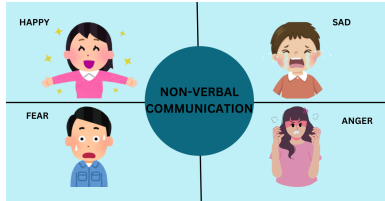


MATATAG K to 10 Curriculum Weekly Lesson Log		School		Grade Level	Four
		Name of Teacher		Learning Area	English
		Teaching Dates and Time	(Week 3)	Quarter	Third

	DAY 1	DAY 2	DAY 3	DAY 4	Day 5
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	Use tone and mood appropriately for one's purpose, context, and target audience: informal.	Use tone and mood appropriately for one's purpose, context, and target audience: informal.	Express ideas appropriately (age-appropriate, gender-responsive, culture-sensitive) for one's purpose, context, and target audience.	Use appropriate non-verbal cues for clarity of context, purpose, and meaning	Catch Up Friday
D. Content	Tone and Mood for a Narrative	Tone and Mood for a Narrative	Narrative Text Type	Narrative Text Type	
E. Integration	Values (Compassion)				
II. LEARNING RESOURCES					
Ewaszolek. (2013, October, 14). Mood and tone. Slideshare. https://www.slideshare.net/ewaszolek/mood-and-tone-27156461 Vendantu. (2014). The Lion and the Mouse Short Story: Classic Aesop Fable with Pictures. https://www.vedantu.com/stories/the-lion-and-the-mous					
III. TEACHING AND LEARNING PROCEDURES					
A. Activating Prior Knowledge	Look at the sample friendly letter. Identify its corresponding parts.	Have you ever received help from someone you helped before? How do you feel?	Look at the picture. Express your ideas about it. 	Look at the picture. Describe. 	

	greeting date July 3, 2020 body closing name Love, Sana February 27, 2024 Dear Owen, I had the most amazing dream last night. I dreamt that we were traveling to Elicol and we saw the beautiful Mount Mayon. It had a perfectly shaped cone that peaked behind a cloud. Then all of a sudden, it turned into chocolate and we started climbing it and biting off large chocolate chunks off of it. I know my dream is so silly. I probably just miss having you around so much. Do write soon. Your best friend, Kate
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The lion was somehow in a good mood. Hence, he set the mouse free from his paws. Yet he could not be more amused by the idea of how a tiny mouse could ever help the king of the jungle. After a few days, the mouse suddenly heard the roar of the lion. When she went to look at what's the matter, she found out that the lion was captured and trapped in a net by his prey. Seeing the lion in such a condition, she immediately started gnawing the ropes of the net until it freed the lion. The lion thanked the little mouse. But the mouse was happy that she could finally repay her debt for sparing her life once. Since then, the lion and mouse became good friends.



1. What do you think the author intends the story to feel? Also, what do you think the readers should feel while reading the story?
2. What is the tone of the story? Why do you think so?
3. What is the mood of the story? What made you say so?

that is respectful and inclusive of all genders.

Avoid sexist language: Avoid using language that reinforces gender stereotypes or discrimination.

3. Culture-Sensitive Communication:

Cultural awareness: Be aware of cultural differences and avoid making generalizations.

Respectful language: Use language that is respectful of different cultures and avoids offensive terms.

Cultural sensitivity: Tailor your communication to the specific cultural context.

clarity and understanding.

- **Volume:** Adjust your volume to suit the environment and audience.
- **Pitch:** Vary your pitch to add emphasis and interest.

C. Developing and Deepening Understanding

Activity 1
Work in pairs. Think of examples for each text type.

- recipe – procedural
- essay/journal entry on how I spent my summer – narrative
- article on kinds or categories of dinosaurs – enumeration
- life cycle of a butterfly – chronology/chronological

Activity 2
Identify the purpose of each text type shown below. Encircle the letter representing your answer.

