A Weekly Lesson Plan in MTB MLE Grade III
Quarter 1

Week 1

Theme: My Family and I
Genre: Riddle

I. Objectives

A. Oral Language
   • Participate actively during class sharing on familiar topics by making comments and asking questions using complete sentences
   • Speak clearly and comprehensively by using standard language and appropriate grammatical form, pitch, and modulation

B. Fluency
   • Read aloud grade level text with an accuracy of 95 – 100 %
   • Read grade level texts with proper phrasing and observe proper expression.

C. Spelling
   • Correctly spell the words in the list of vocabulary words and the words in the selections read

D. Composing
   • Write poems, riddles, chants, and raps

E. Grammar
   • Identify and use nouns

F. Vocabulary and Concept Development
   • Use new words learned during story reading in meaningful contexts

G. Listening/Reading Comprehension
   • Note important details in grade level narrative texts
     a. Character
     b. Setting
     c. Plot (problem and resolution)

H. Attitude towards literacy, literature and language
   • Express love for stories and other texts by browsing the books read to them

I. Study Skill
   • Give/Write the appropriate information in filling out forms.

II. Subject Matter

A. Topics
   1. Writing poems, riddles, chants, and raps (write riddles)
   2. Spelling the words in the list of vocabulary words and the words in the selections read
   3. Reviewing Nouns as naming words
   4. Noting important details in grade level narrative texts (character, setting, plot)
   5. Filling out forms, giving the appropriate information

Value Focus: Family Togetherness
II. Procedure:

Day 1

Objectives

- Participate actively during class sharing on familiar topics by making comments and asking questions using complete sentences.
- Speak clearly and comprehensively by using standard language and appropriate grammatical form, pitch, and modulation

A. Pre-Assessment (conduct this orally or on written form).

Say:

On your way to school, what did you see that caught your interest? List down as many things you saw.

On the first day of school, you meet your friends and classmates. What do you say to each one of them?

You have a new classmate in grade 3. You want to make friends with him or her. What do you do and say to him or her?

Learning Activities

1. Oral language and Vocabulary Development

A. Priming Activity

Activity 1. Around We Go

- Divide the class into two. Have the first group form, the inner circle and the other group, the outer circle. As they go around in opposite directions, have them sing “Hello, How Do You Do?” or any other familiar song about getting to know new friends.

Hello, hello, hello
Hello how do you do?
I'm glad to be with you
And you, and you, and you
Tra la la la la la la la
Tra la la la la la la la.

- Have them shake each other’s hands while moving around. Tell them to stop once in a while as the pupils in the inner circle face the ones in the outer circle as partners.

- Then have them introduce themselves to one another. Say:

Hello! I'm _____________. I'm _______ years old you may call me ____________.

Processing the Activity

Ask:

a. Do you know your classmates now?

b. How many names and faces can you remember so far? Point and say the names. (Call volunteers)
c. How do you feel about your new friends?
d. Do you have old friends/old classmates in the group?
e. How do you feel about being in the same class with them?

B. Presentation:
   Listen as the teacher reads this dialog.
   Say: It is the first day of school. The Grade 3 pupils come to school early.

   Bea: Hello, Sarah! I'm happy to see you again.
   Sarah: Hi, Bea! I'm happy to see you, too.
   Bea: I didn't see you during summer. Did you go somewhere else?
   Sarah: Yes, I did, I spent two weeks with my aunt's family in the city.
   Bea: What places did you visit?
   Sarah: We went to the Rizal Park. It is a very big park with so many people there. We also went to the Manila Ocean Park.
   Bea: Did you enjoy your stay in the city?
   Sarah: Of course, I did.

Comprehension Check
1. Who are talking in the dialog? Where are they?
2. Where did Sarah spend her vacation?
3. What interesting places did she see?
4. Did she enjoy her stay in the city?
5. Did Bea go with Sarah to the city?
6. Where do you think Bea spend her vacation?

Listen, Repeat, and Role Play
Have pupils listen to the dialog again. Then ask them to take turns in reading the lines. Call on some pupils to role play the dialog.

Follow up Activity: Classroom Passport
- Have five (5) group of pupils. Assign each group a specific place to occupy and choose a name of a country or a popular tourist spot. Then label their corner with the chosen name. (prepare the materials ahead of time)
- Imagine that your group is traveling to these places. Each group member will take turns going around and getting to know the people and places of each group.
- Have pupils ask these questions as they go around to the different places;
  1. What is your place famous for?
  2. Who can be my friends from this place?
- Then have the group whose place you visited to sign your passport as proof of your visit to their place...

Sample Passport

<table>
<thead>
<tr>
<th>Passport</th>
<th>Places Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Age:</td>
<td></td>
</tr>
</tbody>
</table>
• Call on some pupils to report on their travels.
  For example:

  I travelled to________________________. The Place is famous
  of________________________. I made friends with ____________.

Day 2:

Objectives
• Note important details in narrative texts listened to by identifying the setting,
  character, and the plot.
• Get the meaning of words through pictures and context clues.
• Express love for stories and other texts by browsing the books read to them.

A. Listening to a Narrative text.

  1. Pre Listening Activities

     Unlocking of Difficulties
     1. Alice chose a nice spot in the garden to plant her rose.
        a. a pot                           c. a color
        b. a place                       d. a shed

     2. Dino is such a thoughtful boy. He never misses to bring me some
        fruits from their farm.
        a. smart                         c. happy
        b. industrious                 d. kind

     3. Mother scrubbed the pots and pans until they are clean and shiny.
        a. Rubbed hard with a brush or pad
        b. Washed well
        c. Wiped thoroughly
        d. Touched gently

Motivation

  Present pictures of a family showing the following activities.

  Ask:

  Ask:

  • Who are in all the pictures?
  • What does the family do in each pictures?
  • Is it good for the family to do things together? Why?
  • What things do you do together with the family?
Doing things for Mother
By: Nelia D. Bamba

It was a Saturday morning Louie sat in the sala and was busy watching his favorite TV shows. He had some cookies for snacks so that he would not be going to the kitchen anymore in case he becomes hungry.

It was almost noontime when he noticed that Mother was not in the kitchen. When he looked, he saw that the plates, pots, and pans were still in the kitchen spot unwashed.

"Where’s Mom?" Louie asked. He went to his parent’s room. His mother was in bed.

"Are you sick, Mom?" Louie asked. He went near his mother and touched her forehead.

"I feel tired and my head is aching. I only need some rest perhaps later, I will be all right," Mother said.

"Just stay in bed and rest, Mom. I’ll get you something to eat," said Louie.

"Thank You, Louie,” said his mother.

Louie brought a bowl of soup, a piece of bread, and a banana. He watched while his mother ate the food. Then he went back to the kitchen to wash the dishes. Louie walked into the room to check on his mother. She was fast asleep, so he kissed her goodnight before going to his room.

The next morning, when Louie’s mother woke up, she was in for a big surprise. The kitchen was very clean. There were a glass of warm milk, some pandesal, and fried egg waiting for her.

Mother was very happy. She thanked Louie for being so thoughtful.
Post Listening/Comprehension check:
Ask:
1. What is the story about?
2. Where did the story happen?
3. Who are the persons in the story?
4. What happened to Louie’s mother?
5. What did Louie do about this?
6. Why do you think Louie did it?
7. What did Louie’s mother feel about his thoughtfulness?
8. What lesson does the story teach?

Skill Focus:
Identifying the Elements of a Story Listened to.
“Doing things for Mother” is a narrative text. A narrative text or a story has the following elements:
- **Setting**: It tells when and where the story happens.
- **Character**: It tells who the persons in the story are.
- **Plot**: It tells what the events or happenings are.

Below is a story map of the story “Doing things for Mother” Complete the map by putting the events below in the correct order or sequence.

**Doing Things for Mother**

**Title**

**Place**: At home
**Time**: One Saturday

**Setting**

**Louie**
**Mother**

**Characters**

**Plot**

- Mother thanked Louie for doing things for her.
- Mother was sick and couldn’t do the work in the kitchen.
- Louie watched TV the whole Saturday morning.
- Louie prepared breakfast for his mother.
- Louie washed the dishes and clean the kitchen.
Application:
Retell the story using the story map as a guide.

Day 3:
Objectives
- Note important details in a narrative text read:
  - setting  
  - characters  
  - plot
- Read aloud grade level text with accuracy.
- Read grade level text with proper phrasing and with proper expression.

Learning Activities
A. Pre – Reading
  1. Unlocking of Difficulties
     1. There is a new beach resort where you can go swimming and sailing. A resort is a place where you can __________.
        a. study  
        b. pray  
        c. have fun  
        d. learn cooking
     2. The dog hid under the bushes so that its master could not see him.
        a. a cluster of a small plant  
        b. a rice field  
        c. a lawn  
        d. a plantation
     3. The flowers and the butterflies in the garden are beautiful sight.
        a. something to see  
        b. something to hear  
        c. something to smell  
        d. something to touch
Motivation
Ask:
  1. Do you have a pet?
  2. What pet do you have?
  3. If you are planning to have a pet, what do you want for a pet?

Setting Purpose
Show the book cover and say: the story we are going to read today is entitled “The Pet”
Ask:
  What do you see on the cover? What do you think is the story about?
Motive Question: What did Greg and Martha find in the grass?

During Reading
Read the story aloud to the class or call on a good reader to read the story.
The Pet
By Nelia Bamba

It’s summer time. Greg and Martha were excited because they were going to
the new beach. They had their swimsuits and towels ready. They also had a beach
ball in the bag.

Mother called “Greg! Martha! Eat your breakfast now, we are leaving in a few
minutes.”

Father drove the owner type jeep. In less than an hour, they reached
Sunrise Beach Resort. Quickly, Greg and Martha got off the vehicle and looked
around.

“What a beautiful sight” Greg exclaimed as he looked at the sea and the
coconut trees along the beach.

“Yes “, said Father. “It has white, fine sand. And the water is clean and cool.”

“There is a beautiful garden beside the beach house. I see butterflies there,
too,” said Martha.

Greg saw a something moving in the grass. He went near it to see what it
was.

“It’s a kitten,: said Martha “It looks hungry.”

Greg looked at the kitten and said, “ it’s cute, can we take it home?

“No, we have to be sure it is a homeless kitten. Somebody might be looking
for it,” Father answered.

“Your father is right, kids. You just can’t take anything that doesn’t belong to
you “ Mother added.

Greg and Martha were sad, they want to have a pet of their own. They were
about to go to the cottage when a little boy holding a mother cat came.

The boy walked towards the kitten. He said, “There you are! Mother Cat and
I have been looking all over the place for you.”

“Hi! I’m Martha and this is my brother, Greg. Is this kitten yours?! Martha
asked.

“Yes it is. I’m Ben and this is its Mother.” said the boy.

“Can you give us this kitten? We don’t have a pet back home,” Martha said

“Yes you can have it. Just promise to take care of it,” answered the boy.

Greg and Martha were happy. They thanked the boy happily. Greg got the
kitten and Martha gently stroked it. “Let’s call it Cutie,” she said.

Then they went to where their parents were and told them the good news.

Post Reading
Discussion
Ask:
1. What did Greg and his sister want to do with the kitten?
2. Why did their parents not allow them to get the kitten?
3. Who came looking for it?
4. How did Greg and Martha get a pet?
Engagement Activity

**Remember that a story has these elements:**

- **Setting** – Tells where and when the story happens
- **Character** – tells who the persons in the story are
- **Plot** – tells the events or happenings in the story.
- The plot has a **problem** and a **solution**
  - The **problem** tells what the character experience in the story.
  - The **solution** tells how the character/s act to resolve the problem.

Have the pupils do week 1, activity 1.
Ask:
1. When and where did the story happen?
2. Who are the characters?
3. What was the problem of Greg and Martha?
4. How did they find a solution to the problem?

**Application:**
Have pupils retell the story, “The Pet” by completing these statements:

1. It was _________________________________.
2. Greg and Martha, together with their parents went to _________________________.
3. Greg and Martha_______________________________.
4. They wanted to _____________________________.
5. But their parents _____________________________.
6. A boy came and _____________________________.
7. Greg and Martha were happy to _______________________________.

**Day 4:**

**Objectives**

- Identify the elements of a story-setting, character, and plot
- Create riddles
- Identify and use nouns

**Learning Activities**

1. Review the story “A kitten for a Pet”
   a. Using a story map, have the pupils retell the story.
   b. Values infusion: Have pupils answer this question. What do you do to take care of your pet?
2. Art Link
   Ask: What pet do you have?
   Draw your pet. Write a sentence about it.
3. Creating Riddles

Tell me a Riddle, I'll tell you one

Say: Riddles are fun ways to remember some things.

A riddle is a brain teaser that makes you think using the given clues.

Group Activities

Using the story elements and the story map, create a riddle that you may give to the class.

1. I am an important element of a story. Through me, you will know where and when the story takes place. What am I? (Setting)
2. Without me, there won’t be any story. I am the main actor in the different events in the story. Who am I? (Character)
3. I am the story itself. I represent the events in a story. What am I? (Plot)
4. As the story begins the character becomes aware of me. So he does certain actions to solve me. What am I? (Problem)
5. The story ends as the character finds me to solve the problem. What am I? (Solution)

Grammar Awareness

a. Presentation

Have the pupils read the sentences taken from the selection "A kitten for a Pet"

1. Father drove the jeepney.
2. The family arrived at Sunrise Beach Resort.
3. The beach has fine white sand
4. There were butterflies flitting among the beautiful flowers in the garden.
5. Greg and Martha wanted a kitten for a pet.
6. They called their pet cutie.

Call on a pupil to read each sentence and circle all the words that name persons, places, and things after reading the sentences, have pupils write the naming words, in the chart under the correct label.

<table>
<thead>
<tr>
<th>Person</th>
<th>Place</th>
<th>Thing</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Ask:

1. What words name persons?
2. What words name places?
3. What words name things?
4. What do we call words that name persons, places or things?

Practice:

Noun Challenge

Divide the class into 4-5 groups. Ask them to look around the classroom and outside the window. Let the group copy the chart in a manila paper.
In one minute (60 seconds) have them write in the chart as many names of persons, places, or things they see around them.

**NOUNS**

- Person
- Thing or Object
- Place

**Generalization**

What is a noun?
A noun names a person, a place, or a thing.
A singular noun refers to one.
A plural noun refers to two or more than one.

**Guided Practice**
Refer to Quarter 1, Week 1 LM Activity 2 and 3, Page __
Refer to Quarter 1, Week 1 LM Activity 4A and 4B, Page __

**Day 5**

**Objectives**
- Correctly spell the words in the list of vocabulary words and the words in the selections read.
- Fill out forms giving the correct information.

**Learning Activities**
A. Reading a text by the pupils.
   1. Spelling
      - Have pupils do Activity 4 for spelling.
   2. Study Skill: Filling out Forms.

**Preparation**
Say: Every one of you is required to wear your school ID in coming to school. Check to see if everyone is wearing his or her school ID.

Ask: Why is it important to wear a school ID?
What information is given in the school ID?

**Presentation**
Do you know the basic information about yourself?
Complete the graphic organizer with the information about yourself.
Ask: What is the importance of knowing these information?
Show this sample ID on a chart.
Have the pupils study the ID and the information written on it.
Have the pupils answer the questions below.
What information is found in the School ID?

Ask:
1. Whose ID is shown in the chart?
2. In what grade and section is he?
3. To what school does he go?
4. Who is his teacher?
5. Where does he live?
6. Whom is his guardian?
7. Is there any information about his guardian’s contact number?
8. Why is it necessary to give information about parents’ contact numbers?
9. What is the importance of giving the right information?

Provide the pupils with the ID worksheet. Have them fill in the ID with the appropriate information.

Assessment:
Refer to Quarter1, Week 1 LM Post Assessment Exercises 1 and 2

Week 2

Theme: My Family and I: Healthy Habits
Genre: Rap

I. Objectives
A. Oral Language
   • Participate actively during class sharing on familiar topics by making comments and asking questions using complete sentences.
   • Speak clearly and comprehensively by using standard language and appropriate grammatical form, pitch, and modulation
B. Fluency
   • Read aloud grade level text with proper phrasing, expression, and an accuracy of 95 – 100 %
C. Spelling
   • Correctly spell the words in the list of vocabulary words and the words in the selections read
D. Composing
   • Write poems, riddles, chants, and raps
E. Grammar
   • Differentiate count from mass nouns
F. Vocabulary and Concept Development
   • Use words unlocked during story reading in meaningful contexts
G. Listening/Reading Comprehension
   • Note important details in narrative text listened to by identifying the character setting, character plot (problem and resolution)
H. Attitude towards literacy, literature and language
   • Express love for stories and other texts by browsing the books read to them and asking to be read more stories and texts
I. Study Skill
   • Fill out forms by giving the appropriate information asked

II. Subject Matter
A. Topics
   1. Writing poems, riddles, chants, and raps
2. Spelling the words in the list of vocabulary words and the words in the selections read
3. Differentiating count from mass nouns
4. Noting important details in grade level narrative texts (character, setting, plot)
5. Filling out forms by giving the appropriate information asked

Value Focus: Health Consciousness

B. References

C. Materials
Realia, pictures, small books,
Poem: I am a Healthy Child
Song: It’s Harvest Time, At the Meadow,
Rap: Breakfast Time, I Love juicy Fruits
Story: Up, Up, and Away, Juicy, Juicy Fruits

III. Procedure

Day 1

Objectives
- Participate actively during class sharing on familiar topics by making comments and asking questions using complete sentences.
- Talk about a favorite object using language that is appropriate in form and use.

A. Learning Activities
Oral Language and Vocabulary Development
1. Show and Tell (5 mins)
   - Have each pupil choose a favorite object that belongs to them e.g. toys, pictures, new things, etc. (things to be used can be pre-assigned to the pupils so that they have something they really want to talk/share about.)
   - Call volunteers to present their chosen object in front of the class. Ask them to tell about how the object is used, operated, was obtained, or any information that the child would like to share to the class regarding the object.
   - Allow other pupils to add some other information about the object picked.
   - Teacher models the first presentation.
   - Example: Hello, this is my new watch. I like it because it’s a birthday gift to me from my good friend. It has a digital display and runs with batteries. It is very valuable to me. (this may vary depending on the object chosen)

2. Listen and Repeat
   strong   healthy   sickness free
   active   shiny     secret
Motivation
Show picture of a healthy boy and girl.
Ask:
4. Who is in the picture?
5. What can you say about him/her?
6. How do you know he/she is healthy?
7. What do you do to stay healthy?
8. Is being healthy important? Why?
Listen and Talk about Poem

I Am a Healthy Child
By: Victoria D. Mangaser

Look at me, look at me
I am strong and active as can be
See me and hear me
I am healthy, oh, so healthy
My body is sickness free.

My secret, oh, you know it
Vegetables and fruits
Milk, meat and eggs
With rice or bread, they’re so tasty
And I eat them to be healthy

Clean hands, clean body
Gums and teeth so shiny
Fresh air, exercise and rest
With a loving family
I am happy as can be.

Think and Discuss
Ask:
1. Who is talking in the poem?
2. What does he say about being healthy?
3. What kind of food does he eat?
4. Besides food, what else does he need to stay healthy?
5. In what way does having a happy help in being healthy?

Listen and Read
Have the class listen as you read the poem again. Ask the pupils to read the poem as whole class, then by groups, by pairs, and by individual.

Note: Emphasis should be given on proper phrasing expression and intonation in oral reading of poem.

Think Pair Share
Think about the answer to this question:
What do you do to be healthy and strong?
Pair up with a classmate and talk about being healthy and strong
Share your practices to be healthy and strong with the group and with the whole class.

Day 2
Objectives
- Note important details in grade level narrative texts
- Identify setting, character and Plot

Learning Activities
A. Listening to a Narrative Text
   1. Pre-listening Activities
   a. Unlocking of Difficulties
      1. There are butterflies and dragonflies flying low in the meadow.
a. a grass land    c. a land full of trees
b. a farm land    d. a mountain side

2. The children **hurried** to school because it was already late.
   a. walked slowly    c. ran race
   b. walked fast    d. turned around

3. The hungry boy smiled **gratefully** at the lady who gave him a sandwich
   a. sadly    c. thankfully
   b. happily    d. carefully

**Motivation**

Have the pupils sing the song

**In the Meadow**  
(Tune: Jack and Jill)  
By: Nelia D. bamba

Up and down the hill we go  
Until we reach the meadow  
A place where we can run and play  
To be happy, strong and healthy.  
Tra la la la la la la la  
Tra la la la la la la la  
Tra la la la la la la la  
To be happy, strong and healthy.

Show a picture of a meadow  
Ask:
  1. Have you been to a meadow?  
  2. What do you see in the meadow?  
  3. What things can you do in the meadow?

**Setting a Purpose**

Say:

Today I am going to read to you a story. The title of the story is **“Up, Up, and Away”**
(Show a picture of a father and a son with a kite going to the meadow).

Ask:
  1. Where do you think the father and his son are going?  
  2. What are they going to do?

**Motive Question:**

Were Marlon and his father able to fly their kite?

**Listening to a Story**

**Up, Up, and Away**
By: Nelia D. Bamba

“Father got me a new kite!” exclaimed Marlon. “Can I fly it now?”
“It’s Saturday, so you can,” said Mother. “But you have to eat your breakfast first.”

“Of course, Mother. Father promised to teach me how to fly it,” Marlon said as he ate his food heartily and fast.
“Ready, Marlon?” asked father. “Get the kite and don’t forget the string.”
"Yes, Father," answered Marlon.
The two hurried to the open field. There were some boys flying kites in the meadow when Marlon and his father arrived. Marlon was excited watching the kites flying in the air. He did not notice that the ball of string slipped from his hand.

"Father let's fly the kite now," said Marlon.

"First we have to tie the kite with a string," said father. "Give me the string."

"Oh, no! I can't find the string, Father. I must have dropped it somewhere," he said as he looked around trying to find it.

"There's nothing we can do now, Marlon," said father. "We will fly the kite some other time."

Sadly Marlon started walking back home with his father. Then he saw Tim walking towards them. He was holding something familiar in his hand.

"Hi there, Marlon!" greeted Tim. "See what I found. Somebody must be looking for this ball string."

Marlon's eyes widened in excitement. "It's mine. I dropped it earlier. Thanks a lot, Tim," Marlon answered.

After a while Marlon's kite flew up, up, up across the sky. It went higher than the other kites. Father and Marlon proudly watched it soaring in the sky.

Post Listening Activity
Discussion:
Answer the motive questions.
1. What happened to Marlon and his father in the meadow? Why?
2. Who found the string?
3. What can you say about Tim? about Marlon? about father?
4. What do you need to able to fly a kite? Why?

Engagement Activities
Have pupils fill up the story map that follows

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
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<table>
<thead>
<tr>
<th>Who:</th>
<th>When:</th>
<th>Where:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Beginning Event:</th>
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<table>
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<th>Problem:</th>
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<table>
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<tr>
<th>Action Taken:</th>
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</table>

<table>
<thead>
<tr>
<th>Solution:</th>
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</table>

Have pupils retell the story using the story map.
Day 3

Objectives:
- Differentiate count from mass nouns
- Fill out forms with appropriate information

Learning Activities
1. Grammar Awareness
   A. Review: Identifying nouns
      Read these sentences from the selection “Up, Up and Away.” Find all the nouns and list them down in the appropriate columns in the chart.
      1. Father brought home a kite for Marlon.
      2. He ate a cup of rice, fried egg, bread, cheese, and milk for breakfast.
      3. Some boys were flying their kites in the air.
      4. Tim found a ball of string.
      5. There were butterflies and dragonflies in the meadow.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Person</th>
<th>Place</th>
<th>Thing</th>
</tr>
</thead>
</table>

Presentation:
Show pictures of a supermarket/grocery store where different things are sold (e.g. milk, butter, cheese, bread, candies, sugar, salt, flour, meat, fish, eggs, fruits, vegetables, etc.)
Ask: What things can you buy at the supermarket?
Read this dialog:

Mother: Doris, can you go to the market for me? I have to finish sewing this uniform. Miss Cart will get it today.
Doris: Yes, Mother. What am I going to buy?
Mother: We’re going to cook fish sinigang for lunch. So we need some fish, tomatoes, onions and kangkong.
Doris: I am going to prepare the market list so that I won’t forget anything.
Mother: That’s good, Doris. I will dictate the things you’re going to buy.
Doris: Okay, Mother. I’m ready.
Mother: You’re going to buy one milkfish, two onions, four tomatoes, one raddish, five okras, and a bunch of kangkong. Also one pack of tamarind soup mix, salt, two pieces green pepper and two pieces of gabi.
Doris: Is there anything more mother?
Mother: Try to see if you can buy a kilo of bananas or ripe papaya for our dessert. Here’s the money. Don’t forget to count the change.
Doris: Certainly, Mother.

Ask:
1. Who is going to the market?
2. What is she going to buy?
3. What did Doris prepare so that she will not forget anything?
4. What reminder did Mother give Doris?
Say:

Here are the things Doris is going to buy at the market:
1 big milkfish
2 onions
4 tomatoes
1 raddish
2 green pepper
1 papaya
5 okras
1 bunch of kangkong
1 pack tamarind soup mix
1 ga bi
2 green pepper
1 kilo bananas
salt

Comparison and Abstraction:
Ask:
1. Which items can be counted one by one?
2. Which items cannot be counted by piece?

Put them in the appropriate columns:

<table>
<thead>
<tr>
<th>Can be Counted</th>
<th>Cannot be Counted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. milk fish</td>
<td>Onion</td>
</tr>
</tbody>
</table>

Generalization:
Nouns that can be counted are the COUNT nouns.
Ex. Flower-flower kite-kites friend-friends
Nouns that can be counted are the MASS nouns.
Ex. Meat, milk, oil, flour, vinegar
Counters are used with mass nouns to determine quantity.
Ex. a can of sardines a glass of juice
a bottle of vinegar a box of flower
a kilo of meat an ounce of water
a sheet of paper a pint of ice cream

Guided Practice:
Write C if the word is a count noun. Write M if the word is a mass noun.
1. dust  6. classmates
2. marbles  7. dog
3. meat  8. vinegar
4. juice  9. candies
5. paper  10. Powder

Independent Practice:
Complete the statement with a count noun or a mass noun with a counter.
For example:
I am going to the mall and I'll buy a book, a pad of paper, a bottle of glue, and a box of crayons.
1. At the supermarket, Mother brought _________________________
2. On my birthday, I received ____________________________________________
   ________________________________________________________________

3. I am going to cook pancakes. I need ______________________________________
   ________________________________________________________________

Application
LM Q1 Week 2 Activity 1 - 5 pp __________

Study Skill: Filling Out Forms

How do you know yourself? Fill-up the following questionnaire with the correct information. Answer in complete sentence.

<table>
<thead>
<tr>
<th>COME AND GET TO KNOW ME!!!!!</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your complete name?</td>
</tr>
<tr>
<td>_____________________________</td>
</tr>
<tr>
<td>Where do you live?</td>
</tr>
<tr>
<td>_____________________________</td>
</tr>
<tr>
<td>What section are you in?</td>
</tr>
<tr>
<td>_____________________________</td>
</tr>
<tr>
<td>What are your favorite subject in school?</td>
</tr>
<tr>
<td>_____________________________</td>
</tr>
<tr>
<td>Reminder: ANSWER IN COMPLETE SENTENCE</td>
</tr>
</tbody>
</table>

Application:
Answer Q1 LM Activity 10 pp ____

Day 4

Objectives
a. Read aloud grade level text with proper phrasing, expression and an accuracy of 95 – 100%
   b. Note important details in grade level narrative texts
      1. Character
      2. Setting
      3. Plot (problem and resolution)
   c. Correctly spell words in the list of vocabulary words and the words in the selection read.

