

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

**WEEK 1 FIRST GRADING**

<b>GRADE III</b>	<b>GRADE IV</b>
<p><b>I. OBJECTIVES</b></p> <p><b>A. Skills</b></p> <ol style="list-style-type: none"> <li>1. Use the plural forms of nouns</li> <li>2. Identify proper heading for related sentences</li> <li>3. Identify words with final consonant blends.</li> </ol>	<p><b>I. OBJECTIVES</b></p> <p><b>A. Skills</b></p> <ol style="list-style-type: none"> <li>1. Use the plural form of nouns using expressions denoting quantity</li> <li>2. Calssify related ideas concepts under proper heading</li> <li>3. Recognize words using spelling patterns as clues               <ul style="list-style-type: none"> <li>– consonant blends in final position</li> </ul> </li> </ol>
<p><b>B. Insight/Value</b></p> <ol style="list-style-type: none"> <li>1. Make learners realize the importance of animals in maintaining ecological balance.</li> <li>2. Instill among learners the value of respect to all living things.</li> </ol> <p><b>C. Curriculum Links</b></p> <p><i>Science:</i> Identify animals especially snake’s habitat, colors, life cycle, and foods being eaten</p>	
<p><b>II. SUBJECT MATTER</b></p> <p><b>Story:</b> The Wiggly Snake</p>	
<p><b>Comprehension Skills:</b> Identifying proper heading for related sentences</p>	<p><b>Comprehension Skills:</b> Classifying related ideas/concepts under proper heading</p>
<p><b>Language Structure:</b> Use pronouns that agree in gender with its antecedent</p> <p><b>Decoding:</b> Words with final consonant clusters.</p> <p><b>References:</b> English for You and Me (R) pp. 34-35 BEC/PELC p. 14,. 6.2</p>	<p><b>Language Structure:</b> Use variety of sentences as to structure – declarative – interrogative</p> <p><b>Decoding:</b> Recognize words using spelling patterns as clues</p> <p style="text-align: center;">BEC/PELC p. 14,. 6.2</p>

**GRADE III**

**GRADE IV**

**Materials:** pictures, charts, strips, graphic organizers

**III. LEARNING ACTIVITIES**

**GENUINE LOVE FOR READING**

1. Unlocking of Difficulties

*Say:* Children, we are going to meet new friend today.

Match the meaning of the underlined words in Column A to the meanings in Column B. Write the letter of your answer before the number in Column A.

- \_\_\_\_\_ 1. The snake move wiggly on the ground.
- \_\_\_\_\_ 2. A woodpecker peeps on a hole of the tree.
- \_\_\_\_\_ 3. Chickens and turtles are hatched from eggs.
- \_\_\_\_\_ 4. The bank of banaba tree is used as herbal medicine.
- \_\_\_\_\_ 5. Alligator crawls on the ground.

- | A | B   |
|---|---|
|   | a. to emerge from eggs                              |
|   | b. move slowly by drawing the body along the ground |
|   | c. an opening                                       |
|   | d. moving to and fro with quick jerky movement      |
|   | e. tough covering stem or roots.                    |

2. Motivation

*Ask:* Have you gone to a zoo? What did you see there?

*Expected Answer:* birds, insects, animals

Which animals are you afraid of? Why?

*Expected Answers:* lion, tiger, snake etc.

Snakes are most feared by human. Why do you think so?

**GRADE III****GRADE IV**

Let's fill in the KWL chart below.  
What do you know about snakes?  
Let's fill in the first column of the KWL chart.

<b>Snakes</b>	<b>What I want to know more about snakes?</b>	<b>What I learned about the snakes?</b>

**2. Raising the Motive Questions**

*Say:* The story which we are about to read entitled "The Wigly Snake"

Reading the title, what would you like to know about the story?

*Expected Answer:* Why do snake wiggle?

Why are snake feared by humans?

**During Reading**

*Say:* The story has five paragraphs. So, the class will be divided in 5. Each group will be given one paragraph to be read, (Teacher gave each group an assigned paragraph). Your group number will determine the arrangement of the paragraph in the story.

