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Lesson Exemplar for English

Quarter 3

Lesson

4

Lesson Exemplar for English Grade 4

Quarter 3: Lesson 4 of 8 (Week 4)

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 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 (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.
C. Learning Competencies and Objectives	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
D. Content	Non-verbal cues: eye contact, haptics
E. Integration	Filipino traditions (e.g., pagmamano) and values (Compassion)

II. LEARNING RESOURCES
<p>Cultural Comparisons COM 272. (n.d.). Philippines: Verbal and NV Comm. https://culturalcomparisonscom272.wordpress.com/indonesiaphilippines/philippines/philippines-verbal-nv-comm/ Department of Education. (2023). Curriculum Guide in English. <i>Department of Education</i>. Bureau of Curriculum Development Diep, N. (2019, November 11). Mano or pagmamano – an “honoring gesture” in Filipino culture. <i>The Voice of Vietnam – VOV World</i>. https://vovworld.vn/en-US/cultural-rendezvous/mano-or-pagmamano-an-honoring-gesture-in-filipino-culture-800534.vov Scroope, C. (2017). Communication. <i>Cultural Atlas</i>. https://culturalatlas.sbs.com.au/filipino-culture/filipino-culture-communication</p>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>1. Short Review (5-10 minutes)</p> <p>The teacher shall read to the class the Filipino folktale "Ang Alamat ng Pinya" (The Legend of the Pineapple). Listening to the story, learners will then recall key elements of narrative texts, such as characters, setting, plot, and moral. The discussion should be facilitated by the teacher, guided with the following questions:</p> <p>Characters: Who are the main characters in the story? Describe them. (e.g., Pinang and her mother)</p> <p>Setting: Where and when does the story take place? (e.g., in a small village in the Philippines)</p> <p>Plot: What happens in the story? Summarize the main events.</p> <p>Problem: What is the main problem or conflict in the story? (e.g., Pinang's laziness and her mother's frustration)</p> <p>Solution: How is the problem resolved? (e.g., Pinang turns into a pineapple with many "eyes" so she can see what needs to be done)</p> <p>Moral: What lesson does the story teach? Or, what lesson did you learn from the story? (e.g., The importance of being hardworking and obedient)</p>	
B. Establishing Lesson Purpose	<p>1. Lesson Purpose (2-3 minutes)</p> <p>The lesson will focus on understanding why we need to learn about non-verbal cues. Specifically, the lesson will center on eye contact (helps show that we are paying attention, shows respect, and helps us understand how others are feeling) and haptics (touch can convey emotions e.g., a hug shows love or comfort, helps build connections, and can be a way to show support). The teacher should explain that understanding and using non-verbal cues effectively can improve communication, build stronger relationships, and help us be more aware of how others feel.</p> <p>2. Unlocking Content Vocabulary (10 minutes)</p> <p>The teacher will direct students to identify clues (i.e., non-verbal cues) in the following statements that could help them guess the characters’ emotion. Learners may also be requested to act the highlighted words.</p>	<p>Answer key: (Possible answers)</p> <ul style="list-style-type: none">● scared/fearful● sleepy/tired

