," the emcee began and then proceeded after what seemed like eternity, "Contestant number 12!" The auditorium burst into shouts. Everyone was happy for Helena. She was, after all, the darling of the crowd. She may be the shortest and the least experienced, yet she was the smartest and the prettiest. "Congratulations," spoke her fellow contestants. Everyone was happy... everyone, especially Helena.

Tone: _____

Supporting words or phrases:

_____

Mood: _____

Supporting words or phrases: |

_____

D. Making Generalization	**1. Learners' Takeaways (5 minutes)** Are tone and mood important in a narrative? Why? **2. Reflection on Learning (10 minutes)** In pairs, learners will share their answers to these questions: • Why should we know the parts of a friendly letter?	

	• How can knowing about the different text types help you talk or write about your own or other people's experiences?	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	Learners will write a friendly letter based on the prompt. Their letter should include all the parts previously discussed in class. (10-20 minutes) If you were the lion, how would you express gratitude to the mouse for his compassion for you? How would you thank him for saving your life? Write a letter to express exactly how you feel. **Scoring Guide: (Total: 30 points)** **Content** – contains the details that answer the question prompts.　　10 points **Structure** – parts of a letter are complete; narrative text type is evident.　　5 points **Word choice** – use of appropriate words to evoke the intended tone and mode.　　10 points **Mechanics** – correct use of spelling, capitalization, etc.　　5 points			
B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	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. Teacher may also suggest ways to improve the different activities explored/lesson exemplar.
	strategies explored			
	materials used			
	learner engagement/ interaction			
	Others			

C. Teacher's Reflection	*Reflection guide or prompt can be on:*	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.
	▪ *Principles behind the teaching* *What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?* ▪ *Students* *What roles did my students play in my lesson? What did my students learn? How did they learn?* ▪ *Ways forward* *What could I have done differently? What can I explore in the next lesson?*	