Say: Read the paragraph silently. Listen as I read it to you orally.  
(Teacher put the title on the blackboard)

*illus. of  
crawling snakes*

### The Wiggly Snake

<sup>1</sup>Snakes live in many parts of our country. They can be found in the forests, rivers, seas, farms, and gardens. Some like to live under the rocks. Others like to live under the bark of the dead trees or in holes under the ground.

<sup>2</sup>Snakes come in different colors. Some are grayish, brownish, yellowish, or greenish. Others have more beautiful colors. The most beautiful snake in the Philippines is the golden tree snake.

<sup>3</sup>Snake lays eggs in the ground, in dead leaves, or in dead wood. At first, the eggs look like beans. They are about an inch long. The eggs may take as long as eight weeks to hatch. The eggs hatch faster if they are in a warm place.

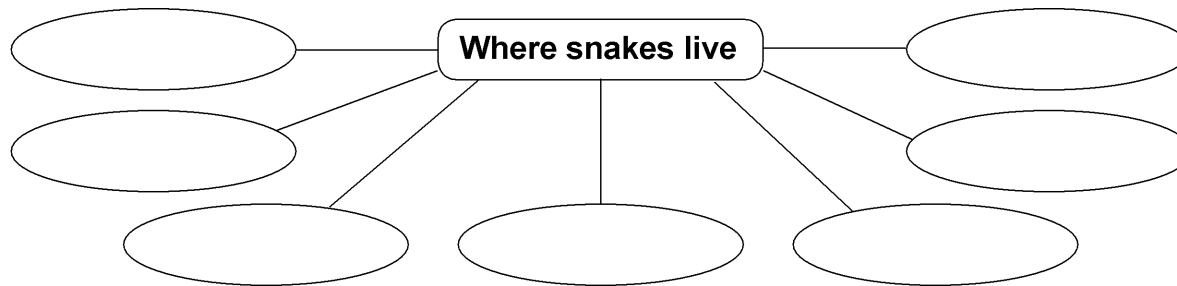
<sup>4</sup>A baby snake is about 10 to 13 centimeters long. They grow up to about a meter long. Some grow longer. As the snake grows, it gets too big for its skin. So it grows a new skin under the old one. Then it crawls out of its old skin. The old skin roll off. A snake grows many new skin before it is fully grown.

<sup>5</sup>Snakes eat insects like fly, wasp, mosquitoes and other animals. They eat frogs, rats, worms, birds, and other small animals that do not have big bones. After a big dinner, a snake may not eat again for many days.

**Post Reading Activities**  
**Engagement Activity 1**

**Group 1: THERES NO PLACE LIKE HOME!**

Using what you have read in paragraph no. 1 do a word web which shows where the snake live.



**Group 2: SNAKE PARADE**

In school, you are a member of YOUNG ARTISTS CLUB. The school will hold an Art Contest about the most beautiful snake in the Philippines. Using what you have read in paragraph no. 2, ready the snake for the parade wearing their colorful dresses.

**Group 3: MOTHER KNOWS BEST**

Mother snake is about to lay her eggs. Help her to make her big day easy and safe. Suggest a short list of safer places for her to lay her eggs. Fill in the list below.

a.

c.

b.

d.

**GRADE III****GRADE IV****Group 4: SKINNING THE SNAKE**

Your group will play a game "Skinning the Snake." Follow the instructions below.

1. Fall in line
2. The first pupils will put his/her right hand between her legs, next pupils will hold it by his left hand and her right hand between her legs also.
3. The same thing will be done by the succeeding pupils until they have made a link.
4. The first pupils will lie down the still holding the left hand of the pupilt next to her. (Same thing will be dode by the 3rd, 4th and 5th pupil until everyone lying down.
5. The last pupil to lie down will be the first to rise up to the first pupil.
6. Repeat the game until the group had done it perfectly.

Observe and tell what such activity is showing the group.

**Group 5:**

Using what you have read in the last paragraph, make a menu plan for Mr. and Mrs. Anaconda. Use the menu chart below.

