

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

WEEK 1 SECOND GRADING

GRADE III	GRADE IV
<p><b>I. OBJECTIVES</b></p> <p><b>A. Skills</b></p> <ol style="list-style-type: none"> <li>1. Note details in the story listened to:</li> <li>2. Get the main idea of a paragraph</li> <li>3. Write from dictation on different sentences with correct punctuation marks telling, asking, etc.</li> <li>4. Use words that describe persons, places, animals, ideas, events</li> </ol> <p><b>II. SUBJECT MATTER</b></p> <p><b>Story</b> : The Crying Fish</p> <p><b>Comprehension Skills:</b> Nothing details, getting main idea</p> <p><b>Language structure</b> : Words that describe</p> <p><b>Decoding/Writing</b> : Writing different sentences with punctuation marks, telling, etc.</p> <p><b>Curriculum Links</b> : Science Pollution</p> <p><b>Materials</b> : chart</p>	<p><b>I. OBJECTIVES</b></p> <p><b>A. Skills</b></p> <ol style="list-style-type: none"> <li>1. Note details in the story listened to</li> <li>2. Get the main idea of a paragraph</li> <li>3. Write a variety of text in a paragraph-despritive</li> <li>4. Write sentences with modifiers and compliments</li> </ol> <p><b>Decoding/Writing:</b> Write from dictation, Write a variety of text in a descriptive paragraph,</p>

## IV. LEARNING ACTIVITIES

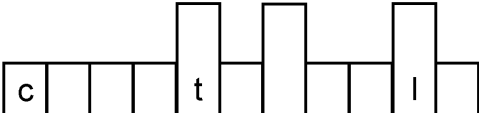
## Pre-reading

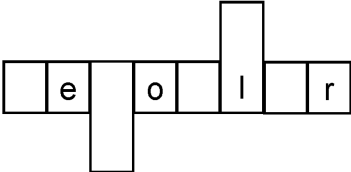
## A. Unlocking of Difficulties

## 1. Use of Configuration Clues

*Directions:* Identify the words being defined using the configuration boxes as clues.

a.  – pitiless, brutal, unkind

b.  – feeling at ease

c.  – teller of news

## 2. Use of Context Clue

Give the meaning of the underline word.

a. People throw their garbage into the river. The river gets polluted.

- a. cleaned                      b. dirty                      c. fish

b. I was amazed to see a fish talking. I could not believe it.

- a. overjoyed                      b. afraid                      c. surprise

**GRADE III**

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- c. I was shocked when I saw floating dead fishes along Manila Bay.
  - a. disgusted in surprise
  - b. filled with excitement
  - c. angered to fight

3. Through Action/Role Play  
Teacher demonstrate and pupils follow do the action.

- a. quivering voice.  
Andrei was awakened by the quivering voice.
- b. catches its breath  
could hardly breath  
fighting for life  
The small fish catches his breath because it is dying.  
It could hardly breathed.  
He is fighting for life.

**B. Motivation**

Say: Have you heard the fish kill along the Manila Bay? What could have been the cause? Do you think we will have to eat if people would continue doing it? What should we do then? (solicit answers to every question)

**C. Motive Question**

If fishes were given a chance to talk, what could they be telling us now that our rivers are polluted?  
What would you tell them in return?

**During Reading**

Telling the story using pictures

**The Crying Fish**

Have you ever wondered about the sea life? If fish could talk, what would they say? What would you tell them?

“Andrei, help! please..., a quivering voice woke me up. I got up to look for the owner of the voice and was amazed to find out a small fish trying to catch its breath by the seashore.

I couldn't believe what I saw. A fish talking and asking for help.

That's impossible, I thought. But then, I tried to talk with it.

What can I do to help you? I asked.

“Look at me, I'm dying I could hardly breathe. Don't you realize what you have done to our home?” Cried the fish.

It's only then I realized that fishes also need a home just as people do. They need not just a home but a clean one.

