MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	4
	Name of Teacher		Learning Area:	ENGLISH
	Teaching Dates and Time:	OCTOBER 14 - 18, 2024 (WEEK 3)	Quarter:	Second

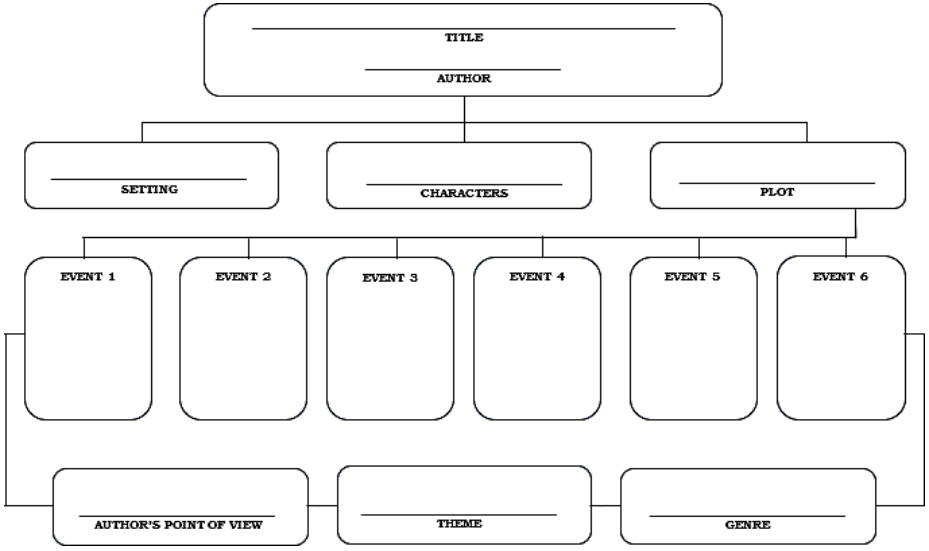
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on their purpose, context, and target audience.
B. Performance Standards	The learners apply comprehension of literary and informational texts and produce narrative and expository texts (enumeration-description, time order: chronology and procedural) based on their purpose, context

	(christenings and weddings), and target audience using simple, compound, and complex sentences, and age-appropriate and gender- sensitive language.
C. Learning Competencies and Objectives	1. *Note important details of a story.* 2. *Express ideas appropriately (age-appropriate, gender-responsive, culture-sensitive) for one's purpose, context, and target audience. (Using text types: narrative).* 3. *Use appropriate non-verbal cues for clarity of context, purpose, and meaning (facial expressions and gestures).*
D. Content	Expressing ideas appropriately for one's purpose, context, and audience
E. Integration	Cultural Diversity

II. LEARNING RESOURCES

Choi, Y. (2003). The Name Jar. Random House Children's Books. (Publication date: October 14, 2003). Retrieved from https://anyflip.com/iege/ysgk
Kairos Torch. (n.d.). Names and Their Meanings. https://www.mykairos.org/docs/kt/names_meanings.pdf
Miller, G. (2023, March 24). Tone vs. Mood Lesson Activity. Book Units Teacher. https://bookunitsteacher.com/wp/?p=3093
Read Aloud Storytime. (2020, August 4). The Name Jar by Yangsook Choi | Children's Books Read Aloud | Storytime With Ms. Becky. [Video]. YouTube. https://www.youtube.com/watch?v=HOKU2reywe0
Storytime Now! (2018, December 29). The Name Jar - Storytime Now! [Video]. YouTube. https://www.youtube.com/watch?v=f1b5kCvVBo8 Super Fun Reading. (2019, June 25). The Name Jar | Read Aloud Storytime | Children's Books Read Aloud. [Video]. YouTube. https://www.youtube.com/watch?v=UJlAmHKHr90

Susy's Channel. (2016, September 8). The Name Jar - Best App For Story Books - iPhone/iPad. [Video]. YouTube. https://www.youtube.com/watch?v=2nYjGy_ZUG8

