

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

WEEK 4

GRADE III	GRADE IV
<p align="center">I. OBJECTIVES</p> <p align="center">A. Skills</p> <ol style="list-style-type: none"> 1. Identify words that rhyme in poems heard. 2. Recite poems with gestures. 3. Read orally or commit to memory well liked lines in a poem. 4. Decode words with final consonant letter s pronounced as /s/ or /z/. 	<p align="center">I. OBJECTIVES</p> <p align="center">A. Skills</p> <ol style="list-style-type: none"> 1. Identify the stressed and unstressed syllables in words 2. Recite poems with correct stress and intonation. 3. Write the correct spelling of words withstressed and unstressed syllable.
<p align="center">B. Insight/Value</p> <ol style="list-style-type: none"> 1. Make children realize that everything is important. 2. Instill among learners the appreciation of God's gifts to humanity. <p align="center">Curriculum Links</p> <p>Identify parts of the ears Identify God-given gifts to mankind Recite poems about body parts and nature Sing a song about body parts and nature</p>	<p align="center">II. SUBJECT MATTER</p> <p align="center">Poem</p> <p align="center">Little Things</p> <p align="center">Comprehension Skill</p> <p>: Read orally with correct stress and intonation</p>
<p align="center">Language Structure</p> <p>: recite poem with gestures</p>	<p align="center">Transfer Stage</p> <p>: decode words with final consonant letter s pronounced as /s/ of /z/ sound</p>
<p>Identify the stressed and unstressed syllables in words</p> <p>Writing the correct spelling of stressed and unstressed syllables of words</p>	<p>Identify the stressed and unstressed syllables in words</p> <p>Writing the correct spelling of stressed and unstressed syllables of words</p>

Materials : poems, pictures, charts, flashcards, activity cards

: English for All times 3 pp. 14-15

Basic English Skills builders 3 pp. 18-19

PELC Listening 2 p. 14

Curriculum Links

Science

: Parts of the Ears
 : Natural Resources

: Song About Human Body Parts

Music

: Enjoy Reading

Character Education

: Appreciation to God's Creation

III. PROCEDURE

Pre-Reading

A. Unlocking of Difficulties

Choose the meaning of the underlined word in each sentence.
 1. The headlines news has a broad coverage.

a. wide

b. narrow

2. The children were on the beach. They played happily on the strand.

a. shore

b. boat

3. I could hear the loud pattering of rain in our roof.

a. slow movement of footsteps

b. quick succession of taps

4. The sunflower is drooping due to heavy rains.

a. inclining downward

b. inclining upward

GRADE III

5. Our telephone is linked to a internet system.

a. connected

b. separated

6. Mother did not take little brother with her. He cried and cried. Nena mended his heart by playing with him.

a. tended

b. appeased

B. Motivation

Ask: Do you believe that everything in this world came from a dot or tiny and little things.

Say: There is a Filipino song that goes like this... "Lahat ng bagay ay tuldok ang pinanggalingan.

Kaya ang nangyayari'y tuldok ang pupuntahan.

Let's find out if the song is true.

C. Raising Motive Question

Ask: What do you know about creation?

Let's fill out the first two column of the prediction chart.

What are God's creation?	How are things created? (Our Guesses)	What I learned about God's creation

