



De La Salle Santiago Zobel School

UNIT: Language

DEPARTMENT: Grade School

A.Y. 2018 - 2019

LASALLIAN NxGEN BLENDED LEARNING MODULE

| | | |
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| Teachers: Ms. Grace Santos, Ms. Eunice Taganahan and Sir Aris Guteza | Grade/Year Level: 3 | Subject: Language |
| Term: 2 | Unit Topic: Development and Clarity of a Personal Narrative | Time Frame: 36 Days |

GRADE LEVEL STANDARD from DEPED's K-12 – English

The learner listens critically to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension.

| CONTENT STANDARDS | PERFORMANCE STANDARDS |
|---|--|
| Grammar: demonstrates understanding of grammatical structures of English to be able to communicate effectively in oral and written forms Writing and Composition: demonstrates understanding of sentences and paragraphs in expressing ideas | Grammar: shows proficiency in constructing grammatically correct sentences in varied theme-based oral and written activities Writing and Composition: composes three-to-five sentence paragraph |

LASALLIAN GUIDING PRINCIPLES

| | |
|-----------------------|--|
| Check applicable LGPs | |
| ✓ | LGP 1: Challenge learners to realize their full potential. |
| ✓ | LGP 2: Bring Christian perspectives to bear on human understanding, skills and values of the learners. |
| ✓ | LGP 3: Are dynamic and encourage differentiation, diversity and synergy amongst learners that are friendly, caring and respectful. |
| ✓ | LGP 4: Ensure that learners translate knowledge into something useful in actual practice for the betterment of society. |
| ✓ | LGP 5: Prepare learners to participate responsibly in the world of work, family, community, nation, and church. |

STAGE 1: ESTABLISHED DESIRED RESULTS

TRANSFER GOALS:

Students will independently use their learning to write a clear and well-developed personal narrative which will lead them in expressing their ideas accurately.

ENDURING UNDERSTANDING:



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The students will understand that appropriateness in mechanics, grammar, organization and content helps in achieving a clear and well-developed personal narrative.

ESSENTIAL QUESTIONS:

How is a clear and well-developed personal narrative achieved?

ACQUISITION GOALS:
Sentence and Writing Mechanics (review)
1. Form sentences **EN3G-Ib-1.4**
2. Revise a personal narrative based on appropriate writing mechanics: capitalization, punctuation and spelling **EN3WC-Ia-j-9**
Nouns
3. Write abbreviations correctly **DLSZEN3G**
4. Identify and distinguish count from mass nouns and concrete from abstract nouns **DLSZEN3G**
5. Identify and use appropriate collective nouns **DLSZEN3G**
Pronouns
6. Use personal pronouns in autobiography **EN3G-IIIc-d-4.2.3 :EN3OL-IVa-e-1.19**
7. Recognize and use appropriate interrogative, indefinite and reflexive pronouns **DLSZEN3G**
Verbs and Verb Tenses
8. Identify and use verbs in present progressive tense and simple present tense **EN3G-IIa-b-3.4; EN3G-Ile-f-3.2.1.1**
9. Distinguish between present progressive tense and simple present tense **DLSZEN3G**
10. Observe subject-verb agreement **DLSZEN3G**
11. Recognize and differentiate the three simple tenses: present, past and future **EN3G-Ile-f-3.2.1.1; EN3G-IId-f-3.2; EN3G-IIi-j-3.2.2**
12. Determine the appropriate forms of the verbs according to their tenses **DLSZEN3G**

STAGE 2: DETERMINING VALID EVIDENCE / ASSESSMENT

PRODUCT OR PERFORMANCE SHOWING EVIDENCE OF UNDERSTANDING & TRANSFER

Write a personal narrative

GRASPS NARRATIVE OF TRANSFER TASK

A travel company is going to release a brochure and the marketing department is collecting personal accounts of their clients to be included in it. You had a good experience during your trip and you want to become part of their promotional campaign. For your paragraph to be considered, it should be related to the given topic, must have complete parts, sentences must have complete thought and must use the correct words, capitalization, punctuation and spelling.

| ASSESSMENT TOOLS (Unit Assessment Map) | | | | |
|--|---|---------|---------------|----------------------|
| TYPE | KNOWLEDGE | PROCESS | UNDERSTANDING | PRODUCT/ PERFORMANCE |
| Pre-Assessment/ Diagnostic | Pre-test A 10-item Multiple Choice Test covering all the covered competencies IRF | | | |



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| Formative | Seatwork using the Textbook Seat works via Teacher made worksheets Online Exercises / Interactive Games Picture Analysis Text Analysis Text Transformation Think Pair Share Raise the Right Flag Picture Representation | Oral Activity Text Transformation Text Comparison and Revision Interview Questions for Famous Personalities / resource speakers Writing a Story Human Sentence Chain Game | Station Rotation Model | PROCESS WRITING Scaffold for Transfer Pre-writing Activities Demonstration by the Teacher Writing Activities Drafting Writing Activity Revising Students work on their own with teacher consultation. Writing Activity Editing Independent Practice- Students work on their own with minimal supervision |
| Summative | Short Assessments | Short Assessments Sentence Construction CUA | CUA | Performance Task Publishing Students work on their personal narrative: recount paragraph (final draft) |
| Self-Assessment | | | Learning Log Concept Mapping | Checklist Rubric |
| Post-Assessment | Post-test A 10-item Multiple Choice Test covering all the competencies | | | |

RELATED FACETS OF UNDERSTANDING



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| | | |
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| UNIT: Language | DEPARTMENT: Grade School | A.Y. 2018 - 2019 |
| EXPLANATION: Convey one's idea clearly to be able to send the message across APPLICATION: Apply one's knowledge and competencies in coming up with a clear and well-developed personal narrative SELF-KNOWLEDGE: Assess one's writing output and determine strengths and weaknesses | | |

| BLENDED ACTIVITIES/TOOLS | | |
|---|---|--|
| ENVIRONMENT ATTRIBUTES | FACE-TO-FACE | E-LEARNING |
| ACTIVE <i>Students investigate the Essential Question or a given situation, issue or problem. Students research in different sources and activities for information related to the EQ, situation or problem.</i> | IRF – Initial and Revised Responses | slide presentations, video presentations, online games, interactive activities |
| COLLABORATIVE <i>Students work in groups and discuss their ideas, answers, or solutions to EQ, problem or situation. Students take on roles to complete a group work.</i> | individual, pair, small and big groups, and whole class activities | Online-based activity |
| CONSTRUCTIVE <i>Students produce the content related to the knowledge and process competencies. Students form generalizations and conclusions based on different texts, situations, problems, and scenarios. Students answer the EQ and discuss the EU and justify their ideas with supporting examples.</i> | picture and text analyses, oral activity, , text transformation, text comparison and revision, picture representation, Interview Questions for Famous Personalities, Q & A on One's Family, Human Sentence Chain Game | slide presentations, video presentations, online games, interactive activities |
| AUTHENTIC <i>Students transfer their learning to real life situations. Students in their performance task show practical applications and solutions to the EQ, issue or problem situation. Students manifest the 7Cs of 21st century learning in their</i> | Writing a narrative, Process Writing | |