Learning Activities
A. Reading Activity
   1. Pre-reading Activities
      • Drill on Vocabulary Words
         scramble  fruit stalls  rap  juicy
         explore  machine  crunchy  tickle
      • Unlocking of difficult words
         1. scrambled out - through demonstration/gesture and context clues
            The pupils scrambled out when they heard the band coming.
            a. Walked slowly outside          c. slowly went outside
            b. Run hurriedly outside          d. went in circles outside
         2. Explore – through demonstration/gesture and context clues
            This is my first time to visit this place. I will explore all the beautiful spots.
            a. pass by                          c. stay on
            b. look carefully                   d. watch carefully
3. Crunchy - through demonstration/gesture and context clue
   Take a bite at this apple. It’s so crunchy.
   a. crispy  b. small  c. fresh  d. expensive

Motivation
Lead the pupils in singing this song (Tune: Planting Rice)

**It’s Harvest Time**
By: Nelia Bamba

Come, let’s go. It’s harvest time
Let’s go pick your fruits and mine
Explore stems, roots and vines.
Harvest time is really fun.

All these fruits are good to eat
These are crunchy, fresh and sweet
Surely they will make us fit
These will give us rosy cheeks.

- What time of the year is mentioned in the song?
- How are fruits described in the song?
- What good do they do to those who eat them?

Motive Question
Show the book’s cover to the pupils. Ask what they see in the cover. Lead them to ask motive questions:

During Reading (by the pupils)
- Have the pupils open their Learner’s Materials on page ___ and look for the story “Juicy, Juicy, Fruits.”
- Ask a good reader to read the selection aloud to the class while the others are following with their eyes.
- Call on other pupil volunteers to read the story once more.

**Juicy, Juicy, Fruits**
By: Nelia D. Bamba

“Beep, beep, beep!” The school bus is here!” the children scrambled out and got their bags.

“Time to go home, thank God it’s Friday!” said the children.

“Alright kids, everybody on the bus now,” said Mang Peping. Soon the bus was on its way. Suddenly, the bus stopped. It would not run.

“I have to check the machine, kids, “the driver said. “We will be a little late, but don’t worry this is just a small problem.”

The children let out a loud sigh. “I thought I can still watch my favorite cartoon show,” Frances said.
“Wow! Look outside! Everybody look outside! Look at those melons, pomelos, pineapples, and guavas at the stalls! They look so fresh,” said Marie.

“Those fruit stalls were not there yesterday,” said Miguel.

“It’s harvest time,” said Mang Peping. “Those fruits were harvested yesterday by those people from their farm.”

“I wish mother had seen these fruits. She will surely buy some,” said Miguel. “I love to eat fruits. Mother said they’re good for the health.”

“Hey, remember the activity we did in class this morning?” Ana said. “Yes, we did a rap and a chant about healthy food with Miss Santos,” Kevin answered.

“Instead of getting bored waiting, let’s rap,” Jose exclaimed. The he began to rap:

“Pomelos, Pomelos, juicy, juicy, juicy, Pomelos
Juicy, fruity, juicy Pomelos (Right)
I love juicy, juicy Pomelos
Juice that tickles, tickles me best. (Yes, yes, yo!)

Jose, Mario and Ana followed and started rapping, too:

“Melons, Melons, juicy, juicy, juicy, Melons
Juicy, fruity, juicy melons (Right)
I love juicy, juicy melons
Juice that tickles, tickles me best. (Yes, yes, yo!)

All the other kids joined in the rap naming all the fruits they saw in the fruit stand.

No one noticed the bus running again to take them home.

Engagement Activities:
Assign the groups of pupils to do these differentiated activities:

Group 1: On the Bus
Write the names of the story characters in the cut-out of the bus.

Group 2: I Click!
Show a picture of where the characters are. Show what Marie saw when she looked outside the window of the bus. Choose from the pictures inside the envelope the things she possibly saw. Paste the pictures /cutouts on a hard cardboard to create the picture.

Group 3: Say it Again
Choose one part of the story. Dramatize the part. Make your own dialogue for the part. use the dialogue of the characters as your guide.

Group 4: My Rap!
Do the rap by substituting your favorite fruit for the fruits mentioned in the children’s rap.

My Rap
________, ________, juicy, juicy, juicy, ________
Juicy, fruity, juicy ________ (Right)
I love juicy, juicy ________
Juice that tickles, tickles me best. (Yes, yes, yo!)
2. **Post Reading Activities**
   - Lead the class to answer the motive questions raised.
   - Have each group do the assigned activity. The discussion of the story follows as the group activities are presented.

   **Note:**
   - Presentation of Outputs by group to be followed by simple comprehension check.

**Group 1. On the Bus**

1. Why are the children so excited?

**Group 2. I Click!**

1. What happened to the school bus?
2. What did Marie see when she looked outside the window?
3. What did the children say about the fruit stand?
4. What did Mang Pedring say about the fruit stand?

**Group 3. It Again**

1. How did the children feel about the delay?
2. What did the children do as not to be bored while waiting?
3. How did the story end?

**Independent Activity:**

A. Activity on Story Elements: Fill in the columns of the table below.

<table>
<thead>
<tr>
<th>Group</th>
<th>Activity</th>
<th>Question</th>
<th>Answers (to be provided by pupils)</th>
<th>Story Element to be provided by pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>On the Bus</td>
<td>Who were the characters in the story?</td>
<td>(Miguel, Mang Pepinng, Marie)</td>
<td>Character</td>
</tr>
<tr>
<td>Group 2</td>
<td>I Click</td>
<td>Where and when did the story happen?</td>
<td>(On a bus) (on a Friday)</td>
<td>Setting</td>
</tr>
<tr>
<td>Group 3</td>
<td>Say it Again</td>
<td>What important events happened in the story?</td>
<td>(The bus broke down)</td>
<td>Plot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What problems did the characters have in the story?</td>
<td>The drive had to fix the bus.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What solutions did they make in story</td>
<td>To prevent from getting bored, they rapped what they learned in class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The bus was in running condition again.</td>
<td></td>
</tr>
</tbody>
</table>
B. Spelling Activity:
Teacher gives the following words and pupils write the it on their paper.
1. scramble
2. juicy
3. explore
4. tickle
5. crunchy

Processing of Activity
- Ask: Were you able to identify the elements of the story? Are the elements complete?
- Ask volunteers to retell the story using the story map completed by the pupils.
- Checking of Spelling Activity: Call selected pupils to write the dictated spelling words on the board. Check spelling.

Application:
Have pupils answer LM activity 6-8 on pp ______

Day 5:

1. Participate actively during class sharing on familiar topics by making comments and asking questions using complete sentences.
2. Speak clearly and comprehensively by using standard language and appropriate grammatical form, pitch, and modulation.
3. Write a rap.

Learning Activities

A. Review of the Story
Call selected pupils to re-tell the story “Juicy, Juicy Fruits”
Ask: What lesson does the story teach?

B. Writing a Rap
Say: A rap is a style of music where you recite or chant the words with a rhythm or beat.
Example: Have children follow the teacher’s lead in creating a clapping rhythm for the Juicy, Juicy Fruit rap. Then rap with the class the words.

Ask: Can you make your own rap? What are the steps to remember when making a rap?
Teacher presents the 3 Easy Steps to follow in creating a rap
1. Think of a topic you want
2. Write two or three sentences about the topic. Make the words rhyme as much as possible.
3. Make a beat or a rhythm for your composition

Activity: Group pupils. Ask them to create a rap following the steps given. Substitute your chosen words to the words in the rap. Think of other objects that you would like to rap about. You may create your own rhythm or use the one given.
My Rap
Pomelo, Pomelos, juicy, juicy, juicy pomelos
Juicy, fruity, juicy pomelos (Right)
I love juicy, juicy pomelos
Juice that tickles, tickles me best. (Yes, yes, yo!)

Processing of the activity:
- Presentation of the group outputs

Assessment
Answer the Post Assessment on Q1 LM pp ________

Week 3
Theme: Things I Enjoy and People I Like – Friends
Genre: Poem

I. Objectives
A. Oral Language
   - Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation
B. Fluency
   - Read aloud grade level text with an accuracy of 5 – 100 %
C. Spelling
   - Correctly spell the words in the list of vocabulary words and the words in the selections read
D. Composing
   - Write poems, riddles, chants, and raps
E. Grammar
   - Differentiate count from mass nouns
   - Use the correct counters for mass nouns (ex: a kilo of meat)
F. Vocabulary and Concept Development
   - Use the combination of affixes and root words as clues to get meaning of words.
G. Listening/Reading Comprehension
   - Give the correct sequence of 3 – 5 events in a story
H. Attitude towards literacy, literature and language
   - Express love for stories and other texts by browsing the books read to them and asking to be read more stories and texts
I. Study Skill
   - Follow instructions carefully in a test

II. Subject Matter
A. Topics
   1. Writing poems, riddles, chants, and raps
   2. Giving the correct sequence of 3 – 5 events in a story
   3. Spelling the words in the list of vocabulary words and the words in the selections read
   4. Differentiating count from mass nouns
   5. Using the correct counters for mass nouns (ex: a kilo of meat)
6. Noting important details in grade level narrative texts (character, setting, plot)
7. Following instructions carefully in a test

**Value Focus: Helpfulness**

**B. References**

**C. Materials**
Realia, pictures, small books,
Song: The More We Get Together,
Story: Helping is Fun (Poem), At the Park,
Poem: A New Friend, True Friends

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**Day 1**

**Objectives**
- Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation

**Activities**

A. Pre-Assessment
Teacher models reading of the short poem with proper expression, intonation and phrasing.
Have the pupils read it by rows, by pairs and individually.

**A New Friend**
By: Neila D. Bamba

One day at school Willy found a **ball**. It belonged to someone who is **young** and **small**. Willy asked, “Is this your **toy**?” “Yes it is,” said the friendly **boy**. And friends they became.

Have the pupils arrange the events in the story in order by writing the numbers 1 – 4 on the blanks.

1. He found out that the toy belonged to a young boy.
2. Willy and the boy became friends.
3. Willy asked the boy if it was his toy.
4. Willy found a ball.

Have the pupils create their own version of the poem. Ask them to substitute some words to the underlined. Have them write this on this activity sheet. Then, let them share the poem to the class.

---

**A New Friend**

One day at school _______ found a_______.
It belonged to someone who is _______and _______.
_______ asked, “Is this your _______?”
“Yes, it is,” said the friendly_______.

---

DRAFT APRIL 2014
Encourage pupils to ask questions about the poem created by their classmate.

Learning Activities
1. Oral Language and Vocabulary Development

Activity 1: Look and Tell
Have pupils study the Pictures

Listen and Repeat

<table>
<thead>
<tr>
<th>Fairy Tale</th>
<th>( A hobby )</th>
<th>Play house</th>
<th>Christmas</th>
<th>Basketball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story book</td>
<td>painting</td>
<td>Playthings</td>
<td>holiday</td>
<td>sport</td>
</tr>
</tbody>
</table>

Complete each sentence with three correct word or words.
1. Cinderella is my favorite ____________________.
2. Collecting dolls is my favorite ____________________.
3. Ball, doll, toy car, marbles, and tops are ____________________.
4. Christmas is the happiest ____________________.
5. Basketball is a popular ____________________.

Presentation
 Listen, Read, and Repeat
Ben: These are cute toy cars you have.
Dino: These toys are my favorite. These ones are part of my collection. They are not really very costly.
Ben: I collect toy cars, too. But I have toys, yoyos, marbles, and a robot.
Cara: I have dolls and doll clothes, too. I collect them.
Ana: I am not very fond of playthings. I like storybooks and I collect them.
Mimi: I like reading. Can I borrow some of your storybooks?
Ana: Certainly. I would like to share them with you.

Comprehension Check
Ask:
1. Who are talking in the dialog?
2. What are they talking about?
3. Who collects toy cars?
4. Who collects dolls?
5. What does and collect?
6. Do you collect things? What do you collect?

Act out the Dialog
Practice reading the lines. Role Play the dialog.

Think, Pair, Share
Think about these questions:
1. What food do you like?
2. What TV program do you watch?
3. What place do you want to go to?
4. Who are your friends? Why do you like them?
5. What things do you like to do with your friends
6. Get a partner and talk about it.
7. Share with your group or the whole class what you talked about.

Day 2
Objectives
- Sequence 3 to 5 events in a story listened to
- Express love for stories and other texts by browsing the books read to them and asking to be read more stories and texts
- Differentiate between count nouns and mass nouns

Learning Activities
1. Listening to Narrative Texts
   A. Pre-Listening
      Unlocking of Difficulties: Context Clues
      1. Entrance Fee
         The entrance fee to the resort is Php 50.00.
      2. The pool has artificial waves like in the sea.
      3. The table is dusty. Wipe it with a clean dust cloth to remove the dust.
      4. The old house has cobwebs everywhere.
B. Motivation

Show picture of a picnic resort / beach resort (or similar places in the community).

Ask:
1. What place is in the picture?
2. What are the people doing there?
3. Have you been to a picnic resort?
4. What did you do there?

C. Setting Purpose

The story I am going to read today is entitled “The Helpful Girls” it is about two friends who want to see the newest resort in town. But they do not have money for the entrance fee.

Motive Questions:
Ask: How did the two friends get their wish to see the new resort?

2. Listening Activity

The Helpful Girls

By: Victoria D. Mangaser

1. Mina and Carla wanted to visit the newest resort in town. All of their classmates and friends were talking about the swimming pool. They said it has an artificial wave, oh, how they wanted to go there! But they did not have money for the entrance fee.

2. One Saturday morning, the girls saw Teacher Sally carrying three big plastic bags. They said, Good morning teacher. Can we help you? “Good morning, girls. Thank you. That’s so kind of you,” answered Teacher Sally. Mina and Carla helped the new teacher carry her bags to the classroom. The room was very dusty. There were cobwebs everywhere.

3. “This is my new room. I am going to clean and arrange it. It has to be ready for classes,” Teacher Sally said: “We don’t have anything to do today. We would be very happy to help you.” Mina and Carla volunteered. The three spent the whole afternoon cleaning, sweeping, and scrubbing the room. Teacher Sally was overjoyed. Thanks to you Carla and Mina. Now I have a nice and clean room.

4. On their way home, Teacher Sally said, “Tomorrow is Sunday. We are going to have a small family celebration at the new picnic resort. You can come with me. We will try the artificial waves of the swimming pool they are proud of. Mina and Carla looked at each other with big glowing eyes. And with wide smiles, they nodded excitedly.

Note: Interactive Reading. In the second Reading of the story the following comprehension questions will be asked after each paragraph. The number in each box serves as a guide for the questions.
3. Post Listening

Below are the events in the story. Arrange the events in sequence or in the order, they happened in the story. Put the correct number before the event.

____ Mina and Carla helped Teacher Sally clean the room.
____ Mina and Carla wanted to go to the picnic resort but they did not have Money for the entrance fee.
____ Teacher Sally invited the two girls to join her in a family celebration at The new picnic resort.
____ Mina and Carla helped Teacher Sally carry her three plastic bags.
____ Teacher Sally thanked the two girls for helping her.

Remember:

The events in a story are arranged in sequence or in the order they happened in the story.

Application:

Guide pupils in answering Activity 1-2  Q1 Week 3 LM pp ______

Grammar Awareness

Count nouns are nouns that can be counted. Mass Nouns – are nouns that cannot be counted. Counters are used to determine the quantity of mass nouns.

Guided Practice:
Write C if the underlined noun is a count noun. Write M if the underlined noun is a mass noun.

____ 1. The Farmer plants rice in the field.
____ 2. You should drink plenty of milk.
____ 3. The eggs are in the tray.
____ 4. The dog’s body is covered with fur.
____ 5. How many bridges do we need to cross before reaching the place?
____ 6. How many planets are in the solar system?
____ 7. There are blooming flowers in the garden.
____ 8. I like newly baked bread.
____ 9. Fruits are good for the body.
____ 10. We need exercise to keep fit.

Independent Practice
Use the correct counters with mass nouns to answer these questions?

1. What did you buy at the book store? I bought ____________________.
2. You are going to the market. What are you going to buy? I am going to buy ____________________
Day 3

Objectives
- Sequence events in a story.
- Read aloud grade level text with proper phrasing, expression, and an accuracy of 95% - 100%.
- Use the correct counters for mass nouns.

Learning Activities
1. Pre – Reading Activities
   a. Unlocking of Difficulties
      Unlock the words using context clues
      1. Father and I stroll at the park every afternoon.
         - run  c. do exercise
         - take a walk  d. play
      2. Mother is proud of Henry because he makes nice drawings.
         - satisfied c. honored
         - ashamed  d. fulfilled
      3. The audience was quiet as they waited for the emcee to announce the winner.
         - tell c. proclaim
         - establish  d. ignore
      4. A big crowd waited for the guest to come.
         - group c. audience
         - mass  d. bunch
   b. Motivation
      1. Have the class sing “The More We get together”.

The More We get Together

The more we get Together, together, together
The more we get together, the happier are we
   For your friends are my friends,
   The more we get together, the happier are we.
2. Show pictures of a family eating together strolling in the park, and working together. Show also a group of friends playing together.
   Ask: What do you see in each picture?
       - Who are the people in the picture?
       - What do they do in each picture?
       - What do the people feel in each picture?

Setting Purpose
   Show the book cover and say: Our story for today is entitled “At the Park”
   what do you think is the story about?
   Motive Question: Why were Teddy’s parents at the park?
2. During Reading
Say: As I read aloud the story, think about what happens in the beginning, middle, and end of the story. They ask a good reader to read aloud the story again as the rest of the class follow reading silently.

At the Park
By: Nelia D. Bamba

Mother and Father were on the way to the park. “We must hurry! The program has started. Teddy’s teacher said he would be the third contestant.”

“Oh, what a big crowd,” said mother as they reached the park.

“Where is Teddy? I can’t see him in the front row,” said father.

“Look, there he is! He is going up the stage now,” said mother. “We’re just in time.” The two held hands and watched as teddy recited his poem. Everyone clapped loud and long when he finished his recitation.

Father and Mother smiled happily and whispered to each other. “He did, very well.”

After all the contestants were done, the audience was silent. Teddy’s parents held their breath when the emcee began announcing the winners. Then in a loud voice he said, “and the first prize winner is Teddy Ramos! Congratulations, Teddy!”

“We’re proud of you Teddy,” his parents said. “Thank you Father,” answered Teddy. “You are a great child. Remember we are always here to support you.” They said, hugging and kissing him dearly.

3. Post reading Discussion:
Ask:
1.) What occasion was held at the park?
2.) Why didn’t Father and Mother see Teddy at once?
3.) What did Teddy do in the program?
4.) How did Teddy’s parents feel when he was announced winner?
5.) Do you think Teddy deserved to win?
6.) In what did Teddy’s parents show their support?

Engagement Activities (Differentiated Group Activities)
Group 1. It’s Late
Draw a picture of a scene in the story when Mother and Father came late in the program.

Group 2. Looking for Teddy
Act out what father and mother did to find Teddy

Group 3. “My True Friends”
Create a picture showing the people you want to be with. Choose from the cut outs inside the envelope the characters you want to include in your picture. Paste them on a cardboard and label who they are. Write “My True Friends” for the title of your work.

Ask:
1. What things do you think makes a family happy?
2. If you were asked to do a thing to make your family happy, what would it be?
3. Do you agree that togetherness always makes a family happy? Explain your answer.

Group 4. “Start and End”
Arrange the events in the story in sequence or in the order that they happened.

Next they tried to find where Teddy was.

Soon the emcee announced the winner in the contest.

Teddy thanked his parents for being there for him.

Father and mother went to the park hurriedly.

They held each other's hands when Teddy recited his poem.

Follow up
Retell the story to the class giving the events as they happened in the story.

Enrichment Activity
Small Group Activity
Create a poem for your parents. Use the format below.

Thank You!

Thank you for being ___________________________,
And for being _______________________________
All this time you remained ______________________
I will always be proud of you because _________________.

Application:

Answer Activity 7, Week 3 Q1 LM pp _____
Day 4

Objectives
- Correctly spell the words in the list of vocabulary words and the words in the selections read
- Give the correct sequence of 3 – 5 events in a story
- Use the combination of affixes and root words as clues to get meaning of words
  (Note: Align with specific competencies in Grammar Awareness)

Learning Activities

A. Comprehension Skills: Sequencing Events

Remember:
Sequence is the order of events as they happen in a story.
There are words in the story that signal the sequence or order of events.
For example: first, second, next, then, after, so, at last, finally.

Help pupils recall the story, "At the Park". Post the strips of paper with the events in the story.

At the end of the contest, Teddy thanked mother and father for being there for him.

As they reached the park they saw Teddy coming up the stage.

Their hearts beat fast when the emcee stood to announce the winner.

Father got his bag and key and left hurriedly with mother.

Then, father bought some snacks while waiting for the other presenters.

First event? _________________________________________________________________
The second event? ___________________________________________________________
The third event? ____________________________________________________________
The fourth event? ___________________________________________________________
The last event? ______________________________________________________________

Ask:
1. How did you find out which event comes first? Next? Last?
2. Did you notice some signal words that help you figure out the correct sequence of events? What are they?
3. If there story, what other word clues help you determine the order of events in the story?

**Remember:**
The series of events in a story follow a certain order or sequence. There are words in the story that signal the sequence of events. They are: first, second, next, then, after, afterwards, at last, finally.

Practice:
Here are some events in the story “Doing things for mother” arrange them in the correct order or sequence by writing 1- 5, where 1 is the first event.

- Next he went to her Mother’s room and found her lying in bed, not feeling well
- Marlon was watching TV in the sala when he noticed that Mother was not in the Kitchen.
- The following morning, Mother woke up to see the clean kitchen and breakfast prepared by Marlon waiting for her.
- Afterwards he went back to the kitchen to cook rice and wash the dirty dishes.
- then he brought Mother a glass of fruit juice and told her to take a rest.

B. Composing
Using the sequenced events in the story “Doing things for Mother” write a 5 sentences summary of the story in paragraph form to observe the mechanics for writing.

Below is a check list that will guide you in writing your one-paragraph summary.

<table>
<thead>
<tr>
<th>Check List:</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Did I write the title in the middle of the line?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>2. Did I capitalize the beginning and the important words?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>3. Did I observe correct margin on each side of the paper?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>4. Did I leave a space before writing the paragraph?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>5. Did I indent the beginning of the paragraph?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>6. Did I begin each sentence with a capital letter?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>7. Did I use capital letters in writing proper nouns?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>8. Did I use the correct end punctuation?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>9. Did I use comma correctly?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>10. Did I write neatly and legibly</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

C. Grammar Awareness
Say: Aside from these counters, count words are also used to form the plural of mass nouns like: (Present some pictures that will illustrate these things.)

- a cupful of sugar
- a glassful of raisins
- a handful of rice
- a bucketful of roses

Ask:
1. How many words are there in the word cupful?
2. What are these words?

Show the picture (or the real object if available) of a cup of coffee (or any liquid in a cup)

Say: This is a cupful of coffee. What does the word cupful mean?
Discuss the meaning of each word through this chart and through some illustrations and demonstration if possible.

<table>
<thead>
<tr>
<th>Word</th>
<th>Root word</th>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>cupful</td>
<td>cup</td>
<td>ful</td>
<td>A cup full of</td>
</tr>
<tr>
<td>glassful</td>
<td>glass</td>
<td>ful</td>
<td>A glass full of</td>
</tr>
<tr>
<td>handful</td>
<td>hand</td>
<td>ful</td>
<td>A hand full of</td>
</tr>
<tr>
<td>bucketful</td>
<td>bucket</td>
<td>ful</td>
<td>A bucket full of</td>
</tr>
</tbody>
</table>

Generalization
What are suffixes?
What can suffixes do with the words?
What suffix was added at the end of the root words?
- Suffixes are syllables which are added at the end of the root words to form new words. They change the meaning of the word.
- The suffix -ful is added at the end of a root word to form a new word. The suffix -ful means “filled with”. When added to a root word, -ful forms words that may be used as counter for mass nouns. Examples: glassful, handful, cupful, etc.

Differentiated Activity
- Group the class into two.
- Have each group work on the assigned task simultaneously.
- Have each group present its output one after the other.

Group I. Mix and Match
Match the counter with the mass noun
1. A cupful a. medicine
2. A basketful b. rice
3. A plateful c. roses
4. A spoonful d. chocolate drink
5. A jarful e. candies

Group II. Spread the Word
Write the root word and the suffix that form the word. Then write its meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Root word</th>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. basketful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. plateful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. handful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. cupful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. jarful</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Independent Practice
Activity 8 and 9 Refer to Q1 Week 3 LM page _______

Day 5
Objectives
- Follow instructions carefully

Learning Activities
Review: Sequencing events in a story. Read the paragraph. Then answer the questions that follow.
Mother likes to prepare food for the family when she is at home. This morning for breakfast she served us a plateful of steamed rice, four scrambled eggs, and one half kilo of sausages. Next she prepared a glass of milk for my sister and me and a cup of coffee for father. To complete our breakfast, we had ripe bananas for dessert. Then also prepared a pitcher of fresh buko juice and some slices of cassava cake. Before leaving for the office, Mother had prepared lunch for us so that we would not get hungry. She promised that father and she would bring a bucket of chicken and pancit canton when they got home in the evening.

Answer the following questions:

1. Who likes to prepare food for the family?
   a. Father                                  c. Sister
   b. Mother                                 d. Brother

2. What food was prepared for breakfast?
   a. Rice, eggs, and sausages
   b. Bread, buko juice, and cassava cake
   c. Chicken and pancit canton
   d. Banana and milk

3. What did the family eat for supper?
   a. Eggs and bread
   b. Cassava cake and bananas
   c. Fresh buko juice and cassava cake
   d. Pancit canton and fried chicken

Arrange the events in correct sequence or order by writing number before each event.

   __ Mother prepared fresh buko juice and cassava cade for snacks
   __ Before leaving for the office, she prepared lunch for the kids.
   __ Mother served rice, eggs, and sausages for breakfast.
   ___ For supper, Mother and Father brought pancit canton and fried chicken.

Match the counters used with mass nouns by drawing a line from each counter to the mass noun.

1. A plateful a. buko juice
2. One half kilo of b. rice
3. A pitcher of c. coffee
4. A bucket of d. sausages
5. A cup of e. fried chicken

Application:
Activity 10: Refer to Q1 week 3 LM pp ______

Post Assessment
Assessment Activity A and B. Refer to Q1 Week 3 LM page ______

Week 4

Theme: My Favorite Animals and Plants
Genre: Fable

I. Objectives:
   A. Oral Language
• Use expressions appropriate to the grade level to relate/show one’s obligation, hope, and wish.

B. Fluency (F)
• Read grade level texts with appropriate speed.*

C. Spelling (S)
• Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing (C)
• Write summary of a poems.

E. Grammar (G)
• Identify and use abstract nouns.

F. Vocabulary and Concept Development (VCD)
• Use the combination of affixes and root words as clues to get the meaning of abstract nouns.

G. Listening/Reading Comprehension (LC/RC)
• Get the main idea of the story.

H. Attitude towards literacy, literature and language (A)
• Express love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.

