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 26 - 30, 2024 (WEEK 5)	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 Compo se appropriate sentences for clarity and coherence.** 1. *Lesson Objectives* 2. Define and identify the action verb 3. Use the tenses of verbs (simple present, simple past, and simple future) 4. Use the correct voice of the verb 5. Identify descriptive/qualitative or attributive adjectives 6. Give and compose the characteristics of a complex sentence
D. Content	a. Action verb b. Tenses of the verb c. Voices of the verb d. Adjectives e. Complex Sentence
E. Integration	

II. LEARNING RESOURCES
English 4 LM. (nd). 148-150, 157-159,160-161,185-187 English 4 LM. (nd). 235-242 Soaring to New Heights in Language. (nd). 149-155 Soaring to New Heights in Language. (nd). 182-183

<table>
<tr><th colspan="2">III. TEACHING AND LEARNING PROCEDURE</th><th>NOTES TO TEACHERS</th></tr>
<tr><td>A. Activating Prior Knowledge</td><td>Day 1
1. Short Review
Mini-Subject Verb Agreement Race
The teacher will read a sentence aloud and will repeat the subject and verb of that sentence. Students decide whether the subject or the verb is used correctly. The students should quickly write their answer on their mini whiteboard and hold it up. The first to get the correct answer will get one point or one point will be given for every correct answer.

2. Feedback (Optional)</td><td>Materials:
Mini white board, marker

This short review can be modified.</td></tr>
<tr><td>B. Establishing Lesson Purpose</td><td>1. Lesson Purpose
What do you do before going to school? How about during the weekend? (brush teeth, comb hair, take a bath, eat breakfast, change clothes)

2. Unlocking Content Vocabulary
VOCABULARY RELAY
Mechanics:
Unscramble the letter to get the correct answer.

1. RVSEB — These are words that express actions.
2. RSPENTE NSETE — Tense of a verb that is used to express an action that occurs in the present, a habitual action, or a general truth or fact.
3. TUFREU NSETE — Tense of a verb that expresses an action that will take place in the future.
4. BJTSUEC — Performs the action or the doer of the action
5. DJAETCVSETI — Are words that describe/modify nouns or pronouns</td><td>Key to Correction
1. VERBS
2. PRESENT TENSE
3. FUTURE TENSE
4. SUBJECT
5. ADJECTIVES</td></tr>
<tr><td>C. Developing and Deepening Understanding</td><td>SUB-TOPIC 1:
A. ACTION VERB
1. Explicitation
Listen as the teacher reads the paragraph then answer the questions that follow.</td><td>To engage students more, you can ask:</td></tr>
</table>

	Today is our rest day. I look outside and see the raindrops fall. It is really the beginning of the rainy season. Mother cooks *merienda* for us. We watch children's shows while father reads the newspaper. After watching, I played board games with my siblings. *Answer the questions*. 1. What can we see outside the house? 2. What can we say about the raindrops? 3. What does mother do? 4. What does father do? 5. What do the children do? *Read this paragraph then choose the action words*. I woke up early in the morning. I brushed my teeth and walked to the kitchen. I smelled the fried fish that mother cooked. I prepared a cup of milk and spread peanut butter in the hot *pandesal.* I smiled because I was satisfied with the delicious breakfast that mother prepared. Here are some other examples of action words. 1. The boys will practice for their competition next week. 2. We will get high grades if we study hard. 3. All players will do their best to win the game. 4. They will get ready for the practice tomorrow. 5. They will prepare snacks later. Action words are words that are also known as **verbs.** These are words that express actions. They are essential for conveying what someone or something is doing, has done, or will do. **B. TENSES OF THE VERBS** What did you do yesterday? What are you doing now? What will you do tomorrow before going to school? Verbs are action words, and they have tenses. **Tenses of the verbs** tell when an action is done. Let us find out what are the different tenses of verbs. If you see the word ***time*** what comes into your mind? *Read the following sentences*.	What are the action words in the sentences? *Falls, cooks, read, watch, play* are examples of action words. Can you give other action words? For deliberate practice, you can ask students to read the following action words: *Woke, brushed, walked, smelled, cooked, prepared, spread, smiled, satisfied* Read the action words. will practice will get will do will prepare

