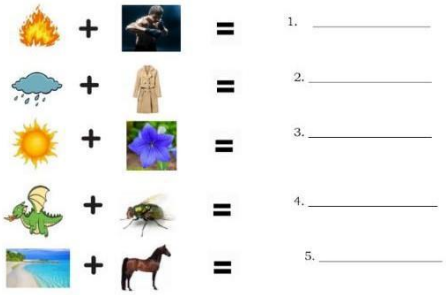
MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	4
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	AUGUST 19 - 23, 2024 (WEEK 4)	Quarter:	1

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 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-I-3 Compose appropriate sentences for clarity and coherence.** 1. Lesson Objectives 1. Distinguish between mass and count nouns, as well as identify and categorize nouns as singular or plural. 2. Differentiate singular and plural subject personal pronouns 3. Identify regular and irregular verbs 4. Observe correct subject-verb agreement
D. Content	• singular and plural nouns • mass and count nouns • singular and plural subject personal pronoun • regular and irregular verbs • subject-verb agreement
E. Integration	

II. LEARNING RESOURCES
Bustamante G., (n.d). *Rhovie Ann's Birthday and Ben's Cat* English 4 LM. (n.d). 116-117,131 English 4 LM. (n.d). 39,43-46 English 4 LM. (n.d). 90-95 English 4 LM. (n.d). 90-95,194-195 English 4 LM. (n.d). pp 7-12,20-22,28-29

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**Day 1** **1. Short Review** **Compound Words** **Directions:** Use the pictures below to make compound words.  **2. Feedback (Optional)**	**Short Review** **Key to Correction** 1. firefighter 2. raincoat 3. sunflower 4. dragonfly 5. seahorse
B. Establishing Lesson Purpose	**1. Lesson Purpose** Look around our school. What do you see? Aside from objects, what else do you see? Do you know the different places in our school? Will you please name them? Do you have pets at home? What are your pets? Do you celebrate your birthday? Aside from your birthday, what else do you celebrate? What do we call teachers, learners, and principals? How about a blackboard, pencil, books and tables? How about the canteen, school clinic, and principal's office? What do we call dogs, cats, and chickens? In one word, what do we call them? They are all names. Do you know what we call these names? We call them nouns. What are nouns? **2. Unlocking Content Vocabulary VOCABULARY RELAY** **Mechanics:** 1. Jumble up the words in the middle of the floor, and jumble up the definitions, context, and sentence.	Print out words on one set of cards (copy this set a few times) and definition, context, or sentences in which they could be used (fill-in-the-blank) on another set (just one set). The set of words will be from the text that they will encounter in this lesson.

	2. Break the students into teams. 3. Read the definition/context/sentence and give students some think time (8-10 seconds) to talk about what word is being referred to. 4. After the discussion time, call out "WORD!". One member from each team runs to the center and tries to find the word in the pile.	As the game proceeds, make sure that you check if they got it correctly, and discuss it briefly before the next round.
C. Developing and Deepening Understanding	**SUB-TOPIC 1: A. SINGULAR AND PLURAL NOUNS** This time, we will study the number of nouns. We call them singular and plural nouns. We will also know the difference between singular nouns and plural nouns. Let us read these examples: 1. **Bag** is to singular noun while **bags** is to plural noun. 2. **Church** is to singular noun while **churches** is to plural noun. 3. **Child** is to singular noun while **children** is to plural noun. *Read the story then answer the questions*. **Rhovie Ann's Birthday** *by: Glovic R. Bustamante* Rhovie Ann is very excited because it is her birthday. The Rillera Family will celebrate it on the beach. Mother wakes up early to buy the things needed for cooking food that they will bring to the beach. She goes to the market early to buy fish, fruits, and vegetables. She also goes to the market to buy the things she needs for cooking. When she returns home, she cooks the food to be brought to the beach. Rhovie Ann prepares the spoons, forks, and knives. She also prepares the glasses, plates, and saucers in one container. She also prepares fruits like bananas, watermelon, and mangoes in another container.	You can ask students: How many bags are there? How many churches are there? How many children are there? *Emphasize*: **Bag, church, and child** are examples of **singular nouns**. What does a singular noun mean? **Bags, churches, and children** are examples of **plural nouns**. What does a plural noun mean?

