

MULTIGRADE LESSON PLAN IN ENGLISH
GRADE III AND IV

WEEK 8

GRADE IV	<p>I. OBJECTIVES</p> <p>A. Skills</p> <ol style="list-style-type: none"> 1. Use the plural forms of irregular nouns 	<p>I. OBJECTIVES</p> <p>A. Skills</p> <ol style="list-style-type: none"> 1. Use the plural forms of regular nouns
<p>B. Insight/Value</p> <ol style="list-style-type: none"> 1. Make learners love plants and other natural resources 2. Instill among learners the importance of cooperation <p>Curriculum Links:</p> <p><i>Science:</i> Identify different kinds of flowers and vegetables useful to man.</p> <p><i>EPP:</i> Maintain a vegetable and flower gardens at home and in school.</p>	<p>II. SUBJECT MATTER</p> <p>Story : It's Time to Talk</p> <p>Comprehension Skill : Telling whether an action or event is a reality or fantasy.</p> <p>Language Structure : Using Plural Forms of Regular and Irregular Nouns</p> <p>Decoding : Words with voiceless and voiced consonant, pronounced as /s/ and /z/.</p> <p>Reference : English for All Times 3 (Reading) pp. 152-159</p> <p>English for You and Me 4 (Language) pp. 39-43</p> <p>BEC/PELC p. 15 13.1 (reading), p. 19 12.1 (reading)</p> <p>Materials : picture, charts, activity cards</p>	

GRADE IV	GRADE III								
<p align="center">III. LEARNING ACTIVITIES</p> <p>A. Pre-Reading</p> <p>Unlocking of Difficulties</p> <p>Say: Class, we are going to study new words today. These words will help us understand a very nice story which we are going to read today.</p> <p>Say: Replace each italicized expression with its meaning from the box.</p> <table border="1" data-bbox="1097 1005 1881 1085"> <tr> <td>wilted</td> <td>neglected</td> <td>startled</td> <td>bewildered</td> </tr> <tr> <td>shield</td> <td>limp</td> <td>comforted</td> <td>suffocated</td> </tr> </table>		wilted	neglected	startled	bewildered	shield	limp	comforted	suffocated
wilted	neglected	startled	bewildered						
shield	limp	comforted	suffocated						
<p>B. Motivation</p> <p>Have you ever heard of this strange tale? It is about some plants that scared people off. Let's find out how it happened. Before that let us fill out the LVL chart below.</p> <p>Start here:</p> <ol style="list-style-type: none"> The roses were beautiful for a week. Then they <u>dropped</u>. Farmers covered their gardens with bamboo fences. These <u>protect</u> the plants from stray animals. The Sampaguita flowers look so <u>weak and loose</u>. The farmers have <u>failed</u> to water their plants. Many people were frightened when they heard the plants talk. While Sampaguita was sad and angry, Rosal <u>eased</u> her sorrow on their problems in the garden. <p>Say: Children, read the sentences using the meanings of the words got from the box.</p>									
What I know about plants	What I want to know more about plants	What I learned about plants							

C. Raising the Motive Question

Looking at the title "It's Time to Talk", what would you like to know about the story?
Expected Answer: Who are not talking in the story?
 Why did they not talk?

2. During Reading

Say: Read the story silently as I read it orally to you.

It's Time to Talk

It happened not so long ago. People had been talking about it ever since. Eventually, the plants felt very sad and wanted to take revenge against the people. "I feel so neglected! Hui Hui Hui!" White Sampaguita cried. "The owners of this garden forgot to water me everyday. Sometimes, they water me every three days. Sometimes, every four days." White Sampaguita complained. "There was a time they did not water me for a week! Can you imagine how thirsty I was? Then they still expect me to give them pretty little white sampaguita buds. Hmmmph!" White Sampaguita said angrily. The other plants tried to comfort her. "Don't worry, White Sampaguita," said Rosal. "You're not the only one in that situation." "Yes, even us vegetables are being neglected. They even spray us with this harmful chemicals," complained Patola. "The people say their chemical will drive away pests. But these sprays can also poison them?" asked Patola.

illus. of flowers with faces (sampaguita and rosal)

"Aside from that, these spray ruin the Earth's ozone layer. This shields us from the sun's harmful ultraviolet rays," said Kalabasa. "I can't take this anymore," said White Sampaguita.