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| performance and product. Students integration | | |
| GOAL-DIRECTED Students reflect on their learning process. Students manage their way of working. Students check every now and then how they are accomplishing the learning goals they set for themselves. | graphic organizer, concept map, learning logs | |

| STAGE 3: LEARNING PLAN FLOW |
|---|
| LESSON PROPER |
| I. INTRODUCTION Teacher introduces topic and asks Essential Question. Students give their ideas or prior knowledge about the Essential Question in Map of Conceptual Change. Teacher may probe prior knowledge with diagnostic test or misconception check (e.g., with help of online survey). Teacher notes variety of ideas and motivates students to find out which ideas are correct. Students engage in Goal-Setting. |
| Objectives: a. answer pre-test b. accomplish IRF Response Activity – INITIAL Response c. familiarize with the content of the module d. introduce personal narrative as a type of text e. set goals for the first term through a “Learning Contract” Day 1 Learning target I can help my teacher plan her teaching activities and realize her teaching goals through letting him/ her gauge how much we already know about the term 2 topics through answering the pretest. I can share my thoughts about the essential question. TASK 1: Pre-test (F2F- Goal Directed) Explain to the class that one way of determining how much they know about the lessons to be taught for Term 2 is through a Pre-test. Instruct them to answer the 10-item multiple choice assessment based on their prior knowledge. Tell them that the content of the pre-test shall be taught during the entire second term and the same test shall be administered as post-test by the end of the term to see how much they have learned in term 2. Process Question: 1. Which skill in the pretest do you consider as you know the least about? 2. Which skill in the pretest do you consider as you know the most about? Transition Statement: Say , “I want us to keep track of our learning progress as we go through term 2.” For us to do that, I will make you fill out the IRF sheet that I have. Answer the questions in the first column. This will help TASK 2: IRF Response – INITIAL (F2F- Goal Directed) |



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Instruct the students to answer the “I” column of the IRF. They will be asked to answer the question “How is a clear and well-developed personal narrative achieved?”.

Transition Statement: Say, “Now that you have already written your initial response to our essential question, we may now begin exploring and learning about the topics for this term.”

Day 2

Learning Target

I can have an idea of the content of the term 2 lessons and the task that we will be performing

TASK 3: Presentation and Discussion of Language 3 Term 2 Overview
Discuss the overview for Term 2 by presenting the goals, skills/competencies, enduring understanding, performance task and its rubric. Introduce a paragraph about someone’s personal account about a place that somebody has gone to as a personal narrative. Discuss the content and features of this paragraph and distribute the “Learning Contract”. The Learning Contract is a list of pledges that a grade 3 student vows to do to help him/ her write appropriately. They sign their copy. These pledges will always be presented before a lesson begins until they are able to memorize them.

Process Questions

1. What do you expect to learn for this term?
2. What activities do you suggest for you to easily learn the skill of writing a personal narrative?
 - b. Transition Statement: Say, “let us now begin exploring the topic and tasks of term 2

II. INTERACTION

Students engage in varied activities to revise their prior knowledge and develop and deepen their new knowledge and answer to the Essential Question.

Teacher provides different ways of accessing content and developing required knowledge and competencies.

Teacher sets up different ways of blended learning.

Teacher conducts formative assessment.



Day 3

Objectives:

A-B Sentence and Writing Mechanics (review)

1. Form sentences
2. Revise a personal narrative based on appropriate writing mechanics: capitalization, punctuation and spelling

Learning Targets

- I can recall the features/ characteristics of a sentence.
- I can write sentences based on given topics/tasks.

TASK 1: Schema Building - Review Sentence Features (F2F- Active)

Discuss the parts and features of a sentence like the presence of a subject and predicate, capitalization, punctuation and spelling

Help the students refresh their knowledge about sentence writing through a related video "The Sentence Song" https://www.youtube.com/watch?v=0Wrv_ZvIMEc

Process Questions

- 1.What is a sentence?
- 2.What should we remember when we write sentences?

Transition Statement: To review sentences more, let us analyze some texts by identifying their errors.

TASK 2: Text Analysis via power point presentation (F2F - Active)

Let the students analyze the texts to be presented (narrative, signage, advertisements) in terms of clarity. Lead them to identifying errors of the given paragraph and suggesting ways on how to improve it.

Process Questions

1. What made the sentences wrong?
2. How will you improve these sentences?

TASK 3: Text Analysis via worksheet (F2F- Active)

Let the students analyze some sentences with errors in the worksheet. Have them rewrite these sentences.

Transition Statement: Let us summarize what you have learned from analyzing the sentences presented to you.

TASK 4: CLOSURE- Wrap up/Learning Log: How do you write sentences to come up with a clear paragraph?

TASK 5: VALUING (F2F- Active)

Discuss the value of being careful in expressing one's ideas through speaking or writing.

Process Questions

- 1.Based on what we discussed, how do we show our being careful in communicating to people?
2. Why do we need to be careful with how we express our ideas?

DAY 4

Learning target:

I can construct a personal narrative (based on my prior knowledge) through a given data or profile

TASK 6: Oral Activity (F2F – Constructive)



Present the profile of the animation film character, Dash of “Incredibles”; then, guide the students in forming sentences out of it. You can do this by presenting first the meaning of sentences.

Process Questions

- 1.How do you describe your sentences?
- 2.Are they correctly formed? Why? Why not?
- 3.*Valuing*: Should Dash use his superpowers to compete in sports? Why?

TASK 7: Formative Assessment: Constructing a paragraph based on data/ profile given.

Tell the students to do this through a teacher-made worksheet.

TASK 8: Closure- Self-Assessment

Let them answer the following questions in a worksheet or in their N2a:

Process Question

1. How do I construct a complete sentence?
2. How do I make my sentence correct?

Transition Statement

TASK 9 : Flipped Enrichment Exercises – (Blended – Constructive)

Present and practice the following online activity in class and tell the students that they may access this site at home by following the link posted in Notes and Homework - Grade 3.