	Everything is ready and everybody is excited to go to the beach. They even bring their pet dog Blacky with them. **Comprehension Questions:** 1. Who will go to the beach? 2. Where will the Rillera Family go? 3. What are the things that they will bring to the beach? 4. Aside from the things that they will bring, what else do they bring with them? 5. What occasion are they going to celebrate on the beach? These words are called **nouns**? What is a noun?	

Nouns are names of persons, places, things, animals, and events. Nouns can also be singular or plural.

Study the table 1 below.

SINGULAR NOUNS	PLURAL NOUNS
mother	mothers
market	markets
container	containers
dog	dogs

What is a singular noun? a plural noun?
As shown in the given table, how do the nouns form their plural?

Study table 2

SINGULAR NOUNS	PLURAL NOUNS
fairy	fairies
story	stories
elf	elves
loaf	loaves

How do we form the plural of these nouns?
Study table 3.

SINGULAR NOUNS	PLURAL NOUNS
child	children
tooth	teeth
foot	feet

SUB-TOPIC 1: B. COUNT and MASS NOUNS

1. **Mass Nouns**
   Vinegar, patis, and water are examples of mass nouns. What does a mass noun mean?

2. **Count Nouns**
   Bags, notebooks, and pencils are examples of count nouns. What does a count noun mean?

You can discuss the following to highlight the nouns in the story:

Let us look at these words.
Person -Rosa, mother, Rillera Family
Place -beach, market **Things** -spoons, forks, knives, glasses, plates, saucers, table napkins
Fruits - bananas, mangoes, watermelon,
animal- dog Blacky **event** - birthday Additional discussion for **table 3.**

How do these nouns form their plural?

Regular Nouns form their plural by adding s or es. ex. egg-eggs
/Nouns ending in *-s, - ss, - sh, -ch, -z* form their plural by adding *-es*
ex. class-classes

COUNT NOUNS	MASS NOUNS
cake	rice
glasses	butter
oven	sugar
cup	milk

2. Worked Example

A. SINGULAR AND PLURAL NOUNS TELL ME WHAT YOU SEE!

Instructions:

Look at the pictures and identify if the underlined word is a singular or plural noun.



1. The butterfly is very colorful.



4. The children are dancing.



2. The clowns are laughing.





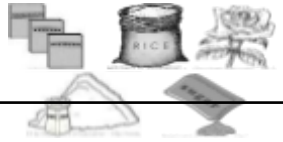
3. My pencil is new.

5. My bag is heavy.

B. COUNT and MASS NOUNS

FILL ME UP!

Instructions: Look at the pictures and determine if the given noun is a Count Noun or a Mass Noun. Write your answers in the table that follows.



COUNT NOUNS	MASS NOUNS

/Some nouns ending in *o* form their plural by adding - *es*
ex. tomato-tomatoes
/ However, most nouns that end in *o* form their plural by adding -*s* only
ex. radio-radios

Read the examples of count nouns and mass nouns and give the difference/s between the two.

Give other examples of count nouns and mass nouns that can be found in the kitchen.

Discuss:

Count nouns are nouns that can be counted as one or more. They can be counted individually. Ex. apples, tomatoes

Mass nouns are nouns that cannot be counted separately. Ex. rice, vinegar, soup

	3. Lesson Activity	

Group Activities

The class will be divided into five groups and the teacher will give the assigned task to each group.

Group 1: Write 5 nouns that can be found in the classroom then write if it is singular or plural. Ex. books-plural

Group 2: Read the given nouns then write if it is a singular noun or a plural noun.

1. bus 2. ball 3. churches 4. key 5. children

Group 3: Pick out the nouns used in the sentences then write if it is singular or plural. ex. Our class will clean it later (*Class- singular*).

