

4

Lesson Exemplar for English

Quarter 1

Week

2

Learning Activity Sheet for English Grade 4 Quarter 1: Week 2

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MATATAG K to 10 Curriculum Weekly Lesson Log	School	Grade Level	4
	Name of Teacher	Learning Area	English
	Teaching Dates and Time	Quarter	1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES					
<i>A. Content Standards</i>	The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on one's purpose, context, and target audience.				
<i>B. Performance Standards</i>	The learners apply comprehension of literary and informational texts and produce narrative and expository texts based on their purpose, context, and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.				
<i>C. Learning Competencies</i>	EN4LR-I-2 Comprehend informational texts				
<i>D. Learning Objectives</i>	At the end of the lesson, the learners should be able to: a. define informational text types; b. locate needed information from an enumeration and description type of text to complete a graphic organizer; and c. identify the main idea of the texts.	At the end of the lesson, the learners should be able to: a. read informational texts; b. identify the topic, main idea, and supporting details of a text read; and c. complete an outline based on a text read.	At the end of the lesson, the learners should be able to: a. infer the author's purpose in given texts; and b. familiarize with strategies in identifying the author's purpose.	At the end of the lesson, the learners should be able to: a. draw conclusions based on the text read; b. analyze how to draw conclusions based on pictures and context clues; and c. relate mood and feelings as elements to help draw	At the end of the lesson, the learners should be able to: a. summarize the text read; b. identify the main idea and supporting details in a selection; and c. use pictures to make a summary.

				conclusions from the text read.	
<i>E. Instructional Design framework feature (s)</i>	Integrative Connection Collaboration	Integrative Connection Collaboration	Integrative Connection Collaboration	Integrative Connection	Integrative Connection
<i>F. 21st Century Skills</i>	Information Literacy Critical thinking Communicating in Diverse Environments Visual literacy	Critical thinking Communicating in Diverse Environments Self-Discipline	Critical thinking Teamwork Collaboration Communicating in Diverse Environments Visual literacy	Critical thinking Teamwork Collaboration Communicating in Diverse Environments Visual literacy	Critical thinking Communicating in Diverse Environments Visual literacy Teamwork Collaboration
II. CONTENT	Informational Text Identifying the main idea Enumeration-Description Type of Text	Outlining Topic and Main Idea (inductive organization)	Inferring Author's Purpose	Drawing Conclusions based on a Text Read	Summarizing a Text Read
III. LEARNING RESOURCES					
<i>A. References</i>	English 4 LM page 268	English 4 LM pp. 212-213, page 153 English 4 LM pp. 176-177	English 4 TM page 5	English 4 LM	English 4 TM page 68 English 4 LM page 225
<i>B. Other Learning Resources</i>	TM page 113-115 LR Portal Dengue briefer 18420-Dengue briefer Agri Module 1579 Health 6 Module 6 21860 SLM Quarter 1	LR Portal (Media gallery)	English SLM Q1 M3 41 LR Portal Determining Author's Purpose English TM page 5	BEAM: Drawing Conclusions DLP: Module 64	LR Portal 1810 Summarizing SLM CCM illustration

IV. TEACHING AND LEARNING PROCEDURES

Before/Pre-Lesson Proper

Activating Prior Knowledge

What can you say about the picture?



Sharing of experiences:

Who among you has experienced getting sick?

How did you feel? What should you do so that you will not get sick?

Can you also get sick because of pests or insects?



Show the picture above then say:

We are going to read a text today. Based on the picture, what do you think will the text be about? What other details do you think may be found in the text?



<https://tinyurl.com/ynpvxv5y>

Ask:

1. What have you observed in the image shown?
2. Is the picture telling you something?
3. Where do you usually see pictures like this?
4. Why do you think pictures like this were created or posted?

We will be watching a short video. After watching, try to answer the questions that I will ask you.

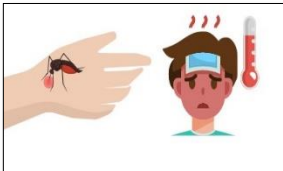

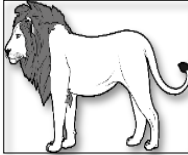

Play the video from <https://www.youtube.com/watch?v=ywjgf3xiwFM>

The Power of Team Work



Ask: What did you see in the video? Based on what happened in the three situations, why did the groups overcome each problem?

