



CURRICULUM MAP

Soaring to New Heights in Language 4 (Second Edition)

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Dear Teacher,

Greetings from Abiva Publishing House, Inc.!

Thank you for adopting our textbook/s. Your chosen series titles come with functional teachers guides (TG) that provide you with a detailed curriculum map (CM) per grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher’s companion tool.

We hope you will find the following CM most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official email address at wecare@abiva.com.ph.

Happy teaching!

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Curriculum Map Components and Content Sources

Key Stage Standards	Taken from the DepEd Curriculum Guide for English
Grade Level Standards	Taken from the DepEd Curriculum Guide for English
Content Standards	Taken from the DepEd Curriculum Guide for English
Performance Standards	Taken from the DepEd Curriculum Guide for English
Content	Taken from the textbook: <i>Soaring to New Heights in Language 4 (Second Edition)</i>
K to 12 Learning Competencies (MELCs included)	Taken from the DepEd Curriculum Guide for English. The Most Essential Learning Competencies (MELCs) mandated by the DepEd are identified to guide teachers as they address the instructional needs of the learners while ensuring that curriculum standards are developed among home-schooling students in the new normal.
21st-Century Skills	Taken from “New Vision for Education: Unlocking the Potential of Technology,” World Economic Forum® (2015)
Teaching Strategies/Differentiated Instruction	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students’ learning styles.
Assessment	Assessment tools and strategies categorized as either Formative or Summative
Values Integration	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school’s own core values.
Resources	A rundown of suggested instructional materials which may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.



LEARNING SKILLS (Competencies): Communication • Collaboration • Critical thinking/problem solving • Creativity
LITERACY SKILLS (Foundation Literacies): Literacy and numeracy • Scientific literacy • ICT literacy • Financial literacy • Cultural literacy • Civic literacy
LIFE SKILLS (Character Qualities): Initiative • Persistence • Adaptability • Curiosity • Leadership • Social and cultural awareness • Career • Work ethics

Key Stage Standard	The learners construct meanings and communicate them using creative, appropriate, and grammatically correct oral and written language.
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Grade Level Standard	The learner listens critically to various text types and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet every day needs; and reads independently and gets relevant information from various text types.
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1st Quarter

Unit 1: Sharing My Experiences		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> the elements of literary and informational texts for comprehension; and text types to construct feedback. <p><i>Grammar</i> The learner demonstrates . . .</p> <ul style="list-style-type: none"> a command of the conventions of standard English grammar and usage when writing or speaking; and an understanding of English grammar and usage in speaking or writing. <p><i>Oral Language</i> The learner demonstrates an understanding . . .</p> <ul style="list-style-type: none"> of verbal cues for clear expression of ideas; of verbal and nonverbal cues for effective oral presentation; 	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> recalls details, sequence of events, and ideas on text listened to; and identifies story perspective and text elements. <p><i>Grammar</i> The learner . . .</p> <ul style="list-style-type: none"> speaks and writes using good command of the convention of standard English; and uses the class of words aptly in oral and written discourse. <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> actively creates and participates in oral theme-based activities; effectively delivers oral presentation; and creatively presents information using broadcast media.

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<ul style="list-style-type: none"> of information derived from multimedia sources for clear and creative presentation; and that English is a stress-timed language to achieve accuracy and automaticity. <p><i>Writing and Comprehension</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> writing as a process; and the importance of using varied sources of information to support writing. <p><i>Attitude</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> nonverbal cues to communicate with others; and library skills to research on a variety of topics. 	<p><i>Writing and Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> uses a variety of strategies to write informational and literary composition; and uses varied sources of information to support writing. <p><i>Attitude</i> The learner . . .</p> <ul style="list-style-type: none"> uses paralanguage and nonverbal cues to respond appropriately; and uses library skills to gather appropriate and relevant information.
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Summer Experiences <i>(Information Questions: Phrases and Sentences)</i>	EN4LC-IIIg-1.1 MELC Identify the main idea, key sentences, and supporting details from text listened to <i>Identify and use information questions</i> <i>Distinguish a sentence from a phrase</i> EN4F-IIIC-15 Read grade-level texts with appropriate speed, accuracy, and proper	<ul style="list-style-type: none"> How will you tell or write about your experiences to your family and friends? How do you understand the stories of your friends as a listener? How can you ask for specific questions? Why is it important to speak in 	<ul style="list-style-type: none"> You can tell or write your experiences to your family and friends by using clear, correct, and complete sentences whenever you communicate with them. You can understand the stories by using the relevant details to get the main idea 	Critical Thinking Learning to listen critically to note details Communication Learning to communicate or share ideas or experiences using information questions Collaboration Learning to share experiences or	<ul style="list-style-type: none"> Reading sentences aloud while observing proper intonation Motivation (picture prompt) Reading aloud (instructions, sentences, and questions) TQLR (Tune In, Question, Listen, Review/Recite) 	Diagnostic Spelling pretest and drills (filling in the blanks with the correct letters to form the spelling words) Formative <ul style="list-style-type: none"> Post-listening exercise (listening to get the main idea and supporting details) Grammar drills and exercises 	<ul style="list-style-type: none"> Showing appreciation for one's experiences Respecting the speaker Being cooperative Showing appreciation for the gift of family Showing importance to spelling lesson 	<ul style="list-style-type: none"> pictures of different summer activities flash cards with phrases flash cards with long sentences flash cards or chart of spelling words

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	<p>expression</p> <p>EN4OL-Id-1.14.4 Speak clearly using appropriate pronunciation and intonation (poems, chants, rhymes, riddles)</p> <p>EN4WC-Ilg-23 Write a paragraph about one's personal experience</p> <p><i>Write 5-7 connected sentences</i></p> <p><i>Write details that answer information questions</i></p> <p><i>Spell commonly misspelled words beginning with w or wh</i></p> <p><i>Spell words related to Science</i></p>	<p>complete sentences?</p> <ul style="list-style-type: none"> • How does intonation affect verbal communication? • How will sentence expanding help you to write your personal experiences? • How will learning digraphs improve the way you speak? 	<p>from the stories listened to.</p> <ul style="list-style-type: none"> • Use information questions to ask for specific questions. • It is important because it builds clarity in thought. • Intonation occurs when the voice changes in pitch and tone while speaking. • Higher intonation is a way to excite the listener, while slowing and lowering your tone will either end a point or a speech. • Sentence expanding will help you to write your personal experiences by adding details using informative questions. • Learning digraphs will improve the 	<p>information with friends or classmates to derive new ideas</p> <p>Communication Learning to narrate and connect sentences to derive new ideas to form paragraphs about one's experience</p> <p>Literacy Learning to spell words with <i>w</i> or <i>wh</i> with clarity and correct sound</p> <p>Scientific Literacy Learning to spell words related to Science</p>	<ul style="list-style-type: none"> • Guided listening (narrative) • Inductive and deductive methods in teaching grammar • Direct instruction on the use of rising and falling intonation in asking information questions and in telling sentences that give information • Cooperative learning in writing a paragraph about a given topic • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, 	<p>on information questions and on phrases and sentences</p> <ul style="list-style-type: none"> • Paired speaking task (taking turns asking and answering questions with correct intonation) • Group work (writing a paragraph about a given topic) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
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			way you speak clearly and enunciate words correctly because you will be able to say these letters by creating only one and not two separated words.		seatwork)			
<p>LESSON 2 New Friendships</p> <p><i>(Subject and Predicate; Kinds of Sentences)</i></p>	<p>EN4LC-If-2.8 EN4LC-Ig-2.8 EN4LC-Ih-2.8 EN4LC-Ii-2.8</p> <p>Infer feelings and traits of characters based on the story heard</p> <p>EN4G-IIIh-19 Use a particular kind of sentence for a specific purpose (e.g., making requests)</p> <p>EN4G-IIIi-20 Use a particular kind of sentence for a specific purpose (e.g., asking permission)</p> <p>EN4G-IVf-22 Use simple sentence: simple subject and simple predicate</p>	<ul style="list-style-type: none"> • Why will the knowledge of the English language help you gain more friends? • How do the books you read influence lives? • Why is it necessary to use different kinds of sentences while speaking and writing? • How can you communicate clearly using the kinds of sentences? • Have you ever experienced receiving a letter from somebody who 	<ul style="list-style-type: none"> • The English language will help you gain more friends because English is the global language anywhere you go, and people can speak or are learning to use it in everyday conversation. • It will be easy to talk to people and get to know them until they become your friends if you can speak and write using English. • This influences your lives. It feeds your brain. This is 	<p>Critical Thinking Listen critically to share inferences, thoughts, and feelings</p> <p>Communication Learning to construct four kinds of sentences with their peers</p> <p>Communication Learning to communicate with correct tone and intonation</p> <p>Critical Thinking Learning to write a friendly letter in which you can feel special and the contents are palpable and much more</p>	<ul style="list-style-type: none"> • Reading aloud and recitation of a poem, observing proper phrasing, intonation, and pronunciation • Motivation (listening to a song and answering a question related to its theme) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (dialogue) • Inductive method in teaching grammar • Cooperative learning on 	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listening to shared inferences, thoughts, and feelings about the dialogue listened to) • Grammar drills and exercises on sentence parts and kinds of sentences as well as corresponding question marks • Group work (taking turns 	<ul style="list-style-type: none"> • Joy in meeting new friends • Gift to have a family • Showing appreciation to new friends 	<ul style="list-style-type: none"> • CD or an MP3 file of the song “Gift of a Friend” • CD player or any music player with speakers • pair of scissors • glue • lines from Walt Whitman’s “O Captain My Captain” to be posted on the board • flash cards or chart of spelling words

