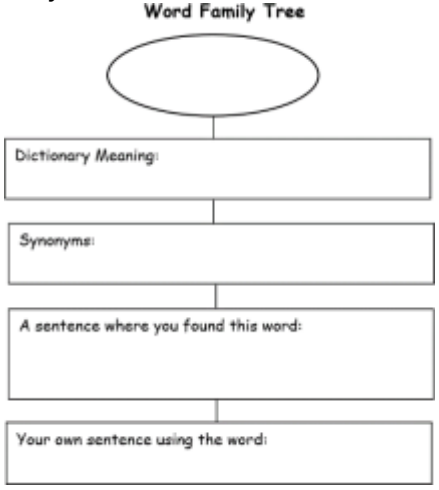
MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	4
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	JULY 29 – AUGUST 2, 2024 (WEEK 1)	Quarter:	1

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 one's purpose, context and target audience.
B. Performance Standards	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.
C. Learning Competencies and Objectives	***EN4LR-1-1 Comprehend literary texts*** 1. Identify the setting, characters and plot 2. Sequence the events of a narrative (at least 6 events) 3. Make predictions 4. Draw conclusions based on the text read
D. Content	Making Predictions Elements of a Story Drawing Conclusions
E. Integration	

II. LEARNING RESOURCES
Bailey, C.S. (1906). The legend of the dipper. Accessed via CommonLit at https://www.commonlit.org/en/texts/the-legend-of-the-dipper Bloom, J. (2017, April 7). Elements of the story rap [Video]. YouTube. https://www.youtube.com/watch?v=0eY-fkyacW0&t=197s Hess, N. (2014, September 9). Short story elements [Video]. YouTube. https://www.youtube.com/watch?v=VDmhl-SU5Yk&t=42s Scratch Garden. (2015 November 15). Plot mountain! The plot diagram song. YouTube. https://www.youtube.com/watch?v=NpWHZJZQDSE&t=128s

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **Short Review** Have students recall a familiar Filipino folk tale. The story of the monkey and the tortoise or the legend of pineapple can be recalled. Ask the students the following questions: Who are the characters in the story? What problem did the characters encounter? What was the most memorable part of the story? What lesson does the story teach us?	Terms like characters, setting, conflict, ending can be cited to check students' familiarity with the terms.
B. Establishing Lesson Purpose	**1. Lesson Purpose** Note that this week's lesson will be about elements that make a story. Students will also make guesses on what will happen next. Ask students what they like about reading and telling stories. Ask what lessons children can learn from stories. **2. Unlocking Content Area Vocabulary** Guide students in using the Word Family Tree. Students can work on one word from the options. Word List: a. dipper b. parched c. spill d. refreshed e. unselfish  	The Word Family Tree can be reproduced. Students can also draw it on manila paper or on the board for presentation. Students should also be asked to bring a dictionary for this activity.

C. Developing and Deepening Understanding	**DAY 2** **1. Explicitation** Stories have characters, setting, series of events, and moral lessons. Ask students what they like best about stories. Have them share their favorite stories. **2. Worked Example** Guide students in making predictions by presenting the story one part at a time. The predicting questions indicated here may be used. Introduce the story. "The Legend of the Dipper" was originally written by Carolyn Sherwin Bailey in1906. A version for storytelling was written by J. Berg Esenwein & Marietta Stockard for the South Texas Christian Schools Speech Meet 2011-2012. The two versions were combined and modified for this lesson. Before reading, a photo of the constellation big dipper may be shown. Explain how the stars form the shape of a dipper. Photos of tin dipper may also be shown for comparison. This is to have students imagine the events in the story where the main character used a dipper all throughout the story. ***The Legend of the Dipper*** *A kind act is often its own reward* There had been no rain in the land for a very long time. It was so hot and dry that the land was parched and brown and even the big, strong trees were dying. The water dried up in the creeks and the fountains stopped bubbling. *Make Predictions:* ▪ *What could the people feel in this kind of setting? What makes you say that?* ▪ *What do you think would be the problem of the main character who is a little girl?*	The parts of the story can be distributed in paper strips. A copy may also be folded so students read the text one part at a time. Patience is key in eliciting predictions. Record students' predictions by writing key words on the board so the class can go back to their predictions after reading the parts of the story.

All the people and creatures were so thirsty! Everyone felt weak.

There was one little girl whose mother grew very ill. “I must have a drink of clear cold water,” cried the mother, as she lay in bed, so weak and suffering from thirst.

Make Predictions:

- *What do you think the little girl will do? Why do you think so?*

The little girl took her tin dipper and began her search for water in the dark night. By and by she found a tiny little spring up on a mountainside. It was almost dry. The water dropped, dropped, ever so slowly from under the rock. The girl held her dipper carefully and caught the drops. She waited a long time until the dipper was full of water. Then she started down the mountain holding the dipper carefully, for she didn’t want to spill a single drop.