I. Study Skill (SS)
• Follow sequentially more than 5-step written directions in manuals.

II. Subject Matter:
A. Topics
1. Using expressions to relate/show One’s Obligation, Hope and Wish
2. Writing Poems
3. Identifying and Using Abstract Nouns
4. Using the Combination of Affixes and Root Words as clues to get Meaning of Abstract Nouns
5. Identifying the Difference between a Poem and a Story
6. Following Sequentially more than 5-step Written Directions in Manuals

Value Focus: Obedience to our Parents

B. Reference

C. Materials
Manipulative Materials: fish-shaped paper cut outs, pictures, letter/syllable/word strips, word bank, pocket chart

Story: “Let Me Get In!”
Poem: “Little Pussy Cat”

III. Procedure:

Day 1:

Objectives:
• Express obligation, hope, and wish by using expressions appropriate to the grade level.
• Speak clearly with appropriate modulation

Learning Activities
1. Pre-assessment (May be given as an oral or written activity but not to be recorded)
   Expected Answer:
   Cleanliness      Helpfulness      forgetfulness
   Godliness        fruitfulness     carelessness
Happiness             playfulness         sadness

2. Oral language and Vocabulary Development

Think and Tell:
Ask:
1. Do you have dreams?
2. What do you usually dream about?
3. Why do you dream about these things?
4. Do you think these dreams can come true? Why?
5. How can you make your dreams come true?

Listen and Repeat

doctor                       engineer                teacher               barangay chief

Supply the correct word or words to complete the sentence.
1. I want to build roads and bridges. I hope to be an ________________.
2. I want to teach in school. I hope I can be a ________________.
3. I love to help people in my community. I hope I can be a ________________.
4. I want to help keep children healthy. I hope I can be a ________________.

Listen and Read

Abby: When I grow up, I want to be a TV announcer. What do you want to become someday?
Mona: I want to be a nurse someday.
Tico: I want to be a painter someday. How about you, kobi?
Kobe: I want to be an engineer, but I also want to be a violinist.
Regine: Don't you think it is hard to be an engineer and also a violinist?
Kobi: It is my dream to be an engineer. I also love playing the violin.
Cheska: What are you going to do so that you will be both an engineer and Violinist?
Kobi: Of course, I am going to study hard to be an engineer, and I am also learning to play the violin.
Miss Cruz: I am happy to hear about your dreams for the future. For now, you have to study hard to make all your dreams come true.

Comprehension Check:
1. Who are talking in the dialog?
2. What are they talking about?
3. What does each of the children say?
4. What advice does Miss Cruz give the children?

Read and Role Play
Have children practice reading the dialog for correct phrasing, expression and intonation. In groups, have children act out the dialog.

Think – Pair – Share
Have pupils think further about what they hope or wish to become and do someday
Say: Discuss with a classmate what your hopes and wishes.
Example: I hope I can be a doctor someday.
I will study hard to become one.
I wish I were a millionaire so I could go around the world.
Say: Share with your group or the whole class what you have talked about.

Concept Development
1. I hope to be an engineer someday
   **Question:** What will you do to become an engineer?
2. I wish I could fly like a bird
   **Question:** Is it possible to fly like a bird? Why?

Generalization

<table>
<thead>
<tr>
<th>Use hope to tell about something you want and you think is possible to happen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. I hope I can be a teacher someday.</td>
</tr>
<tr>
<td>I hope I can go to tagaytay.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use wish to tell about something you want but is impossible to happen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. I wish I had wings so I could fly.</td>
</tr>
<tr>
<td>I wish I were not here now.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use wish to express goodwill and pleasantries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. I wish you a Merry Christmas.</td>
</tr>
</tbody>
</table>

Practice:
Fill in the blank with hope or wish.
1. I ________ i can get good grades in class.
2. I ________ i can go to Baguio City.
3. How I _____i could be a princess!
4. Would you ______ to have wings to fly?
5. My parents ________ my sister and I can study in collage.

Independent Practice
Refer to Activity 1 and 2, Q1 Week 4 LM pp. ____

**Day 2**

Objectives
- Get the meaning of words using pictures and context clues.
- Get the main idea of a narrative text heard.
- Express love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.

Learning Activities
1. Pre – Listening
   A. Unlocking of Difficulties
      1. There are red, yellow, pink, and white flowers in the garden. They are very colorful.
2. We are five children in our family. I have four siblings, two brothers and two younger sisters.

3. The visitors left the school immediately. They did not stay long.
4. The kitten hid behind the rose bushes.
5. After lunch, I lay in bed to nap for at least ten minutes.
6. It rained and the little cat shivered because of the cold.

B. Motivation

Ask: 1. What animals will make good pets?
      2. What animal do you like to have as a pet? Why?

Say: Tell something about your pet. How do you take care of your pet?
Show the picture that follows.
Ask: What is in the picture? Describe the cat in the picture.

Setting of Purpose:
The story I am going to read to you today is entitled “Let Me Get In” it is about a little cat that disobeyed its mother.

Motivation Question: What happened to the little cat?

Let Me Get In!
by Florita R. Matic

My name is Pussy Cat. I am a playful little cat. I enjoy playing hide and seek with my siblings. I feel love, happiness and excitement whenever I play with them.

One day, I saw a beautiful garden with colorful flowers. I wanted to enjoy its beauty.

“Come, let’s play hide and seek in that garden,” I asked my siblings.

“Oh no, we can’t go outside! Mother told us not to go there.” they answered. They fear going out of the house.

“Well, I’ll go by myself. Don’t tell Mother Cat. Promise, I’ll be back immediately!” Pussy told his siblings.

“Oh no, that is dishonesty. We can’t do that,” they said.

I did not listen to them. Instead, I ran towards the garden as fast as I could.

I ran behind the rose bushes. I climbed the small trees. I hid behind the tall grasses. It was fun to play in the big garden. When I got thirsty, I drank from the fountain. Then I got tired. I lay down and took a nap. When I woke up, it was already dark.
“Meow…meow…meow…” I cried but no one is around. Then it began to rain. I ran towards the house. It’s locked! “Meow…meow…meow…let me get in!” No one heard me. “I should not have disobeyed my mother,” I said to myself as I shivered. It was cold and dark. I was miserable.

“Never again,” I thought.

Comprehension Check
Answer the motive question.
1. Why was the little cat in the garden?
2. Did mother cat know she went out of the house? Why or why not?
3. What did the other kittens tell Pussy Cat when he invited them?
4. How did Pussy Cat feel during the entire night?
5. What lesson did Pussy Cat learn?
6. What can you say about the title “Let me Get In!”? Given the chance to change, what title would you give the story? Why?

2. Grammar Awareness
Presentation
Say: Read the sentences taken from the story. Then circle all the nouns in each sentence.
a. Pussy Cat said, “I feel love, happiness and excitement whenever I play with my mother and my siblings.
b. I was amazed by the beauty of the garden.
c. I felt their fear.
d. I was full of misery.
e. “Oh no! That is dishonesty. We cannot do that,” Pussy’s siblings said in chorus.

Comparison and Abstraction
Ask: 1. Which of the nouns tell something we can see, hear, touch, taste, or smell?
2. Which of these nouns tell something we CANNOT see, hear, touch, taste, or smell?
Generalization
Concrete nouns are nouns that name something we can see, hear, touch, taste, or smell. 
Example: Person girl, boy, teacher, baby, school, park, church, house, car, sea, tree, leaves, fruit, flower, animal, snake, crab, bird.

Abstract nouns are nouns that name something we cannot see, hear, taste, or smell but can be felt or seen in the mind 
Example: Happiness, sadness, surprise, anger, education, hope, wisdom, friendship

- Things I CAN touch, smell, taste, hear, see
- Things I CANNOT touch, smell, taste, hear, see

Concrete Nouns

Abstract Nouns
Guided Practice 1

Activity 1. Use and Learn
Read the abstract nouns in the graphic organizer.
Use these nouns to complete the sentences found in the story read.

1. Pussy Cat feels ________ and __________ whenever she plays with her siblings.
2. The little cat could not hide her ________ when she saw the beautiful garden.
3. She was amazed by the __________ of the garden.
4. The other siblings did not tolerate the __________ of the little cat.
5. She felt ________ when she found out that the door was locked.
6. Pussy Cat felt ________ for not obeying her mother.

Application
Answer Activity 3 Q1 Week 4 LM pp _____.

Day 3

Objective:
- Get the main idea of a poem
- Use the combination of affixes and root words as clues to get meaning of abstract nouns.

Learning Activities:

A. Review of the story “Let Me Get In”
   Answer the Questions in “Think it Over” Q1 Week 4 LM pp. _____

B. Listening to A Poem
   Activity 4 Q1 Week 4 LM pp ______
   Answer the Questions in “Think it Over” Q1 Week 4 LM pp. _____

C. Story Reading
   1. Pre-reading Activities
Unlocking of difficulties
1. The girl plucked a flower from the plant.
2. A shot was heard and everyone was startled.
3. The water in the stream flows to the see.
4. A leaf is floating in the water.

Motivation
Show pictures of giving alms to beggar, helping others, etc.
Ask: Have you tried things for others? What did you do?
Do you receive payment or reward for helping others? Why? Why not?

Say: They say that when you do something good to others, it will return to
you in other ways. Do you agree or not? Why?

Setting Purpose
The story we are going to read today is a fable. A fable is a story
which characters are animals or inanimate objects and which gives a
lesson. The title of our fable is “The Ant and the Dove”

Motive Question:
Ask: What good deed did the dove do?

2. During Reading

The Ant and the Dove

A dove was resting in the branch of a tree beside a stream. As the
bird looked down, he saw an ant floating helplessly in the water. At once, the
dove plucked a leaf off the tree. Then he dropped it in the water. The ant got
on the leaf and was saved from drowning.

Meanwhile, a hunter was aiming his gun at the dove. The ant saw
that his friend was in danger. So the ant bit hard. The man’s foot. Because of
the pain, the hunter dropped his gun. The dove was startled and flew away.

“Thank you,” said the dove to the ant. “Thank you for saving my life.
You’re a real friend.

3. Post Reading
a. Discussion
Ask:
1. Was the ant saved from drowning? How?
2. In what way did the ant repay the good deed of the dove?
3. What danger did the dove face?
4. How was the dove saved from being shot by a hunter.
5. What is the lesson of the story?

Guided Practice:
- Retell the fable in your own words
- Write a five-sentence summary of the fable “The Ant and the Dove”

Vocabulary Skills: Suffixes and Root Words

Remember:
Suffixes are syllables added to rootwords to form new words with
new meanings. Some adjective-forming suffixes are -ful-less-ly.
Some noun-forming suffixes are -ness-ion-ity
Practice:
Add – ful, -less, or –ly to form adjectives.
1. the ant was thank____ to the dove for saving him from drowning.
2. Marlon is thought____. He did the dishes for his sick mother.
3. The hunter was merci____. He aimed his gun at the dove to shoot it.
4. The girl is very love____, so she wins in the beauty contest.
5. The kitchen is spot____. It is very clean.

Add-ness, ion, tion, sion to form nouns
1. Christmas is a season of happi_____.
2. The girl is a picture of lovely______.
3. Cleanli____is next to Godli______.
4. Do your responsibl______at home.
5. The dove’s helpful____ was rewarded.

Guided Practice
Form adjectives by adding –less or ful to the noun. number 1 is done for you.
1. Thank + ful = thankful
2. Duty + _____=_____
3. Thought +_____=_____
4. Truth +_____=_____
5. Harm +_____=_____
6. Tree +_____=_____
7. Home +_____=_____
8. Age +_____=_____
9. Plenty +_____=_____
10. Art +_____=_____

Form nouns by adding the suffix -ness, ity, -ion. The first one is done for you.
1. Happi + ness = happiness
2. Sad + ______=_________
3. Responsible +_______=_________
4. Educate +_______=_________
5. Lovely +________=_________

Independent Practice
1. Use 3 words with noun – forming suffixes in sentences.
2. Use 3 words with adjective – forming suffixes in the sentences.

Application
Activity 5-7 (A and B) Q1 Week 4 LM pp ____.
4. Let us give thanks to God. We should be ____________ for all the blessings we receive.
5. Honest honest and truth _________________.
6. Marlon is a ___________ son. His mother loves his thoughtfulness.
7. The mountainside used to be full of trees. After the storm, the place is _________________.
8. Mother does not seem to grow old. Her face is age _____________.
9. We should be responsible for our surrounding. It is the ___________ of everyone to take care of our earth.

Review of the Fable “The Ant and the Dove” Recall the answers to these questions.
1. Who are the characters in the fable?
2. What happened to the ant?
3. Where was the dove?
4. What did the dove do to help the ant?
5. What danger did the dove face?
6. What did the ant do to save the dove?

Retell the fable using the question as guide
Write a five sentence summary of the fable. Be sure to observe all the mechanics for paragraph writing.

Below is a check list that will guide you in writing your one paragraph summary.

Check list:
1. Did I write the title in the middle of the line?
2. Did I capitalize the beginning and the important words?
3. Did I observe correct margin on each side of the paper?
4. Did I leave a space before writing the paragraph?
5. Did I indent the beginning of the paragraph?
6. Did I begin each sentence with a capital letter?
7. Did I use capital letters in writing proper nouns?
8. Did I use the correct end punctuation?
9. Did I use comma correctly?
10. Did I write neatly and legibly?
11. Did I spell words correctly?

Application
Activity 8-9 Q1 Week 4 LM pp __________

Day 5

Objective:
- Follow 5-step written directions.

Learning Activities:
- A. Review (skill/ skills that the pupils have difficulty)
  Identify the abstract nouns from the given list of words.
B. Study Skill
1. Preparation
   Ask:
   1. Who got a perfect score in your recent test?
   2. What did you do to have a perfect score?
   3. How do you answer your test? Do you follow the directions correctly?

2. Building the Skill
   Game: Stop, Look, and Listen!
   The teacher gives a series of directions to the class.
   Ask the class to follow the directions sequentially.
   Observe if the pupils follow the instructions as directed.

   Say:
   Listen to the directions carefully. Follow them correctly.
   1. Get a piece of paper, a pencil and your crayons.
   2. Put the materials on your desk.
   3. Draw a big circle in the middle of your paper.
   4. Divide the circles into four equal parts.
   5. Color one part of the circle red.
   6. Write in fraction form the shaded part of the circle.

   Ask:
   Did you follow the directions correctly?
   Why do we need to follow directions carefully?

3. Enrichment Activity
   Follow and Create!
   Follow sequentially the given directions.
   1. Collect some dried leaves, twigs and seeds of plants.
   2. Cut them into smaller pieces.
   3. Get a cardboard.
   4. Arrange the materials according to your design or theme.
   5. Glue the pieces of dried leaves, twigs and seeds on the cardboard.
   6. Let the collage dry and cover it with plastic.

   (Note: The rubrics for MAPEH, enclosure to DepEd No. 73, s. 2012, page 119 may be used by the teacher to rate the pupils’ output.)

   Processing of the Output
   Ask:
   1. How were you able to do the activity?
   2. Why is it important to follow sequentially the directions?
   3. What will happen if the directions were not followed in correct order?
Week 5

Theme: Things I Love to Do - Favorite Activities, Hobbies, Sports
Genre: Friendly Letter

I. Objectives:
   A. Oral Language
      - Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences.*
   B. Fluency
      - Read grade level texts with appropriate speed.*
   C. Spelling
      - Correctly spell the words in the list of vocabulary words and the words in the selections read.
   D. Composing
      - Observe the conventions of writing in composing a paragraph and journal entries.
   E. Grammar
      - Differentiate concrete nouns (person, place, animal, thing) from abstract nouns.
   F. Vocabulary and Concept Development
      - Identify and use simile in sentences.
   G. Listening/Reading Comprehension (LC/RC)
      - Give the meaning of a poem.
   H. Attitude towards literacy, literature and language (A)
      - Express love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.
   I. Study Skill (SS)
      - Follow sequentially more than 5-step written directions (in manuals, in recipes etc.)

III. Subject Matter:
   A. Topics
      1. Talking about people, places, events, etc. in using expanding vocabulary in complete sentences
      2. Differentiating Concrete Nouns (person, place, animal, thing) from Abstract Nouns
      3. Identifying and Using Simile in Sentences
      4. Giving the Main Idea of a Poem
      5. Observing the Conventions of Writing in composing a Paragraph
      6. Following Sequentially more than 5-step written Directions in Recipe
   Value Focus: Caring for people and things we love
   B. Reference
   C. Materials
      Manipulative materials: word puzzle, pictures, pocket charts, letter/syllable/word/sentence strips, manila paper, show-me cards, word bank
      Story: "A Birthday Wish"
      Poem: "Friends are like Diamonds"
III. Procedure:

Day 1:

Objectives:
- Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences.
- Correctly spell the words in the list of vocabulary words and the words in the selections read.

Learning Activities:
A. Pre-assessment (can be conducted orally, in written form or in a form of game but not to be recorded)
   Exercise # 1:
   Tell if the word is an abstract noun or a concrete noun.
   a. classroom
   b. education
   c. information
   d. newspaper
   e. canteen
   f. honesty

   Exercise # 2:
   A. Choose the word in the box that will best complete the sentence. Use the pictures as your guide. (Pictures will be prepared by the teacher ahead of time.)
   flower fish as sweet ant as rainbow

   1. He swims like a ______.

   2. After taking a bath, she was as fresh as ______.

   3. Her day is as colorful ______.

   4. Her voice is ______ as honey.

   5. He works like an ______.

B. Oral Language and Vocabulary Development
   1. Oral Language Development
      Motivation
      Ask:
      1. Where do you spend your weekends?
      2. What do you do during weekends?
         (Give pupils opportunities to share their experiences)
Vocabulary Development

Exercise # 1: I Spy Game

Find hidden words in the crossword puzzle

Say:
Look for the following words in the puzzle below:

<table>
<thead>
<tr>
<th>places</th>
<th>famous</th>
<th>people</th>
<th>tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>you</td>
<td>event</td>
<td>the</td>
</tr>
<tr>
<td>an</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>f</th>
<th>a</th>
<th>m</th>
<th>o</th>
<th>u</th>
<th>s</th>
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<tr>
<td>t</td>
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<td>t</td>
<td>h</td>
<td>a</td>
<td>t</td>
<td>e</td>
</tr>
</tbody>
</table>

Ask:
1. Can you decode the secret message in the puzzle?
2. What mission does it give?

Hidden message:
Tell the famous places, people and event that you know.

Processing of the Activity
Ask:
1. How did you unlock the message?
2. What problem/s did you encounter?
3. What has helped you solve the problem you met?

Exercise # 2: Paste It Here!

Ask:
1. Can you name famous people, places and events in your community?
   (Have the pupils bring out the pictures of famous people, places and events in their community which are assigned to them ahead of time.)

Say:
Use the graphic organizer below to identify the famous people, places and events in your community.
Tell us something about the pictures.
Paste the pictures on the graphic organizer.

Refer to Activity Q1 Week 5 LM, pages _____

Processing of the Activity
Ask:
1. Who are the famous persons in your community? Why are they considered famous?
2. Where do you bring your visitors if they come to your place? Is there any special place in your community that you are proud of? Why? Why not?
3. Are there special events/occasions celebrated in your community?
4. How are they celebrated? How do you join in the celebration?

**Note:** Allow pupils to participate in the activity. Teacher facilitates and provides avenue for pupils to ask about what is being shared by the pupils. After max. of 5-10 pupils, teachers may group pupils for smaller group, pair and share activity.

**Day 2:**

**Objectives:**
- Talk about family events using expanding vocabulary in complete sentences.
- Correctly spell the words in the list of vocabulary words and the words in the selections read.
- Differentiate concrete nouns (person, place, animal, thing) from abstract nouns.

**Learning Activities:**

**A. Listening to text**

1. **Pre-listening Activities**
   - Unlocking of difficult words/ Vocabulary Enrichment

   **Activity:** Let's Act It Out!
   - **Strategy:** CABLA (Total Physical Response - Body)

   **Say:** Give the word that is being described.
   - **a. excitement** – (through gesture)
     - Say: The children could not hide their excitement as they go near the butterfly park.
   - **b. loneliness** – (through facial expression)
     - Say: Susie felt the loneliness when she was not able to join the trip. She could not smile at all.
   - **c. surprise** – (Show a picture of a grandmother looking at the visitors standing at the doorsteps. / picture)
     - Say: It’s grandmother’s birthday. She received a surprise from her relatives.
   - **d. eagerness** (through facial expression)
     - Say: Her eagerness to win in the contest is shown in her hard work.
   - **e. enthusiasm** – (through context clues)
     - Say: The enthusiasm of the children to finish their project is very evident. Their interest never fades.

**Processing of the Activity**

**Ask:**
1. What did you do to guess the correct word?

**Motivation**

**Ask:**
1. When do you celebrate your birthday?
2. What is your wish for your birthday?

**Raising of Motive question**

1. What would you like to find out in the story we are going to read? (Encourage pupils to ask questions about the story)

**Reading of the Story**

(The teacher reads the story to the pupils).
A Birthday Wish
by Florita R. Matic

It was Saturday morning. Lola Ensang woke up early. She sat on her favorite chair near the door as if waiting for somebody. The smile on her face shows her excitement.

At that moment, Eunice and the other grandchildren of Lola Ensang came in to pay their respects. Lola Ensang extended her right hand and looked at them. She moved her ears closer to her grandchildren to show her eagerness to hear something from them. No one said anything. She felt very sad. Tears on her eyes showed her sadness.

Lola Ensang went back to her bedroom and tried to take a nap. She whispered to herself, “It’s my birthday. No one has remembered. How I wish I can see my younger brother and my other relatives while I can still recognize their faces. I’m 89 years old and I have only a few years to stay in this world.”

Her enthusiasm for a birthday party with her relatives was replaced by disappointment. She felt very lonely. Suddenly, she heard a familiar voice calling her, “Ate, wake up!

Lola Ensang was delighted to see her younger brother with some relatives. To her surprise, there were lots of food on the table. They gathered around the 3-layer chocolate cake. When she was asked to make a wish, she said “Your presence is my only birthday wish!”

Lola Ensang looked happily at the faces of her loved ones.

Post listening Activity
1. Whose birthday was it?
2. How did Lola Ensang feel that day? Why?
3. What was Lola Ensang’s birthday wish? How?
4. What was the surprise for Lola Ensang?
5. Why do you think did the family members surprise Lola Ensang?

Infusion of Values:
How do you show your respect, love, and care for your family members?

Processing of the Activity
Ask:
1. What event is stated in the story?
2. What other activities or celebrations do you observe in your family?
3. What other activities are observed in your community?

Composing
Make a birthday card for Lola Ensang then write a birthday greeting for her.

B. Grammar Awareness
Presentation
Say:
Read the words that you formed in your previous activity.
Compare these words with other words found in the story.

Refer to Activity 2, Q1 Week 5 LM pp ________

Ask:
1. Which group of words can we experience with our five senses?
2. Which column of words tell of things we cannot see, hear, touch, taste, or smell?
3. What kind of nouns are these?

Development of the Lesson
After the pupils have grouped the words into concrete and abstract nouns, ask them to read them. Have them identify other examples of concrete and abstract nouns guided by the following questions:

Ask:
1. What other words can you give which refer to something we cannot see, hear, touch, taste, or smell?
2. What are these nouns called?
3. Why are they called abstract nouns?
4. How do concrete nouns differ from abstract nouns?
5. Can you give some examples of concrete nouns?

Activity: Choose and Pair!
Encourage the pupils to think of some examples of concrete nouns. They may be symbols or things that will represent the abstract nouns. Choose the appropriate concrete nouns from the word bank that will represent the abstract nouns. Pair them to the given abstract nouns by writing them on the spaces provided for.

(Refer to Activity 3 Q1 Week 5 LM, page__)

Processing of the Activity
Ask:
1. Were you able to give the correct answer?
2. What helped you get the correct answer?
3. How are concrete nouns different from abstract nouns?

Generalization
- Concrete nouns are naming words that we can experience using the five senses. Examples are ball, book, and friend.
- Abstract nouns are nouns that tell about things we cannot see, hear, touch, taste, or smell. Examples are love, anger, and friendship.

Guided Practice 1
Group the class into 4 groups.
Have the groups work on their assigned activity simultaneously.
Let each group present its output one after the other.

Group I. I Can Form
Arrange the jumbled letters to form other words found in the story “A Birthday Wish.”
Write your answers on a manila paper with a heading “List of Concrete Nouns.”
1. (bodremo)
Group II. I Can Identify
Copy the paragraph. Underline the concrete nouns.

It was Saturday morning. Lola Ensang woke up early. She sat on her favorite chair near the door as if she was waiting for somebody. The smile on her face tells her excitement on that day.

Group III. I Can Recall
Recall five abstract nouns used in the story “A Birthday Wish. List them down on a manila paper with a heading “Examples of Abstract Nouns.”

1.________________
2.________________
3.________________
4.________________
5.________________

Group IV. I Know the Difference
Copy the sentences below. Write whether each underlined noun is abstract or concrete.

_______ 1. We should learn to give love all the times.
_______ 2. His faith is strong.
_______ 3. Faith can move mountains.
_______ 4. We need a lot of information.
_______ 5. We learn by reading books.

Processing of Group Output
At the end of each presentation, have the class discuss the different activities using the following guide questions.
(Teacher writes the pupils’ answers on the prepared table written on the chalkboard/chart.)

<table>
<thead>
<tr>
<th>Group</th>
<th>What is the title of the activity?</th>
<th>What did the group do?</th>
<th>What did you learn from the activity?</th>
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Day 3

Objectives:
- Read grade level texts with appropriate speed.*
- Identify and use simile in sentences.
- Give the meaning of the poem read.
Learning Activities:
A. Reading a text by the pupils
   1. Review
      What are some examples of concrete and abstract nouns?
   2. Prereading Activities
      Unlocking of difficult words
      Mix and Match!
      Have the pupils do this activity in group. Use letter strips.
      Say:
      Rearrange the jumbled letters to identify the words being described in the sentences.
      It is important that you understand the meaning of each word because you will encounter these words as you read the poem.
      1. Birdies can’t fly yet. They (dpende) ________ on their mother for food.
      2. We need to eat healthy food. It gives us (tsregthn) ________ to do our work.
      3. If we obey our parents, we won’t go (astray) ________.
      4. God’s love for us cannot be measured. It is (mimeasurabel) ________.
      5. Diamond is a (percisou) ________ gem. It costs a great deal of money.

Motivation
   1. Do you have friends?
   2. How will you describe your friends?
   3. In what objects/things can you compare your friends? Tell why.

Motive Question
   In what objects/things are friends compared in the poem?

3. During Reading (by the pupils)
   The teacher reads the poem first for modeling.
   Then let the pupils read the poem.

Refer to “Read and Learn” Activity 4, Q1 Week 5 LM, page_____

4. Post reading Activities
   a. Answering of motive question
      In what objects/things are friends compared in the poem?
      What can you say about the comparisons made?
   b. Comprehension Check up
      1. Who are the right persons whom we can depend on?
      2. How are friends described in the poem?
         a. In the 1st stanza?
         b. In the 2nd stanza?
         c. In the 3rd stanza?
         d. In the 4th stanza?
      3. Which comparison do you like best? Why?
      4. Why are friends important?

Processing of the Activity
   o What is the message of the poem?
   o What makes the poem interesting?
   o Why is a friend compared to a rock? What characteristic or description of a rock is the same with a friend?
   o Why is a friend compared to a road? How is a road similar to a friend?
   o Why is a friend like a precious gem? In what way are they the same?
Why is a friend compared to a diamond? In what way are they similar?

B. Vocabulary Development

1. Analysis and Discussion
   Have the pupils read the poem again. Let them identify objects that were used by the author in describing a friend.
   (Refer to Activity 4, Q1 Week 5 LM, page _____)

2. Generalization
   - Simile is a figure of speech in which two unlike things are explicitly compared.
   - It uses the expressions, as and like.
     Example: She is as sweet as candy.

   She is beautiful like a newly bloomed rose.

3. Guided Practice 2:
   Exercise # 1
   Underline the simile that is used in each sentence.
   (Refer to Activity 5, Q1 Week 5 LM, page _____)
   Exercise # 2
   Think of objects that will complete the simile in the following sentences:
   1. Her voice is as loud as ____________________.
   2. Your smile is as sweet as ____________________.
   3. This room is hot like ____________________.
   4. She is as tall as ____________________.
   5. My mother is gentle like ____________________.

