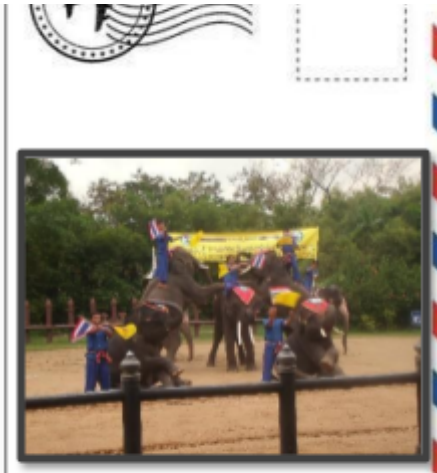
MATATAG K to 10 Curriculum Weekly Lesson Log			**IV**
			ENGLISH
	MARCH 10-14, 2025 (WEEK 5)		**Fourth**

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 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	***Learning Competency: Express ideas appropriately (age-appropriate, gender-responsive, culture-sensitive) for one's purpose, context, and target audience.*** **Lesson Objectives:** 1. Examine the purpose, text structure, and features of a recount 2. Use recount to narrate events appropriately. ***Learning Competency: Use appropriate non-verbal cues for clarity of context, purpose, and meaning.*** **Lesson Objectives:** 3. Analyze how nonverbal cues aid in clearly recounting events. 4. Interpret nonverbal cues used in giving a recount.
D. Content	Purpose, structure, and features of a recount Use of appropriate non-verbal cues in giving a recount
E. Integration	

II. LEARNING RESOURCES

Indeed. (n.d.). Nonverbal cues. https://www.indeed.com/career-advice/career-development/nonverbal-communication-skills
Murrieta Valley Unified School District. (2024, January 19). Friendly Letter Rubric. https://www.murrieta.k12.ca.us/cms/lib5/ca01000508/centricity/domain/906/friendly_letter_rubric.pdf
Text types and different styles of writing: The complete guide (2024). Literacy Ideas. https://www.literacyideas.com/different-text-types/

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **Short Review** Ask students to read Jennifer's post card below. Jennifer shared about her trip to Thailand with her family. She wrote to her friend Joshua. Recall the concepts learned about tone and mood in Lesson 4 by asking the questions that follow. 24 June 2024  Dear Joshua,	

I finally saw the elephants' show here in Thailand! It was awesome! We fed the elephants after they performed tricks. After the show, we rode an elephant. It walked along a path with a nice view of the park. It was a happy day. I can't wait to show you more pictures! See you soon when I get back.

Your bestie,

Jennifer

Is the tone of the message in the postcard formal or informal? What makes you say that?
What mood does the message give? Why?
How does describing tone and mood help you infer meaning of messages?

B. Establishing Lesson Purpose	**1. Lesson Purpose** Ask students about their experiences going on a trip like Jennifer's. The following questions may be asked: a. Have you been in a similar trip like that of Jennifer's? Did you go to a mall, a cinema, an amusement park, or a nearby town? Who did you go with? b. Did you share stories about the fun you had or the places you saw? Did you share it to a friend, classmate, or family member? What was their reaction when you told them about your experience? The lesson purpose will be drawn from the student responses. This week's lesson is on recounting events to inform and/or entertain. **2. Unlocking Content Vocabulary** **Recount** is factual text type that retells events and to inform and/or entertain. **Nonverbal cues** are facial expressions, gestures, and eye contact used in communicating messages.	

C. Developing and Deepening Understanding	**1. Explicitation** **Activity 1. Caption this!** Ask students to bring photos of them. This should be given as an assignment prior to this lesson. Photos can be taken from their vacation, school activity, or family event. Ask students to caption the photo based on the facial expressions and gestures shown by the people in it. Highlight how facial expressions and gestures make meaning. Ask students to present their captioned photo and recall personal experiences related to the image. Link their sharing to the concept of recount which was presented in Unlocking Content Vocabulary. **DAY 2-3** **2. Worked Example** **Activity 2. Watching Oscar's "Story"** Use a movie clip from the animated film "Shark Tale" (2004) by DreamWorks animation. Provide students a background about the movie plot which is about Oscar, a fish who lied about killing a shark. Show the scene where the fish, Oscar is telling a crowd about how he killed a shark. The following questions	Movie clips of the scene may be searched in video streaming sites. "Oscar story Shark Tale" may be typed in the search bar. If the movie clip is not accessible or unfamiliar to