A ball will be passed from one learner to another while music plays in the background. As the music stops at certain places, the student holding the ball will give the highlights of the story of the hawk, the hen, and the rooster.

				<p>What we did is an example of drawing conclusions.</p>	
<p><i>Lesson Purpose/Intention</i></p>	<p>Say: Most of us, even children like you, have experienced getting sick. Some of you probably experienced getting sick because of an insect.</p> <p>2 PICS, ONE WORD</p>  <p>Can you guess what we will be reading today based on the pictures shown?</p>	<p>Say: Look at this basket of ideas. Help me identify the BIG IDEA and the LITTLE IDEAS by putting the words where they belong.</p>  <p>POOL OF IDEAS: KITCHEN UTENSILS, KNIFE, COOKING POT, FRYING PAN, TONGS, WHISK, SPATULA</p>	<p>Say: Today, we will learn about an author's purpose in creating a text and how to identify them from texts read. We will also learn the importance of identifying the author's purpose in writing.</p>	<p>Say: Today, we shall be listening to a short story entitled <i>The Hawk and the Hen</i>, and we shall draw conclusions based on the details found in the story.</p>	<p>Say: Today, we will read a story entitled <i>The Lion and the Mouse</i>.</p> <p>Can you give a Character Sketch of the following? Describe them.</p> <p>We will be summarizing the story after.</p>  

	<p>Today, we will study an example of an informational text about dengue fever. We will also learn about informational types of text like enumeration and description.</p>	<p>BIG IDEA: Kitchen utensils LITTLE IDEAS: Knife, cooking pot, frying pan, tongs, whisk, spatula</p> <p>Ask: What have you noticed between the big idea and the little ideas? Today, we will be reading a text then identify the big idea and little ideas then put them into an outline.</p>			
<p><i>Lesson Language Practice</i></p>	<p>Let the learners choose the synonym of the word.</p> <p>Say: When I give the signal, raise your thumbs if you think the word is the correct synonym of the given words.</p>	<p>Let the learners find the synonyms of the words in bold font. In the sentence, learners will be underlining their answers.</p> <p>1. The bamboo is the giant of the grass family. It can grow as tall as trees.</p>	<p>Unscramble the words to match their given meaning. Then put the words in the figure shown.</p> <ol style="list-style-type: none"> DPESARUE – to convince FIRNOM – to give information RNTEETIAN – to amuse 	<p>Let the learners underline the word or words synonymous to the encircled words. The answers can be found in the same sentence as the encircled words.</p>	<p>Let the learners choose the letter of the correct meaning of the underlined word. Have them write the answers on their notebooks or answer sheet.</p>

1. severe

intense

upset

2. shock

surprise

happy

3. occur

happen

believe

4. serious

significant

sad

5. stagnant

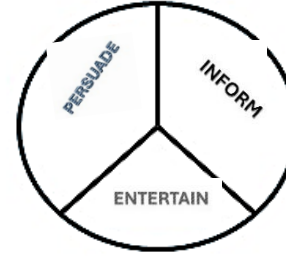
motionless

flowing

2. There are **different** kinds of bamboo. Some bamboos vary in height.

3. Trees are **important** in our life. They play a vital role in our environment.

4. A bamboo is used in making **furniture**. These furnishings are very useful to us.



Say: The first letters of our mystery words make up the word PIE and these stand for some of the author's purposes when writing or creating something. Authors are like bakers. Bakers cook delicious bread and pastries while authors write something for people to read. They both have different purposes for creating something.