1. She will go to the market tomorrow.
2. The baby is smiling at me.
3. That butterfly is colorful.
4. The children are playing happily.
5. I walk my dog every morning.

Group 4: Read the following nouns and put them under the proper column: count nouns or mass nouns.

soup, milk, eggs, toy, coffee, cup, salt, sugar, fork

Group 5: Read the following count nouns and mass nouns. Choose the noun that doesn't belong to the group.

1. soup, coffee, egg
2. water, apple, toy
3. vinegar, patis, chicken
4. shampoo, lotion, detergent soap
5. sand, rice, biscuit

Day 2

SUB-TOPIC 2: Singular and Plural Subject Personal Pronoun

1. **Explicitation**

Do you want people around you to always call your name? How will you feel if they will repeatedly call or say your name?

Instead of repeatedly calling or saying the name of a person, we can use other words to replace them. Do you know this word? We call this word, pronoun. What is a pronoun?

	After studying nouns, we are going to study another part of speech which is the **pronoun.** We also need to study the **subject personal pronouns** used as singular and plural. *Example*: Jonathan is an industrious boy. Jonathan wakes up early in the morning. Jonathan waters the plants every afternoon. Jonathan can even sweep the floor before going to school. Jonathan washes the dishes. Jonathan reviews his lessons before going to bed. A. Let us read the text and then answer the questions. Celia is an amazing person. Celia always wears a smile on her face. Celia brightens the faces of people she meets. Celia is also helpful. Celia is willing to help anybody who is in need. Celia is also creative. Celia is good at painting and drawing. Celia has a strong self- confidence. Celia does not give up easily even during hard times. Celia is admirable, that is why Celia is my best friend. **She** is used to substitute for Celia. **She** is an example of a subject personal pronoun. **She** is used as the subject of the sentence. **Celia** is a noun while she is a pronoun. B. Read the paragraph below. Mother went to the grocery store one day. The saleslady smiled at mother to welcome her. Mr. Reynoso asked what would mother buy. Mr. Reynoso said that Mr. Reynoso and his wife are willing to help mother. Mother said Mother wants to buy some fresh fruits. "Fresh fruits are better than junk food," said Mr. Reynoso. Mr. Reynoso's daughter sells the fruits to mother. **Comprehension Questions:** 1. Who went to the grocery store? 2. Who smiled at mother? 3. Who asked what mother needed? 4. Who were willing to help mother? 5. What are better than junk food? The words are repeatedly used in the paragraph. In what way is the idea of the paragraph affected because of the repetition of these words? What can be done to avoid such repetition in a paragraph or even in a sentence?	The teacher may change or modify the follow-up activity according to his/her preference or student's level of understanding. **Note:** The complete activity content is found in the worksheet. What did you notice in the text? Is there a repetitive word? Instead of repeating the name Celia, can you give me a word that can be used to replace Celia? What is a pronoun? Based on the text, why do we use a pronoun?

	Words that are repeatedly used in a paragraph or even in a sentence can be replaced with other words to make the idea much clearer. What do we use to replace these words? She, He, They, It are examples of **subject personal pronouns**. **Personal pronouns** are words used in place of nouns in sentences. What other personal pronouns do you know? The following are examples of subject personal pronouns. When using personal pronouns to replace nouns, it is important to choose the correct pronoun based on the number of the subject. The subject maybe singular (referring to one person or thing) or plural (referring to more than one person or thing). **2. Worked Example** **COMPLETE ME!** **Instructions:** Complete the sentence by writing the correct personal pronoun. 1. _____is big. 2. _____is a veterinarian. 3. _____are cute. 4. _____ is kind. 5. _____is red. **3. Lesson Activity** **Interactive Activities** A. Display sentences with missing words that can be replaced by personal pronouns. Ex. Ann is baking a cake.	Discuss the example: What did you notice in the text? What word is repetitive? Jonathan is always mentioned in the sentence. What word can be used to replace the name Jonathan? **He** can be used to replace the name Jonathan. **He** is an example of a subject personal pronoun. **He** is used as the subject of the sentence. **Jonathan** is a noun while he is a pronoun You can do this for deliberate practice:

PERSON	SINGULAR	PLURAL
1st	I	we
2nd	you	you
3rd	she, he, it	they











	_____is baking a cake. Father goes to the farm. _____goes to the farm. Mother cooks breakfast. _____cooks breakfast. B. Write sentences using personal pronouns. Ex. She is my best friend. C. Use a correct noun to complete the sentence. Ex. _____is my younger brother. He is my younger brother. **Day 3** **SUB-TOPIC 3:** Regular and Irregular Verbs **1. Explicitation** What do you do to help your parents when they are at home? What work do you do at home? What do you clean, sweep, wash, cook, and wipe? What do you call the underlined words? These words are action words. We call them **verbs.** Today we are going to study **regular and irregular verbs**. Do you know the difference between regular verbs and irregular verbs? Read the paragraph then answer the questions. **In the Farm** My vacation in the farm was an amazing one. The whole family stayed there for one month. We helped our father in harvesting fruits. We helped our mother in cooking our food. I learned many things about cooking. I enjoyed my vacation very much. Next year, the whole family will stay there again. I hope that my parents will allow me to swim in the river. Pick out all the verbs in the past form used in the given story. What did you notice about these verbs? Read the paragraph then choose the verbs in the past form.	Read the answers to the questions and pay attention to the underlined words? Mother went to the grocery store one day. The saleslady smiled at mother to welcome her Mr. Reynoso asked what mother needed. Mr. Reynoso said that Mr. Reynoso and his wife are willing to help mother. Mother said mother wanted to buy some fresh milk. "Fresh milk is better than soft drinks,'' said Mr. Reynoso. The saleslady went inside the store. The saleslady came back with a box of fresh milk. The Group Activity allows the learners to practice what they have learned. The teacher may also ask the learners to present their output in front of the class.

	Rosa woke up early yesterday. The sun shone brightly. The birds sang merrily. She had an aerobic exercise outside. She also ran in the plaza. She met her friend. They ate breakfast at home. Pick out all the verbs in the past form used in the given paragraph. What did you notice about these verbs? There are also verbs that form their past but **do not change their spelling** and instead retain the same spelling as the present form. They are also called **irregular verbs.** Here are some examples: **Present** / **Past** hit / hit read / read put / put cut / cut **2. Worked Example** **PICTURE THIS!** **Instructions:** Encircle the correct form of the verb. Choose your answer from the parenthesis. 1. The pupils (arrive, arrives) early to school. 2. They (prepare, prepared) their things before going to a vacation. 3. He (love, loves) to play basketball. 4. The boy (give, gave) her a letter yesterday. 5. I (catch, caught) a fish in the school pond the other day. **3. Lesson Activity** **Group Activities** A. Put a check mark (/) if the verb is a regular verb and X mark if not. _____1.cry _____4. clean _____2. go _____5. wash _____3. sell B. Write the past form of these verbs. _____1. Sell _____4. eat _____2. cook _____5. go _____3. tell	Checking the output and giving feedback are necessary. You can present the following examples in class: **Singular Subjects:** 1. Use" he" when referring to a male person or an animal Ex. My father is working. He is industrious. 2. Use "she "when referring to a female person or animal. Ex. My mother is cooking. She is preparing breakfast. 3. Use "it" when referring to an object, an animal (when the gender is not specified), or a non- living thing. Ex. The dog is sleeping. It looks tired. "I" is used for the first person singular (the speaker). Ex. I am the chairman of that program. "You" can be used for both the second person singular (the person being spoken to) and also as a polite form of address.

Day 4

SUB-TOPIC 4: Subject-Verb Agreement

1. Explicitation

The verb must always agree with its number. If the subject is singular, the verb must be in singular form. If the subject is plural, the verb must also be in plural form. We will study the correct subject-verb agreement to avoid confusion.

Read these sentences.

1. Manny Pacquiao makes all Filipinos proud.
2. He starts and ends his game with a prayer.
3. He tries to win all his games.
4. Filipinos watch during his game.
5. Many people admire him as a player.

