This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

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FOREWORD

In our quest to make a difference in our community, we are guided by *Magis* – the relentless drive to look for something more in every opportunity with a heroic attitude and to engage our ideas, talents, and energies on endeavors that may at first seem undistinguished, but are in fact required. For us at UnionBank, this means a corporate philanthropy and social responsibility agenda that can best leverage our resources and capabilities to develop our nation and our people.

For us, this means taking the less travelled path of values formation.

It is thus that we have endeavored to focus on youth development and to align our values formation efforts with the public school curriculum. Through the UnionBank Learning System, we have succeeded in developing learning materials that are designed to integrate values formation – in particular, the time-honored values enshrined in the Philippine Constitution – with the crucial area of reading. Knowing fully that reading is a survival skill – *if you cannot read, you cannot learn* – our learning system endeavors to help produce independent readers among our young.

Having launched the program in 2006, we have provided students’ workbooks to over 2.5 million pupils and teachers’ guides to 13,000 Grade 2 teachers in 5,200 public schools throughout the country. Over the years, we have received various awards and commendations for this philanthropic undertaking, as well as excellent impact evaluations that show proof of its immense worth to Philippine education.

Now, through this partnership with the Department of Education, we are embarking on the institutionalization of the program in the public school system, with each and every Grade 2 pupil to be given a copy of this book – revised in accordance with the new basic education curriculum – beginning school year 2013-2014!

For UnionBank, this marks the end of a long yet fruitful journey.

With hope and confidence in the future, it is our joy and privilege to give this book – through this monumental partnership with the Department of Education – as a gift to the Filipino child.

May it continue to serve as an effective learning tool, one that can help empower each Filipino child with the capabilities required by the emerging global village. And may it continue to inspire others to participate in the noble struggle for nation building and, to be reminded that “besides the earth, man’s principal resource is man himself,” for the transformation of each individual.

JUSTO A. ORTIZ
Chairman and CEO
UnionBank of the Philippines
INTRODUCTION
THE JOURNEY

This book has been eight years in the making. As the culminating output of the flagship program in Corporate Philanthropy and Social Responsibility of UnionBank of the Philippines, the UnionBank Learning System (UBLS) is the embodiment of the bank’s corporate creed – To Make a Difference in the Community – realized through programs and projects that focus on the all-important area of values formation, like the UBLS.

Launched on June 19, 2006, auspiciously the 145th birth anniversary of our national hero, Dr. Jose Rizal, the UBLS is the brainchild of UnionBank Chairman and CEO Justo A. Ortiz and UnionBank Corporate Philanthropy and Social Responsibility (CPSR) Executive Director Maria Gonzalez-Goolsby.

Recognizing the importance of addressing the Millennium Development Goal of achieving universal primary education (MDG 2), and responding to the call for volunteerism and private sector participation in Philippine public education through the Adopt-A-School Program, UnionBank embarked on a journey to help Filipino children read, write, and speak English and, at the same time, learn to become good and productive Filipino citizens.

The Foreword of the first UBLS book reads—

*We want to give the Filipino child the solidarity of love, a guiding moral compass, pride in our Filipino heritage, and the capability to participate in the equalizing global village.*

As pointed out by Ortiz, “At the end of the day, values formation becomes a very important foundation for the future, and that’s why more investment should be put into it.”

In 2006, UnionBank commissioned Marcy Dans-Lee to write and illustrate the storybook As A Filipino, as conceptualized by Goolsby. Likewise, Dr. Felicitas E. Pado of the University of the Philippines was commissioned to write a self-instructional Teacher’s Handbook using the Four-Pronged Motivational Approach and a corresponding Student’s Workbook based on the storybook, while Ms. Lourdes Colina-Reyes, M.A., veteran teacher of De La Salle Zobel and author of a values formation book, was commissioned to write the Values Education component of the book series.

The UnionBank “As a Filipino” Learning System: Developmental Reading Integrated with Values Education for Good Citizenship (As A Filipino) was born.
Compliance with the learning competencies set by the Department of Education was a primary consideration in developing the entire UnionBank program.


In 2007, the program was launched in the National Capital Region (NCR), in coordination with then DepEd NCR Director Teresita G. Domalanta, where it was rolled out in all its public elementary schools that year. Recognizing the Filipino teacher’s noble mission and dual roles as mentor and model of the Filipino child, UnionBank paid tribute to all the 5,000 Grade 2 public schools teachers of NCR, who were also the first to use the *As a Filipino* books, through a massive teacher training event on October 24-25 at the Philippine International Convention Center that preceded the region-wide rollout.

To validate the program’s effectiveness, UnionBank commissioned Dr. Cornelia C. Soto of the Ateneo de Manila University’s Ateneo Teacher Center (ATC), an acknowledged Assessment and Evaluation of Learning Expert, to conduct the 2007-2008 census study “The Impact of the UnionBank Learning System: Developmental Reading Integrated with Values Education for Good Citizenship As a Filipino on Pupil Achievement in the National Capital Region (NCR).”

Based on the performance results of 200,000 Grade 2 pupils, the study concluded that there was a 41.59% increase in Reading Achievement. In assessing Values Knowledge and Feelings, a significant increase was also observed towards Love for Reading (p.=.002) and Behavior Towards Family (p.=.015) and School (p.=.008). It further stated that, in general, both quantitative and qualitative data indicated that the UBLs was substantially successful as a cognitive instrumental system. Its affective impact was also substantially beneficial to teachers and pupils, with the Observational, Interview, and Survey results showing the following: The principals (N=29) and teachers (N=168) selected from 450 schools felt that the UBLs’ goals and objectives of developing reading skills and values integration were achieved. Both respondents gave the UBLs a high rating (principals’ mean = 4.38, teachers’ mean = 4.32 on scale of 1-5). They believed the UBLs was relevant, useful, and helpful to both teachers and pupils. They found the content logical and well organized, with values properly integrated and applicable to the pupils’ daily life at home and in school, and correlated with other subjects such as Filipino, Makabayan, and Character Education.

Under the continuing conceptualization, direction, and management of UnionBank CPSR head Goolsby, with CPSR officers Ilene R. Ruivivar and Mary Margaret M. Barro, the program evolved in 2008 into the *UnionBank Learning*
System: Development Reading Integrated with Values Education for Good Citizenship, an integrated program for teaching Literacy, English Proficiency, and Values Education for pupils in the primary grade level.

The five editions of the UBLS were written by Adalia D. Soriano, a highly regarded Language Arts specialist with three masters degrees (General Education, Elementary School Administration, and Language Teaching) and 35 years of teaching experience at the elementary level. Jose Miguel “Jomike” T. Tejido, architect, artist, and author of children’s books, magazines, and comics, enlivened the workbook with his illustrations and activity pages, engaging the pupils and motivating them to interact with the text.

Composed of a Student’s WorkText for every pupil, a Teacher’s Edition of the WorkText for every teacher, a Teacher Training Video, and the As a Filipino Audio CD for every school, the UBLS Program was used 90 minutes daily for 32 weeks in participating public elementary schools.

Since its launch in 2007, the UBLS has benefited over 2.5 million primary public school pupils and 13,000 teachers in 5,200 public elementary schools nationwide. Covering the main regions of NCR, Region VII (Central Visayas), and Region XI (Davao), the Divisions of Sarangani, Tawi-Tawi, Isabela City and Lamitan City, and the Districts of Maluso and Tipo-Tipo, Basilan and San Isidro, Nueva Ecija, the UBLS was effectively a nationwide program.

Coverage expanded in school year 2008-2009 to the Visayas and Mindanao, and ATC’s Soto did a study in these areas using the same evaluation protocol used in 2007-2008. Despite difficult logistics that allowed complete data gathering in only a few schools, the study showed encouraging results. In Metro Cebu, for instance, the sample of 2 schools, 9 teachers, and 466 pupils indicated a 16.54% increase in pupils’ reading achievement. In the Autonomous Region of Muslim Mindanao, the sample of 29 schools, 36 teachers, and 1,786 pupils yielded an increase of 34.03%.

In school year 2011-2012, then DepEd NCR Director Elena R. Ruiz initiated a DepEd Impact Study, again independently conducted by the Ateneo Teacher Center. This was administered by ATC’s Soto in collaboration with DepEd NCR Education Supervisor Victoria R. Mayo. The study focused on the rich source of data from Grade 2 NCR teachers (N=1592) evaluation of the UBLS Student’s WorkText and Student’s WorkText Teacher’s Edition. The “Teacher Evaluation of the UnionBank Learning System: Developmental Reading Integrated with Values Education for Good Citizenship A Content Analysis” Study showed the value of the UBLS to both pupils and teachers.