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	<p>EN4OL-Ia-1.14.4 EN4OL-Ib-1.14.4 EN4OL-Ic-1.14.4 Speak clearly using appropriate pronunciation and intonation</p> <p><i>Speak clearly with appropriate tone and intonation using the kinds of sentences</i></p> <p>EN4WC-Ig-18 Write a friendly letter as a response to stories/poems read or listened to</p> <p><i>Spell words with suffixes -ate, -en, and -ize</i></p> <p><i>Spell words related to Reading</i></p>	<p>asks if you can be his/her friend? How did you feel about it?</p> <ul style="list-style-type: none"> • What is the purpose of spelling? 	<p>how food nourishes you as a whole; the better kind of books you read, the better and more refined your thoughts and activities become.</p> <ul style="list-style-type: none"> • Using different kinds of sentences while speaking or writing is necessary because this allow us to express ourselves clearly. Using a variety of sentences will add interest and help to get ideas across effectively. • To communicate clearly, knowing the function of each kind of sentence, its tone, and intonation is important, so you can make the right choice depending on your purpose. 	<p>personal</p> <p>Literacy Learning to master spelling words using visual; spelling words and reading</p>	<p>speaking clearly with appropriate tone and intonation</p> <ul style="list-style-type: none"> • Direct instruction on writing a letter to a friend • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>reading the dialogue using the correct intonation)</p> <ul style="list-style-type: none"> • Individual writing task (letter to a friend) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
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			<ul style="list-style-type: none"> • Yes, you are very glad and excited to have a new friend when you receive a letter from somebody. • Spelling is important because it aids in reading. It helps cement the connection that you share between sounds and letters. 					
<p>LESSON 3 Beautiful Places</p> <p><i>(Kinds of Nouns: Common and Proper Nouns, Capitalization, and Compound Nouns)</i></p>	<p>EN4LC-ld-2.7 EN4LC-le-2.7 Sequence at least 3 events using signal words</p> <p><i>Identify and use common and proper nouns</i></p> <p><i>Use correct capitalization</i></p> <p>EN4OL-Ia-1.14.4 EN4OL-Ib-1.14.4 EN4OL-Ic-1.14.4 Speak clearly using appropriate pronunciation and intonation</p>	<ul style="list-style-type: none"> • How can you tell the world that your country is a beautiful place? • How does ordering of events help you understand a story? • Why do you need to learn common and proper nouns? • Why do you need to study intonation? • How can you use the 	<ul style="list-style-type: none"> • You can post pictures of your community and write a blog about the tourist spots in the city or share stories and perhaps legends about mountains and places following correct sequence. • The ability to sequence events is an important skill for both reading and writing. Teaching to 	<p>Critical Thinking and Communication Learning to retell a story using the correct sequence</p> <p>Communication Learning to explain the uses of common and proper nouns and provide correct examples of these words</p> <p>Communication Learning to speak with correct pronunciation and intonation</p>	<ul style="list-style-type: none"> • Reading aloud the words and the poem with /p/ and /f/ sounds • Motivation (picture prompt about scenic spots in the Philippines and abroad) • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (narrative) • Graphic organizer 	<p>Diagnostic Spelling pretest and drills (choosing the correctly spelled words; filling in the blanks with the correct words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (sequencing a series of events from a story listened to using a given graphic 	<ul style="list-style-type: none"> • Showing appreciation for God's creation • Gratitude to God for beautiful places • Caring for God's creation • Valuing talk for learning • Showing appreciation for having supportive parents 	<ul style="list-style-type: none"> • pictures of scenic spots in the Philippines and abroad • flash cards of categories (countries, provinces, cities, scenic spots, historical places) • cartolina for tongue twister • flash cards or chart of spelling words

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	<p>EN4WC-IVd-37 Write 5–6 sentence paragraph about a given topic</p> <p><i>Spell words with ee</i></p> <p><i>Spell words related to Christian Living Education</i></p>	<p>English language to express your gratitude to him/her/them?</p> <ul style="list-style-type: none"> If the long e sound can speak, what advice do you think will it give you when you spell? 	<p>understand the importance of events helps you deepen your comprehension. The ability to correctly identify beginning, middle, and end allows you to retell a narrative in a manageable way.</p> <ul style="list-style-type: none"> Without learning about nouns, you will not be able to use them correctly in sentences, and this might result to not being able to form sentences of subjects or objects which is very important in effective communication. We need to study intonation because it is a huge part of natural communication. The way we use pitch, 	<p>Adaptability Learning to show humility and accepting that you as students always have a lot to learn from your parents</p> <p>Literacy Learning to spell words with ee; spelling words related to Christian Living Education</p>	<p>(sequence of events)</p> <ul style="list-style-type: none"> Deductive method in teaching grammar Direct instruction on reading a dialogue aloud using correct intonation and pronunciation Cooperative learning on writing a dialogue Guided writing (prewriting, writing, rewriting, checking, sharing) Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>organizer)</p> <ul style="list-style-type: none"> Grammar drills and exercises on common and proper nouns and proper capitalization Pair speaking task (reading a dialogue) Pair work (pretending as a VIP and an interviewer; taking turns asking and answering each other's questions; writing a dialogue based on the interview) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative test (unit ender) 		
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			<p>stress, and emphasis on specific words can completely change the meaning of a sentence.</p> <ul style="list-style-type: none">• You can use the English language to express your gratitude to him/her/them by writing a thank-you letter or sending a copy of the paragraph you have written that describes how supportive and caring your parent/s is/are to you.• The long e will advise you to listen attentively to its sound and tell you to be mindful when you spell it because the long e sound can be spelled using different letters like ee					
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<p>LESSON 4 Bonding with Friends <i>(Pluralization of Nouns)</i></p>	<p>EN4LC-If-2.8 EN4LC-Ig-2.8 EN4LC-Ih-2.8 EN4LC-Ii-2.8 Infer feelings and traits of characters based on the story heard</p> <p>EN4G-Ia-b-2.3 Use the plural form of regular nouns</p> <p>EN4G-Ib-2.4 Use plural form of irregular nouns</p> <p>EN4OL-Ia-1.14.4 EN4OL-Ib-1.14.4 EN4LC-Ic-1.14.4 Speak clearly using appropriate pronunciation and intonation</p> <p><i>Speak clearly with appropriate stress</i></p> <p><i>Write a paragraph using the plural form of nouns</i></p> <p><i>Spell compound words</i></p> <p><i>Spell words related to Science</i></p>	<ul style="list-style-type: none"> • How are friends important in your life? • Why is it important to identify character traits? • What does it mean to have a special bond with friends? • How do you use plural nouns when talking with friends? • Why is it important to write a paragraph using the correct form and spelling of plural forms? • Why is it important for you to learn compound words? 	<ul style="list-style-type: none"> • Friends are important in your life because they fill up your lives with great conversation, heartfelt caring and support, laughter, and loud fun. When you have success, they're smiling at your good fortune. With down-to-earth, positive people in your life, you will be more mindful of gratitude and of doing nice things for others. You don't just live when you have healthy friendships, but you also thrive. • Character traits are important because they allow students to examine character and their growth, help them obtain more 	<p>Collaboration Learning to infer feelings and traits of characters based on the story</p> <p>Communication Learning to use plural nouns in sentences and the correct spelling</p> <p>Communication Learning to speak clearly with appropriate stress</p> <p>Communication Learning to write a paragraph about the things to bring on a three-week vacation using the correct form of plural nouns and correct format in writing a paragraph</p> <p>Scientific Literacy Learning to spell words in Science</p>	<ul style="list-style-type: none"> • Reading and reciting a poem with /oo/ sound • Motivation (sharing a personal collection to classmates that you consider as friends) • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (narrative) • Inductive method in teaching grammar • Direct instruction on speaking with appropriate stress and writing a plan for vacation • Cooperative learning on reading with appropriate stress • Guided writing (prewriting, writing, rewriting, checking, 	<p>Diagnostic Spelling pretest and drills (forming compound words by matching the given words; filling in the blanks with the appropriate compound words; encircling the correctly spelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (inferring emotional reaction of characters) • Grammar drills and exercises on singular and plural forms of nouns • Group speaking task (acting out the dialogue) • Individual writing task (writing a plan for a vacation) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test 	<ul style="list-style-type: none"> • Valuing friendship • Showing gratitude to God for friends • Being appreciative for having supportive friends 	<ul style="list-style-type: none"> • flash cards of singular nouns • short poem for oral production • flash cards or chart of spelling words
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			<p>meaning out of texts, and help them become more conscientious readers.</p> <ul style="list-style-type: none"> • To have a special bond with friends is a process of nurturing social connection. Bonding typically is a process of attachment that develops between close friends. This bond is characterized by emotions such as affection and trust. Any two people who spend time together may form a bond. • When talking with friends, you use plural words when you are referring to more than one person, place, animal, thing, or idea. This is 		<p>sharing)</p> <ul style="list-style-type: none"> • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<ul style="list-style-type: none"> • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
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			<p>when you talk about more than one thing.</p> <ul style="list-style-type: none">• Writing a paragraph using the correct form and spelling of plural nouns is important because we use nouns so frequently when writing, and it is a valuable tool for success in many areas of life.• To learn compound words is important because learning how to take them apart is as important as knowing how to form them. Coming from the other direction can help consolidate an idea in a child's brain. For older students, compound words can be an opportunity					
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			to reinforce the parts of a sentence and how they can work together					
<p>LESSON 5 Fun Activities</p> <p><i>(Count and Mass Nouns; Collective Nouns)</i></p>	<p>EN4SS-IVd-18 Take down important information</p> <p>EN4G-Id-33 MELC Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns–Mass Nouns and Count Nouns, Possessive Nouns, Collective nouns</p> <p>EN4G-Ie-34 Use clear and coherent sentences employing appropriate grammatical structures (quantifiers of mass nouns)</p> <p>EN4G-Ih-3.9 Use collective nouns</p> <p>EN4OL-Ia-1.14.4 EN4OL-Ib-1.14.4 EN4LC-Ic-1.14.4 Speak clearly using appropriate pronunciation and intonation</p> <p><i>Write a letter of invitation</i></p>	<ul style="list-style-type: none"> • What fun things do you do at home with your family? • What strategy do you use to remember things in a supermarket? • Why is it necessary to know the uses of mass, count, and collective nouns in speaking and writing? • How can you count and use mass nouns in sentences with appropriate volume and expression? • What is another way to communicate effectively? • Why is it important to learn new letters and their sounds? 	<ul style="list-style-type: none"> • Yes, we usually do fun activities with the family such as cooking, starting a garden, making homemade greeting cards, going to supermarket, knitting or crocheting a scarf, or creating a scrapbook. These are just few fun activities we do that add a deep sense of meaning and purpose in our lives. • Note taking is a strategy or practice that can be used to remember things in a supermarket. It is writing down pieces of information in a 	<p>Initiative Learning to help family members to do tasks at home</p> <p>Communication Learning to know the uses of mass, count, and collective nouns for effective communication</p> <p>Creativity Learning to use mass, count, and collective nouns with appropriate quantifiers in sentences</p> <p>Communication Learning to communicate with friends or with relatives through letter writing</p> <p>Literacy Learning to spell words with <i>au</i> and <i>aw</i> correctly</p>	<ul style="list-style-type: none"> • Reading aloud the given words and phrases • Motivation (guessing the ingredients) • Read aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (dialogue) • Inductive method in teaching grammar • Direct instruction on speaking with correct expression and appropriate volume and speech, and writing a letter of invitation • Cooperative learning on speaking with correct expression and appropriate 	<p>Diagnostic Spelling pretest and drills (accomplishing the crossword puzzle of spelling words; unscrambling the letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (taking down notes based on a dialogue) • Grammar drills and exercises on count, mass, and collective nouns as well as on correct quantifiers for mass nouns • Paired speaking task (taking turns reading a dialogue) • Group work 	<ul style="list-style-type: none"> • Showing appreciation for having a loving family • Being grateful to God for happy and loving members of the family • Valuing friendship 	<ul style="list-style-type: none"> • cupcakes • milk • flour • coffee • sugar • mixing bowl • wooden spoon • measuring cups and spoons • jigsaw puzzles • words with silent letters written on cartolina to be posted on the board for oral production • flash cards or chart of spelling words