   Processing of the Activity
   Ask:
   1. Which activity did you find easier to do?
   2. What did you learn in these activities?
   3. How can you use simile in when you talk?

Application
   (Refer to Activity 6-7, Q1 Week 5 LM, page _____)

Day 4

Objectives:
- Observe the conventions of writing in composing a paragraph.
- Express love for reading texts/letters by browsing the text/letters read to them and asking to be read more texts/letters.

Learning Activities:
A. Review
   Can you give a sentence that uses simile?
   Describe your friend using simile.

B. Discussion of the text
   Have the pupils read a friendly letter.
   Say:
   Eunice wrote a letter to her friend, Ellaine.
   Read and find out how the body of the letter is written.
   (Refer to “Think it Over’ Q1 Week 5 LMs, page___)
Dear Ellaine,

My grandmother will be celebrating her 89th birthday on August 10. I am planning to surprise her with a special homemade 3-layer 9 inch chocolate cake.

Can you help me prepare the cake? Please send me the recipe that I need to prepare and the directions that I need to follow.

I know that my grandmother would be delighted if you can come on her birthday.

Thank you in advance and I hope to see you on my grandmother’s birthday celebration.

Your friend,

Eunice

1. Who wrote the letter?
2. Where does Eunice live?
3. When did she write the letter?
4. To whom did she send the letter?
5. What is the letter about?

C. Explicit Instruction of a Comprehension Skill
   Answer the following questions in complete sentences.
   1. What celebration is stated in the letter?
   2. How did Eunice plan to surprise her grandmother on her birthday?
   3. Why did Eunice write a letter to Ellaine?
   4. What kind of help did she ask for Ellaine?
   5. Did she invite Ellaine to her grandmother’s birthday celebration? Which statement supports your answer?
   6. What conclusion can you make about the letter?

Processing of the Activity
   o Did you observe the body of the letter?
   o How is the body of the letter written?
   o If you receive a letter from a friend, do you write back to her?

D. Composing
   Have the pupils listen to the letter again.
   Say:
   Ellaine wrote back to Eunice.
   Listen very well and find out what is stated in the friendly letter.
Dear Eunice,

I just got your letter a day ago. Thank you for inviting me to your grandmother’s birthday celebration.

I learned that you are asking for the recipe for your grandmother’s birthday cake. Attached is the recipe that you would need and the cooking directions for the 3-layer 9 inch chocolate cake that you want to bake.

I promise to be there a day before your grandmother’s birthday so that we can prepare a very special cake for her.

See you on August 9 at 8:00 o’clock in the morning.

Your friend,
Ellaine

Recipe:
2 cups white sugar
1 ¾ cups all-purpose flour
¾ cup unsweetened cocoa powder
1 ½ teaspoons baking soda
1 ½ teaspoons baking powder
1 teaspoon salt
2 eggs
1 cup milk
½ cup vegetable oil

For Frosting
2 teaspoons vanilla extract
1 cup boiling water
¾ cup butter
1 ½ cups unsweetened cocoa powder
5 1/3 cups confectioner’s sugar
2/3 cup milk
1 teaspoon vanilla extract

Cooking Directions:
1. Preheat oven to 350 degrees F (175 degrees C).
2. In a medium bowl, stir together the first set of ingredients for 3 minutes with an electric mixer.
3. Stir in the boiling water by hand.
4. Bake for 30 to 35 minutes in the preheated oven.
5. Cool for 10 minutes before removing from pans to cool completely.
6. To make the frosting, cream butter until light and fluffy and stir in the cocoa and confectioners’ sugar alternately with the milk and vanilla.
7. Split the layers of cooled cake horizontally and cover the top of each layer with frosting.

Ask:
1. What did Ellaine say in her letter?
2. How is the letter of Eunice related to Ellaine’s letter?
3. What conclusions can you draw about the exchange of letters?

Deepening of Concept:
Have the pupils read the body of the letter.
Have them observe how the body of the letter is written.
Ask:
How is the body of the letter written?
1. Is the first sentence in each paragraph indented?
2. Is the beginning of each sentence written in capital letter?
3. Are there periods, apostrophes, and other punctuations marks where they are needed?
4. Are proper margins on both sides of the paper observed?
5. Are all words spelled correctly?

Spelling:
Have the pupils listen to the words to be spelled orally. Use these words in sentences and give their meaning.
Say:
To strengthen your skill in spelling, do the activity below orally.
Listen as I say the words that you will spell out.
I Speak Clearly!
Spell orally the following words found in the letter.
1. ingredients
2. recipe
3. birthday
4. vanilla
5. horizontally

Processing of the Activity
Ask:
1. Did you spell the words correctly?
2. Did you understand the meaning of each word clearly?
3. Why is spelling important in writing?

Grammar:
Independent Practice (Seatwork/Test)
Have the pupils copy in a paragraph form the cooking directions for the 3-layer 9 inch chocolate cake.
Have them observe the conventions in writing a paragraph.
(Note: You may use rubrics checking the pupils’ output.)
Processing of the Activity
Ask:
1. How did you write your paragraph?
2. Is the first sentence in each paragraph indented?
3. Is the beginning of each sentence written in capital letter?
4. Are there periods, apostrophes, and other punctuations marks where they are needed?
5. Are proper margins on both sides of the paper observed?
6. Are all words spelled correctly?

Application
(Refer to Activity 8, Q1 Week 5 LM, page _____)

Day 5

Objectives:
- Correctly spell the words in the list of vocabulary words and the words in the selections read.
- Follow sequentially more than 5-step written directions in recipes.

Learning Activities:
A. Review of the skill/skills that the pupils have difficulty
   Tell the correct words using the configuration clues.
   1. costs a great deal of money
      Answer: precious
   2. known and recognized by many people
      Answer: famous
   3. items in recipes
      Answer: ingredients
   4. means a person whom we can depend on
      Answer: friend
   5. means causing somebody feel sudden wonder because of something unexpected
      Answer: surprise

B. Study Skill
   Activation of Prior Knowledge
   Ask:
   1. Do you help your mother in the kitchen?
2. What are the things that you can already do to help your mother?

Building the Skills
Ask:
1. Have you observed your mother while she is cooking?
2. Does she follow the correct procedures in cooking?
3. Why is it important to follow the procedures in cooking?

Enrichment Activity
Show the illustrations to the class.
Have the pupils observe the illustrations carefully. Have them talk about them.
Ask them to read the sentences written on paper strips. Have them match the sentences with their corresponding illustrations.

Say:
Use the illustrations below to sequentially follow the directions in preparing fried fish. Choose the sentence strip that corresponds to each illustration. Put it under the illustration.

1. ____________________ 2. ____________________
3. ____________________ 4. ____________________
5. ____________________ 6. ____________________
Remove from the pan and place on a paper towel so the grease can drain.

Clean the fish with water.

Dredge the fish in flour seasoned with salt and pepper.

Fry fish until golden brown.

Place the fish in hot oil.

Put the fried fish on a platter and garnish it with sliced tomatoes.

Processing of the Activity
Were you able to do the activity?
How were you able to identify the correct sequence of the directions?
Is it important to follow written directions? Explain.

Post Assessment
Refer to Assessment Exercises 1 – 3, Q1 Week 5 LM, page _____

Week 6
Theme: Care for the Environment
Genre: Advertisement on Community Events/Issues

I. Objectives:

A. Oral Language
   • Talk about famous events, etc. using expanding vocabulary in complete sentences.
   • Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.

B. Fluency
   • Read grade level texts with appropriate speed.*

C. Spelling
   • Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
   • Observe the conventions of writing in composing journal entries*

E. Grammar
   • Differentiate concrete nouns (person, place, animal, thing) from abstract nouns.

F. Vocabulary and Concept Development
   • Identify and use Metaphor in sentences.

G. Listening/Reading Comprehension
   • Give the main idea of a poem.

H. Attitude towards literacy, literature and language
   • Express love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.
I. Study Skill (SS)
- Identify the parts of a book

II. Subject Matter:
   a. Topics
   1. Talking about community events/activities using expanding vocabulary in complete sentences
   2. Spelling the words in the list of vocabulary words and the words in the selections read correctly
   3. Observe the Conventions of Writing in composing Journal Entries*
   4. Differentiating Concrete nouns (person, place, animal, thing) from Abstract nouns.
   5. Identifying and using Metaphor in sentences
   6. Giving the main idea of a poem
   7. Identifying the parts of a book.

Value Focus:
- Taking Care of the Environment for Sustainable Development

b. Reference
c. Materials
   Manipulative Materials: pictures, word strips, jigsaw puzzle, cartolina, word bank, star chips
   Poem: “My Garden…My Platter”

III. Procedure:

Day 1:

Objectives:
- Read grade level texts with appropriate speed.*
- Identify and use metaphor in sentences.
- Give the main idea of a poem.

Learning Activities:
A. Reading a text by the pupils
   Pre reading Activities
   • Unlocking of Difficult Words
   Pass the Ball!
   As the music plays, the children will pass paper ball. When the music stops, the child holding the paper ball will peel off one sheet of paper from the ball. The child will read aloud the word and give its meaning. Answer can also be solicited from the group. After giving the correct answer, the pupil will pass the ball again until the music stops.
   Vocabulary words to be written on the paper ball:
   1. couch potato
      a. lazy
      b. kind of vegetable
      c. industrious
   2. apple of the eye
      a. fruit
      b. hate
      c. love
   3. feeling blue
      a. color
      b. sad
      c. happy
   4. platter
      a. a large flat dish for serving food
b. a big garden of food  
c. a big table with food

5. meadow  
a. a river  
b. a grassy field  
c. a mountain

Motivation  
Do you have a garden? Tell us something about your garden.  
How do you tend your garden?

Raising of Motive Questions  
What would you like to find out in the poem?

2. During Reading  
First Reading: Teacher reads the poem first for modelling.  
Second Reading: Pupils read the poem aloud with appropriate pitch and modulation. *(Refer to Q1 Week 6 LMs, page _____)*

---

**My Garden…My Platter**  
by: Florita R. Matic

One day I woke up  
And saw the sun pop up  
It smiled to me so sweetly  
Like a fair lady.

I went to the backyard  
And started to work hard  
I was an ox in the meadow  
And not a couch potato.

Soon the plants grew fast  
They were giants at last  
so nice to look at  
They were the apple of my eye.

If you are feeling blue  
As if everything is taken away from you  
My garden will be there for you  
To take away all your sorrows.

My garden is also my platter  
That keeps me healthier  
Because I nurture it well  
With tender love and care.

---

Post Reading Activities  
Answering the motive questions  
Comprehension Check, Ask:  
1. Read the title. What is being talked about in the poem?  
2. Read the first stanza. Who is talking in the poem?  
3. What did the sun do?
4. To what was the sun compared?
5. Read the second stanza.
6. Where did the “I” go? What did he do there?
7. To what did the “I” compare himself?
8. Someone who works hard is compared to an ox. To what does one who does not work compared?
9. Read the fourth stanza. What does feeling blue mean?
10. What will take away one’s sorrow?
11. Read the fifth stanza. To what is the garden compared?
12. Why do you think?
13. How does the “I” nurture the garden?
14. Read the poem again.
15. How many stanzas does it have? How many lines are there per stanza?
16. What are the rhyming words?

Reading of the poem by the pupils (by stanza)
Ask:
1. How many stanzas are there?
2. How many lines are there in each stanza?

Deepening of Comprehension Skill
Have the pupils do the following activities.
Activity 1: I Dig It Out!
Getting the main idea from each stanza.
Activity 2: My Masterpiece!
Draw a garden that you would like to have.
(Note: The rubrics for MAPEH, enclosure to DepEd No. 73 s.2012 may be used to rate the pupils’ output.)

Day 2 (continuation of Day 1 lesson)

Vocabulary Development
Introduction/ Activation of Prior Knowledge
Have you been called a “couch potato?”
Have you heard this expression before?
What does it mean?

Concept Formation
Have the pupils read some sentences with metaphor taken from the poem.
Ask:
1. How did the person in the poem describe himself?
2. What do you know about an ox? If you are compared to an ox, what kind of worker are you?
3. In sentence 2, the “I” works hard. He is not a couch potato. What does the expression mean?
4. In sentence 3, to what are the plants compared? In sentence 4? In sentence 5?
5. How are comparisons made?
6. Do you remember simile? How are things/persons compared to each other?
7. Do the comparisons in these sentences use “as” or “like”?
   ➢ These comparisons are called metaphor.
Differentiated Activities

Group the class into two groups.
Let the pupils do the assigned task simultaneously.
Have each group present its output one after the other.

Group I: I Spy!
Read the poem again.
Look for the lines with metaphor.
Write the metaphor used in the poem on paper strips.

Group II: I am Wizard!
Give the meaning of the metaphor used in the poem.
Write it on paper strips.

Processing of Group Output
At the end of each presentation, have the class discuss the different activities using the following guide questions.
The teacher writes the pupils' answers on the prepared table written on the chalkboard.

<table>
<thead>
<tr>
<th>Group</th>
<th>What is the title of the activity?</th>
<th>What did the group do?</th>
<th>What did you learn from the activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Generalization
What is a metaphor?
- A metaphor is a figure of speech in which a person or a thing is compared to another without the use of as or like.

Guided Practice 2

Independent Activity
Refer to Activity 1-3, Q1 Week 6, LM page ____.

Application
Refer to Activity 4 Q1 Week 6, LM page ____.

Day 3

Objectives:
- Observe the conventions of writing in composing a paragraph and journal entries*
- Correctly spell the words in the list of vocabulary words and the words in the selections read.

Learning Activities:
A. Preliminary Activities
   Review
   What is metaphor?
   Give some sentences with metaphor.

   Activation of Prior Knowledge:
   How will you describe the surrounding where you live?
   Is it a nice place to live in? Why?
   Can you use metaphor to describe the place where you live?
Motivation:
Ask:
1. What personal experiences can you share to your classmates that show your involvement in taking care of your environment?
2. Where do you write your personal experiences?
3. Do you have a journal?

Discussion of the text read
Ronel loves nature.
He records all his daily experiences with nature in his journal.
Read his journal and find out what he does.

I am Ronel, 8 years old. Gardening, collecting plants and planting trees are my favorites hobbies. I am truly a nature lover boy. Every close encounter I have had with nature is recorded in my journal.

Monday, July 22, 2013, 7:00 p.m.
Ms. Santos, my grade 3 teacher brought her Science class to the school garden to observe the plants. I was amazed by the number of colorful plants in our school garden. I admired the way our school gardener takes care of those plants.

Tuesday, July 23, 2013, 7:30 p.m.
I had a chance to talk to our school gardener, Mang Carding. He told me that he talks to his plants every time he waters them. Probably, they are the apple of his eye!

Wednesday, July 24, 2013, 7:00 p.m.
On my way home from school, I saw again Mang Carding. He surprised me with what he gave me on that day...seedlings of different plants! He said that those were spare seedlings from our school garden. I was very thankful for his gesture. He knew that I really love planting!

Thursday, July 25, 2013, 8:00 p.m.
I woke up early to plant the seedlings in my garden. I poured a little water on them. I also put them in a place where there is no direct sunlight. I can’t wait to see them grow!

Friday, July 26, 2013, 7:15 p.m.
I went home early to visit my garden. I pulled the weeds and picked the dried leaves. I enjoyed watching the flower buds of my ornamental plants.

Saturday, July 27, 2013, 8:00 p.m.
I woke up early though we had no classes. I was not a couch potato. After cleaning my bedroom, I immediately went to my garden. To my surprise, I saw some young leaves sprouting from the young plants!

Sunday, July 28, 2013, 7:00 p.m.
I invited my classmates to visit my garden. They saw different varieties of ornamental plants in my garden. They also saw that my garden became the haven of many colorful butterflies. They were inspired to put up their own garden!

E. Explicit Instruction of a Comprehension Skill

Have the pupils do these activities.
These activities will determine their understanding of the given text.
Exercise # 1. You Complete Me! (oral activity)

Have the pupils study the given pictures.

Say:

Complete the sentences with appropriate words.
Use the pictures as guides.

a. Ronel is a boy who loves ________ plants and ________ trees.
b. He writes his personal experiences in his ___________.
c. One day, he met Mang Carding, the school _________________.
d. Ronel received some ____________ from Mang Carding.
e. His classmates were inspired to put up their own _________________.

Exercise # 2:

Refer Refer to Activity 5, Q1 Week 6, LM page ____.
Paint Me!

Which part of Ronel’s journal did you like best?
Draw something about it inside the frame.
Write 2 to 3 - sentence paragraph to describe your work.

(Note: The rubrics for MAPEH, enclosure to DepEd No. 73, s. 2012, page 119 may be used by the teacher to rate the pupils’ performance.)

Processing of Group Output

At the end of each presentation, have the pupils talk about their experiences in doing the different activities using the following guide questions.

The teacher writes the pupils’ answers on the prepared table written on the chalkboard.

<table>
<thead>
<tr>
<th>What is the title of the activity?</th>
<th>What did you learn from the activity?</th>
<th>How did you feel while you do the activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 4. (part of day 3 activities)

F. Composing

Refer to Activity 6, Q1 Week 6, LM page ____.

Write one-day journal entry about your personal experiences in taking part in protecting your environment. Be guided by questions.

Follow the format in writing a journal entry.

1. How will you describe yourself?
2. What exciting experience do you want to share?
3. When and where did it happen?
4. What happened on that day?

(Note: The sample rubrics below or the rubrics for Mother Tongue, enclosure to DepEd No. 73, s. 2012 may be used to rate the pupils' output or you may use the sample rubrics below.)

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Points and Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Needs Practice</td>
</tr>
<tr>
<td>Clarity</td>
<td>The main idea is not developed.</td>
</tr>
<tr>
<td>Relevance</td>
<td>There are no supporting details.</td>
</tr>
<tr>
<td>Conventions of Writing</td>
<td>Capitals, punctuations, margins and indention are not observed.</td>
</tr>
<tr>
<td>Spelling</td>
<td>There are 5 or more errors in spelling.</td>
</tr>
<tr>
<td>Neatness</td>
<td>The penmanship is not readable and there are erasures.</td>
</tr>
</tbody>
</table>

G. Spelling. Match the words in column A with their meanings in column B. Tell the letter of the correct answer. Spell the words orally.
A  
1. journal  
2. favorite  
3. varieties  
4. inspired  
5. encounter  

B  
1. a. to meet something unexpectedly  
2. b. somebody's written daily record of personal experiences  
3. c. motivated by something  
4. d. thing or person liked best  
5. e. collections of varied things  

Processing of the Activity  
Ask:  
- Did you spell the words correctly?  
- How were you able to do it?  
- Why do we need to spell the words correctly?  

Enrichment Activity  
1. Independent Practice (Seatwork)  
   Rewrite the journal correctly on a blank sheet on paper.  
   Follow the format in writing a journal entry.  

   i joined a school contest on poster making. That activity was very exciting because the topic was about showing ways on how to protect Mother Earth. I drew a scene depicting all my experiences in taking good care of the environment. I got the first prize!  
   July 30, 2013, Tuesday, 7:00 p.m.  
   I am Shirley. I am 8 years old. Drawing is my favorite activity.  

Ask:  
- What conventions in writing a journal did you observe in doing the activity?  
- Can you write your own journal entry?  

Day 5  
Objectives:  
- Identify the parts of a book.  
- Express love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.  

Learning Activities:  
A. Review (skill/skills that pupils have not mastered)  
   Have some review activities about the skill/skills that pupils have not mastered.  

Let's Try It Again:  
Tell if the sentence is an example of a simile or a metaphor.
1. Her hair is as shiny as silk.
2. Carlo does not want to do the chores. He is a couch potato.
3. My mother told me that I am the apple of her eyes.
4. She walks like a cat.
5. Your voice is music to the ears.

B. Study Skill
1. Activation of Prior Knowledge
   Are you fond of reading books?
   Do you know the different parts of a book?

2. Building the Skills
   Have the pupils go over their book.
   Have them show the parts of the book as they name each part

Ask
1. What are the different parts of the book?
2. Can you identify these parts?
3. Can you show the different parts of the book?

C. Enrichment Activity
   Have the pupils do these activities one after the other.

Exercise 1:

- Provide some letter strips to the class.
- Have the pupils rearrange the letters to form the correct words that are being described.
- Show the descriptions written on the chart.

Say:

- Arrange the jumbled letters to form the word that tells the part of the book that is being described.
- Put your answers in the pocket chart.

1. It is a part of a book where you can see the title of the book and its author/s. (veroc) ______________
2. It contains the list of difficult words with their meanings often printed in the back of the book. (rysglosa)________________
3. It contains a list of names and subjects in alphabetical order at the end of the book. (dxine) _________
4. It is where the copyright date is found. (cpoyrithg pgae) __________
5. The page at the beginning of the book, usually containing the title of the book and the names of the author and publisher. (leti pgae) ______________
6. It is the back part of a book cover to which the pages are attached. (spnie) )____________
7. It contains a list of the books contents, arranged by chapter, section, subsection, etc. (able fo cnotetns) __________________
8. It is an introductory section at the beginning of a book. (prafcee)__________
9. A list of books, articles, etc used or referred by the author at the end of the book. (bibliography) ________________

10. It is the content or the actual words of the book. (bydo) __________

Application
Refer to Activity 6, Q1 Week 6, LM page ____.

Processing of the Pupils’ Output
Ask:
How were you able to do the activities?
Have you identified the different parts of a book?
Why is it important to know the different parts of a book?
How should you take care of your books?

Post Assessment
Refer to Assessment Activity Q1 Week 6, LM page ____.

Week 7
Theme: My Family and Our Roles (Helping the Family, Family Rules)
Genre: Story, Infomercial in a Radiobroadcast

I. Objectives
A. Oral Language
   • Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.

B. Fluency
   • Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.

C. Spelling
   • Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
   • Observe the conventions of writing in composing a paragraph, and journal entries.

E. Grammar
   • Write correctly different types of sentences (simple, compound, complex).
   • Construct sentences observing appropriate punctuation marks.

F. Vocabulary and Concept Development
   • Identify and use simile and metaphor in sentences.

G. Listening/Reading Comprehension
   • Give the main idea of a story.

H. Attitude towards literacy, literature and language
   • Express love for stories and other text by browsing the books read to them and asking to be read more stories and texts.

I. Study Skills
   • Identify the parts of a book.
II. Subject Matter

A. Topics
   1. Identifying figures of speech—simile and metaphor
   2. Writing simple sentences
   3. Giving the main idea
   4. Identifying parts of the book

Value Focus: Responsible member of the family

B. References:
   English For You and Me Reading 3 by: Benita Miranda

C. Materials:
   metastrips, pictures, spin a wheel, ball, picture puzzle, graphic organizers, worksheets, anticipation guide, rubrics, Infomercial—Reading is Fun Stories: Just like the Ants by Claire B. Barcelona

III. Procedure

Day 1:

Objectives
   - Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation
   - Identify and use simile and metaphor

Learning Activities:
A. Pre-assessment
   1. “Pinoy Henyo” game.
      - Call a representative from each group.
      - Each representative will stand in front of the class.
      - A metastrip with a word written on it will be placed on the participant’s forehead.
      - The representative of each team will guess the word out of the clues given by any member of the class.
      - Note: Concepts given by the pupils shall be considered as basis of the teacher in gauging prior knowledge of the learners on the topics presented.

The following words must be written on a metastrip.
   a. simile example: simile
   b. metaphor
   c. main idea
   d. parts of a book
   e. punctuation marks
   f. sentence

Learning activities
1. Oral Language and Vocabulary Development

   :Refer to Q1 Week 7 LM page___

   Cafeteria Talk
Speak clearly and comprehensively using standard language and appropriate grammatical forms, pitch and modulation in talking about the pictures posted in each cafeteria.

- Note: Modify instruction based on learners’ abilities/needs
  - Have pupils talk about a picture posted on the wall in each cafeteria.
    - Have them describe the pictures posted using simile or metaphor.
      - Cafeteria 1 - picture of a star
      - Cafeteria 2 - picture of a charcoal
      - Cafeteria 3 - picture of a baby
      - Cafeteria 4 - picture of a very hungry lion
  - Ask them to report to the big group the descriptions given.

- Processing of the Activity
  After the activity, ask the following questions:
  - What words were used to describe each picture?
  - To what was the picture compared with?
  - Does the description given match with the comparison shown? Why?
  - What words were used to show similarities?
  - Which is an example of a simile? metaphor?
  - How does a simile differ from a metaphor?

- Concept Formation:
  What is simile? metaphor?

A simile is a figure of speech in which two unlike things are explicitly compared.

A metaphor is a figure of speech is applied to something to which it is not literally applicable in order to suggest as resemblance.

Guided Practice

Refer to Activity 1-2 Q1 Week 7 LM page___

Independent Practice

Refer to Activity 3 Q1 Week 7 LM page___

Ask pupils to describe the picture in the wheel using simile or metaphor.

Application

Minute to win it?
Draw and color what you can visualize based from the descriptions given.
  1. Brigette's lips are as red as apple.
  2. The plane is a bullet in the sky.
  3. Ramon is a dwarf in the basketball team.
  4. Her sister's face is like an angry wolf.

Say:
You only have a minute to accomplish the task.
First to finish the task after a minute of accomplishing it wins the game.
Explain what you have drawn using the figures of speech learned.
• Processing of the Activity
  Ask:
  Did you accomplish the task in time?
  How were you able to do the activity?
  What problem/s did you encounter?
  What has helped you solve the problem met?
  What have you learned in this activity?

Agreement:
Describe three (3) members of your family using simile or metaphor.
Write your answer in your notebook.

Day 2

Objectives
• Express love for stories by browsing them and participating in the discussion.
• Construct simple sentences observing appropriate punctuation marks.

Learning Activities:
A. Listening to narrative text
  1. Pre-listening Activities
     ▪ Unlocking of difficult words
       Tell the word/s in each sentence that give/s clues to the meaning of the underlined word.
       a. Organic fertilizers are natural nourishment from dead animals and dried plants.
       b. Farmers often use compost as fertilizer for their plants.
       c. It is important to cultivate the soil by digging its surrounding.
       d. My chores at home are washing the dishes and sweeping the floor.
       e. Love your brothers and sisters; they are your siblings.

     ▪ Motivation
       Picture Puzzle

       Put together the puzzle to form the picture given.
       What does the picture tell?
       Who do you think are in the pictures?
       What are they doing?

     ▪ Motive question
       What are the chores of each family member?

  2. During Listening
“Look at the ants Kuya Anton, why are they always busy?” asked Brigette.

“They help each other looking for food to save for the rainy days,” answered Anton.

While they were busy observing the ants crawling on the ground, they heard their father calling them.

“Athena, Brigette and Rose come here. Please help me clean our backyard,” requested Mang Jose.

Immediately the siblings run towards their father. Soon they were busy.

Athena sweeps the yard. Brigette waters the plants. Rose cultivates the soil. Little Mark pulls the weeds. Kuya Anton carries the dry leaves to the compost pit and Mang Jose puts organic fertilizers to the plants. Every member of the family helps clean the vegetable garden.

Working together makes work fast and easy. Each member in the family has chores to perform. The children do the tasks that they can already carry out. Father and mother guide their children to carry out the tasks.

Mother smiles at her children and said, “You’re just like the ants, too busy working on your chores.”

### Post Listening

**o** Have each pupil accomplish the worksheet below after listening to the story.

**Individual Worksheet:**

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I have to find out</th>
<th>What I Found Out</th>
<th>What I learned</th>
</tr>
</thead>
</table>

**Note:** Column 1 and 2 to be accomplished before reading. Column 3 and 4 to be accomplished after reading.

**3. Post Listening**

**o** Ask the following questions:

1. What was Brigette wondering about?
2. What was Anton’s answer?
3. Why did Father call the children?
4. Why did mother compare the children to the ants?