The teachers’ evaluation of the UBLS resource materials was overwhelmingly positive in terms of general impact, characteristics, and content and that these
materials were “useful and helpful because of their development of cognitive competencies such as the integrated skills of reading, writing, listening, and speaking, values education and integration, and their development of psychomotor skills and the arts.”

Teachers felt that the focus on values education and integration was quite significant since pupils were exposed to “poems, stories, and activities which contain values and virtues that are essential for children to become good persons, [and which are] essential in strengthening and fortifying their character.” Teachers thought that the inclusion of non-language arts skills and content such as art activities, puzzles, and games “challenged the pupils to think, to question, and to be more creative and imaginative.” The activities “help increase their motivation” and made them “more participative and attentive.” The UBLS was given credit by teachers for the perceived change in attitude and behavior of pupils: they were more attentive, participative, independent, critical, imaginative, and creative. Similarly, teachers expressed that they learned new strategies and techniques, by using the new instructional materials. They also became more creative, resourceful, patient, and imaginative.

The Bureau of Elementary Education (BEE) under Director Marilyn D. Dimaano, also conducted an evaluation of the UBLS in 2012, which showed that the UBLS student’s workbook “designed to strengthen literacy skills and instill values, is a complete package that will be of great help to both the teachers and the pupils. Thus, it is highly recommended for use in Grade 2.”

It should be noted that the UBLS has earned several awards of distinction for UnionBank, including the Anvil Award for Excellence in Education (2008), the Anvil Award for Excellence in Responsible Citizenship (2008), the Management Association of the Philippines (MAP) Special Award for Best in Education (2009), and Finance Asia Top Ten Companies in Asia for CSR (2010).

With the onset of the new basic education curriculum, the Department of Education saw the value of capitalizing on the strengths of the UBLS.

“The UnionBank Learning System has been a great help to all our pupils and teachers for the past five years,” wrote DepEd-NCR Director Luz S. Almeda in her October 23, 2012 request to UnionBank to allow the DepEd Learning Resource Writing Team (LRWT) to use materials from the UBLS for the new DepEd Learner’s Material (LM) and Teacher’s Guide (TG).

“This is an opportunity for the UBLS seeds to grow and bear more fruits as they will be sown in all parts of the country,” Almeda added. “It is high time that [UnionBank’s] advocacy on reading and good citizenship spread throughout the land.”
Having been granted permission by UnionBank through CPSR head Goolsby, Almeda requested clearance from Ruiz, who by then had been promoted to the position of DepEd Assistant Secretary for Programs and Projects, to use the UBLS in the development of the LM and TG for Grade 2 English. The matter was eventually elevated to then DepEd Undersecretary for Programs and Projects Yolanda S. Quijano, and after several meetings with UnionBank’s Goolsby and other DepEd officials, among them Undersecretary for Finance and Administration Francisco M. Varela, Undersecretary for Legal and Legislative Affairs Alberto T. Muyot, Instructional Materials Council Secretariat Director Socorro A. Pilar, Adopt-A-School Program Operations Manager Merlie J. Asprer, BEE’s Dimaano, and NCR’s Almeda and Mayo (the latter serving as team leader of the DepEd-NCR LRWT), the integration of the UBLS in DepEd’s Grade 2 English LM and TG and its institutionalization in the public school curriculum was assured.

At this point, the final chapter of UnionBank’s journey with the UBLS was already near at hand.

With DepEd formally “acknowledging and recognizing the proven usefulness and impact of the UBLS” in providing schools with literacy, English proficiency, and Values Education for character formation, and having “examined, checked, and cleared it for adoption and use” in the Grade 2 English LM and TG for all public elementary schools in the country, selected materials from the UBLS were used in combination with materials provided by DepEd, using the UBLS template, as developed by the DepEd-NCR LRWT.

In completing its journey with the UBLS, UnionBank agreed to assign to DepEd its rights and interests and allow its use and adoption in the public school system.

Thus, on February 6, 2013 a Memorandum of Agreement was signed by Education Secretary Br. Armin A. Luistro FSC and UnionBank Chairman/CEO Justo A. Ortiz to formalize the turnover of the UBLS to the Department of Education.

Under this agreement, UnionBank granted DepEd, at no cost, permission to adopt, integrate, and use in the Grade 2 English LM and TG selected exercises and materials from the UBLS. UnionBank also gave DepEd the right to use all components of the learning system – Student’s WorkText, Student’s WorkText Teacher’s Edition, Teacher Training Video, As a Filipino Audio CD, and Corporate Philanthropy and Social Responsibility (CPSR) Audio-Visual Presentation – free of charge.

These LMs will be disposable, on a 1:1 ratio for all Grade 2 public school pupils nationwide, with every child entitled to bring home the LM at the end of the
school year. The TG, however, will be reusable, on a 1:1 ratio, for Grade 2 English public school teachers nationwide. The Grade 2 English LM will be printed by DepEd in time for school year 2013-2014 and then every year thereafter.

Under this agreement, UnionBank and DepEd are copyright co-owners of the Grade 2 English Learner’s Material.

According to Secretary Luistro, “The LM is like a student’s worktext which every pupil can study, answer and write on, and bring home as their own.”

In the coming school year, it will be given to all 2.5 million Grade 2 pupils in public elementary schools nationwide.

“This particular engagement comes at a very important segment in our journey towards reforms,” Luistro explains. “We are thankful to UnionBank for the learning system that will enable us to integrate and use the Learning Materials and Teachers Guides in the context of K to 12.”

On behalf of UnionBank, Ortiz notes –

“We are happy to join DepEd in this historic, enabling, and noble project – a book for every child – for the benefit of all the 2.5 million Grade 2 pupils and the 60,000 Grade 2 teachers nationwide. We share [DepEd’s] vision of creating a better Philippines through the commitment of a better educational system.”

This is UnionBank’s Gift to the Filipino Child. And now, through this partnership with the Department of Education and this book collaboration, it is for all Filipino children to own, learn from, and enjoy.

CARLOS V. VALARAO
March 13, 2013
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* Activities and Exercises adopted from the UnionBank Learning System Student’s WorkText (2012) and revised by DepEd National Capital Region – Learning Resource Writing Team
UNIT 4

I Belong to a Community

This unit is all about taking care of our community, loving our environment, and being concerned with others.

We all belong to a community so we should love it.
UNIT 4
I Belong to a Community

Lesson 1: I Am a Man for Others

Let’s Try

I. Let’s try to study if the group of words in each item is a sentence or not. Put S on the blank before the number if item is a sentence or NS if not.

_________ 1. it is a taxi
_________ 2. in the market
_________ 3. you will see the wallet above the table
_________ 4. when I go home, I will eat the pancit
_________ 5. they like the

II. Put the missing punctuation marks and write them inside the box.

_________ 6. How do you go to school every day
_________ 7. I ride the bus to school
_________ 8. Stop, wait for me
_________ 9. The children shouted, “Fire”
_________ 10. Why do you read books
Every Time
By Amcy M. Esteban

Every time I share my belongings
With someone who has none,
I show how much I care!

Every time I listen to my friend
Who is very lonely,
I show how much I care!

Every time I help others in need
And make them smile and laugh,
I show how much I care!

How do you show care for others?
Can you share your experience with us?

My Personal Experience
Let’s Aim

This lesson will show you how to care for others and how helping others can bring joy to anyone. Listen to your teacher as she reads the story, “Taxi, Ma’am, Sir!”

**Taxi, Ma’am, Sir!**
*By Dali Soriano*

“Taxi, Sir? I’ll get one for you.”

I am Ted. After school I stay outside the gate of the village near our house. I call taxis for people who need them. I am most happy when a passenger gives me one peso. This is how I help my parents buy food for my brothers and sisters.

One day, an old man asked me to call for a taxi and gave me a paper bag. “Ted, take this home to your family,” he said. “Thank you, sir,” I told him. I ran home to share the bag with my family. “Pancit!” shouted my little sister as she opened the bag. My five brothers and two sisters ran to the table. We all shared the pancit. “Where did you get the money to buy pancit?” Nanay asked. “I called for a taxi for an old man and he gave me a bag of pancit. He told me to share it with you,” I replied.

The next day, the man called me again but not for a taxi. “Would you like to help clean my house?” he asked. “Oh yes, but when? You see, I go to school,” I answered. “I will send you to school.” “Really?” I asked. “Yes, I will,” he said.
“Ah, but I don’t want to be away from my family,” I added. “You are not leaving them. After school you come help me clean the house. Then, you can go home,” the man explained. “Thank you. I like that. My parents will like the good news,” I said.