1. The hawk is the enemy of the hen. He is the opponent of the rooster.

2. The hen promised to marry the hawk. She assured the hawk that she will marry him.

3. The hawk was angry at the hen. He was mad at her.

1. The lion roared at the mouse.

- a. prolonged cry
- b. whisper
- c. jumped

2. He thought his idea was foolish to jump on the cliff.

- a. unwise
- b. smart
- c. undecided

3. He was a strong leader of the band.

- a. powerful
- b. heavy
- c. thin

During/Lesson Proper


<p><i>Reading the Key Idea/Stem</i></p>	<p>Modeling: The teacher reads the selection then the class follows.</p> <p>Let the pupils read the selection:</p> <p style="text-align: center;">Dengue</p> <p>Dengue Hemorrhagic Fever (DHF) has severe symptoms as compared with regular fever. Sometimes, bleeding and shock can occur more severely, which can lead to death. It is most serious in children.</p> <p>Symptoms of bleeding usually occur after 3- 5 days of fever.</p> <p>Dengue is spread by the bite of an infected mosquito <i>Aedes aegypti</i>, a day biting mosquito</p>	<p>Modeling: The teacher reads the selection then the class follows.</p> <p>Let the pupils read the selection:</p> <p style="text-align: center;">Bamboos</p> <p>The bamboo is the giant of the grass family. Some bamboos can grow as tall as trees. They can grow in the lowlands or in rolling hills. There are different kinds of bamboo.</p> <p>A bamboo has many uses. The most important use of bamboo is for building</p>	<p>Modeling: The teacher reads select statements then the class follows.</p> <p>Together with the teacher, they will identify the author’s purpose in writing the statement or text.</p> <ol style="list-style-type: none"> 1. Here at Ornussa’s Bakery, delicious pies and cakes await you. So, what are you waiting for? Buy your favorite treats today! 2. A pie is a dish that is baked and may contain sweet or savory ingredients. 3. One day, I was baking a pie when suddenly 	<p>The teacher reads the selection as the learners take down notes on the important details. Show the comprehension questions before the listening activity.</p> <p style="text-align: center;">Long time ago, the hawk wanted to marry the hen. He visited her one day. He showed her a pretty ring. It was a beautiful ring. “Will you marry me?” He asked the hen. The hen looked at the ring. She wanted it very much. “I will marry you,” she answered.</p>	<p>Modeling: The teacher reads the selection then the class follows.</p> <p>Let the pupils read the selection:</p> <p style="text-align: center;">One day the lion was sleeping in the forest. A little mouse was looking for something to eat. She ran over his paw.</p> <p>The lion opened his eyes. He roared at the mouse. He put his paw over her.” I will eat you,” he cried.</p> <p>“I did not know it was you,” said the mouse. “Please let me go. Someday, I will help you.”</p> <p style="text-align: center;">“Foolish</p>
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	<p>which lays eggs in clear and stagnant water found in flower vases, cans, rain barrels, old rubber tires, etc. The adult mosquitoes rest in dark places of the house.</p> <p>The mosquito gets the virus by biting the infected person mostly during daytime. The first symptoms of the disease occur about 5-7 days after an infected bite. There is no way to tell if a mosquito is carrying the dengue virus. People, especially children, must protect themselves from mosquito bites.</p>	<p>houses. A whole bamboo may be used for posts and beams of houses. Split bamboo is used for roofs, walls, and floors. It is also used in fishing and farming. Different kinds of fish traps are made from bamboo. Farmers also use the bamboo as a fence for their garden and farm.</p> <p>A bamboo has many other uses. It can be made into toys, furniture, and utensils. It is a very useful plant.</p>	<p>the phone rang. Instead of saying, "Hello! Ornussa's Bakery!" I said, "Hello! Let's eat pie!" The caller laughed out loud. It was the owner.</p> <p>Ask: Where might we find the statements/text read? How did we know the appropriate author's purpose for each item? What does each statement tell us?</p>	<p>The hawk placed the ring around the hen's neck. The next day, the rooster noticed the ring. The rooster wanted to marry the hen, too. He didn't like the hawk's ring at all. "Throw the ring away," he said. "You promised to marry me." The hen took off the ring and threw it away.</p> <p>A week later, the hawk visited the hen again. He asked the hen about the ring. "I lost it," the hen said. The hawk got angry. He did not believe her. He said, "You are lying. I want my ring.</p>	<p>mouse!" said the lion. "What can a little thing like you do? I am strong. How could you ever help me?"</p> <p>The lion laughed, but let the mouse go. He did not think the little mouse could ever help him. Soon after this, the lion was running in the forest. He ran into a trap.</p> <p>The trap was a net made of rope. The lion tried to break the net, but the rope was strong. The mouse saw the lion in the net, she said, "I will help you."</p> <p>It was hard to chew the strong rope.</p>
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	<p>Answer the ff:</p> <ol style="list-style-type: none"> 1. What is DHF? 2. What insect is the carrier of dengue? 3. When do the first symptoms of the disease occur? 4. How can you protect yourself from dengue? 5. Why do you think the author wrote 	<p>Say: Answer the given questions below then fill in the outline form.</p> <ol style="list-style-type: none"> 1.What is the topic of the selection? <p>Clue: It is repeated all throughout the text.</p> <ol style="list-style-type: none"> 2.How can you describe a bamboo? 3.What are the uses of bamboo? 4. What is the BIG IDEA? What are the LITTLE IDEAS? Let's put them in the outline provided. 		<p>Give it to me or I will carry off your chicks.” The hen scratched and scratched the ground looking for the ring. But she did not find it. Until now, hens scratch the ground. They are looking for the hawk’s ring. The hawk is an enemy of the hens. Every time a hawk sees a hen and its chicks, he tries to catch the chicks and eat them. The hens are afraid of the hawks. They run and hide their chicks every time a hawk is seen flying by.</p>	<p>The mouse bit and chewed for a long time. At last, she chewed the rope enough so that the lion could break the net.</p> <p>“You have saved my life. Thank you,” roared the lion, as he walked away into the forest.</p> <p>“A little mouse can help after all,” said the mouse.</p> <p>Answer the ff.</p> <ol style="list-style-type: none"> 1. Who are the characters in the story? 2. Where did it happen? 3. What is the purpose of the author in writing the story?
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				<p>Answer the ff.</p> <ol style="list-style-type: none"> 1. Who wanted to marry the hen? 2. Who gave her a ring? 3. What did the hen do with the ring? 4. Why do hens scratch the ground? 	<p>4. What could have happened if the mouse did not help the lion?</p> <p>5. With the class, point out the main idea and supporting details in the story.</p>
<p><i>Developing Understanding of the Key Idea/Stem</i></p>	<p>Say:What information did you get from the first paragraph?</p> <p><i>Dengue is spread by the bite of an infected mosquito Aedes aegypti.</i></p> <p>Informational Texts are non-fiction texts that give information about a topic. These can be found in magazines, science or history books, newspapers, textbooks, etc.</p>	<p>Say: Complete the sample outline of our text.</p> <p style="text-align: center;"><u>Bamboo</u></p> <p><u>(1) Description</u> A giant of the grass family</p> <p><u>(2) can grow in the lowlands or in rolling hills</u></p> <p><u>(3) Used for building houses</u></p> <p>used in fishing used in farming</p>	<p>To be able to fully understand an article or a paragraph, it is important for the reader to know that the purpose of the author may be:</p> <ul style="list-style-type: none"> • To inform – to give information Where we can find texts/ideas that aim to inform: newspapers, magazines, textbooks, reference books, science and technology books, etc. • To entertain – to give laughter or relief 	<p>Study the situations in each number and the conclusions drawn from them.</p> <p>1.The rooster wanted to marry the hen, too. He told the hen to throw away the ring given by the hawk. The hen followed the rooster’s instruction.</p> <p>Conclusion: The hen likes the rooster.</p>	<p>Let us summarize the story you just read using pictures from the story. Complete the sentences provided.</p> <p>The teacher may prepare pictures that correspond to the following sentence completion activity.</p> <p>One day the _____ (show picture of a lion) was sleeping in the</p>

