

**MULTIGRADE LESSON PLAN IN ENGLISH
GRADE III AND IV**

WEEK 10 FIRST GRADING

GRADE IV	<p align="center">I. OBJECTIVES</p> <p>A. Skills</p> <ol style="list-style-type: none"> 1. Sequence events as to time order 2. Construct simple sentences with modifiers and compliments 3. Write a paragraph about one's experience
GRADE III	<p align="center">I. OBJECTIVES</p> <p>A. Skills</p> <ol style="list-style-type: none"> 1. Arrange events as to time order 2. Construct sentence with simple subject and predicate 3. Write contractions correctly
<p>B. Insight/Value It is nice to stay humble</p> <p>C. Curriculum Links Give the parts of a frog</p>	
<p align="center">II. SUBJECT MATTER</p> <p>Story : Proud Father Frog</p> <p>Comprehension Skill : Arranging and sequencing events</p> <p>Language Structure : Constructing sentences</p> <p>Decoding/Writing : Writing paragraph</p> <p>Curriculum Connections : <i>Science</i></p> <p>Materials : Parts of a frog : chart</p> <p>References : Milestone in Reading pp. 327-333</p>	

III. PROCEDURE

Pre-Reading

A. Unlocking of Difficulties

1. through action (Teacher shows the action. Pupils do it.)
- Hop
 - The frog was taking hop in the pond.
 - deep breath
 - Father frog took a deep breath.

2. through context

- The varabao mooed in the farm.
- a. sound
b. food
- c. smell
- Baby frog was frightened by the carabao.
- a. scared
b. eaten
- c. cared
- Baby frog ran home trembling with fear
- a. singing
b. shaking
- c. working
- burst
- He blew himself out until his stomach burst.
- a. ached
b. filled up
- c. popped up

B. Motivation

Have you gone to a pond? What animals do you see in the pond?

C. Motive Question

Today we will read a story about Frog. Find out what happen to the Proud Father Frog. Let us fill in the prediction chart.

What I know about frog?	1	(Pupils fill in column 1 and 2)
What I want to know?	2	
What I learned	3	(What happened to the frog?)

During Reading
 Silent Reading of the Story: (Note to the teacher: To make the reading more interesting prepare a series of pictures that would show the events in the story.)

Proud Father Frog

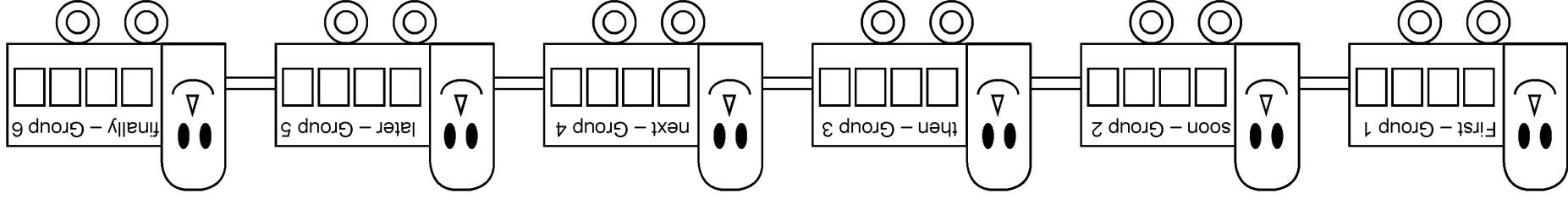
One morning, Baby Frog was taking a hop in the pond when he saw something very big. It was a carabao but he thought it was a giant frog. How frightened Baby Frog was! And when the carabao moomed, Baby frog ran home trembling with fear. "Oh, Father," he cried I saw a very big frog in the pond. Father frog said, He can't be bigger than I. I'm the biggest frog in this place. But he's very much bigger than you are, Father. Father Frog blew himself out until his stomach was round as a ball. "Look at me now, is he bigger than I?" "Very much bigger, Father, said Baby Frog. But he's very much bigger than you Father," said the little frog. Again Father Frog puffed himself out some more. He can't be bigger than I. Proud Father Frog didn't like the answer. He took a deep breath. Then he blew himself out until his stomach burst.