My parents were happy.

I like working for the kind, old man. I don’t have to call for taxis anymore.

Comprehension Questions:

1. How did Ted help his family?
2. How do you help your family? Share what you do to the class.

Remember This

The three basic elements of the story are the characters, setting (time and place), and plot (events).
I Can Do It

Draw the main character of the story and answer the questions below.

NAME OF CHARACTER

For: _______________________________________

___________________________________________

(What did he do to get his reward or prize? Why did he receive the prize?)

Reward: _______________________________________

(What prize did he get?)
What do you see on the street?
You can draw inside the box.

I see _________________________ on the streets.
Let’s Aim

Listen to the teacher as she reads the story “Taxi, Ma’am, Sir!”

Dialogue

Scene 1

Ted: I am Ted. I call taxis for people who need them. I help my parents buy food for my brothers and sisters.

Old man: Ted take this to your family.

Ted: Thank you, Sir.

Scene 2

Ted: Pancit!

Nanay: Where did you get the money to buy pancit?

Ted: I called a taxi for an old man and he gave me a bag of pancit. He told me to share it with you.
Scene 3

Narrator: The next day the man called Ted again.
Old man: Would you like to help me clean my house?
Ted: Oh yes, but when? You see, I go to school.
Old man: I will send you to school.
Ted: Really? Yes, I will. Ah, but I don’t want to be away from my family.
Old man: You are not leaving them. After school you come help me clean the house. Then, you can go home.
Ted: Thank you, I like that. My parents will like the good news.

We Can Do It

Pretend that you are the main character of the story and try to complete the autograph.

<table>
<thead>
<tr>
<th>Name: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: ________________________________</td>
</tr>
<tr>
<td>Grade: ______________________________</td>
</tr>
<tr>
<td>Likes: ______________________________</td>
</tr>
<tr>
<td>Dislikes: ____________________________</td>
</tr>
</tbody>
</table>
I Can Do It

What other means of transportation do you know? Draw them.

Lesson 3: Let’s Talk about Our Community

Get Set

Listen to your teacher and try to understand the passage.

We Can Do It

Fill in the blanks.

A ____________________ is a group of words which has a complete thought.
A ________________ is a group of words which does not have a complete thought. So, it is not considered a sentence.

Remember This

Writing simple sentences and expressing how to help others can be fun and exciting.

Let’s Aim

Draw how Ted helped his family.

Use simple sentences to express your ideas about the topic.

_________________________________________________

_________________________________________________

_________________________________________________
I Can Do It

It’s Time to Draw and Write!
Use two simple sentences to tell your story on the box below.

How I Help My Family
and the Other Members of My Community

___________________________________
___________________________________
___________________________________
___________________________________
___________________________________

Measure My Learning

Tell whether the group of words is a sentence or not. Color the smiling face 😊 if it is a sentence and cross the sad face 😞 if it is not. Have fun!

😊 😞 1. he helps the old man
😊 😞 2. old man gives
😊 😞 3. aside from the pancit, the old man helps the boy earn more money
😊 😞 4. kind people get a greater reward
😊 😞 5. his friends
Lesson 4: Learn More about Your Community

Get Set

Look at your teacher’s hand. Can you guess the punctuation mark that she/he will write in the air?

Let’s Aim

Read along with your teacher. Use your point finger to serve as your guide while the teacher reads the poem. Can you follow?

**The Books That We Read**

*by Amcy M. Esteban*

If you read more books, then you’ll know the truth-
that books make us bright.

Fathers read newspapers, Mothers read cook books
Children? Storybooks!

We read fairytales, They read poems and prose
Others love fables!

No matter what we read I know that you’ll agree
Books make us smarter!
We Can Do It

Write your own sentences using the punctuation mark inside the box.

Use a period .

________________________________________

________________________________________

Use an exclamation point !

________________________________________

________________________________________

Use a question mark ?

________________________________________

________________________________________

Remember This

Punctuation marks

This is a period. It tells us the end of a sentence.

This is a question mark. It is used to end a question.

This is an exclamation point. It is used to end sentences or words that express strong feelings.
I Can Do It

Let’s read the sentence with the correct intonation, expression, and punctuation. Then, put the correct punctuation marks in the box.

1. Do you love to read books □
2. Yehey! I have new books □
3. My mother gave the books as birthday present □
4. I am so happy because I love books □
5. Why do you read books □

Lesson 5: Punctuation Marks Are Important

Get Set

Do you know your punctuation marks? Let’s read the description and then draw the correct punctuation mark inside the box.

PUNCTUATION MARKS

A period tells us to stop and end the sentence. A question mark is used when we ask questions. An exclamation point is used to end words or sentences that express strong feelings.
I Can Do It

Study the picture and write your own sentences using the three punctuation marks that you have learned today.

Lesson 6: Be Aware of Your Community

Let’s Try

1. Following Three-step Directions

   Draw and write the steps to show how to take care of plants.

   How to Take Care of Plants

   1. First, ____________________________
   2. Then, ____________________________
   3. Finally, ____________________________
II. Sequencing of events - The Life Cycle of a Plant. Which happened first? Write the correct order of events inside the small box by writing numbers 4 to 6.

It turns into a plant.  The seed falls in the soil.  It becomes a sprout.

III. Write the correct letter on the blank to tell what the sign means. Choose the correct answer from the box.

A. You cannot enter  C. Slow down
B. No left turn  D. No parking

_____7.  

_____8.  

_____9.  

_____10.
Get Set

How many of the environmental signs do you know? Put a check (✓) in the box if you see the sign in your community and cross (x) if not.

[Image of environmental signs]

[ ] [ ] [ ] [ ] [ ]

Remember This

Show your respect to the law by following the traffic signs. If we follow the traffic signs, there will be peace and order on the streets.

I Can Do It

Draw how you can show respect while you are passing by the streets to promote peace and order. Write something about your picture.

I will try to do the following things:

[Box for drawing and writing]
Lesson 7: We Are the Guardians of Our Environment

Let’s Read

The Greening of Malaya Park
By Dali Soriano

“Mama, it’s so hot! I need some fresh air. May I ride my bike to the park?” Carla asked.

“Yes, Carla, but be careful. There have been many accidents in the park,” Mama said.
On her way to the park, Carla's bike hit a trash can that was lying around. Carla fell and hit her head on a big rock. Her friend, Leah, brought her to the hospital.

“You have a big bump on your head,” Dr. Bart said. “Many children get hurt in the park. I’m meeting some parents about making the park safe. Come and bring your parents and some neighbors to the meeting,” added Dr. Bart.

After the meeting, the parents wrote to the city government. They said, “Please help us make the park a safe place for our children.” The city agreed to help. The work began on the playground. Parents and their children cleared the soil and planted vegetables. They planted fruit trees, too. They planted big narra and acacia trees. The city government brought in slides, seesaws, jungle gyms, and swings. They also put trash cans at every corner of the park.

When vacation time came, the park was filled with children and their families. Parents got together, harvested vegetables, and cooked them. Families got together for picnics.

At the end of a picnic day, the children and the parents made sure the park was clean. Malaya Park became a fun place for the whole family.

Comprehension Questions:
1. Why were there many children who got hurt in the park before the clean up?
2. Who helped in the greening of Malaya Park?
I Can Do It

Make a card to express how much you love Mother Earth. You may use any piece of paper. Encourage people to become the guardians of our environment.

Measure My Learning

Read the pledge with feelings and color Mother Earth.

My             Promise
My Pledge
Concern for the Environment

As a Filipino, I will do my best
To help clean my surroundings.
I will pick up trash that I see every day.
I will reduce, reuse, and recycle to save the environment.

My Promise
Agreement

The community workers below do their work very well. Match who they are and what they do. Write the letter of the community worker in the circle that tells about what he/she does.

☐ I prescribe medicines to cure the sick.  
   A Pilot

☐ I help the doctor treat sick people.  
   B Doctor

☐ I maintain peace and order to protect the community.  
   C Nurse

☐ I teach students to read, count, and write.  
   D Engineer

☐ I build bridges and roads.  
   E Teacher

☐ I fly an airplane in the sky.  
   F Policeman

Let’s Draw
Lesson 8: Experience Is the Best Teacher for Everybody

Get Set

How to Play the Newspaper Aero Movement

Follow the directions:
First, open the newspaper widely.
Then, spread the newspaper widely on your chest.
Finally, remove your hands while the newspaper is on your chest. Run quickly so the newspaper will not fall.

We Can Do It

Sharing our experiences in life is fun and exciting! Listen to the teacher as she reads the dialogue from the story, “Taxi, Ma'am, Sir.” Then, draw and write about your experience.