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	<p><i>Spell words with au and aw correctly</i></p> <p><i>Spell words related to Mathematics</i></p>		<p>systematic way.</p> <ul style="list-style-type: none"> • It is necessary to know the uses of mass, count, and collective nouns because these help things or smaller units to be counted which is important to form sentences to have effective communication. • You can count and use mass nouns in sentences by using correct quantifiers with appropriate volume and expression. • Letter writing or an email is another way to communicate effectively. The fact is that today's relationship is built around convenience. We speak with people with the use of phones. We write 	<p>Numeracy and Scientific Literacy Spelling words related to Mathematics</p>	<p>volume and speech</p> <ul style="list-style-type: none"> • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>(filling in the dialogue with the correct words and taking turns reading the lines)</p> <ul style="list-style-type: none"> • Individual writing tasks (writing a letter of invitation) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
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			<p>messages on social media. However, building good relationships is only one argument in favor of taking the time to manually write letters. Good writing skills prevent operations from being clogged up by miscommunication.</p> <ul style="list-style-type: none"> To learn new letters and their sounds is important because having two-letter sound knowledge allow you to make the link between unfamiliar print words to your spoken knowledge. 					
<p>LESSON 6 Treasures <i>(Possessive Nouns)</i></p>	<p>EN4LC-IVh-2.16 EN4LC-IVi-2.16 Identify cause-and-effect relationship</p>	<ul style="list-style-type: none"> Why do keepsakes bring you closer to your family? How do you identify cause 	<ul style="list-style-type: none"> Keepsakes bring you closer to the family because these make you feel connected to each other, the 	<p>Creativity Learning to identify the cause and effect from the story listened to</p>	<ul style="list-style-type: none"> Reading and reciting a poem with /dh/ and /d/ sounds Motivation (picture prompt; sharing 	<p>Diagnostic Spelling pretest and drills (finding the spelling words in the puzzle; encircling the correctly spelled</p>	<ul style="list-style-type: none"> Conveying love for family Valuing kindness Showing appreciation for the gift of 	<ul style="list-style-type: none"> pictures of the effects of typhoon Ondoy or Yolanda a bag for speaking activity

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	<p>EN4G-If-35 Compose clear and coherent sentences using appropriate grammatical structures: Possessive nouns</p> <p>EN4G-Id-33 MELC Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns—Mass Nouns and Count Nouns, Possessive Nouns, Collective nouns</p> <p><i>Construct questions and answers using proper intonation; and</i></p> <p><i>Talk about famous people using proper expression</i></p> <p><i>Write a thank-you letter</i></p> <p><i>Revise writing for clarity</i></p> <p><i>Spell -ry, -ery, -ity, and -ty</i></p> <p><i>Spell words related to Christian Living Education</i></p>	<p>and effect?</p> <ul style="list-style-type: none"> • How do you use possessive nouns correctly in everyday conversation? • How do you correctly use possessive nouns? • How do you feel if you write a letter to your friend? • What is the purpose of spelling? 	<p>past, and the future. They are meaningful, unique gifts and a way to build closer bonds across generations. Keepsakes can be big or small, expensive or inexpensive. A keepsake's value is not intrinsic but is tied to the meaning we give the object, anything that has a personal or emotional connection.</p> <ul style="list-style-type: none"> • To determine the cause of something, ask why it happened. To determine the effect of a cause, ask what happened. Necessary cause must be present for the effect to occur. • Possessive nouns seem fairly simple but can be very 	<p>Critical Thinking Learning to identify and use possessive and compound nouns correctly</p> <p>Communication Learning to construct questions and answers using proper intonation</p> <p>Creativity Learning to let someone know that you give a little gift of time, thought, and effort</p> <p>Literacy Learning to spell words with <i>-ry</i>, <i>-ery</i>, <i>-ity</i>, and <i>-ty</i>; spelling words related to Christian Living Education</p>	<p>experiences related to the photos)</p> <ul style="list-style-type: none"> • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (narrative) • Inductive method in teaching grammar and speaking skill • Cooperative learning • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listening to a story to identify cause and effect) • Grammar drills and exercises on possessive nouns, possessive form of plural and compound nouns, and possessive nouns showing joint or separate ownership • Individual speaking task (asking and answering questions through the game "Guess Whose") • Individual writing task (writing a thank-you letter) 	<p>friendship</p> <ul style="list-style-type: none"> • poem to be posted on the board for oral production • flash cards or chart of spelling words
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			<p>tricky. This is where people often make mistakes. There is still much confusion about some of the usage aspects which we will clarify everything to you.</p> <ul style="list-style-type: none"> • Possessive nouns show ownership or possession. Normally, these words would be singular or plural noun, but in the possessive form they are used as adjectives to modify another noun. • Despite the fact that letters are extinct nowadays, you might still love to write a letter to your friend because friendship is the best relation one can ever get in his/her 			<p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
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			<p>period of life. When you write a letter, you start thinking about the precious and loveable moments you shared with a friend.</p> <ul style="list-style-type: none"> • The purpose of spelling is based on phonics. Spelling and vocabulary teach you to examine, recognize, and comprehend the patterns in words. An understanding of these patterns help you master spelling more effectively. 					
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

**These columns are add-on components provided by the Author/s.

2nd Quarter

Unit 2: Valuing My Family		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> • the elements of literary and informational texts for comprehension; and • text types to construct feedback. <p><i>Grammar</i> The learner demonstrates . . .</p> <ul style="list-style-type: none"> • a command of the conventions of standard English grammar and usage when writing or speaking; and • an understanding of English grammar and usage in speaking or writing. <p><i>Oral Language</i> The learner demonstrates an understanding . . .</p> <ul style="list-style-type: none"> • of verbal cues for clear expression of ideas; • of verbal and non-verbal cues for effective oral presentation; • of information derived from multimedia sources for clear and creative presentation; and • that English is a stress-timed language to achieve accuracy and automaticity. <p><i>Writing and Comprehension</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> • writing as a process; and • the importance of using varied sources of information to support writing. 	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> • recalls details, sequence of events, and ideas on text listened to; and • identifies story perspective and text elements. <p><i>Grammar</i> The learner . . .</p> <ul style="list-style-type: none"> • speaks and writes using good command of the convention of standard English; and • uses the class of words aptly in oral and written discourse. <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> • actively creates and participates in oral theme-based activities; • effectively delivers oral presentation; and • creatively presents information using broadcast media. <p><i>Writing and Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> • uses a variety of strategies to write informational and literary composition; and • uses varied sources of information to support writing. <p><i>Attitude</i> The learner uses . . .</p> <ul style="list-style-type: none"> • paralanguage and nonverbal cues to respond appropriately; and • library skills to gather appropriate and relevant information

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	<p><i>Attitude</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> • nonverbal cues to communicate with others; and • library skills to research on a variety of topics. 		
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p>LESSON 1 Shared Responsibilities (Pronouns)</p>	<p>EN4LC-Ia-17 Note details in a literary text listened to</p> <p>EN4LC-Ib-1.1 Note details in a selection listened to</p> <p>EN4G-IIa-4.2.1 Identify and use personal pronouns in sentences</p> <p>EN4G-IIa-4.2.1 MELC Use personal pronouns in sentences</p> <p>EN4G-IIb-37 Use the pronoun that agrees in gender, number with the antecedent</p> <p>EN4G-IIe-9 Use possessive pronouns that agree in gender</p>	<ul style="list-style-type: none"> • How does your family meet the physical needs of the family members? • How do you note details? • What is the purpose of the pronouns? • How do you speak politely on the phone? • Why is it important to identify character traits? • Why do you need to learn spelling pattern? 	<ul style="list-style-type: none"> • Most parents work hard to provide for their family's basic needs, such as shelter, clothing, food, medicine, and education. • Taking down notes does not mean writing down every word you heard. You need to actively decide what is important and how it is related to what you have already written. • The purpose of the pronouns is to replace the nouns so they aren't used over and over again. 	<p>Initiative Learning to work and help when doing one's own chores at home</p> <p>Communication Learning to identify and use personal and possessive pronouns</p> <p>Creativity Learning to use proper and polite expressions when talking with anybody over the phone with proper expressions and phrasing</p> <p>Creativity Learning to react about the character in the story</p>	<ul style="list-style-type: none"> • Reading aloud and reciting a tongue twister with /tw/ sound • Motivation (sing-along activity; talking about one's family members) • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (telephone conversation) • Inductive method in teaching grammar • Direct instruction on the use of polite expressions in telephone conversations 	<p>Diagnostic Spelling pretest and drills (unscrambling the letters to form the spelling words; filling in the blanks with the correctly spelled words; encircling the correctly spelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listening to a phone conversation to note details) • Grammar drills and exercises on personal and possessive pronouns and correct 	<ul style="list-style-type: none"> • Showing gratitude for having a supportive family • Conveying love for one another • Being polite • Being honest 	<ul style="list-style-type: none"> • copy of the tongue twister "Twister of Twists" • copy of the song "Sesame Street: Family Song" from YouTube • tongue twister that would be posted on the board • flash cards or chart of spelling words • spelling chart

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	<p>with antecedents</p> <p><i>Use polite expressions in telephone conversations using proper intonation and phrasing</i></p> <p>EN4WC-IIf-22 Write a reaction about the character in a story read</p> <p><i>Spell words ending in -ous</i></p> <p><i>Spell words related to Reading</i></p>		<ul style="list-style-type: none"> In telephone conversation, immediately introduce oneself warmly and cheerfully, use polite and proper language, and speak clearly To identify character traits is important because it allows you to examine characters and their growth, helps you obtain more meaning out of texts, and helps you become a more conscientious writer. You need to learn spelling patterns because they are used to spell words and decode new words. 	<p>Creativity Learn to be open to new ideas on how to search for other spelling patterns</p> <p>Literacy Learning to spell words ending in -ous; learning to spell words related to Reading</p>	<p>and the writing of a reaction to a story read</p> <ul style="list-style-type: none"> Cooperative learning on the use of polite expressions in telephone conversations Guided writing (prewriting, writing, checking, sharing) Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>agreement of pronouns and their antecedents</p> <ul style="list-style-type: none"> Pair work (role-playing a phone conversation using the given polite expressions) Individual writing task (writing a reaction based on a story read) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section Unit/Summative test (unit ender) 		
<p>LESSON 2 Love and Concern <i>(Interrogative,</i></p>	<p><i>Listen to an interview to get information</i></p> <p><i>Identify and use interrogative,</i></p>	<ul style="list-style-type: none"> What does it mean to have concern for others? How do you 	<ul style="list-style-type: none"> Concern for others is about caring enough or having the time and 	<p>Initiative Learning to show willingness to help one another</p>	<ul style="list-style-type: none"> Reading aloud compound words and phrases Motivation 	<p>Diagnostic Spelling pretest and drills (filling in the blanks with the missing</p>	<ul style="list-style-type: none"> Showing love and concern to one another Willingness to help 	<ul style="list-style-type: none"> quotation strip of "Blood is thicker than water" cartolina with

