

Lesson Exemplar for English

Quarter 3

Lesson

6

Lesson Exemplar for English Grade 4
Quarter 3: Lesson 6 of 8 (Week 6)
SY 2024-2025

This material is intended exclusively for the use of teachers in the implementation of the MATATAG K to 10 Curriculum during the School Year 2024-2025. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed contents included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team

Writer:

- Myla June T. Patron (Silliman University)

Validator:

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

Management Team

Philippine Normal University
Research Center for Teacher Quality
SiMERR National Research Centre

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph.

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	<p><i>EN4LR-III-2: Comprehend informational texts</i> Lesson Objectives: At the end of the lesson, the learners should be able to</p> <ol style="list-style-type: none"> 1. note important information through outlining (topic, main idea, supporting details): inductive organization (pyramid); 2. glean the writer's purpose: <ol style="list-style-type: none"> a. to recount; b. to entertain; c. to inform, explain, describe; 3. identify text types according to the method of development and organizational structure: <ol style="list-style-type: none"> a. time order: chronology; b. time order: procedural; 4. draw conclusions and inferences from the text; 5. distinguish fact from opinion (statements of facts, opinions, and fact-based statements of opinion); 6. produce a summary of a given text. <p><i>EN4SW-III-5: Express ideas appropriately (age-appropriate, gender-responsive, culture-sensitive) for one's purpose, context, and target audience.</i> Lesson Objectives: At the end of the lesson, the learners should be able to</p> <ol style="list-style-type: none"> 1. recount/narrate an event or experience or describe a process in relation to a given theme.
D. Content	<p>Understanding Informational Texts Process Description (Time Order: Procedural)</p> <ul style="list-style-type: none"> • Comprehension and noting details (topic, main idea, purpose, supporting details)

	<ul style="list-style-type: none"> • Determining textual structure and method of development • Identifying text types and author's purpose • drawing conclusions
E. Integration	Cultural Identity and Patriotism

II. LEARNING RESOURCES

Alterio, D., Carr, J., & Miller, L. (2012). Text genres brace map: Grades 6-12 ELA and Literacy in HST (Content Areas).
<https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/ascdexpress/7.21grades6-12-fig1.PDF>
 Patterns of organization. (n.d.). <http://faculty.washington.edu/ezent/impd.htm>
 Purdue University Global. (2024). Inductive vs. deductive writing. Academic Success and Writing Resource Center and Blog.
<https://purdueglobalwriting.center/2015/02/25/inductive-vs-deductive-writing/>
 Stephen Reid and Dawn Kowalski. (1994-2024). Organizing Documents. The WAC Clearinghouse. Colorado State University.
<https://wac.colostate.edu/repository/resources/writing/guides/organizing/#:~:text=Organization%20in%20writing%20is%20how,affects%20how%20readers%20interpret%20ideas>
 TEAL. (2024). Procedural texts: Year 7, Levels C1 and C2. Victoria State Government. <https://teal.global2.vic.edu.au/annotated-units-of-work/unit-7-procedural-texts/>
 University of Toledo. (n.d.). Process analysis. https://www.utoledo.edu/al/english/programs/composition/studio/pdf/Process_Analysis.pdf
 Valencia College. (n.d.). Organizational patterns in academic writing. Communication Service Support Center

III. TEACHING AND LEARNING PROCEDURE

NOTES TO TEACHERS

A. Activating Prior Knowledge

Day 1

1. Short Review (5-10 minutes)

The teacher will help learners recall key details about the Battle of Mactan through the following guide questions:

- Who were the main figures involved in the Battle of Mactan?
- On what date did the Battle of Mactan take place?
- Why did Ferdinand Magellan and his men come to Mactan?
- How did Lapu-Lapu and his warriors prepare for the battle?
- What was the outcome of the Battle of Mactan?

Since the focus of this review is on noting details from historical texts, the teacher may also introduce a historical narrative in their own locality and use that in this activity.