The dialogue is like a __________________________
Lesson 9: Beautiful Sights in Our Environment

Get Set

Answer the questions below.

**QUESTION CHART**

What kind of land transportation will the main characters use in order to get to their destination?

If you will go on a picnic, what means of transportation will you use? Why?
We Can Do It

I Spy with My Beautiful Eyes...

Study the picture below. Make a sentence by following the pattern below.

I spy with my beautiful eyes...
I see a/an ______________________________________.
I see a/an ______________________________________.
I see a/an ______________________________________.
I see a/an ______________________________________.
I see a/an ______________________________________.
I see a/an ______________________________________.
I Can Do It

Be ready for a walk inside your school. Your teacher will accompany you around the campus and you will list down all the things that you see. Bring your notebook and pencil and use the sentence pattern below.

I see a/an__________________________________.
I see a/an__________________________________.
I see a/an__________________________________.
I see a/an__________________________________.
I see a/an__________________________________.

Measure My Learning

Creative writing – Write 1 to 2 sentences to express your ideas and opinions about the activity that we did today.

My Ideas and Opinions about our Activity Today

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Lesson 10: Our Plants: Our Life

Get Set

Fill in the blanks and write what you already know about trees and what you would like to know about them.

Make a Bulletin Board

What I Know about Trees

What I Want to Know about Trees
I Planted a Seed
by Amcy M. Esteban

I planted a seed:
First a seed,
Then, a sprout,
and the leaves,
Slowly, the buds
come out.

They grow bigger
And bloom with fragrance.
Butterflies and bees come
to enjoy the sweet smell.

Animals, insects, and the wind
help spread their new seeds
to the new garden where...
the other seeds are planted again.

Look for the punctuation marks used in the poem.
Draw the punctuation mark in the box.
I Can Do It

Seeds are like the __________________________.
I love planting seeds because they _______
_______________________________.

Life is precious and it is a cycle.

Measure My Learning

Write what you’ve learned about the life of a plant.
Lesson 11: Find the Inner Beauty of Others

Let’s Try

I. Rhyming Words: Tell whether the pair of words rhymes or not. Put a check mark (✔) if the words rhyme and cross (x) if they do not rhyme.

________ 1. sun – bun  ________ 6. tan – pan
________ 2. set – sit  ________ 7. pen – ten
________ 3. cat – mat  ________ 8. pot – hot
________ 4. big – wig  ________ 9. bag – tag
________ 5. sell – wall  ________ 10. pill – Jell

II. Prepositions:

Complete the sentence by choosing the correct preposition. Encircle the correct answer.

1. The pearl is (in, behind, beside) the shell.

2. The crab is (in, behind, on) the water.

3. The book is (on, under, in front of) the head of the cat.

4. The book is (on, under, in front of) the girl.

5. The mouse is (on, in, beside) the lion.
III. Express your feelings and opinion by completing the sentence stem. (5 points)

Today, I feel ________________________________ because______________________________.

We Can Do It

Make a pyramid by filling in the boxes with important information from the story.

1. Write the title of the story.
2. - 3. Write down 2 words or phrases about the problem of the character.
4. - 6. Write 3 words to solve the problem of the character.
I Can Do It

Name these characters. Put a check (✔) in the box if they are good and cross (x) if they are not good.

[Images of four characters]

Lesson 12: Reading Shapes Our Community

Get Set

Draw your favorite storybook character and tell why he or she is special.

My favorite character is ____________________

because __________________________________.

Listen to your teacher as she reads the instruction for the activity, Bring the Character Back to Life.
**We Can Do It**

Answer the questions and write your answers on the blank. If the story *Mark Has Horse’s Ears* were in a time capsule, what would people in the future learn from it? Why should they read it?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**I Can Do It**

Write a letter for the people in the future describing the value of a book.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Agreement

Make a cartoon.

Did you know that being active makes you healthy?

Healthy kids play, run, and jump. Make this picture of a running boy move like a cartoon show by following these steps.

**Step 1:** Color pictures 1 and 2. Make sure you use the same colors for the same parts. For example, if you choose red for the shirt in picture 1, it should be red also for the shirt in picture 2.

**Step 2:** Cut out pictures 1 and 2. Follow the thick black lines.

**Step 3:** Glue picture 1 to picture 2 on the top gray rectangle labeled GLUE.

**Step 4:** When it dries up, flip picture 1 up and down and watch the boy run!

Copy these pictures on a larger paper and try making many animations.
Lesson 13: We Are Unique and Special

Get Set

Read along as the teacher reads the poem. Use your point finger as your guide.

What the Animals Said
Old German Rhyme
Anonymous

It’s still dark
Said the lark.
What’s that
Said the cat.
I want to sleep,
Said the sheep.
A bad habit,
Said the rabbit.
Of course,
Said the horse.
Let’s have a spree
Said the bee.

But where?
Said the hare.
In the barrow,
Said the sparrow.
I’m too big
Said the pig.
In the house
Said the mouse.
But the dog said -
Bow wow, it’s too late now.

Let’s Aim

Read aloud the rhyming words below.

dark rhymes with lark
that rhymes with cat
sleep rhymes with sheep
habit rhymes with rabbit
course rhymes with horse
I Can Do It

Which of following words are rhyming? Look at the words in the clothesline and put a check (✓) inside the box if the words rhyme and cross (x) if they do not rhyme.

cat - bar  box - fox  fan - can

☐  ☐  ☐

Write your own pair of words that rhyme.

1. ___________________  –  ___________________
2. ___________________  –  ___________________
Lesson 14: Teamwork Leads to Success

Get Set

Study the alphabet to decode the secret message.
Mark had everything he wanted. Everyone said, “What a lucky boy. How happy he must be!” But Mark was not happy. He had a secret. The secret was that he had horse’s ears that he kept under a bonnet.

The only person who knew about the secret was the family barber. He was forced to promise not to tell anyone or else his barber shop would be closed. The barber kept the secret until he began to get sick and went to the doctor. The doctor said, “You are not sick at all. Perhaps you are
keeping a secret.” The barber fell off his chair. He thought the doctor knew about little Mark’s secret. The doctor asked what the secret was, but the barber wouldn’t say anything. The doctor said, “Well, if you won’t tell me, tell it to the ground.” Right away the barber went to the bank of the river and laid his head down and whispered, “Mark has horse’s ears. Mark has horse’s ears.” Right away he felt better.

When the little rich boy celebrated his seventh birthday, his mother prepared a big banquet. She invited musicians to entertain guests. One played music using a comb and a leaf. When the guests had eaten, little Mark’s father called on the special musician to play. The musician blew on his comb and out came the song, “Mark has horse’s ears.” The guests began to giggle. The father snatched the comb from the musician and blew on it. Again the comb sang, “Mark has horse’s ears.” Everyone laughed so hard they were rolling on the floor.

Suddenly Mark’s mom stood up and spoke, “How many of you here have horse’s ears? Only one, my special son, Mark. It is a sign of his difference from you.” The mother took off the bonnet that hid Mark’s ears. Then the father and mother kissed Mark, first on one ear and then on the other.

After this, everyone wanted horse’s ears because these would make them special. Mark didn’t have to hide his ears anymore.

Comprehension Questions:

1. What was special about Mark?
2. How do you think Mark felt when the guests laughed about his ears?
Lesson 15: Working as a Team

Get Set

Look where your teacher will put the stuffed toy and learn about prepositions.

We Can Do It

Find a partner and fill in the blanks with the correct prepositions.

<table>
<thead>
<tr>
<th>beside</th>
<th>behind</th>
<th>in front of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The rooster is ______ the car.

The mouse is ______ the block.

<table>
<thead>
<tr>
<th>beside</th>
<th>behind</th>
<th>on top of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ball is ______ the box.

The apple is ______ the book.
I Can Do It

Look at the following animals and write 5 sentences to tell where they are. Use the prepositions in, on, under, behind, and beside.

Prepositions

beside  behind  in  on

under  in front of  out of  over

1. _______________________________________
2. _______________________________________
3. _______________________________________  
4. _______________________________________  
5. _______________________________________

403
Lesson 16: Respect for Life: Uplift People

Let’s Try

I. Synonyms: Which pairs of words are synonyms?
   Put a smiling face if the words have the same meaning and a sad face if they are not synonyms.

1. bad – mean ✓
2. white – black ✓
3. night – day ✓
4. wise – smart ❌
5. begin – start ❌

II. Antonyms: Which pairs of words are antonyms?
   Put a check (✓) if the words have the opposite meaning and cross (x) if they do not have the same meaning.