	<p>These text types usually contain facts.</p> <p>What information did you get from the second paragraph?</p> <p>Enumeration are types of informational text that lists down information about a certain topic.</p> <p>Example: Where do mosquitoes usually lay their eggs?</p> <ol style="list-style-type: none"> 1. Stagnant water found in flower vases 2. Stagnant water found in cans 3. Rain barrels <p>What can you say about dengue?</p> <p>Dengue Hemorrhagic Fever (DHF) has severe</p>	<p>An outline is a summary of a particular topic that helps you organize ideas.</p> <p>Format: It uses Roman numbers, alphabet, Hindu-Arabic numbers, etc.</p> <p>It contains the TOPIC, MAIN IDEA, and SUPPORTING DETAILS. From the outline above, which one is the topic? The main idea? The supporting details?</p> <p>TOPIC – person, place, thing, or idea being written about which is usually repeated in the sentences in the paragraphs</p> <p>Note: The word “bamboo” was repeated 9 times.</p>	<p>Where we can find texts/ideas that aim to entertain: short story, novels, comic books, etc.</p> <ul style="list-style-type: none"> • To persuade – to encourage the reader <p>Where we can find texts/ideas that aim to persuade: advertisements, commercials, speeches of politicians, etc.</p> <p>Identify what the author’s purpose may be in the items below. Write your answer beside the item.</p> <ol style="list-style-type: none"> 1. A dictionary 2. A funny story 3. A soap advertisement 4. A comedy show 5. A Harry Potter novel 6. A Facebook announcement about class 	<p>Steps in drawing conclusions :</p> <ol style="list-style-type: none"> 1. Read the sentence/s carefully. 2. Analyze the ideas presented. 3. Think of the possible outcomes based on the information given. <p>Drawing conclusions is using information to judge events that are not clearly stated in the text.</p>	<p>forest. A little _____(show picture of a mouse) was looking for something to eat. She ran over his paw. The lion opened his _____(show picture of a mouth) and roared at the mouse. He tried to _____ (show picture of an animal eating) the mouse but the mouse begged for his life. The lion let him _____ (show picture of the concept of being let go). When the lion got trapped one day, the mouse</p>
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	<p>symptoms as compared with regular fever. Sometimes, bleeding and shock can occur more severely, which can lead to death.</p> <p>Description texts are types of informational text that describes a person, place, thing, and event. These include features, characteristics and/or examples.</p>	<p>MAIN IDEA (BIG IDEA) – most important thought about the topic, may be the beginning, middle, or last sentence of a text.</p> <p>SUPPORTING DETAILS (LITTLE IDEAS) – the pieces of evidence that support the main idea.</p> <p>Video resource for this:</p> <p>https://www.youtube.com/watch?v=LWFnpeimPfE</p> 	<p>suspension</p> <ol style="list-style-type: none"> 7. The procedure of cooking noodles at the back of its packaging 8. Traffic signs on the street 9. A poem for my parents <p>The classroom bulletin board</p>		<p>(show picture of the mouse helping the lion) him.</p> <p>Summarizing is giving a brief statement about a text in your own words. To summarize, follow these steps:</p> <ol style="list-style-type: none"> 1. Read the text carefully. 2. Identify the main idea and supporting details. 3. Combine the main idea and supporting details and write a summary using your own words.
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*Deepening
Understanding of the
Key Idea/Stem*