Post Reading

Engagement Activity 1

Divide the class into 6. Let them prepare for role playing using the story train drawn by the teacher on the board. The groups will be given strips of paper following the story train. They will write the events on the strip of paper.

The Story Train would look like this:



GRADE III

The groups will write on the strips of paper the events in the story.

- Group 1 – Starts the first event. (Baby Frog was taking a hop in the pond.)
- Group 2 – Second events, soon... (He saw a carabao. But he thought it was a giant frog.)
- Group 3 – Then... (The carabao mooded. He ran home trembling with fear.)
- Group 4 – Next... (The baby frog cried. He told his father a biggest frog in the place.)
- Group 5 – Later,... (The father popped his stomach to see that he's bigger than the carabao.)
- Group 6 – Finally... (Father frog stomach burst.)

Engagement Activity 2

As the group presents, they will hold together like a train to show the event. The leader holds the strip of paper! Let's present the story as we recall the story.

Ask: 1. What happened first?

- Group 1, will you present your work? (Group hopping)
- 2. Soon, what happened? Grou 2 acting out. (Seeing a carabao)
- 3. What happen then? Group 3 show (Running trembling with fear)
- 4. If you were Baby Frog would you also fear something that is bigger than you? Why?
- 4. What happen next? Group 4 acting out (crying)
- 5. Later, what happened? Group 5 showing (popping stomach - bigger than I?
- 6. Finally, for the last train, what happened in the story? Group 6 showing (stomach burst)

How do we arrange events as to time order? What are the cue words or sequence signals used?

Remember:

Time sequence refers to the order in which events happened. Cue words or sequence signals such as first, soon, then, next, later, afterwards, and finally will help us determine the order of events.

GRADE IV

Skill Development

Practice A

Let us have an exercises arranging sentences using cue words.

Number the following sentences to show how wood is taken from the forest.

____ Then, thier branches and leaves are cut-off.

____ First, trees are cut down.

____ They are now logs.

____ These logs are cut-up into large pieces of wood called lumber for building houses.

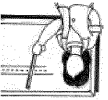
____ Next, the logs are taken in the logging trucks to nearby sawmills.

Practice B

Read the selection. Arrange in the given sentences in their correct sequence.

<p>1. Once upon a time, there was a girl named Yello Bell.  Her hair was as yellow as a yellow bell flower. And she waiys wore a yellow dress. Yellow Bell had a fairy Godmother. One day, her fairy godmother said, I will take you to Fairy Land." The fairy waved her magic wand and Yellow Bell flew to Fairy land. And there she lives until this day.</p> <p>a. Yellow Bell wore a yellow dress. b. She has a fiary godmother. c. Yellow bell had a yellow hair. d. Yellow Bell now lives in Fairyland. e. The fairy waved her magic wand.</p> <p>1. c, d, a, b, c 3. c, a, b, e, d 2. a, c, d, e, b 4. e, b, c, a, d</p>	<p>1. Pedro was fishing in his small banca, Just then he felt a pull on his line. He had caught a golden fish. "Let me go and I'll make you rich," said the fish. Pedro let the fish go. He becomes rich.</p> <p>a. becoming rich b. catching a golden fish c. catching a talking fish d. letting fish go e. feeling a pull in the line.</p> <p>1. e, b, d, c, a 3. a, e, b, c, d 2. e, d, c, b, a 4. a, b, e, d, c</p>
---	--