1. sun – moon ✓
2. up – down ✓
3. pretty – beautiful ✓
4. in – out ✓
5. rich – poor ✓
III. Reading Comprehension Test

Read the story of Jose Badelles and then answer the questions below.

**Boy with a Happy Face**  
*by Amcy M. Esteban*

The Boy is happy because he has a face, so out he goes to look for his friends.

He meets the Stars and he says, “Thank you stars for giving my eyes to see what is bright when things look dark.”

He sees the Sun rising and the boy says, “Now, I have my mouth filled with words or warmth when the world feels cold.”

And the boy says to the Sky, “My deepest gratitude to you, dear Sky because you gave my ears to hear words of Truth, both said and unsaid.”
And the boy says to the Wind, “I am very thankful because you gave my nose to take in air that is pure and life-giving.”

And the boy says to the Rain, “My gift for you... Is for you to see... My Happy Face!”

IV. Answer the following by encircling the letter of your choice.

1. Why is the boy happy? He is happy because__________.
   a. he has no gift
   b. he has a face
   c. he has an enemy

2. Who did the boy thank for his eyes?
   a. the sun
   b. the stars
   c. the sky

3. Who gave his mouth?
   a. the sun
   b. the stars
   c. the sky

4. Who gave the boy’s ears?
   a. the wind
   b. the rain
   c. the sky

5. The boy received his nose from ________________.
   a. the wind
   b. the rain
   c. the sky
6. What is the boy’s gift for the Rain?
   a. a sad face
   b. an angry face
   c. a happy face

Get Set

Can you connect the words that rhyme? Draw a line to connect the words that rhyme.

- Dock
- Hickory
- Dickory
- Clock
Let’s Aim

Listen to your teacher as he/she reads the story, “The Lion and the Mouse.”

The Lion and the Mouse
Aesop’s Fable

Once there was a lion sleeping peacefully under the shade of a narra tree. Suddenly a mouse ran up his shoulders. The lion woke up and shook himself like an earthquake and sent the little creature to the ground. The lion caught the mouse by the tail, holding him with one great paw. “Who are you to disturb my much-needed sleep?” roared the lion. Almost too scared to say anything, the mouse begged to be set free. “I give you my word, Sir Lion. One day I will return the favor.”

“Give your word, squeaking pip?” asked the lion, laughing. The mouse nodded and the lion lifted his paw and let the creature free. They went their separate ways. The lion forgot about the mouse, but the mouse was more careful where he put his feet.

One day the lion roared pitifully through the forest. It woke the mouse in the comfort of his rest. “That sounds like Sir Lion. He saved my life. I promised I would return the favor. Now is my chance.” The mouse hurried toward the sound. He saw the lion hung from a great branch, caught in a hunter’s net, trapped so tightly it couldn’t move. The mouse quickly climbed up the tree and down the thick ropes where he set to work with his sharp teeth. He chewed and pulled, nibbled and gnawed through the mesh until eventually the net began to loosen and the lion was released.
The lion thanked the mouse. “Thank you, little mouse. I promise never to underestimate the smaller creatures again.” The mouse in turn tried to look heroic and brave. It was with some relief and not a little pride that he watched as the lion disappeared into the forest.

Comprehension Questions:
1. Why did the lion roar at the mouse?
2. How did the mouse save the lion?

We Can Do It

Sequencing relay. Sequence the events of the story in the correct order.

1. The lion let the mouse free.
2. The lion thanked the mouse.
3. The mouse woke the lion.
4. The lion was trapped in the net.
I Can Do It

Draw your favorite character and tell the reason why you love him.

My favorite character is _________________________
because_________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Lesson 17: Bring Out the Hero in You

Get Set

Listen again to the story as the teacher rereads the story. You may retell the story afterwards.

We Can Do It

It’s Circle Time. Form a circle and group yourselves into 5 members. Talk about the best and the worst part of the story and tell the reason why you chose it. Would you recommend the story to your friends? Why? Why not?
I Can Do It

Choose the correct feelings of the characters in the story. Encircle the correct answer.

1. The lion caught the mouse by the tail.
   1. Mouse felt __________.
      - scared
      - happy

2. The mouse helped the lion escape.
   2. Lion felt __________.
      - surprised
      - worried
Lesson 18: Studying Can Save Lives

Get Set

Compare the two animals. Then, color the picture.

After reading the story, I felt ____________________
because ____________________________________
____________________________________________
____________________________________________
____________________________________________

Don’t forget: even the smallest friend is worthwhile!

We Can Do It

Sketch the Character – Use your imagination in drawing the character of the story while your teacher reads a part of the story. Use your notebook.
Lesson 19: Be Proud of Who You Are

Get Set

Watch and listen how the teacher will introduce the lion and the mouse. Can you do their dialogue?

Lion: Hi, I am a lion. I am the King of the Jungle.
Mouse: Hi, I am a mouse. I am a little creature people hate.
Let's Aim

I. Tell whether the pairs of words are antonyms or synonyms.

Say: Yes, it is. or No, it isn't.

1. The opposite of black is white.

2. The opposite of day is night.

3. The opposite of up is down.

4. The opposite of right is left.

5. The opposite of bad is good.
We Can Do It

Tell whether the pair of words are antonyms or synonyms. Write, “Yes, it is.” or “No, it isn’t.”

1. Left and right are antonyms ____________

Example: Yes, it is.

2. Entrance and exit are antonyms ____________

3. Short and long are antonyms ____________

4. Mad and angry are antonyms ____________

5. Lonely and sad are antonyms ____________
Lesson 20: Be Thankful for God’s Creation

Get Set

I see the _______ and the _______ sees me.

God bless the ____________, and God bless me.
I Can Do It

Working in a group is fun. You get to share your ideas. You get to work with friends. Did you know that animals also live in groups? Each group of animals has a different group name. Match column A with the drawings of column B. Then write the name of the animals beside each group. The first one was done for you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>Group Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>An army of</td>
<td>![Ants drawing]</td>
<td>An army of ants</td>
</tr>
<tr>
<td>A school of</td>
<td>![Fishes drawing]</td>
<td></td>
</tr>
<tr>
<td>A herd of</td>
<td>![Sheep drawing]</td>
<td></td>
</tr>
<tr>
<td>A pack of</td>
<td>![Sheep drawing]</td>
<td></td>
</tr>
<tr>
<td>A flock of</td>
<td>![Fishes drawing]</td>
<td></td>
</tr>
</tbody>
</table>
Agreement

Read each story. Then, answer each question using a word from the box. Draw a picture for each word.

<table>
<thead>
<tr>
<th>seashore</th>
<th>forest</th>
<th>circus</th>
<th>airplane</th>
</tr>
</thead>
</table>

The water looks blue. I see some fish. A big boat is sailing up and down the waves.

Where am I?____________________

I’m high up in the sky. I can almost touch the clouds. The people on the ground look like ants.

Where am I?____________________

There are many trees here. The birds fly from one branch to another. The monkeys swing on vines. I am sitting under a big narra tree.

Where am I?____________________

I saw a boy riding on an elephant. I saw a lion jump inside a ring. Now a clown is making people laugh.

Where am I?____________________
Lesson 21: I Have a Good Friend

Let’s Try

I. Read the story and answer the questions that follow.

Mary is a forgetful girl. Today, she left her umbrella on the table. It rained hard after school. She went home so wet and sad.

1. Who forgets many things? ___________________
2. Where did Mary place her umbrella? ______________
3. What happened on Mary’s way home? ______________
4. How did Mary feel when she got home? ______________

II. From the story that you have read, arrange the pictures as they have happened. Draw a line connecting the numbers with pictures.

1
2
3
III. Put a check mark (✓) if the sentence tells about something and ends in a period.

_____ 1. Mary forgets many things.
_____ 2. Did she forget many things?
_____ 3. It rained hard that day.
_____ 4. Where did she go?
_____ 5. She came home very wet from the rain.

Get Set

I. Study the picture below.

What do you see in the picture?

Why do you think pigs love to play in the mud?

PUDDLE

The pig is playing in a puddle of dirt or mud.

What do you call PUDDLE of mud in Tagalog?
II. Look at the picture and tell something about it.

What do you think will happen if we play in a puddle or other dirty places?
We Can Do It

Read the story.

The Puddle

By Dali Soriano

Leo, Bob, and Jim are neighbors in Barangay Catmon. They walk to school together every day. Leo likes doing fun things. Jim loves school. Bob does whatever Jim decides to do.

One morning after the rain, as these three grade-two pupils walked happily to school, they passed by a big puddle of water. Jim and Bob stayed away from the puddle. Leo thought of something fun to do. He leaped down on the puddle, splashing muddy water on Jim and Bob.