Day	Breakfast	Lunch	Dinner
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

**Engagement Activity 2**  
**Comprehension Check-Up**

1. Where do snakes like to live?  
Group 1, will you show us the WORD WEB that your group had done?
2. How do snake differ?  
Say: Group 2 will show us how snake differ in color. See how beautiful these snakes in their colorful dresses.
3. Where do Mother Snake lay there eggs?  
Say: Group 3 will show us the list they have made for Mother Snake.
4. What happens to the snake of the snake as it grows?  
Say: Group 4 will present to us a game. Let's find out how it is played and what does it depict or show.
5. What do snake eat?  
Say: Group 5 will present to us a menu plan for Mr. and Mrs. Anaconda. Let's see how dilicious and appealing these foods are.

Say: Let's go back on our KWL chart. Let's fill the third column of it.

Say: Now, let's answer the questions that you've raised before we read the story.

1. Why do snakes wiggle?  
Expected Answer:
2. Why are snakes feared by humans?

Ask: Do snakes important in our environment? Why?  
How could you help maintain balance of nature?

Say: Look over the paragraph your group is holding.  
Let's take a look in paragraph no. 1.

Ask: What is paragraph no. 1 talk about?  
What are the ideas/concepts are stated in the first paragraph?

Expected Answer:

1. Snakes live in many parts of our country.

2. They can be found in the forests, rivers, seas, farms, and gardens.
3. Some like to live under the rocks.
4. Others like to live under the bark of dead trees or in holes under the ground.

Say: These ideas or concepts can be grouped into one heading.

What is paragraph 1 all about?

What heading is proper for these group of ideas or concepts?

Where Do Snakes Live?  
Snakes' Foods  
Where Snake Lay Their Eggs?  
Different Colors of Snakes  
How Do Snake Grow?

(Class will continue discussing on paragraphs 2-5)

### Practice Exercises

#### Exercises 1

From the box, choose the proper reading for the group of phrases or sentences below.

1. air pollution  
big stores and tall buildings  
parks, zoos, and movie houses  
appliances like television, telephones

- a. What is the City About
- b. Life in the City
- c. A Day in the City



**GRADE III****GRADE IV**

2. plants, birds, insects, everywhere  
green meadows  
fishing in the river  
birds singing in the trees  
fresh fruits and vegetables  
fresh air coming from trees and plants.

- a. What We Do in the Farm
- b. In the Farm
- c. Things in the Farm

**Exercises 2**

Read the paragraph below. Choose the best reading.

1. Most soil is made of broken bits of rocks. But rocks along don't make soil. Soil is made when broken pieces of rocks mix with other things. The broken pieces of rocks mix with dead leaves and dead parts of plants. They mix with dead animals, too. All these things after a long, long time become soil.

- a. The Fertile Soil
- b. Dead Leaves in Soil
- c. Animal Wastes in Soil
- d. The Making of Soil

2. Fertile of soil has much organic matter. The organic matter comes from dead plants and animals wastes. Fertile soil has some minerals, too. It has the correct amount of water. Fertile soil is usually dark in color.

- a. How does rich soil look?
- b. What grows in soil?
- c. Why is soil important
- d. How is soil made?

**GRADE III****GRADE IV**

3. Peanuts grow best on loose, sandy soil. They need regular rain but cannot survive fast. They grow best in places with long summer. After they grow to a certain height, the stems of the peanut plants bind over. The young pods are pushed into the soil. The nutlike seeds inside the pods ripen under the ground.

- a. How do peanuts grow?
- b. How do peanuts look?
- c. What are the uses of peanuts?
- d. Why are peanuts called nuts?

**Grammar and Oral Language Development**

*Say:* Let's go over the story "The Wiggly Snake". Each group will list down the nouns found in the paragraph.

*Say:* Group 1 will show their work.

(The other group will be called for their present action.)

*Ask:* Which nouns are singular?

(Teacher writes the answers of pupil under one column)

*Ask:* Which are plural?

How do they form their plural?

*Say:* Last time, we described different ways of forming plural of words.

Can you give an example of plural noun? How is it formed into plural?

(Question will be asked again to recall rules in forming plural)

**Generalization**

How do we form the plural of nouns?