	<ul style="list-style-type: none"> • The mouse trembled as the lion awoke. • The lion kept yawning. Its eyes slowly began to droop. • Its face turned red. Its eyes widened. It roared so loudly that the ground beneath it shook. <p>The following prompt may be provided to help the learners understand non-verbal cues: <i>How did you identify the characters' emotions in the fable The Lion and the Mouse, even if there were no explicit mention of their emotions?</i></p>	<ul style="list-style-type: none"> • angry
C. Developing and Deepening Understanding	<p>1. Explicitation (20 minutes)</p> <p>The class will look at a photo containing the Filipino practice of <i>pagmamano</i>. Before showing the photos, the teacher will give the following process questions:</p> <p>Before Viewing the Photo:</p> <ol style="list-style-type: none"> 1. What do you already know about Filipino culture? 2. Have you ever seen someone greet someone else? How was it different from a regular hello? 3. The word "pagmamano" comes from the Tagalog words "mano" (hand) and "po" (respect). What do you think "pagmamano" might be? <p>Then, the teacher will show this photo to the class and ask the following process questions:</p> <div data-bbox="454 844 714 1096" data-label="Image"> </div> <p>(Eludo, 2019)</p> <p>While Viewing the Photo:</p> <ol style="list-style-type: none"> 1. Describe what you see in the photo. Who is involved? What are they doing with their hands and bodies? 2. What expressions do you see on people's faces? How do you think they might be feeling? 3. Why do you think the person is doing pagmamano? Why do you think it's important to show respect this way? 4. Have you ever done pagmamano to someone? If so, how did it make you feel? If not, would you like to try it someday? <p>The teacher will then inform the learners that they will be reading a short informational text about the practice of <i>pagmamano</i> for the next part of the lesson.</p> <p>Day 2</p> <p>2. Worked example</p>	<p>In facilitating the discussion of learners' responses, the teacher should be able to connect the topic and the value of compassion taken</p>