“Why did you do that?” cried Bob. “Look at what you’ve done! We are wet! We are muddy! That dirty water could make us sick!” shouted Jim. And we are late for school!” cried the two angrily.

Leo replied laughing, “Ha ha ha, forget about school today. Let’s skip school, just once. Come on, let’s swim in the puddle!”

“No, I’m going home to change,” decided Jim. I don’t want to go to school in this wet and dirty uniform. I don’t want to get sick.”

“Me too,” agreed Bob. “I don’t want to get sick and miss school.”

Jim and Bob went home to change. They got to school clean and dry. Leo decided to swim in the puddle with some other children. The next day, he stayed home with the flu.
Comprehension Questions:
1. What two things happened to Leo?
2. Would you miss school to play in a puddle? Why or why not?

Leo, Bob, and Jim are on their way to school.

They saw Leo playing with the puddle of mud. He called his friends to join him.

Bob got his clothes dirty and went home to change.

Bob and Jim got angry at Leo. They went to school and left him.

What happened to Leo? ________________________
Lesson 21: I Have a Good Friend  
(Day 2)

We Can Do It

Sequence the following events according to how they happen in the story. Number them 1 to 6.

1.

2.

3.

4.

5.

6.
I Can Do It

Draw a 😊 in the box below the pictures which are good and a 😞 on those which are bad.
Lesson 22: I Know What a Declarative Sentence Is

Get Set

Match the pictures in Column A with pictures in Column B. Connect them by drawing a line.
Let’s Aim

Describe the pictures.

Darna and Ding

Pagong and Matsing

together
together

Pooh and Piglet

together

Remember This

A declarative sentence is a sentence that tells about something and ends with a period.
I Can Do It

I. Put a check mark (√) before the sentence if it is a declarative sentence, cross (x) if it is not.

___ 1. Do you love to watch TV shows?
___ 2. My favorite is Darna.
___ 3. I like to follow their adventures.
___ 4. Pong Pagong is funny.
___ 5. Oh, Kiko Matsing is such a grumpy neighbor!

II. Complete the sentences below by writing your own ideas.

1. I love playing ________________________________.

2. My favorite food is ________________________________.

3. My mother’s name is ________________________________.

4. I am a fan of ________________________________.

5. I never leave the house without ________________________________.
We Can Do It

Study the pictures below. Write a declarative sentence for each picture.
Lesson 23: I Know How to Sequence Events

Get Set

Sing “We Build Communities.”

Let’s Aim

Read the story Zelky and Friends. Then, answer the teacher's questions.

Zelky, the Zebra has many friends. One sunny day, they decided to play ...

... in the forest. They passed by Moymoy Monkey’s house. They asked Moymoy to join them...

... Moymoy agreed to go. They passed by Leny Lion’s house. Leny is still cooking. They asked Leny to join them...

... Leny did not go but promised to follow. And she did! It was a fine day of fun and play!
I Can Do It

Study the strips below and identify which action happened first, second, third, fourth, and last. Sequence them correctly by drawing a line connecting the strips to the number.

1. At last, they had a day of fun and play!
2. After that, they passed by Leny’s house.
3. Then, they passed by Moymoy’s house and he joined them.
4. Next, Leny followed after she was done cooking.
5. It was a sunny day. Zelky and her friends came out to play.

Measure My Learning

Read the sentences below. Then, arrange them according to how they should happen. Write the number before the sentence.

_____ We also went to the dress shop.
_____ In the mall, we went to the toy shop.
_____ Finally, we all ate a lot in my favorite restaurant.
It was my birthday and Mother promised we would go to the mall.

Before we went home, Father joined us in strolling inside the mall.

Lesson 24: I Can Make a Card

Let’s Aim

Card Making

Here is a sample card. Study its parts.

Dear Bianca,

Thank you for being my friend.

Love,

Patricia

Your own design

Date

Friend’s Name

June 3, 2012

Dear Bianca,

Thank you for being my friend.

Love,

Patricia

Your Name
I Can Do It

Here is a blank card. Fill in the parts by writing the date, the name of your friend, and your name. For the design, you may cut pictures from a magazine or make your own design using the art materials you brought in class. Afterwards, cut the card and give it to your friend.

Dear ____________,

Thank you for being my friend.

Love,
______________

Lesson 25: I Love to Help Others

Let’s Try

I. Tell what could happen next from the situations. Choose your answers from the choices in the box.

<table>
<thead>
<tr>
<th>won</th>
<th>returned the wallet</th>
<th>got wet</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoyed the picnic</td>
<td>failed the test</td>
<td></td>
</tr>
</tbody>
</table>

1. Evelyn played the whole morning.
   There is a test the next day.
   Evelyn ________________________________.
II. Put a check mark (✓) if the word on the left is a part of the word on the right side and cross (x) if it is not.

1. tooth brush __________ tooth paste
2. dogs _________ dog house
3. pillows _________ bed
4. pencil _________ paper
5. fruits _________ trees

III. Choose the correct feelings expressed from the following dialogues.

1. “Wow, what a beautiful dress you have!”
2. “Ouch! My finger got trapped in the door.”
3. “Oh no! The flood is going up.”
4. “Happy New Year!”
5. “Fire! Fire! Fire!”

<table>
<thead>
<tr>
<th></th>
<th>fear</th>
<th>hurt</th>
<th>surprise</th>
<th>happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let’s do shared reading. Let’s read the selection by part.

**Boatman to the Rescue**  
_by Dali Soriano_

"Come let’s play!" Fred called his friends at the park.  
"It’s raining. Let’s go home," Bobby said.  
"It will stop soon. Let’s play, please!" begged Fred.  
"It will not stop. Look! The streets are flooded. Let’s go home fast!" Bobby explained.

Bobby and his friends went home. Fred continued to play in the rain. Then, there was a heavy downpour. It flooded the streets. The water rose higher and higher.

In Fred’s house, his mother went up the roof of their house to save herself. She looked around.  
"Fred! Fred! Fred!" she called.  
"Lord God, have mercy on us. I trust you. I believe that you will bring my son back to me." Fred’s mother knelt down to pray. She did not stop praying.
Suddenly she heard a motor boat coming. She stood up. She saw a small hand waving at her. As the motor boat drew near the house, Fred's mother heard Fred calling, “Nanay, come! Bobby is here to rescue us. Let’s go to higher ground!” Fred's mother jumped on the boat and hugged Fred. “Fred, thank God we are safe. Thank you too, Mr. Boatman.”

I Can Do It

Here are some important parts of the story. Choose the part you like the most, then color it. Then, tell something about it to the class.
Lesson 25: I Love to Help Others  
(Day 2)

Get Set

Let’s sing the song “Row, Row, Row Your Boat.”

Row, row, row your boat
Gently down the stream.
Merrily, merrily, merrily
Life is but a dream.

Do you know what makes the boat move?
Think about it. If the boys paddle in opposite directions, what would happen to the boat?
What if they paddle in the same direction?
Let’s Aim

Here are some group areas where you can work with your friends. You must follow the directions on how to do these activities.

### How to Make a Paper Boat

**Directions:**
- Get a colored paper from the envelope.
- Make a paper boat using only your two hands, not using a pair of scissors, glue, or paste.
- Write your name on the paper boat.
- When you are done, pin your boat on the exhibit wall.

### Big Book Making Station

**Directions:**
- Sequence the pictures.
- Then, paste a picture on each page.
- Next, write a sentence below each picture.
- Lastly, design your big book.

### Picture Puzzle Station

**Directions:**
- Get a partner for each puzzle.
- Solve a puzzle one at a time.
- Exchange puzzle with the other pairs until all picture puzzles are solved.
Justice League Station

Directions:
• Choose and wear the mask of your favorite superhero.
• Draw a number so you will know when your turn will be.
• When it is your turn, complete the sentence below:

I am ________________________________.

(name of the superhero)
I help my neighbors by___________________.

Remember This

Cooperation is helping each other out. It makes work easier and possible when you do it with friends.

Measure Your Learning

Fill in the thought bubble with what you’ve learned with your friends today.

Together with my friends, I _________
________________
________________
________________
Lesson 26: I Know What an Exclamatory Sentence Is

Get Set

Draw a smiley face on the space below and color it.

We Can Do It

Listen to the lines from the same story that the teacher will say. Study the choices below. Match them with what the teacher will say.

- “The water is rising now!”
- "Oh, no! I have to go up the roof."
- “Fred! Oh, thank God, you’re safe.”
- “Yehey! It’s raining!”
Let’s Read

Read each sentence with proper expression.