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **Short Review** Have students recall the elements of a story. Use a familiar story and ask students to fill details in the story grammar template below.  	
B. Establishing Lesson Purpose	**1. Lesson Purpose** Begin the lesson by asking the students what "culture" means to them. Take out the Culture Kit Sheet and ask them to identify the artifacts and from what country each one belongs. Here are the artifacts that may be used. ● Philippines - Filipino, lechon, Juan ● Japan - Kanji, sushi, Naruto	Possible answers for importance of understanding and respecting different cultures: ● When we respect other cultures, we help preserve their traditions and stories.

	• Spain - Spanish, Arroz con Caldo, Maria • USA - English, pancake, John • South Korea - Korean, kimchi, Lee Discuss with the class the importance of understanding and respecting different cultures. Ask: “How do we show respect for other cultures?” Introduce the idea that NOT laughing at another culture is respectful. Ask: “Can you show me other gestures that show courtesy here in the Philippines and abroad?” Go back to the pictures in the Culture Kit and tell the class that one’s name may also show one’s culture. Add that for the Filipinos, their names may be taken from another country and they are fine with it. This is also part of our culture. Say that that some countries like Japan and Korea have names that truly mark their own culture. When they go to a different country, their names sound different. Conclude with this line: “Today’s lesson will be a story about a name of a person from a different culture. Find out what her experiences are for having this name.”  Introduce the book, "The Name Jar" by Yangsook Choi and explain that it is a story about a young girl who moves to a new country and experiences challenges related to her name and cultural identity. Show the front and back covers of the text. Ask the children in what cover can they read the title and the author. Ask them to read the title and the author. **2. Unlocking Content Vocabulary** a. Choose four to six words that are essential to understanding the events and/or characters of the narrative. When possible, choose words that build background knowledge for events or topics explored in the story. b. Explicitly teach the words using student-friendly definitions. c. Give students a chance to discuss and practice the new words.	This is important because every culture has a valuable history to share. • When we respect other cultures, we promote peace and harmony. • When we respect other cultures, we learn to be kind. • When we respect other cultures, we learn to love our own. Possible answers on how to respect other cultures. • Do not laugh at it even if it sounds and looks funny to you. • Read about another culture if you have visitors or friends coming from that culture. • Learn some courteous greetings from another culture. • Visit places to experience another culture

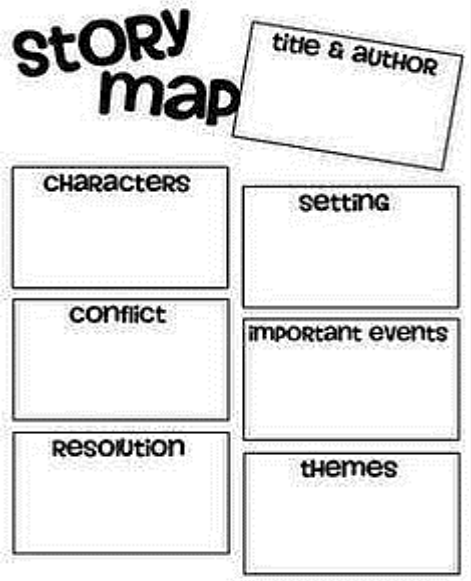
	d. Provide a turn and talk prompt. ● Question. Pose a question or prompt for students to discuss and tell them how much time they will have. A one to two-minute discussion is most productive. ● Turn. Have students turn to a specific partner. ● Talk. Set a timer for the allotted time, and have students begin discussing the assigned question or prompt. e. Have students find the target vocabulary words and meanings on their hand-outs. f. Below are the words: ● character: A symbol used for writing or printing that has a specific meaning *Show visual of Korean characters and discuss how they are similar and different to letters in English.* ● pronounce: To say a word or name out loud, making each sound correctly *Show the word "do brey dien" written on a card. Talk about how it is a term that means hello in Russian.* *Provide a turn and talk prompt: How do you pronounce your name? Is it different in different languages?* ● picture: To imagine or remember something in your mind Model a gesture. *Provide a turn and talk prompt: Think of someone who is special to you and picture them in your mind. What do they look like? Tell your partner the details.* ● master: A person who has become very skilled at doing something *Provide a turn and talk prompt: Think about the meaning of master. In the story we will read, the main character was given her name by a "Name Master." What do you think that is?* ● souvenir: Something special that you keep to remind you of a special place, person, or experience *Show a visual/object that is important to her and explain why.*	

