

4

Lesson Exemplar for English

Quarter 4

Lesson

7

Lesson Exemplar for English Grade 4
Quarter 4: Lesson 7 of 8 (Week 7)
SY 2024-2025

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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.

ENGLISH/QUARTER 4/ 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 (recount) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.
C. Learning Competencies and Objectives	<p>Learning Competency: EN4LR-IV-2 Comprehend informational texts EN4SW-IV-5 Express ideas appropriately (age-appropriate, gender-responsive, culture-sensitive) for one's purpose, context, and target audience.</p> <p>Learning Objectives: 1. Distinguish fact from opinion. 2. Express opinions based on facts.</p>
D. Content	Distinguishing Fact from Opinion
E. Integration	

II. LEARNING RESOURCES

Business Insider. (2014, August 15). *Why you're taller in the morning than at night*. YouTube. https://www.youtube.com/watch?v=tcq0y_1L_O4

Caballar, R.D. (2019, January 3). Do different parts of the tongue taste different things? *BrainFacts.Org*. <https://www.brainfacts.org/thinking-sensing-and-behaving/taste/2018/do-different-parts-of-the-tongue-taste-different-things-010319>

Deutsche Welle (2015, January 15). Why our ears and noses never stop growing. <https://www.dw.com/en/why-our-ears-and-noses-never-stop-growing/video-17427778>

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS				
<p>A. Activating Prior Knowledge</p> <p>DAY 1</p> <p>Short Review</p> <p>Activity 1. Which is Fact? Whis is Opinion? Place the statements in the appropriate box.</p> <div data-bbox="468 426 1296 496">A. I think it's better to stay at home than go outside.</div> <div data-bbox="468 509 1296 600">B. Coronavirus (COVID-19) can be spread from person to person.</div> <div data-bbox="468 612 1296 681">C. Anna is the best class president we had.</div> <div data-bbox="468 694 1296 762">D. My father is so kind and loving.</div> <div data-bbox="468 775 1296 866">E. According to the Department of Health (DOH), one in every four children under 5 years old are shorter for their</div> <div data-bbox="468 879 1296 970">F. Emilio Aguinaldo became the first president of the Philippines.</div> <table border="1" data-bbox="463 1005 1686 1361"> <thead> <tr> <th data-bbox="463 1005 1075 1045">FACT</th><th data-bbox="1075 1005 1686 1045">OPINION</th></tr> </thead> <tbody> <tr> <td data-bbox="463 1045 1075 1361"></td><td data-bbox="1075 1045 1686 1361"></td></tr> </tbody> </table>	FACT	OPINION			<p>The statements may be written on strips of paper which students can post on the board. They can also be displayed on screen and students draw a table in their notebook where they write the statements.</p> <p>Statements A, C, and D are opinions. Ask students to underline the word(s) that make them opinions. “I think,” “better,” “best,” “kind,” and “loving” make A, C, and D opinion.</p> <p>Statements B, E, and F are facts. The medical information, statistics, and historical detail in the statements are facts.</p>
FACT	OPINION				

<div>B. Establishing Lesson Purpose</div>	<div>1. Lesson Purpose</div> <div>Activity 2. Two Facts and a Fake. Present the following statements. Two are facts while one is fake. Ask students which statement is fake and have them explain why they think so.</div> <div><div>1. We are taller in the morning.</div><div>2. Different parts of our tongue detect different tastes.</div><div>3. Our nose and ears get bigger as we grow older.</div></div> <div>The only fake is #2. Numbers 1 and 3 are facts. The following websites may be accessed for additional information. Highlight the importance of verifying information that are accessed online.</div> <div><div>1. We are taller in the morning.</div><div>Business Insider. (2014, August 15). <i>Why you're taller in the morning than at night</i>. YouTube. https://www.youtube.com/watch?v=tcq0y_IL_O4</div><div>2. Different parts of our tongue detect different tastes.</div><div>Caballar, R.D. (2019, January 3). Do different parts of the tongue taste different things? <i>BrainFacts.Org</i>. https://www.brainfacts.org/thinking-sensing-and-behaving/taste/2018/different-parts-of-the-tongue-taste-different-things-010319</div><div>3. Our nose and ears get bigger as we grow older.</div><div>Deutsche Welle (2015, January 15). Why our ears and noses never stop growing. https://www.dw.com/en/why-our-ears-and-noses-never-stop-growing/video-17427778</div></div> <div>2. Unlocking Content Vocabulary</div> <div>Present the set of synonymous words to help students infer how the meanings of “verifiable” and “vary” differ. Note that facts are verifiable and opinions vary. Students may be asked:</div> <div><div>a. Based on the synonyms, can you define “verifiable” and “vary” in your own words?</div><div>b. How do the meanings of “verifiable” and “vary” differ? Which word is related to “fact” and which word is related to “opinion”?</div></div> <table><tr><th>Verifiable</th><th>Vary</th></tr><tr><td>correct, valid, can be proven</td><td>change, dissimilar, become different</td></tr></table>	Verifiable	Vary	correct, valid, can be proven	change, dissimilar, become different	
Verifiable	Vary					
correct, valid, can be proven	change, dissimilar, become different					
<div>C. Developing and Deepening Understanding</div>	<div>1. Explicitation</div> <div>Activity 3. What is FACT? What is OPINION? Ask students to place the phrases that describe FACT and OPINION in the appropriate column.</div>	<div>Answers:</div> <div>FACTS:</div>				

are true
are not true for all

are verifiable through evidence
cannot be verified to be right or wrong

include statistics, dates, and percentages
use adjectives

do not vary from one person to another
are based on personal choice

FACTS ...	OPINIONS ...

are true
are verifiable through evidence
include statistics, dates, and percentages
do not vary from one person to another

OPINIONS:
are not true for all
cannot be verified to be right or wrong
use adjectives
are based on personal choice

DAY 2

2. Worked Example

Present signal words and phrases used in expressing FACT and OPINION.