1. “Yehey! It’s raining.”
2. “The water is rising now!”
3. “Oh no! I have to go up the roof.”
4. “Fred! Oh, thank God, you’re safe.”

Remember This

An exclamatory sentence expresses a strong feeling. It is used when one feels happy, angry, surprised, or afraid. It starts with a capital letter and ends with an exclamation point (!).

I Can Do It

Put an exclamation point (!) at the end of each exclamatory sentence.

1. We won _______
2. Hurray _______
3. Fire _______ Fire _______ Fire _______
4. What a big dog _______
5. Oh, thank you _______
We Can Do It

I. Read the sentence inside the thought bubble. Say it in different ways. Choose a smiley face and wear it. Then, say the sentence according to the smiley face.

It’s going to rain.

II. Work with your partner. Write an exclamatory sentence about each picture.

________________________
________________________
________________________
________________________
Measure My Learning

Tick the box which has an exclamatory sentence.

☐ Come here, Jessa.  ☐ What a sunny day!
☐ Go!  ☐ Crash! The glass fell.
☐ Fire! Fire! Fire!  ☐ Ouch! My tooth is aching.
☐ Happy New Year!  ☐ How are you?
☐ I love red things.  ☐ Surprise! I have a gift for you.
Lesson 27: I Am a Part of a Whole

Get Set

Here is a picture of a great flood in the city. Tell the class what you feel after looking at it.

I Can Do It

From the boxes below, choose the word that is associated or related to the word at the left. Copy the word on the space provided for.

eyes: ____________
room: ____________
child: ____________
Manila: ____________

city  house
family face

Remember This

Meronym is a word which is a part of something and is used to refer to the whole. Example: “Finger” is a part of the hand and “wheel” is a part of the car.
We Can Do It

Draw a line to connect the word at the left that is related to the words on the fish.

- bedroom
- toes
- table of contents
- car
- sleeves
- bark

blouse
traffic jam
tree
book
feet
house
Lesson 28: I Can Write a Simple Story

Get Set

Using the word web below, write words you think are related with the word TEAMWORK.

What are the good things we get if we work together as a team?

I Can Do It

Write simple sentences from your ideas of teamwork.

_________________________________________________

_________________________________________________

_________________________________________________
We Can Do It

Study the pictures below. Write a simple sentence about each of the pictures. Then, arrange them in the order that they are likely to happen.

_____________________
_____________________
_____________________
_____________________

_____________________
_____________________
_____________________
_____________________
Lesson 29: I Am a Filipino

Let’s Try

I. Connect the Filipino traits on the left side with the situations on the right.

<table>
<thead>
<tr>
<th>patriotic</th>
<th>A. I go to worship every holy day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>God-fearing</td>
<td>B. I study hard and my parents work hard for our future.</td>
</tr>
<tr>
<td>law-abiding</td>
<td>C. I respect the Philippine flag.</td>
</tr>
<tr>
<td>cooperative</td>
<td>D. I work well together with my community.</td>
</tr>
<tr>
<td>hardworking</td>
<td>E. I follow the rules in my community.</td>
</tr>
</tbody>
</table>

II. Put a check mark (√) on sentences that are asking questions, and cross (x) on sentences that are not.

_____ 1. Is it all right to walk on that street?
_____ 2. I will obey all the rules in school.
_____ 3. What is your favorite place to visit during vacation?
_____ 4. How old are you?
_____ 5. I am a Filipino.
Get Set

Listen to the song *As a Filipino*. After listening, look at this photo of a boy raising the Philippine flag.

We Can Do It

Using the word web below, write words that you think are related with the word PATRIOTISM.

What are the characteristics of Filipinos?
We Can Do It

Tell something about the picture of the Filipino children below. Then, read the first stanza of the poem As a Filipino.

AS A FILIPINO
I have been told, not once or twice
In love of country, my duty lies.
To be a true Filipino, this I should know.
I sing this poem I learned below.

FAITH IN GOD
As a Filipino, in God I believe
His daily blessings we all receive.
He makes me strong when I am weak.
And He is here for good to speak.
UNITY
As a Filipino,
you and I are one.
We work together
in toil and fun.
All together as a team,
We are true partners,
this I have seen.

PATRIOTISM
As a Filipino,
I’m truly proud.
For this rich country,
I sing aloud.
Wherever I go,
I bring with me
My country’s name,
beloved and free.

WORK
As a Filipino, I study hard.
I read, I write to
move forward.
I study so when
I grow up
I’ll help my country
reach the top.
I Can Do It

Match the picture in column A with the characteristic it shows in column B.

Column A

Column B

Filipinos are united.

Filipinos have faith in God.

Filipinos work hard.

Filipinos are patriotic.
Lesson 29: I Am a Filipino
(Day 2)

Get Set

Recall the characteristics of Filipinos learned from the previous lesson by filling in the chart below.

| Filipinos have faith in _________. |
| Filipinos ________________________ hard for their future. |
| Filipinos love their _________, the Philippines. |
| Filipinos are ____________________, for they hold on together through thick and thin. |

We Can Do It

Match the word with the picture it symbolizes. Connect them by drawing a line.

- Law
- Freedom
- Justice
We Can Do It

RESPECT FOR LIFE
As a Filipino, I promise to
Respect all life,
we all must do.
For hand-in-hand
and arm-in-arm,
We must not do
each other harm.

RESPECT FOR LAW
AND GOVERNMENT
As a Filipino, I will obey
The laws of my land,
for this I pray.
I'll be of help
to all the good
The leaders do,
we really should.

TRUTH
As a Filipino,
the truth I'll say.
I shall not be
with tongues that slay.
I will be brave
with words to few,
I will uphold
all that is true.
JUSTICE
As a Filipino, I will be fair.
For what is right,
I'll always care.
I will be just and
not oppress,
Or take advantage
of the rest.

List the words related to the word justice.

FREEDOM
As a Filipino, I will defend
My right to be until the
end.
And with this freedom
comes a price
My country where my
duty lies.

I Can Do It
1. List the words related to the word freedom.
II. Study the picture of a pedestrian crossing where people are waiting for the right time to cross the street.

III. Color the box using the color that indicates the correct action to be taken in crossing the street.
Lesson 30: I Know How to Ask Questions

Get a partner and read the comic strip.
(Situation: Erica is just new in Matapat Village. She wants to make friends with the other children in the neighborhood.)

Hi! I’m Erica. What is your name?

I’m Karen. It’s nice to meet you, Erica. By the way, how old are you?

I’m six years old. I will soon turn seven.

Really? When is your birthday?

It’s on the 16th of December.

Wow! That’s too soon. By the way, why do you seldom go out?

We’re just new in the neighborhood. My Mother won’t allow me.

Oh, I see. Maybe she’s just trying to protect you.

You’re right.
We Can Do It

Raise the blue flaglet if the sentence asks a question and raise the red flaglet if it does not.

Remember This

An **interrogative sentence** is a sentence that asks a question. It uses question words like **who**, **what**, **where**, **when**, **how**, and **why**. It ends with a question mark (?). We use **who** for people, **what** for things/events, **where** for places, **how** for manner or ways, and **why** for reasons.

I Can Do It

1. Put a check mark (✓) before the sentence if it is an interrogative sentence, cross (x) if it is not.

   ____ 1. Where do you live?
   ____ 2. Do you like anime?
   ____ 3. Oh no! I lost my wallet!
   ____ 4. How are you today?
   ____ 5. Who are your parents?
II. Complete the sentences below by filling in the blank with the appropriate wh-question.

1. _____________is the color of the sun?
2. _____________came first in the party?
3. _____________is the enrolment?
4. _____________will you spend your summer vacation?
5. _____________are your hands too dirty?

III. Write the appropriate question that matches the answer on the left. Write your answer inside the balloon. (Answers may vary)

- pineapple
- father
- yesterday
- heavy
- Muntinlupa
Lesson 31: I Know What Will Happen Next

Let's Aim

Read the story below.

Lara was asked by her mother to buy eggs from the nearby store. She bought three pieces of eggs for 15 pesos. She handed the storekeeper a 20-peso bill. Then, the storekeeper gave her a 10-peso coin as her change. Lara stopped and looked at the 10-peso coin on her hand.

We Can Do It

1. Study the strips below and identify which action happened first, second, third, and last. Sequence them correctly by drawing a line connecting the strips to the number.

   1. The storekeeper gave Lara her change.
   2. Lara bought 3 pieces of eggs for 15 pesos.
   3. Mother asked Lara to buy eggs from the nearby store.
   4. Lara handed the storekeeper a 20-peso bill.
II. Below are the pictures of Lara and a 10-peso coin. Think of an ending that will best show the positive traits of Filipinos.