Column A	Column B
1. pilot	operates
2.Julia	travels

Column A	Column B
1. teachers	help
2. children	sleep
3. boys	play

	Set A 1. A pilot operates an airplane. 2. Teachers help us to learn. 3. Every afternoon young children sleep. 4. Boys play basketball every weekend. 5. Julia travels every month. What are the action words in the given sentences? *Operates, help, sleep, play, travels* are examples of action words that we call **verbs.** When do these actions take place? These actions take place in the **present time.** Thus, they are verbs in the **present tense.** Read the following. A. Study the phrases. What can you say about the number of nouns in column A? Are they singular or plural? Look at the verbs in column B. How do they end? This time study the following examples. What is the number of the nouns in column A? Are they singular or plural nouns? Look at the verbs in column B, what can you say about them. How do they end? Let us read these sentences. 1. She visited her grandmother last summer. 2. We watched a movie at the theater yesterday. 3. They played basketball in the covered court last Saturday. 4. They swam in the river last Friday. 5. The lady sang on the stage last Monday. Study the following. **Present** **Past** 1. visit visited	To engage students, you can ask the following questions: 1. What does a pilot operate? 2. What do teachers do to us? 3. What do young children do? 4. What do boys do? 5. What does Julia do?

	2. watch watched 3. play played 4. swim swam 5. sing sang The verbs in the second column are in the past tense. Visited, watched, played are called regular verbs. Using these examples, can you tell how a regular verb is formed? Look at the verbs in numbers 4 and 5. Swam and sang are **irregular verbs.** Using these examples, can you tell how an irregular verb is formed? **Set B** 1. We will visit grandma in the province in May. 2. I shall finish my work before bedtime. 3. She will swim in the pool tomorrow. 4. brother will fix the faucet on Saturday. 5. The learners shall present their project on Tuesday. What are the action words in the sentences above? What do we call these verbs? These are verbs in the **simple future tense.** What are the words that can be seen before the base word or root word? How do we form the simple future tense of the verb? The simple future tense of the verb is formed by using ***will*** or ***shall*** and the ***base form of the verb.*** **What do you have to remember about the tenses of the verb?** **Present Tense** The **simple present tense of the verb** is used to express an action that occurs in the present, a habitual action, or a general truth or fact. It is formed by adding *-s* or *-es*. (s- form). When a singular verb ends in *-y* preceded by a consonant, change *y* to *i*, then add *-es*. It is also formed by retaining its original form or its base form. **Past Tense** The **simple past tense of a verb** is used to describe an action that happened in the past or before the present time. Regular verbs form their past tense by adding -d or- ed to their base	You can engage students more by asking the following questions: Look for the action words in the sentences. *Visited, watched, played, swam, baked* are the action words or verbs. When did the action happen? What is the tense of the verb? These actions take place in the **past time.** Thus, they are verbs in the **past tense.** You can ask students to read the following phrases for practice and emphasis: Read the following. 1. will visit 2. shall finish 3. will swim 4. will fix 5. shall present

	form. Irregular verbs form their past tense by retaining their base form or changing their spelling. **Future Tense** The **simple future tense of a verb** expresses an action that will take place in the future. It is formed by using *will or shall* and the *base form of the verb*. **2. Worked Example** **Action Verbs** **A. Visual Verb Quest!** Write the action verbs shown in these pictures.  1. _____  2. _____  3. _____  4. _____  5. _____ **B. Verb Identification Challenge!** Choose the action verb in each sentence and write it on your paper. 1. The lovely lady sings a beautiful song. 2. The dog barks at the mailman. 3. They dance to the music.	You can mention that Time expressions like *every day, daily, once a week, every month and regularly* are used to show habitual actions. Time expressions such as *a while ago, last night, this morning, a week ago, yesterday* are used to indicate past action. Expressions that indicate future actions are *afterwards, the next day, next year, tonight, on (Friday)*, among others.

4. Geraldine writes a letter to her sister.
5. He plucks the chord of the guitar.
6. James ate two slices of cake.
7. Peter and Simon play tennis twice a week.
8. He drives the new car.
9. Mitchelle watches a movie.
10. Samuel jumps on the floor.