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<p><i>Demonstrative, and Relative Pronouns)</i></p>	<p><i>demonstrative, and relative pronouns</i></p> <p><i>Follow the steps in conducting a successful interview and present it in class</i></p> <p><i>Write an article based on an interview</i></p> <p>EN4WC-Id-33 EN4WC-le-f-34 Write 2–3 step directions using signal words</p> <p><i>Spell words beginning with com- and con-</i></p> <p><i>Spell words related to Mathematics</i></p>	<p>show that you care towards others?</p> <ul style="list-style-type: none"> • How do you use pronouns when we show love and concern for others? • How should you prepare for an interview? • What are the signal words for cause and effect? • Does reading help you become a better speller? 	<p>energy to care enough and to skillfully empathize with others.</p> <ul style="list-style-type: none"> • Being caring can come in different ways, such as displaying kindness toward others, sharing with others, being sensitive to other’s feelings, and forgiving someone who does you wrong. • You can use different types of pronouns when you show love and concern for others so you won’t mention their personal names over and over again. • A person should be prepared and need to follow the steps to conduct a formal interview. 	<p>Communication Learning to identify different types of pronouns</p> <p>Collaboration Learning to follow the steps in conducting interview and present it in class</p> <p>Literacy Learning to use signal words</p> <p>Literacy Learning to spell words beginning with <i>com-</i> and <i>con-</i></p> <p>Numeracy and Scientific Literacy Learning to spell words related to Mathematics</p>	<p>(talking about feeling sad and lonely; discussing the given quotation)</p> <ul style="list-style-type: none"> • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (interview) • Deductive method in teaching grammar • Direct instruction on conducting an interview and writing an article about it • Cooperative learning on conducting an interview • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common 	<p>syllable to form the spelling words; decoding the letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listening to get information) • Grammar drills and exercises on interrogative, demonstrative, and relative pronouns • Pair work (role-playing an interview) • Individual writing task (article based on an interview simulation) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative 	<ul style="list-style-type: none"> • Showing love for one another • Willingness to explore 	<p>compound words written on it for oral production</p> <ul style="list-style-type: none"> • flash cards or chart of spelling words
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			<ul style="list-style-type: none"> Some signal words such as <i>because, due to, so, and as a result</i> are used to find cause-and-effect relationship. Another fun way of learning spelling without even realizing it is to read plenty of things in English. Simply being exposed to English words on a regular basis will help new spellings sink in and improve the vocabulary. 		spelling patterns, drill, seatwork)	test (unit ender)		
<p>LESSON 3 Family Solidarity</p> <p><i>(Reflexive, Intensive, and Indefinite Pronouns)</i></p>	<p>EN4LC-IId-20 Infer traits and feelings of characters based on what they say or do in a story listened to</p> <p><i>Use reflexive, intensive, and indefinite pronouns</i></p> <p>EN4OL-Ia-1.14.4 EN4OL-Ib-1.14.4 EN4OL-Ic-1.14.4 Speak clearly using</p>	<ul style="list-style-type: none"> What is unity in the family? What signal words you use to go beyond from what's written to what is implied in the text? Why are pronouns important in reading and writing? In what way can you show 	<ul style="list-style-type: none"> A unified family is a strong team that is capable of weathering adversity, investing in meaningful relationships and activities, and creating value together. Inference or inferencing is the word that signals to go beyond what's 	<p>Critical Thinking Learning to make inferences from the story listened to</p> <p>Communication Learning to identify and use reflexive, intensive, and indefinite pronouns correctly</p>	<ul style="list-style-type: none"> Reading aloud and reciting words, phrases, sentences, and verses with /iy/ and /// sounds Motivation (sharing about family life) Reading aloud TQLR (Tune In, Question, Listen, Review/Recite) Guided listening 	<p>Diagnostic Spelling pretest and drills (filling in the blanks with the missing syllables to form the spelling words; filling in the blanks in the sentences with the correct spelling words; unscrambling the letters to form the spelling words)</p>	<ul style="list-style-type: none"> Conveying love for family Being responsible Putting your best effort toward every task Finding opportunities to express ideas clearly and creatively Willingness to learn 	<ul style="list-style-type: none"> flash cards for oral production flash cards or chart of spelling words

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<p>appropriate pronunciation and intonation</p> <p><i>Speak clearly when participating in a role-playing activity</i></p> <p><i>Write a narrative about an event showing the correct sequence</i></p> <p><i>Spell words ending in -ance and -ence</i></p> <p><i>Spell words related in Science</i></p>	<p>how your character is different from the other character in a role-playing activity using reflexive, intensive, and indefinite pronouns?</p> <ul style="list-style-type: none"> • What makes a good narrative story? • How does spelling impact learning in English? 	<p>written to what is implied in the text. It means that you must go beyond what the author has explicitly stated in the story and look for the details that are implied or hinted, and think what it means to you. Inference is another word for conclusion.</p> <ul style="list-style-type: none"> • Pronouns are important in reading and writing because they are used to take place of nouns. They usually refer back to a noun and must match the number, point of view, and gender. We use these to make the sentences clearer, less awkward, and smoother. • You can do many ways to hone your craft 	<p>Collaboration Learning to speak clearly using appropriate intonation when participating in a role-playing activity</p> <p>Creativity and Communication Learning to write a narrative about an event showing the correct sequence</p> <p>Literacy Learning to spell words ending in -ance and -ence</p> <p>Scientific Literacy Learning to spell words related to Science</p>	<p>(narrative)</p> <ul style="list-style-type: none"> • Deductive and inductive methods in teaching grammar • Direct instruction on using appropriate intonation when participating in a role-playing activity and writing a narrative about an event showing the correct sequence • Cooperative learning on using appropriate intonation in a role-playing activity • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common 	<p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listening to a story to make inferences) • Grammar drills and exercises on reflexive, intensive, and indefinite pronouns • Group work (role-playing a dialogue while observing the use of appropriate intonation) • Individual writing task (writing about that event according to the correct order or sequence) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 			
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			<p>on your own. Start by memorizing lines so you can concentrate on mechanics and character development. Practice enunciation, intonation, and projection and use imagination to build a believable character using reflexive, intensive, and indefinite pronouns in a role play.</p> <ul style="list-style-type: none"> • A good narrative story is simple to tell the reader or audience. It can be written to motivate, educate, or most commonly to entertain. The challenge is to captivate the readers or audience and to keep them engaged as the story is told. • Spelling helps 		<p>spelling patterns, drill, seatwork)</p>			
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			<p>reading. Learning to spell helps to cement the connection between the letters and their sounds.</p> <ul style="list-style-type: none"> • Learning high frequency “sight words” to mastery level improves both reading and writing in English. 					
<p>LESSON 4 Fun Travels (Verbs)</p>	<p><i>Listen to an article to infer thoughts and feelings</i></p> <p><i>Identify and use verbs</i></p> <p><i>Identify and use the different forms of the verb be</i></p> <p><i>Identify and use linking verbs</i></p> <p><i>Identify and use helping verbs</i></p> <p><i>Identify and use common modal auxiliaries</i></p> <p><i>Identify and use common contractions</i></p>	<ul style="list-style-type: none"> • Why is travelling a good idea? • Why is inferencing thoughts and feelings important? • Why is it important to understand proper verb usage in everyday communication? • Is a retell or restate the same as a summary? • What is the most important sentence of a paragraph? 	<ul style="list-style-type: none"> • It is a great reward and big reason why you love to travel. Getting away from home gives you the opportunity to reflect on your life. • It is one of the best ways to learn more about yourself. Every travel brings a new set of issues and opportunities. • Inferencing is important because observations 	<p>Critical Thinking Learning to infer thoughts and feelings</p> <p>Communication Learn to understand the usage of verbs</p> <p>Communication Learning to retell or restate information derived from multimedia sources</p> <p>Communication Learning to write paragraph using verbs</p>	<ul style="list-style-type: none"> • Reading aloud words with /f/ sound spelled as <i>ph</i> and <i>gh</i> • Motivation (picture/video prompt) • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (article) • Inductive method in teaching grammar • Direct instruction on restating and retelling 	<p>Diagnostic Spelling pretest and drills (choosing the misspelled words and writing their correct spelling; filling in the blanks in the sentences with the correctly spelled words; filling in the blanks with the missing letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (inferring 	<ul style="list-style-type: none"> • Showing gratitude for having travel buddies • Showing concern • Spending quality time together as a family • Being courteous 	<ul style="list-style-type: none"> • pictures or videos of activities in a public place (tourist destinations) • LCD projector (Note: In the absence of the video presentation and/or LCD projector, pictures of people having fun in public places will do) • flash cards or chart of spelling words