Constructing Simple Sentences from

<https://www.turtlediary.com/game/simple-sentences-second-grade.html>

Transition Statement: The things you have just learned about sentence construction is just the basic part of it. To further your learning, let us go to the other specific parts of our lesson. Let us start with “Abbreviations of Nouns”. Let’s find out the importance of learning how to abbreviate nouns in writing our sentences.

WEEK 2

C. Abbreviations of Nouns

Objectives:

1. Write abbreviations correctly.
2. Tell the importance of using abbreviations in informal writing.
3. Recall some commonly used abbreviations

Day 1

Learning targets: I can write the correct abbreviations of certain nouns.

TASK 10: Text Analysis via Story Presentation (F2F- Active)

Present the short passage below. Present the questions below first before making them read the passage.

Process Questions:

A. For Understanding

1. Who are the characters in the story?
2. What is the first good deed that Mr. Regis showed in the story?
3. What does this tell about his character?



B. For Text Analysis

1. Which words from the story were shortened?
2. What are the original forms of these words?
3. What do you call the shortened form of a word or a phrase?
4. Can you give other examples of abbreviations referring to titles of person, places, days and months?

C. For Valuing

1. How do you show kindness to the people around you?

A Busy Night

One late evening, when Mr. and Mrs. Regis were on their way to a grocery store to buy rice, sugar and milk, they saw a gang of thieves coming out from a nearby store. Mr. Regis immediately called Lt. Alfred Hernandez to report what he saw. Then, as they went into the grocery store, Mrs. Regis saw a cloud of flies in the meat section. Her husband called the attention of the staff in the store to check the area's cleanliness. After that, they decided to leave. As they walked home, Mr. Regis saw an old woman who needed help in crossing the street. He did not hesitate to help her so the old woman expressed her thankfulness to Mr. Regis for his kindness. Mrs. Regis realized that after all, their night ended well and decided to buy the grocery items the next day.

TASK 11: Formative Exercises

Let them answer some formative exercises (oral and written) that test their knowledge in these competencies:

- Matching the words with their abbreviations
- Completing sentences with the correct abbreviations.

Transition Statement: Let's also test our knowledge on abbreviations using technology.

TASK 12: Online Exercise (Blended-Active/ Collaborative)

Using an iPad or laptop, let the students answer the online exercise in this link :

http://www.softschools.com/quizzes/language_arts/common_abbreviations/quiz3694.html

Transition Statement: Let us sum up everything that we have learned about abbreviations through a Learning Log.

TASK 13: Learning Log (F2F-Goal Directed)

Let the students give as many examples of nouns and their abbreviations based on what they learned today.

Process Question: What abbreviations have you learned today? Prepare a list in your N2a.

1. I learned that the following nouns have the following abbreviations:

Day 2

Transition Statement: After gaining knowledge about abbreviations and its examples, its now time To make sense about its importance in informal writing.

Learning Target

I can tell the importance of using abbreviations in informal writing.

TASK 14: Discussion (F2F- Active)

More examples of abbreviated words will be presented through power point presentation. Some will be presented through a game where cards with nouns that are in full form or abbreviated form will be distributed. When everybody has a card, the teacher will signal them to stand up and look for their match. Nouns in full form and abbreviated form match.

- a. Names of titles
- b. Names of months and days
- c. Names of places



d. Acronyms

TASK 15: Writing Using Abbreviations- (Making Sense) (F2F-Active)

Let the students do the activity wherein they will experience writing some informal notes without abbreviating any word (first trial) and then writing the same notes but this time using abbreviations.

Instructions:

- A. Copy the short narrative without using abbreviated words.
- B. Copy the short narrative this time using the abbreviated forms of some of the words.

Process Question:

- 1. When may we usually use abbreviations of nouns?
- 2. When is it not appropriate to use abbreviations? Why?

Transition Statement: To make sure that everybody has the same understanding of the importance of using abbreviations and when it is appropriate to use it, talk to your seatmate about it and check on each other's understanding. Find out differences in your answers and make sure to clarify it with teacher.

TASK 16: CLOSURE -Think- Pair- Share (F2F- Collaborative)

Let the students share with their seatmates their experience in writing with and without using abbreviations in terms of speed.

Process/ Guide questions for sharing :

- A. Compare the time you spent in copying text A and B. Which took longer? Why?
- B. How can abbreviation of words help us in writing?
- C. Will you recommend using abbreviations in writing the following texts?
 - paragraphs that you will submit to teacher
 - personal notes
 - text messages/ chat messages
- D. Why? Why not?

WEEK 3

Transition Statement : After familiarizing yourselves with nouns that may be written in shortened or abbreviated form, let us now dwell with more examples of nouns. This time we are going to classify them in two groups. Those that are called count nouns and those that are called mass nouns.

Count and Mass Nouns

Objectives

- 1. Identify and distinguish count nouns from mass nouns.
- 2. Using count and mass nouns. In phrases and sentences

Day 1

Learning targets:

I can tell what a count noun is.
I can tell what a mass noun is.
I can give examples of mass nouns and count nouns.

TASK 17: Role Playing (F2F- Active)

Call on volunteers to act out the dialog below:

Waiter: Good evening, Sir/ Ma'am! How may I help you?



Customer: Good evening! May I have a bowl of soup, two cups of rice and a plateful of pork adobo, please?

Waiter: Ok Sir/ Maam! Coming right up.

Customer: Thank you!

Process Questions:

For Valuing:

1. How do you treat the people who serve you like the waiters, drivers or janitors? How do you show respect to them?

For Analysis:

2. What nouns are used in the dialog?
3. Can you tell which of these nouns can be counted one by one and which one cannot be counted using numbers?

Transition Statement: Let us refine our knowledge in classifying nouns in two groups (i.e those that we can count and those that we cannot.) by participating in the discussion.

TASK 20: Discussion via power point presentation

Rules in distinguishing between count and mass nouns and examples will be presented to the class.

Process Questions:

1. How will you know if a noun can be counted or not?
2. How do we quantify nouns which we cannot count using numbers?

Transition Statements: Let us now try to answer some exercises using what we have learned from the discussion.

TASK 21: Formative Exercises (F2F- Active)

For recall give oral and written exercises/ that deal with the following skills:

- classifying nouns as count or mass nouns
- using the correct quantifiers or counters for mass or count nouns

Transition Statement: Let us summarize the concepts that we have learned about count nouns and mass nouns.

TASK 22 : Learning Log (F2F- Active)

In their N2a, let them answer the question

What is the difference between a mass and count noun? Give examples.