Read the story.

Ben's Cat

by: Glovic R. Bustamante

Ben's aunt gave him a cat as his pet. He loves his cat very much. He feeds it well. He gives it clean water to drink and gives it a comfortable place to sleep in. He even bathes the cat once a week. One day, they strolled on the farm. Ben was happy watching the beautiful butterflies when he saw a big snake. He was afraid because it would bite him. As the snake produced a sound and readied to attack him, the cat jumped on the snake. It bit the snake, and the snake died. Ben was so happy because his cat saved his life. Ben hugged the cat, thanked it then they went home.

Ex. You are my niece.

Plural Subject:

1. Use "they "when referring to more than one person or thing.

Ex. The learners are studying.
They are studious.

2. "We" is used for the first-person plural (including the speaker and others)

Ex. We are going to Ilocos Norte.

3. "You" can be used for both the second person plural (a group being spoken to) and as a polite form of address.

You can show the table below to support the
concepts you are discussing:

Comprehension Check

1. Who has a cat?
2. Who gave the cat to him?
3. Why did his aunt give him the cat?
4. How did he treat his cat?

What are the verbs in singular form? What are the verbs in plural form? Read the story then answer the questions.

Barangay Fiesta

In the small barangay of San Luis, the villagers will prepare for their barangay fiesta. The fiesta will showcase the culture and tradition of the community. As the sun will rise on that day, the people will begin their work. The officials will decorate the street. The women will cook different

Present	Past Form
stay	stayed
help	helped
learn	learned
enjoy	enjoyed

They all end in *-ed.* Verbs that are added with *-ed* to form their past are called **regular verbs.**

	dishes and will set up the stage. The dancers will practice their graceful moves and cultural presentation. The villagers will wear their traditional costumes and will parade along the street. They will carry banners that will represent the barangay products and beautiful sceneries.	

Present	**Past Form**

	What activities will be done by the people during the barangay fiesta? Read these sentences taken from the stories above. **Set A** 1. He loves his cat very much. 2. He feeds it well. 3. He gives it clean water to drink. 4. He gives it a comfortable place to sleep in. 5. They stroll in the farm. What is the tense of the verb? Which of the verbs is in present tense singular and present tense plural? When will you use a verb in singular form? in plural form? **Set B** 1. Liza helped her. 2. She left the school. 3. She called an ambulance. 4. They brought Celine to the hospital. 5. She contacted Celine's parents. What is the tense of the verb? How is the past tense of the verb formed? **Set C** The barangay will prepare for their barangay fiesta. 1. The fiesta will showcase their culture and tradition. 2. The people will begin their work. 3. The officials will decorate their streets. 4. The women will cook different dishes. 5. The dancers will practice their graceful moves. What is the tense of the verb? How do we form the future tense of the verb? **2. Worked Example GIVE ME FIVE!** INSTRUCTIONS**:** Write the appropriate verb to complete the sentence.	wake woke shine shone sing sang has had run ran meet met eat ate The verbs in the past form have different spelling with the verbs in the present form. When verbs in the past form change their spelling, they are called **irregular verbs.** You can point out the following: 1. Manny Pacquiao- singular, makes - singular 2. He – singular, starts (and) ends - singular 3. He – singular, tries - singular 4. Filipinos – plural, watch - plural 5. People – plural, admire - plural You can summarize the topic this way:



1. The girl _____fervently.



2. The girls _____*atis* to their neighbors.



3. My mother _____dinner for our family.



4. My father _____a tree in our backyard.



5. The tiger ___at the hunters.

3. Lesson Activity

A. Fill in the blank with the correct form of the verb.

1. Rey (make, makes)_____his project with his father.
2. The fishermen (return, returns) _____for their safety.
3. The learners (enjoy, enjoys) _____their presentation on the stage.
4. Frenny and I (take, take) _____pictures of the hills.
5. The conductor (call, calls)_____the passengers.