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	<p>EN4OL-IIa-11 Restate and retell information from a text listened to</p> <p><i>Write a paragraph using verbs</i></p> <p><i>Spell words with suffixes -ant and -ent</i></p> <p><i>Spell words related to Christian Living Education</i></p>	<ul style="list-style-type: none"> • What are the differences between <i>-nce</i> and <i>-ance</i>? 	<p>occur when you can see something happening. In contrast, inferences are what you figure out based on an experience. Helping students understand when information is applied, or not directly stated, will improve their skill in conclusions and making inferences.</p> <ul style="list-style-type: none"> • Proper verbs usage is important to understand in everyday communication because without verbs, a sentence cannot exist. Verbs serve several purposes within the sentence. • The main difference between retelling or 	<p>Literacy Learning to spell words with suffixes <i>-ance</i> and <i>-ence</i> and words related to Christian Living Education</p>	<p>information derived from multimedia sources and writing a paragraph using verbs</p> <ul style="list-style-type: none"> • Cooperative learning • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>thoughts and feelings based on an article listened to)</p> <ul style="list-style-type: none"> • Grammar drills and exercises on verbs (verbs, <i>be</i> verbs, linking verbs, helping verbs, modal auxiliaries, contractions) • Individual speaking task (reading aloud your description) • Individual writing task (paragraph using verbs) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
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			<p>restating and summary is that retelling or restating includes everything (main ideas and details), while a summary is more condensed and focused on main ideas</p> <ul style="list-style-type: none">• The most important sentence in a paragraph is usually the first one. The first sentence in a paragraph is generally the topic sentence. This summarizes the main idea.• The suffix <i>-ance</i> and <i>-ence</i> are the same and the difference in spelling is brought about by the vowels that precede. The words are derived from the Latin forms “antia” or “entia” which generally					
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<p>LESSON 5 Heroic Deeds</p> <p>(Simple Tense of Verbs)</p>	<p><i>Listen to a story to give opinions about it</i></p> <p>EN4LC-IIj-23 Distinguish fact from opinion</p> <p>EN4RC-IIi-36 MELC Distinguish fact from opinion in a narrative</p> <p>EN4G-IIi-3.2.1.1 MELC Use simple present tense of verbs in sentences</p> <p>EN4G-IIc-38 Identify and use s form of verbs</p> <p>EN4G-IId-3.2.1 Use the present form of verbs that agree with the subject</p> <p>EN4G-IIg-3.2 Use the past form of regular verbs</p> <p>EN4G-IIh-11 Use the past form of irregular verbs</p>	<ul style="list-style-type: none"> • What makes an unsung hero? • How do you interpret statements of facts and opinions? • What is the importance of verb in a sentence? • What do you mean by modern hero? • How do personal experiences shape identity? • What is the relationship between letters and sounds? 	<p style="text-align: center;"><i>mean an act of.</i></p> <ul style="list-style-type: none"> • Unsung heroes are people who do extraordinary things for others without seeking credit for it. • A fact is a statement that is true and can be verified objectively. In other words, a fact is true and correct, no matter what. However, opinion is a statement that holds an element of belief. It tells how someone feels and is not always true and cannot be proven. • Verbs are very important part of speech because without them, a sentence cannot exist. They serve several 	<p>Critical Thinking Learning to give opinions to a story listened to; learning to distinguish fact from opinion</p> <p>Communication Learning to use the correct tenses</p> <p>Communication Learning to pronounce words correctly with shift stress when used as nouns and verbs</p> <p>Creativity and Communication Learning to write about a perception of being a hero</p> <p>Literacy Learning to spell words ending in -age</p> <p>Scientific Literacy Learning to spell words related to Science</p>	<ul style="list-style-type: none"> • Reading aloud the sentences using proper rising and falling intonation • Motivation (game: Hangman; guessing the national hero) • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (narrative) • Deductive and inductive methods in teaching grammar • Direct instruction on the use of correct stress on words when used as noun or verb and proper organization of ideas when writing a paragraph • Cooperative 	<p>Diagnostic Spelling pretest and drills (filling in the missing letters to form the spelling words; unscrambling the letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (giving opinions to a story listened to; distinguishing which among the given statements is a fact or an opinion) • Grammar drills and exercises on tenses (simple present, past, and future tenses; progressive tenses) and forms of verbs (regular, irregular) • Individual 	<ul style="list-style-type: none"> • Being proud of your achievements • Being polite • Never giving up • Showing compassion to those in need • Finding opportunities to express ideas clearly • Willingness to continue learning 	<ul style="list-style-type: none"> • sentences written on a cartolina to be posted on the board for oral production • flash cards or chart of spelling words
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	<p>EN4G-III-12 MELC Use the past form of regular and irregular verbs</p> <p><i>Use the simple future tense</i></p> <p><i>Use the progressive tense of verbs</i></p> <p><i>Pronounce words correctly with shift in stress when used as nouns and verbs</i></p> <p><i>Organize ideas to form coherent paragraphs</i></p> <p><i>Spell words ending in -age</i></p> <p><i>Spell words related to Science</i></p>		<p>purposes within a sentence.</p> <ul style="list-style-type: none"> • Modern hero is someone who help people and above all, has made a huge contribution for the community. A modern day hero is a good person whose integrity, honor, honesty, intelligence, wisdom, action, morality, and love work in harmony to balance the person that they are on the path to higher learning. • The meaning you create from your experiences shape who you are. • Letter-sound knowledge is called graphemes. The speech sounds of a language are called phonemes 		<p>learning on writing a paragraph about a given topic</p> <ul style="list-style-type: none"> • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>speaking task (reading aloud the given words; observing the correct shift in stress when used as noun or verb)</p> <ul style="list-style-type: none"> • Group prewriting task (brainstorming about a given topic) • Individual writing task (writing a paragraph about a given topic based on the result of the group's brainstorming activity) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
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			which is the knowledge of letters or groups of letters which represent the individual speech sounds in language. Letters and letter patterns represent speech sounds.					
<p>LESSON 6 Warm Memories <i>(Subject-Verb Agreement)</i></p>	<p>EN4LC-Ile-21 Sequence events in a story listened to</p> <p>EN4G-IId-3.2.1 Use the present form of verbs that agree with the subject</p> <p><i>Speak clearly using appropriate rate and voice projection</i></p> <p><i>Write a terquain</i></p> <p><i>Spell words with - aught and -ought</i></p> <p><i>Spell words related to Science</i></p>	<ul style="list-style-type: none"> Do memories make you happy? What does creating memories mean? What is the importance of subject-verb agreement? What are the aspects of voice considered in order to improve delivery? Does anyone have an idea about a three-lined poem? Is teaching spelling effective? 	<ul style="list-style-type: none"> A memory makes you feel happy and more certain of the support of the family. In short, nostalgia can make you feel happier, increase your self-confidence, and make you feel closer to the people around you. Making memory can be used to refer to pleasant activities with family or friends that will be remembered fondly for a long time. Subject-verb 	<p>Critical Thinking Learning to arrange steps in the correct sequence</p> <p>Communication Learning to understand subject-verb agreement</p> <p>Communication Learning to speak clearly using appropriate rate and voice projection</p> <p>Creativity and Communication Learning to write a terquain</p>	<ul style="list-style-type: none"> Reading aloud a tongue twister Motivation (game: Following Directions; following the given directions) Reading aloud TQLR (Tune In, Question, Listen, Review/Recite) Guided listening (narrative) Activating prior knowledge (simple subject and simple predicate) Inductive method in teaching grammar 	<p>Diagnostic Spelling pretest and drills (identifying the correctly spelled words; completing the sentences by filling in the blanks with the correctly spelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise (listening to sequence events following proper order) Grammar drills and exercises on subject-verb agreement Individual 	<ul style="list-style-type: none"> Spending time together with the family Spending time to pursue individual interests Showing love every day Being compassionate Being responsible 	<ul style="list-style-type: none"> flash cards with words preceding the endings <i>-tion</i>, <i>-ical</i>, <i>-ic</i>, and <i>-ity</i> for oral production flash cards or chart of spelling words

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			<p>agreement is important to ensure that subjects and verbs always agree with each other. The relationship between the subjects and the verbs lie at the heart of being grammatically correct.</p> <ul style="list-style-type: none"> • Rate, volume, pitch, articulation, pronunciation, and fluency are important to consider for our voice when delivering a speech. • A three-lined poem is called <i>terquain</i>. • Memorization is not the most efficient strategy for spelling instruction of all words but can be used effectively to teach the irregularly 	<p>Literacy Learning to spell words with <i>-aught</i> and <i>-ought</i></p> <p>Scientific Literacy Learning to spell words related to Science</p>	<ul style="list-style-type: none"> • Direct instruction on speaking about a chosen subject using appropriate rate and voice projection and writing a terquain • Cooperative learning • Guided writing (prewriting, writing, rewriting, checking, sharing) • Graphic organizer (guide in writing a terquain) • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>speaking task (talking about a chosen subject while observing proper rate and voice projection)</p> <ul style="list-style-type: none"> • Individual writing task (terquain) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
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			spelled words.				
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.
 **These columns are add-on components provided by the Author/s.

3rd Quarter

Unit 3: Enjoying Life		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> the elements of literary and informational texts for comprehension; and text types to construct feedback. <p><i>Grammar</i> The learner demonstrates . . .</p> <ul style="list-style-type: none"> a command of the conventions of standard English grammar and usage when writing or speaking; and an understanding of English grammar and usage in speaking or writing. <p><i>Oral Language</i> The learner demonstrates an understanding . . .</p> <ul style="list-style-type: none"> of verbal cues for clear expression of ideas; of verbal and nonverbal cues for effective oral presentation; of information derived from multimedia sources for clear and creative presentation; and that English is a stress-timed language to achieve accuracy and automaticity. 	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> recalls details, sequence of events, and ideas on text listened to; and identifies story perspective and text elements. <p><i>Grammar</i> The learner . . .</p> <ul style="list-style-type: none"> speaks and writes using good command of the convention of standard English; and uses the class of words aptly in oral and written discourse. <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> actively creates and participates in oral theme-based activities; effectively delivers oral presentation; and creatively presents information using broadcast media. <p><i>Writing and Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> uses a variety of strategies to write informational and literary composition; and uses varied sources of information to support writing.

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<p><i>Writing and Comprehension</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> • writing as a process; and • the importance of using varied sources of information to support writing. <p><i>Attitude</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> • nonverbal cues to communicate with others; and • library skills to research on a variety of topics. 	<p><i>Attitude</i> The learner uses . . .</p> <ul style="list-style-type: none"> • paralanguage and nonverbal cues to respond appropriately; and • library skills to gather appropriate and relevant information.
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p>LESSON 1 My Thoughts (Descriptive and Limiting Adjectives)</p>	<p><i>Listen to descriptions and guess what are being described</i></p> <p>EN4G-IIIa-13 Identify and use adjectives in sentences</p> <p><i>Use different kinds of descriptive and limiting adjectives</i></p> <p><i>Identify and use limiting adjectives</i></p> <p><i>Pronounce words that function both as adjectives and nouns or adjectives and verbs</i></p>	<ul style="list-style-type: none"> • What words are used to make the sentences in the story more interesting? • How do adjectives help you as a speaker and as a reader? • Why do you need to learn adjectives using correct pronunciation? • Why do you write? • What are the benefits of spelling correctly? 	<ul style="list-style-type: none"> • Describing words or adjectives are words that are used to make the sentences in the story more interesting. • As a reader and speaker, we are given by adjectives a broader idea of what to picture in the mind so that we can imagine a precise image. • We need to learn adjectives with correct 	<p>Critical Thinking Learning to listen to descriptions and guessing what are being described</p> <p>Communication Learning to use different kinds of adjectives and to identify and use limiting adjectives</p> <p>Communication Learning to pronounce the words correctly</p>	<ul style="list-style-type: none"> • Singing a part of a popular song • Motivation (game: Can You Read My Mind?; about thinking creatively) • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (narrative) • Deductive and inductive methods in teaching grammar 	<p>Diagnostic Spelling pretest and drills (identifying the correctly spelled words; filling in the boxes with the appropriate letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listening to descriptions and guessing what is being described) 	<ul style="list-style-type: none"> • Being cooperative • Being attentive when listening to others • Showing love for others • Being kind to others 	<p>flash cards or chart of spelling words</p>