- **Value Infusion:**
  Complete the statement written inside the heart-shaped paper.

  I want to be like _______ because_______.

**B. Grammar Awareness**

1. Introduction/Presentation
Have the pupils read the following sentences that tell about each picture.

a. Athena sweeps the yard.
b. Brigette waters the plants.
c. Rose cultivates the soil.
d. Kuya Anton carries the dry to leaves to the compost pit.
e. Little Mark pulls the weeds.
f. Mang Jose puts organic fertilizers to the plants.

Ask:
In the first sentence, who sweeps the yard? Underline the name and what she does.
In the second sentence,,
Let's read the name of the doer and the action she does.

Have the pupils analyze the chart

:(Refer to “Read and Learn” Q1 Week 7 LM page____)

**Teaching/Modeling**

How many doers are there in each sentence? When did the action happen?
What kind of verb is used?

**Ask:**

What are the two parts of the sentence?
What do you call the part that tells about the doer?
What do you call the part that tells about what the doer does?

2. Generalization

What is a simple sentence?
What are the parts of a simple sentence?
Why is there a need to use appropriate punctuation marks?

| A sentence has two parts. They are the doer of the action and the action done. The doer of the action is called the subject, and the action done is called the predicate. |

**Guided Practice**

(Refer to Activity 1 (A and B), Q1 Week 7 LM page____)

**Independent Practice**

I Can Write
Have the pupils observe the pictures.
Ask them to think of a sentence that will fit the idea shown in the picture.
Let them write the sentence inside the circle.
At the teacher’s signal, all the pupils will stop writing their sentences.

**Application**

(Refer to Activity 1- C, Q1 Week 7 LM page____)
Note:
Additional activities for this lesson are presented below.
The teacher may select the activity that suits the needs and ability of the learners.

Enhancement Activitise

Message Relay
- Group the class into four.
- Teacher whispers a sentence to a pupil in the first line.
- The pupil who receives the message sends it to his/her group mates.
- The last pupil in the line of each team will write the sentence on the board.
- Repeat the process until all pupils will be given the opportunity to write a simple sentence.
- The output will be rated using the rubric below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scores per Sentence Written</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Content of the message</td>
<td>missed or replaced 4-6 words in the content of the message</td>
</tr>
<tr>
<td>Sentence construction</td>
<td>sentence begins with capital letter</td>
</tr>
<tr>
<td>Punctuation marks utilization</td>
<td>utilized one (1) correct punctuation mark</td>
</tr>
</tbody>
</table>

Enhancement Activity 2
Show Me Board
Have the pupils look for their partner.
Have each pair write a simple sentence about the pictures shown by the teacher.
With the teacher’s signal, all the pupils will show the board that contains the sentence.
Teacher checks the correctness of the sentence constructed by each pair using the following criteria:
- appropriateness of punctuation marks used
- rules on capitalization
- spelling
- clearness of idea

Enhancement Activity 3
Fantastic Ball
Arrange the class forming one (1) big circle outside the room.
Teacher stays at the center of the circle.
Strike the ball to any pupils just like playing volleyball. The pupil who got the ball will choose one action word written on the volleyball. Pupil must be able to construct simple sentences using the action word that he pointed when he caught the ball. Focus must be on the correct construction of simple sentence. Repeat the activity until all words are used in the sentence.

Day 3

Objectives
- Read the story with proper expression.
- Give the main idea of a story.
- Read grade level texts with appropriate intonation, expression and punctuation cues when applicable.

Learning Activities

A. Skill Focus
   Let's read the story that we had yesterday, I will call each of you to read a part. (Each pupil is called to read).
   (Refer to “Read and Learn”, Q1 Week 7 LM page___)

   Group 1- Present the poster about the activity of the family depicting a family that works together.
   Ask: How did the children help their parents? Write simple sentences to describe what is depicted in the poster.

   Group 2- Act out how each of the children help each other.
   Would you like what Mang Jose’s family is doing? Why?
   Show your answer by acting out the chores that you can do.

   Group 3- State your reaction about the tasks of the family members.
   How does your family spend your weekends?
   Do you feel the need of spending time with your family? Why?
   Use simple sentences in stating your reaction.

Processing of the Pupils’ Output

Ask: What does each group activity tell?
Does the poster of group 1 talk about the first paragraph?
What is the big idea of the first paragraph?
Which sentence in the first paragraph states its big idea?

Does the presentation of group 2 support the idea of the second paragraph?
What do you call the sentences that support the big ideas?

Talk about the presentation of group 3.
What does your family like doing during weekends?
What are the answers given?
Do all the sentences presented support the correct answers to the question?

Organize your Thoughts
Complete the table below by writing the information being asked.
<table>
<thead>
<tr>
<th>Paragraph Number</th>
<th>Big Idea</th>
<th>Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask:
- Where was the key sentence in each paragraph found?
- What does this sentence state?
- Were you able to identify the supporting details?
- What do supporting details provide?

Generalization:
What is the main idea?

The key sentence tells the big idea of the paragraph. All the sentences in the paragraph support the key sentence. The key sentence of a paragraph may be found at the beginning, at the middle, or even at the end of the paragraph.

- The **main idea** means important information that says more about the overall purpose of an article or section of a text.

Guided Practice

Read the short story and answer the activities.

**Talking about Weekend Activities**

Sunday is family day for the Santos family. Father, Mother, Alma, and Roy have their own favorite pastimes.

Father likes reading. He reads newspaper in the morning. He also reads the sports magazine.

Roy likes to read. He reads books and magazines. He likes to read the comic section of magazines.

Mother loves plants. She enjoys cultivating the soil and planting new plants in her garden. Roses are her favorite flowers. She tries to grow different colors of roses.

Collecting pictures is Alma's favorite pastime. She cuts pictures from old magazines and pastes them in her album. She enjoys looking at the beautiful pictures.

*Source: English for You and Me Reading Textbook Grade 3 by Benita Miranda, pages 41-42.*

Exercise 1. Tell the key sentence in each paragraph.

1. Sunday is family day for the Santos family. Father, Mother, Alma, and Roy have their own favorite pastimes.
2. Father likes reading. He keeps on reading newspaper until it’s time to eat.
3. Roy likes to read. He reads books and magazines. He likes to read the comic section of magazines.
4. Mother loves plants. She enjoys cultivating the soil and planting new plants in her garden. Roses are her favorite flowers. She tries to grow of different colors.
5. Collecting pictures is Alma’s favorite pastime. She cuts pictures from old magazines and pastes them in her album. She enjoys looking at the beautiful pictures.

Exercise 2. What Is It About? State the main idea of the story.

Application:
Refer to Activity 2-3, 3-A, 3B of Q1 Week 7 LM page____

Day 4
Objectives
- Correctly spell the words in the list of vocabulary words and other words in the selection read.
- Observe the conventions of writing in composing a paragraph.

Learning Activities
A. Discussion of the text
   Have the pupils recall important details in the story “Just like the Ants.”
   Ask them to do the activities below.

   Activity # 1
   Recall
   Think of words used in the story that is related to the word inside the box.
   Write them inside the box.
   Use the words in meaningful sentences.
Activity # 2

Answer Them Write
1. How did Mang Jose’s family maintain their vegetable garden?
2. Did the chores of every member of the family help in keeping up their garden? Why?
3. What do you think will happen if a member in the family will not dutifully perform the assigned task?
4. How can gardening augment the family income?
5. Will you also advocate backyard gardening in your community? Why?

B. Composing
Have pupils visit their school garden.

Say: Draw what you see in the garden.
Complete the diagram with your observation about the school garden.

Individual Worksheet:

Guided Writing:
Have the pupils write a simple composition about their school garden.
Give some guide questions.

Say:
- Let’s write simple sentences about your observation in our school garden.
- Use the following questions as your guide:
• What did you see in the garden?
• Who takes care of the plants in the garden?
• How did they grow the plants?
• Why did they protect the plants?

○ Put together the simple sentences to form a paragraph.

Ask: What title shall we give to the composition?
Focus on the rules in writing: indention, punctuation marks, spelling, grammar.

C. Spelling
Exercise # 1. Let’s Read and Write
Let’s read the words.
Write them in the air and on your palm.
Use these words in writing simple sentences.
 a. soil
 b. weeds
 c. organic
 d. fertilizer
 e. cultivate
 f. compost

Exercise # 2
Fill in the blanks with appropriate words.
Spell the words correctly.
a. The _______ is the top most layer of the land.
b. Ramon needs to _______ the land to loosen the soil.
c. Animal manure is a good _______ to plants.
d. Remove the _______ because they are unwanted plants.

Processing the Pupils’ Output
Ask:
Did you spell the words correctly?
How were you able to do it?
Why do we need to spell the words correctly?

D. Composing
Independent practice
Write a short composition to describe the activity of your family.
Your output will be rated observing the criteria.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Content of the composition</td>
<td>1-4 simple sentences written correctly</td>
</tr>
<tr>
<td>Clarity of presentation using figures of speech</td>
<td>Use at least one (1) figurative language</td>
</tr>
<tr>
<td>Observance of the</td>
<td>Appropriately use</td>
</tr>
</tbody>
</table>
Day 5

Objective
- Identify the parts of a book.

Learning Activities
A. Review of a skill/skills that the pupils have difficulty
   Introduce Gallery Walk

   Pupils shall visit on the gallery where activities of the concepts discussed are provided.

   Note: Pupils must be given freedom to choose which gallery they want to visit.

   Gallery 1- Figure it out!

   Identify the figures of speech use in each sentence. Classify whether it is a simile or a metaphor.

   Example:

   The model's hair is as black as midnight.

<table>
<thead>
<tr>
<th>Simile</th>
<th>Metaphor</th>
</tr>
</thead>
<tbody>
<tr>
<td>as black as midnight</td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

   1. Maria was a withered plant after the rehearsal.
   2. The gold medalist swims like a fish.
   3. The baby's skin is as soft as marshmallow.
   4. The blue sky is a huge blanket above.
   5. His little brother eats like a pig.

   Gallery 2- What's the idea?
   Read the paragraph and identify the key sentence in each paragraph.
   Read the paragraph and identify the key sentence in each paragraph.

   1. A bee family is a big family. Can you believe that a mother bee has hundreds of baby bees? You see, she does nothing in her life but lay eggs. She can lay 100 eggs a day. So beehive has more bees than you can count.
2. There is only one mother bee in a bee family. When she is born, her body is different from the other bees. She is born a queen and she does no work in the beehive but to lay eggs. The queen bee is the mother of the bee family.

3. A great number of bees are workers. They do all the work in the beehive. They go out to get food for the family. They serve the queen and take care of the baby bees.

4. The bees are often seen among the flowers. They sip the sweet nectar from the flowers. They go from one flower to another flower to gather nectar. Sweet nectar is the food of the bees.

*Source: English for You and Me Reading page 32*

---

**Gallery 3- As Simple as That!**

Identify if the group of words is a simple sentence. Put a check mark on the correct column. Box the doer of the action and circle the action performed.

<table>
<thead>
<tr>
<th>Group of words</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. once upon a time in a far away land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. a great number of workers are affected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The leader orders every family to help.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Parents inspire their children to be responsible members of the community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The children help their parents in maintaining cleanliness and orderliness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Gallery 4- Is AnythingWrong?**

Rewrite the paragraph. Make necessary corrections on the punctuation marks, spelling and capitalization.

`santos family prepares for a picnic father cleans the car. mother cooks food ramil readies the utensils, joyce puts the plates and bottles of water inside the basket. when everything was set they rode on the car and excitedly travel to mayon rest house`

Ask:
- How were you able to do the activities?
- What problem/s have you encountered?
- How were you able to solve the problem/s?
- What have you learned from these activities?

Note: Highlight pupils understanding of the concepts learned by presenting the temperature check (day 1).

---

**B. Study skill**

Read the infomercial in a radio broadcast.
(Refer to "Tell and Learn" Q1 Week 7 LM page____)
ANCHOR 1: DCBB top of the hour news will return after this Infomercial
*Infomercial:

Joseph: Mark, where have you been?
Mark: I went to the library. I prepared my homework there and borrowed this book.
Joseph: Why do you read those books? Let’s just play computer.
Mark: Tata said reading is a good exercise. Here, let me show you my favorite book.
Joseph: You really know where to locate the favorite part of this book.
Mark: Of course, I learned already the different parts of the book. I can easily locate them.
Joseph: I think I must join you reading this book.
Mark: Reading is fun!

ANCHOR 2: This is a friendly reminder of Aklat Foundation and this station.
What is the infomercial about?
How did Mark convince Joseph to join his hobby?
Why was Joseph amazed with how Mark located his favorite part of the story?
Do you agree that reading is fun? Why?

C. Enrichment Exercises:
   Exercise # 1
   Let’s Investigate:(Refer to Activity 4 Week 7 LM page___)
   Study the data below that give information about the parts of the book.
   Exercise # 2
   Challenge:(Refer to Activity 5 Week 7 LM page____)

D. Post Assessment
   Refer to Q1 Week 7 LM page____

Week 8

Theme: My Family: Members of the Family, Pride of My Family
Genre: Rap/Story

I.OBJECTIVES

A. Oral Language
   • Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.

B. Fluency
   • Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.

C. Spelling
   • Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
   • Observe the conventions of writing in composing a paragraph, and journal entries.
E. Grammar
- Write correctly different types of sentences compound.
- Construct sentences observing appropriate punctuation marks.

F. Vocabulary and Concept Development
- Identify and use words with multiple meanings in sentences.

G. Listening/Reading Comprehension
- Infer character traits in a story.

H. Attitude towards literacy, literature and language
- Express love for stories and other text by browsing the books read to them and asking to be read more stories and texts.

I. Study Skills
- Get information from table of contents.

II. SUBJECT MATTER
A. Topics
   1. Identifying words with multiple meanings
   2. Writing compound sentences
   3. Inferring character feelings and traits in a story
   4. Getting information from the table of contents

Value Focus: Pride of the Family: Sharing and Honing Potentials

B. References:
   Reading for Meaning by: Ofelia O. Flojo

C. Materials:
   - survey form, graphic organizers, rap, pictures, magic box, rolled strips of paper, emoticons, puzzles, textbooks, activity cards
   - Story: Bright Idea by Claire B. Barcelona
   - Raps: Wrap Up and Trip by Claire B. Barcelona

III. PROCEDURE:

Day 1:

Objectives
- Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.
- Identify and use words with multiple meanings in sentences.

Learning Activities:
- Pre-assessment
  - Group the class into three.
  - Have each group accomplish the activity in 5 minutes or less then ask each group to share its work in class.
  - Have each group summarize the answers given by all the members of the group using the same template.
  - Have the groups post on the wall the prior knowledge gathered on the topics to be discussed of the week.

Activity: Quick Survey
Read each sentence carefully then put a check mark (/) on the column/s and share your ideas on the concepts presented.
Questions | Yes | No
---|---|---
1. I can combine 2 ideas in one sentence. | | |
2. A word can have more than one meaning. | | |
3. I can tell how a character feels by what he/she says and does in the story. | | |
4. I know how to use the table of contents | | |

Processing of the Pupils’ Output
- Check the result of the survey.
- Ask: Why is your answer yes/no in the statement?

Oral Language and Vocabulary Development
A. Think- Pair- Share Activity:
- Teacher prepares pictures of the following prior to the lesson in 5 sets;
  - a boy with a grade level mark on his ID; a report card with grades on it
  - A picture a red eye; a big needle with an arrow pointing to the needle eye
  - A bat flying in the night sky; a boy holding a baseball bat
- Group pupils into 5 and distribute these pictures to each group
  - Let pupils study the pictures and talk about them.
  - Let each pupil say something about each picture.
- Let each group have one representative to talk about the pictures in front of the class.
- Rotate the presentation among the groups to encourage interest in listening to the group outputs.

B. Listening Activity
- Raising of Standards for Listening
  - Teacher reads the short story to the class two times. The first one for appreciation of the story and the second one for comprehension check.

The Class Picture Day
Victoria D. Mangaser

It was class picture day! The grade five-Daffodil class is going to have their picture taking for the school ID. Miss Santos said she will also use the pictures for the report card where the grades of the pupils will be recorded. The bulletin board for the honor roll will also have pictures on it this year!

Everyone was excited. Suddenly, the lights went off, the electric fans, too! The pupils started to sweat. Miss Santos was worried the pictures would not be good. She passed around a roll of tissue for the pupils to wipe their sweat and she told them to fan themselves.

The pictures came out perfect and everyone was happy.

Comprehension Questions:
1. What activity did the class have? (class picture day)
2. Why are they having the activity? (picture taking activity for the ID, report card grades and bulletin board pictures)
3. What made Miss Santos worry? (brownout; pupils sweating)
4. How did she solve her problem? (passed around tissue; made children fan themselves to stay cool)
5. How did the story end? (the pictures were perfect; everyone was happy.)

Picture–perfect Activity:
Let pupils prepare a clean piece of paper and some crayons.
Have them make a simple drawing of the sentence that the teacher is going to read to them.
Teacher will say the sentence twice. Pupils will be given 1-2 minutes to make an illustration of the sentence.
Sentences:
1. I watch cartoons.  
   The boy has a watch.
2. This is a letter from my cousin abroad.  
   There is a letter A on the board.
3. The girls drop their things on the chair.  
   One drop of water fell from the faucet.

   o Let pupil volunteers show their pictures in front of the class and say something about his/her illustrations (maximum of 5 pupils).
   o Let pupils share their pictures with their seatmates and take turns to say something about it in triads or dyads.

Day 2

Objectives:
- Identify and use words with multiple meanings in sentences.
- Infer character traits in stories.
- Express love of stories and other text

Learning Activities
A. Review of the story “The Class Picture Day”
   Have the children accomplish the story map orally with teacher guidance.
   Then call volunteers to give a summary of the short story.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Plot (Problem / Resolution)</th>
</tr>
</thead>
</table>

B. Drill: Read the following words:
   drop  bat  eye  watch  foot
   top   park  rock  fan  trip

C. Reading of a Poem
   Motivation:
   Ask:
   Have you been to different places? What places have you been to and with whom? What do you call such an activity? (Trip, Travel, Journey etc)

   Reading of the poem by the teacher and by volunteers.
   (Refer to “Read and Learn” Q1 Week 8 LM pp _____)

On a Trip
   Everybody is in a hurry
Feeling happy and lucky
Come on, let’s go on a trip
Watch your steps
Be careful not to trip

Comprehension Questions:
1. Who are going to a trip?
2. How did they feel about going to the trip?
3. What do you call people who love going on trips?

D. Vocabulary and Concept Development
Have pupils read the sentences and note the differences.
1. Come on let’s go on a trip.
2. Be careful not to trip.

Ask:
How is the word trip used in sentence number 1? In sentence number 2?
Does the word trip mean the same in the two sentences?

Present the following definitions for the word trip. Have pupils identify which meaning is used in sentence 1 and which one is used in sentence number 2.

trip
a. means to journey or to travel to a place
b. means to stumble or fall

generalization:

Guided Practice:
A. Fixing Skills:

A. 1 Read aloud the word inside the box with multiple meaning. Study the meaning presented and use the word in a sentence.

Guide pupils is giving sentence using the different meanings of the word trunk.

A.2 Study the sentences and connect it with the correct meaning.

1. The grade five-Daffodil class is going to have their picture taking for the school ID. The report card shows the grades of the pupils.
a. a number that shows how a child is learning in school.
2. Miss Santos posted the honor roll in the bulletin board. She passed a roll of tissue for the pupils to use. The ball rolled down the street.

- a tube of paper
- a list
- to move in one direction

Independent Practice:
(Refer to Activity 1-2, Q1 Week 8 LM pp ___)

Processing of the Activities
What have you learned in these activities?
How can you use what you learned from the activities?

Day 3

Objectives
- Express love for stories by browsing them and asking to be read more stories and text.
- Infer character traits in a story.

Learning Activities:
C. Listening to narrative text
1. Pre-listening Activities
   - Unlocking of difficult words
     Show Time
     Inside this magic box are rolled strips of paper. Pick one and act it out. Call a friend to guess the word.

   - Motivation
     Who helps you with your homework?
     Who do you go to when you have questions about your lessons?
     Explain your answer.

   o Raising of Motive Questions
     What would you like to find out in the story? (2-3 motive questions)

2. Listening to a Story
   - Raising of Standards for Listening
   - 1st Reading of the Story by the Teacher

The Homework
by: Claire B. Barcelona

“I’m almost done with my homework, Athena,” Brigette said.
“Really, how did you do it? I’m having a hard time understanding the solution,” Athena answered.
“I tried several times but I can’t get the correct answer,” she added.
Comprehension Check-up
- Who are the characters in the story?
- What was Athena’s problem?
- What did Brigette suggest to her sister?
- What did the sisters do?
- Why were they amazed with their Kuya Anton?
- If you were Athena, would you also ask help? Why? Why not?

D. Skill Focus: Inferring Character Trait

Group Activity:
Say: Can you tell what kind of characters we have in a story?
Copy and complete the graphic organizer below:

Below is a list of character traits. As a group, choose from among the list trait that each of the character in the story has shown. Be ready to explain your answers.
We can describe a character of the story using Character Traits.

Character Traits tell about the kind of person the character is. You can tell the character trait based on what the character says and does in the story.

Independent Practice
Answer Act. 3 Q1 LM week 8 pp ----
Process the activity. Check and discuss pupils’ answers to the activities.

Application
Answer Act. 4-5 Q1 LM week 8 pp _____

Day 4
Objectives
- Write compound sentences correctly.
- Construct sentences observing appropriate punctuation marks.

Learning Activities
Grammar Awareness
A. Preparation:
   - What do you enjoy doing best?
   - How do you develop this interest?

   Note: Teacher writes down the sentences of each pupil-volunteer. (Write down as many as possible of the sentences given.)

Example:
1. I enjoy playing basketball.
2. I enjoy strumming the guitar.
3. I enjoy cooking.

Ask:
   a. What do you call this group of words on the board? (sentence)
   b. How many things or ideas do sentence no. 1 (also 2 -3) tell us? (only 1)
   c. How does the sentence end? (with a period)

Review:
1. What kind of sentence is this? (if pupils cannot give an answer, say this is a simple sentence.)
2. How many ideas or thoughts does a simple sentence give? (only one)
3. What punctuation mark is used to end a simple sentence? (period)

Let pupils read the sentences they have given. Emphasize that these are simple sentences.

Presentation:
Ask: Can I combine the ideas of these sentences? (Yes/No)
(Teacher will combine two of the sentences given by the pupils using the connectors and and but.)

Ex. I enjoy playing basketball and my friend enjoys strumming the guitar.
    I enjoy cooking and my sister loves baking.

Ask:
1. How many sentences do we have now? (one)
2. What did we do to the sentence? (joined it, combined; put it together)
3. What did we use to combine the sentence? (and)
4. How did we end the sentence?

Activity:
Have pupils combine two sentences from those written on the board using the connector and. Write the answers in the notebook or clean sheet of paper.

Call selected pupils to read the following sentences on the board.
1. I want to eat but my tooth is aching.
2. Josefa is present but she did not pass her paper.

Ask:
1. How many ideas does sentence no. 1 have? (2)
2. Give the two main ideas.
   (Idea 1: I want to eat. Idea 2: My tooth is aching.
   Josefa is present. She did not pass her paper.)
3. What was used to combine the sentence? (but)
4. How did the sentence end? (with period)
5. How different is this from the simple sentence? (gives/says two ideas/thoughts)
6. What kind of sentence are these?
7. What is a compound sentence?

Generalization:
- A simple sentence has one idea or thought. It ends with a period.
- A compound sentence has two ideas or thought.
- Compound sentences use the connectors and and but to combine simple sentences into one.

Guided Practice:
The following are simple sentences. Change them into a compound sentence by adding an idea or a thought.
1. Mila is beautiful and ________________________.
2. The dog is white and ________________________.
3. My sister arrived this morning and ________________________.
4. The generator is full of gasoline but ________________________.
5. The chair is new but ________________.

Independent Practice:
Refer to Activity 6 Q1 Week 8 LM pp ______

Application
Refer to Activity 7 Q1 Week 8 LM pp ______

Enhancement Activity
Group Activity:
- Group pupils into 4-5. Let pupils prepare a paper strip and pentel pen.
- Each student will write a simple sentence on the paper strip.
- Each member of the group will exchange their paper strip with other members of the group.
- Using the paper strip of their group mates, each one is going to write down on their notebook the compound sentence formed.
- The exchange of paper strip will continue till each member has at least 4 compound sentences written correctly in their notebook.

Day 5
Objectives:
- Observe the conventions of writing in composing journal entries.
- Get information from table of contents

Review:
Read the sentences about the story read.
1. Anton smiled at his sisters, and he explained clearly the problem.
2. Athena was worried, and she asked help from Brigette.
3. Mang Jose patted Anton’s shoulder and he praised his son.
4. They hugged each other and they walked towards the dining table.

Write pupils responses in the chart.

<table>
<thead>
<tr>
<th>1st Idea</th>
<th>Connector</th>
<th>2nd idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anton smiled at his sisters</td>
<td>and</td>
<td>he explained clearly the problem</td>
</tr>
<tr>
<td>Athena was worried</td>
<td>and</td>
<td>she asked help from Brigette</td>
</tr>
<tr>
<td>Mang Jose patted Anton’s shoulder</td>
<td>and</td>
<td>he praised his son</td>
</tr>
<tr>
<td>They hugged each other</td>
<td>and</td>
<td>they walked towards the dining table</td>
</tr>
</tbody>
</table>

- What do we call a sentence that gives two different ideas?
- How does a compound sentence end?

Group Task: Write five compound sentences about the picture assigned to your group.

Group 1  Group 2
B. Composing

Guided Writing:
Here is Anton’s diary entry. Let’s read it.

I feel happy when I help my sisters solve their homework. I get excited whenever they asked for help. I like solving problems especially if it is very challenging. I believe that Mathematics is fun and I think that everybody can find solutions no matter how difficult the problem is.

Exercise # 1
Tandem: Get a partner and talk about a common event in your school that you have experienced. Share your experience in the class.

Say:
Talk about an interesting event in our school.
Complete the following statements:
I feel happy when______________________________.
I get excited when______________________________.
I like _____________ because______________________.
I believe that_______________________ and I think that__________.
I hope to ________________________________

Share your output with the group.
• What did you consider in writing a paragraph?
• What helped you write a composition?

Fixing Skills
1. Independent practice
Write your unforgettable experience in your diary. Express your feelings by giving a clear description of what you did and thought about it.

Dear Diary,

Date: ____________

Name: ____________________

Your output will be rated using this rubric.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Content</td>
<td>Express the feelings about the experience.</td>
</tr>
<tr>
<td>Conventions in Writing</td>
<td>Observe punctuations and capitalization in writing.</td>
</tr>
<tr>
<td>Sentence Constructed</td>
<td>Write one (1) compound sentence.</td>
</tr>
</tbody>
</table>

Legend

25-30 - Excellent
15-24 - Very Satisfactory
10-14 - Satisfactory
1-9 - Fair

B. Study Skill
- Recall
  What are the different parts of the book?
  What information can we get from each part?
  Reveal the words in the puzzle based from the given meaning

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>4.</td>
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<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

Date: ___________
What does the puzzle reveal?

- Presentation
  Study the table of contents entry. Answer the questions.

Refer to Activity 8 Q1 Week 8 LM pp ______

<table>
<thead>
<tr>
<th>YOUR HOBBIES AND YOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
</tr>
<tr>
<td>Lesson 2</td>
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<tr>
<td>Lesson 3</td>
</tr>
<tr>
<td>Lesson 4</td>
</tr>
<tr>
<td>Lesson 5</td>
</tr>
<tr>
<td>Lesson 6</td>
</tr>
</tbody>
</table>

- How many lessons are in this book?
- What is the title of the last chapter?
- What pages can you find the information about discovering the strengths?
- What information is found on page 98?
- If you want to know the effects of hobbies, which lesson must you read?
- Which lesson gives an overview of hobbies?
- Anton loves to share his talents to his sisters, on which lesson can he relate his experiences?
- Which lesson discusses the relevance of prioritization and hobbies?
- If you are starting to discover your talents, which lesson must you read?
  - What information/data are found in the table of contents?
  - Why is there a need to use this part of the book?
  - How do you make use of the information in the table of contents?