<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose (5-10 minutes)</p> <p>After the previous week’s discussion on historical texts, this week’s lesson will focus on understanding another type of informational text – a procedural text.</p> <p>The teacher may start by asking the learners if they have ever followed a recipe, assembled a toy using instructions, or used a guide to complete a task. Allow a few students to share their experiences.</p>	
<p>C. Developing and Deepening Understanding</p>	<p>1. Explicitation (20-30 minutes)</p> <p>To help learners understand the lesson purpose, the teacher will show the following graphics and pose the following guide questions.</p> <p>Guide Questions:</p> <ul style="list-style-type: none"> • What is the text about? • What do you think is the purpose of the writer? • What specific details are shared by the writer about the topic? • How are the details organized? <div data-bbox="741 746 1496 1329"> <p>From Ancient Hands to Modern Marvels</p> <p>Our ancestors, centuries ago, were already masters of shaping clay. They used it to make sturdy jars called tapayas to store food, intricate palayok for cooking, and even decorative bandi for special occasions. These weren't just containers; they were works of art, each one unique and full of stories.</p> <p>Doing Wonders with Clay</p> <p><i>Make Your Own Clay Pot</i></p> <p>Honoring an Ancient Filipino Tradition</p> </div>	



In the days of old, our Filipino ancestors used clay to do amazing things. They sculpted beautiful cups, bowls, and jars to carry fresh water and store precious food. While we have other ways to store food now, clay still holds a special charm and it reminds us of the wonderful works of our ancestors. The good news is that clay pots are quite easy to make, so you can make your own one too, following these simple steps.

Step 1: Gather your clay

Grab a chunk of clay, roughly the size of a juicy hamburger. Warm it up gently in your hands, kneading it like a dough until it feels soft and smooth. Remember, be gentle – we don't want any sneaky air bubbles hiding inside!

Step 2: Prepare your clay-dough

Slice the clay in half like a detective inspecting a delicious cookie. Peek inside, making sure there aren't any air pockets trying to play hide-and-seek.



Step 3: Roll, roll, roll

Take a smaller piece of your clay-dough and transform it into a long, wiggly snake. This will be the foundation of your pot!

Step 4: Build the base

Coil your clay-snake, layer by layer, like a tiny snail building its shell. This will become the bottom of your masterpiece.

Step 5: Build the Wall

Now, score your newly built base and the bottom of your clay-snake with a little water, making it a bit rough. This helps them stick together like best friends playing tag. Add more clay-snake layers, winding them around and up to build the walls of your pot.



Step 6: Make it smooth

Gently smoothen the inside of your pot. Imagine giving it a big hug. This makes the inside part nice and strong. Remember, you can lean against the outside with one hand while you hug with the other.



Step 7: Shape your masterpiece

Play with the clay, adjust the coils, and make your pot your own. If it feels a bit stiff, just add a tiny sprinkle of water to help the coils stick together.



Step 8: Make the final flourish

Now it is time to personalize your pot! Add some cool decorations, like tiny stamps, swirls, or even your initials. You can even paint your pot if you like.

Step 9: Do the grand finale

Depending on the type of clay you used, let your pot air-dry like a superhero catching some rays, bake it in an oven (like a cozy cookie!), or take it to a special furnace called a kiln to really toughen it up.

Creating a clay pot with your own hands can be easy, but it takes skill and patience to make a good one. Nevertheless, clay pot making reminds us of the wonderful works and culture of our Filipino ancestors that are worth keeping and honoring.



	<p>As the teacher facilitates the discussion, the teacher may ask: "Why do we need to learn procedural texts?" After gathering the responses from the learners, the teacher shall synthesize their insights and explain that learning how to read and write procedural texts are important because:</p> <ul style="list-style-type: none"> • They help us complete tasks accurately and efficiently. • They ensure safety by providing clear instructions (e.g., in science experiments, cooking). • They are used in many aspects of daily life and future careers. • They improve our ability to communicate instructions clearly to others. <p>Day 2 2. Worked Example</p> <p>Learners will be redirected to the text <i>Learning Wonders with Clay</i> as they respond to the succeeding activities. To check first learners' understanding of the text, the following comprehension activity should be accomplished by the learners. After the allotted time, the teacher should walkthrough the learners in identifying the correct answers.</p> <p>Directions: Read each question and circle the letter that corresponds to your answer. (10 minutes)</p> <ol style="list-style-type: none"> 1. What did our Filipino ancestors use clay for before modern containers and refrigerators? <ol style="list-style-type: none"> a. building houses b. sculpting toys c. storing food and water d. making furniture 2. Why is it important to gently knead the clay in Step 1? <ol style="list-style-type: none"> a. To warm it up b. To make it smooth c. To remove air bubbles d. To add color 3. What does the author compare building the base of the pot to in Step 4? <ol style="list-style-type: none"> a. Stacking building blocks b. Wrapping a present c. A snail building its shell d. Weaving a basket 4. What should be done to help the base and clay snake stick together in Step 5? 	
--	--	--