I Can Do It

Draw inside the box a good ending for the story read.
Lesson 32: I Can Write a Simple Story Again

Get Set

Read the example below before working on the exercises.

(a) Ramon as a Filipino

(a) Ramon is (b) honest. He (c) returns things he doesn’t own.

I Can Do It

Complete the sentences below by filling them in with the strips of word/phrase below.

(a) __________as a Filipino

(a) __________________ has (b) __________.

He/She (c) _________________________.

Rowena

faith in God

Lino

goes to church every Sunday

respects the law

obeys the rules and regulation of the school
We Can Do It

In your group, work on the exercise below by filling in the blanks. Use the questions below as your guide.

(a) ____________________________ as a Filipino
(a) ____________________ is (b) ____________________.
He/She (c) _______________________________.

1. What is your name?
2. What positive trait do you possess?
3. What do you do to show this trait?

Lesson 33: I Love My Filipino Brothers and Sisters

Let’s Try

I. Connect each idea on the left side with the idea on the right side that matches it.

<table>
<thead>
<tr>
<th>concern for the environment</th>
<th>A. I recognize Filipinos from other provinces.</th>
</tr>
</thead>
<tbody>
<tr>
<td>freedom</td>
<td>B. I love working with my community.</td>
</tr>
<tr>
<td>equality</td>
<td>C. I put garbage in proper trash bins.</td>
</tr>
<tr>
<td>unity</td>
<td>D. I follow the road signs before I cross the streets.</td>
</tr>
<tr>
<td>respect for law and government</td>
<td>E. I am free to do what I want for my future.</td>
</tr>
</tbody>
</table>
II. Put a check (✓) mark inside the box if the sentence is interrogative, and cross (x) if it is not.

1. Who is your favorite hero?
2. Typhoon! There’s a typhoon coming.
3. Why do we need clean air?
4. When do you celebrate your town fiesta?
5. What a nice surprise! It’s nice to see you.
6. I thought I saw a ghost! There’s a ghost!
7. Where do you plan to go for your summer break?
8. Oh, no! I left the rice cooker on the whole day.
9. Why is that boy crying, Mama?
10. I won! I won!

Get Set

Look at the picture below. Write down the words you think of when you see this picture.

_______________________________
_______________________________
_______________________________

What do Filipinos need in order to live a happy life?
We Can Do It

Look at the pictures of Filipino children from the different parts of the country. Tell something about them.

______________________________
______________________________
______________________________

LOVE
As a Filipino,
I’ll put above
The good of all with
warmth and love
Without conditions,
I pledge to give
To those with less so
they can live.

EQUALITY
As a Filipino, I recognize
That we may be of
different size,
Diverse beliefs,
and colors, too
But we are all
Filipinos true.

PEACE
As a Filipino, in harmony
I vow to live with
my family.
Brutality will not be used
To settle fights,
avoid abuse.

PROMOTION OF THE
COMMON GOOD
As a Filipino,
I will not greed,
Other people’s wealth
I will not need.
Above myself,
I’ll always place
The good of most,
with pride and grace.
1. Liza always quarrels with her younger sister on unimportant things.
2. Samantha thinks before she speaks so as not to hurt other’s feelings.
3. Marie asks permission from his brother before she uses any of his toys.
4. Mother never shouts. She always speaks in a low tone.
5. David pinches his classmate without any reason at all.
6. Mr. Gonzaga makes an investigation before making a decision on issues about his family.
Lesson 33: I Love My Filipino Brothers and Sisters (Day 2)

Get Set

Sing the song *As a Filipino*.

We Can Do It

Recall the previous lesson by writing in each of the boxes what the Filipinos need in living a happy life.

Match the word with its meaning on the right.

- stain
- scattered
- maintain
- keep
- abide
- a mark or a spot
- sown
- follow
Tell the class how they know the people from the photos.

How did these people become a pride of the Philippines?

Let’s Read

Read the poem As a Filipino one stanza at a time.

**Concern for Family and Future Generation**
As a Filipino, I vow to love
My Mom and Dad, and God above.
When I grow up and have my own,
The seeds of love forever sown.

**Concern for the Environment**
As a Filipino, I will maintain
My home and school without a stain.
I will be clean in body and deed,
In words and work, I hope to lead.

**Order**
As a Filipino, I will abide
By others’ right, I’m by their side.
I will respect and do what’s right
I am my country’s future bright.
I Can Do It

Look at the photo of a withered plant carefully.

Can this plant still live? How?
How can you take care of plants?

We Can Do It

Color green the leaves with the correct ways of taking care of our environment.

We Can Take Care of Our Environment

- Clean the river regularly.
- Dump garbage in the river.
- Attend seminars on ECOSAVER.
- Recycle materials.
- Use gel, spray net, or other chemicals in your home.
- Observe the 3Rs (Reuse/Recycle/Reduce).
- Cut big trees for lumber.
- Plant more trees.
- Dump garbage in the river.
Measure My Learning

Put a happy face 😊 on the pictures which show order in the community and sad face 😞 on those which do not.

a. __________

b. __________

c. __________

d. __________

e. __________
Lesson 34: I Can Name the Different Kinds of Sentences

Get Set

Recall the kinds of sentences using the graphic organizer below. Place each statement below under its correct heading.

a. It asks about something.
b. It ends with a question mark.
c. It tells something.
d. It asks someone to do something.
e. It ends with a period.
f. It expresses strong feelings.
We Can Do It

Identify the kind of each sentence below. Write each under its correct heading.

<table>
<thead>
<tr>
<th>Declarative</th>
<th>Exclamatory</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
</tbody>
</table>

a. Please take your seat.
b. Oh no! I forgot to bring my homework!
c. My mother is a teacher.
d. Where did you find the key?
e. Gab is ready for school.
f. Why are you late?
g. Mitch is the class president.
h. Help! The house is burning!
i. What’s your favorite cartoon character?
j. Don’t look at me like that!
k. Is Vien excited for the picnic?
l. I’m a fan of Daniel Padilla.

I Can Do It

Fill in the blanks to complete each sentence.

1. Lock the door ____________________.
2. Excuse me, ____________________ I pass?
3. _____________ get me a glass of water.
Lesson 35: I Know My Good Friends

Get Set

Do you have friends? Who are your friends?

I Can Do It

Read the story silently.

The Goose Who Had Many Friends

By Leah Bautista

Once there was a goose. She was a good goose and she had so many friends in the pond. She liked going around the pond with friends every day. She shared plenty of fresh fish from the pond. Everybody was happy.

One day, she got sick. Her friends learned that she was sick. Everybody visited her and cared for her until she got better.

The concern given by the goose’s friends made her feel light and she got well. They all went about the pond, took turns in looking for food, while they had fun and enjoyed the day.

Everybody realized that life is better if friends can always be there to help out and cheer up those who are in need.
We Can Do It

Study the strips of cartolina. Identify which action happened first, second, third, fourth, and last. Sequence them correctly by placing each of the strips on the correct position at the left.

FIRST

Her friends learned that she was sick.

SECOND

Everybody realized that life is better if friends can always be there.

THIRD

She liked going around the pond.

FOURTH

She shared plenty of fresh fish from the pond.

LAST

They took turns in looking for food.
Lesson 36: Let’s Celebrate Being Filipinos

I Can Do It

Match the picture in Column A with what it shows/tells in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Picture 1" /></td>
<td>a. Equality</td>
</tr>
<tr>
<td><img src="image2.png" alt="Picture 2" /></td>
<td>b. Respect for Law and Government</td>
</tr>
<tr>
<td><img src="image3.png" alt="Picture 3" /></td>
<td>c. Concern for the Environment</td>
</tr>
<tr>
<td><img src="image4.png" alt="Picture 4" /></td>
<td>d. Freedom</td>
</tr>
<tr>
<td><img src="image5.png" alt="Picture 5" /></td>
<td>e. Unity</td>
</tr>
</tbody>
</table>
We Can Do It

Choose a leader in your group who will pick a topic. Then, decide on the type of presentation the group will do.

Topics:

<table>
<thead>
<tr>
<th>Concern for the Environment</th>
<th>Freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for Law and Government</td>
<td>Equality</td>
</tr>
<tr>
<td></td>
<td>Unity</td>
</tr>
</tbody>
</table>

Types of Presentation:

<table>
<thead>
<tr>
<th>Short Skit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All members of the group should participate.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Leader should explain what the poster tells during the presentation)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reader's Theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All members of the group must perform.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sing and dance</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Comic script</th>
</tr>
</thead>
<tbody>
<tr>
<td>(To be done on a whole cartolina with guide)</td>
</tr>
</tbody>
</table>