	<p>A. Reading activity (15 minutes)</p> <p>The teacher will distribute a copy of the narrative text as follows. The teacher may read the story-aloud, ask volunteers to read the story, allow learners to do silent reading, or a combination of any.</p> <p style="text-align: center;">“Mano Po and the Magic Word”</p> <p>Mia, a bright-eyed fourth grader, skipped along the bustling Manila street, hand in hand with her Lola (grandmother). Entering the bakery, a familiar aroma of sweetness greeted them. Mia spotted her Tita (aunt) behind the counter, her warm smile as familiar as the pandesal rolls baking in the oven.</p> <p>"Magandang araw po, Tita!" Mia chirped, bowing slightly and gently raising her hand in a "mano po" gesture. "Po" was a magic word taught by her Lola that showed respect for elders. Tita beamed, gently touching Mia's hand before returning the greeting.</p> <p>"Magandang araw rin, Mia! What would you like today?" Tita asked, her eyes sparkling with affection. Mia, remembering Lola's lesson about the "eye of respect," lowered her gaze slightly as she spoke, "Dalawang pandesal po, para sa akin at kay Lola."</p> <p style="text-align: center;">_____oooo_____</p> <p>Later, sitting on a park bench with her Lola, Mia savored the fluffy bread. "Lola, why do we do 'mano po' and lower our eyes?" she asked curiously.</p> <p>Lola chuckled, her wrinkles deepening with warmth. "It's a way to show respect and love for those older and wiser than us," she explained. "Like a secret code that says, 'We see you, we appreciate you, and we listen to your guidance.'"</p> <p>"Like how you listen to me even when I talk too much about unicorns?" Mia teased, her eyes twinkling.</p> <p>Lola laughed, her eyes wrinkling. "Exactly! But remember, respect isn't just for elders. It's for everyone, even your friends and classmates." Mia pondered this, remembering times when she might have forgotten to be respectful.</p> <p style="text-align: center;">_____oooo_____</p> <p>Suddenly, a group of children playing bumped into their bench, scattering some of their</p>	<p>from the selection “The Lion and the Mouse.” How would compassion be related to respect? An example idea could be:</p> <p>“In the story of the Lion and the Mouse, the lion has shown compassion to the mouse by not hurting it. When the time came that the lion was in trouble, the mouse exhibited respect to the lion for the wonderful deed that it had done to the mouse... (The teacher should be able to enrich this idea.)</p> <p>Suggestion in reading: The text may be divided into 3 (see markers). The teacher may process the text in this division by asking questions about what has just been read. This is to ensure that the pupils understand each division.</p>
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	<p>pandesal. Mia felt a surge of annoyance, but before she could react, Lola spoke gently. "Excuse me, bata," she addressed the children, using a respectful term. "Perhaps you could help us pick up the pandesal?"</p> <p>Surprised by her kind tone, the children quickly scurried to gather the rolls. "Pasensya po," they mumbled apologetically, using "po" instinctively. Lola smiled warmly. "Salamat po," she replied, using "po" in return.</p> <p>As they walked home, Mia realized that respect wasn't just about gestures or words. It was about the warmth in your voice, the kindness in your eyes, and the understanding in your heart. And just like her Lola, she wanted to spread that warmth wherever she went, one respectful greeting at a time.</p> <p>B. Check for understanding (10 minutes) Instructions: Answer the following questions based on the story. Encircle the letter of the correct answer.</p> <ol style="list-style-type: none"> What did Mia do to her Tita to show respect? <ol style="list-style-type: none"> Said "Magandang araw" without "po" Shook her hand firmly Gave her a big hug Said "Magandang araw po" and did "mano po" Why did Mia lower her gaze when talking to her Tita? <ol style="list-style-type: none"> She was tired and wanted to rest her eyes. It's a sign of respect in Filipino culture. She was shy and didn't want to make eye contact. She was looking down at her shoes. What did Lola explain about "mano po" and lowering your eyes? <ol style="list-style-type: none"> They're special greetings for family members only. They're ways to show respect and appreciation for those older and wiser. They're traditional handshakes used in Filipino dances. They're secret codes for getting discounts at bakeries. What did Mia learn about respect from Lola? <ol style="list-style-type: none"> It's only important for adults and grandparents. 	<p><i>Answers:</i></p> <ol style="list-style-type: none"> d b b c b b c
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	<p>b. It's all about saying "po" and doing "mano po" perfectly.</p> <p>c. It's important for everyone, even friends and classmates, and involves kindness and understanding.</p> <p>d. It means being quiet and not talking back, even to friends.</p> <p>5. How did the children react when Lola asked them to help?</p> <p>a. They argued that it wasn't their fault and refused.</p> <p>b. They apologized and quickly helped pick up the pandesal.</p> <p>c. They started laughing and ran away to play somewhere else.</p> <p>d. They ignored her and continued walking past.</p> <p>6. What did Mia realize about true respect at the end of the story?</p> <p>a. It's all about following strict rules and traditions.</p> <p>b. It involves kindness, warmth in your heart, and understanding even when someone makes a mistake.</p> <p>c. It's just about using the right words and gestures, not your true feelings.</p> <p>d. It only matters when you're in trouble and need help.</p> <p>7. What did Mia want to do after learning about respect?</p> <p>a. Keep it a secret and not share it with anyone.</p> <p>b. Forget about it and return to playing without thinking about others.</p> <p>c. Spread kindness and respect wherever she goes, like Lola.</p> <p>d. Only be respectful to people she likes and ignore everyone else.</p> <p>C. Exploring on the non-verbal cues (15 minutes)</p> <p>The learners will be divided into groups of five and work together in responding to the following questions.</p> <ul style="list-style-type: none"> • What are the two greetings or gestures mentioned in the text? (Mano po and the eye of respect). • Briefly describe how each greeting is performed (tone). • Why do you think Filipinos use these greetings? What values or feelings do they convey? • Are there any similar greetings or customs in your own culture or family? If so, share and explain them. • What foreign customs do you know that also show respect? Share and explain them. 	
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To help the learners in taking note of their responses, the following template shall be provided by the teacher. (Note: Groups may opt to recreate the template in a cartolina/Manila paper.) The teacher should also walkthrough the learners to the contents of the template.			
Greetings/Custom mentioned in the text:	Description of greetings/custom 1:	Why is this used?	What values/feelings are conveyed?
Greetings/Custom mentioned in the text:	Description of greetings/custom 2:	Why is this used?	What values/feelings are conveyed?
Similar greetings/customs in your own culture or family (at most three).	1. 2. 3.		
Foreign customs you may also know that also show respect (at least one, if there's any)	1.		
The learners may seek advice from others or their parents/guardians/relatives in responding to the last two bullets.			
Day 3			
D. Presenting outputs (10-15 minutes)			
If needed, learners should be given time to prepare and finalize their outputs. Once done, groups will post their outputs on the board and share their key points with the class. The teacher should facilitate the discussions based on the shared ideas (e.g., encourage learners to compare and contrast the greetings, analyze their cultural significance, and reflect on how they can apply the concept of respect in their daily interactions.			
3. Lesson activity			
a. Introducing specific non-verbal cues: haptics and eye contact (15 minutes)			