Day 2

Learning target

I can use count and mass nouns in sentences

TASK 23: Discussion for Review (F2F- Active)

Review of the previous discussion about mass and count nouns

Process Question

1. What examples of mass nouns and count nouns can you give?
2. How do we add the modifiers few, little, many or much to mass or count nouns?

Transition Statement: Now that we know how to put counters or quantifiers to nouns, let us see if we can do the next activity.

TASK 24:

Prepare a grocery list of 5 items that you think you will need for preparing a healthy snack. Include the amount or number that you will need.

Process Questions

1. How many mass nouns were you able to list?
2. How many count nouns were you able to list?



Transition Statement: Aside from classifying nouns into mass nouns and count nouns, we can also classify nouns as concrete or abstract.

Day 3

Concrete and Abstract Nouns

Objectives:

Identify and distinguish concrete from abstract nouns

Learning target/s:

I can identify concrete and abstract nouns

I can distinguish between abstract and concrete nouns

TASK 25: Schema Building via Video Presentation (Blended – Active)

Let the students have an idea about the difference between concrete and abstract nouns by viewing a song video entitled “What is the Difference between Abstract Noun and Concrete Noun” from https://www.youtube.com/watch?v=79_Zn75CLIU

Process Questions

1. What examples of concrete nouns and abstract nouns were given in the video?
2. Based on the examples given, what is the difference between abstract and concrete nouns?

Transition Statement: Let us deepen our knowledge of abstract and concrete nouns by organizing the given ideas in a graphic organizer.

TASK 26: Concept Building via Graphic Organizer (F2F – Constructive)

During discussion, pictures related to examples of abstract and concrete nouns will be presented to lead them to defining abstract and concrete nouns. Words/ phrases related to or describing abstract and concrete nouns will be presented as well. They will group these words/ phrases under the correct kind of noun that they describe. They will be given a chart/ organizer where they will plot these.

Plot these words/ phrases under the correct column:

WORDS: values, unseen, felt, seen, can't feel, can feel, can't taste, can taste, can smell, can't smell, quality, concept, idea

TASK 27: Think-Pair-Share (F2F- Collaborative)

Let them identify abstract nouns from the LCV and guide them in explaining how they can show this.

Process Questions

1. Are there abstract or concrete nouns in our LCV?
2. Which LCV do you want yourself to perform well? How?
3. Did you use a concrete noun in your sentence/s? Identify what it is.

Transition Statement: Let's check on your understanding of abstract and concrete nouns so far through answering some exercises.

TASK 28: Formative Assessment (Blended/ F2F- Active)

Give the students exercises on concrete and abstract nouns dealing with this skill:

- Identifying abstract and concrete nouns (F2F)
- Classifying nouns as concrete or abstract (online) retrieved from <http://www.grammarbank.com/abstract-concrete-noun-exercise.html>
<http://www.grammaropolis.com/quizzes.php>
<http://www.quia.com/quiz/799988.html>

TASK 29: CLOSURE:

Wrap Up: One call Away!



Ask the students to pretend that someone is absent in the class and that this absent student will call them to ask these questions:

1. What is the difference between an abstract and a concrete noun?
2. Can you give some examples?

Transition Statement: Aside from classifying nouns into mass nouns and count nouns, concrete and abstract nouns we can also classify nouns as collective nouns

Collective Nouns

Objectives

Identify and use appropriate collective nouns in sentences

Day 4

Learning Target

I can use collective nouns to name a group of persons, places or things

TASK 30: Video Presentation (Whole Class) (Blended – Active)

To refresh their idea about collective nouns, let them watch the video by Debbie and Friends “ Animal Friends (Learn animal Group names) Debbie and Friends from

<https://www.youtube.com/watch?v=WRQfUD2W6Bg>

Process Question

1. What animal group names were given in the video?
2. Do you know other examples of group names?

Transition Statement: Let us move on to the next activity which will familiarize you with more examples of collective nouns.

TASK 31: Picture Representation (Whole Class) (F2F – Active)

Show pictures of groups of policemen, geese, employees, bananas, etc and let the students identify the correct collective noun that may name each group (Example: group of bananas- gaggle or bunch?)

Process Questions

1. Which collective noun is appropriate for each group?
2. What is the meaning of collective nouns?

Transition Statement: For a more fun way of familiarizing you with more examples of collective nouns, let us do it by solving a crossword puzzle.

TASK 32: Solving a Crossword Puzzle (Small Group) (F2F – Active)

Group the class into 8 and instruct them to give appropriate collective nouns for the given names of people, animals and things. To add challenge, let them think of a collective noun that they want to name their group with. (example: The flock of birds)

Process Question

1. What new examples of collective nouns did you learn in the puzzle?
2. What collective noun did you name your group? Why this?

Transition Statement: Now that you have known a lot of examples of collective nouns, the challenge will be for you to remember all of them and what they mean. Let us see how we are going to do that.

TASK 33: Formative Assessment

Give the students a challenging exercise that will help them recall the different collective nouns

- Guess the collective noun implied in the given jumbled letters based on the given pictures.
- Guess the collective noun by completing the spelling of the given words
- Fill in the blanks with the correct collective nouns based on context



- List as many collective nouns as you can remember in three minutes

Transition Statement: To make this lesson more fun and meaningful, let us try the next fun activity.

Task 35: CLOSURE: Collective Cheer!

Let them go back to their group set up. Make them create/ compose a short 1-2 liner chant that just let their classmates know about their group name.

1. What collective noun did you pick to name your group?

Transition Statement: Now that we already know the different kinds of nouns and their examples, it is time to move on to our next topic which is also related to nouns in some way. Find out how.

WEEK 4

Objectives:

Pronouns

- Identify personal pronouns (review)
- Recognize and use appropriate interrogative, indefinite and reflexive pronouns
- Write sentences using pronouns

Personal Pronouns

Objectives

Use personal pronouns in personal narrative or autobiography

Day 1

Learning Targets

I can recall the different subject pronouns.

I can recall the different object pronouns.

I can tell whether I will use a subject or object pronoun in a sentence.

TASK 36: Review Discussion on Personal Pronouns (F2F- Active)

Show the students the Personal pronouns chart.

Let the students orally answer the exercise where they need to fill in the blanks with subject or object pronouns. After answering, discuss subject and object pronouns.

- (I, Me) and my friends are planning to Singapore.
- Marla thought of bringing (we, us) to Universal Studios.
- (She, Her) always want to plan our itineraries.
- Its so fun to travel with (she, her).
- My friends are searching for more places to visit there. I love to be with (they, them).