You see, our river is now very much polluted. Piles of trash are dumped on it. There are garbage trucks coming. Everyday we choose to have our garbage thrown into the river. I grew up believing that someday, when our river is already full of garbage, we will be having a bigger place to build a new house and much comfortable place to play in. But I was wrong.

I was able to watch news about several fishes seen floating in the waters of Manila Bay. I was really shocked. According to some residents interviewed by the reporters, this incident was caused by the chemicals coming from the factories. Others said that the wastes thrown into the river had something to do with it.

I was really sorry. How cruel the people had been! And now here's a fish trying to fight for life. I wanted to run, shout, and ask for help but I could not move my feet. I can't even say anything. “Andrei, wake up! You'll be late for school,” Mother called as she knocked on my door.

- Who had a dream?
- Who was talking in the story?
- What help does the fish want?
- What do you think the boy do?
- How did the water get polluted?
- Who did the pollutions?
- Was a dream true?

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**After Reading**

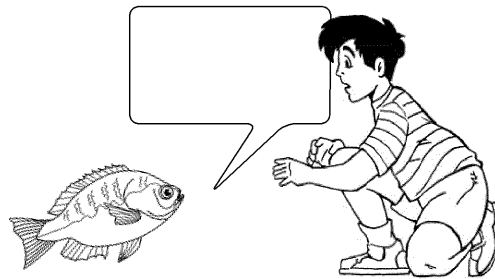
**Engagement Activity 1: Small Group Activities**

Divide the class into four groups.

Say: Here are tasks for us to do. Prepare them and get ready when you will be called during the next activity.

**Group 1 – Help Me**

1. Write in the balloon what the fish is saying to Andrei?



2. Clap if finished
3. Leader reports to the big group during Engagement Activity.

**Group 2 – Post it!**

1. Make a poster telling the people not to throw garbage into the river.
2. Leader reports or the whole group will come to the front and show their poster, while they shout Mabuhay! Fish!

**Group 4 – News Flash**

1. Prepare to role play a news reporter, reporting what is happening to the river and how to protect them. The other members will serve as the audience or viewers.

**Group 5 – I'm Sorry...**

1. Write an apology to Fish telling what you will do next time you see people polluting waters.

My dear fish,  
We are \_\_\_\_\_.  
We care for you.

**GRADE III****GRADE IV****Group 3 – Acting Out**

Read an act out the fish asking for help.

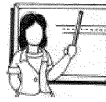
**Engagement Activity 2: Discussion of the Story**

1. Who had a dream?
2. What was his dream about?
3. What did the fish ask from Andrei?  
Let's listen to the report of group 1 (Help me...)  
Will group 3 act out the lines now? If you were Andrei, would you help the fish? How would you help the fish?
4. Why was the fish asking for help?
5. If you were the fish, would you feel the same way? Why? Group 2 will you present your poster?
6. Do you think the fish will like? What group 2 will you promised to do?
7. If the people could have followed your poster, would there be a fish kill?
8. Let's hear the news reporter. Group 3, will gave us their news flash.
9. Do you think the reporter was right? in giving out the news?
10. What did Andrei feel for the fish? Why?
11. Group 4, will you present your letter of apology to the fish?
12. Would you do the same like what the group 4 did?
13. How can you help them so that our rivers will not get polluted?
14. What was our story about?

The main idea of a paragraph story tells what the paragraph/story is about?

### GRADE III

Read each paragraph and underline the main idea.



1. Water has many uses. People use water for drinking and preparing food. Water is also used to irrigate farms. It is also used in generating power.
2. Filipinos live in houses called nipa huts. An Eskimo family lives in an igloo. It is a house made of snow. The wigwam was the house of early indians in America. This house was a small circus tent. Arabs who move from place to place live in tent houses. People a long ago live in different kind of houses.
3. Cigarette and cigars are made from tobacco leaves, which contains nicotine. Nicotine is a harmful substance that affects a person's health. It can damage the lungs and the heart. Even those who don't smoke can be affected by the smell of the nicotine.