December 18, 2023

Dear Ann,

Last Saturday, I was playing in my backyard when I heard a faint meowing sound. Curious, I followed the sound and discovered a tiny, **fluffy** kitten nestled among the flowers. Its big, round eyes looked up at me with a mixture of fear and **curiosity**. Without thinking, I **scoped** the kitten into my arms and realized it was lost. Determined to help, I decided to ask my neighbors if they recognized the little **furball**. As I went door to door, I learned that the kitten belonged to Mrs. Lopez, who lived just around the corner. Mrs. Lopez was overjoyed to have her **furry friend** back, and I felt a warm sense of accomplishment for rescuing them. From that day on, whenever I hear a meow, I remember the day I found the lost kitten and helped bring it back home. I will end here now. I hope you enjoyed my story.

Your friend,
Maria

1. What is the purpose of this letter?
You may select from the choices provided.
 - a. It tells a story.
 - b. It sequences events.
 - c. It lists things.
 - d. It shows steps in doing things.

December 19, 2023

Dear Tina,

You asked me what I did last summer. Let me answer you in this letter. On my perfect summer day, I wake up with a list of exciting things to do. First, I head to the kitchen for a delicious breakfast – pancakes with syrup and a glass of orange juice. After breakfast, I put on my favorite swimsuit and grab a beach towel. My list continues with a trip to the swimming pool, where I splash around with friends and play water games. Next, it's time for a tasty picnic in the park, complete with sandwiches, fresh fruit, and crunchy chips. The afternoon brings a visit to the library, where I pick out some new books to read. As the sun sets, I gather with my family for a backyard barbecue, enjoying grilled burgers and marshmallows over a crackling fire. Finally, I end my perfect day by stargazing with my telescope before drifting off to sleep, counting all the wonderful moments of my summer day.

Love,

Maria

2. What is the purpose of this letter?
You may select from the choices provided.
 - a. It tells a story.
 - b. It sequences events.
 - c. It lists things.
 - d. It shows steps in doing things.

Activity 1
Wearing your respective Thinking Hats, work in groups and write your answers to the questions/tasks assigned to you.

Group/Hat	Description of the Thinking Hats	Task or prompt each group have to answer or do
Group 1: White Hat 	facts and information presented in the text	Write down the following information based on the story. ● Setting (time and place where the story happened); ● Characters with a brief description of each one; ● Purpose of the text: (i.e., to narrate, to inform, to entertain, to persuade).
Group 2: Yellow Hat 	benefits and advantages of a situation, idea, or given course of action	What benefits did the lion enjoy as the king of the forest? Why was it good for the lion to spare the mouse's life?
Group 3: Black Hat 	disadvantages of a situation, ideas, or course of action; problems identified/encountered	● What was the problem in the story? ● Why was the mouse fearful of the lion?
Group 4: Blue Hat 	focus on the process/turn of events; summary	Summarize the story in four (4) sentences.
Group 5: Green Hat 	alternatives; new ideas	Write a good alternative ending to the story.

Activity 2
Read the sample narrative paragraphs. Identify the tone and mood then determine the words/ group of words that support the tone and mood.

McQueen drove at lightning speed. The other cars behind him choked at the cloud of dust he left. The crowd was screaming his name wildly: "Lightning! Lightning! Lightning!" He took it all in and felt overly confident that he would win. Just then, a big pop was heard. McQueen's front tire burst! McQueen was stealing himself for the inevitable crash. But no, he was too close to the finish line. He has to cross the finish line! "I have to cross the finish line," he muttered.

Tone: _____
Supporting words or phrases: _____

Mood: _____
Supporting words or phrases: _____

"And the winner is....," the emcee began and then proceeded after what seemed like eternity, "Contestant number 12!" The auditorium burst into shouts. Everyone was happy for Helena. She was, after all, the darling of the crowd. She may be the shortest and the least experienced, yet she was the smartest and the prettiest. "Congratulations," spoke her fellow contestants. Everyone was happy... everyone, especially Helena.

Tone: _____
Supporting words or phrases: _____

Mood: _____
Supporting words or phrases: _____

Activity 3
Fill in the blanks with the correct answer. Choose the box below.

Activity 1
Group 1: Age-Appropriate Communication

Instructions:
Read each scenario.
Choose the most age-appropriate response.

Scenario 1:
Situation: You're talking to a 5-year-old.
Which response is most appropriate?
A. "The geopolitical implications of this policy are far-reaching."
B. "Let's go play outside and have some fun!"
C. "The socioeconomic factors influencing this trend are complex."
D. "This philosophical dilemma has puzzled thinkers for centuries."