Process Question

- Which pronouns may be used as subject of a sentence?
- Which pronouns are found after a verb or a preposition?
- What is the difference between a subject and an object pronoun?

Transition Statement: Given these examples of sentences using subject and object pronouns, try to deepen your understanding by doing the next activity with your partner.

TASK 37 : Think Pair-Share

Two Heads are Better Than One!

Let them pair and share with their seatmates their answers to the ff. questions:

Process Questions:

- Where do we place subject pronouns in sentences?



2. Where do we place object pronouns in sentences?

Transition Statement: Another kind of pronoun that we will study is the interrogative pronoun.

DAY 2-3

INTERROGATIVE PRONOUNS

Learning Target

- I can recognize the interrogative pronouns in sentences.
- I can use the correct interrogative pronouns in sentences.

TASK 38: Video Presentation (Whole Class- Blended Active)

Let them watch the video "Interrogative Pronouns Definitions and Examples" by clicking the link <https://study.com/academy/lesson/interrogative-pronoun-definition-examples-quiz.html>

Process Questions (for Viewing and discussion)

1. How many interrogative pronouns are shown in the video?
2. What are the different interrogative pronouns?
3. When do we use who?whom? Which? what? Whose?

Discussion emphasis : You only use these for questions. If they are not used in a question, then they are not interrogative pronouns; you don't follow them with nouns, otherwise they are adjectives, not pronouns;

TASK 39: Formative Exercises (F2F- Constructive)

Oral/ Board exercises- Call for volunteers to construct sentences on the board using interrogative pronouns.

Process Questions:

1. Are all the written sentences using interrogative pronouns correctly?
2. Are all the sentences following the correct capitalization, punctuation and spelling?

Transition Statement: We can use our knowledge in constructing questions correctly in many situations just like in asking a question to your teachers.

TASK 40: Valuing (F2F- Active)

Lasallians are confident!

Idea: Asking a question to the teacher if you cannot understand something in a lesson is one way by which you can show that you are confident. At the same time, this also shows that you are humble to accept that there are things that you still need to know or skills that you need to improve on.

Process Questions

1. Do you always ask your teacher questions if you find a concept unclear?
2. Why do you do this?
3. Do you ask questions that are constructed correctly or if you are re using interrogative pronouns, do you use them properly?

Transition Statement: This time, I am letting all of you have a chance to use interrogative pronouns in asking a question.

TASK 41: Closure : Snowstorm! (F2F- Constructive)

Let the kids write on a small piece of paper a question that begins with an interrogative pronoun. Tell them that the question should be general and that it can be answered by any of their classmates. After writing the question instruct them to wait for you to say "Go!" and that's the time when they have to crumple and throw their questions in the air to form a snowstorm. This time ask them to pick up any of the snow balls on the floor, read the question and share their answers to their seatmates.

Commented [D1]: a.appropriate and meaningful integration of values-GREEN

b.connection of lessons to relevant and current issues- YELLOW

c.creation of opportunities for pupils to ask question and make comments related to the lesson-ORANGE

d.Deepening of lesson content during class discussion- PINK





Process Questions:

1. Did you pick an interesting question?
2. How do you answer it?
3. Did it use interrogative pronouns correctly?

Day 4

Learning Target

I can use my knowledge in using interrogative pronouns in asking questions in an interview

TASK 42: Using Interrogative Pronouns in an Interview (F2F- Constructive)

A resource speaker will be invited to speak in front of the grade 3 kids about a certain topic. The grade three kids will listen and will have an open forum. The challenge for them is to prepare three questions that correctly use interrogative pronouns. They will be given a chance to ask one of their questions to the speaker in the open forum. They have to submit the questions they constructed to their teacher. A Task Sheet will be prepared for this

Process Questions

1. What interrogative pronouns did you use in your questions?
2. Why did you use these?
3. How do you find meeting our speaker?
4. What Lasallian Core Value do you think he/ she has? How did he/ she show it?

Transition Statement: Let's study another kind of pronouns.

INDEFINITE PRONOUNS

Objectives

Recognize and use appropriate indefinite pronouns.

Learning Targets

I can recognize indefinite pronouns in sentences.

I can identify the appropriate indefinite pronouns in sentences.

TASK 43: Indefinite Pronouns Guess (Whole Class- F2F)

Give the class a hint that indefinite pronouns are words that begin with any, every or no and some ends with one, thing. Make each group think of as many words as described. The group who can think of the most number of words in one minute wins.

Process Question

1. What words begin with every, no or any and end with one or thing?

Transition Statement: Let us now deepen our understanding of indefinite pronouns.

TASK 44: Discussion via Power point Presentation (Whole Class F2F)

Let the students listen and interact as the topic is discussed.

Process Question:

1. Which indefinite pronouns are used for people? For things?
2. Which indefinite pronouns are plural? Singular?

TASK 45: VALUING (Whole Class – F2F)

Let the class read and understand the poem below

A POEM ABOUT RESPONSIBILITY

5 May, 2009 in Reading Room by Mariza Osorio



De La Salle Santiago Zobel School

UNIT: Language DEPARTMENT: Grade School A.Y. 2018 - 2019

*There was a most important job that needed to be done,
And no reason not to do it, there was absolutely none.
But in vital matters such as this, the thing you have to ask
Is who exactly will it be who'll carry out the task?*

*Anybody could have told you that everybody knew
That this was something somebody would surely have to do.
Nobody was unwilling; anybody had the ability.
But nobody believed that it was their responsibility.*

*It seemed to be a job that anybody could have done,
If anybody thought he was supposed to be the one.
But since everybody recognised that anybody could,
Everybody took for granted that somebody would.*

*But nobody told anybody that we are aware of,
That he would be in charge of seeing it was taken care of.
And nobody took it on himself to follow through,
And do what everybody thought that somebody would do.*

*When what everybody needed so did not get done at all,
Everybody was complaining that somebody dropped the ball.
Anybody then could see it was an awful crying shame,
And everybody looked around for somebody to blame.*

*Somebody should have done the job
And Everybody should have,
But in the end Nobody did
What Anybody could have.*

Charles Osgood

Process : Think-Pair-Share

1. When there is a job to be done like picking up a trash somewhere, do you always do it by yourself at once or do you wait for someone to do it?

2. In preparing your things for school, can you depend on yourself alone or do you always depend on your parents or house helper/ nanny?

Transition Statement: Let us focus our attention on remembering the different indefinite pronouns by organizing them in a map or chart.