"We should teach these people a thing or two about our environment," said Ilang-Ilang hanging on a tree. So, they resolved to teach the people an important lesson.

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All of them decided to pretend to wilt at exactly the same hour. At noon the next day, all the plants went visibly limp. Many people noticed this and were startled. How could all the plants suddenly go limp at exactly the same time?

They called the attention of the other people in the village. It was the talk of the village: Suddenly, in a loud, threatening voice, Patola asked, "Do you want all of us die? The people were scared to hear the Patola talk. All the plants started talking. The people ran to hide. "Wait!" Patola and White Sampaguita called, "Don't leave us!"

"We just want to give you this message: Take better care of us. Don't suffocate us with your sprays or we will die. There will be no more plants left in this village," announced Patola.

At that, the plants stood straight again and became quiet once more.

The people were be wildered. But they got the message of the plants.

From then on, people in that village took better care of their environment, especially the plants.

C. Post Reading Activities
Engagement Activity I

Group 1: WORD MAZE

Locate in the word maze the characters in the story

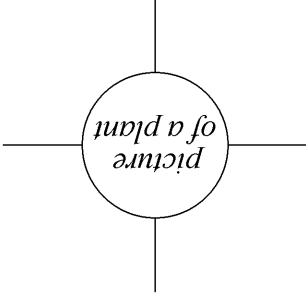
O	A	S	W	Q	P	A	T	O	L	A	E	C	B	O
A	E	V	B	R	O	S	A	L	R	E	T	P	O	K
B	N	M	W	Q	T	Y	H	C	B	N	X	L	E	R
C	L	W	K	A	L	A	B	A	S	A	O	F	Y	A
D	Z	A	O	Z	G	T	J	K	L	P	I	R	Q	P
W	H	I	T	E	S	A	M	P	A	G	U	I	T	A

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Group 2: WHAT MAKE ME HAPPY?

Plants has life. I needs what we need. Draw your favorite plants inside the web and write all the things plant need in order to make him happy.



Group 3: WHAT MAKE ONE SAD?

Plants are not protected from harmful things around them. This make plants sad. Make a poster of the things that could harm plants.

Group 4: BEST-LIKED PART

Draw the best-liked part in the story in a form of comic strip.

Group 5: SLOGAN MAKING

Your school will celebrate an Arbor Week. There will be a SLOGAN MAKING CONTEST with the theme, "Plant a tree today." The world will be happy and your group would you make a slogan?

Group 6: WHAT IF?

Suppose you have a garden full of flowers and vegetables and you will take care or them. What if you forgot to water them for one week? Draw the possible effect of your forgetfulness.

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Engagement Activity 2
Comprehension Check-Up

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1. Who are the characters in the story? Group 1 will show us their character maze.
2. When and where did the story happen?
3. Why did the plants feel sad? Group 3 will show their work. Identify things that made the plants sad?
4. If you were a farmer, what would you do to make these plants happy? Group 2 will present to us their works. They will present to us the things that would make plants happy.
5. How did the plants resolve the problem. Let's see the best-like part of the story if their presentation could answer our question. What happen if we don't take care of our environment? Group 5 will help us realize the importance of planting trees through their slogan.

Ask: How could you help in saving our environment?

Expected Answer: I will plant trees. etc.

Now, let go back to the KWL chart and fill in the last column.

Ask: • Do you think the events or actions in the story really happened?

• Will it be possible for plants and vegetables to talk?

Expected Answer: No, it is not possible.

• What kind of story is "It's time to talk"?

Expected Answer: Fantasy

• When do we say that in event or actions in the story is fantasy?

Expected Answer: It is fantasy if the story have strange character or characters with magical powers. There are no real persons. Sometimes the characters are plants, animals, or things that talk to each other.

• When do we say that a story is a real story?

Expected Answer: Real stories are those stories about people who really existed and things that really happened. Stories about heroes and other important people are true or real stories.