	<p>The teacher may say the following to explain to the learners how Filipinos show unique ways of showing respect, affection, and communication through touch and eye contact.</p> <p><i>Imagine you're talking to a friend but can't use any words! How would you know what they're feeling or thinking? That's where nonverbal communication comes in, like using your body to talk without words.</i></p> <p><i>Haptics is all about touch. A gentle pat on the back says, "Good job," while a big hug means, "I'm happy to see you!" But be careful; a rough shove could mean, "Stop that!" Different cultures have different rules about touch, so always be respectful.</i></p> <p><i>Eye contact is like using your eyes to chat. Making eye contact shows you're listening and interested, just like nodding your head. But staring can feel rude, like trying to see through someone! Looking away sometimes is okay, like when you're thinking or feeling shy.</i></p> <p>Here are some examples:</p> <ul style="list-style-type: none"> • Your teacher smiles and says, "Great work!" while giving you a thumbs-up. Haptics and eye contact: Both say you did a good job! • You bump into a friend and say, "Sorry!" They frown and rub their arm. Haptics: The rubbing shows they might be hurt. Eye contact: The frown shows they're not happy. • You're telling a joke, and your friend looks at you with wide eyes and a big grin. Eye contact: They think it's funny! <p>The teacher will also share with the class specific examples of haptics and eye contact. The teacher should explain each thoroughly. Pictures may be shown to provide visualization.</p> <p>Haptics:</p> <ul style="list-style-type: none"> • Pagmamano: A gesture of respect where one takes the elder's hand to their forehead. Done to parents, grandparents, other elders, and figures of authority. • Tapik: A gentle pat on the shoulder or arm, conveying reassurance, comfort, or approval. • Yakap: A hug expressing affection and closeness, typically reserved for family and close friends. • Beso-beso: A cheek-to-cheek greeting reserved for close female friends and relatives. • Hawak-kamay: Holding hands is often seen between couples or close friends but is not as common in public. • Touching heads: A friendly gesture between children or close friends. 	<p>In this part, the teacher should return to the narrative text Mano Po and the Magic Word and ask the students to point out the haptics and eye contact. This will allow the bridging the knowledge from the text to the discussion of nonverbal communication. The teacher must highlight the informal tone of the narrative text, pointing out Mia's relationship with her grandmother.</p>
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	<p>Eye Contact:</p> <ul style="list-style-type: none">• Lowered gaze: Considered respectful towards elders and authority figures. Direct eye contact might be seen as challenging or disrespectful.• Smirking or playful eye contact: Used with friends and family to convey amusement or happiness.• Wide-eyed stare: This can signify surprise, disbelief, or even disapproval.• Head tilting: A sign of interest or attentiveness during conversation.• Eyebrow movements: Express emotions, from disapproval (furrowed brows) to surprise (raised brows).											
<p>D. Making Generalization</p>	<p>1. Learners’ Takeaways (15-20 minutes)</p> <p>The teacher will now facilitate learners’ understanding of the identified non-verbal cues. The teacher will ask the learners, now returning to their groups, the following questions</p> <ul style="list-style-type: none">• Which greetings/customs (non-verbal cues) have you experienced firsthand?• Who taught you these greetings/customs (non-verbal cues)?• How do you think these greetings/customs (non-verbal cues) make others feel?• Do you think there had been some who felt uncomfortable with any of the greetings/customs (non-verbal cues)? Why or why not? <p>Day 4</p> <p>2. Reflection on Learning (15 minutes)</p> <p>Learners will write a short narrative guided by the following prompts. Learners may be called to share their responses in front of the class.</p> <table><tr><th>Prompts</th><th>Answers</th></tr><tr><td>I am showing compassion towards my classmates when...</td><td></td></tr><tr><td>I know that I am being respectful to my teachers when...</td><td></td></tr><tr><td>Being compassionate and respectful is important because...</td><td></td></tr><tr><td>Haptics or touch as a nonverbal means of communication is important because...</td><td></td></tr></table>	Prompts	Answers	I am showing compassion towards my classmates when...		I know that I am being respectful to my teachers when...		Being compassionate and respectful is important because...		Haptics or touch as a nonverbal means of communication is important because...		