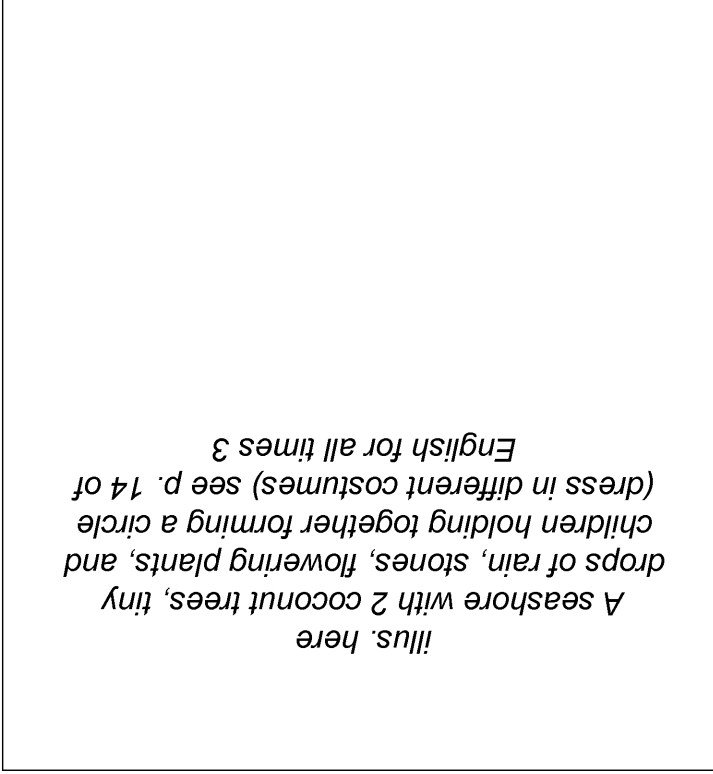
(The teacher will draw from the pupils the motive question)
How are long, tall, and big things formed/created?

GRADE IV

During Reading

Say: Here is the poem.

Listen as I read it to you.



All Things

Tiny grains of dry, light sand,
 Make up the long, broad strand.
 Tiny drops of pattering rain,
 The deep wide sea sustain.

Tiny drops of pearly dew,
 Cool some drooping flower anew,
 Little flashes of tiny light,
 Brighten many a darksome night.

Little hands linked together,
 Form a circle of love and laughter,
 Little words in kindness spoken,
 Can mend a heart that is broken.

Say: Listen as I read the poem. I'll read the first stanza.

All things

Tiny grains of dry, light sand
 Make up the long, broad strand
 Tiny drops of pattering rain,
 The deep wide sea sustain.

Ask: What things are mentioned in the first stanza?

Expected Answer: sand, shore, rain, sea

Say: Now, I read the second stanza of the poem.

Tiny drops of pearly dew,
 Cool some drooping flower anew,
 Little flashes of tiny light,
 Brighten many a darksome night.

Ask: What things are mentioned in the second stanza?

Expected Answer: pearly dew, flower, light, night

Say: Let me continue reading the last stanza of the poem.

Little hands linked together,
 Form a circle of love and laughter,
 Little words in kindness spoken,
 Can mend a heart that is broken.

Ask: What picture do you see in the last stanza?

Expected Answer: We can see children joining hands.

We can see children saying kind words.

**Post Reading Activities
Engagement Activity 1**

Say: Let's discuss more of the poem in a little while. To prepare us for this discussion let us do some activities. Let's divide into six groups. I'll give each group a task card to do.

Group 1: READ AND DRAW
Read the first stanza. Identify the things mentioned in the stanza. Draw the picture you see in the first stanza.

Group 2: READ AND DRAW
Read the second stanza. Identify the things mentioned in the stanza. Draw the picture you see in the second stanza.

Group 3: READ AND DRAW
Read the last stanza. Identify the things mentioned in the stanza. Draw the picture you see in the last stanza. Draw what you see and feel in the third stanza.
Creative drawings and children's interpretation are encouraged.
Expected Drawings:
1st stanza – seashore, sea with drops of rain falling
2nd stanza – flower garden with dew drops
3rd stanza – children joined hands

Group 4: BEST GIFT!
God gives us many gifts. You received one of those gifts. Think of a gift from God you valued most. Write a simple thank you letter to God. Follow the format below.

Dear God,
Thank you for giving me (gift) _____. I really appreciate it. I am very thankful for having _____. It always makes my life _____.

Your daughter,

Group 5: SING-A-SONG
Read the first stanza of the poem. Sing the stanza to the tune of "Twinkle, Twinkle, Little Star."

Group 6: MY LITTLE WAYS
As a pupil, what three little ways can you do for your classmates and friends. Make a poster.

Engagement Activity 2

Discussion of the poem.

Say: I'll read the poem again. Listen attentively for you're going to read it when I am through.
 (The teacher reads the poem first, followed by the children.)

1. What makes up the long, wide seashore?

Expected Answer: Tiny grain of sand.

Group 1, Grade III, will you show us your drawing? What do you want to say in your drawing?

If there were no grain of sand, would there be a long, wide seashore?