C. Tenses of Verb

Instructions:

A. Identify the tense of the underlined verb in the sentence.
   1. Joel ran to the other side of the street a while ago.
   2. Myla will play volleyball for the tournament.
   3. The man walked around the plaza.
   4. The children sing the national anthem.
   5. The girl jumped over the rope.

B. Choose the correct verb in each sentence.
   1. Last night, she (ate, eat, eats) dinner with her family.
   2. They (finish, finished, finishes) their project last Saturday.
   3. I (read, reads, will read) a mystery book on Sunday.
   4. They (go, went, will go) to the zoo next week.
   5. The flowers (bloom, blooms, bloomed) beautifully now.

Tasks/Questions:

What are the tenses of a verb?

3. Lesson Activity

The teacher will divide the class into four groups. Each group will be given different sets of activities.

Differentiated Group Activities

Group I. Identify the verbs used in the sentences.

1. The artists painted a colorful picture of the garden.
2. The sun shines brightly in the sky.
3. Eliza plays the piano beautifully.
4. The children laugh loudly at the clown.
5. The teacher explained the lesson very well.

	Group II. Identify the appropriate verbs for the following sentences. 1. We (pray, play, run) inside the church. 2. Father (works, plays, teaches) on the farm. 3. My brother (plays, prays, dances) badminton in the plaza. 4. Willy (waters, drinks, eats) the plants every afternoon. 5. Rosa (reads, looks, smiles) an exciting book during the weekend. **Group III.** Identify the tense of the verb. Write simple present, simple past, or simple future 1. Went 2. will study 3. Go 4. Prays 5. cook **Group IV.** Identify the verbs in the sentences then write if is simple present, simple past or simple future. 1. The rose blooms beautifully. 2. We will go to the beach on Saturday. 3. We attended church service last Sunday. 4. The farmers gather vegetables on the farm. 5. The learners will pass their project on time. **Day 2** **SUB-TOPIC 2: VOICES OF VERBS** **1. Explicitation** What is a verb? Give examples of verbs. Kris gives a gift to her younger sister on her birthday. *Who* gives the gift? *Who* receives the gift? *Who* does the action show? What do you understand about these words? ● doer ● receiver Read the following stories, then answer the questions that follow. **Story 1**	

	Recognition Day It was Friday afternoon. The teacher announced the names of the achievers, especially those who will receive the With Honors award. The deserving learners will be recognized. They will receive awards for their performances and achievements for the school year. Ryan and Sonny, being included in the list, were very happy. Their parents were proud of them. **Comprehension Questions:** 1. Who will be recognized? 2. Who will receive an award? 3. Who announced the names of the achievers? 4. Who called the names of the With Honors awardees? **Story 2** How do you show love for your mother? Read the story on how the children show their love to their mother. **Love for Mother** A special day for their mother was wished by Joe, Jana and Joan. It was their mother's birthday. Mother is loved by them. To show that they really love her especially on her birthday was wanted by her children. A bag was given by Joe but then he went out to bike with his friends. A beautiful blouse was given by Jana but requested her for a new cellphone on her birthday. A simple card was made by Joan. Mother was hugged and kissed by her. Answer the questions. 1. Whose birthday was celebrated? 2. What was given by Joe? 3. What was given by Jana? 4. What was given by Joan? ***Active Voice*** 1. They will receive awards for their performances and achievements. 2. The teacher announced the names of the achievers. 3. She called the names of the With Honors awardees. ***Passive Voice*** 1. A special day for their mother was wished by Joe, Jana and Joan. 2. Mother is loved by them. 3. A bag was given by Joe.	You can emphasize that *Kris is the doer of the action while her younger sister is the receiver of the action.*