Scenario 2:
Situation: You're talking to a teenager.
Which response is most appropriate?
A. "You're so cute when you pout like that."
B. "You're old enough to know better."
C. "I'm disappointed in your behavior."
D. "Let's talk about your feelings."

Scenario 3:
Situation: You're talking to an elderly person.
Which response is most appropriate?
A. "You're so old-fashioned."
B. "You don't understand anything."
C. "You've lived a long and interesting life."
D. "You're just a burden."

Group 2: Gender-Responsive Communication

Activity 1
Write BL if the scenarios illustrating cues for Body Language and FE if illustrating cues for Facial Expressions.

1. Sitting upright, leaning forward slightly, maintaining eye contact.
2. Smiling, nodding, and maintaining a pleasant expression.
3. Smiling, raising eyebrows to show surprise, and frowning to indicate disapproval.
4. Maintaining an open posture, facing the speaker, and using gestures to emphasize points.
5. Crossing arms, looking away, and avoiding eye contact.

Activity 2
Group Activity
Instructions:

- Observe the images below.
- Identify the non-verbal cue being displayed.
- Write a brief description of the emotion or message conveyed by the cue.

Group 1

- Non-verbal cue:
- Emotion conveyed:



Group 2

- Non-verbal cue:
- Emotion conveyed:

	December 19, 2023 Dear Ms. Lopez, Last Saturday, my family and I celebrated my birthday with a fun-filled day of activities. The morning began with the sweet aroma of pancakes as my mom prepared my favorite breakfast. After enjoying the delicious meal, we gathered in the living room for the gift-opening ceremony, where I unwrapped surprises and felt the joy of each thoughtful present. Following that, we ventured to the park for an outdoor picnic, playing games and sharing laughter under the bright sun. In the afternoon, we returned home to bake a homemade chocolate cake together, carefully decorating it with colorful frosting and candles. As the day neared its end, my friends arrived for a birthday party filled with games, music, and, of course, the eagerly awaited cake-cutting ceremony. It was a day full of love, laughter, and memorable moments. Your beloved student, Maria 3. What is the purpose of this letter? You may select from the choices provided. a. It tells a story. b. It sequences events. c. It lists things. d. It shows steps in doing things Making a paper airplane is a fun and easy activity that you can do with just a single sheet of paper. Follow these simple steps to create your paper airplane: Start with a Square Sheet: Choose a square sheet of paper. If your paper is rectangular, fold one corner diagonally to create a square shape. Trim off the excess paper to make it a perfect square. Fold in Half: Take the square sheet and fold it in half, aligning the edges carefully. Make a crisp crease along the fold to secure the first step. Fold the Top Corners: With the paper still folded in half, fold down the top corners to meet the center crease, forming a triangle shape at the top. Create Wings: Fold the entire top section down along the bottom edge, creating the wings of your airplane. Ensure that the edges are aligned for a symmetrical look. Form the Body: Flip the paper over and fold the two top edges towards the center, creating a triangular shape at the bottom. This will form the body of your paper airplane. 4. What is the purpose of this letter? You may select from the choices provided. a. It tells a story. b. It sequences events. c. It lists things. d. It shows steps in doing things.	Tone Mood Formal Informal Serious Humorous Confident Sympathetic Suspenseful Hopeful 1. The ____ of a piece of writing or speech is the writer's attitude toward the subject matter. 2. The ____ of a piece of writing or speech is the overall feeling or atmosphere that the writer creates for the reader. 3. A ____ tone is appropriate for academic writing, business correspondence, and other professional contexts. 4. An ____ tone is appropriate for personal letters, emails, and casual conversations. 5. A ____ mood is appropriate for topics like death, illness, or natural disasters. 6. A ____ mood is appropriate for lighthearted topics like jokes, anecdotes, or funny stories. 7. When writing a persuasive essay, a ____ tone can help convince the reader. 8. When writing a condolence letter, a ____ tone is appropriate. 9. To create a ____ mood, a writer might use short sentences, cliffhangers, and foreshadowing. 10. A ____ mood can be created through the use of positive language and imagery.	Instructions: Read each scenario. Choose the most gender-responsive response. Scenario 1: Situation: You're talking to a group of students. Which response is most appropriate? A. "You guys, listen up!" B. "Ladies and gentlemen, please pay attention." C. "Hey everyone, let's focus." D. "Boys and girls, settle down." Scenario 2: Situation: You're writing a job description. Which phrase is most gender-neutral? A. "Strong-willed salesman" B. "Aggressive businesswoman" C. "Dedicated professional" D. "Assertive male leader" Scenario 3: Situation: You're talking to a colleague. Which response is most appropriate? A. "You throw like a girl." B. "That's a man's job." C. "You're so emotional." D. "Let's work together on this." Group 3: Culture-Sensitive Communication Instructions: Read each scenario. Choose the most culture-sensitive response. Scenario 1: Situation: You're talking to someone from a different culture.	 Group 3 Non-verbal cue: Emotion conveyed:  Group 4 Non-verbal cue: Emotion conveyed: 	
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			Which response is most appropriate? A. Making assumptions about their culture. B. Using stereotypes to describe their culture. C. Asking respectful questions to learn more about their culture. D. Ignoring cultural differences. Scenario 2: Situation: You're working with a diverse team. Which approach is most effective? A. Dominating the conversation. B. Using humor that may not be understood by everyone. C. Active listening and open communication. D. Ignoring cultural differences. Scenario 3: Situation: You're writing an email to a client from a different country. Which tone is most appropriate? A. Informal and casual. B. Formal and respectful. C. Sarcastic and humorous. D. Direct and demanding. Activity 2 A. Match the age group to the appropriate communication style. 1. Infants and Toddlers 2. Preschoolers 3. Elementary School Children 4. Adolescents A. Use simple language, clear instructions, and positive reinforcement. B. Use concrete language, visuals, and hands-on activities. C. Use age-appropriate humor, and discuss topics like puberty and relationships. D. Use simple words, gestures, and	
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			facial expressions. Answers: 1. D 2. A 3. B 4. C B. Match the gender-neutral term to its gender-specific counterpart. 1. Firefighter 2. Police Officer 3. Flight Attendant 4. Mail Carrier A. Fireman B. Policeman C. Stewardess D. Mailman Answers: 1. A 2. B 3. C 4. D C. Match the cultural sensitivity strategy to its description. 1. Active Listening 2. Empathy 3. Respect 4. Open-Mindedness A. Valuing and understanding different cultural perspectives. B. Paying full attention to the speaker and avoiding interruptions. C. Treating others with kindness and consideration. D. Putting yourself in another person's shoes and understanding their feelings. Answers: 1. B 2. D 3. C 4. A Activity 3 Answer the following questions.		
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			1. How can you adapt your communication style to different contexts and audiences? 2. What are the benefits of effective communication? 3. How can you improve your communication skills? 4. What are some common communication barriers, and how can you overcome them?		
D. Making Generalization	Are tone and mood important in a narrative? Why? In pairs, share your answers to these questions: • Why should we know the parts of a friendly letter? • How can knowing about the different text types help you talk or write about your own or other people's experiences?	Are tone and mood important in a narrative? Why? In pairs, share your answers to these questions: • Why should we know the parts of a friendly letter? • How can knowing about the different text types help you talk or write about your own or other people's experiences?	Why is it important to use age-appropriate language when communicating with children? What is gender-neutral language, and why is it important? What is cultural sensitivity, and why is it important?	Why is it important to be aware of non-verbal cues? Can you give an example of how non-verbal cues can contradict verbal messages? How can you use non-verbal cues to show empathy and understanding during a conversation with a friend who is going through a difficult time? What non-verbal cues might indicate that someone is lying or being dishonest?	
IV. Evaluating Learning					
A. Evaluating Learning	Write a friendly letter based on the Prompt. If you were the lion, how would you express gratitude to the mouse for his compassion for you? How would you thank him for saving your life? Write a letter to express exactly how you feel. Scoring Guide: (Total: 30 points) Content – contains the details that answer the question prompts. 10 points Structure – parts of a letter are complete; narrative text type is evident. 5 points Word choice – use of appropriate words to evoke the intended tone and mood. 10 points Mechanics – correct use of spelling, capitalization, etc. 5 points	Match the following tone and mood to the appropriate scenario: 1. Formal tone, serious mood 2. Informal tone, playful mood 3. Formal tone, hopeful mood 4. Informal tone, angry mood 5. Formal tone, urgent mood Scenarios: A. A letter to a government official requesting immediate action on climate change. B. A text message to a friend about canceling plans due to a sudden illness. C. A research paper on the effects of pollution. D. A birthday card to a close friend. E. A humorous email to a coworker about a funny incident at work.	Choose the letter of the correct answer. 1. Which of the following is an example of gender-neutral language? A. Fireman B. Policeman C. Mailman D. Firefighter Answer: D 2. When communicating with someone from a different culture, it's important to be: A. Impatient B. Impulsive C. Patient and understanding D. Dismissive Answer: C 3. Age-appropriate communication	A. Match the non-verbal cue with its appropriate context. 1. Maintaining eye contact 2. Smiling 3. Crossing arms 4. Nodding 5. Fidgeting A. Showing disinterest or boredom in a conversation. B. Expressing friendliness and approachability. C. Indicating agreement or understanding. D. Demonstrating attentiveness and engagement. E. Signaling defensiveness or discomfort. Answers: 1. D	