**Activity Time:
LOCATE ME!**
Read the selection
and locate the main
idea to complete the
graphic organizer.
Write your answer in
a piece of paper.

**Common Plant
Pests**
1. **Aphids** can be
green, brown, or
black in color and
turn from nymph to
adult. It develops
wings and flies to
another plant host
in the same plant
family. Aphids
mature in 12 days.
2. A **cutworm** is a
larva of moths and
butterflies. It
hatches in the
underside of
leaves and plants.
It is called a
caterpillar.
3. **Borers** eat,
grow, and hatch
inside plant parts
as caterpillars.
When plant tops
wilt suddenly, this

**Activity Time:
FILL ME OUT**
Read the
selection
and
complete
the outline.
Write your
answer in
your
notebooks/w
orksheet.

**Junk Foods:
To Eat or Not
to Eat**
By Lea E.
Basquinas

Junk food is
unhealthy. It is
greasy, fatty; and if
eaten regularly,
definitely won't help
anyone to be
healthy. It can even
make you sick!
Your teachers and
parents remind you
of these all the
time. However, as
unhealthy as it may
seem, it is still one
of those foods that
pupils like you love
to eat.

**Activity Time:
Group Activity
FIND MY
PURPOSE**
With your group
members, read a
text then infer the
author's purpose.
Complete the details
being asked for in
the worksheet
provided.
GROUP 1

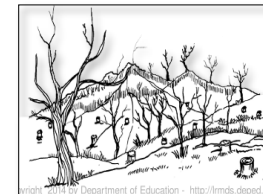
Due to storm
signal # 3, all
residents of
Barangay Mabuti
are being asked to
evacuate to the
nearest evacuation
centers. Bring
bottled water, food,
and clothes as you
go to the centers.
Avoid going out
once the storm
makes a landfall.
Keep safe everyone!

**Activity Time:
PICTURE
THIS!**
Write your own
conclusions
based on the
pictures and
situations. Put
your answers in
your notebooks.