Make Predictions:

- *What made it difficult for the little girl to get water?*
- *Do you think she will have an easy time on her way back home? What do you think will happen next?*

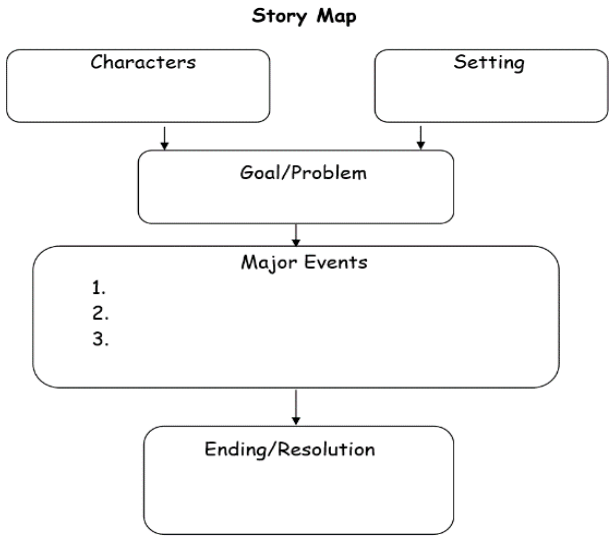
On the way she passed a poor little dog who had been following her. The dog was panting for breath and was so thirsty. The little girl looked at her dipper then poured some water into her hand and held it down for the little dog. He lapped it up quickly and felt so refreshed. The little girl didn’t notice—but her tin dipper had changed into a silver dipper and was just as full of water as it had been before.

Make Predictions:

- *What do you think the little girl will do? Why do you think so?*
- *Why do you think the tin dipper turned into silver?*

	The little girl started on again, hurrying very fast, for she remembered how much her mother needed her, but she had not gone very far when she met a stranger in the road. He was tall and his eyes looked down with a wonderful smile into the little girl's face. He begged for a drink of the clear, cold water. *Make Predictions:* ▪ *What do you think the little girl will do? Why do you think so?* ▪ *What will happen next?* The little girl thought that her mother told her to always be kind to strangers, so she held the water up to the stranger. Suddenly, as the stranger drank, the silver dipper was changed into gold – full to the brim with sparkling water. *Make Predictions:* ▪ *What do you think the silver dipper turned into gold?* ▪ *What will happen next?* The little girl hurried along as fast as she could go. She was so tired and thirsty but she would never take a drink herself. Her mother needs all the water that was left. She finally arrived home and then came the greatest wonder of all! *Make Predictions:* ▪ *What do you think will happen next?* ▪ *What will happen next?* The little girl held the gold dipper to her mother's lip and as the mother drank, she became well and strong once more. And the gold dipper was changed to a diamond dipper – shining and glittering with gems. *Make Predictions:* ▪ *Something magical will happen next. What do you think will happen next?*	

	The diamond dipper left the little girl's fingers to shine up in the sky. It shines every night to remind all little children that there was this little girl who was brave, kind, and unselfish. -end- Ask more comprehension questions after reading the whole story. ▪ What makes the girl brave? ▪ What makes the little girl kind and unselfish? ▪ Which part of the story do you like best? **DAY 3** **3. Lesson Activity** Guide the students in identifying the elements of the story using the Story Map. Viewing any of the suggested videos can help explain the story elements. Videos on Elements of the Story Option 1: *Plot Mountain! The Plot Diagram Song* by Scratch Garden (2015) is a song that describes the Introduction, Rising Action, Climax, Falling Action, and Resolution. (https://www.youtube.com/watch?v=NpWHZJZQDSE&t=128s) Option 2: Elements of the Story Rap by Jedd Bloom (2017) does a rap on Exposition, Conflict, Rising Action, Climax, Faling Action, and Resolution. (https://www.youtube.com/watch?v=0eY-fkyacW0&t=197s) Option 3: Short Story Elements by Nichole Hess (2014) covers Plot, Characters, Setting, Conflict, and Theme in animated video. (https://www.youtube.com/watch?v=VDmhl-SU5Yk&t=42s) Have students fill the Story Map.	

		
D. Making Generalizations	**1. Learners' Takeaways** Ask students to complete an I CAN statement. ***I can*** **_____.** After doing the activities this week, write one thing you can already do about reading a story. Below are examples: *I can describe the setting.* *I can retell events in the story.* *I can predict what will happen next.* **2. Reflection on Learning** Have the students complete the following statements: *When reading a story, I really like it when* _____. *When reading a story, I don't like it when* _____.	

<table>
<tr><th colspan="4">IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</th><th>NOTES TO TEACHERS</th></tr>
<tr><td>A. Evaluating Learning</td><td colspan="3">DAY 4
Formative Assessment
"The New Legend of the Dipper" Comic Strip
Have students work in small groups. Instruct them to draw about the events in the story, "The Legend of Dipper." The drawings will be used to retell the story but groups must come up with a different ending. The worksheet can be used as a guide.</td><td></td></tr>
<tr><td rowspan="5">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="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>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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