Answers:

- 1. A
- 2. B
- 3. C
- 4. D
- 5. E

involves:

- A. Using complex language with young children.
 - B. Talking down to older adults.
 - C. Tailoring your language to the listener's age and understanding.
 - D. Ignoring the age of your audience.
- Answer: C
4. To effectively communicate with someone from a different cultural background, it's helpful to:
- A. Make assumptions about their culture.
 - B. Use humor to break the ice, even if it's culturally insensitive.
 - C. Be open-minded and willing to learn.
 - D. Avoid asking questions to avoid appearing ignorant.
- Answer: C
5. When writing a formal email, it's important to maintain a:
- A. Casual and informal tone.
 - B. Professional and respectful tone.
 - C. Humorous and lighthearted tone.
 - D. Sarcastic and ironic tone.
- Answer: B
6. Which of the following is an example of culturally sensitive language?
- A. Using stereotypes to describe a cultural group.
 - B. Making assumptions about a person's beliefs based on their culture.
 - C. Using respectful and inclusive language.
 - D. Ignoring cultural differences.
- Answer: C
7. When speaking to a group of people with diverse backgrounds, it's important to:
- A. Use slang and jargon to sound knowledgeable.
 - B. Speak slowly and clearly.
 - C. Avoid using humor, as it can be

- 2. B
- 3. E
- 4. C
- 5. A

B. Match the non-verbal cue with its appropriate context.

- 1. Leaning forward
- 2. Leaning backward
- 3. Open posture
- 4. Closed posture
- 5. Mirroring

- A. Disinterest or boredom
- B. Interest and engagement
- C. Defensive or closed-off
- D. Openness and friendliness
- E. Building rapport and connection

Answers:

- 1. B
- 2. A
- 3. D
- 4. C
- 5. E

			misunderstood. D. Use complex sentence structures to impress your audience. Answer: B 8. To be an effective communicator, it's important to: A. Focus solely on your own perspective. B. Be a good listener. C. Interrupt others frequently. D. Avoid asking clarifying questions. Answer: B 9. When writing a persuasive essay, it's important to use: A. Strong emotional appeals. B. Logical reasoning and evidence. C. Scare tactics. D. Personal attacks on opposing viewpoints. Answer: B 10. Effective communication involves: A. Speaking loudly and quickly. B. Using complex vocabulary. C. Active listening and clear expression. D. Dominating the conversation. Answer: C		
B. Teacher's Remarks	Note observation on any of the following areas	Effective Practices		Problems Encountered	
	strategies explored				
	materials used				
	learner engagement/interaction				
	other				
C. Teacher's Reflection	Reflection guide or prompt can be on: ▪ principles behind the teaching What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ students What roles did my students play in my lesson? What did my students learn? How did they learn?			* *	

	▪ ways forward <i>What could I have done differently? What can I explore in the next lesson?</i>	*
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Prepared by:

Checked & Noted:

Approved:

TEACHER'S NAME
Position

MASTER TEACHER'S NAME
Master Teacher 2

PRINCIPAL'S NAME
Principal IV