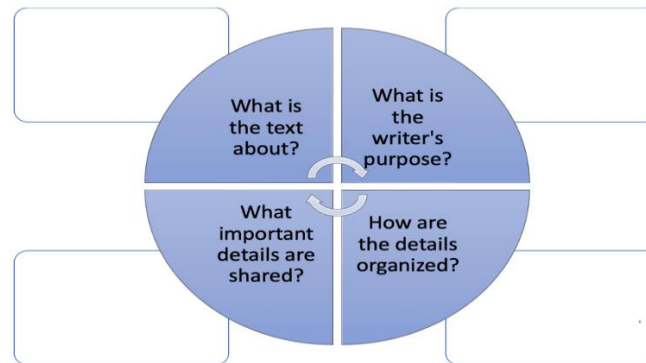
- a. Press them together firmly
- b. Score them with water
- c. Add glue
- d. Decorate them

5. How can you personalize your clay pot in Step 8?

- a. Adding tiny animals
- b. Carving your initials
- c. Using colorful paints
- d. All of the above

The activity will be followed with accomplishing a graphic organizer. It is aimed that learners will appreciate the similarities and differences between a narrative and a procedural text in terms of content, purpose, and organizational structure. The learners should be able to share their insights either with a seatmate or to the class.

Directions: Working now in groups, fill out the diagram below with your answers to the guide questions. Present your output to the class afterwards. **(15-20 minutes)**



Groups will continue to work together in understanding procedural texts.

Directions: With your group, arrange these steps in the correct order by assigning them numbers (1-9), starting with the first step and ending with the last, as they appear in the text. **(15-20 minutes)**

	Play with the clay, adjust the coils, and make your pot your own! Add swirls, stamps, or even your initials – let your creativity shine!
	Depending on your clay, let your pot air-dry like a superhero soaking up the sun, bake it in an oven like a cozy cookie, or take it to a special furnace called a kiln for extra toughness.
	Gently smoothen the inside of your pot, giving it a big hug for strength and durability. Lean against the outside while you hug – two hands are better than one!
	Slice the clay in half and peek inside for any air pockets playing
	Score the base and the snake's bottom with a little water, to roughen it a bit.
	Gently knead a chunk of clay, making it soft and smooth like dough.
	Layer your clay snake, coil by coil. This becomes your pot's bottom – the base of your pot.
	Roll a smaller piece of clay until it forms a long, wiggly snake. This will be your pot's foundation, strong and ready to build upon.
	Wind more clay snake layers around and up, building the walls of your pot. Imagine it reaching for the sky like a friendly giant!

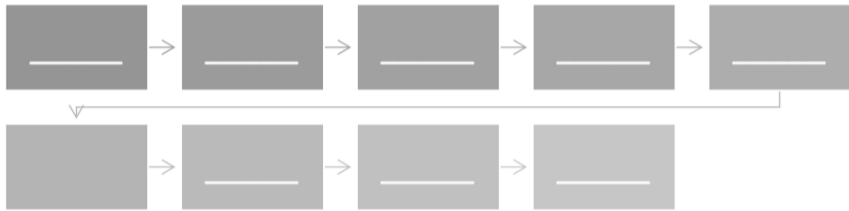
Day 3

3. Lesson activity (15-20 minutes)

Being able to arrange pieces of information into order, learners will now create a chronological/procedural organization of details using diagrams.

