

Lesson Exemplar for English

Quarter 3

Lesson

8

Lesson Exemplar for English Grade 4
Quarter 3: Lesson 8 of 8 (Week 8)
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	<i>Learning Competency</i> 1. Compose appropriate sentences for clarity and coherence. 2. Use adjectives in the comparative and superlative degrees.
D. Content	Adjectives: Degrees of comparison Writing sentences for clarity and coherence
E. Integration	Localization (local/regional tourism)

II. LEARNING RESOURCES

Basilica Minore del Santo Nino de Cebu.<https://santoninodecebubasilica.org/basilica-minore-del-santo-nino/magellans-cross/>
British Council. (n.d.) <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/comparative-superlative-adjectives>
British Council. (n.d.) <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/comparative-superlative-adjectives>
Cebu Insider Team. (2024, January 14). *Oslob Whale Shark Watching 2024: A Complete Guide for Tourists.* <https://cebuinsider.com/oslob-whale-shark-watching/>
Department of Education. (2023). Curriculum Guide in English. Prepared by the Department of Education. Bureau of Curriculum Development, Department of Education, Philippines.

Only my English. (2023, June 3). <https://onlymyenglish.com/comparative-adjectives/>
 PhilAtlas. (n.d.). <https://www.philatlas.com/luzon/ncr/manila.html>
 PhilAtlas. (n.d.). <https://www.philatlas.com/visayas/r07/cebu-city.html>
 PhilAtlas. <https://www.philatlas.com/mindanao/r11/davao-city.html>
 Saavedra, J.R. (2023, January 5). *Sinulog 2023 opening draws 300K Sto. Niño devotees..* Philippine News Agency.<https://www.pna.gov.ph/articles/1192051>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	Day 1 1. Short review (5 minutes) The teacher will present in the class again the lesson on the degrees of comparison of adjectives. The teacher may provide more examples to facilitate the discussion.	
B. Establishing Lesson Purpose	1. Lesson purpose (1 minute) The lesson will focus on strengthening learners' understanding of the previous lesson – the degrees of comparison in adjectives and in using these as they compose appropriate sentences for clarity and coherence. 2. Unlocking Content Vocabulary (20 minutes) Learners will be asked to present the informational text they wrote from the previous lesson. Before presenting, each learner will specify a word or two from the text that they will present and write it on the board. The rest of the class will then try to define the specified word/s by listening as to how those words had been used in the text.	
C. Developing and Deepening Understanding	1. Explicitation Directions. Complete the paragraphs by changing the adjectives in parenthesis to their comparative or superlative degrees. Write your answers on the blank. (15-20 minutes)	