- Concept Formation

Remember:
- The table of contents is an important part of the book.
- It appears in the front part of the book.
- It lists units, chapters, or stories along with their page number arranged in the order in which the parts appear.

Exercise: One More Try
  Group the class into 4. Each group will be assigned a station. Using the information presented in the table of contents, answer the task
Working by station
Station 1 - English Textbook
Station 2 - Science Textbook
Station 3 - Filipino Textbook
Station 4 - Mathematics Textbook

1. How many pages does the book have?
2. What is the title of the first lesson?
3. What lesson now are you discussing in the book?
4. Your sister tells you that she has just answered exercises found on page 12. What was the lesson about?
5. What topic in the book is interesting to you?

C. Post Assessment
(Refer to Post Assessment Q1 Week 8 LMs page ___)

Week 9
Theme: My Family and Our Roles-Activities/Our Family Does
Genre: Invitation Letter/Story

I. OBJECTIVES:

A. Oral Language
   - Tell/Retell familiar stories and short conversations by using appropriate gestures and expressions in complete sentences

B. Fluency
   - Read grade level text with appropriate intonation, expression and punctuation cues when applicable

C. Spelling
   - Correctly spell the words in the list of vocabulary words and words in the selections

D. Composing
   - Observe the conventions of writing in composing a paragraph and journal entries

E. Grammar
   - Write correctly different types of sentences (complex)
   - Construct sentences observing appropriate punctuation marks

F. Vocabulary and Concept Development
   - Identify and use words with multiple meanings in sentences

G. Listening/Reading Comprehension
   - Infer character feelings and traits in a story

H. Attitude towards literacy, literature and language
   - Express love for stories and other text by browsing the books read to them and asking to be read more stories and texts

I. Study Skill
   - Get information from table of contents
II. Subject Matter
A. Topics:
1. Using words with multiple meanings
2. Inferring character feelings and traits
3. Writing complex sentences
4. Getting information from Table of contents
B. Reference: The Twins, GMRC Series 6, p.47 (by Dr. Cecilia A. Javier)
C. Materials: graphic organizers, worksheets, pictures, puzzles, character trait chart, worksheets, family story books, invitation letter and stories

III. Procedure
Day 1:

Objectives
- Tell/Retell familiar stories and short conversations by using appropriate gestures and expressions in complete sentences
- Identify and use words with multiple meanings in sentences

Learning Activities
Pre-assessment
Read and understand each item. Write your answer on your answer sheet.
1. I am trying to finish the fifty-piece __________ by myself. I don’t want to __________ my mother about this. Which word best fits the blank?
   a. test  b. puzzle  c. question
2. Jervin watches his younger sister struggling on her homework. “I really can’t understand my assignment,” she says to herself. “Maybe, I can help you with that. You can do it,” said Jervin. What trait does Jervin show?
   a. smart  b. caring  c. helpful
3. Write a complex sentence by completing the idea presented.
   Although she was not feeling well, ______.

For items 4-5, use the table of contents below.

<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Lesson 2</strong></td>
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<td><strong>Lesson 3</strong></td>
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<td><strong>Lesson 4</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Lesson 5</strong></td>
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<td></td>
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</tbody>
</table>

4. On what page will you turn to if you want to learn about words that rhyme?
5. Your friend tells you that she has just answered exercises found on page 24. What was the lesson about?

A. Oral Language Development
   Game: Guess what
Group the class into 5.
Each group is given a minute to guess what are being shown by the actor/actress of the group. The category is 'activities a family does together'.
The group with the highest number of correct guesses wins.

Activities to be guessed:
1. picnic
2. swimming
3. tree planting
4. house cleaning
5. playing
6. tv watching
7. shopping
8. marketing
9. visiting
10. praying

Processing the Activity
- What activities does your family do together?
- When do you usually do these activities? Why?
- Is it important to spend time with your family? Why?

C. Presentation
Motivation
Listen to the story.

Brigette woke up early on Saturday. She jumped off the bed and rushed to the living room. She's excited for the outreach program of their family for the poor people in the community. This is on its third year.

"Ate Brigette let's invite the dance troupe and the children's choir to present in the program. It would add fun to the event," Mark suggested. "That's a good idea," Brigette said. "Let's send them a letter of invitation. I'm sure they will like it."

"Good morning ,everyone! Good morning, Brigette! What can we do to help?" Brigette's friends asked while getting in. "We heard about the outreach program and we want to be part of it."

"Great! You can bring the letters to the dance group and the choir. Then, please drop by the store in front of the plaza and get the boxes of biscuits and noodles. We will repack them. I asked Ailing Charito to store them the other day," Brigette answered. "Is the venue ready? "Yes, it is. The barangay council volunteered to have the area cleaned. The youth volunteers made the stage. It's only a foot high. Mrs. Bellen paid for the materials. Mr. De Guzman promised to foot the rental of the sound system," Father updated the kids.

"We are holding the program in the open field near the school. It will be open to everyone."

"Dr. Yves, our community dentist, volunteered free dental services in the morning. Mrs. Vallejos sent packs of groceries for the gift-giving. Some of our neighbors are bringing food for the party," Mother added. "Mr. Basmayor, the photographer, promised to take pictures of the whole event. There will also be two clowns who will perform tricks and magic. Isn't that exciting?"

"Wow! I can already picture the fun and excitement!" shouted Mark.

C. Post Listening:

Ask:
1. Why was everyone busy that Saturday morning?
2. How long have the family been doing this program?
3. Who helped them in the outreach activity?
4. Aside from the activities mentioned in the story, what other activities would you suggest which can be done to help the community?
5. Which among these activities can your family do for the community?
6. Do you think the outreach program was successful? Why?

Value infusion:
Ask: What trait did the people show that made the activity successful?

Call on volunteers to retell the story using the sequenced events. Ask the presenters to use appropriate gestures and expressions.

Ask: What should you remember when retelling a story? How would you be able to retell one? Are there some points that you should consider to be able to do this skill? What are they?

Skill Focus
Present the lesson opener in “Read and Learn” Q1 week 9 LM pp _____

Generalization
- Many words have more than one meaning.
- The meaning of the word depends upon how it is used in the sentence.
- Readers think about how the word is used in the sentence to decide which meaning is best.

Guided Practice
Refer to Activity 1 Q1 Week 9 LM pp____

Independent Practice

Word Search:
Find and circle a word for each description below. Each pair of description refers to the same word and so word appears twice in the puzzle.
1. used for measuring and drawing straight lines _____ somebody who governs people _____
2. the end of the leg _____ unit of length _____
3. round object played with _____ formal dance _____
4. to stumble over something _____ a journey _____
5. to look at and keep attention to _____ personal clock usually worn on the wrist _____

Evaluation

Read the story. Use the words in the box to complete it. Each word is used twice, so check a circle each time you use a word.

<table>
<thead>
<tr>
<th>turn</th>
<th>look</th>
<th>left</th>
<th>kisses</th>
<th>wear</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

“Happy birthday, Maya!” mother greeted her daughter with hugs and __________. “You ___________ great today. Invite your friends for a party this afternoon.”

“Thank you, Mama. You’re so great,” said Maya with excitement in her eyes. “Some of my friends don’t know our house.”

“Tell them to __________ __________ when they reach the last street,” mother instructed.

“You will __________ like a princess today when you __________ this gown. Do you like it?”

“I love it! I hope this will not __________ out until my next birthday,” she grinned.

“Yes, Mama. Are you baking a cake, too?” asked Maya.

“Of course, my dear. Please get the chocolate __________. I __________ them in your aunt’s house. Then __________ after your brother first while I’m in the kitchen.”

Agreement

On a bond paper, paste a picture of an activity of your family during vacation. Tell a short story about the activity. Use words with multiple meanings.

Day 2

Objectives:
- Infer character feelings and traits in a story read
- Express love for stories and other text by browsing the books read to them and asking to be read more stories and texts

Learning Activities:
A. Preparation
   Group the class into 5. Let the group talk about the illustrations and choose one poem to be presented to the class.

B. Pre-Listening Activities

Motivation
1. Describe twins.
2. Are twins the same in all ways? Explain

Reading of the Story
Have the pupils listen to the story.
Then, answer the comprehension questions that follow.
The Twins

Although Monina and Monita are twins, they have different traits. Monina is quiet and bashful but kind. Monita, on the other hand, is talkative and energetic but unkind.

Monina and Monita have definite work to do at home. Monina is assigned to wash the dishes at night and Monita in the morning. However, Monita does not wash the dishes in the morning. She leaves the unwashed dishes for Monina to wash in the evening. Monina washes them all without complaint.

Despite all the good things done by Monina to Monita, Monita is still angry with Monina, maybe because Monina is kind and soft-spoken and is the favorite of their parents.

The fairy godmother knows all of these. She tries to test them to find out who is really kind and courteous. One day, the fairy godmother turns herself to a poor, old woman. She appears before the twins.

“I'm hungry and I have no food to eat. Will you share your food with me?” asks the fairy godmother.

“Monita, let us give our ‘baon’ to the poor, old woman,” volunteers Monina.

“I don’t want to. You give your ‘baon’ but I will not give mine,” replies Monita. And so Monina gives her ‘baon’ to the old woman. Upon receiving Monina’s ‘baon’, the fairy godmother transforms herself to a fairy and says, “Monina, because of what you did, I will reward you.”

Source: The Twins, GMRC Series 6, p.47 (by Dr. Cecilia A. Javier)

D. Post Listening Activities
Ask:

Have the class answer the motive question: Who among the twins showed positive traits?

1. Engagement/Discussion of the Text
   Complete the Venn diagram to show the traits of the twins.

   ![Venn Diagram]

   Look at the Venn Diagram.
   Ask:

   1. What traits does Monina have? How about Monita?
   2. What traits do they share in common?
   3. Who among the twins showed positive traits?
   4. Was she really like that?
   5. How was that proven?
   6. What did she get as a reward for being a good child?
   7. Do you think she only did the right thing for the reward? Why?
   8. How do you think would she be different if she is living today?

* Making Connections
   Complete the sentences to form complete idea.
   • Text-to-Life
The event _________ in the story reminded me of __________.
- Text-to-Text

The story we read is similar to the story __________.
- Text-to-World

The message of the story makes me think of __________.

2. Differentiated Activities
   Group 1- Write a letter to Monita to inspire her to be like Monina.
   Group 2- If you will represent the twins using symbols, what could these be?
               Draw them and explain the symbols.
   Group 3- Choose the character in the story that you like. Develop a map that shows
          what you think about her, how she looked like, what she did, and what made
          her interesting.

Processing of Group Output
   Have the class discuss the different activities at the end of the presentations using
   the following guide questions.

   Write the pupils’ answers on the pre-written table on the chalkboard/chart.

<table>
<thead>
<tr>
<th>Group</th>
<th>What did the group do?</th>
<th>What did the group learn from the activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skill Focus
   Refer to Activity 2, Q1 Week 9 LM pp _____

   Ask:
   1. What traits did the character show in the sentences?
   2. What idea/s in the sentences made you say that?
   3. What feelings did they convey when they said the lines in c and d?
   4. What helped you infer the traits and feelings of the character in a story?

Generalization
   How do we infer the feelings and traits of characters in a story?

   Remember:
   ✓ What a character says, does, thinks and feels tells you a lot about him and her.
   ✓ What other characters say also give you clues.
   ✓ Use information from a story to help you learn more about a character than the story tells you directly.
   ✓ The clues you may use include what the character says or does and what other characters say about that person. When you do this, you are inferring character traits- the qualities that a character has.

Guided Practice 1

   Refer to Activity 3 Q1 Week 9 LM page ____.
E. Evaluation
Read each situation. Infer the character’s feeling/trait presented in it.
1. Carlo wakes up early every morning. He cleans the dog house and feeds their pet dog. Then, he sweeps the yard before preparing for school.
   a. diligent  
   b. hardworking  
   c. kind
2. After taking meryenda, Neri helps her mother in the kitchen. She wipes the table and mops the floor. She throws the garbage in the garbage bin outside.
   a. helpful  
   b. thoughtful  
   c. responsible
3. Verna saw her younger brother frowning while working with his assignment. She approached him and assisted him with his homework.
   a. loving  
   b. intelligent  
   c. thoughtful
4. “Thank you, Ate Verna. I’m sure I’ll get a perfect score in my assignment.”
   Verna’s brother feels __________.
   a. proud  
   b. excited  
   c. satisfied
5. “You always help Victor in his assignments but you have never done that to me,” said Vicky. She feels __________.
   a. shy  
   b. sorry  
   c. angry

Agreement:
How much do you know your family?
Write sentences about the traits and feelings you have observed in them. Include evidences.
Examples:
   My mother is caring because she takes good care of us.
   My father feels bad when our family faces problems.

Day 3
Objective
- Write complex sentences correctly.
- Construct sentences observing appropriate punctuation marks

Learning Activities:
A. Preliminary Activity
1. Checking of homework
   Call five volunteers to write on the board their answers to the assignment.
   Ask: How did you infer the feeling and traits of your family?

B. Preparation
   Review:
   Read the paragraph and identify the compound sentences.

   Henry and Lando decided to go to the river the next day. Henry got up early and prepared his fishing rod. Lando woke up late and he decided not to go fishing. Henry went fishing but Lando stayed home.

Comprehension Questions:
   Ask:
   1. What did the boys want to do? (go fishing)
   2. Who went fishing? Henry
   3. What did Lando do the next day?
   4. Can you identify the compound sentences in the story?
      Henry got up early and prepared his fishing rod.
      Lando woke up late and he decided not to go fishing.
      Henry went fishing but Lando stayed home
Ask:
1. What connectors were used in the sentences?
2. Identify the simple sentences in each compound sentence.

Presentation

Have the pupils read the selection

The Santos family and the Cruz family are neighbors. They live in the same block but their houses are in the opposite roads. One day, heavy rains fell from the sky. The Cruz family was flooded because the river is just a few feet away from their house. All their clothes and furniture were wet because the water was up to the knee. The Santos family offered their help to the Cruz family while they do not have a place to stay. They stayed there while the water was high. They were very grateful because the Santos family helped them.

Comprehension Questions:

Ask:
1. Who are the characters in the story?
2. What is the relationship of the two families?
3. What happened to the Cruz family? Why?
4. What did the Santos family do for the Cruz family? Why?

Fixing Skills

Study the following sentences. What can you say about them?

1. The Cruz family was flooded because the river is just a few feet away from their house.
2. All their clothes and furniture were wet because the water was up to the knee.
3. The Santos family offered their help to the Cruz family so that they would have a place to stay.
4. They stayed there while the water was high.
5. They were very grateful because the Santos family helped them.

Ask:
- Can we find simple sentences in each of the sentences from the story? (Ask pupils to give the simple sentences in each. Underline them.)
- How are the simple sentences connected to each other? What connectors were used? (because, while)
- What is a complex sentence?

Generalization:

What is a complex sentence? What parts does it have?
How do we write a complex sentence?

Remember:
- A complex sentence is made up of two simple sentences. It expresses two ideas joined together by connectors.
- Because and while are two of the most common connectors used in complex sentences.
Day 4

Objectives

- Read grade level text with appropriate intonation, expression and punctuation cues when applicable
- Observe the conventions of writing in composing a paragraph and journal entries

Learning Activities:
A. Preliminary Activity
   Drill on Vocabulary Words

B. Presentation
   Motivation:
   - Do you remember everything that happens to you?
   - How do you record the beautiful things that happen in your life?

Reading of Informational Text: Journal Entry

My Journal

June 7, 2011

Today is my first day in school. I got up early. I wore my new dress to school. I met new friends in school. I like Anita very much. She is my seatmate. I am very happy today.

Janice

Comprehension Question:
Ask:
1. Who wrote the journal entries?
2. What can you say about her?
3. What important things happened to her according to her journal?
4. How does Janice feel according to the journal?

Fixing Skills:
Ask:
- What is a journal?
- Why do people write journals?
- What do you usually write in a journal?

Generalization

A journal is a record of events about ourselves, our feelings, things we like and things we don’t like or what we think about people and things around us. It helps us remember important events in our lives.

Composing

A. Guided Practice

Refer to Activity 6, Q1 Week 9 LM p _____

B. Independent Practice:

- Think of at least two things that happened to you yesterday. Write it down in your notebook.
- Think about how you felt because of this two things. Write it down.
- Rewrite your sentences in a paragraph form. Write the date on top of your entry and sign your name at the end of your entry.
- Make a drawing to show the situation or how you feel.
- Share and Celebrate Activity:
  - Call a maximum of 5 pupils to share their work in the class.
  - Discuss briefly the events shared by the volunteers.
  - Guide pupils in giving reactions by using the following guide words:
    - I like the __________ part of your journal.
    - I find the __________ part funny/sad/interesting.
    - The part about the ______ is ________________.
  - Encourage pupils to ask questions about the journals or the experiences of the pupil in the journal shared.

C. Application

Refer to Activity 7, Q1 Week 9 LM pp _____

D. Enrichment

Think back of the events that happened to you the past week. Choose at least 2 days wherein something memorable or important event happened to you within the week.

Write at least 2-5 sentences about it.

Write the sentences in your journal in a paragraph form.

Use the following rubrics to rate the pupils journal. Self-rating or peer rating can also be used with this rubrics.
Read the journal entry carefully. Put a check mark on the column that will describe the journal entry best.

<table>
<thead>
<tr>
<th>Content and Organization</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sentences are well-written, complete and clear. (with proper punctuations)</td>
<td>3 stars (illus stars)</td>
</tr>
<tr>
<td>2. Sentences complete and clear.</td>
<td>2 stars (illus stars)</td>
</tr>
<tr>
<td>3. Sentences not complete but clear.</td>
<td>1 star</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td></td>
</tr>
<tr>
<td>1. Journal entry is pupils own life experiences and clear details.</td>
<td>3 stars (illus stars)</td>
</tr>
<tr>
<td>2. Journal entry show a little detail and similar with other pupils</td>
<td>2 stars (illus stars)</td>
</tr>
<tr>
<td>3. Journal entry lacks detail.</td>
<td>1 star</td>
</tr>
<tr>
<td><strong>Final Rating</strong></td>
<td></td>
</tr>
<tr>
<td>• Excellent</td>
<td>6 stars</td>
</tr>
<tr>
<td>• Very Good</td>
<td>5 stars</td>
</tr>
<tr>
<td>• Good</td>
<td>4 stars</td>
</tr>
<tr>
<td>• Fair</td>
<td>3 stars</td>
</tr>
</tbody>
</table>

**Day 5**

Objectives
- Get information from the table of contents

Learning Activities:
A. Review of the previously learned skill
   Introduce cabbage ball game.
   Have the pupils form one big circle.
   Play music while the cabbage is passed on, when the song stops, the pupil holding the cabbage must peel off the cabbage and answer the question written on it.
   ✓ Note: Questions must focus on least mastered skills.
B. Performance- This is an offshoot of the lesson on getting information from Table of Contents.

Treasure Hunt (Group Activity)

Group the class into 10.
Give each group a book with table of contents.
Say:
1. Your group is given an initial clue to find the treasure.
2. Follow the instructions in the clue using the table of contents.
3. Each time a clue is found, the group can proceed to the next clue using the table of contents.
4. The group who follows the instructions correctly and finds the treasure first wins.
   ✓ Note: The instructions that the teacher will give must be based on the table of contents of the books to be used.
   ✓ Pupils must use the table of contents to be able to locate the information in the book that will give clue to find the next station and locate the treasure.
Example: What lesson in your book talks about names of person, places, animals and events?

- Locate the information on that page.
- Analyze the data that will give you clue to proceed to the next station.
  "I am added at the end to form the plural and I am the beginning letter of the magic word you need to decipher.

Table of contents - Nouns
Information about forming the plural of noun - Add s to form the plural of regular nouns.

- Give other instructions for the pupils to locate the other stations
  Station 1-S
  Station 2- M (Math book - multiply)
  Station 3- I
  Station 4-L
  Station 5- E

The word is SMILE.

Ask:
- What helped you find the treasure?
- What information in the table of contents guide in carrying out the task?
- Why is it important to know how to get information from the table of contents?
- What might happen if table of contents part of your book was omitted?
- Do all books have table of contents?
- Will it be easy for the readers to locate information without using the table of contents? Why?
- What strategy did the winning team use in deciphering the message?
- Did the information presented in the table of contents help you accomplish the task? Why?

C. Concept Formation:

Publish the inputs of the pupils about the questions given.
Focus on the following concepts:
  Title of the Book
  Heading
  Chapter
  Lesson
  Page Number

Remember:
- A table of contents is the part of a book that is usually used only in nonfiction works that have parts and chapters.
- A contents page is less common in fiction works but may be used if your work includes unique chapter titles.
- A table of contents is never used if the chapters are numbered only (e.g., Chapter One, Chapter Two).
Post Assessment

A. Fill the sentences with the same word to complete the idea. Use the words inside the box.

<table>
<thead>
<tr>
<th>sink</th>
<th>pen</th>
<th>ball</th>
<th>fire</th>
<th>line</th>
</tr>
</thead>
</table>

1. I am looking for my coloring ______. I will color my drawing of a pig ______.
2. Don’t you think the boat will ______ if a big ______ is loaded in it?
3. ______ to the center of the circle and draw a ______ on it.
4. Be careful when using ______ to avoid bringing the village on ______.
5. Please stop playing with that ______ now. We need to attend the ______ in a while.

B. Match the clause in A with those in B and form complex sentences.

A
1. Mitoy started singing.
2. Cyril became famous.
3. Benny watched her favorite TV show.
4. The boys fixed the ring.
5. You can maintain a healthy body.

B
a. while the others helped her.
b. while Sarah was listening to the news.
c. because they wanted to play ball.
d. while you work.
e. because the audience asked him to.

C. Read each situation and answer the questions.

Johan went straight to the stage and delivered the oration almost perfectly. Prior to the contest, he regularly practiced and never stopped without mastering his piece. When the result was announced, he jumped so high with joy. Everyone congratulated him especially his parents feeling so proud of his achievement.

1. What trait did Johan show when he was on stage?
   a. bravery   b. confidence   c. determination
2. Based from what he did before the contest, what kind of a boy was he?
   a. smart   b. committed   c. determined
3. How did everyone feel about the result of the contest?
   a. satisfied   b. delighted   c. resentful
4. How did Johan’s parents feel for him after the contest?
   a. proud   b. nervous   c. confused
5. Which phrase tells about Johan’s feelings when the result was announced?
   a. congratulated him
   b. jumped so high with joy
   c. the result was announced
   d. so proud of his achievement

D. Study the table of contents. Answer the questions that follow.
1. On what page will you find the selection about Tom and Jerry?
2. What is the title of the story found on page 10?
3. If you want to know about the way to live healthy, on what page will you open the book?
4. What will you find on page 8?
5. You want to know about zebras. On what page will you find the details?

E. Write a letter of invitation to encourage them to support the school’s activity. Use complex sentences. Underline the independent clauses and circle the dependent clauses.

The Supreme Pupil Government (SPG) initiated a clean-up drive along the shore which scheduled on the third Saturday of October. As member of SPG, you are tasked to invite community especially the youths to be part of the activity.

MTB-MLE Grade 3

QUARTER 2

WEEK 1

Theme: Community (Care of each home, surroundings and family safety)

I. OBJECTIVES

A. Oral Language
   - Participate actively during class sharing on familiar topics by making comments and asking questions using complete sentences/paragraphs.
B. Fluency
- Read aloud grade level text with an accuracy of 95 – 100% with proper expression.

C. Spelling
- Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
- Observe the conventions of composing a 2 – paragraph narrative.

E. Grammar
- Identify interrogative pronouns.

F. Vocabulary and Concept Development
- Use words unlocked during story reading in meaningful contexts.

G. Listening /Reading Comprehension
- Identify the important story elements.

H. Attitude towards Literacy, Literature and Language
- Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skill
- Get information from published announcements.

II. SUBJECT MATTER

A. Topics:
   1. Conventions in Writing a Two-Paragraph Narrative
   2. Story Elements (Setting, Characters, Plot)
   3. Interrogative Pronouns
   4. Getting Information from Published Announcements

Value Focus: Caring for one’s home & immediate surroundings

B. References:

C. Materials:
Stories – “There’s No Place Like Home” by Lilibeth A. Magtang

   “Mila’s Promise” by Lilibeth A. Magtang

big picture of a house, pictures of flowering plants in pots, paints, soft/hard brooms and dust pan, dusting rugs, floor wax, vacuum cleaner, etc.

III. PROCEDURE
Day 1:

Objective:

1. Participate actively during class sharing by making comments and asking questions using complete sentences/paragraphs.

Learning Activities:

A. Pre-assessment
What words do we use to begin our questions?
(Let the pupils do a simple activity about asking and answering information questions about themselves.)
(Refer to LMs, Tell and Learn, p.___)

B. Activities
Oral Language Development
Big Picture
1. Show a big picture of a house. Ask the pupils to describe the house in the picture.
2. On the floor, spread some pictures of different things such as flowering plants in pots, paints, soft/hard brooms and dust pan, dusting rugs, floor wax, vacuum cleaner, etc. Ask pupil volunteers to pick one picture and explain how it can help make the house clean and safe for the family to live in.
3. Ask:
   Why do we need to clean our homes?
   How do you help to make your homes clean and safe?

Differentiated Group Activity
1. Group the pupils into four. Each group will be assigned to one part of the house.
   Group 1 – living room     Group 3 – comfort room
   Group 2 – bedroom         Group 4 - kitchen
2. Ask each group to talk about how to keep the particular part of the house clean and safe for the family. Ask and answer questions like:
   - What materials do you need to clean the ___ (part of the house)?
   - How will you clean the ____ (part of the house)?
   - What do you have to do to keep the place safe for everyone?
   - How will you keep it safe and clean for the family?
3. Let the groups share their outputs to the big group.
4. Generalization
   Why is it important to help keep your own home clean? safe?

   The family needs a clean and a safe house to live in.
   Every member of the family can help in making the home a clean and
   a safe place.

Day 2:

Objectives:
1. Identify the important story elements.
2. Identify interrogative pronouns in the sentences.
3. Show love for reading by listening attentively during story reading and
   making comments or reactions.

Learning Activities:
   A. Listening to a Narrative Text
      • Unlocking of Difficult Words
        Point out the meaning of the underlined word through context
        clues.
        1. Mildred and Nestor narrated their experiences while they
           were in their cousin’s house.
           A. told          B. explained       C. wrote
        2. They couldn’t help but attest their longing for their home.
           A. mention       B. protest        C. show
        3. Both of them did routine activities like cleaning their room
           and fixing their bed.
           A. habitual      B. exciting       C. irregular

   • Motivation
     Have you ever experienced spending days away from your
     family?

   • Motive Question
     In our story for today, who experienced spending days away
     from his/ her home?

   • Listening Activity
     Let the pupils listen attentively as you read the story,
     “There’s No Place Like Home.”
There’s No Place Like Home

Mildred and Nestor were on their way home after a two-week vacation in their cousin’s house. As they arrived, they were welcomed by their parents, Mang Julian and Aling Mary and their baby sister Julie. Oh, how they missed each other! They smiled and hugged one another tightly.

Mildred and Nestor narrated happy stories about their stay in their uncle’s house.

“How we loved their farm. There were lots of cows, goats, ducks and chickens,” said Nestor.