Direction: Complete the diagram below with the steps given in the box. Note that the steps below are like the ones in the previous day's activity, but they have been rephrased.

a. Slice the clay in half.	d. Roll a piece of clay, turning it into something like a snake or a rope.	g. Wind more clay snake layers around and up to build the wall of your pot.
----------------------------	--	---

	<table><tr><td>b. Knead a chunk of clay</td><td>e. Score the base, making it rough.</td><td>h. Design and adjust the size of your pot to your liking.</td></tr><tr><td>c. Layer the rolled clay, coil by coil.</td><td>f. Smoothen the inside part by giving it a big hug</td><td>i. Air-dry, bake, or place your pot into a kiln.</td></tr></table> <div><p>Clay Pot-Making Process</p></div>	b. Knead a chunk of clay	e. Score the base, making it rough.	h. Design and adjust the size of your pot to your liking.	c. Layer the rolled clay, coil by coil.	f. Smoothen the inside part by giving it a big hug	i. Air-dry, bake, or place your pot into a kiln.	The teacher may further explain and summarize important points from the lesson to reinforce learners’ understanding of the structure and organization of procedural texts.
b. Knead a chunk of clay	e. Score the base, making it rough.	h. Design and adjust the size of your pot to your liking.						
c. Layer the rolled clay, coil by coil.	f. Smoothen the inside part by giving it a big hug	i. Air-dry, bake, or place your pot into a kiln.						
D. Making Generalizations	<p>1. Learners’ Takeaways (10 minutes) Directions: Recall what you learned from this lesson and fill in the blanks with ideas and information that will complete each statement. You may also use drawings to show your answers.</p> <div><p>Two (2) things I learned about procedural texts</p></div> <p>2. Reflection on Learning (10 minutes) Directions: Share your reflections on the things that you learned from this lesson. Fill in the table below with the ideas that will complete each statement.</p> <table><tr><td>Reflection Prompts</td><td>Your answer in words or in drawing</td></tr></table>	Reflection Prompts	Your answer in words or in drawing	The learners should be given the opportunity to share and discuss their answers with each other, after they have worked on this activity individually.				
Reflection Prompts	Your answer in words or in drawing							

	I am happy that I learned about...	
	What I learned is useful because...	
	At home or in my community, I can use what learned by...	
	I wish to learn more about...	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>Day 4 The learners will demonstrate their understanding of procedural texts by writing and illustrating a step-by-step guide on how to make a popular Filipino dessert, Halo-Halo. (40-50 minutes)</p> <p>Task Description: Explain to the learners that they, working in groups, will be creating an instructional guide for making Halo-Halo, a famous Filipino dessert. Emphasize the importance of clarity, sequence, and completeness in their instructions. Learners are also encouraged to draw pictures to accompany each step. Ensure the illustrations are clear and help explain the process.</p> <p>Once students have completed their guides, have them present their work to the class. They should explain each step and show their illustrations.</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> • Completeness: Did the learners include all necessary steps (and ingredients or materials or others as may be applicable)? 	<p>If halo-halo is not very common dessert in your locality, you may substitute this with something contextually appropriate.</p> <p>Further, it is also possible that groups have different outputs. One group may develop an instructional guide in cooking a specialty, while another develops an instructional guide in building/repairing something.</p> <p>Additional Tips:</p> <ul style="list-style-type: none"> • Encourage creativity in their illustrations.

	<ul style="list-style-type: none"> • Clarity: Are the instructions easy to follow? • Sequence: Are the steps in the correct order? • Illustrations: Do the drawings effectively support the instructions? • Presentation: Were learners able to explain their guide clearly? 			<ul style="list-style-type: none"> • Discuss common errors in procedural texts, such as missing steps or unclear instructions. • Provide examples of other procedural texts for comparison.
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	What worked well with the learners?	What areas needed improvement?	<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 activities explored/lesson exemplar.</p>
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<ol style="list-style-type: none"> 1. What areas or activities worked well with you as a teacher/facilitator, and those that you find challenging? Cite examples to support your ideas. 2. If you were to improve the lesson as well as the materials and strategies used, how would you do so? Support your answer with examples and explanations. 3. What are your insights and takeaways in implementing this 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/collaborative sessions.</p>