	<p style="text-align: center;">Pasalubong Ideas</p> <p>Moron is Tacloban's version of Manila's suman or rice cake. While both are made of sticky rice, coconut, and sugar, moron is _____ (1. creamy) because it has chocolate or cocoa powder. Cebu's otap and hopia are both referred to as puff pastry. Otap, however, is _____ (2. light) than hopia but hopia is _____ (3. flavorful) than otap because of its varied fillings.</p> <p>The Cebuanos are also known for their ampao (rice puffs) which makes for a good snack for light eaters. However, if you want something _____ (4. heavy) and _____ (5. crunchy) than ampao, then there is no question that the chicharon (pork or beef cracklings) would be a _____ (6. good) choice.</p> <p>The binagol resembles the calamay hati in certain ways. Both are packed inside coconut shells. Both also make use of coconut milk and sugar but the difference is that the binagol uses shredded gabi or taro and egg, while the calamay hati's main ingredient is the glutinous (sticky) rice. Can you guess which of these two is _____ (7. sticky)?</p> <p>If you, however, prefer pasalubong that comes in a box or foil and looks _____ (8. traditional), then you should bring home some peanut kisses. These are bite-sized peanut cookies that are shaped just like the Chocolate Hills. But if you happen to travel _____ (9. far) than the Visayas and end up in Davao, it is imperative that you bring home some durian products. Although Davao has many pasalubong items, of all its delicacies, its durian products are certainly the _____ (10. famous). It is what piaya is to Bacolod and strawberries are to Baguio.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. creamier 2. lighter 3. more flavorful 4. heavier 5. crunchier 6. better 7. stickier 8. less traditional 9. farther 10. most famous
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	<p style="text-align: center;">Oslob's butanding</p> <p>Have you ever seen whale sharks? Oslob is a town in Cebu which is known for its whale sharks or <i>butanding</i>. In particular, the whale sharks are found in Barangay Tan-awan, a coastal municipality within Oslob.</p> <p>Whale sharks are _____ (11. small) than the blue whale but they are known to be _____ (12. friendly). As of 2024, to swim with the whale sharks, Filipino tourists pay Php 1,000 while foreign tourists are charged Php 2,000. The rate for Filipinos is _____ (13. cheaper) in order to encourage more Filipinos to support local tourism. Although the rate that foreign tourists pay is _____ (14. expensive) than the amount charged for Filipinos, they don't mind the cost for as long as they would get the chance to see these gentle giants.</p> <p>Of all of Oslob's tourist attractions, swimming with the butanding is also the _____ (15. famous).</p> <p>After completing the paragraphs, the teacher will ask the learners to comment on the informational text used in the activity and how it was able to convey details about local tourism (e.g., local delicacies/<i>pasalubong</i>, attraction.) The teacher will facilitate learners' understanding of an effective informational text.</p> <p>Day 2 2. Worked Example Activity 1: Write meaningful sentences using the given adjectives. (10-15 minutes)</p> <p>1. stronger = _____</p> <p>2. merrier = _____</p>	
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	<p>3. fewer = _____</p> <p>4. more populated = _____</p> <p>5. least crowded = _____</p> <p>Activity 2: Learners will paste picture(s), magazine clippings, print out of online images, or drawings that show comparison between and among objects/products/places/people, etc. (15-20 minutes)</p> <p>Direction: Write one (1) sentence about your pictures using adjectives in the positive degree, two (2) sentences using adjectives in the comparative degree, and two (2) sentences about your picture(s) using adjectives in the superlative degree.</p> <p>After the two activities, the teacher will facilitate learners' understanding of the degree of comparison in adjectives, specifically on how they contribute to the relaying of information in a given text. The teacher may ask: <i>Why is using adjectives important in an informational text? How does using degrees of comparison help in relaying the message of an informational text?</i> (10-15 minutes)</p> <p>Day 3 3. Lesson activity The teacher will then direct the learners to their previously written outputs, as well as to the sample paragraphs used in the previous activities, and let them think about how they can enrich their outputs to include more details (e.g., delicacies/specialties, other local attraction of the place they specified in their writing output).</p> <p>The teacher will then guide learners in writing an outline for their improved written output. (In other terms, these are also called as writing rough drafts of their writing output.) Learners may also seek comments from their seatmate or other classmates. (10-15 minutes).</p>	<p>This means that learners should be informed in advance to prepare the needed materials. Only when possible, the teacher may also provide additional materials that may be used by the learners. Materials may include pictures, 2. bond paper, scissors, glue</p>
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	After writing their respective text outlines, the rest of the time will be devoted to finalizing their respective informational text. (20-30 minutes)													
D. Making Generalizations	<p>Day 4</p> <p>1. Learners’ Takeaways (10 minutes)</p> <p>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> <table><tr><td>One (1) thing I don’t understand or I wish to understand further in the lesson</td></tr><tr><td>One (1) things I learned in the lesson</td></tr></table> <p>2. Reflection on Learning (10 minutes)</p> <p>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><th>Reflection Prompts</th><th>Your answer in words or in drawing</th></tr><tr><td>I am happy that I learned about...</td><td></td></tr><tr><td>What I learned is useful because...</td><td></td></tr><tr><td>At home or in my community, I can use what learned by...</td><td></td></tr><tr><td>I wish to learn more about...</td><td></td></tr></table>	One (1) thing I don’t understand or I wish to understand further in the lesson	One (1) things I learned in the lesson	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...		
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	<p>After the presentation, the class will be divided into groups. Each group will come up with a short informational text responding to this prompt:</p> <ul style="list-style-type: none"> <i>Why should we be proud of the different delicacies pasalubong items and tourist attractions in the Philippines?</i> <p>The teacher should be able to remind the class to apply their learnings in outlining to organize their thoughts. (20-30 minutes)</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 activities explored/lesson exemplar.</p>
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<p>Reflection guide or prompt can be on:</p> <ul style="list-style-type: none"> <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> <u>Students</u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</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.

	<ul style="list-style-type: none">▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i>	
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