1. Flood



**2. Denuded
forest**



**Activity Time:
GIVE ME
FIVE!**
Read the
selection and
share with your
groupmates the
summary by
using the five-
finger strategy
narration/retelling.
Write your group's
answer on the
worksheet.

**Kabang, a
True Hero**
*Lilibeth A.
Magtang*

By the
roadside,
Kabang lay
Counting
men, one....
two.... three
Counting
wheels, oh, too
many
Catching sight of
you and me.

“Aw, aw” she
barked to two
little girls

shows that borers are around. The borer is the cousin of the cutworm.

4. Bugs lay in white cottony masses. When young, bugs crawl like a scale insect. They secrete large amounts of honeydew that is why they are followed by ants and mold fungus.

Locate the needed information:

What pests lay in white cottony masses?

**ACTIVITY TIME:
LABEL ME!**

Find a partner and read the selection.

Identify the type of informational

If you really want to have a healthy lifestyle, then you should stop eating junk food at once! You should choose to keep your body healthy. Stop eating junk food because there are no vitamins in it. It can never help you maintain a good and healthy body.

Instead of eating junk food, there are lots of food choices you can pick. You should eat fruits, vegetables, fish, and eggs for example. These are nutritious foods that can help your body become healthier.

Ask yourself this, "Will I let junk food tempt me, or not?" Well, it's up to you. Choosing nutritious food over

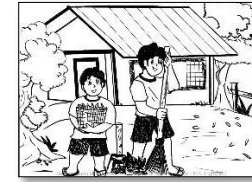
GROUP 2

My most embarrassing moment was when I fell on the stairs. I slipped on the floor and the guard saw me. Several of my classmates also saw me fall.

GROUP 3

Cigarette smoking is dangerous to our health so we must not buy and smoke cigarettes. This will help us avoid having sick lungs. Our loved ones around us will also avoid diseases related to smoking if we do not pick up this habit.

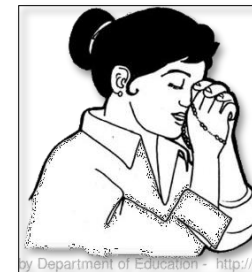
3. Clean-up



4. Children opening toys



5. Woman praying



Passing her by, both smiled sweetly
When out of nowhere came screeching
A speeding vehicle was approaching

Fearless Kabang flew just as fast
Bumped motorcycle in just a snap
Caught in the spokes, she lost her snout
And a wrecked face that's what she got.
Badly hurt, Kabang hid for days
Leaving us awed, daunted and impressed
A hero she is, standing in our midst
A true hero, so valiant, bold, and brave.

text. Write **E** if it is enumeration and **D** if it is description.

See the worksheet attached for guided practice.

Insert Rubrics

RUBRICS IN WRITING A PARAGRAPH					
	Excellent	Good	Fair	Poor	
Topic Sentence	The topic sentence is clear, concise, and effectively introduces the main idea of the paragraph.	The topic sentence is clear, concise, and effectively introduces the main idea of the paragraph.	The topic sentence is present but is somewhat unclear or does not align perfectly with the content of the paragraph.	The topic sentence is missing or is not related to the main idea of the paragraph.	There is no topic sentence, or it's irrelevant to the content.
Supporting Details	The paragraph includes multiple supporting details that effectively support the main idea.	The paragraph includes some supporting details, but they are not as relevant or do not fully elaborate on the main idea.	The paragraph has limited supporting details, or they are somewhat irrelevant.	The paragraph lacks supporting details or includes only irrelevant information.	The paragraph does not include any supporting details.
Organization	The ideas flow logically, with smooth transitions between sentences, making the paragraph coherent and easy to follow.	The paragraph is mostly organized, but a few transitions between ideas might be missing.	The ideas are somewhat disjointed, lacking clear organization and flow.	The paragraph lacks structure, with ideas presented in a haphazard manner.	The paragraph is disorganized and difficult to follow.
Grammar, Spelling, and Mechanics	The paragraph is free from grammatical, spelling, and punctuation errors.	The paragraph has minor grammatical, spelling, or punctuation errors that do not interfere with understanding.	The paragraph has several noticeable errors, making it slightly difficult to read.	The paragraph is riddled with errors, making it hard to understand or follow.	The paragraph contains many errors, making it nearly impossible to understand.

junk food is the best choice. Someday, you will thank yourself for the good choices you have made.