<p>GRADE IV</p>	<p>2. It was Nina's birthday. Her mother gave her a red dress. Her aunt Lina gave her a pair of red socks and red shoes, Nina put on her socks, shoes, and umbrella for you. "Thank you grandmother," said Nina. "Now I'm a little girl in red.</p> <p>a. Thank you for the red umbrella. b. I like this red dress. c. These red socks are pretty Aunt Lina. d. It's my birthday. e. I'm noa the little girl in red.</p> <p>1. a, b, c, d, e 3. e, d, c, b, a 2. a, d, c, b, e 4. d, b, c, a, e</p>
<p>GRADE III</p>	<p>2. Have you ever heard of "Borrowing Ben?" who borrows and borrows everything he can? One day, he borrowed pen and books and toys, He borrowed from girls, he borrowed my kits, my ball, my bat, And then, he borrowed my jacket and my boots. He borrowed all things, both big and small. But he never returned anything at all.</p> <p>a. borrowed books and toys b. borrowed a ball and a bat c. borrowed socks and shoes d. borrowed jacket and boots e. borrowed a shirt and a hat</p> <p>1. a, b, c, e, d 3. b, c, a, d, e 2. a, b, d, c, e 4. d, a, e, b, c</p>
<p align="center">GRAMMAR AND ORAL LANGUAGE DEVELOPMENT</p> <p align="center">Presentation Lesson</p> <p align="center">Say: Here are some sentences from our story "Proud Father Frog." Let's read them.</p> <p>1. (Baby) Frog hopped in the pond. 2. (He) ran home trembling with fear. 3. (I) saw a very big frog in the pond. 4. (He) is very much bigger than I. 5. (The carabao) is like a giant frog.</p>	



Dialog/Generalization

What are the words that are encircled in the sentences? (Baby Frog, he, I, he, the carabao_ What are these called? (Nouns and pronouns. They are spoken of in the sentence.) Let's read the underlined words in the sentences. What are the words called? (verbs) They tell something.

Then say: The encircled words is the *subject* of the sentence. It is the person, place, or thing spoken of in the sentence. The underlined word is the *predicate*. It tells something about the subject. A sentence has a subject and a predicate.

Remember:

Simple subject is the person, place or things spoken of in the sentences. Simple predicate tells something about the subject.

Say: Look inside the room. Let's construct sentences using simple subject and predicate.



1. The books are on the table.
2. Josie sits on her desk.
3. The teacher writes on the board.
4. The children listen to the teacher.
5. Lito and Armando sweep the floor.




Write the sentences on the board.

Discuss the subject and predicate in the sentences.
(Let pupil's encircle the subject and underline the predicate.)

Assimilation

Group the pupils into four. Each group will receive a picture. Let the group write sentences about the picture.

 <p>Group 1 The carabao plows the field.</p> <p>Group 2 The boy sits under the tree</p> <p>Group 3 Daisy tells a story.</p>	<p style="text-align: right;">Practice A</p> <div style="border: 1px solid black; height: 150px; width: 100%; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 150px; width: 100%; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
<p>Here are some sentences.</p> <ol style="list-style-type: none"> 1. <u>A little boy's kite got caught in the bell town.</u> 2. <u>Little mary helped her Mother sets the table.</u> 3. <u>The baby came home from the hospital.</u> <p>What is the complete subject in No. 1? (A little boy's kite) What is the simple subject? (kite) What word in the subject gives a complete picture of the simple subject kite? (a little boy's) (These words are modifiers) In the same sentence, what is the simple subject? (got caught) What other words are with the predicate? (These words are complements.) What are the modifiers and complements in sentences 2 and 3? Generalization How can we make sentences more colorful and interesting? (Sentences can be more interesting and colorful if we add modifiers to the subject and complements to the predicate.) Let's have this exercise. Make these sentences colorful and interesting by giving appropriate modifiers and complements.</p>  <p>Group 1 _____ baby cries _____ _____ children play _____</p>	

<p align="center">GRADE IV</p> <p>Group 2 _____ sister play _____</p> <p>Group 3 _____ teacher attended _____ children eat _____ mother prepares _____</p>	<p>Practice B</p> <p>B. Supply the subject sentence using modifiers.</p>  <ol style="list-style-type: none"> 1. _____ cooks nutritious food. 2. _____ is rich in vitamin 3. _____ studies in high school 4. _____ treats are teeth 5. _____ needs clean water 	<p>Let us go back to the story "The Proud Frog." We can sing that it was the experience of the Baby Frog. As a group, write the sentences on the board that happened in the story. (Assign 6 groups to write are sentence each.)</p>
<p align="center">GRADE III</p> <p>Group 4 _____</p> <p>The pupils work in their _____ experiments.</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 10px auto;"></div>	<p>Practice B</p> <p>Find the of the mango by giving the predicate.</p>  <p align="center">Subject</p> <p align="center">mango my mother my eldest brother the fish the dentist</p> <p align="center">Predicate</p>	<p>Decoding/Writing</p> <p>These sentences are also found in our story "The Proud Father Frog."</p>  <ol style="list-style-type: none"> 1. I'm the biggest frog. 2. He can't be bigger than I. 3. He's very much bigger than you. 4. Father Frog didn't like the answer.