GRADE III

A. Write F if the event is fantasy and R for reality. Write your answers on a notebook.

- 1. Lapu-lapu was the first Filipino leader to fight for our country. _____
- 2. Patola told White Sampaguita, "Even us vegetables have been neglected." _____
- 3. Grandfather cloud called the other clouds to help. They would stop the fire. _____
- 4. Jose Rizal fought the Spanish government. He used his writings. He was named our national hero. _____
- 5. In 1898, Julian Felipe composed the melody of our national anthem, while Jose Palma wrote its lyrics. _____

B.

Write R if the action or event is reality and F if it is fantasy.

- 1. Lino plays with his friend in Canada. A computer bring him there. _____
- 2. Computers help people become more productive in their work. _____
- 3. Delfin's computer cries. _____
- 4. Through the internet, people can play games with each other. They can do much more. _____
- 5. Everybody owns a computer. _____

C.

Read the short article below answer the questions that follow.

Cañao

The Cañao is an Igorot Festival. The beginning of Cañao is signaled by songs of feast and merry making. Men and women, young and old, light up hills with bonfires around while they perform native dances until the morning. They wear colorful costumes and sing traditional songs. They bring their best crop in baskets and lay them before the altar to be blessed by a priest during the mass. After the mass, they have some ball games like basketball, soft ball, and volleyball. The cañao is also performed during occasions like weddings and funerals.

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<p>Write R for the action or event that is reality and F for the action or event that is a fantasy.</p> <ol style="list-style-type: none"> 1. _____ The beginning of Cañao is the throwing of much money in different denominations. 2. _____ Young and old light up the hills with bonfires. 3. _____ They perform native dances until morning. 4. _____ Diamonds and pearls decorated the place of the Cañao. 5. _____ There are some ball games like basketball, softball, and volleyball in the Cañao. 					
<p>Grammar and Oral Language Development</p>					
<p>Say: Let's go over the story "It's Time to Talk."</p> <p>Pick out the words that mean one, more than one.</p> <p>Identify the nouns used in the story. (Teacher writes the pupils answers)</p> <p style="text-align: right;"><i>Expected Answer:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> plants owners garden days buds vegetables </td> <td style="width: 50%; vertical-align: top;"> chemicals pests sprays rays village message </td> </tr> </table>		plants owners garden days buds vegetables	chemicals pests sprays rays village message		
plants owners garden days buds vegetables	chemicals pests sprays rays village message				
<p>Say: Using the chart noun, put each noun in the proper column.</p>					
<p>CHART NOUN</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">One (Singular)</td> <td style="width: 50%; text-align: center; vertical-align: middle;">More Than One (Plural)</td> </tr> <tr> <td style="text-align: center; vertical-align: top;"> garden village </td> <td style="text-align: center; vertical-align: top;"> plants rays owners </td> </tr> </table>	One (Singular)	More Than One (Plural)	garden village	plants rays owners	<p><i>Expected Answer:</i></p>
One (Singular)	More Than One (Plural)				
garden village	plants rays owners				

message	days buds vegetables chemicals pests
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Say: Study the groups of words under columns ONE (SINGULAR). What do you notice?
Expected Answer: Words/Nouns do not end with s.

Ask: Does each word mean one or singular?
Expected Answer: Yes, each word mean one or singular.

Say: Let's look at the words on column MORE THAN ONE or PLURAL, what did you notice?
Expected Answer: Yes, each word mean more than one or plural.

Say: Look around the room. List down nouns that mean ONE or SINGULAR and write the plural form of the nouns. Copy the chart noun for your answers. (Pupils can roan around or even get outside of the room. They must be given at least 3-5 minutes to do the task.)

Say: Let's see how well you did the activity? (Teacher will use the pupils' answers an entry point in the further discussion for forming regular and irregular nouns.)

Say: Some nouns form their plural by changing the spelling of the singular noun. They are called irregular nouns. Some of the examples are:

man	–	men	child	–	children
tooth	–	teeth	goose	–	geese
foot	–	feet	ox	–	oxen
mouse	–	mice			

Teacher will recall other rules in forming the plural of nouns like:

- 1. nouns ending in *f/fe*
- 2. nouns ending in *o*
- 3. nouns ending in *y*

Practice Exercises

A. Give the plural form of the following nouns.

- 1. name
- 2. spring
- 3. day
- 4. star
- 5. song
- 6. key
- 7. story
- 8. life
- 9. man
- 10. zero

B. Give the plural form of the following nouns.

Use them in a sentence.

