

4

Learning Activity Sheet for English

Quarter 1

Week

1

Learning Activity Sheet English Grade 4 Quarter 1: Week 1

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LEARNING ACTIVITY SHEET 1

Learning Area:	ENGLISH	Quarter:	1
Week:	1	Day:	1
Lesson Title/ Topic:	Story Grammar		
Name:		Grade & Section:	4

Title and No. of Activity: Map Me Out!

Objective(s): Present the elements of a story through story map.

Materials Needed: a clean sheet of paper and pen

Duration: 15 minutes

Instructions: Read the short story, then fill in the story map.

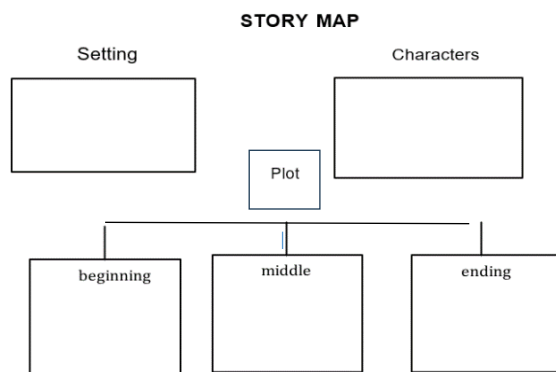
Task/Questions:

- Read and understand the story.
- Specify the elements of the story: setting, character, and plot (beginning, middle, ending).
- Write the elements of the story in the proper box in the story map.

Story:

At the School Grounds

Jo and his friends were playing baseball at the school grounds. They were having so much fun. When the ball was hit, it flew into the air, and Jo ran to catch it. Instead of catching the ball, it hit his head. He fell to the ground. "My head really hurts," he told his teacher. His teacher brought him to the school nurse. She gave him an ice pack for his head. Soon, his head began to feel better.



Additional Resources (Optional):

Watch <https://www.youtube.com/watch?v=lcD6ijirN2g>

Assessment/Reflection:

Use the rubric below to assess learners' outputs.

Rubric for Story Map

	Excellent	Very Good	Good	Developing
Setting	Described the place and time clearly	Described the place and time well	Described the place and time with less details	No description was stated
Characters	Identified and described the characters clearly	Identified the characters with less details	Identified the characters without descriptions	Did not identify any of the characters
Beginning	Clearly discussed the beginning of the story with emphasis on the problem	Discussed the beginning of the story but did not emphasize the problem	Discussed the beginning of the story vaguely	No discussion was stated
Middle	Clearly discussed the climax or suspenseful part of the story and includes additional details	Clearly discussed the climax or suspenseful part of the story	Partial information about the climax or suspenseful part of the story was stated	No details related to the climax or suspenseful part of the story was stated
Ending	Clearly discussed the ending of the story with detailed information about the solution	Discussed solution but with less details	Stated a solution but did not give any detailed information	Did not state a solution

Reflection for the learners:

Were you able to complete the elements of the story?

How did you find the activity?

Notes to Facilitators:

Learners will do the activity on a separate sheet of paper.

Extension/Differentiation (if applicable):

For further practice in presenting story elements, you may use other graphic organizers appropriate for you learners.

LEARNING ACTIVITY SHEET 2

Learning Area:	ENGLISH	Quarter:	1
Week:	1	Day:	2
Lesson Title/ Topic:	Sound devices		
Name:		Grade & Section:	4

Title and No. of Activity: Pick Me!

Objective(s): Identify sound devices (onomatopoeia).

Materials Needed: a clean sheet of paper and pen

Duration: 15 minutes

Instructions:

- A.** Read and copy each sentence on your paper, then underline the onomatopoeia being used in the sentence.

Tasks/Questions:

Example: The bird went chirp, chirp, chirp.

Answer: The bird went chirp, chirp, chirp.

1. The duck went quack, quack in the lake.
2. I heard the cow moo at the owner.
3. The sheep went baaaa, baaaa in the meadow.
4. The dog went ruff, ruff at the intruder.
5. The snake hissed when it encountered its prey.
6. It was a stormy day, I'm so afraid because the thunder rumbled.
7. There was a crackling sound from the burning leaves.
8. Water is gushing everywhere because the roads are flooded.
9. There's an owl, which hoots every night, on that tree.
10. I am disturbed by the squeaking of the rat running around the room.

Assessment/Reflection:

- Learners can check their work with their teacher to know whether they need more exercises about the topic or not.

Reflection for the learners:

Did you enjoy using onomatopoeia in your own sentences?

Why not try using them in writing your own stories or poems?

Notes to Facilitators:

Learners will do the activity on a separate sheet of paper.

LEARNING ACTIVITY SHEET 3

Learning Area:	ENGLISH	Quarter:	1
Week:	1	Day:	3
Lesson Title/ Topic:	Reality vs. Fantasy		
Name:		Grade & Section:	4

Title and No. of Activity: Believe It or Not!

Objective(s): Differentiate reality from fantasy.