“I enjoyed our trip around the barrio with very friendly people,” added Mildred. Nestor and Mildred told of more exciting stories about their vacation as they sat on the sofa.

Much later in the day, Nestor and Mildred eagerly went around their house. Nestor visited his backyard garden. There’s so much to do! Then he started picking some ripe fruits, watering the plants and then he dumped dried leaves and grass into the compost pit.

Seeing his brother doing his chores, Mildred got the broom and dusting rug and started cleaning the house. These are the activities they both missed.

When all the chores were done, Nestor and Mildred helped mother prepare their supper. That night, the whole family dined together and enjoyed telling stories in their home.


- LAM -

Discussion of the Text Listened to

Questions:
1.) Who went for a vacation?
2.) Where did they spend their vacation?
3.) When did they return from the vacation?
4.) Who welcomed them back to their home?
5.) What did the children feel when they arrived home?
6.) Why do you think is the story entitled “There’s No Place Like Home?”

B. Grammar Awareness

1. Introduction

Let’s recall some of the questions that I asked you earlier about the story.

How did I begin the questions?
(Expected answers: who, what, where, when)

What answer do you expect when the question starts with WHO? WHERE? WHEN? WHAT?
(Teacher writes the pupils’ answer on a table.)

<table>
<thead>
<tr>
<th>Question Word</th>
<th>Expected Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>thing, event</td>
</tr>
<tr>
<td>Who</td>
<td>person</td>
</tr>
<tr>
<td>Where</td>
<td>place</td>
</tr>
<tr>
<td>When</td>
<td>time</td>
</tr>
</tbody>
</table>

Ask:
What are these question words called?
(Expected answer: They are called interrogative pronouns.)

If these are called interrogative pronouns, what are interrogative pronouns?

2. Generalization

The question words Who, What, Where and When are called interrogative pronouns.
Interrogative pronouns are words that are used to ask questions.
- WHO asks for a person.
- WHERE asks for a place.
- WHEN asks for time.
- WHAT asks for a thing, or event.

3. Guided Practice
Based on the story, “There’s No Place Like Home,” write questions that start with Who, What, Where and When for the following sentences. (Refer to LMs, Let’s Try This- Activity 1, p.____.)

4. Independent Practice
(Refer to LMs, Let’s Try This- Activity 2, p.____.)

Day 3:
Objectives:
1. Read aloud grade level text with an accuracy of 95 – 100% with proper expression.
2. Use words unlocked during story reading in meaningful contexts.
3. Identify the important story elements such as setting, character, and plot.
4. Identify interrogative pronouns.
Learning Activities
A. Reading a Text by the Pupils

1. Pre-reading Activities
   • Unlocking of Difficult Words
     Make the pupils understand the meaning of some words through pictures and demonstration/TPR.
     1. pick (through a picture of a girl picking a flower)
     2. thought (through a picture of a boy and his bright idea-aided by symbol that signifies idea)
     3. thankful (through a picture of a birthday girl smiling after receiving a gift from a friend / through demonstration)
     4. obeying (through demonstration)

     Encourage the pupils to use these words in their own sentences.

   • Motivation
     What signs do you know or have seen around your community? In school?
     Do you obey these signs? Why? Why not?

   • Raising of Motive Question
     What questions come to mind about the story we are going to read today?

2. During Reading
   1st Reading of the story: The teacher will read the story first for model reading.
   2nd Reading will be done by volunteers.

     (Refer to LMs, page _____)

   Mila’s Promise

     On her way to school one morning, Mila thought of pleasing her teacher, Ms. Romero, by bringing her flowers for her vase. Mila passed by the town plaza where big gumamela flowers were in bloom. There was a big sign that say “Don’t pick flowers!” in a post nearby. Mila looked around. After making sure no one was looking, she took some of gumamela and hurriedly continued her way to school.

     Ms. Romero was thankful for the beautiful flowers Mila brought. She praised Mila for her thoughtfulness.
Ms. Romero's lesson for the day was about obeying public signs and symbols. One of these was, “Don’t pick flowers!” Ms. Romero explained how important it is to follow these signs. She remembered what she did that morning. Mila was very sorry. She silently promised to always obey public signs.

3. Post Reading Activities

- **Discussion of the Text/ Other Activities**

  Based on this short story, complete the table below by answering the questions.

<table>
<thead>
<tr>
<th>Story Element</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Where and when did the event happen?</td>
<td></td>
</tr>
<tr>
<td>Character/s</td>
<td>Who are the characters of the story?</td>
<td></td>
</tr>
<tr>
<td>Plot</td>
<td>What important events happened in the short story? Tell the problem and its resolution.</td>
<td></td>
</tr>
</tbody>
</table>

- **Analysis and Discussion**

  Present the completed table to the pupils.

<table>
<thead>
<tr>
<th>Story Element</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Where and when did the event happen?</td>
<td>town plaza/school one morning</td>
</tr>
<tr>
<td>Character/s</td>
<td>Who are the characters in the story?</td>
<td>Mila and Miss Romero</td>
</tr>
</tbody>
</table>
| Plot          | What important events happened in the short story? | 1. Mila thought of bringing flowers for her teacher’s vase.  
               2. She ignored the sign, “Don’t pick flowers!” and picked some flowers.  
               3. Miss Romero appreciated the gesture of Mila.  
               4. They had a discussion on the importance of public signs and symbols.  
               5. Mila realized her mistake. |
What are the elements of a story?
What interrogative pronoun do we use to ask about the setting? characters? plot?

**Generalization** (Refer to LMs, page ____)
The important elements of a story are setting, characters and plot.
Setting refers to the where and when the story/event happened. The interrogative pronouns *where* and *when* are used to ask about the setting.

Characters refer to the persons who played roles in the story. The interrogative pronoun *who* is used to ask about the characters.

Plot refers to the events that happened in the story. The interrogative pronoun *what* is used to ask about the plot.

**Guided Practice 1**
Read the following narrative. Using the narrative, complete the chart by asking questions to identify the different elements of the story.

One Friday morning, Lawrence got up early, excited about the stage play he and his classmates will watch in school. The play is entitled, “Huli Bully”. They enjoyed the realistic role portrayal of the cast. From the stage play, they learned that bullying won’t do them any good. They went home happy and contented after watching the play.

<table>
<thead>
<tr>
<th>Element</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Guided Practice 2** (Refer to LMs, Activity 2 page ____)
Using the story, “Mila’s Promise,” complete the graphic organizer.

Application:

Using the graphic organizer have pupils retell or summarize the story in their own words.
Independent Practice 2
Write the appropriate interrogative pronoun.
1. _____ brought flowers for her teacher?
2. _____ did she pick the flowers?
3. _____ was pleased to see the flowers?
4. _____ did she realize her mistake?
5. _____ made her realize her misconduct?

Day 4:

Objectives:
1. Identify the important story elements.
2. Observe the conventions of writing a two-paragraph narrative.
3. Correctly spell the words in the list of vocabulary words and the words in the selections read.
4. Identify interrogative pronouns.

Learning Activities
A. Discussion of the Text (Con’t)
Answer the following questions about the story read previously.
1. Who brought flowers for her teacher?
2. Where did she pick the flowers?
3. Who was pleased to see the flowers?
4. When did she realize her mistake?
5. What made her realize her misconduct?
6. Why should we obey public signs?

B. Explicit Instruction of a Comprehension Skill
Discuss with class the conventions of writing a narrative.

- When you write a narrative, you are telling a story.
- The verbs need to be vivid and precise.
- Usually, a story has these elements: setting, characters, and plot.
- What do we call the part which tells us When and Where the story happened? The people in the story? The different events in the story?
- All of the details relate to the main point the writer is attempting to make.

Can you identify the elements of the narrative text below?

While having dinner at home last night, little Gerald accidentally broke a glass. His brother Luis brought him away
from the broken glass. Sister Jane hurriedly got a soft broom and a dust pan to clean the mess. Father and Mother watched them looking pleased and happy.

- **Process the story by asking the following questions:**
  1. Where and when did the story happen? What story element tells about at home and last night?
  2. Who broke a glass? Who brought him away from the broken glass? Who got a broom? Who were happy? What do we call these names of people?
  3. What happened at the beginning of the story? What did the family members do? What do we call these events in the story?

C. **Composing (Using the Text as a Springboard)**
   (This could be done in dyads, triads or group activity).
   1. Choose one of the titles from the list below. Think of an appropriate story elements that will fit the title by answering the questions that follow. Then write a short narrative for the title using the elements you listed.

   Topic 1: My Birthday Party  
   Topic 2: Late for School  
   Topic 3: My Vacation  

   What will be the setting?  
   Who will be the characters?  
   What will happen in the story? How will it end?

   2. Write sentences for each of your answers then put them together as a short narrative. Be sure all story elements are present in your narrative.

   3. Share your story to the class.

D. **Spelling**
   Drill the pupils more on the words in the vocabulary building part by giving the same words in the spelling activity.

   1. vacation  
   2. excited  
   3. attest  
   4. cozy  
   5. routine  
   6. pick  
   7. thought  
   8. thankful  
   9. obeying  
   10. story
E. Grammar

**Independent Practice (SW/ test)** (Refer to LMs, Let’s Try This-Activity 3, p.___.)

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**Day 5:**

**Objective:**
1. Get information from published announcements.

**Learning Activities**

A. **Review of a Skill/ Skills that the Pupils Have Difficulty**
   (Teacher’s discretion)

B. **Study Skill**

   Ask:
   - Do you know what an announcement is?
   - Where can you find announcements?
   - What does an announcement contain?

---

**Announcement!**

To all the pupils of Malimgas Elementary School.

You are invited to join in the No-Littering Campaign Project of the Supreme Pupil Government.

The campaign will officially start on Monday, September 30, 2013. The Opening Program will be at 8:00 am right after the flag ceremony at the school open stage.

Come and be a part of making the school clean and beautiful!

---

Complete the table below with the pupils.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the announcement about?</td>
<td></td>
</tr>
<tr>
<td>Who are initiating the activity?</td>
<td></td>
</tr>
<tr>
<td>Whom is the announcement addressed to?</td>
<td></td>
</tr>
<tr>
<td>Where and when will the activity be held?</td>
<td></td>
</tr>
</tbody>
</table>
Processing of the Activity
How can an announcement be effective? What questions of the readers should it answer?

Expected answers:
(For an announcement to be effective, it must be clear. It must also contain the important information and should answer the questions who, what, where, when and why. Example: Who is the announcement addressed to? What is going to happen? Where will it happen? When? Why?)

Guided Practice:

Write an announcement for a spelling bee contest that will be held in your class. Supply the needed information for the announcement to be effective.

Post Assessment

Refer to LM, pages____.

WEEK 2
Theme: Personal Hygiene and Sanitation

I. OBJECTIVES

A. Oral Language
   • Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.

B. Fluency
   • Read aloud grade level text with an accuracy of 95 – 100% with proper expressions.

C. Spelling
   • Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
   • Observe the conventions of writing a 2 – paragraph narrative.

E. Grammar
   • Identify and use interrogative pronouns.

F. Vocabulary and Concept Development
   • Use words unlocked during story reading in meaningful texts.

G. Listening/ Reading Comprehension
   • Identify the important story elements.
H. Attitude towards Literacy, Literature and Language
   • Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skill
   • Get information from published announcements.

II. SUBJECT – MATTER:

A. Topics
   • Using Proper Phrasing and Intonation in Expressing Ideas
   • Enhancing Knowledge and Skills related to:
     o Elements of Story (Setting, Characters, Plot)
     o Interrogative Pronouns
     o Getting Information from Published Announcements
     o Conventions in Writing a 2-Paragraph Narrative
     *Value Focus:* Paying attention to one’s proper grooming; keeping the environment clean

B. Reference: [http://www.teachingenglish.org.uk/articles/intonation](http://www.teachingenglish.org.uk/articles/intonation)

C. Materials: Stories – “An Unbearable Pain” and “Playful Anette” by Lilibeth A. Magtang, checklist, semantic web, pictures

III. PROCEDURE

Day 1:

Objective:

1. Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.

Learning Activities:

A. Pre-assessment (formative- to be conducted orally)
   1. Group the class into five.
   2. Give each group a picture.
   3. Ask the group members to brainstorm about their own experiences in relation to the picture.
   4. The members will take turns in expressing their ideas or any experience related to the picture.
   5. Take note of their phrasing and intonation.
Group 1 - group of children sweeping in the school yard
Group 2 - some boys and girls playing in the flood waters
Group 3 - a beggar eating left-over food taken from the trash can
Group 4 - some children playing “piko” barefooted
Group 5 - members of the family cleaning inside and outside of their house

B. Activities

Oral Language and Vocabulary Development
Read this short poem with the children.
Model good reading first followed by the children reading the poem by themselves.

What Do You Need?

To fix your hair, you need a comb.
To press your dress, you need an iron.
To trim your nail, you need a cutter.
And when you bathe, you need a towel.
To clean your teeth, you need a brush.
You need a hankie, to get rid of dust.
To smell fresh, you need a soap.
Get them all and you’ll look good.

Say:
• Here are some things you might need to make you look and feel neat.

Listen to the dialogue (teacher prepares the selected pupils for the dialogue in advance).

Pupil 1: Good morning. May I help you?
Pupil 2: Hello, there. I need a comb and a toothbrush.
Pupil 1: It’s in the left counter. Do you have anything else you need?
Pupil 2: Yes. I want to buy some candies too. What kind of candies do you sell?
Pupil 1: You can choose from the jars on the counter. Is there anything else?
Pupil 2: No more. Thanks.
Oral Reading of the sentences

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>May I help you?</td>
<td>I need a comb and a toothbrush.</td>
</tr>
<tr>
<td>Do you have anything else you need?</td>
<td>It’s in the left counter</td>
</tr>
<tr>
<td>is there anything else?</td>
<td>What kind of candies do you sell?</td>
</tr>
</tbody>
</table>

Have children read the sentences from the dialogue. What do you notice about the way the sentences in column A are read/said? How about the sentences in column B? Are they the same or different? What happens to the tone of your voice? What kind of answers do the sentences in A require? What can you say about the sentences in B?

- **Processing of the Activity**
  What is intonation?
  When do you use the rising intonation? the falling intonation?

- **C. Generalization**
  The rising or falling of your voice when speaking is called **intonation**.
  - **A falling intonation** is used at the end of a sentence, a command, or a request and a question which cannot be answered by yes or no.
  - **A rising intonation** is used at the end of a yes/no question.

- **D. Guided Application**
  Talk about the uses of the following objects. Call selected pupils to ask and answer questions about the objects below using the **FALLING INTONATION**.
Independent Practice
(Refer to LMs, Activity 2, page ___)

Day 2:
Objectives:
1. Show love for reading by listening attentively during story reading and making comments and reactions.
2. Identify the important story elements.
3. Identify and use interrogative pronouns.

Learning Activities:

A. Listening to Narrative or Informational Text
   • Motivation
     Have you experienced suffering from a toothache?
     How did you feel? What did you do?
     Why do we get a toothache?
     How do we cure toothache?
   • Motive Question
     What would you like to find out in the story that we are going to read today?
   • Listening Activity
     Read the story to the pupils. Track comprehension by asking questions at the end of each paragraph read.

An Unbearable Pain

One afternoon, Linda came home from school crying. “Why are you crying?” Aling Maring asked. Linda could hardly open her mouth to answer her mother. She just gently touched her left cheek which, Aling Maring noticed, was starting to swell. “Ah, your toothache again I bet.” Linda nodded to confirm.

Aling Maring has long been telling Linda to go with her to see the dentist and have her tooth checked. Because she was afraid, Linda
would always find excuses not to go. But it doesn't stop her from eating chocolates and candies when she didn't feel any pain. To top it, she also doesn't brush her teeth unless Aling Maring gets angry.

Linda’s tooth had been aching for some time and the pain did not stopped even for a minute. The swelling had reached her jaw. She could not bear the pain any longer. “Mother, please take me to the dentist.” Linda begged Aling Maring.

When they reached the clinic, the dentist gave Linda some medicine.

“Let’s wait until your gums get back to normal before we check your tooth again,” the dentist said. “We might be able to save it. Just remember to brush your teeth regularly and avoid eating too many candies”.

Linda listened carefully to what the dentist said. She promised herself that from that time on, she will take good care of her teeth.

Discussion of the Text/ Other Activities

1. Who came home crying one afternoon? Why?
2. What did she have a toothache?
3. Why did mother want to bring Linda to the dentist?
4. Why didn’t Linda want to see the dentist despite her mother’s persistence?
5. What did the dentist tell about Linda’s toothache?
6. What advice did the dentist give Linda?
7. If you were Linda, what would you do?

B. Grammar Awareness
1. Review

Say:
Based on our previous discussion, what are interrogative pronouns? What are some examples of interrogative pronouns? With reference to the story, “An Unbearable Pain,” let us complete the diagram with the needed details.
What interrogative pronoun is used in each question?
What does each interrogative pronoun ask for?
What elements of the story are presented in the graphic organizer?

2. Reinforce this insight:

Interrogative pronouns lead one to point out the important and specific details of a text.
Examples of interrogative pronouns are: who, what, where, when, why.
- Who asks about a person.
- What asks about an event or events.
- Where asks about a place.
- When asks about a time.
- Why asks about a reason.

3. Guided Practice

What questions can you form with the underlined words as the answers?

Jojo woke up early one Monday morning. He immediately took a bath and put on his neatly-pressed uniform. He ate nutritious breakfast and brushed his teeth. He wore his clean socks and shoes. He put on his uniform and off he went to school.

What other questions can you form?

4. Independent Practice

- Pair work
  Partner A asks B a question about the story using interrogative pronouns. Partner B answers then asks a different question about the story.
  (This keeps on going until the important elements of the story will have been mentioned.)

Day 3:

Objectives:
1. Read aloud grade level text with an accuracy of 95 – 100% with proper expression.
2. Use words unlocked during story reading in meaningful texts.
3. Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.
Learning Activities

A. Reading a Text by the Pupils

1. Pre-reading Activities

- Unlocking of Difficult Words
  Check the number of the pair of words that mean the same.
  1.) muttered – mumbled
  2.) dusk – midday
  3.) skip – miss out
  4.) pleaded – begged
  5.) filthy – clean

- Motivation
  Show a picture of an unkempt girl.
  How will you describe an untidy and unkempt girl?
  Let the pupils describe the girl in the picture using a checklist.

Checklist:
  Check the small box before the sentence that rightly describes the girl in the picture.

  The girl:
  □ wears a neat dress       □ wears a dirty dress
  □ has dirty skin           □ has smooth skin
  □ has neatly-combed hair   □ has wind-blown hair
  □ looks strong and healthy □ looks weak and sickly

  Ask:
  Do you want to look like her or be like her? Why?
  Why not?

- Motive Question
  What do you think happened to Annette?

2. During Reading (by the Pupils)
  Read the story first for model reading.

  Playful Anette

  “Anette…Anette… Aneeeetle!” Aling Sion was calling Anette. The whole Barangay Malinis could hear her. But not even the shadow of Anette appeared. “I wonder where my daughter has gone again,” she muttered helplessly.
It had always been like this. Anette had the habit of playing until dusk. She didn’t want to go home until everyone else had gone home ahead of her. Playing was all that mattered to her. She would skip meals just so she could play all day. She didn’t mind if she failed to take a bath.

“Mother, let’s eat, please? I am very hungry,” pleaded Anette. She ran straight to the table.

“Wait! Better wash your hands first, you’re so dirty!” warned Aling Sion.

Instead of obeying her mother, Anette continued eating without even washing her very dirty hands. After eating, she went out again to play again.

After a while, Annette came home crying. “Mother, my stomach hurts,” she cried.

Aling Sion told her, “That’s what I always tell you, child. Take care of yourself. Don’t you ever miss your meals. Keep yourself clean and take some rest.”

3. Post Reading Activities

• Discussion of the Text
  Answer the following questions orally.
  1. Who are the characters in the story?
  2. What can you say about each one?
  3. What does mother tell Anette? Why?
  4. If you were to give a different ending to this story, how would you want it to end?
  5. What must Anette remember to avoid getting sick?
  6. Describe Anette using a given graphic organizer (Refer to LMs, Read and Learn, p.____.)

• Practice reading the sentences from the narrative text with correct phrasing and intonation.

   Mother, let’s eat, please?
   Wait!
   Mother, I got a terrible stomach ache.
   That’s what I always tell you, child.
   Keep yourself clean and take some rest.

• Reinforcement of the concept learned
  Discuss briefly the concept of Intonation.
The rising or falling of your voice when speaking is called intonation.

- **A falling intonation** is used at the end of a sentence, a command, or a request and a question which cannot be answered by yes or no.

- **A rising intonation** is used at the end of a yes/no question.
- Changing the intonation can completely change the meaning of the sentence.

**Guided Practice:**

Refer to LM Activity 2-A

**Independent Practice:**

Refer to LM Activity 2-B

**B. Grammar Awareness**

Say:

Here are some sentences lifted from the story, “Playful Anette.” What questions can you form about each sentence? Write your answers on your own paper. Be sure to use the correct interrogative pronouns.

(Refer to LMs, Let’s Try These-Activity 3, p.____.)

**Day 4:**

**Objectives:**

1. Identify the important story elements.
2. Observe the conventions of writing a two-paragraph narrative that includes the elements of setting, characters and plot.
3. Correctly spell the words in the list of vocabulary words and the words in the selections read.
4. Identify interrogative pronouns.

**Learning Activities**

A. **Discussion of the Text (Con’t)**
   Review the important elements of the story read previously.
Note: Use a graphic chart on story map to ask the following questions:

1. Who are the characters in the story, “Playful Anette?” Describe them.
2. Where does Anette stay most of the time?
3. What does she love doing?
4. What does she often miss to do?
5. What happened to Anette? Why?
6. If you were an additional character of this story, who would you be? What sort of advice would you give Anette? Why?

B. Explicit Instruction of a Comprehension Skill

Review: The important elements of the story are: setting, characters, plot.
Use WHO when asking about persons (characters).
Use WHAT when asking about events (plot).
Use WHERE and WHEN when asking about place and time (setting.)
To reinforce the pupils’ knowledge of the story elements which were discussed previously, the pupils will fill-up a graphic organizer.
(Refer to LMs Let's Try These-Activity 4, p.____)
Retell the story orally using the story map.

C. Composing (Using the Text as a Springboard)

Practice Exercise 1:
With a partner, try to supply the missing details. Write your two-paragraph narrative on your paper.

One __________, Aling Sion was worried because __________ had not come home for __________. The little girl had the habit of __________ around with her friends all day. Often times, she missed __________. She could even afford not to __________.

Until one day, she came __________, __________. She complained about her __________. __________ told her to __________.
Practice Exercise 2

In a small group, come up with one similar to the story. Write it on a bond paper.

- **Processing of the Activity**
  - Which activity is easier for you?
  - What has helped you do the activities?
  - How have the activities help you?

D. **Spelling**

Drill the pupils more on the vocabulary words by giving them again in the spelling activity.

1. muttered
2. dusk
3. skip
4. pleaded
5. filthy

Day 5:

**Objective:**

1. Get information from published announcements.

**Learning Activities**

A. **Review of a Skill/ Skills that the Pupils Have Difficulty**

1. Show a pantomime about a child who was irritated by mosquito bites. His father helped him with his mosquito problem.
2. Let the pupils guess what the pantomime is about.
   (Encourage as many answers as possible.)

Practice Exercise (on Interrogative Pronouns)

1. Ask questions about your pantomime. Write these questions in a chart.
2. Write the answers of the pupils in a form of a story.
   Have them follow the conventions in writing a paragraph.
   Let them be guided by the questions they asked.

Example:

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>When do you suppose the event happened? What make you think so?</td>
<td>It happened one night when mosquitoes attack.</td>
</tr>
</tbody>
</table>
What did I exactly do?  
You tried to keep the mosquitoes from disturbing you while you were reading your book.

Who helped me get rid of mosquitoes?  
Your father. (Answers may vary.)

What events followed?  
You and your father sprayed insecticides.

3. Let the pupils underline the interrogative pronouns in the questions as part of the drill.

4. Let them ask each other some questions with interrogative pronouns.

B. Study Skill (Refer to LMs, page ___)

Present a picture of people having fumigation in a school or community.
Ask: What do you see in the picture? What do you think the men are doing? Why are they doing it?

Read the announcement below.
Point out the important details of the announcement.

ANNOUNCEMENT!

To all parents and pupils of San Andres Elem. School
Classes are suspended tomorrow, October 10, 2013. There will be a school wide fumigation to destroy breeding places and dengue carrying mosquitoes in the school campus.
All pupils are advised to stay home and do their homework.
Regular classes will resume on school on October 11, 2013.

Complete the table with the details from the announcement.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT</td>
<td></td>
</tr>
<tr>
<td>WHERE</td>
<td></td>
</tr>
<tr>
<td>WHEN</td>
<td></td>
</tr>
<tr>
<td>WHY</td>
<td></td>
</tr>
<tr>
<td>WHO</td>
<td></td>
</tr>
</tbody>
</table>

- Processing of the Activity

Ask:
What are the important details in the announcement?
What questions does an announcement answer?
What interrogative pronouns were used in the asking questions?
What is the purpose of making an announcement?

Guided Practice:

Study the following announcement.

ANNOUNCEMENT

All Grade 3 pupils of San Cristino Elementary School are invited to join in the Spelling Bee contest to be held on Friday, September 15, 2012 at 3:00 p.m. at the Open Stage.

Interested pupils may see Miss Santos for any questions.

Question:
Check if the announcement has the complete details by filling up the blanks below:

Who: ______________
What: ______________
Where: ______________
When: ______________
Why: ______________

Independent Practice:

Make your own announcement. Choose one (1) from the following list of activities:
1. Run for Fun Activity
   (invite pupils to join in a jogging activity in the school)

2. Sing for a Cause
   (help class raise money for school cleaning project)
3. Clean and Green
   (invite pupils to help clean the school garden and plant trees)

C. Post Assessment: Refer to LMs, pages _____.

DRAFT APRIL 2014
WEEK 3

Theme: Our community/Our Neighborhood: Care for the Environment

I. OBJECTIVES

A. Oral Language
   - Relate one’s own experiences and ideas related to the topics using a variety of words and with proper phrasing and intonation.

B. Fluency
   - Read aloud grade level text with an accuracy of 95-100% with proper phrasing expression.

C. Spelling
   - Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
   - Observe the conventions of writing in composing a 2-paragraph narrative.

E. Grammar
   - Use singular and plural interrogative pronouns in sentences.

F. Vocabulary Concept and Development
   - Use the combination of affixes and root words as clues to get meaning of words.

G. Listening/Reading Comprehension
   - Predict possible ending of a story.

H. Attitude Towards Literacy, Literature and Language
   - Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skill
   - Get information from published announcements using pie graph.

II. SUBJECT MATTER

A. Topics:
   - Getting Meaning Through Clues from Affixes
   - Interrogative Pronouns (Singular and Plural)
   - Predicting Possible Ending of a Story
   - Enhancement of Prerequisite Skill and Knowledge on:
     - Use of Proper Phrasing and Intonation
     - Conventions of Writing a 2 – Paragraph Narrative
Getting Information from Published Announcements using Pie Graph

Value Focus: Taking Care of the Environment

B. Reference: K to 12 Curriculum Guide

C. Materials: pictures, tape recorder/CD player,

III. PROCEDURE

Day 1:

Objective:

1. Relate one's own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.

Learning Activities:

A. Pre-assessment

Lina and Sara were cleaning the room. There was a lot of old magazines and newspapers in one of the cabinets. They asked Miss Cruz if they would bring them out to burn. “No, we can reuse those materials. We are going to use them again for our art work tomorrow. Burning would make our air dirty,” Miss Cruz said.

Choose the letter of the correct answer.