TASK 46: CLOSURE
Creating a Graphic Organizer of Indefinite Pronouns (F2F- Constructive)
Let the students form graphic organizer of indefinite pronouns which they may use for review. They may group it according to the following:

1. beginning words (every, any or no)
2. ending with thing and with one
3. singular
4. plural

Transition Statement: Let us test our knowledge in recognizing indefinite pronouns through an online game activity.

TASK 47 FORMATIVE ASSESSMENTS (F2F- Active)
a. Online Game Exercise from
<http://eslpuzzles.com/Grammar%20Games/Pronoun%20Games/Indefinite%20Pronouns%20Grammar%20Game%20Duel.html>

Process Question

1. What indefinite pronouns were used in the game? Give n example and try to explain what it means.



| | | |
|---|--------------------------|------------------|
| UNIT: Language | DEPARTMENT: Grade School | A.Y. 2018 - 2019 |
| <p>Transition Statement: After being able to recognize indefinite pronouns and figure out what each means, let us now try to use these pronouns in sentences.</p> <p>DAY 4</p> <p>Learning Targets I can use indefinite pronouns in sentences</p> <p>TASK 48: Video Presentation (Blended- Active) Let them watch the video to refresh their knowledge about indefinite pronouns https://www.youtube.com/watch?v=4xmql2B2bks&t=15s</p> <p>Process Question 1. What pronouns were shown in the video? 2. Which are singular? Plural?</p> <p>TASK 49: Review Discussion (F2F- Active) Let the students listen as you discuss indefinite pronouns as a review. Let them answer the oral exercises in the power point. Emphasize on constructing sentences using indefinite pronouns as the subject and as an object.</p> <p>SENTENCE PATTERNS</p> <p>IP + SINGULAR VERB Subject (Noun or Pronoun) + action verb/ preposition + IP</p> <p>TASK 50: VALUING (F2F- Active) Follow up on being responsible in doing things. Process Questions: 1. What things were you able to do without the help of anyone? 2. Do you think you are ready to do this by yourself alone?</p> <p>TASK 51: Group Work (F2F- Collaborative) Indefinitely Funny! Introduction: You can be funny just by playing with words. You can do this without being rude, mocking or teasing or using foul languages. Try to make funny sentences in your notebook by using indefinite pronouns as the subject or object of your sentences. Read your sentences in front of your classmates afterwards and see if you were able to make them laugh. . Give them 5 minutes to do this.</p> <p>Process Question 1. What pronouns did you use in your sentences? 2. Were you able to make a funny sentence?</p> <p>TASK 52: Closure Learning Log : My Tree of Indefinite Pronoun Let the students recall all the indefinite pronouns they studied by drawing a tree and filling out the branches with indefinite pronouns.</p> <p>Transition Statement: Another kind of pronoun is the reflexive pronoun.</p> <p>WEEK 6</p> <p>Day 1-4</p> <p>REFLEXIVE PRONOUNS</p> <p>Objectives</p> <ul style="list-style-type: none">• Recognize and use appropriate reflexive pronouns• Write sentences using pronouns | | |



Day 1

Learning Target

I can recognize reflexive pronouns in sentences.

TASK 53: Video Presentation (Blended- Active)

Let the students watch the video in the link <https://youtu.be/q9zPv4HGGUY>

Process Question:

What are the different reflexive pronouns?

Transition Statement: Let us learn more about reflexive pronouns through listening to the class discussion

TASK 54: Discussion (F2F- Active)

Let them listen as you discuss reflexive pronouns in the power point.

Process Question

1. Why is a reflexive pronoun compared to a mirror?
2. What is common among all the reflexive pronouns?
3. Which part of the sentence is the reflexive pronoun similar with?

Transition Statement: After knowing that a reflexive pronoun is the same as the subject of a sentence, let us try our knowledge in completing a sentence with the correct indefinite pronoun.

TASK 55: Formative Exercises- (F2F- Active)

Let them answer oral and written exercises that test their knowledge in recognizing and identifying the correct interrogative pronouns.

TASK 56: Learning Log (F2F- Goal Directed)

Let them construct a concept map about reflexive pronouns by drawing a tree where the branches are labeled with reflexive pronouns and the trunk tells the definition off reflexive pronouns.

Process Questions

1. What is a reflexive pronoun?
2. What are the different examples of reflexive pronouns?

WEEK 7

Present Progressive Tense and Simple Present Tense

Objectives

- Identify and use verbs in present progressive tense and simple present tense
- Distinguish between present progressive tense and simple present tense
- Write/form sentences using present progressive tense and simple present tense

Day 1

Learning Targets

I can recognize verbs in the simple present tense.

I can tell when to use the simple present tense of verbs.

TASK 57: Text Analysis (F2F- Constructive)

The students will be asked to read a blog about a painter's morning routine or habit from

<https://mymorningroutine.com/kim-leutwyler/>

Process Questions

1. What is the blog all about?
2. Do you also know your daily routine?
3. What action words did you see in the paragraph?
4. What does the author regularly do?



Transition Statement: Let us also talk about your morning routine with your seatmate.

TASK 58: Think – Pair- Share

Make each pair of students discuss between them the answers to these questions

Process Questions

1. Is your daily routine clear to you?
2. What do you regularly do as your morning routine. Talk to your seat mate about it.

Transition Statement: The action words that you found in the article are examples of verbs in the simple present tense. Let's listen to our teacher as he/she explains about verbs in the simple present tense.

TASK 59: Discussion via Power Point (F2F- Active)

Let them participate actively in the discussion. Make sure that they will have a solid background knowledge regarding the two forms of verbs in the simple present tense (S-form and base form) through making them watch this video https://www.youtube.com/watch?v=PNd1_3htZJg

Process Questions

1. What do you mean by habitual actions?
2. What are the two forms of verbs in the simple present tense?
3. When do we use the s- form?
4. When do we use the base- form of the verb?

Transition Statement: So every time I want to tell about the action I regularly do, I should use verbs in the simple present tense. But how about in the next text that follows? This is not expressing habitual action but why does it use verbs in the simple present tense?

TASK 60: Informational Text Analysis (Science) (F2F- Active)

Let them analyze the text below:

The moon is the Earth's only natural satellite. The Moon orbits the Earth every 27.3 days. The Moon rotates on its axis in around the same length of time it takes to orbit the Earth. This means that from Earth we only see around 60% of its surface. The surface of the Moon features a huge number of impact craters from comets and asteroids that have collided with the surface over time. The Moon is very hot during the day but very cold at night. The gravitational pull of the moon causes the Earth's tides. A lunar eclipse occurs when the Earth is between the Sun and the Moon.