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	<p><i>Write/compose a poem using adjectives</i></p> <p><i>Spell words with suffixes -able and -ible</i></p> <p><i>Spell words related to Science</i></p>		<p>pronunciation because they describe nouns and make sentences more meaningful.</p> <ul style="list-style-type: none"> You write for variety of reasons. For some, it is a hobby; for others, it helps them sort out their feelings. because nothing in the world makes them happier. The benefits of spelling extend beyond language. Since children are required to spell words while on stage, kids develop self-confidence, communication, and public speaking, and the ability to thrive under pressure 	<p>Creativity and Communication Learning to write a nature poem using adjectives</p> <p>Literacy Learning to spell words with suffixes -able and -ible</p> <p>Scientific Literacy Learning to spell words related to Science</p>	<ul style="list-style-type: none"> Direct instruction on proper stress on words that function both as adjectives and nouns or as adjectives and verbs, and writing a poem using adjectives Cooperative learning Guided writing (prewriting, writing, rewriting, checking, sharing) Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<ul style="list-style-type: none"> Grammar drills and exercises on descriptive and limiting adjectives, articles, numerical adjectives, and demonstrative adjectives Individual speaking task (reading each pair of words using proper stress depending on the function) Pair work (taking turns reading the sentences; observing proper stress on words based on function) Individual writing task (nature poem) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative test (unit ender) 		
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<p>LESSON 2 Colorful Imagination</p> <p><i>(Proper and Derived Adjectives)</i></p>	<p>EN4LC-IIIg-1.1 MELC Identify the main idea, key sentences, and supporting details from text listened to</p> <p>EN4G-IIIa-13 Identify and use adjectives in sentences</p> <p><i>Learn about proper adjectives and derived adjectives</i></p> <p>EN4OL-Ic-1.14.4 Speak correctly using appropriate rate and voice projection</p> <p><i>Write a descriptive paragraph</i></p> <p><i>Spell words with suffixes -dge and -ge</i></p> <p><i>Spell words related to Mathematics</i></p>	<ul style="list-style-type: none"> • What make fairy tales so much fun to read? • What does imagination give us? • How can you improve your speaking voice quality? • How can having a pet help you? • What is the benefit of knowing how to spell? 	<ul style="list-style-type: none"> • Fairy tales provide enjoyment to a wide variety of audiences. • Imagination helps us to think what is good and bad and what matters in life. • You can improve your speaking voice quality by doing some exercises such as practicing reading aloud in order to work on pronunciation, pace, and volume. • Studies have shown that having a pet can help increase fitness levels, relieve stress, lower blood pressure, and boost overall happiness and well-being. • Learning to spell helps cement the 	<p>Critical Thinking Learning to listen to a fairytale to note details and identify the main ideas</p> <p>Communication Learning to use proper adjectives and derived adjectives</p> <p>Communication Learning to speak correctly using appropriate rate and voice projection</p> <p>Creativity and Communication Learning to write a descriptive paragraph about an imaginary animal</p> <p>Literacy Learning to spell words with <i>-dge</i> and <i>-ge</i></p> <p>Numeracy and Scientific Literacy Learning to spell words related to Mathematics</p>	<ul style="list-style-type: none"> • Reading aloud and reciting a short passage • Motivation (talking about topic introduced) • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (fairy tale) • Deductive method in teaching grammar • Direct instruction • Cooperative learning • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>Diagnostic Spelling pretest and drills (decoding the symbols to form the spelling words; choosing the correctly spelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (noting details and identifying the main idea from a fairy tale listened to) • Grammar drills and exercises on proper adjectives from proper nouns and derived adjectives from common nouns and verbs • Individual speaking task (reading aloud a part of a story using appropriate rate and voice projection) • Individual 	<ul style="list-style-type: none"> • Thinking creatively • Being polite • Being confident • Caring for animals • Being respectful 	<ul style="list-style-type: none"> • task cards of root words, suffixes, and derived adjective • copies of “The Magic Table,” which can be collected after the lesson • flash cards or chart of spelling words
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			connection between the letters and their sounds.			writing tasks (paragraph based on a given topic)		
						<p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
<p>LESSON 3 Good Deeds</p> <p><i>(Adjectives in a Series)</i></p>	<p>EN4LC-If-2.8 EN4LC-Ig-2.8 EN4LC-Ih-2.8 EN4LC-Ii-2.8 Infer feelings and traits of characters based on the story heard</p> <p><i>State reactions to texts listened to</i></p> <p>EN4G-IIIId-15 Identify and use the correct order of adjectives in a series in sentences</p> <p><i>Present information in creative ways</i></p> <p><i>Express ideas dearly and audibly</i></p>	<ul style="list-style-type: none"> • Why is it important to make inferences? • Why is series of adjectives important? • How do you conduct a good interview? • What is the structure of a cinquain? • What are the benefits of spelling words correctly? 	<ul style="list-style-type: none"> • Inference is important because observations occur when you can see something happening. Helping you understand when information is implied, or not directly stated, improves the skill in drawing conclusion and making inference. It is important because it helps the sentence make sense when you read it. 	<p>Critical Thinking Learning to make inferences and state reactions</p> <p>Communication Learning to use the proper order of adjectives in a series</p> <p>Communication Learning to conduct a TV interview</p> <p>Creativity and Communication Learning to write a cinquain</p> <p>Literacy Learning to spell words beginning with sc- or sk-</p>	<ul style="list-style-type: none"> • Talking about a given topic and reciting a related motto • Motivation (role-playing a given scenario; sharing experiences related to the given scenario) • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (narrative) • Inductive method in teaching grammar • Direct instruction on 	<p>Diagnostic Spelling pretest and drills (providing the correct spelling of the given words; answering the word search puzzle; unscrambling the letters to find the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (making inferences and stating reactions to a story listened to) 	<ul style="list-style-type: none"> • Doing good deeds • Being confident • Showing gratefulness • Showing politeness 	<ul style="list-style-type: none"> • chart with column headings of limiting adjectives, descriptive adjectives, articles, numerical, and demonstrative (see <i>Grammar</i>) • flash cards or chart of spelling words

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	<p><i>Write a cinquain</i></p> <p><i>Spell words beginning with sc- or sk- pronounced as /sk/</i></p> <p><i>Spell words related to Science</i></p>		<ul style="list-style-type: none"> You have to be positive and need to set goals then ask the questions the right way. A cinquain is an example of shape poetry because of the exact number of words required for each line. A symmetrical shape is created from interesting, descriptive words. Spelling helps in easy understanding of written articles and makes communication smooth and clear. 	<p>pronounced as /sk/</p> <p>Scientific Literacy Learning to spell words related to Science</p>	<p>conducting a TV interview and writing a cinquain</p> <ul style="list-style-type: none"> Cooperative learning on proper order of adjectives and staging a TV interview Guided writing (prewriting, writing, rewriting, checking, sharing) Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<ul style="list-style-type: none"> Grammar drills and exercises on proper order of adjectives in a series Group speaking task (role-playing a TV interview based on the story listened to) Individual writing task (cinquain) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative test (unit ender) 		
<p>LESSON 4 Acts of Kindness (<i>Comparison of Adjectives</i>)</p>	<p>EN4RC-Ib-2.1.1 MELC Analyze a story in terms of its elements</p> <p>EN4LC-IIa-19 EN4LC-IIb-19 Identify the elements of a literary text listened to</p>	<ul style="list-style-type: none"> What is a fable? What are the degrees of comparison of adjectives? Why is reading fluency important? How do you 	<ul style="list-style-type: none"> A fable is a short story, typically with animals as characters, conveying a moral. There are three forms of adjectives: 	<p>Critical Thinking Learning to listen to a fable to identify its elements</p> <p>Communication Learning about comparison of adjectives</p>	<ul style="list-style-type: none"> Reading, reciting, and talking about the golden rule Motivation (sharing experiences related to the given topic/theme) 	<p>Diagnostic Spelling pretest and drills (providing the correct spelling of the words with double consonants; filling in the boxes with the correct letters</p>	<ul style="list-style-type: none"> Showing kindness Being grateful Being respectful Being kind 	<ul style="list-style-type: none"> pictures of different animals grouped according to size pictures of different acts of kindness—a person saying a

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	<p>EN4G-IIIb-14 Identify and use words that show degrees of comparison of adjectives in sentences</p> <p><i>Speak clearly using appropriate volume and pitch</i></p> <p><i>Write a paragraph using traditional words</i></p> <p><i>Spell commonly misspelled words with double consonants</i></p> <p><i>Spell words related to MAPEH (Music, Arts, Physical Education, and Health)</i></p>	<p>start a good paragraph?</p> <ul style="list-style-type: none"> • What is one of the tips to help you improve your spelling? 	<p>positive, comparative, and superlative.</p> <ul style="list-style-type: none"> • Fluency enhances communication and comprehension. • Start with the same basic structure. Start by writing down one of your main ideas. Next, write down each of your supporting points. Then write down some elaboration for that point. • Mastery of sight words is one of the tips to improve spelling. 	<p>Communication Learn to use appropriate volume and pitch</p> <p>Communication Learning to write a paragraph using traditional words</p> <p>Literacy Learning to spell commonly misspelled words with double consonants and words related to MAPEH</p>	<ul style="list-style-type: none"> • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (fable) • Graphic organizer (elements of a fable) • Inductive method in teaching grammar • Direct instruction on proper volume and pitch when reading tongue twisters and using transition words when writing a text • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (identifying the elements of a fable listened to) • Grammar drills and exercises on degrees of comparison of adjectives and forming the comparative and superlative forms of adjectives • Individual speaking task (reading aloud tongue twisters with proper volume and pitch) • Individual writing task (writing a paragraph while observing the correct use of transition words) 		<p>kind word; a person saying a kind word and giving food; and a person saying a kind word, giving food, and helping an elderly person</p> <ul style="list-style-type: none"> • flash cards or chart of spelling words
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						Summative <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative test (unit ender) 		
LESSON 5 Fantastic Travels (Adverbs)	<i>Listen to follow oral directions</i> EN4GIIIe-16 Identify and use adverbs of place in sentences EN4G-III f-17 Use appropriate adverbs of time in sentences EN4G-III g-18 Use adverbs of place in sentences EN4G-III e-16 MELC Use adverbs (adverbs of manner, place, and time) in sentences <i>Give and follow oral directions</i> <i>Listen and respond to questions involving directions</i>	<ul style="list-style-type: none"> Why is following directions very important? Why is it important to learn adverbs? How can you improve your following directions? What is a diary entry? What do you gain from travelling? 	<ul style="list-style-type: none"> Following directions is one of the most important skills you need to get through life. Not having this particular skill could result in some consequences in your life. Adverbs are important because they help show sophistication and can help expand your vocabulary. You need to listen carefully, ask anything about what you don't understand, repeat the instructions to the person, and follow 	Communication and Critical Thinking Learning to follow directions Communication Learning about adverbs Collaboration and Communication Learn to follow oral directions Communication Learning to write a diary entry Literacy Learning to spell words with sc pronounced as /s/ Scientific Literacy Learning to spell words related to Science	<ul style="list-style-type: none"> Singing a given song Motivation (picture prompt; tourist destinations around the world) Reading aloud TQLR (Tune In, Question, Listen, Review/Recite) Guided listening (narrative) Deductive and inductive methods in teaching grammar Game (Circle of Knowledge; understanding adverbs) Direct instruction on giving and following directions and 	Diagnostic Spelling pretest and drills (filling in the boxes with the correct letters to form the spelling words; encircling the correctly spelled words) Formative <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise (listening and following the given directions; answering the questions about the listening activity) Grammar drills and exercises on adverbs Whole class speaking task (giving and 	Showing kindness to anyone	<ul style="list-style-type: none"> slide presentation or pictures of different tourist spots around the world; for example, pyramids of Egypt, Eiffel Tower, Buckingham Palace, the Alps, and others pictures of different tourist spots in the Philippines, like Luneta Park, Mt. Mayon, Taal Lake, etc. Circle of Knowledge chart flash cards or chart of spelling words

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	<p><i>Write a diary entry</i></p> <p><i>Spell words with sc pronounced as /s/</i></p> <p><i>Spell words related to Science</i></p>		<p>instructions.</p> <ul style="list-style-type: none"> Diary entry is a section of writing that has been organized by date, thoughts, feelings, and opinions you are pouring into it. It helps you build your confidence and overcome challenges. 		<p>writing a diary entry using proper enumeration and time-order techniques</p> <ul style="list-style-type: none"> Cooperative learning on giving and following directions Guided writing (prewriting, writing, rewriting, checking, sharing) Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>following orders/directions)</p> <ul style="list-style-type: none"> Individual writing task (diary entry) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative test (unit ender) 		
<p>LESSON 6 Special Festivals</p> <p><i>(Difference Between Adjectives and Adverbs; Comparison of Adverbs)</i></p>	<p>EN4LC-IVa-30 EN4LC-IVb-31 Distinguish fact from opinion in informational text</p> <p><i>Difference between adjectives and adverbs</i></p> <p><i>Identify and use different degrees of comparison of adverbs</i></p>	<ul style="list-style-type: none"> How can you as a reader determine facts from opinions? In your own opinion as a reader, can all adjectives become adverbs? How can you present a 	<ul style="list-style-type: none"> You can determine the facts from opinions as a reader. It is a fact if it tells what is true about the topic, and it is an opinion if it is how a character thinks. The most 	<p>Critical Thinking Learning to listen to a selection to distinguish fact from opinion</p> <p>Communication Learning to differentiate adjectives from adverbs</p>	<ul style="list-style-type: none"> Reading aloud words with /ô/, /ô/, and /ü/ sounds Motivation (picture puzzle) Reading aloud TQLR (Tune In, Question, Listen, Review/Recite) Guided listening 	<p>Diagnostic Spelling pretest and drills (providing the missing letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening 	<ul style="list-style-type: none"> Being kind Being humble 	<ul style="list-style-type: none"> jigsaw puzzle of Philippine festivals strips of paper with commands written on them pictures of the Pahiyas festival and Panagbenga festival flash cards or chart of spelling