What do children do in the seashore?

Would you be able to play only on a grain of sand.

So, you see, the big seashore comes from tiny grains of sand.

2. What make flowers fresh and coll?

Expected Answer: Tiny drops of dew

Group 2, will you show us your drawing?

What do you want to say in your drawing?

If there were no drops of dew, what would happen to plants and flowers?

What do plants and flower give us?

Would there be fresh flowers and plants if there were no drops of dew?

So, you can see, tiny drops of dew help make flowers bloom.

3. What makes the world lovely and happy?

Group 3, will you show us your drawing?

What do you want to say in your drawing?

If there were no love and laughter in the world, what kind of world would that be?

What make the world happy?

Would you be able to be happy in a world without love?

So, you see, love can make the world go around.

How then can you make our world a happy place to live in?

<p>GRADE IV</p>	<p>Let's go over again the Poem "Little Things": Ask: What are the rhyming words? Can you write on the board? sand – strand dew – anew together – laughter rain – sustain light – night spoken – broken</p> <p>Ask: Where do you usually find them? (They can be found at the end of every line of a poem.)</p>	<p>GRADE III</p>
<p>Practice Exercise Say: Let's read the first stanza of the poem. We have just studied. Tiny grams of dry, light sand Make up the long bread <u>strand</u> Tiny drops of pattering rain, The deep wide sea <u>sustain</u>. Say: Class, read the following words. Take note of the accent or emphasis. Tiny strand sustain</p> <p>Where is the emphasis or accent on the word tiny? <i>Tiny</i> • The first syllable is stressed • The second syllable is unstressed syllable.</p>	<p>Practice Exercise A. Write the rhyming words in your notebook. Raise your hands if you are clean By the teacher to be seen Hand and faces Clean and bright How they do our hearts delight Raise them higher, higher so Lower, lower down they go.</p> <p>B. Finish the little poems below by writing in the blank the word that rhymes with the last word of the last line. 1. Fireman! Fireman! Get out of your cell. There goes the alarm, Ding-dong _____ 2. Come let us sing As we ride on a _____</p>	

<p>GRADE IV</p>	<p>GRADE III</p>
<p>Sustain Which syllable is stressed? Which syllable is unstressed?</p> <p>Say: Let's read the first stanza. Take note of the stressed and unstressed syllables.</p> <p>Read the second stanza.</p> <p>Tiny drops of pearly dew, Cool some drooping flower anew, Little flashes of tiny light, Brighten many a darksome night.</p> <p>Identify words with 2-3 syllables. Identify the stressed and unstressed syllable, (The same thing will be done on stanza no. 3.)</p> <p>Ask: What did we do with the voice in reading the stressed syllable. <i>Expected Answer:</i> We raise our voice in the stressed syllable.</p> <p>Say: Class, let's read the poem. Consider the stressed and the unstressed syllables. Read the poem with emphasis. Repeat the activity by group, pair, and individual.</p>	<p>3. What can you do with a ball? Bounce and throw it on the _____.</p> <p>4. Thank you GOD for my eyes and feet For plants and trees and food I _____.</p> <p>C. Read the poem below. Write the words that rhyme.</p> <p style="text-align: center;">Thank You God</p> <p>Thank you God for the world so sweet Thank you God for the food we eat Thank you God for my parents dear Because of them I have no fear Thank you for the birds that sing Thank you God for everything.</p>