	4. A beautiful blouse was given by Jana. 5. A simple card was made by Joan. 6. Mother was hugged and kissed by her. 7. The deserving learners will be recognized by the teacher, their classmates, and their parents. **2. Worked Example** **Voices of Verbs** **Instructions:** A. Directions: For each sentence below, write **A** if it is ACTIVE and **P** if it is PASSIVE voice. 1. The pilot flew the plane. 2. The plane was flown by the pilot. 3. The two officials are signing the document. 4. That cat chased the rat. 5. The entire building was painted by Ron. *B.* Directions: Read each sentence and change it from active voice to passive voice. Example: Active Voice - *The teacher read us a book.* *Passive Vice - The book was read to us by the teacher.* 1. Don shot the basketball at the hoop. 2. The boy carried the bucket of water. 3. Stephen kicked the soccer ball. 4. The boys watched a movie. 5. The man watered his lawn. C. Directions: Change each sentence from passive voice into active voice. 1. The winner will be announced by the team. 2. The landscape was painted by the artist. 3. The damaged car was fixed by the mechanic. 4. A new bridge was built by the workers. 5. Beautiful flowering plants were planted by the gardener. **Tasks/Questions:** Differentiate active voice from passive voice. **3. Lesson Activity** The teacher will divide the class into three groups. Each group will be given different sets of activities.	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. You can use visuals to present the following: **Active Voice** The active voice is the "normal" voice. This is the voice that we use most of the time. In the active voice, the subject is the doer of the action, or the subject performs the action. ex. Grandpa planted an avocado tree in the orchard. In this example, Grandpa, the subject of the sentence is the doer of the action. **Passive Voice**

	Differentiated Group Activities A. Identify the voice of the verb in each sentence. 1. The letter was written by Rina. 2. The teacher gave the learners a challenging project. 3. The old house was damaged by a strong storm. 4. The movie was watched by millions of people. 5. The company produces high quality products. B. Change the active voice to passive voice. *Ex. Active Voice - Mother cleans the room every day.* *Passive Voice - The room is cleaned by mother every day.* 1. People play badminton and tennis on the racket court. 2. We hold journalism competitions every day. 3. The janitor cleans the restroom every day. 4. The teacher teaches English every day. 5. She made a clay doll. C. Change the passive voice to active voice. *Ex. Passive Voice - I am loved by him.* *Active Voice - He loves me.* 1. The mangoes are washed by Bob. 2. The piano is being played by Sheena. 3. The beautiful landscape was painted by him. 4. The playground was cleaned by the kids. 5. An experiment was conducted by the scientists. **Day 3** **SUB-TOPIC 3: ADJECTIVES** **1. Explicitation** Today we will study another part of speech which we call **adjectives.** The teacher will let the learners give words that describe themselves. The teacher will write the words on the board, then the students will read them. *Read the paragraph then answer the questions that follow.* I love Sundays because I have the time to relax. After doing household chores. I play with my furry cat together with my younger sister. We play in the wide front yard. We stay in a shady	In the passive voice, the subject is the receiver of the action, or the subject is acted upon. Ex. An avocado tree was planted by Grandpa in the orchard. In this example, the avocado tree receives the action expressed by the verb.

place. My cat likes to climb tall trees. When we become tired, we sit on a soft sofa and rest on a comfortable bed.

Answer the questions:

1. What is a relaxing day?
2. Why is Sunday a relaxing day?
3. What are the describing words used in the paragraph?

Study the underlined nouns.

1. What is a cat?
2. What word describes the cat?
3. What is a front yard?
4. What word describes the front yard?
5. What word describes the place?

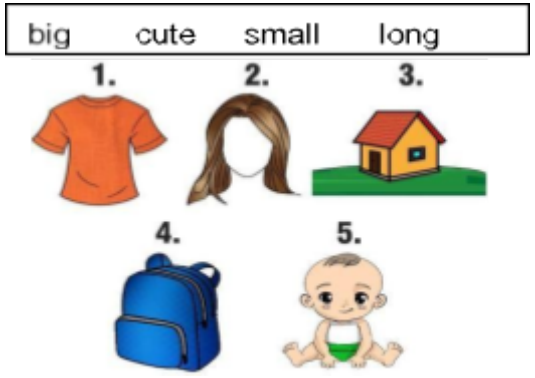
To what part of speech are the words *cat, front yard, tree, and bed* categorized? What are the words that describe them? What do we call these words?
furry, wide, shady, tall and comfortable are examples of adjectives.

What do adjectives mean? What is the importance of using adjectives in sentences? Read the text then answer the questions that follow.