Process Questions

1. What does the moon do to the Earth every 27.3 days?
2. What does the surface of the moon feature?
3. What happens when the Earth goes in between the sun and the moon?
4. What are facts?
5. Why do we use the simple present tense of verbs in stating facts?

Transition Statement: To try our knowledge on simple present tense, let us see if we can identify the sentences that should use simple present tense of the verb.

TASK 61: Formative Exercise

Let them answer exercises that will make them decide whether to use the simple present tense of the verb or not.

Transition Statement: Now that we know that the verb should be in the simple present tense if we talk about a habitual action or a fact, let's talk about some habits that we perform to show our being a compassionate Lasallian.

Process Question:

What do you habitually or regularly do to show that you care for the less fortunate?

Transition Statement: To wrap it all up let's do an activity that will help us recall verbs in the simple present tense



TASK 62: Let the kids draw a bucket in their N2a and fill it with 5 examples of verbs in the simple present tense form. Make them use two of these verbs in sentences. One stating a fact and the other one stating a habit.

Transition Statement: Practicing constructing sentences in the simple present tense form can be of great help in getting used to making it part of your daily language

Day 2-3

SUBJECT AND VERB AGREEMENT

Objective

Observe correct subject-verb agreement

Learning Target

I can use verbs that agree with the subject of a sentence.

TASK 63: Discussion via Power Point (F2F- Active)

Discuss with the students the different Subject and Verb Agreement rules. Administer a formative exercise each time you finish discussing two rules.

Process Questions

1. What is the verb form if the subject of the sentence is singular?
2. What is the verb form if the subject of the sentence is plural?
3. What is the verb form if there are two subjects connected by "and"?

Transition Statement: Our birthday is a very special day. Tell something about your way of celebrating birthdays. In the following activity, you will be asked to complete the given phrases (in subject or verb form) to form sentences.

TASK 64: Formative Exercise (F2F- Constructive)

Add words to the following subject or predicate to form a complete sentence. Copy and answer.

1. _____ helps me pick which to wear on my birthday.
2. My parents _____ on my birthday.
3. _____ sings the birthday song for me.
4. I _____.

Process Question

For valuing: What do you say to the people who make you feel special on your birthday?

Transition Statement:

TASK 65: Poster Making (F2F- Constructive)

Guide the students in making a poster that informs people about the rules in making the subject of a sentence agree with its verb.

Process Question:

1. Which rule did you pick? Why?

Transition Statement: The simple present tense is most of the time confused with the present progressive tense of verbs. Let us also study it to tell the difference between the two.

Day 3-4

Learning Target

I can form and use verbs in the present progressive tense.

TASK 66: Sentence Analysis (F2F- Constructive)

Let the students read and analyse the following sentences.



Process Question

1. What do you notice with the verbs?
2. How are they formed?
3. What is the difference between the present progressive tense and the simple present tense?

1. I **am singing** now.
2. She **is watching** the TV right now.
3. We **are waiting** at the moment.
4. The boys **are dancing** with the girls this time.
5. I **am eating** ice cream now.

Transition Statement: Let us try if we can answer the exercises that follow.

TASK 67: Formative Exercises (F2F- Constructive)

Give the students exercises that will make them

- form the progressive tense of verbs to master the idea that it is done by adding ing to the main verb plus the linking verbs am, is and are.
- Distinguish between present progressive and simple present tense

Transition Statement: Let us now try summarizing what we have learned.

TASK 68: Concept Mapping (F2F- Goal Directed)

Let them summarize what they learned about the difference between the two discussed tenses through a Venn Diagram.

Process Question

1. How do the two tenses differ ?
2. How are the two tenses alike?

WEEK 9

SIMPLE PAST TENSE

Objectives

Identify and use verbs in the simple past tense

Day 1

Learning Targets

I can recognize sentences that use verbs in the past tense.

I can recognize regular verbs.

I can form the simple past tense of regular verbs.

TASK 69: Video Presentation (Blended-Active)

Help the students recall this lesson through making them watch a video from the link

<https://youtu.be/0b4rsDuzThE>

Process Questions

1. What examples of verbs were given in the video?
2. Are these verbs happening now, do they happen regularly or are they already done in the past?

Transition Statement: To enrich our initial knowledge about verbs in the simple past tense, let us listen to our teacher as he/she discusses it.

TASK 70: Discussion (F2F- Active)

Discuss with them the following points:

Process Questions

1. When do we use verbs in the simple past tense form?



2. How do we form verbs in the simple past tense?

Transition Statement: Verbs in the past are widely used in different narratives like biography where the writer tells a story about the life of a certain person. Let us take a look at the paragraph taken from Jose Rizal's biography.

TASK 71: Text Analysis (F2F- Constructive)

Let them read and analyze the paragraph below:

*Jose Rizal was born on June 19, 1861, in Calamba, Philippines. While living in Europe, Rizal **wrote** about the discrimination that **accompanied** Spain's colonial rule of his country. He **returned** to the Philippines in 1892, but was exiled due to his desire for reform. Although he **supported** peaceful change, Rizal was convicted of sedition and executed on December 30, 1896, at age 35.*

Process Questions

1. Why did the paragraph use verbs in the simple past tense form?
2. Why do you think do we consider Jose Rizal as our National Hero?
3. What heroic actions did you do to anyone last time, say, yesterday or last week?

Transition Statement: Now that you know when the verb is in the past, let us now see if you can form regular verbs into their past tense.

TASK 72: Formative Exercise (F2F- Active)

Let them answer exercises in the book or worksheet where they will have to form the past tense of some regular verbs.

Process Question

1. How did you form the past tense of the given verbs?

Transition Statement: How many regular verbs can you form the past tense of?

TASK 73: Giving Examples (F2F- Constructive)

In their N2a, let them draw an example of an animal with more than two legs. Ask them to write examples of regular verbs in their past form in each of these legs.

Day 2

Learning Target

I can recognize irregular verbs.

I can form the simple past tense of irregular verbs.

TASK 74: Video Presentation (Blended-Active)

Help the students recall this lesson through making them watch a video from the link

<https://www.youtube.com/watch?v=n1VBke5Y2co>

Process Questions

1. What examples of irregular verbs were given in the video?
2. Are their past tense formed by simply adding "d" or "ed" at the end of the base form of the verb?
3. How are the past tense of irregular verbs formed?

Transition Statement: To enrich our initial knowledge about verbs in the simple past tense, let us listen to our teacher as he/she discusses it.

TASK 75: Discussion (F2F- Active)

Let them participate in the discussion.

