


**Supporting Document 2: Nutrition as subject matter in LES lesson plans**


<b>OBJECTIVES</b>	<b>STRATEGIES</b>	<b>EVALUATION</b>	<b>REMARKS</b>
<p>Identify and use the adjective that best describes a person, animal, place, thing or event</p> <p>Write a paragraph describing a person, animal, place, thing or event.</p> <p><b>Subject Matter</b> Topic: Adjectives</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">                     Nutrition-Nutrients and their functions                 </div> <p>B. References Curriculum Guide EN4G-IIIa-3 English Teacher's Guide pp.218-219 Learner's Material pp.226-228</p> <p>C.Materials:</p> <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Chart</li> <li>• Real objects</li> <li>• Projector</li> </ul>	<p>Learning Procedure: <b>A. Preparation :</b></p> <p>Preliminary Activities 1.Review     What is a noun?</p> <p>Let the pupils identify the noun in the sentences. 1. Bea's dress is clean. 2. The prince loves to drive a green car. 3. Kabang is a brave dog. 4. Louise has been very silent. 5.The muse has a pretty face.</p> <p><b>B. Lesson Proper</b></p> <p>*1.Motivation:     Guessing Game using different local fruits and vegetables and other real objects. (Pupils will guess the things inside the box and describe it.)</p> <p>Ask: Who among you loves to eat fruits and vegetables?</p> <p>What nutrients can we get from each fruits and vegetables?</p> <p>What does it makes to our body?</p> <p>2. Presentation</p>	<p>Identify the adjective that best describe picture. (Refer to LM p. 227-Try and Learn V. Assignment : Look closely at the picture .Write a three-to-five sentence paragraph with adjectives to describe what you see in the picture. (Refer to LM Write about It p.228)</p>	<p>_____out of ___pupils achieved the Mastery Level.</p>

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	<p>Read the following sentences.</p> <ol style="list-style-type: none"><li>1. Kabang is a <u>true</u> hero.</li><li>2. The <u>two</u> girls saved.</li><li>3. The children looked <u>frightened</u>.</li></ol> <p>1. Analysis and Discussion Ask: What are the underlined words? What do they do in each sentence?</p> <div data-bbox="658 563 1364 726" style="border: 1px solid black; padding: 5px;"><p>Adjectives are words that describe nouns or pronouns. They tell about the kind, color, or number of a noun or pronoun.</p></div> <div data-bbox="840 726 1285 1002"><p><b>Activity 1:</b> Give words that describe the given pictures.</p></div> <div data-bbox="663 1046 1102 1374"><p><b>Guided Practice</b></p><p><b>Activity 2:</b> Facilitate a simple guessing game.</p><ul style="list-style-type: none"><li>❖ Describe a certain object in the classroom. Mention its color, shape or kind.</li><li>❖ Call a volunteer to guess the object that is being described.</li><li>❖ The pupil who is able to give the correct answer takes his/her turn in asking classmates.</li><li>❖ This goes on until most of the pupils have taken their turns or after the pupils can confidently give describing words or adjectives.</li></ul></div>		
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*Guided Practice*

**Activity 3:**  
Go back to the poem and point out all the adjectives used. Write them on the board then let the pupils read them.



**3. Generalization/Abstraction**

What do we use to describe a person, places, animals, thing or event?


**4. Application**

-Let the pupils describe their classmates and other things in and out of the classroom.

A. Underline the adjective in each sentence.  
(Refer to LM p.226 – Find Out and Learn)

*Find Out and Learn*

Pick out the adjective in each sentence. Write your answer on your paper.




1. I know many heroes.
2. They are selfless.
3. The children are safe from danger.
4. The blue whale is a hero of the sea.
5. I have read about twenty-four animals regarded as heroes.