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION				NOTES TO TEACHERS																												
A. Evaluating Learning	Learners will write a narrative text detailing their experience in using and/or receiving non-verbal cues. The written text should be guided by the prompt questions used in Learners’ Takeaway and Reflection on Learning. (30-35 minutes)																															
	The scoring rubric may be guided by the one used below: <table><tr><td>Criteria</td><td>Excellent</td><td>Good</td><td>Fair</td><td>Needs Improvement</td></tr><tr><td>Content:</td><td>Story clearly describes a personal experience with a Filipino custom or practice.</td><td>Story describes an experience, but the custom or practice might be unclear.</td><td>Story mentions a custom or practice, but the experience is not well-developed.</td><td>Story lacks a clear connection to the activity’s topic.</td></tr><tr><td>Details:</td><td>Story includes vivid details that bring the experience to life (e.g., who, what, where, when, how).</td><td>Story includes some details, but they are not specific enough.</td><td>Story lacks details or they are irrelevant.</td><td>Story has no or very few details.</td></tr><tr><td>Sentence Structure:</td><td>Sentences are well-structured and grammatically correct.</td><td>Sentences are mostly correct, with few minor errors.</td><td>Sentences have some errors that affect clarity.</td><td>Sentences have many errors that make it difficult to understand.</td></tr><tr><td>Expression:</td><td>Story uses descriptive language and shows the writer’s feelings and thoughts.</td><td>Story conveys the experience, but lacks strong expression.</td><td>Story does not clearly convey the experience or the writer’s feelings.</td><td>Story lacks expression and is difficult to follow.</td></tr><tr><td>Engagement:</td><td>Story is interesting and engaging to read.</td><td>Story is mostly understandable, but may not be as engaging.</td><td>Story is difficult to follow and may not be engaging.</td><td>Story lacks clarity and engagement.</td></tr></table>				Criteria	Excellent	Good	Fair	Needs Improvement	Content:	Story clearly describes a personal experience with a Filipino custom or practice.	Story describes an experience, but the custom or practice might be unclear.	Story mentions a custom or practice, but the experience is not well-developed.	Story lacks a clear connection to the activity’s topic.	Details:	Story includes vivid details that bring the experience to life (e.g., who, what, where, when, how).	Story includes some details, but they are not specific enough.	Story lacks details or they are irrelevant.	Story has no or very few details.	Sentence Structure:	Sentences are well-structured and grammatically correct.	Sentences are mostly correct, with few minor errors.	Sentences have some errors that affect clarity.	Sentences have many errors that make it difficult to understand.	Expression:	Story uses descriptive language and shows the writer’s feelings and thoughts.	Story conveys the experience, but lacks strong expression.	Story does not clearly convey the experience or the writer’s feelings.	Story lacks expression and is difficult to follow.	Engagement:	Story is interesting and engaging to read.	Story is mostly understandable, but may not be as engaging.
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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	<p><i>Reflection guide or prompt can be on:</i></p> <p><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></p> <p><u>Students</u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i></p> <p><u>Ways forward</u> <i>What could I have done differently? What can I explore in the next lesson?</i></p>	<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/collaborative sessions.</p>
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