A Visit to Mayon Volcano

The group of scouts went to a field trip. They were amazed by the beautiful scenery. The volcano stands tall and proud. It is a perfect colonial shape. The surroundings are green. As they reached the foot of the volcano, they felt the gentle breeze on their skin and inhaled the fragrant smell of blooming flowers from the nearby field. The air was fresh. They heard the sweet melodic song of the bird. Their hearts were full of gratitude for the unforgettable experience.

What are the adjectives used in the text?

	2. Worked Example **Instructions:** Identify the adjective which best describes each picture. Choose the answer from the box.  *Illustrated by: Rodel R. Rimando* A. Choose the descriptive adjective in the sentence. 1. The young boy climbed the mango tree. 2. The friendly cashier greeted me at the store. 3. The good doctor listened to the nurses. 4. The talented musician played the violin. 5. The elegant ballerina performed on the stage. B. Choose the appropriate descriptive adjectives to complete the sentences. 1. The butterfly landed on the _____flowers. (colorful, kind, strong) 2. We enjoyed a _____meal at the new restaurant. (delicious, precious, high) 3. The _____elephant trumpeted loudly at the zoo. (kind, large, small) 4. The _____flowers filled the room with a pleasant aroma. (big, fragrant, red) 5. Lorna's _____hair flowed down to her shoulders. (long, short, wooden) **3. Lesson Activity** The teacher will divide the class into three groups. Each group will be given different sets of activities. **Differentiated Group Activities** A. Identify the adjective used in the sentences. 1. I like to see the blue sky.	You can ask the students to read the following for emphasis/practice: *furry cat* *wide front yard* *shady place tall* *trees comfortable* *bed* Support students' understanding of the concept adjective by discussing the following:

	2. The large elephant marched through the jungle. 3. She wants to use a soft blanket. 4. The delicious aroma of bread makes me hungry. 5. I used to play under that old narra tree. B. Use the appropriate adjective to complete the sentences. Choose your answer inside the parenthesis. 1. The carabao is a _____animal. (small, large, tiny) 2. The flowers in the garden are so _____. (ugly, kind, beautiful) 3. The library has a collection of ___ books. (kind, old, colorful) 4. The giraffe in the zoo is extremely _____. (short, tall, wide) 5. It is hard for me to climb the _____mountain. (small, high, short) **C.** *Construct a sentence for each of the following nouns using an appropriate descriptive adjective.* 1. cake 2. rainbow 3. Beach 4. Friend 5. umbrella **Day 4** **SUB-TOPIC 4: COMPLEX SENTENCE** **1. Explicitation** *Read these sentences*. 1. The sun shines brightly. Let us give more information about the sun. The sun shines brightly today. The sun shines brightly so that mother can dry our clothes outside. We can play outdoor games because the sun shines brightly. The sun shines brightly so we cannot go out and play because it is so hot. The sun shines brightly so we can go hiking in the mountains. As you may have noticed, from the given simple sentence, we can make other sentences. These sentences are **complex sentences.** What part of the sentence can stand alone or give us a complete idea? *The sun shines brightly* can stand alone or give us a complete idea already. We call this part of the sentence an **independent clause.** What is the other part of the sentence that cannot stand alone? *So that mother can dry our clothes.*	**Adjectives** are words that describe or modify nouns or pronouns. **Descriptive adjectives** are words that describe a person, a place, a thing, an animal, an event, or an idea. The nouns or pronouns are described according to their quality or kind, size, age, shape, color, origin, material, or purpose. Descriptive adjectives give a clearer picture of nouns or pronouns in the sentence.