Junk Food
I. Description
a. _____
b. _____

See worksheet attached

See worksheet attached.

CRITERIA	RUBRICS IN DRAWING CONCLUSIONS					
	5	4	3	2	1	
Use of Evidence	Effectively uses multiple pieces of relevant evidence to support the conclusion. The evidence is directly related and clearly supports the drawn conclusion.	Uses some relevant evidence to support the conclusion, but may miss a key piece or include minor irrelevant details.	Uses limited evidence, which might be partially relevant or misinterpreted.	Provides relevant evidence or misinterprets the evidence entirely.	Fails to provide any evidence.	Did not provide any evidence.
Logic and Reasoning	The conclusion is clearly drawn through clear and sound logic. It shows a deep understanding of the context and evidence.	The logic is mostly sound, but there might be a minor gap or oversight in reasoning.	The logic is flawed in significant ways, making the conclusion questionable.	There is little to no logical connection between the evidence and the drawn conclusion.	No attempt to use logic and reasoning.	Did not attempt to make a conclusion.
Relevance	The conclusion directly addresses the main question or problem, providing a clear and comprehensive answer.	The conclusion addresses the main question or problem, but may lack significant detail or depth.	The conclusion only partially addresses the question or problem, leaving some aspects unanswered.	The conclusion assumes the point of the question or problem entirely.	Did not attempt to make a conclusion.	Did not attempt to make a conclusion.
Clarity and Presentation	The conclusion is presented in a clear, concise, and coherent manner, making it easy to understand.	The conclusion is mostly clear, but there might be some minor ambiguities or unclear phrases.	The conclusion is somewhat convoluted or overly complex, making it difficult to understand.	The conclusion is unclear, jumbled, or makes no sense.	No conclusion was made.	No conclusion was made.

See worksheet attached

5 points	4 points	3 points	2 points	1 point
Explains all the characters, setting and plot	Explains most of the characters, setting and plot	Explains some of the characters and setting but does not tell all the important events	Explains only one of the characters and setting but does not tell all the important events	Does not understand the text
Summarizes the main idea and supporting details	Summarizes only the supporting details	Summarizes only the events and selected parts	Does not use text evidence	Makes up a story

After/Post-Lesson Proper

Making Generalizations and Abstractions

What is an informational text?

What is an enumeration type of text?

What is a description type of text?

What is outlining?

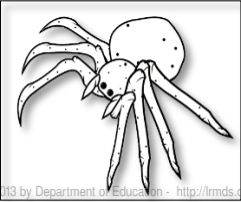
How do you infer an author's purpose? Why do we need to know the author's purpose in writing or creating texts?

How do you draw conclusions?

How do you summarize a text read?