Materials Needed: a clean sheet of paper and pen

Duration: 15 minutes

Instructions: Read the statements below then write "**Reality**" if the events can happen in real life or "**Fantasy**" if the events are from someone's imagination. Put your answers on a clean sheet of paper.

Tasks/Questions:

Example:

Statement: Dogs can fly in the sky.

Answer: Fantasy

1. The sun rises in the east and sets in the west.
2. Unicorns exist and can be found in the forest.
3. People can breathe underwater like fish.
4. Dragons are real creatures that can breathe fire.
5. Fairies have magical powers and can grant wishes.
6. The cowboy rode on a white horse across the road.
7. The fish sang three songs for everyone.
8. Children learn how to multiply in class.
9. The monkey got a haircut on Saturday.
10. Our dog has five cute puppies.

Assessment/Reflection:

- Learners can check their work with their teacher to know whether they need more exercises about the topic or not.

Reflection for the learners:

Did the activity awaken your imagination? How do you say so?

Notes to Facilitators:

Learners will do the activity on a separate sheet of paper.

LEARNING ACTIVITY SHEET 4

Learning Area:	ENGLISH	Quarter:	1
Week:	1	Day:	4
Lesson Title/ Topic:	Drawing conclusions		
Name:		Grade & Section:	4

Title and No. of Activity: Guess It Right!

Objective(s): Draw conclusions based on the text read.

Materials Needed: a clean sheet of paper and pen

Duration: 15 minutes

Instructions: Read the short passages and draw conclusions from it. Write your answers on your paper.

Tasks/Questions:

1. It takes a turtle about ten hours to travel one mile. A snake can travel two miles in one hour. A house cat can travel about thirty miles in an hour. A tarsier can travel twenty-four miles in an hour.

Tarsiers move more slowly than _____.

2. There are many rats in the world. No one knows just how many rats there are. Many rats live underground. Many live in other places where they can't be seen. Some people say that there are about as many rats in the world as there are people.

You can tell that no one has _____.

3. Young birds don't seem to know what to eat. They will peck at anything. Put a stick near them, and they will open their mouths and beg. Their mothers and fathers show them what to eat by picking up food and dropping it in front of them.

A baby bird is likely to _____.

4. A bee can move its wings very fast. In just one second, it can move its wings about two hundred times. So can a housefly. A wasp can move its wings even faster. It moves them about three hundred times in a second!

Bees and houseflies move their wings_____.

5. Horses don't live as long as people do. A horse that lives to the age of thirty is very old. One year of a horse's life is equal to three years of a person's life. A thirty-year-old horse is as old as a person who is ninety.

A ten-year-old horse is equal to a_____.

Assessment/Reflection:

- Learners can check their work with their teacher to know whether they need more exercises about the topic or not.

Notes to Facilitators:

Learners will do the activity on a separate sheet of paper.

LEARNING ACTIVITY SHEET 5

Learning Area:	ENGLISH	Quarter:	1
Week:	1	Day:	5
Lesson Title/ Topic:	Summarizing Story Events		
Name:		Grade & Section:	4

Title and No. of Activity: Believe It or Not!

Objective(s): Differentiate reality from fantasy.

Materials Needed: a clean sheet of paper and pen

Duration: 15 minutes

Instructions: Reread the story, "Playground." Fill in the elements needed and write the summary.

Tasks/Questions:

Playground

Molly and her friend Bella were playing at the playground. They were supposed to take turns on the swing. Molly counted to 100 while Bella was on the swing. Bella didn't go down the swing.

"Bella! I counted to 100, it's my turn!" said Molly.

"You counted too fast, it's still my turn," Bella said.

Molly was upset. She wanted a turn on the swing, too! What could she do? Molly could tell the teacher, but her teacher always wanted them to try to solve their problem first. How would she solve the problem?

She decided to use an "I message." That means to tell the other person how you're feeling, why you feel that way, and what they can do to make it better.

"Bella, I feel sad because we were supposed to take turns after 100 counts. Will you please get off?" Molly asked. Finally, Bella got off the swing. Molly was happy because she solved her problem all by herself!

Story Title: _____

Setting: _____

Characters: _____

Beginning: _____

Middle: _____

Ending: _____

Summary:

Assessment/Reflection:

Rubric for Grading Summary

4	3	2	1
<ul style="list-style-type: none"> • Includes all the elements of the story • Statements are written in own words • Sentences are sequentially arranged and grammatically correct 	<ul style="list-style-type: none"> • Lacks 1 element of the story • One part is not stated in own words • One sentence is interchangeably written which affected its sequence • Has some errors in grammar and structure 	<ul style="list-style-type: none"> • Lacks 2 elements of the story • Two sentences are not stated in own words • Two sentences are interchangeably written which affected the sequence • Has few errors in grammar and structure 	<ul style="list-style-type: none"> • Lacks 3 elements of the story • Three sentences are not stated in own words • Three sentences are interchangeably written which affected the sequence • Has many errors in grammar and structure

Reflection for the learners:

Did you write your summary well? How would you rate yourself based on the rubric?

Notes for Facilitators:

You may substitute a story which you learned in class besides the one suggested in this worksheet.