### GRADE IV

#### Activity A

Read each paragraph taken from the story. Pick out the sentence that expresses the main idea.



1. The birds suffered from man's cruelty. The sunbird's nest was destroyed. The kingfisher's mate was killed. The father and mother of the little red maya were caught by the two boys and were put in a cage.
2. The birds were happy. Deep in their hearts, they had secretly longed for open fields and the merry sunshine. They now wistled and warbed. They said good-bye to heavy shade and the wild ferns.

#### Activity B

Circle the main idea.



1. Some plants are necessary for healthful living because they serve as medicines. They also add color and beauty to our surroundings. They supply us oxygen.
2. Mountain climbers are not afraid of the steep board mountains they climb. They are courageous men and women. They don't mind the danger, hungerm and thirst.
3. Raising chickens, pigs, and goats is a good way of earning a living. They give you money in due time. Their manure can be use as fertilizer to plants. Raising such animals means big money.

## GRAMMAR AND ORAL LANGUAGE DEVELOPMENT

**1. Presentation**

Show sentences from the story

A small (fish) can hardly (breathe).

Fish needs a bigger and more comfortable (place) to live in.

**2. Discussion**

What words describe the word fish?

Which words describe the place in sentence 2?

What do words small, bigger, comfortable describe?

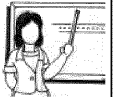
How about hardly?

What do we call these words that change the form, describe or limit another word? (Modifiers)

**3. Practice Exercises***3.1 Dyadic Exchange*

Get a partner and describe your partner and vice versa.

Be ready to report and tell the modifier you used.





**GRADE III****GRADE IV****3.2 Written**

On a sheet of paper tell something about the shape of the ball.

(Show picture/real ball)

What are the words that describe the ball?

They are called modifiers.

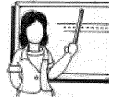
**3. Generalization**

What are modifiers?

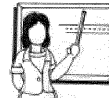
A modifier is a word which change the form, describe or limit another word.

*Example:*

The black cat run fast after the rat. Black is a modifier of the word cat. The black modifiers the subject cat. FAsT is the modifier of the verb run.

**Activity A**

Let us have more activities in identifying the modifiers.  
Identify by underlining the modifiers in the sentence.



1. The foreign tourists enjoyed the sights.
2. The tourist stayed in rustic houses.
3. Only tricycle passed through the narrow roads.
4. Mexican restaurants served delicious spaghetti.
5. The dress shops displayed native and imported sarong.

**Activity A**

Identify the modifiers and compliments in the sentence.  
Encircle the modifiers and underline the compliments.



1. Vendors sell fresh fruits and vegetables.
2. German restaurants sell long sausages.
3. The beautiful dancer performed gracefully.
4. The local tourists felt proud about Boracay resort.
5. The mother bought colorful T-shirts for souvenirs

**GRADE III**

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**Activity B**

Use words to modify the following.

1. \_\_\_\_\_ friend
2. \_\_\_\_\_ mother
3. \_\_\_\_\_ teacher
4. \_\_\_\_\_ bird
5. \_\_\_\_\_ town

**Assimilation**



Encircle all the modifiers in the sentences.

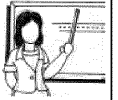
1. Allan is a healthy boy who loves sports.
2. He plays basketball skillfully.
3. When he kicks, he kicks hard.
4. One time, he runs fast for a fast break.
5. Allan shoots the ball very fast.

**Activity B**

Write the modifiers/compliments in the following sentences.

1. \_\_\_\_\_ butterfly flits from flower to flower.
2. The hungry lion eats \_\_\_\_\_.
3. \_\_\_\_\_ building is newly constructed.
4. \_\_\_\_\_ class has a field trip.
5. The industrious farmer \_\_\_\_\_.