- 1. book
- 2. school
- 3. tax
- 4. beach
- 5. foot

Generalization

How do we form the plural of nouns?

How do we form the plural of irregular nouns?

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Practice Exercise

A. Write the plural form of the following nouns.



1. valley

2. potato

3. grass

4. chief

5. leaf

B. Write the plural form of the nouns. Use them in a sentence.

1. tooth

2. key

3. story

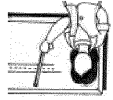
4. hero

5. picture

GRADE IV

Practice Exercise

A. Give the following plural form of the following nouns.



1. child

2. datum

3. deer

4. tooth

5. woman

B. Write the plural form of the nouns. Use them in a sentence.

1. child

2. datum

3. deer

4. tooth

5. woman

Transition Stage

Say: The following words were taken from the story.

Listen as I read each group of words orally. Take note of the final sound of each word. (Words must be written in strips.)

plants

was

this

vegetables

chemicals

pests

owners

rays

sprays

buds

Say: Now, I will read the sound group of words. Take note of the final sound of each word.

Say: Now, children repeat the word after me. (Activity will be done until had read.)

Ask: Did you notice any difference in the final sound of the words?

Expected Answer: Yes, there is a difference in the final sound of the words.

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Say: Here is another group of words. Listen as each word is pronounced. Study the words in the chart below.

<i>/s/</i>	rocks maps forests sacks plants cliffs fruits roofs
<i>/z/</i>	hills bags crabs pencils lands flowers leaves beads

Say: Repeat as I read each word.

Ask: What did you notice on the words under column /s/?

Expected Answer: When - is added to words ending with voiced consonants like l, g, b, d, and v words are pronounced as /z/.

Practice exercises

A. Read each word carefully. Write the final sound. Number 1 is done for you.

1. eggs = /z/
2. briets =
3. knives =
4. rivers =
5. oceans =

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	<p>B. Gives examples of words with final /s/ sound and /z/ sound.</p> <p><i>/s/</i></p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p><i>/z/</i></p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.

Curriculum Connection

Science

Identify the Philippine Flowers

There are different beautiful flowers in the Philippines. Some of which are Rosal, Calachuchi, Sampaguita, and others.

Art

Draw a flower. Give a simple description of it.

EPP

Maintain a flower garden/vegetable garden in school to support the School Feeding Program and Cleanliness Drive

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IV. EVALUATION

A. Write **F** if the event or action is fantasy and **R** if reality.

1. _____ Emilio Jacinto wrote the Katipunan Premier and Led the Katipuneros after the death of Bonifacio.
2. _____ The stars were all sad. They cried and comforted each other.
3. _____ "This gift I make you," continued the fairy, "that with every word you speak, either a flower or a precious stone will fall from your mouth.
4. _____ For many years, people have been responsible for damaging the environment.
5. _____ Help, Brahman, Help, It is I, Tiger. The poor Tiger who is caught in this cage.

1. teacher
2. mango
3. leaf
4. woman
5. tooth

B. Write the plural forms of the following nouns. Use each in a sentence.

1. _____ The Spoliarium is a famous painting done by Juan Luna. It is now hang on the wall in Malacañang Palace.
2. _____ The third monster had wings that were so large that the place became dark when he came.
3. _____ King Indarapatia fell in love with the fairy. Later, they got married and lived a prosperous life.
4. _____ The Las Piñas Bamboo Organ was build by Fray Diego Cera de la Virgen Del Carmen.
5. _____ The first flag of the Katipunan was a piece of red cloth with three white k's in the middle.

<p align="center">GRADE IV</p>	<p>V. ASSIGNMENT Write 5 regular and 5 irregular nouns on plural forms. Use them in a sentence.</p>	<p align="center">GRADE III</p>	<p>C. Read the following words. Write whether the word has final /s/ sound or /z/ sound.</p> <ol style="list-style-type: none"> 1. dreams 2. glands 3. errands 4. buns 5. clings <p>V. ASSIGNMENT Write 5 regular nouns and use them in a sentence.</p>
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