### GRADE III

#### Practice Exercises



A. Write the plural form of these words.

- |            |           |
|------------|-----------|
| 1. poem    | 6. player |
| 2. janitor | 7. city   |
| 3. movie   | 8. jelly  |
| 4. way     | 9. church |
| 5. family  | 10. town  |

Self-checking/self-seeing

B. Read the sentences. Change each underlined noun to its plural form.

1. The baby crawled across the carpet.
2. What is inside the box?
3. The earth shook as the giant came near the frightened people.
4. Hot gasses and lava erupted from the volcano.
5. The young boy refused to eat vegetables.
6. The passengers on the train were bothered by the delay.
7. The hero rushed to the river and saved the girl.
8. Ramon's dentist told him that he would have to pull his tooth.
9. The homegrown tomato tasted delicious.
10. Did you see the monkey pulling the cart down the gravel road?

### GRADE IV

Say: Some nouns cannot be formed the plural by just adding s or changing some letters in the words or the entire words. We used counters with those nouns.



- |                           |   |                 |
|---------------------------|---|-----------------|
| a kilo of                 | – | two kilos of    |
| a slice of                | – | three slices of |
| a bottle of               | – | four bottles of |
| a can of                  | – | five can of     |
| a sack of                 | – | three sacks of  |
| many                      | – | much            |
| a little, a few, a lot of |   |                 |

#### Practice Exercises

A. Write the plural form of the following nouns.

1. sugar
2. salt
3. pineapple juice
4. fish
5. cooking oil

B. Read these sentences. Fill in the blanks with the correct count words to complete the sentences.

1. Mila bought \_\_\_\_\_ of milk.
2. She brought \_\_\_\_\_ of biscuits for her brother.
3. Dindo ate \_\_\_\_\_ of mango.

### GRADE III

C. Complete the sentences. Write the correct plural form of the word in the parentheses on the paper.

1. The \_\_\_\_\_ in the world are out t fight the terrorists. (army).
2. The \_\_\_\_\_ of Baguio look elegant in tall vases. (lily).
3. One of the \_\_\_\_\_ was choosen as the most sanitary and most beautiful.
4. The \_\_\_\_\_ of that district have formed an organization. (councilor)
5. One of the \_\_\_\_\_ is ripe mango.

D. Force Activity

List down nouns. Form its plural and use each in a sentence.

### GRADE IV

4. Mrs. Crus asked her to buy a \_\_\_\_\_ of butter.
5. My father bought \_\_\_\_\_ of rice.

#### Generalization

How do we form the plural of uncountable nouns?

- We use counters like a kilo of, a bottle of, a sack of, a bar, etc.
- The expressions many and much denotes quantity.
- Other experssions like a little, a few, and a lot of, are used to denote plural form.

#### Exercises

A. Write the plural of the following uncountable nouns.

1. water
2. hair
3. soap
4. coffee
5. pechay

B. Fill in the blanks with appropriate counters or expression to complete to sentence.

1. The baby drinks \_\_\_\_\_ of milk everyday.
2. Mrs. Suarez bought \_\_\_\_\_ of sugar for her halo-halo business.

**GRADE III****GRADE IV**

3. Linda brought \_\_\_\_\_ of rice from Cagayan.
4. \_\_\_\_\_ people arrived from Baguio.
5. Mylene broke \_\_\_\_\_ vinegar accidentally.

**Transistion Stage**

Say: Look at the following words carefully.  
There are found in the story.  
Listen as I read it orally.

fish

grayish

gold

wasp

brownish

old

yellowish

Say: Repeat each word after me

Ask: What common sound do you hear in fish, grayish, brownish, yellowish, and greenish?

In gold and old? In wasp?

Expected Answer: end with *-sh* / end with *-d/* ends with *sp*.

Say: */-sh/*, */-l/*, and */-sp/* are consonant blends.

They are found at the end of the words,

They are called ending consonant blends.

Say: Read the following words, phrases and sentences after me.

wash

cold

clasp

clash

bold

grasp

bush

scold

wasp

**GRADE III**

buy fresh fish  
wash the dish  
make a wish

mild and cold  
hold the mold  
sold the field

The dish with fresh fish crashed the floor.  
The flash of light rushed to the wishing well.  
I hold an old bar of gold.