Process Questions

1. Why do you think are these verbs called irregular verbs?
2. What examples of irregular verbs do you know?



Transition Statement: This time you will be given a few minutes to chat with your seatmate and talk about the difference between regular and irregular verbs in terms of forming the past tense.

TASK 76: Think-Pair-Share (F2F- Collaborative)

Give the students around 5 minutes to discuss the answer to the following questions with their partner.

Process Question

1. How do regular verbs form their past?
2. How do irregular verbs form their past?

Transition Statement: Try to recall some things that you did in the past. Are they all right? If not, how do you plan to do them in the future? The next lesson will help you construct sentences that use verb in the future tense.

Day 3-4

SIMPLE FUTURE TENSE

Objective

identify and use verbs in the simple future tense

Learning target

I can recognize verbs in the simple future tense

I can form verbs in the simple future tense

TASK 77: Discussion (F2F- Active)

Present to them some situations with pictures where they will be asked to guess what will happen next. List the verbs that they will use on the board.

Process Question

1. What do you notice with the verbs that you used?
2. Why are these verbs called verbs in the future tense?
3. How do we form verbs in the simple future tense?

TASK 78: Writing Down my Plan (F2F- Constructive)

Ask them to write their future plans that may enable them to help the marginalized people.

Process Question

1. What will you do to help others who are in need?

GRASPS NARRATIVE – (F2F – Constructive, Authentic and Goal Directed)

WEEK 10

OVERVIEW:

A travel company is going to release a brochure and the marketing department is collecting personal accounts of their clients to be included in it. You had a good experience during your trip and you want to become part of their promotional campaign. For your paragraph to be considered, it should be related to the given topic, must have complete parts, sentences must have complete thought and must use the correct words, capitalization, punctuation and spelling.

PREWRITING TASKS



TASK 79: Text Analysis -The Mechanics of a Paragraph (F2F- Constructive)

3 sample narratives will be presented to the students. Let them read these and analyze them guided by the following questions:

Process Questions:

1. How do you write the title of a paragraph?
2. How do you write the first line of the paragraph?
3. How do you set the margins of a paragraph?

TASK 80: Rewriting a paragraph based on the previously learned skill about mechanics (F2F- Constructive)

Rewrite the paragraph given guided by the following rules:

1. Write the title in the center
2. Leave a space after the title.
3. Indent the first line of the paragraph.
4. Provide margins on both sides.

Transition Statement: Now that we know the physical format of a paragraph, let us now discuss the most common mistake that you commit when you write a paragraph.

TASK 81: Discussion- Common mistakes in Writing a paragraph (F2F- Constructive)

Ask the students to read the paragraph below. After analyzing it, try to write a short paragraph about yourself. Show it to your classmate and let him/ her analyze it and mark the error that you committed if there is any.

My name is Ally. I am eight years old and I am studying in De la Salle Zobel and my parents are Katrina and Leo Atienza and I love biking.

Process Question:

1. What do you notice with the second sentence? How will you fix it?
2. What mistake did your classmate commit in his/ her paragraph?
3. How are we supposed to fix it?

TASK 82: Field trip Recall- (F2F- Active)

Tell the students that the performance task is all about their recent Alternative Learning Experience. To give them more idea, the GRASPS of the PT and the rubric for grading will be introduced. Discussion to recall the places they visited will also take place.

Process Questions:

1. What places did we visit in or ALE?
2. What can be found there?
3. What did you learn in visiting each of these places?

Transition Statement: After having ideas about what is expected of you in our PT and recalling how our ALE happened, let us now get ready to write our narrative.

DRAFTING TASKS

TASK 83: Writing the First Draft (F2F- Authentic)

Let the students write about their experience during the ALE. Let them be guided by the following questions:

Process Questions

1. Where and when was your ALE?
2. Enumerate the things that happened during your ALE in chronological order.
3. Overall, what do you think about our ALE?



Transition Statement: After writing your draft, please review and revise it with the help of the self checklist

REVISING AND EDITING

TASK 84: Writing the Second and Final Draft (F2F- Authentic)

Check the student's work before they write the final draft.

TASK 85: PUBLISHING

Let volunteers share their work by reading it in front of their classmates.

Writing Rubric for Personal Narrative

| | 4 | 3 | 2 | 1 | 0 |
|----------------------------------|---|---|---|---|---------------------|
| Relevance to the Topic/Theme | | | The content of the paragraph is relevant to the given situation/ theme. | The content of the paragraph is not relevant to the given situation/ theme. | No output was given |
| Beginning Sentence | | The beginning sentence clearly focuses on and introduces the topic or the main idea. | The beginning sentence somehow focuses and introduces the topic or the main idea. An important detail is lacking. | The beginning sentence has no focus. It does not give the reader a clear topic or idea about the paragraph. | |
| Middle Sentences | All of the middle sentences support the main idea of the paragraph. | Only two (2) middle sentences that support the main idea are given. | Only one (1) sentence that supports the main idea is given. | All of the middle sentences do not support the main idea of the paragraph. | |
| Ending sentence | | There is a closing sentence that clearly tells about the writer's conclusion about the topic. | There is a closing sentence that somehow tells about the writer's conclusion about the topic. | There is no clear closing sentence or the paragraph just ends. | |
| Sentence Structure | All of the sentences are complete. | One of the sentences is not complete. | Two sentences are not complete. | Three or more ideas are not expressed in complete sentences. | |
| Mechanics | There is no error in capitalization, punctuation or spelling. | There is an error in capitalization, punctuation or spelling. | There are two errors in capitalization, punctuation and/or spelling. | There are three or more errors in capitalization, punctuation and/or spelling. | |
| Use of Nouns, Pronouns and Verbs | All of the nouns, pronouns or verbs are used correctly. | There is an error in the use of nouns/ pronouns/ verbs. | There are two errors in the use of nouns, pronouns and/or verbs. | There are three or more errors in the use of nouns, pronouns, and/or verbs | |

Post-Test

Instruct them to answer the 15-item multiple choice assessment based on their acquired knowledge and competencies during Term 2.

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De La Salle Santiago Zobel School

UNIT: Language

DEPARTMENT: Grade School

A.Y. 2018 - 2019

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English This Way 3



De La Salle Santiago Zobel School

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|----------------|--------------------------|------------------|
| UNIT: Language | DEPARTMENT: Grade School | A.Y. 2018 - 2019 |
| <div></div> | | |

- a. appropriate and meaningful integration of values-GREEN
- b. connection of lessons to relevant and current issues-YELLOW
- c. creation of opportunities for pupils to ask question and make comments related to the lesson-ORANGE
- d. Deepening of lesson content during class discussion-PINK



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