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C. Copy the correct sentence that will describe the picture. (Refer to LM Try and Learn – Exercise 2 p.228)

*Try and Learn*

Unscramble the words to form a sentence.



	balloons are There five.
	yellow ripe. A is banana
	Carabao It a big is

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I. OBJECTIVES	III. STRATEGIES	IV. EVALUATION	REMARKS
<p>Visualize numbers up to 100 000 with the emphasis on numbers 10 001-50 000</p>	<p>A. Preliminary Activities</p> <ol style="list-style-type: none"> <li>1. Drill Have a drill on visualizing numbers 1001 to 10 000. Pupils can be asked to use cutout of number discs to show numbers 1001 to 10 000. Example: Using your cutouts of number discs, show these numbers: a. 1008 b. 1400 c. 4637 d. 9869</li> <li>2. Review Conduct a review on associating numbers with sets having 1001 to 10 000 objects.</li> <li>3. Motivation *Have you watched a basketball or a football game on television or live? What have you noticed about their action? Are they energetic and alert? What do you think? Do they have healthy lifestyle?</li> </ol>	<p>Draw number discs to show these numbers</p> <ol style="list-style-type: none"> <li>1. 28 700</li> <li>2. 39 037</li> <li>3. 45 647</li> <li>4. 47 825</li> <li>5. 49 524</li> </ol>	<p>5 = 4 = 3 = 2 = 1 = 0 =</p>
<p><b>II. SUBJECT MATTER:</b></p> <p>Topic: Visualizing Numbers Up to 100 000 With Emphasis on Numbers 10 001-50 000</p> <p>Integration:</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">HEALTHY LIFESTYLES</div> <p>References: CG, M4NS-Ia-1.4 LM, pp.2-3 TG, pp. 4-6</p> <p>Materials:</p>	<p>B. Developmental Activities</p> <ol style="list-style-type: none"> <li>1. Presentation *Present this situation to the class. Mark and his friends enjoy watching their favorite football game on television. They are surprised with how the players played because they are very energetic and alert. After the game, the announcer interviewed one of the players about their healthy lifestyle because they can manage to play well, and with 10 542 people watched the game, believed that healthy eating habits really affect the performance of the players. Analyzing the problem.</li> <li>2. Performing the Activities</li> </ol>	<p><b>V. ASSIGNMENT:</b></p> <p>Draw the number discs to show these numbers</p> <ol style="list-style-type: none"> <li>1. 10 100</li> <li>2. 12 500</li> <li>3. 27 300</li> <li>4. 32 450</li> <li>5. 48 782</li> </ol>	<p>Mean =</p> <p>SD =</p> <p>MPS =</p>

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<p>Flats, longs, units or ones, cutouts of number discs (10 000s,1000s, 100s,10s, and 1s)</p>	<p>Using blocks, flats, longs, and units or ones, guide the pupils to visualize 10 542.</p> <table border="1" data-bbox="719 328 1417 539"> <thead> <tr> <th>Block</th> <th>Flats</th> <th>Longs</th> <th>Unit</th> </tr> </thead> <tbody> <tr> <td>10 thousands</td> <td>5 hundreds</td> <td>4 tens</td> <td>2 ones</td> </tr> <tr> <td>10 000</td> <td>500</td> <td>40</td> <td>2</td> </tr> </tbody> </table> <p>10 blocks=10 000 5 flats=500 4 longs=40 2 units=2</p> <p>Using cutouts of number discs. Lead the pupils to use cutouts of numbers discs to visualize 10 542. How many 10 000 do we have?(1) How many hundreds do we have? (5) How many tens? (4) How many ones? (2)</p> <p>Pupils work in pairs. Have them visualize the following, then later ask each pair to show their answer. a. 10001 b. 26 350 c. 38 562 d. 40 975 e. 50 000</p> <ol style="list-style-type: none"> <li>3. Processing the Activities After all pairs have presented their answers, ask: which pair/s was/ were able to give all correct answers. Which pair/s missed an answer?</li> <li>4. Reinforcing the Concept and Skill Discuss the presentation on top of page 2 of LM Math Grade 4.</li> <li>5. Summarizing the Lesson</li> </ol>	Block	Flats	Longs	Unit	10 thousands	5 hundreds	4 tens	2 ones	10 000	500	40	2		
Block	Flats	Longs	Unit												
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	<p>Lead the pupils to generalize.</p> <p>6. Applying to New and Other Situations          Use number discs to show these numbers          a. There were 35 486 tourist who came to the country last month.</p>		
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**NOTES ON NUTRITION (HEALTHY LIFESTYLE)**

Healthy lifestyle is a way of life that promotes and protects health and well being. It includes practices that promote health including:  
 healthy diet and nutrition,  
 regular and adequate physical activity and leisure,  
 avoidance of tobacco, alcohol and other addicting substances,  
 adequate stress management and relaxation;

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