	may be asked after showing the short clip. Talking about the scene will focus on the use of nonverbal cues in retelling events. The following questions may be asked: a. The shark Oscar killed, according to him, is 7500 feet long. How did he describe the shark's size in his retelling? b. How did Oscar react when the shark showed him its razor-like teeth? Can imitate how he retold it? c. How did Oscar brag about his arm muscles? Can you show us how he did it? d. How do you find Oscar's retelling of what happened? Is it entertaining? Is it believable? Why? Discuss nonverbal cues by connecting their meanings with the examples in the movie clip which students analyzed. Nonverbal cues are facial expressions, gestures, and eye contact used in communicating messages. a. Facial expressions - Using the eyebrows, mouth, eyes, and facial muscles to convey emotion or information. b. Eye contact - Using eye contact (or lack of eye contact) to show attention and interest (or the lack of it). c. Gestures – Using body movement (hand, head, or arms) to express ideas or meaning. d. Other nonverbal cues are body language, posture, and touch. **Activity 3. Recount in a Friendly Letter** Have the students work in pairs to read the friendly letter below. A recount is a text that retells factual events or experiences in the past. The purpose is to inform and/or entertain. Jennifer's letter is a personal recount that retells her experience in her visit to the Bangkok floating market. Students can talk about the recount by answering the questions that follow.	students, other movie clips or teacher's live dramatic recount of an event can be explored.

June 30, 2024

Dear Joshua,

I hope you are doing great! It's now our second week here in Bangkok. Yesterday, we went to the floating market where people rode boats to see local stalls that sell souvenir items and food. I was scared to ride the boat at first but I was also excited because I wanted to try Thai food being sold in the boats. Have you tried Thai food? I bought sliced ripe mangoes and wanted to have a photo while eating it. My cousin volunteered to take my photo. I first dipped the mango in shrimp salt and it was so spicy. When I looked at the photo, I really looked funny! So, I asked for another shot with me smiling even if my tongue is burning. I'll bring home some shrimp salt for you to try. I want to see your face after trying it. 😊

I'm coming back in July for the opening of classes. What have you been up to while I'm
gone? Write me back and tell me your adventures.

You Bestie,
Jennifer

The following questions may be asked to have students talk about Jennifer's recount.

a. Why did Jennifer write to Joshua?
b. What happened in Jennifer's trip to the floating market?
c. Can you identify the verbs used in the letter? In what tense are they? What does the use of past tense mean?

Discuss the purpose, structure, and features of a RECOUNT.

a. The PURPOSE is to retell events to inform and/or entertain.
b. The STRUCTURE begins by describing a scene or situation. The recount continues with the events that took place, usually in chronological order.
c. The main FEATURES include use of past tense because recount relates events that already happened. Words that express time connectives (e.g.,

	first, then, after) are used. There are also details that describe the event.	

	DAY 4 **3. Lesson Activity** **Activity 4. Recount in a Selfie Story** a. Have students bring or take selfie or groupie photos in their favorite places or with friends and family. The photos used in Activity 1: Caption this! may also be used. b. Ask students to share a recount of their experience in the place or with the people in the photo. c. Sharing of stories may be done with a partner.	For students who need more language support, question prompts can be provided. Examples: Where is this place? What is your memorable experience in this place? Can share a recount of that event? Who are you with in that selfie? What unforgettable experience with that person can you share?
D. Making Generalizations	**Learners' Takeaways** Have the students complete the exit ticket below. **Emoji Exit Ticket** 1. Circle an emoji that show how you feel about how you performed in this week's lesson. Explain your reasons why.  I think I got this! I need a bit more practice. I'll get there, but I need help! I choose this emoji because _____	Students can share their answers with a partner and/or with the class.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	**NOTES TO TEACHERS**

A. Evaluating Learning	**Formative Assessment** Have the students write the recount in a friendly letter based on the selfie story shared in Activity 4: Recount in a Selfie Story. They can address the letter to a classmate, school mate or friend. Students will earn bonus points if they hand the letter to the addressee and get a reply. Students can go back to Jennifer's post card and letter to Joshua as guide.	A friendly letter rubric or scoring guide may be adapted.

<table>
<tr><td rowspan="6">B. Teacher's Remarks</td><td>Note observations on any of the following areas:</td><td>Effective Practices</td><td>Problems Encountered</td><td rowspan="6">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.

Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</td></tr>
<tr><td>strategies explored</td><td></td><td></td></tr>
<tr><td>materials used</td><td></td><td></td></tr>
<tr><td>learner engagement/ interaction</td><td></td><td></td></tr>
<tr><td>others</td><td></td><td></td></tr>
<tr><td></td></tr>
<tr><td>C. Teacher's Reflection</td><td colspan="3">Reflection guide or prompt can be on:
▪ <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?</td><td>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.</td></tr>
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