Clues that signal FACTS	Phrases that signal OPINIONS
Numbers Statistics Dates and time Names Places Verified claims by research and by experts	Maybe ... I think ... I believe ... The best ... For me ... I feel... I love ... In my opinion ...

Activity 4. Where's the FACT? What's the OPINION? Use the Time for Kids Opinion feature, "Should Kids Have Smartphones?" written by Brian S. McGrath

published online on November 10, 2022. Similar opinion articles with factual information can be used. Below is the link to the text:

McGrath, B.S. (2022, November 10). Should kids have smartphones? *Time for Kids*. <https://www.timeforkids.com/g34/should-kids-have-smartphones-g3/>

Begin by asking students the question raised in the article: Common Sense Media says that 43% of kids 8 to 12 now own a smartphone. Is that a good thing?

Have students compare these two opinions of Yume and Alina, featured in the article:

Yume Yano, 10	Alina Hussain, 10
Smartphones can cause addiction. A study by Baylor University found that college students spend about nine hours a day on their phones! Children are also vulnerable to addiction, because they're not disciplined enough to set limits. They can lose sight of their interests, dreams, and schoolwork. Studies show that smartphone use can cause anxiety, harm relationships, and even damage kids' eyesight. I'm not saying that kids should never have electronic devices. But they should also go outside, make art, and spend time with family. Why waste time on a screen?	My opinion is that you can have a smartphone, but too much time on it isn't good. Smartphones can provide entertainment, which we need. But this can be addicting. Watching videos online isn't the best use of your time. With effort, we're capable of amazing things. YouTube won't really help you achieve them. And looking at a screen for too long isn't good for your vision. But if there's an emergency, a smartphone lets you call your parents or the authorities. If you need to remember something, you can make a note. These are reasons that kids should have phones.

Guide the students in identifying factual and opinion statements. They can be asked to underline the statements of fact and opinion.

Ask students about their own opinions on allowing kids to have smartphones.

DAY 3 - 4

3. Lesson Activity

Activity 5. Search the FACTS. Give your OPINION. Below are facts featured in the NatGeo Kids channel’s “Weirdest, Bestest, and Truest” series. The video where the statements are taken is entitled “15 Facts You Wouldn’t Believe.”

Ask students to work in groups and choose a statement to research on. They can search factual information online and check resources in the school library. They can also ask help from their parents, siblings, and Science teachers. The table below can serve as guide. Groups can report their findings in class.

Video source: Nat Geo Kids. (2018, October 4). *15 Facts You Wouldn’t Believe | Weirdest, Bestest, Truest*. YouTube. https://www.youtube.com/watch?v=EFwx9_fZpbc

1. People made paper with cabbage, wasp nets, and wrappings from Egyptian mummies.
2. Electricity travels fast.
3. How water and cold water make different sounds when poured.
4. Some intense volcanic eruptions create lighting.
5. Cows produce more milk when they produce soothing music.
6. Corals might feel like rocks and look like plants but they are actually animals.
7. The human brain generates enough electricity to power a light bulb.
8. Some fish can change from male to female.

FACT #	
Supporting Evidence 1:	
Source:	
Supporting Evidence 2:	
Source:	
Supporting Evidence 3:	
Source:	

D. Making Generalizations

Learners’ Takeaways

3-2-1 Exit Slip

- Students write three (3) things they learned in this week’s lesson.
- Students write two (2) two interesting facts they learned from the lesson.
- Students write one (1) question on what they want to learn more about.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	NOTES TO TEACHERS
A. Evaluating Learning	<p>Formative Assessment</p> <p>Have the students answer the following multiple-choice questions.</p> <ol style="list-style-type: none"> 1. Which of the following is a fact? <ol style="list-style-type: none"> a. The elephant's trunk can hold water. b. Math is more interesting than Science. c. Our teacher is the best. d. It is better to have Math in the afternoon. 2. Which of the following is a fact? <ol style="list-style-type: none"> a. Dogs are the best pets. b. Chocolate ice cream is the most delicious flavor. c. Water boils at 100°C. d. Soccer is more fun than basketball. 3. Which of the following is an opinion? <ol style="list-style-type: none"> a. The Earth orbits the Sun. b. Fidel V. Ramos is the 12th President of the Philippines. c. Pizza is the most popular food for kids. d. Rocks are made of minerals. 4. Which of the following is an opinion? <ol style="list-style-type: none"> a. The capital city of the Philippines is Manila. b. Tigers are carnivorous animals. c. Snow is cold. d. Swimming is the most enjoyable sport. 5. Which of the following is an opinion? <ol style="list-style-type: none"> a. Plants need sunlight to grow. b. Ice cream is a delicious treat. c. Oxygen is necessary for human survival. d. The Earth has one moon.

Answers:

1. a
2. c
3. c
4. d
5. b

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>Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</p>
	<i>strategies explored</i>			
	<i>materials used</i>			
	<i>learner engagement/ interaction</i>			
	<i>others</i>			
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> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>Students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>Ways forward</u> What could I have done differently? What can I explore in the next 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/Collab sessions.</p>