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<p><i>Present information in creative ways</i></p> <p><i>Write a letter of apology</i></p> <p><i>Spell words beginning with wr</i></p> <p><i>Spell words related to Christian Living Education</i></p>	<p>report in creative way as a leader of the group?</p> <ul style="list-style-type: none"> • How do you write a letter of apology? • What do spelling patterns teach? 	<p>common question that adverbs answer is how.</p> <ul style="list-style-type: none"> • You have several ways to make your report creative and some of these are: making a poster, preparing a PowerPoint presentation, making a shoebox diorama, making three-panel display board, or creating a board game incorporating the key elements. • You need to start admitting that you were wrong by saying sorry, explaining what happened, giving a clear next step, and asking for forgiveness. • Spelling patterns teach 	<p>Creativity and Communication Learning to present information in creative ways</p> <p>Communication Learning to write a letter of apology</p> <p>Literacy Learning to spell words with <i>wr</i> and words related to Christian Living Education</p>	<p>(informative text)</p> <ul style="list-style-type: none"> • Deductive method in teaching grammar • Direct instruction on presenting information in creative ways using verbal cues • Cooperative learning on presenting information in creative ways using verbal cues • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>exercise (listening to a selection; distinguishing whether a statement about the selection is a fact or an opinion)</p> <ul style="list-style-type: none"> • Grammar drills and exercises on the differences between adjective and adverbs and degrees of comparison of adverbs • Group speaking task (preparing a thirty-second advertisement) • Individual writing task (letter of apology) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 			<p>words</p>
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			<p>that sounds in words can be represented by a group or combination of letters. Through spelling patterns, you can spell a lot more words correctly.</p>					
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

**These columns are add-on components provided by the Author/s.

4th Quarter

Unit 4: <i>Finding My Place in the World</i>		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> the elements of literary and informational texts for comprehension; text types to construct feedback. <p><i>Grammar</i> The learner demonstrates . . .</p> <ul style="list-style-type: none"> a command of the conventions of standard English grammar and usage when writing or speaking; and an understanding of English grammar and usage in speaking or writing. 	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> recalls details, sequence of events, and ideas on text listened to; and identifies story perspective and text elements <p><i>Grammar</i> The learner . . .</p> <ul style="list-style-type: none"> speaks and writes using good command of the convention of standard English; and uses the class of words aptly in oral and written discourse. <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> actively creates and participates in oral theme-based activities;

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<p><i>Oral Language</i> The learner demonstrates an understanding . . .</p> <ul style="list-style-type: none"> • of verbal cues for clear expression of ideas; • of verbal and nonverbal cues for effective oral presentation; • of information derived from multimedia sources for clear and creative presentation; and • that English is a stress-timed language to achieve accuracy and automaticity. <p><i>Writing and Comprehension</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> • writing as a process; and • the importance of using varied sources of information to support writing. <p><i>Attitude</i> The learner demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> • nonverbal cues to communicate with others; and • library skills to research on a variety of topics. 	<ul style="list-style-type: none"> • effectively delivers oral presentation; and • creatively presents information using broadcast media. <p><i>Writing and Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> • uses a variety of strategies to write informational and literary composition; and • uses varied sources of information to support writing. <p><i>Attitude</i> The learner uses . . .</p> <ul style="list-style-type: none"> • paralanguage and nonverbal cues to respond appropriately; and • library skills to gather appropriate and relevant information.
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 My Dreams and I (Simple and Compound Prepositions; Prepositional Phrases; and Prepositions in Idioms)	<i>Listen to identify point of view</i> <i>Infer author's purpose</i> EN4G-IVa-21 Identify prepositions in sentences	<ul style="list-style-type: none"> • What is the dream of your life? • Why is learning point of view important? • What is the purpose of a preposition? • Why is it 	<ul style="list-style-type: none"> • Dreams are essential. Only when you dream big with all your heart will you be able to achieve big. • Each point of view is important because it 	Critical Thinking Learning to identify point of view Collaboration Learning to compose clear and coherent sentences using simple and	<ul style="list-style-type: none"> • Reading aloud and reciting words with consonant clusters • Motivation (picturing things based on prompts given; sharing thoughts with 	Diagnostic Spelling pretest and drills (completing the words with /f/ sound by filling in the blanks with the missing letters; providing the correct spelling of the	<ul style="list-style-type: none"> • Having the courage to find opportunities and go for your dreams • Being grateful • Developing one's self-confidence • Being a good follower 	<ul style="list-style-type: none"> • CD or any music player and classical music • idioms written on cartolina strips • flash cards or chart of spelling words

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<p>EN4G-IVb-7.3 Use prepositions in sentences—<i>to</i> and <i>from</i></p> <p>EN4G-IVc-7.3 Use prepositions in sentences—<i>among</i> and <i>between</i></p> <p>EN4G-IVd-7.3 Use prepositions <i>in</i>, <i>on</i>, <i>under</i>, and <i>above</i> in sentences</p> <p>EN4G-IVe-7.2 Use prepositional phrases in sentences</p> <p><i>Use prepositions in idioms</i></p> <p><i>Deliver familiar poems with ease and confidence</i></p> <p>EN4WC-Id-33 EN4WC-Ie-f-34 Write 2–3 step directions using signal words</p> <p><i>Spell words with /f/ sound spelled as ff, gh, or ph</i></p> <p><i>Spell words related to Mathematics</i></p>	<p>important to speak with confidence?</p> <ul style="list-style-type: none"> • How do you write clear directions? • What does a good speller do to master the correct spelling? 	<p>allows certain freedom in narration while limiting or denying others. The goal in selecting a point of view is not simply finding a way to convey information, but also telling it the right way and making the world you create understandable and believable.</p> <ul style="list-style-type: none"> • Preposition is a word that shows the relationship between the noun or a pronoun and some other words or elements in the rest of the sentence. • Confidence is important because it allows you to speak concisely and with clarity. • To write clear directions, first, 	<p>compound prepositions and prepositional phrases</p> <p>Communication Learning to speak with ease and confidence</p> <p>Communication Learning to write follow directions</p> <p>Literacy Spell words with /f/ sound spelled as <i>ff</i>, <i>gh</i>, or <i>ph</i></p> <p>Numeracy and Scientific Literacy Spell words related to Mathematics</p>	<p>the class)</p> <ul style="list-style-type: none"> • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (poem) • Inductive method in teaching grammar • Direct instruction on delivering poems and quotable lines with ease and confidence and writing directions using appropriate transition/signal words • Cooperative learning • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling 	<p>underlined words; completing the sentences by filling in the blanks with the correctly spelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listening to a poem; identifying the point of view of the poem and purpose of the author) • Grammar drills and exercises on using simple and compound prepositions and prepositional phrases as well as prepositions in idioms • Individual speaking task (reading aloud poems and quotable lines with ease and confidence) • Individual writing task 		
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			<p>make sure you understand exactly how to complete the task. Follow your instructions literally to make sure you will accomplish the task.</p> <ul style="list-style-type: none"> A good speller uses strategies like sounds (phonetics), rules and shapes (visual), and word particles (morphemes). 		<p>patterns, drill, seatwork)</p>	<p>(preparing a treasure map with corresponding instructions using appropriate transition/signal words)</p> <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative test (unit ender) 		
<p>LESSON 2 Discovering the Wonders of Nature</p> <p><i>(Adjectival and Adverbial Prepositional Phrases)</i></p>	<p><i>Listen to legend using appropriate graphic organizers to show elements</i></p> <p>EN4G-IVe-7.2 Use prepositional phrases in sentences</p> <p><i>Learn about prepositional phrases as adjectives and adverbs</i></p> <p><i>Observe conversation manners</i></p> <p><i>Write a bio poem</i></p>	<ul style="list-style-type: none"> How does graphic organizer help the students? What is a prepositional phrase in a sentence? As a young speaker, how do you speak with good manners? What is special about a bio poem? Why is it important to know the 	<ul style="list-style-type: none"> Graphic organizer helps students to comprehend information through visual representation of concepts, ideas, and relationships. A preposition draws relationship between a noun or a pronoun and another word in a sentence. A prepositional 	<p>Critical Thinking Learning to listen to a legend using appropriate graphic organizer</p> <p>Communication Learning to use prepositional phrases as adjectives and as adverbs</p> <p>Communication Learning to observe conversation manners</p>	<ul style="list-style-type: none"> Reading and reciting a given passage Motivation (picture prompt) Reading aloud TQLR (Tune In, Question, Listen, Review/Recite) Guided listening (legend) Graphic organizer (elements of a legend) Inductive method in 	<p>Diagnostic Spelling pretest and drills (providing the proper ending letter combination to form the spelling words; decoding the symbols to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise 	<ul style="list-style-type: none"> Being compassionate and respectful Being polite 	<p>flash cards or chart of spelling words</p>

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	<p><i>Spell words ending in -cial and -tial</i></p> <p><i>Spell words related to Science</i></p>	<p>correct spelling?</p>	<p>phrase includes a preposition, its object, and any modifiers of the object. Prepositional phrases can function as either adjective phrases or adverb phrases to modify other words in a sentence.</p> <ul style="list-style-type: none"> As a young speaker, don't always think about yourself. Good impressions always lead up to good judgments by people. Choose your words carefully, speak slowly, clearly, and graciously, and look others in the eye when speaking to them. A bio poem is a simple poem written about a person and it follows a predictable pattern. It 	<p>Creativity and Communication Learning to write a bio poem</p> <p>Literacy Learning to spell words ending <i>in -cial</i> and <i>-tial</i></p> <p>Scientific Literacy Learning to spell words related to Science</p>	<p>teaching grammar</p> <ul style="list-style-type: none"> Direct instruction on observing conversation manners and writing a bio poem Cooperative learning on observing conversation manners Guided writing (prewriting, writing, rewriting, checking, sharing) Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>(listening to a legend; using a graphic organizer to understand its elements)</p> <ul style="list-style-type: none"> Grammar drills and exercises on using prepositional phrases as adjectives or adverbs Group speaking task (focus group discussion; observing conversation manners) Individual writing task (bio poem) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative test (unit ender) 		
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			<p>generally doesn't rhyme, and they can be autobiographical or biographical.</p> <ul style="list-style-type: none"> To know the correct spelling is important because it results to common and clear understanding of ideas and messages. 					
<p>LESSON 3 Sharing Myself</p> <p><i>(Conjunctions and Interjections)</i></p>	<p>EN4LC-Ic-18 Note details by asking/answering questions about a story/poem listened to</p> <p><i>Identify and use conjunctions and interjections</i></p> <p>EN4OL-Id-1.14.4 Speak clearly using appropriate pronunciation and intonation (poems, chants, rhymes, riddles)</p> <p>EN4WC-III-25 MELC Write news story using the given facts</p> <p><i>Spell words ending in -el, -le and -elle</i></p>	<ul style="list-style-type: none"> What is noting details? How does a conjunction work in a sentence? What is the importance of studying literary pieces? How do you write a news story? How can you practice sight words at home? 	<ul style="list-style-type: none"> Noting details is a reading comprehension that involves picking out ideas from a piece of text to achieve a given purpose. Conjunctions can come in pairs, and you have to use both of them in different places in a sentence to make them work. Studying literary pieces is important because it helps you see the world— 	<p>Critical Thinking Learning to listen to note details</p> <p>Communication Learning to use conjunction and interjection in sentences</p> <p>Communication Learning to memorize and deliver familiar literacy pieces with ease and confidence</p> <p>Communication Learning to write news story</p>	<ul style="list-style-type: none"> Reading, reciting, and talking about a given poem Motivation (group activity) Reading aloud TQLR (Tune In, Question, Listen, Review/Recite) Guided listening (poem) Inductive method in teaching grammar Direct instruction on memorizing and delivering a poem with ease and confidence and writing a 	<p>Diagnostic Spelling pretest and drills (looking for the spelling words in the puzzle; providing the missing letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise (noting details from a poem listened to) Grammar drills and exercises on conjunctions (coordinating and 	<ul style="list-style-type: none"> Being respectful/polite in a conversation Being kind Developing one's self-confidence Being creative 	<p>flash cards or chart of spelling words</p>