**GRADE IV**

clasp your hand  
gasp for breath  
big wasp

**Practice Exercises**

A. Underline words with final consonant blend *-sh*, *-ld*, and *-sp*.



1. I wish I could see you.
2. The farmer is in the corn field.
3. Airplanes will crash due to mechanical error.
4. A big wasp hurt my hands.
5. Mother will fold our blanket.

B. Read the following phrases, underline consonant blends.

1. sold an old brush
2. wash the trash
3. flash the pictures
4. field of music
5. grasp your hand

C. Write example of words with final consonant blends *-sh*, *-ld* and *-sp*.

Say: Listen as I read the words with consonant blend *-sh*, *ld*, and *-sp*.

Repeat after me.

Write the word correctly. Take note of the final consonant blends being used in each word.



(Teacher and pupil will do LRW (Listen, Repeat, Write) activity)

**Exercise A** LRW

1. crush
2. smash
3. guild
4. yield
5. grasp

**Exercise B** LRW

- |           |          |
|-----------|----------|
| 1. splash | 5. clasp |
| 2. scold  | 6. mold  |
| 3. rasp   |          |

**GRADE III**

**Evaluation**

A. Read each sentences carefully. Write the correct plural form of noun to complete the sentence.

1. There are many \_\_\_\_\_ (plant) in the forest.
2. They come in different \_\_\_\_\_ (size) and \_\_\_\_\_ (shape).
3. Plants have \_\_\_\_\_ (leaf), \_\_\_\_\_ (stem), and \_\_\_\_\_ (root).
4. Plants do not eat like \_\_\_\_\_ (animal).
5. Farmers harvest two baskets of \_\_\_\_\_ (tomato), \_\_\_\_\_ (mango), and \_\_\_\_\_ (potato).

B. Read the paragraph below. Choose the best heading in the box.

Milk is very important to us. It gives us calcium that our body needs. It gives us vitamins that makes our bone strong and healthy. Milk also make our skin soft and fresh.

- Importance of Milk
- Sources of Vitamins
- The Food We Eat

**GRADE IV**

**Evaluation**

A. Write on the blank an appropriate counter or expression to complete the sentence.

1. Mrs. Liwag buys \_\_\_\_\_ of meat.
2. She uses \_\_\_\_\_ bottle of vinegr for marinating it.
3. \_\_\_\_\_ people watch the concert of Sarah.
4. Linda sold \_\_\_\_\_ milk to her friends.
5. Gerry and Tommy drink \_\_\_\_\_ water a day.

B. Classify the related ideas below. Write the ideas under proper heading.

- the handsome and kind prince
- the cruel step mother
- the ruthless king
- beautiful and compassioante princess
- faithful friend
- the evil magician
- the ugly witch
- the humble queen

**good character**

- 1.
- 2.
- 3.
- 4.

GRADE III	GRADE IV
<p>C. Identify the word with final consonant blends. Write it in your paper.</p> <ol style="list-style-type: none"> <li>1. trash, alone, swim</li> <li>2. hold, summer, sunset</li> <li>3. dance, grasp, station</li> <li>4. aloud, read, blush</li> <li>5. grudge, sold, badge</li> </ol>	<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">evil characters</div> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> <p>C. LRW (Spelling)</p> <ol style="list-style-type: none"> <li>1. squash</li> <li>2. rebuild</li> <li>3. gasp</li> <li>4. shield</li> <li>5. yield</li> </ol>

**V. ASSIGNMENT**

Study the first two stanzas of a poem ALL. Do the activities will that follow.

**All**

Atis, mangoes and bananas ripe.  
 All are sweet fruits I like to bite  
 Fruits so worthwhile for you and me,  
 They make us healthy, as we should be.

Grey and yellow, orange and blue.  
 All are pretty colors very brought, too.  
 Colors that make surrounding glow,  
 Though weather-beaten still shining so.



**Activity 1**

Write an appropriate heading for each stanza.

Stanza 1: \_\_\_\_\_

Stanza 2: \_\_\_\_\_

**Activity 2**

List down nouns that are found in the poem. Write the plural of singular nouns. Use the table below.

**NOUN CHART**

Nouns in the poem	SINGULAR	PLURAL
Ex. Mangoes	mango	mangoes