**Assimilation**



Underline the modifiers in the paragraph

A majestic bird of prey, the golden eagle has a wing span of two meters. He feeds mostly on small snakes and large game birds. Female eagle lays many eggs but only one survive.

**Decoding/Writing**

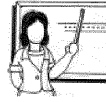
**1. Presentation**

Show Chart

Fishes like any other living things, are among the important creation of God. We depend on the rivers and seas and other sea creatures because of their usefulness to us. In return, we should know how to take care of them. Do you eat fish? What a nice meal for lunch!

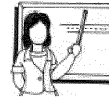
**GRADE III**

**2. Discussion**



What is the paragraph about?  
How did we start the paragraph?  
What punctuation marks were used? Why?  
What kind of paragraph is this? Why?  
What should we remember in writing paragraphs?

**3. Practice Exercises**



**Activity A**

Listen as your teacher dictates a paragraph. It tells about something.

Lino's family had a trip to Bicol Region.  
What a beautiful Mayon! Everyone enjoyed  
their trip. Did you see Mayon Volcano  
already?

**GRADE IV**

**2. Discussion**



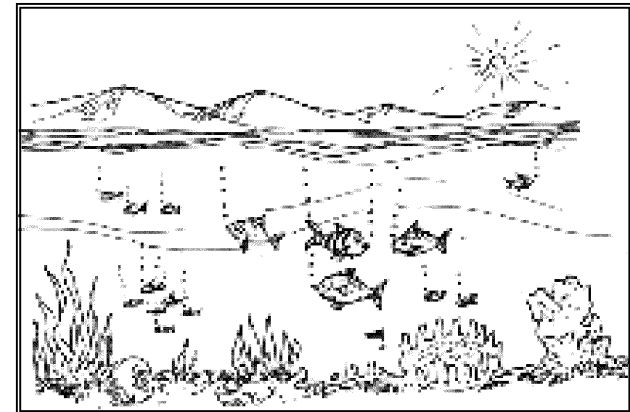
What is described in the paragraph?  
What does it say? Describe it.

**3. Practice Exercises**



**Activity A**

Look at the picture and write 2-3 paragraph describing the under sea. "Sight Under the Sea."



**GRADE III**

**IV. EVALUATION**



A. Write the main idea of the paragraph.

Yellow foods are good sources of Vitamin A. Sour foods contain Vitamin C. Sunshine gives vitamin D. Beans and other leafy vegetables give us vitamins.

1. The paragraph is about \_\_\_\_\_.

Read the selections. Then encircle the letter of the sentence that gives the main idea of each selection.

2. The Sampaguita is our national flower. It is known as the Queen of the Philippine Flower. It is used by many Filipinos to make garlands for social and religious occasions as fiestas, weddings, and the like.

B. Encircle the modifiers.

- 3. The sweet mangoes cost much.
- 4. Merry Sunflower is a happy flower.
- 5. The ant workers were busy gathering food.

**GRADE IV**

**IV. EVALUATION**



Write the main idea of the paragraph.

The game chess originated in India. The players need clear thinking to win the game. They must be relaxed and fix their thought in the game while playing chess is a game of the mind. It does not need much physical exertion like other games or sports.

1. The paragraph is about \_\_\_\_\_.

2. Trees provide us many things. They give us food, medicine, shelter, and help prevent flood and landslide. They give us wood for our houses and furniture. They make the air clean and fresh.

- a. Things we love
- b. Things we get from trees
- c. Kinds of trees

B. Write sentences with modifiers and compliments. Choose from the box.

- 3. The hungry grasshopper \_\_\_\_\_
- 4. \_\_\_\_\_ live among our plants and trees.
- 5. Some animals \_\_\_\_\_

Many small animals visited the ant village live on land.

**GRADE III****GRADE IV****Curriculum Links**

*Science* : Let the pupils give the causes and effects of pollution.

- Art/Language* :
1. Let the group prepare slogan on Pollution.
  2. Have the group post in the room their slogan.