	This part of the sentence cannot stand alone. We call this a **dependent clause because** it is dependent on the independent clause. The sun shines brightly so that mother can dry our clothes outside. This sentence is an example of a **complex sentence.** **2. Worked Example** **Instructions:** A. Read each sentence carefully. Identify the independent clause. Ex. The teacher was proud of her learners because they worked hard. Independent Clause - The teacher was proud of her learners 1. Because my coffee was cold, I heated it in the microwave oven. 2. Although he did not qualify in the semi-final round, he still feels proud of himself. 3. She returned the computer after she noticed the damage. 4. Whenever prices go up, you should buy less products. 5. When the timing is right, all my plans will happen. B. Read the sentences carefully and identify the dependent clause. Ex. Rialyn wants to be a doctor because she loves helping people. Dependent clause - *because she loves helping people.* 1. She studied very hard because she wants to get good grades. 2. Tommy reads a book for fun after finishing his homework. 3. Jena likes to swim but she doesn't like to dive. 4. The cat ran away when the dog barked loudly. 5. I will help you with your assignment if you need assistance. *C.* Compose a complex sentence using the words below. Ex: *because* Answer. *Because he studied, he passed the exam.* 1. After – 2. Unless – 3. Although – 4. Whenever – 5. Wherever – **3. Lesson Activity** The teacher will divide the class into three groups. Each group will be given different sets of activities. **Differentiated Group Activities**	*You can have the following information printed out and present in class:* A **complex sentence** is made up of a main or independent clause and one or more subordinate or dependent clauses. A **main or independent clause** has a subject and a predicate, and it can stand alone. The subordinate conjunctions *after, although, as if, as long as, before, unless, since, so that, than, whenever, until, when, while,* are used to introduce the subordinate or dependent clause. Ex. I love to go to the beach in the late afternoon because I like to see the sunset. 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.

	A. Identify if the sentence is a complex sentence or not. 1. Although it is raining, they decided to go for a hike in the hill. 2. They arrived at the party late because of the heavy traffic. 3. They traveled to Palawan last year. 4. In order to succeed, one must be talented and dedicated to his work. 5. He felt confident about the interview. B. Identify the independent clause. 1. When we went to the park, the fireworks display began. 2. Although I enjoyed hiking, I prefer swimming in the ocean. 3. She sings beautifully whenever she is in good mood. 4. We decided to stay indoors because it is raining. 5. The city comes alive at night because the streetlights turn on after the sun sets. C. Combine the following pairs of sentences into a complex sentence. 1. He missed the bus. He had to walk to school. 2. The museum was closing. We hurried to see the last exhibit. 3. The storm was strong. The event was postponed.	
D. Making Generalizations	• **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 then identify the verbs used in the sentence. 1. She draws a beautiful picture. 2. They swam in the pool last night. 3. I will finish my work before the weekend. 4. Sonny studies his lesson every night.	**Formative Assessment Answer Key** A. 1. draws 2. swam 3. will finish

	5. Mother will cook *pinakbet* later on. B. Use the correct tense of the verbs to complete the sentences. 1. Andrew (tells, tell, told) his mother about the incident that happened yesterday. 2. She (exercise, exercises, exercised) in the plaza now. 3. They (visited, visit, will visit) the museum on Saturday. 4. He (write, writes, written) a letter to his friend. 5. The sun (rise, rises, will rise) in the east every morning. C. Identify the tense of the verb. Write simple present tense or simple past tense. 1. The moon shines brightly tonight. 2. Father gave mother some fresh roses on their 20th wedding anniversary. 3. The chocolate cake tastes sweet. 4. The teachers collected the plastic containers. 5. The boys played basketball the entire morning. D. Choose the best adjectives from the option to complete the sentences. 1. The artist painted the _____sunset. (beautiful, exciting, surprising) 2. The movie had a _____scene that made everyone laugh. (funny, scary, suspenseful) 3. The dog plays with the cat. (cruel, energetic, sad) 4. The magician did_____tricks that the children enjoyed. (exciting, friendly, ugly) 5. The stars appeared in the sky at night. (little, dark, gigantic) E. Construct complex sentences using the simple sentences below. Use an appropriate subordinating conjunction. Ex. The child likes to sing. The child likes to sing because it makes her happy. 1. They visited the farm. 2. She baked cookies. 3. He studied hard. 4. She waters the plants. 5. Grandma reads the books. **2. Homework (Optional)**	4. studies 5. will cook B. 1. tells 2. exercises 3. will visit 4. writes 5. rises C. 1. Simple Present Tense 2. Simple Past Tense 3. Simple Present Tense 4. Simple Past Tense 5. Simple Past Tense D. 1. beautiful 2. funny 3. energetic 4. exciting 5. little

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 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	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	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.
	strategies explored			
	materials used			
	learner engagement/ interaction			
	Others			

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 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.	*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.