GRADE III

Read the underlined words.
 From what words were combine? What do we use in place of
 missing letter? (Apostrophe)

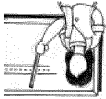
- 1. I'm - I am
- 2. can't - can not
- 3. he's - he is
- 4. didn't - did not

Remember: We shorten words by omitting letters or sounds in the middle. We use apostrophe to replace a letter.

- you're - you are
- you've - you have
- we've - we have
- hasn't - has not
- I'll - I will
- they're - they are
- that's - that is

GRADE IV

Writing on the board.
 (Pupils write the story on the the board.)



In writing a paragraph, there is the beginning sentences, middle sentences and the ending sentence.
 You will write a paragraph about your experience. There should be the beginning sentence, 4 or 5 middle sentences and the ending sentence.

My Experience

with illis. see orig manus.

Let the pupils go through the time tunnel.

Write the two words forming the contraction as they go through the time tunnel.



IV. EVALUATION

A. Arrange the events that happened in the story. Encircle the correct answer.

1.

The Goose that Laid the Golden Eggs

Once upon a time, there was a man who owned a goose. The goose laid a golden egg each day. The man grew richer each day, but he wasn't contented. He wanted to have more golden eggs. "I'll kill the goose and I'll get all the golden eggs. Then I shall be very rich," he said. So he killed the goose. But when he cut it open, he did not find any golden egg. It was just like any other goose.

- a. then, the man grew rich
- b. later, the goose was killed.
- c. soon, the goose laid golden eggs.
- d. First, the goose was just like any other goose.
- e. Finally, when he cut it open, there was no golden egg.

- 1. a, b, c, d, e
- 2. e, c, b, a, d
- 3. c, a, d, e, d
- 4. d, c, a, b, e

Rearrange these sentences to form a good story. Number them from 1-10.

- _____ Long ago, people had no watches or clocks. How do you think they tell time. They watched the sun.
- _____ Soon, the shepherds knew it was noon when the sun was right over their heads.
- _____ First, shepherds spent their hours on the hillside watching their sheeps. When they the sun rise in the east, they knew it was the time to take their sheep to the grassy hillside.
- _____ Last, when the sun began to sink low in the west, the shepheres knew it was time to go home.
- _____ Next, when they sat under a tree and ate their lunch of bread and cheese.
- _____ Finally, their sheep must go to bed slowly, they went down the hillslides to their homes.

GRADE III

GRADE IV

GRADE III

B. Match the subject with the predicate to form a sentence.

- | | | |
|----|----------|-----------------------------|
| 1. | Light | gives us music and news |
| | Radio | makes us see things closely |
| | airplane | is man's best friend |
| | The dog | travels by air |
| | We | should spend money wisely |

C. Write the sentence with contractions.

1. I will visit my grandmother.
2. The boys have not submitted their project.
3. She is coming today.
4. They are our classmates.
5. It is my birthday.

V. ASSIGNMENT

Arrange the following events in the correct time order. Write on your paper the events as they should happen.



1. The fire was near the school.
2. Klang! Klang! wailed the fire trucks from the poblacion.
3. As people threw cans of water, the fire sent out big flames.
4. Fire! fire! Cried the children.
5. It was fifteen minutes before the afternoon sessions begins.

GRADE IV

B. Supply the subject and predicate in the sentence. Choose your answer from below.

1. _____ reads newspaper everyday.
2. _____ prepares her lesson.
3. My beautiful garden _____.
4. His best friend _____.
5. The basketball player _____.

The industrious teacher
My loving father
was given the rookie award
studies in the nearby town
has variety of flowering plants

1. There came the deafening noise of breaking lumber falling steel and crumbling stone.
2. The brook flooded the grassy banks and Bued River looked like a sea.
3. The bridge! The bridge! shouted the people. The long bridge at the riverbed fallen.
4. The men stood by the high back watching the rising flood. It rained heavily the whole night.
5. The people watched helplessly as the long bridge floated down the river.