C. Developing and Deepening Understanding	**1. Explicitation** Ask students to predict what the text is about. Use related concepts below to help them fill out the prediction part of the graphic organizer.  Title: "The Name Jar" Author: Yangsook Choi Genre: Fiction Have students observe the cover image and note any clues or elements that suggest what the story might be about. Other images from the story can also be shown to help students make predictions. Access the storybook pages here: https://anyflip.com/iege/ysgk Using the Guide Questions below: a. What do you think the story is about based on the title, author, and cover image? b. Where and when do you think the story takes place? Why? c. Who might be the main character in the story? Describe them briefly. d. What challenges or problems do you think the main character will face? e. What themes or life lessons do you expect the story to explore? (e.g., identity, diversity, friendship) f. How do you think the story will end? **DAY 2** **2. Worked Example** The teacher may start reading the book, stopping at different parts of the story to ask students questions about what they notice and what they think the character, Unhie, feels while she is in the classroom with her new class. They may answer the questions below when teacher pauses the video they watched and listened to. a. How does Unhei feel about going to her new school for the first day? Have you ever felt that way? b. What does Unhei's grandmother give her and why is it important to her? c. What happens to Unhei on the bus? Does anyone help Unhei? What could you have done to help Unhei if you had been on that bus? (Answers might include: talking with or befriending the targeted student, confiding in an	Link for Read Aloud that the teacher can play. https://www.youtube.com/watch?v=HOKU2reywe0

adult, talking with the student who is being mean, causing a distraction to help stop the harassment or speaking up in the moment and saying, "STOP!")

d. What does Unhei say in her new classroom when they ask her name? Why does she do that?
e. What happens when Unhei tells her mother that she wants a new name?
f. What does Mr. Kim say Unhei's name means?
g. What is in the jar on Unhei's desk? Why do her classmates do that?
h. What are some of the ways that Joey helps Unhei? What does Unhei show to Joey? Is Joey being respectful when he tries to say Unhei's name? (Answer is Yes. Let your students know that we all make mistakes sometimes, but that it is very important to say someone's name respectfully and correctly.)
i. Rosie points out that "We didn't get to choose our names when we were born." Talk to your students about how many people do not use the name they were given at birth. Share an example. This can be because of nicknames, gender identity or personal preference.
j. What happens to the name jar?
k. What name does Unhei pick? Why does she keep her given name, Unhei? Are her classmates respectful in saying her name?
l. What is Joey's Korean nickname? What does it mean?
m. Unhei knows two languages. Do any of you speak two or more languages? Can you give a sentence using another language that you know? Is sign language a language? Do you know how to communicate using it?

After answering the comprehension questions using meaning- centered approach, the teacher may now fill out the story map together with the learners to gauge recall and understanding of story events.



DAY 3

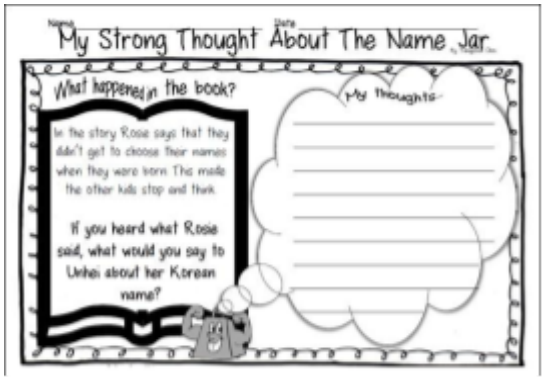
3. Lesson Activity

Bubble Letter Name Project

a. Show the video How to Draw Bubble Letters. Access here: https://www.youtube.com/watch?v=UJI AmHKHr90
b. Give each student a 4.5" x 12" piece of paper and a pencil.