B. Write the correct form of verb to complete the sentences.

1. Ana (water) _____the plants every day.
2. Mother (cook) delicious breakfast for us this morning.
3. We (brush) _____our teeth every after meal.
4. Lisa (walk) _____to school.
5. Lino (climb) _____the guava tree.

Let us summarize: **Regular verbs** form their past by adding ***-d or -ed.*** **Irregular verbs** change when they form the past tense. A few have the same form in both present and past tense. These verbs do not follow a predictable pattern when forming their past tense. Their past tense needs to be memorized.

Note: The complete activity content is found in the worksheet.

You can show the table below when discussing Set C.

Present	Future
wake	will go
talk	will talk
wash	will wash
sell	will sell
use	shall use
do	shall do
put	shall put
eat	shall eat
go	shall go

	C. Supply the appropriate verb to complete the sentences. 1. Luna _____to the market. 2. The farmers _____vegetables on the farm. 3. Rissa and Dona will _____the room. 4. They _____the plants. 5. We must _____heathy food.	
D. Making Generalizations	**1. Learners' Takeaways** **Exit Ticket Folder** Ask students to write their name, what they learned, and any lingering questions on a blank card or "ticket". Before they leave the class, direct them to deposit their exit tickets inside a folder or in a bin labeled "Got It", "More Practice, Please," Ï Need Some Help!" or whichever best represents their understanding of the day's content.	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		**NOTES TO TEACHERS**
A. Evaluating Learning	**1. Formative Assessment** A. Read the sentences carefully then write the plural form of the underlined word. 1. That old <u>tree</u> is my favorite. 2. The <u>dog</u> barked loudly at the strangers. 3. She noticed one brown <u>egg</u> in the poultry. 4. The dog chased the <u>cat</u>. 5. The <u>child</u> found the lost wallet. B. Read each sentence carefully then determine whether the underlined noun is a count noun or mass noun. 1. We will buy a chocolate <u>cake</u>. 2. <u>Milk</u> is good for our body. 3. My mother likes to put <u>honey</u> on the bread. 4. We enjoy a warm <u>soup</u> on rainy days. 5. Father asked for a cup of <u>coffee</u>.	**Formative Assessment Answer Key** A. 1. trees 2. dogs 3. eggs 4. cats 5. children B. 1. count noun 2. mass noun 3. mass noun 4. mass noun 5. mass noun

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<td colspan="3">C. Choose the correct personal pronouns to complete the sentences.
1. (He, I, They) is the captain of the basketball team.
2. (She, We, You) goes to the plaza.
3. (He, She, It) always helps his brother with his homework.
4. (It, You, We) was a fantastic performance on the stage.
5. (I, She, You) are to invited to my children's party.

D. Use the correct verb to complete the sentences.
1. The birds (sing, sings) sweetly in the tree.
2. A colorful butterfly (flies, fly) high in the garden now.
3. The river (flow, flows) calmly through the valley.
4. The learners (study, studies) their lesson every tonight.
5. My friend and I will (play, plays) volleyball this Saturday.

2. Homework (Optional)</td>
<td>C.
1. He
2. She
3. He
4. It
5. You

D.
1. sing
2. flies
3. flows
4. study
5. play</td>
</tr>
<tr>
<td rowspan="5">B. Teacher's Remarks
This lesson design component prompts the teacher to record relevant observations and/or critical teaching events that he/she can reflect on to assess the achievement of objectives. The documenting of experiences is guided by possible areas for observation including teaching</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>
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<tr>
<td>strategies explored</td>
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<td>Others</td>
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strategies employed, instructional materials used, learners' engagement in the tasks, and other notable instructional areas. Notes here can also be on tasks that will be continued the next day or additional activities needed. Teachers can be provided with notes on which particular lesson component(s) they can focus on.				
C. Teacher's Reflection This lesson design component guides the teacher in reflecting on and for practice. Entries on this component will serve as inputs for the LAC sessions, which can center on sharing best practice; discussing problems	*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?*			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.

encountered and actions to be taken; and identifying anticipated challenges and intended solutions. Guide questions or prompts may be provided. Some examples are given here.		