<p><i>Evaluating Learning</i></p>	<p>Let the learners read an example of an informational text and let them answer questions that follow.</p> <p>Flies can be found anywhere. This insect carries infectious diseases by transferring infection from their feet or from their mouth after feeding on something that is infected. Large numbers of flies are seen in places like garbage dumps, wet markets, poultry, and piggery. You can also see this six-legged animal feasting on rotten plants and animals.</p>	<p>Let the learners read the selection and complete the outline.</p> <p>Say: This time, let's meet someone who lives in a bamboo.</p> <p>Tarsiers can be found in Southeast Asia. In the Philippines, they are in the islands of Samar, Leyte and Bohol. They live in trees and in the roots of plants like bamboo. The tarsier is one of the smallest primates; it is no larger than an adult man's hand. It has brown and gray</p>	<p>Let the learners read each paragraph carefully and write the purpose of the author.</p> <p>Write P for persuade, I for inform, and E for entertain. Write your answer in your notebooks/worksheet.</p> <p>1. A thesaurus is a dictionary of synonyms and antonyms. It is a special dictionary that gives a list of words with similar or opposite meanings. This book is important to everyone who wishes to communicate their ideas precisely and vividly by using different words.</p>	<p>Let the learners read the text and draw conclusions from what happened to Jane.</p> <p>Have them write their answers on a piece of paper.</p> <p>Jane had been sick for two days. She had high fever. Mother placed an ice cap on her forehead. Then she took her to the clinic. She was attended to by the physician, and she was admitted to the hospital. After two days, the doctor said she could go home because she was already well. Mother happily brought her back home</p>	<p>Let the learners read the paragraph carefully. Then, let them identify the main idea and supporting details to be able to summarize the paragraph. Have them write their answers in a piece of paper or in their notebooks.</p> <p>Filipinos are ready to help one another especially in time of need. They help one another in building houses. They also help one another when there are pandemics like COVID-19 and calamities like floods, earthquakes, and volcanic eruptions.</p>
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	<ol style="list-style-type: none"> 1. What is the text about? 2. What kind of text is the selection? What are your clues? 3. Describe the fly using details from the text above. 4. Why did the writer write the article? 	<p>fur covering the body. Its hind legs and feet are elongated. It has big round eyes. The tarsier is nocturnal. It sleeps during the day and finds food at night. It mainly eats insects.</p> <p style="text-align: center;">Tarsier (Outline)</p> <p>I. Tarsiers can be found in Southeast Asia.</p> <ol style="list-style-type: none"> a. _____ b. _____ c. _____ <p>II. It is one of the smallest primates.</p> <ol style="list-style-type: none"> a. _____ b. _____ c. _____ d. _____ <p>III. It is nocturnal.</p> <ol style="list-style-type: none"> a. _____ b. _____ 	<ol style="list-style-type: none"> 2. Some pupils throw pieces of paper and candy wrappers in the school yard. Are you one of these pupils? Let's have pride in our school and keep the yard clean. It only takes a little effort. 	<p>What conclusion can you draw about what happened to Jane?</p>	<p>Filipinos are very helpful.</p>
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<p><i>Additional Activities for Application or Remediation (if applicable)</i></p>	<p>Let the learners read the selection and write their answers on the answer sheet.</p> <p>Why is washing our hands important? Handwashing makes our hands clean if done properly. Using germicidal soap and clean water will make our hands free from any form of germs. The germicidal soap should stay in our hands for 20 seconds. Germicidal soaps are known to kill germs in our hands and body. Handwashing is important so that we will not get sick.</p> <ol style="list-style-type: none"> 1.What is the article all about? 2.What type of text type is the above article? 3.Why do you think the author wrote it? 	<p>Let the learners read the selection entitled, “Spiders” and complete an outline. Have them write their answers in their notebooks.</p> <p style="text-align: center;">Spiders <i>Cecilia B. Corsino</i></p>  <p>Spiders are tiny animals that spin silk to catch insects. Some spiders spin silk webs to trap food.</p>	<p>Modeling: The teacher reads the selection then the class follows.</p> <p>Let the pupils read the selection:</p> <p style="text-align: center;">The Legend of the Monkey</p> <p>Once there was a young girl who lived in the forest and was the trainee of the Goddess of Weavers. One day, the Goddess called the girl and asked her to make a dress made of cotton. The young girl had no idea how to make it. So, the goddess explained that she must clean the cotton, beat it, spin it, weave it into cloth, cut it and finally sew it.</p>	<p>Let the learners read the text and draw conclusions. Have them write their answers in their notebooks.</p> <p>It was the first day of school and Sheena was so excited. The night before, she prepared all the things she needed. She also slept early so that she would arrive early to the school. She was having a great day but when she was about to go home, she realized that she had left her umbrella at school, and she couldn’t go home right away.</p>	<p>Ask the learners to bring a copy of their favorite story or book. Using the five-finger retelling, they will be writing a summary of the story in a piece of paper.</p>
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		<p>Such webs are sticky that when an insect flies into one, it cannot escape. Some spiders use sheets of silk to wrap their prey like mummies.</p>	<p>But the girl was lazy and thought that making a dress out of cotton was a lot of hard work. So, she thought of an easier way. She took the leather cloth which is used to beat the cotton and wore it.</p> <p>She also thought that the leather would last longer than the cotton. When the Goddess asked the girl to show her the dress, she got furious to find out what the girl did. So, she punished her by making the leather stick to her skin and beat her with a wooden stick which became her tail.</p>	<p>What will happen to Sheena?</p>	
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			<p>And the girl became the first monkey.</p> <p>Answer the ff.</p> <ol style="list-style-type: none"> 1. Who are the characters in the story? 2. What happened to the girl? 3. Why did the goddess punish the girl? 4. What is the author's purpose in writing the selection? (This will direct the learners to the moral of the story.) 		
<i>Remarks</i>					
<i>Reflection</i>					