	c. Have each student choose the name that they want to draw in bubble letters. We all have many names that we go by in different settings, so it is wise to have students illustrate the name they want to be called at school. d. Have students create their bubble letter names in pencil. e. Once they have letters that they like, have students outline over the pencil in black permanent pen. After outlining, they will want to erase any remaining pencil marks. f. Students can also decorate their letters with colored pencils or markers. **Sharing Names** a. Give students an opportunity to share their work with each other and talk about their names. Students could present their names to the whole class, to small groups or in pairs. They can even give the meaning of their names to their classmates. Teacher can help locate the meaning of their names. b. Ask students to share one thing they like about their picture. Then, ask the other students to give an appreciation of the picture. c. Display all of the students' names in your classroom walls. d. You can locate the meaning of names in this site. https://www.mykairos.org/docs/kt/nam es_meanings.pdf **Happy Name Song** Use this link in singing the song. https://www.youtube.com/watch?v=AP0 qonF8qXs	

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<td>D. Making Generalizations</td>
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DAY 4
1. Learners' Takeaways
Ask students to summarize the story using the graphic organizer model below.
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<tr><td>Somebody</td><td>Who is the main character?</td></tr>
<tr><td>Wanted</td><td>What did the character want to happen?</td></tr>
<tr><td>But</td><td>What was the problem? What stopped the character from getting what he/she wanted?</td></tr>
<tr><td>So</td><td>How did the character try to solve the problem?</td></tr>
<tr><td>Then</td><td>What was the final solution?</td></tr>
<tr><td>Finally</td><td>How did the story end?</td></tr>
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	2. Reflection on Learning In the story, Rose says that they didn't get to choose their names when they were born and all the kids thought about this. After hearing this, what would you say to Eunhie about her Korean name?  	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		**NOTES TO TEACHERS**
A. Evaluating Learning	**Formative Assessment** Read the following passages from "The Name Jar" and answer the questions that follow each one. Choose the best words to describe the tone and mood of each passage. 1. Why did the author, Yangsook Choi, write "The Name Jar"? a. To share a fictional story about a girl named Unhei. b. To entertain readers with a mystery. c. To explore themes of identity, diversity, and acceptance. 2. What is one key message or lesson the author wanted the readers to learn from "The Name Jar"? a. How to have a new name b. The importance of having a new name that will be accepted by many c. The value of understanding and accepting people from different backgrounds 3. What do you think the author hoped to achieve by telling the story of Unhei and her name jar? a. To teach children how to have a new name that suits their character b. To help children make a new name that will be accepted by ma	

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<tr><td></td><td colspan="3">c. To encourage readers to think about the challenges of fitting in and the value of being true to oneself

4. In "The Name Jar," Unhei encounters various characters, experiences and different emotions. What is the author's purpose in showing these emotions and interactions?
a. To show the readers the reality of life
b. To expose readers to the negative side of life
c. To help readers understand the characters' feelings and the importance of cultural acceptance

5. The author uses Unhei's journey to a new school to explore the theme of identity. What is the purpose of highlighting this theme in the story?
a. To show that Unhei never changes her name
b. To make the story longer and more complicated
c. To prompt readers to think about what makes each person unique and special</td><td></td></tr>
<tr><td rowspan="5">A. Teacher’s Remarks</td><td>Note observations on any of the following areas:</td><td>Effective Practices</td><td>Problems Encountered</td><td rowspan="5">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>B. 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?</td><td>Teacher’s reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also</td></tr>
</table>

	▪ *students* *What roles did my students play in my lesson? What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently? What can I explore in the next lesson?*	consider this as an input for the LAC/Collab sessions.