<p>Generalization</p> <p>What are rhyming words? Where can you find rhyming words?</p>	<p>Identify words with 2-3 syllables. Put the stressed mark on the stressed syllable.</p> <p>A World Without Sound</p> <p>What would this world be without a sound? You won't even be any music to hear, And a musical instrument wouldn't be any used, You must know how to read, for you can't listen to news.</p> <p>What would be the use of that ear? If I cannot catch sound, whether far or near, The lesson then that is wanted, Is don't take sound for granted.</p>
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<p style="text-align: center;">Transition Stage</p> <p>A. Using the poem "A World Without Sound". Fill in the chart below. Put the stress mark on stressed syllable.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 20%; text-align: center;">1.</td> <td style="width: 20%; text-align: center;">1.</td> <td style="width: 20%; text-align: center;">2.</td> <td style="width: 20%; text-align: center;">3.</td> <td style="width: 20%; text-align: center;">4.</td> </tr> <tr> <td style="text-align: center;">two-syllable word</td> <td style="text-align: center;">three-syllable word</td> <td></td> <td></td> <td></td> </tr> </table> <p>B. Get a partner. Read the words to your partner. Let your partner do the same after your turn.</p>	1.	1.	2.	3.	4.	two-syllable word	three-syllable word				<p>Say: Let's go over the poem "Little Things".</p> <p>1. Read the poem. Identify the words ending in s. grains hands drops flashes kindness words</p> <p>2. Discussion Ask: What did you notice with these words? <i>Expected Answer:</i> Words end with s. What final sound did you hear in the words <i>grains, drops,</i> and <i>kindness</i>? <i>Expected Answer:</i> We heard /s/ sound.</p>
1.	1.	2.	3.	4.							
two-syllable word	three-syllable word										

GRADE III

Ask: What final sound did you hear in the words *hands* and words.
Expected Answer: We heard /z/ sound. Read the following words.

Practice Exercise

A. Read the following group of words. Encircle the word with final consonant sound /s/.

1. touch, math, glass, race
2. offers, offspring, often
3. dances, dance, danced
4. spasms, spams, special
5. clings, clang, clam

B. List down at least 10 words with final consonant sound /s/. Five pronounced as /s/; 5 pronounced as /z/.

C. Read the paragraph below. Identify the words with final consonant sound /s/ pronounced as /s/ and /z/.

Many small animals live among out plants and trees. They are our garden friends. Frog are helpful in the garden. They eat worms and insects that destroy the plants. Earthworms and lady bugs are our garden friends, too.

GRADE IV

Practice Exercise

Say: Let's study the words with stressed and unstressed syllables.
Listen as I read these words.

pea'riy	tiny
droo'ping	pat'tering
flou'er	dar'ksome
bri'ghten	lit'tle
ma'ny	fla'shes
ci'rcle	to'gether
kind'ness	laug'her
bro'ken	spo'ken

Read these words. Observe the stressed and unstressed syllables.
Ask: Can you write the words correctly?

GRADE IV	<p>A. Listen, Repeat, Write Listen as I read the word. Repeat the word the way I say it. Then, write the correct spelling of the word.</p> <ol style="list-style-type: none"> 1. tiny 2. pearily 3. flo'wer 4. circle 5. broken <p>B. Listen, Repeat, Write</p> <ol style="list-style-type: none"> 1. flashes 2. together 3. laughter 4. patterning 5. darksome 	
GRADE III	<p>Curriculum Links</p> <p>Science: Ask:</p> <ol style="list-style-type: none"> 1. What are the different parts of the ear? 2. Why ar ears important? 3. What are God-given gifts to us? How do we use them? <p>Music: Singing a song about Human body part. Let's study the song: Do your ears grow long Can you tie it to and fro Can you tie it like a knot Can you tie it on the bow Can you hang it on your shoulder Like a continental soldier Do your ears grow long?</p>	

GRADE III

IV. EVALUATION

A. Listen to the following lines. Write the words that rhyme.

1. A tear fell from the sky,
As a cloud hurrying by.
2. Father, Mother, I love you,
Do you trully love me too?
3. Oh, stars up on high,
You brighten up the dark sky.

B. Write the words with final consonant letter s in the chart. Identify the final component sound by putting the check.

Words	/s/	/z/
1.		
2.		
3.		
4.		
5.		

Friendly Homes
Let all homes be friendly.
With open doors to all
Who came for foods and shelters
Or just to pay a call.

V. ASSIGNMENT

- A. List down pairs of words that rhyme.
- B. Cut and collect pictures of God's creation.

GRADE IV

IV. EVALUATION

A. Read each word. Identify the stressed syllable by putting a stress mark.

1. together
2. tiny
3. laughter

B. Group Presentation
Read the poem "Little things". Observe the stressed and unstressed syllables in words used in th poem.

- C. Spelling
- Write the followign words correctly
1. flashes
 2. drooping
 3. darksome

V. ASSIGNMENT

- A. List down words that are stessed on first syllable.
- B. Memorize the poem Little Things