



## **BASIC EDUCATION ASSISTANCE FOR MINDANAO**

### **LEARNING GUIDE**

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## Competencies

### English, Grade 4: Identifying Meanings of Unfamiliar Words

- Listening
  - Get information from a conversation listened to
- Speaking
  - Use courteous expressions in appropriate situations e.g. telephone conversation
- Reading
  - Identify meaning of unfamiliar words through structural analysis
    - words with affixes and inflectional endings
    - compound words and their components, words written as:
      - one word (backyard)
      - two words (security guard)
      - hyphenated (sister-in-law)
    - use context clues
    - synonyms, antonyms, homonyms
- Writing
  - Write from dictation
    - sentences and short paragraph observing correct spelling, capitalization and punctuation marks

## Objectives

- Brainstorm ideas on how to get meaning of unfamiliar words
- Identify meaning of unfamiliar words through prefixes, suffixes and inflectional endings
- Identify meaning of unfamiliar words through context clues (definition, synonym and antonym)
- Scan a reading text and highlight the unfamiliar words
- Give the meaning of unfamiliar words highlighted in the story through context clues (definition, synonym or antonym)
- Identify compound words (one word, two-word and hyphenated) in the story and give their meanings.
- Get information from conversation listened to



- Simulate a telephone conversation based on the given situation
- Use courteous expressions in telephone conversation
- Express learning gained through a "reflective journal"

## Essential Concepts

- The meaning of unfamiliar words can be easily identified when they are used in context.
- We can identify the meaning of unfamiliar words by analyzing the meaning of the attached affixes and their root words.
- It is important to use courteous expressions in appropriate situations, particularly in telephone conversation.
- A good listening skill is required to get information from conversation listened to.

## Organizational Strategies

- Students are grouped into smaller groups to ensure maximum participation.
- Groups' outputs will be shared with the whole class.
- The activities are processed for students to have a deeper understanding of the context and for them to know the relevance of the topic to their learning.

## Specific Vocabulary

- An **affix** consists of one or more letters that are attached to a root word.
- A **prefix** consists of one or more letters that are attached before a root word. The root word changes its meaning when a prefix is attached on it.
- A **suffix** consists of one or more letters that are attached after a root word. The root word changes its meaning when a suffix is attached on it.



- An **inflectional ending** is a kind of affix that is attached after a root word. The root word does not change its meaning when an inflectional ending is attached on it but it indicates the grammatical form of words such as form of the verb, tense of the verb and form of a noun.

## Key Assessment Strategies

- Rubrics
- Checklists
- Short Tasks

## Activities

### 1. "Brainstorming"

Thinking Skill	Multiple Intelligence	Text Type
Compare and discriminate between ideas Mastery of subject matter Observation and recall of information Understanding information	Interpersonal Logical/Mathematical Verbal/Linguistic	

### 2. "Understanding Affixes"

Thinking Skill	Multiple Intelligence	Text Type
Assess value of theories, presentations Grasp meaning Seeing patterns	Interpersonal Logical/Mathematical Verbal/Linguistic	

### 3. "Words in Context"

Thinking Skill	Multiple Intelligence	Text Type
Compare and discriminate between ideas Grasp meaning Recognize subjectivity Translate knowledge into new context	Interpersonal Logical/Mathematical Verbal/Linguistic	

### 4. "Reading Activities"

Thinking Skill	Multiple Intelligence	Text Type
Generalize from given facts Translate knowledge into new context Understanding information Use methods, concepts, theories in new situations Verify the value of evidence	Interpersonal Logical/Mathematical Verbal/Linguistic	Narrative



5. "Write from Dictation"

Thinking Skill	Multiple Intelligence	Text Type
Grasp meaning Recognition of hidden meanings Understanding information	Body/Kinaesthetic Intrapersonal	

6. "Let's Converse"

Thinking Skill	Multiple Intelligence	Text Type
Translate knowledge into new context Use information Use methods, concepts, theories in new situations	Interpersonal Verbal/Linguistic	

7. "Learning Gained"

Thinking Skill	Multiple Intelligence	Text Type
Mastery of subject matter	Intrapersonal	