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	<i>Spell words related to Mathematics</i>		<p>people, places, things, and events through different eyes and by way of different views.</p> <ul style="list-style-type: none"> Choose a recent event or topic, construct your piece, research additional facts and figures, and read your article out loud before publication. There are different fun games to play to practice sight words at home, such as: paper plate toss, flashlight toss, fish stepping stones, tic-tac-toe, word-o, word hunt, etc. 	<p>Literacy Learning to spell words ending in -<i>el</i>, -<i>le</i>, and -<i>elle</i></p> <p>Numeracy and Scientific Literacy Spell words related to Mathematics</p>	<p>news story</p> <ul style="list-style-type: none"> Guided writing (prewriting, writing, rewriting, checking, sharing) Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>subordinating) and interjections</p> <ul style="list-style-type: none"> Individual speaking task (reciting a poem) Individual writing task (news story) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative test (unit ender) 		
<p>LESSON 4 Our Feelings and Us <i>(Simple and Compound Sentences)</i></p>	<p>EN4LC-lf-2.8 EN4LC-lg-2.8 EN4LC-lh-2.8 EN4LC-li-2.8 Infer feelings and traits of characters based on the story heard</p>	<ul style="list-style-type: none"> What is the skill of listening? What is the effect of a compound sentence? What do you understand about 	<ul style="list-style-type: none"> Listening is the ability to accurately receive and interpret messages in the communication process. Compound 	<p>Critical Thinking Learning to listen to story to share inferences, thoughts, and feelings</p> <p>Communication Learning to form simple and</p>	<ul style="list-style-type: none"> Reciting and discussing the given passage Motivation (game: Serendipity Box; picking a scenario from a box and acting it out; having 	<p>Diagnostic Spelling pretest and drills (filling in the blanks with the correct letter combination to form the spelling words; completing the sentences by filling in the blanks</p>	<ul style="list-style-type: none"> Giving love to others Giving importance to other people's feelings Developing one's self-confidence Respecting 	<ul style="list-style-type: none"> serendipity box CD or music player classical music on a CD or any digital file cards with names of animals basketball hoop

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<p>EN4G-IVf-22 Use simple sentence: simple subject and simple predicate</p> <p>EN4G-IVg-23 Use simple sentence: compound subject + simple predicate</p> <p>EN4G-IVh-24 Use simple sentences: simple subject and compound predicate</p> <p>EN4G-IVi-25 Use compound sentences</p> <p><i>Give an impromptu speech</i></p> <p><i>Make a comic strip about a story read</i></p> <p><i>Identify the organizational structure of a story</i></p> <p><i>Spell words with ei or ie</i></p> <p><i>Spell words related to colors</i></p>	<p>impromptu speech?</p> <ul style="list-style-type: none"> • What is comic strip making? • Is there a rule for <i>ei</i> and <i>ie</i>? 	<p>sentence places equal importance on each clause. The word <i>and</i> suggests an additive relationship whereas <i>but</i> suggests a contrastive relationship.</p> <ul style="list-style-type: none"> • An impromptu speech is given with little or no preparation, yet almost always with some advance knowledge on the topic. • A comic strip is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions. • There are several variations and exceptions, including when the <i>ei</i> makes 	<p>compound sentences</p> <p>Communication Learning to deliver impromptu speech</p> <p>Creativity and Communication Learning to make a comic strip about a story</p> <p>Literacy Learning to spell words with <i>ei</i> and <i>ir</i>, spelling words related to colors</p>	<p>the other students guess the scenario)</p> <ul style="list-style-type: none"> • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (narrative) • Inductive method in teaching grammar • Direct instruction on giving an impromptu speech, identifying the organizational structure of a text, and making a comic strip • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling 	<p>with the correctly spelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listening to a story; sharing inferences, thoughts, and feelings based on the story listened to) • Grammar drills and exercises on simple and compound sentences • Individual speaking task (impromptu speech about a given topic) • Individual writing tasks (reviewing the organization of the story listened to; making a comic strip about it) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender 	<p>each other's suggestions</p>	<p>and net</p> <ul style="list-style-type: none"> • basketball • flash cards or chart of spelling words
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			the long “a” sound such as <i>neighbor, weigh, beige, and rein.</i>		patterns, drill, seatwork)	test • Corresponding section in Unit/Summative test (unit ender)		
LESSON 5 The Image of Dreams (Complex Sentences)	EN4LC-IIIh-22 Distinguish reality from fantasy EN4RC-IIIi-36 MELC Distinguish fact from opinion in a narrative <i>Use complex sentences to show cause-and-effect and problem-solution relationship of ideas</i> <i>Use relative clauses or dependent adjective clauses</i> <i>Relate a tall tale</i> <i>Compose a haiku</i> <i>Spell words with double consonants</i> <i>Spell words related to Science</i>	<ul style="list-style-type: none"> • What makes something a myth? • How do we go writing about complex sentence? • What is a tall tale? • What is special about haiku? • Why do we use double consonants? 	<ul style="list-style-type: none"> • Myth is a story of gods, a religious account of the beginning of the world, of the creation, of fundamental events, of the exemplary deeds of the gods. As a result of which the world, nature, and culture were created together with all parts thereof and were given their order. • A complex sentence is formed by adding one or more subordinate clauses to the main clause using conjunctions and or relative pronouns. • A tall tale or tall 	Critical Thinking Learning to listen to myth to distinguish fantasy from reality Communication Learning to use complex sentences to show cause-and-effect and problem-solution relationship of ideas; learning to use relative clauses or dependent adjective clauses Creativity and Communication Learning to relate a tall tale Creativity and Communication Learning to write a haiku Literacy Learning to spell words with double consonants	<ul style="list-style-type: none"> • Reading and reciting a given poem • Motivation (group activity; talking about each other’s dream) • Reading aloud • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (narrative) • Inductive method in teaching grammar • Direct instruction on retelling a tall tale and composing a haiku • Cooperative learning on retelling a tall tale • Guided writing (prewriting, writing, rewriting, 	Diagnostic Spelling pretest and drills (providing the correct spelling of words with double consonants; providing the spelling of the given words) Formative <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (distinguishing fantasy from reality based on a myth listened to) • Grammar drills and exercises on complex sentences and relative or dependent clauses • Group speaking task (creating a tall tale; retelling the tall tale) 	<ul style="list-style-type: none"> • Being respectful • Having the courage to dream big and to take steps toward one’s future • Being friendly • Being appreciative 	<ul style="list-style-type: none"> • cartolina strips of independent and dependent clauses • flash cards or chart of spelling words

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			<p>story is an account that is fanciful and difficult to believe.</p> <ul style="list-style-type: none"> • Haiku is a form of poetry, first made popular in Japan, which has become appreciated around the world. • When adding suffixes to words with more than one syllable, the issue is not with consonants and vowels but with which syllable is stressed which is the first syllable, and with the doubling of the consonant. 	<p>Scientific Literacy Learning to spell words related to Science</p>	<p>checking, sharing)</p> <ul style="list-style-type: none"> • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<ul style="list-style-type: none"> • Individual writing task (composing a haiku) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
<p>LESSON 6 Treasures in Heaven</p> <p>(Compound-Complex Sentences)</p>	<p><i>View and write a short reaction to a story listened to</i></p> <p><i>Share inferences, thoughts, and feelings based from texts/stories listened to</i></p> <p><i>Use compound complex sentences</i></p>	<ul style="list-style-type: none"> • How do you infer when reading? • How are commas used in complex sentences? • Why is voice tone important when talking? 	<ul style="list-style-type: none"> • Making inference involves using what you know to make a guess about what you don't know or reading between the lines. Readers who make 	<p>Critical Thinking Learning to view and share inferences about a story</p> <p>Communication Learning to use compound-complex sentences</p>	<ul style="list-style-type: none"> • Reading and reciting a given Bible passage • Motivation (conducting a pretend auction; talking about the idea of options or choices) • Reading aloud 	<p>Diagnostic Spelling pretest and drills (choosing the correctly spelled words; unscrambling the letters to form the spelling words)</p>	<ul style="list-style-type: none"> • Caring for one's family • Being patient • Sharing one's talents • Praising God for what you have 	<ul style="list-style-type: none"> • a slide presentation of "Which One Will You Invite?" • flash cards or chart of spelling words

CURRICULUM MAP

Soaring to New Heights in Language 4 (Second Edition)

<p><i>Express conversation tone ideas</i></p> <p><i>Write a limerick</i></p> <p><i>Spell words with long o sound spelled as eau and oe</i></p> <p><i>Spell words related to Christian Living Education</i></p>	<ul style="list-style-type: none"> • What is a limerick structure? • Why spelling is important? 	<p>inferences use the clues in the text along with their own experiences to help them figure out what is not directly said.</p> <ul style="list-style-type: none"> • An independent clause is a clause that can stand on its own as a sentence. Often, two independent clauses can be joined with a conjunction, such as <i>but, and, or, so, yet, for, or, nor</i>. A comma is placed right before the conjunction. • Tone is important as it helps to provide added emphasis, intent, and emotion behind the words you are saying. • Limericks are short poems of five lines having 	<p>Communication Learning to express ideas in conversational tone</p> <p>Creativity and Communication Learning to write limerick</p> <p>Literacy Spelling words with long o sound spelled as <i>eau</i> and <i>oe</i> and words related to Christian Living Education</p>	<ul style="list-style-type: none"> • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (narrative) • Inductive method in teaching grammar • Direct instruction on expressing ideas using a conversational tone and writing a limerick • Cooperative learning on speaking with conversational tone • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn method of teaching spelling (pretest, identifying common spelling patterns, drill, seatwork) 	<p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (sharing inferences, thoughts, and feelings about a story listened to; viewing a slide presentation about a children's story and writing a short reaction about it) • Grammar drills and exercises on compound-complex sentences • Group speaking task (discussing answers to an earlier activity; observing proper use of conversational tone) • Individual writing task (limerick) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test 		
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			<p>a rhyme structure of AABBA.</p> <ul style="list-style-type: none"> • Spelling is important because it facilitates communication. If you write with intent and proper spelling, the receiver of the text will understand it. 			<ul style="list-style-type: none"> • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

**These columns are add-on components provided by the Author/s.