1. What is the root word in “reuse”
   a. re    b. reuse    c. use

2. What does the prefix re- mean?
   a. again    b. remove    c. clear

3. Which of the following is NOT a possible ending of the story?
   a. Lina and Sara will go and burn the old magazines and newspapers.
   b. Miss Cruz will teach the children how to reuse old magazines and newspapers.
   c. Miss Cruz and the girls will use the old materials in their art work

Complete the question:

4. ______ room did Lina and Sara clean?
   a. Who    b. Whom    c. Whose

5. ______ classroom belong to Miss Cruz?
   a. Whose    b. Who    c. Which
B. Learning Activities

Oral Language and Vocabulary Development

Activity: Picture Wall
1. Show some pictures to the pupils in one corner of the room.
2. Let them work in small groups. Instruct the groups to choose one picture and tell a short story that they can derive from it.

Picture 1: Community people, helping one another in a “Clean-Up Drive”
Picture 2: Children, helping set up trash cans for “Biodegradable and Non-Biodegradable” around the barangay
Picture 3: Some teenagers, posting signs saying, “Smoking is Prohibited in this Community”
Picture 4: Children and adults, doing community projects out of recyclable materials

Each group will be guided by the following questions:
1. What do you see?
2. Who are the people in the picture?
3. Where are they?
4. What are the people doing?
5. Why are they doing the activity?
6. What is the purpose of the activity?

- Processing of the Activity
  What does each activity tell us?
  Why is it important to clean our surroundings?
  How did you observe proper phrasing and intonation?
  How does reading with proper phrasing and intonation help you understand better the spoken words?

Day 2:

Objectives:
1. Show love for reading by listening attentively during story reading and making comments or reactions.
2. Predict possible ending of a story.
3. Use interrogative pronouns in sentences (why, which, whose).

Learning Activities:
1. Listening to Narrative or Informational Text
• **Unlocking of Difficult Words**
  Complete the letters in the given boxes to show the other meaning of the given word in your own language.

1. pollution -
2. environment
3. biodegradable -

**Sentences:** Smoke is a form of air pollution.
A clean environment is free from pollution.
Biodegradable materials are those that decay.

**Motivation**

Present two pictures of the environment.
Picture 1 – beautiful environment where trees and plants grow, butterflies, birds and other animals abound, and a river with clear, running water.

Picture 2 - polluted surrounding where garbage is everywhere, no plants, animals, birds can be seen, and a dead river full of garbage

Ask: Compare the two pictures. Which one do you like? Why?
Have you seen this kind of places? Where?
Do you like it there? Why? Why not?

• **Motive Question**
  Can children do something to stop pollution? How?

• **Listening Activities**

  **Note:** The material can be pre-recorded or performed by a pupil taught to deliver the news item in advance.

  **KPK HELPS PREVENT POLLUTION**

  Good morning, radio listeners. Top of the news today: Pollution is destroying our environment. This is the observation of the members of the Kabataan Para sa Kapaligiran (KPK). The organization whose
members are Grade 3 pupils of San Pedro Elementary School, say that they would like to help in keeping the environment clean. KPK members are helping the school teach their fellow pupils to stop pollution by recycling non-biodegradable materials like cans, bottles and paper. They are also news telling everyone to stop throwing garbage in the river. That’s the news of the hour… this is your newscaster, Rey Bangon.

Post Listening Activity
1. Answering of Motive Questions
2. What is the news report all about?
3. Who are the members of KPK?
4. What do they want to do?
5. Why are they doing these things?
6. Given the chance, would you join groups like KPK? Why? Why not?

Grammar Awareness

A. Review on Interrogative Pronouns
Ask: What words were used to begin the questions?
What are interrogative pronouns?

Interrogative pronouns are used when you want to ask a question. Interrogative pronouns include…
- What
- Who
- When
- Where

B. Presentation of New Lesson

Read the following questions and ask pupil-volunteers to answer the questions read.
1. Which of the following are biodegradable materials?
   a. dried leaves, rotten fruits, fruit peelings
   b. bottles, plastic containers, paper
   c. tin can, paper bags, mineral water bottles
2. Whose organization is the KPK?
   a. grade 4 pupils
   b. grade 5 pupils
   c. grade 3 pupils

3. Whom did the newscaster talk about in the news report?
   a. grade 4 pupils
   b. grade 5 pupils
   c. grade 3 pupils

Ask: How did each question begin? What answers did you give?

Discuss:
When do we use Which? When do we use Whom? Whose?

Which is used to ask specific information.
Examples:
   Which one is your favorite?
   Which of your friends is your classmate?

We use "whom" to ask which person receives an action.
Examples:
   Whom are you going to invite?
   Whom did he blame for the accident?

We use "whose" to find out which person something belongs to.
Examples:
   Whose camera is this?
   Whose dog is barking outside?

Generalization
The most commonly used interrogative pronouns are what, who, which, whom, and whose.
   o Which is used when specific information is asked.
   o Whom is used to ask which person receives an action.
   o Whose is used to ask questions of ownership or to whom does something belongs to.

Guided Practice
Pair pupils then have them write one question each that begins with which, whom and whose. After 2 minutes, teacher calls volunteer pairs to read their questions to the class and then calls other pairs to answer the
Independent Practice:
Complete the sentences with which, whom, whose.
1. ___________ umbrella is this?
2. ___________ pair of shoes belongs to Antonio?
3. ___________ bike is newly bought from the store?
4. ___________ ballpen did Jose borrow?
5. ___________ are you going to give the gift?

Day 3:

Objectives:
1. Read aloud grade level text with an accuracy of 95 – 100% and with proper expressions.
2. Use the combination of affixes and root words as clues to get meaning of words.
3. Predict possible ending of a story.
4. Get information using pie graph.

Learning Activities
A. Reading a Text by the Pupils
   1. Pre-reading Activities
      Drill
      1. reuse - use again
      2. friendly - able to make friends easily
      3. consistently - state of being consistent
      4. disclose - make known
      5. hopeful - full of hope

   What do you notice with each word?
   What are the affixes used?
   What other examples of affixes do you know?

   • Motivation
      Have you ever tried recycling? What did you recycle?

   • Motive Question
      In the story today, what recycling project did the III – Makulikuli class do?

   2. During Reading (Refer to LM, page ___)
      Read the story first for modeling.
Reduce, Reuse, Recycle

Of the several classes of Palaming Elementary School, the Grade 3-Santos Class was awarded this year’s “Most Environment-Friendly” class. When asked about why they have been winning the award for five consecutive years now, they shared their secret.

Mr. Santos, their adviser said that he imposes the rule, “Pocket your own garbage”. Throughout the year, the children under his care are trained to practice this habit. They are also encouraged to do the same at home.

This year, the biggest project of the Grade 3-Santos class is the “recycle used objects”. This is about recycling used materials. The children said that they collected used materials like old newspapers, cardboards, bottles and the like.

The pie graph shows their collection.

![Pie Chart]

From these materials, they made paper maché vases, miniature animals and pen holders. They sold these products for a low price. The money they made from selling was used for the construction of their class comfort room.

Mr. Santos is hopeful that their practice will soon be observed by everyone. He encourages all to: “Reduce, reuse and recycle things. You can earn while you are helping reduce wastes in the environment.”

Post Reading Activities
1. Which of the Palaming Elementary School classes won this year’s “Most Environment-Friendly” award?
2. Who is the adviser of the winning class? What admirable trait does he possess?
3. How did they win the contests?
4. What recyclable material takes the biggest percentage in their collection? Which one is the least? Which two have the same percentage?
5. What new items did they create from the recycled materials?
6. Describe the class of Mr. Santos.
7. What lesson does the story tell us?

Guided Activity:
Have the pupils do item A on their own paper.
(Refer to LMs Read and Learn B, p.____.)

Independent Activity
Let them do another exercise on making predictions.
(Refer to LMs Let’s Try This, Activity 1 p.____.)

C. Vocabulary Development : Using Affixes
Say: Take a close look at these words:

<table>
<thead>
<tr>
<th></th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>re-</td>
<td>again</td>
<td>reuse — use again</td>
</tr>
<tr>
<td>-ly</td>
<td>(adverb); in a specific way or manner</td>
<td>consistently — in a consistent way</td>
</tr>
<tr>
<td>dis-</td>
<td>not; opposite of</td>
<td>disclose — opposite of close</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>hopeful — full of hope</td>
</tr>
</tbody>
</table>

What meaning does each affix bring to the word it is attached to?

Introduce more examples of affixes and their meanings.
Example:
Prefixes that have the same meaning as dis- (im-,in-,ir-,un-, il-)
Suffixes –ness, -ity (state of being), and –less (without)
1. **Guided Practice 2**  
   Refer to LMs Learn More, Activities 2-4, page _____.

**Day 4:**

**Objectives:**
1. Predict possible ending of a story.
2. Observe the conventions of writing a two-paragraph narrative.
3. Correctly spell the words in the list of vocabulary words and the words in the selections read.
4. Use singular and plural interrogative pronouns in sentences.

**Learning Activities**

**A. Discussion of the Text (Con't)**
Assign engagement activities to the class.

- **Group 1** - Construct as many questions as you can derive from the selection read previously.
- **Group 2** - Draw the project done by the class of Mr. Santos.
- **Group 3** - Using the same materials, what else can you possibly make? Draw your answer.
- **Group 4** - What other used materials can be recycled? Make a list of these materials.
- **Group 5** - What might happen if every used material is simply discarded? Write your answers on a sheet of paper.

**B. Explicit Instruction of a Comprehension Skill: Making Predictions**

To predict is to make an intelligent guess about future events. To make good predictions, a close look at given details has to be done. Prior knowledge and experiences may help, too.

Teach the pupils some helpful tips on how to make good predictions. Discuss briefly the meaning of “revenge.”
Present the narrative text “Nature’s Revenge”. Before reading, present the prediction chart below to write pupil’s prediction about the narrative text.

PREDICTION CHART

<table>
<thead>
<tr>
<th>My Predictions</th>
<th>What Actually Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading of the narrative text

**Nature’s Revenge**

Barangay Masaya is full of green trees and beautiful rivers. Nature provided them with fresh fruits, vegetables, animals and fishes for food. They have everything they needed. But the people of Barangay Masaya did not care about their environment. They throw garbage everywhere. They cut big trees for their houses and did not bother replanting new one.

One day, a big typhoon came. There were no trees to protect the people from the strong wind and rain that fell. The water in the rivers rose because the garbage prevented them from flowing. Many of the people drowned during the typhoon.

The people of Barangay Masaya were very sad. “We did not take care of our environment that provided us with everything. It is nature’s revenge” said an old woman.

“From now on, we will take care of our environment”, the people promised.

**Post Reading Activity:**
1. Fill up the second column of the Prediction Chart.
2. Check how well the pupils were able to predict the outcomes of the narrative text.

**Guided Practice**

Let the pupils give possible ending to a given story.
There is an approaching jeepney. An old woman is about to cross the road. A boy is looking at the old woman with this thought in mind: Thought Bubble: “Can she manage to cross the road alone?”

The boy approached the woman and held her by the hand. Speech bubble: “May I help you cross the road, grandmother?” “Thank you, child.”

There is an approaching jeepney. An old woman is about to cross the road. A boy is looking at the old woman with this thought in mind: Thought Bubble: “Can she manage to cross the road alone?”

The boy approached the woman and held her by the hand. Speech bubble: “May I help you cross the road, grandmother?” “Thank you, child.”

A girl and a boy are walking along a sidewalk. They saw a wallet full of money. Speech Bubble: “Wow! This wallet has lots of money.” “What are going to do?”

Both are thinking while walking.

Speech Bubble: “Whom will we give this wallet to?”

A family is inside the church. One of the kids at the back seat keeps on talking with a loud voice.

The same kid laughs so loudly while the mass is going on. Thought Bubble (of another girl): “What shall I do to stop this kid from creating so much noise?”

Spelling Activity

Write the words to be dictated by the teacher.
1. recycle
2. friendly
3. construction
4. disclose
5. hopeful
6. reduce
7. cardboard
8. numerous
9. prediction
10. affixes
C. Word Recognition and Vocabulary Development

**Practice 1 (SW/ test)**
Refer to LMs, Activity 5, page _

Give the pupils a list of 10 words with the affixes taught. Ask them to give the meaning of each word.

D. Grammar

**Independent Practice 2** (Refer to LMs, Activity 6, page _)

Use the appropriate interrogative pronouns to complete the sentences.

**Day 5:**

**Objective:**
1. Get information from published announcements using pie chart.

**Learning Activities**

A. Review of a Skill/ Skills that the Pupils Have Difficulty
(Teacher’s Discretion)

B. Study Skill
Let the pupils read the announcement below. Answer the questions that follow.

**Announcement!**

To all families of Barangay Masinop

The Search for the Cleanest and Greenest Backyard in Barangay Masinop is on!

Ten (10) families will get the chance of winning Five Thousand Pesos (Php 5,000.00) each. Simply clean and green your backyard with the whole family and win!

The Barangay Officials will visit and judge your backyards on September 30, 2013.

Winners will be announced on December 25, 2013 at the Barangay Hall. Hurry! Come and join! Clean, Green and Win!

**Questions:**

1. What is the announcement all about?
Guided Activities

Exercise # 1:
Get some information about the announcement made by Mr. Santos, the class adviser of Grade III-Santos Class of Palaming Elementary School about their school project by answering the questions below.

Announcement

This school year 2013-2014, the biggest project of the Grade III-Santos Class of Palaming Elementary School is “Reduce, Reuse, Recycle”.

The pie graph shows their class collection of recyclable materials since June 2013. They hav earned a total of Php 20,000.00 for the class fund. The class has a new TV set and DVD player from the money raised.

Earn while you are helping reduce waste.
“Reduce, reuse and recycle things!”

Answer these questions:

1. What is the announcement all about?
2. Where and when was the activity held?
3. Whose project was it?
4. What recyclable materials have they collected?
5. Which of the collected materials did the collect most?
6. Whom is the announcement addressed to?
7. Why are they making the announcement?
8. Predict what the other classes in the school will do after reading the announcement.

Study the pie chart… What information does the pie chart show? Tell the details that are shown in the pie chart. Discuss.

**Exercise # 2:** (Refer to LMs, Activity 7, page ____)

Use interrogative pronouns to construct questions using the data in the given pie chart. Write your answer on a separate sheet of paper.

Composing:
Write an announcement about a backyard gardening contest the Garden Club is going to sponsor. Mention when the contest is to be held, and all the other details that need to be included in the announcement.

Self-Checking/ Peer Checking
Have the pupils review their announcement. Make a checklist for this matter.

Example of checklist.
1. Is the beginning of every sentence capitalized?
2. Do the sentences end in correct punctuation marks?
3. Does it contain all the important details to make it effective?

**Post Assessment** (Refer to LMs, page____)

**WEEK 4**

**Theme:** History of our community (How our community got its name)

**I. OBJECTIVES**

**A. Oral Language**
- Use expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities.

**B. Fluency**
- Read grade level texts with appropriate speed, accuracy and expression.

**C. Spelling**
- Correctly spell the words in the list of vocabulary words and the words in the selections read.

**D. Composing**
- Observe the conventions of writing in composing a 2-paragraph narrative.

**E. Grammar**
• Use interrogative pronouns in sentences.

F. Vocabulary Concept and Development
• Use the combination of affixes and root words as clues to get meaning of words.

G. Listening/ Reading Comprehension
• Predict possible ending of a story.

H. Attitude Towards Literacy, Literature and Language
• Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skill
• Arrange 8-10 words with different beginning letters in alphabetical order.

II. SUBJECT MATTER

A. Topics:
• Alphabetizing 8-10 words with Different Beginning Letters
• Enhancement of Prerequisite Skill and Knowledge on:
  o Getting Meaning Through Clues from Affixes
  o Interrogative Pronouns
  o Predicting Possible Ending of a Story
  o Use of Proper Phrasing and Intonation
  o Conventions of Writing a 2 – Paragraph Narrative
  o Getting Information from Published Announcements

Value Focus: Respect for others

B. Reference:

C. Materials: Stories – “A Place Called Kalomboyan” and “The Giant Bell of Binalatongan” by Lilibeth A. Magtang, pictures

III. PROCEDURE

Day 1:

Objectives:

1. Use expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities.
2. Read grade level texts with appropriate speed, accuracy and expression.

Learning Activities:

A. Pre-assessment
B. Activities
   1. Oral Language and Vocabulary Development

   Ask: What do you say when you agree with someone?
       What do you say when you do not agree with them?
       Is it important to say whether you agree or disagree with what
       someone is saying?

   Read the following dialogue.
   Jose: Good morning, Carol. Is your class joining the Nutrition Day parade?
   Carol: Absolutely, yes! All my classmates will be joining. We are bringing
           colorful flaglets to wave.
   Jose: Do you think it is right to bring flaglets? They will only make the school
           dirty afterwards.
   Carol: I don’t agree with you. It will be fun waving the flaglets around. We will
           just see to it that we bring it back and not throw it away.
   Jose: You’re right! Can you give me a flaglet? I would like to wave one, too.
   Carol: Of course. Let’s go to the classroom. I think I have an extra flaglet for you.

   Comprehension Questions:
   1. What is the school celebrating?
   2. How are they going to celebrate it?
   3. What did Jose think about bringing flaglets to the parade?
   4. How about Carol?
   5. What did Carol say to show that she agrees with what is said?
   6. How did Jose say that he disagrees with Carol?

   Read the following statements. Teacher model proper expressions in saying them.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolutely yes!</td>
<td>I don’t agree with you</td>
</tr>
<tr>
<td>You’re right!</td>
<td>I’m sorry, but I don’t agree.</td>
</tr>
<tr>
<td>Yes, it’s true.</td>
<td>No, I don’t think so.</td>
</tr>
<tr>
<td>Exactly!</td>
<td>Of course not!</td>
</tr>
</tbody>
</table>

   Ask: What can you say about the expressions in A? in B?

   Generalization:
   It is important to properly express agreements and disagreements to what
   other people say.

   Guided Practice:
   Ask the following statements. Have pupils respond to them based on whether
   they agree or not.
   1. The grade 3 class of Miss Cuartocruz is very active.
   2. We celebrate nutrition month every July.
3. April is a rainy season in the Philippines.
4. Miss Gallo is new in our school.
5. Do you believe that barangay officials should help the school.

Independent Practice:

Think of an event that is held in the school. Then write 3-5 sentences about it. Teacher will ask volunteers to read the sentence to the class and let them express their agreement or disagreement to the statement.

Day 2:

Objectives:
1. Show love for reading by listening attentively during story reading and making comments or reactions.
2. Predict possible ending of a story.
3. Use interrogative pronouns in sentences.

Learning Activities:
1. Listening to Narrative Text
   - Drill
     1. curly-haired
     2. Dark-skinned
     3. Unkind
     4. Hilly
     5. Enchanted
     6. kingdom

   Unlock the words by using pictures and having children describe the pictures to understand what each word in the list mean.

   - Motivation
     Note: If available in the area, bring to the class a basket full of real black plum (duhat) Have the pupils taste it. Let them describe its taste. If the fruit is not available a clear picture of the fruit can be used.

     Ask: Do you know how the duhat or the lomboy came to be?

   - Motive Question
     Fill in the first column of the Prediction Chart

     | My prediction | What actually happened |
     |---------------|-----------------------|

     Listening Activity
A Place Called Kalomboyan  
by Lilibeth A. Magtang

Once there was a little boy called Lomboy. He was kind and very helpful. He was curly-haired and dark-skinned. Unkind children would tease him because of this. They were very unfriendly and called him ugly names. But Lomboy did no care at all. He simply played with his dog, Puti and continued helping people asked his help.

One of the favorite things Lomboy would do with Puti is take a seemingly endless walk up and down the hilly side of the ricefield near the river. He loves collecting the flat stones from the clear river.

Lomboy’s parents work in the fields. Everyday, Lomboy would help them plant and cultivate the soil. They loved Lomboy so much even if people think he is ugly and different because of his dark skin.

One day after helping his parents plant corn seeds, Lomboy asked his father if he could go to the river at the side of the ricefield to get some flat stones. “Don’t wander too far. It’s getting late. People say there are enchanted fairies who live in that river,” said father. “They invite good children to play and then take them to their kingdom. When the fairies like them, they leave behind something good for the people in exchange.”

Lomboy promised that he will not be long, But he never returned from the river. His parents spent long days and nights searching for him and his dog.

Not long after that, sprouts of a strange plant started to appear on the hills where Lomboy and his dog used to play. Soon they grew and became big trees, bearing small, round and purple-colored to black fruit. People found it is good and edible. The color of the fruit reminded them of Lomboy.

Since then, the barrio folks called each tree and its fruits, Lomboy. And because there were numerous Lomboy trees, that grew in the place, it came to be known as Kalomboyan.

Discussion of the Text
A. Check prediction chart.
B. Answer the following questions
1. Who are the characters in the story? Describe them
2. What is the setting of the story?
3. Why did the children tease Lomboy and were unfriendly towards him?
4. What did Lomboy do?
5. What important events happened in the story?
7. How did barangay Kalomboyan get its name?

C. Vocabulary Development
• Review
  Let the pupils read these words taken from the story.
  unkind   unfriendly   endless   disappeared

  Present the table and let the pupils complete the data.

<table>
<thead>
<tr>
<th>Affix</th>
<th>Root word</th>
<th>New Word</th>
<th>Meaning</th>
</tr>
</thead>
</table>

Can you find other words in the selection with the affixes discussed? Write them in the table.

**Guided Practice**

Add the prefix un- to these adjectives:
- healthy
- selfish
- kind

Add the prefix dis- to these verbs:
- arrange
- regard
- connect

Add the suffix -less to these nouns. (When you add –less to any noun, the noun becomes an adjective.)
- job
- hope
- penny

Introduce words used in the text with new affixes.
Example: misinterpreted hilly

<table>
<thead>
<tr>
<th>Affix</th>
<th>Root word</th>
<th>New Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mis-</td>
<td>interpret(ed)</td>
<td>misinterpreted</td>
<td>interpreted incorrectly</td>
</tr>
<tr>
<td>-y</td>
<td>hill</td>
<td>hilly</td>
<td>with many hills</td>
</tr>
</tbody>
</table>

Add the prefix mis- to the following verbs:
- manage
- lead
- judge

Add the suffix –y to these nouns. (When you add –y to any noun, the noun becomes an adjective.)
- meat
- leaf
- thrift

- **Generalization**
  What are some common prefixes? suffixes?
  What can these affixes do to the root words?

- **Reinforcement Activities** (Refer to LMs, Activity 1-2, page___)

**Day 3:**

**Objectives:**
1. Read aloud grade level text with an accuracy of 95 – 100% and with proper expression.
2. Use the combination of affixes and root words as clues to get meaning of words.
3. Predict possible ending of a story.

**Learning Activities**

**A. Reading a Text by the Pupils**
1. **Pre-reading Activities**
   - **Unlocking of Difficult Words**
     Tell the meaning of words from context clues.
1) Gigantic – The boy was gigantic. He stood taller than the house.
2) Mermaid – The mermaid immediately swam away from the people.
3) Creature – A mermaid is a creature of the sea.
4) Drowned – If you don’t learn how to swim, you might drown someday.

- Motivation
  Do you believe in mermaid? Have you ever seen a mermaid?
  What does it look like? Where does it live?

- Motive Question
  In our story, where does the mermaid live? What important role does it play?

2. During Reading (by the Pupils)
   Read the story first for model reading.

   The Giant Bell of Binalatongan
   Retold by Lilibeth A. Magtang

   Once upon a time, in a town called Binalatongan, an old church stood with a gigantic bell. Ten people would pull the rope to ring it. When it rings, it makes a very loud and vibrating sound. that even the earth would shake. When the new church was built, the people decided to transfer the bell to the newly built church.

   However, the new church was on the other side of the river. The bell was too big and heavy. Even the biggest and strongest men helped, but they still found it difficult to move the bell. When they were half-way across the river, the church bell fell and sank into the deepest portion of the river.

   Never again did the people find it. Many would say that a beautiful mermaid was guarding it. She even made the giant bell her own home deep down the sea. She was a very beautiful half woman, half fish creature who sang so sweetly. However, many claimed that her melodious voice brought danger to fearless people who would come to look for the bell. Whoever would attempt to get it would get drowned.

3. Post Reading Activities
   1) Where can we find the old church with a big bell?
   2) What kind of bell was it?
   3) What did the people decide to do with it?
   4) What happened to the bell when they were moving it from the old to the new church?
   5) Who was believed to be guarding the bell? Describe her.
   6) What happened to the people who attempted to look for the bell?
   7) Do you believe in the story? Why? Why not?

4. Differentiated Activity
   Form children into groups. Have them do the following activities:

   Group 1. Character Trait Map
   Using a graphic organizer to describe the following:
a. people of Binalatongan
b. mermaid

Group 2. Draw a picture of how the church looks like with the bell.
Group 3. Choose one part of the story and then dramatize or do a
pantomime of it.
Group 5. Think about the events in the story. Given the chance for
a different ending, tell how you would like it to end?

5. Guided Practice 2
Read and predict what may happen next.
(Refer to LM, Activity 3, page ____).

Day 4:
Objectives:
1. Observe the conventions of writing a two-paragraph narrative.
2. Correctly spell the words in the list of vocabulary words and the words in
the selections read.

Learning Activities
A. Discussion of the Text (Con’t)

Complete and discuss the graphic organizer.
Call selected volunteers to retell the story using the graphic organizer.
Write a summary of the story using the data in the graphic organizer.
Follow the conventions in writing a paragraph.

Processing of the Activity
What elements of the story guided you in writing the summary of the
story?
What are the rules in writing a paragraph that you observed?

B. Explicit Instruction of a Comprehension Skill
Review on predicting the end of a story.
To predict is to make an intelligent guess about future events.
To make good predictions, a close look at given details has to be done.
Prior knowledge and experiences may help, too.

Ask: What ending can you give to the story?
C. Composing (Using the Text as a Springboard)
Write a summary of the story “The Great Bell of Binalatongan” with the story map as guide

D. Spelling
Write the missing letter to complete the word. Use the meaning as your guide to the word.
1. c ____ e ___ t u ___ e (a living thing)
2. d ___ o ___ n (to sink or go underwater)
3. g i ___ a n ___ i ____ (huge; giant-like size)
4. m __ r ____ a i ___ (a creature of the sea half human, half fish)

Day 5:

Objective:
1. Arrange 8-10 words in alphabetical order.

Learning Activities

A. Review of a Skill/ Skills that the Pupils Have Difficulty
(Teacher’s Discretion)

B. Study Skill
To arrange words alphabetically, one must master the order of letters in the alphabet. Take note of the first letter of the word as it is to be considered in alphabetizing words.

C. Practice Exercises
Guide the pupils in doing the first activity.

Exercise # 1
Read these words taken from the story.
Number the words 1-10 to show their alphabetical order.

______ town
______ church
______ gigantic
______ people
______ rope

______ suffer
______ vibrate
______ sound
______ earth
______ bell

Exercise # 2
Let the pupils do the same with this set of words, independently.
Here are some animals that can be found in our community. Arrange them alphabetically by numbering them 1-10.

______ cat
______ owl
_____alligator       _____peacock
_____mouse           _____goat
_____pig             _____carabao
_____snake           _____horse

**Exercise # 3** (Refer to LMs, Activity 4, page ___)
Here are other words taken from the story. Arrange them alphabetically and number them 1 – 10.

**C. Post Assessment**
Refer to LM, page______.

**WEEK 5**

**Theme:** Our Community Today (Before and Now)

**Genre:** Essay

**I. OBJECTIVES**

**A. Oral Language**
- Use expressions appropriate to the grade level to react to local news, information and propaganda about school, community and other local activities.

**B. Fluency**
- Read grade level texts with appropriate speed, accuracy and expression

**C. Spelling**
- Correctly spell the words in the list of vocabulary words and the words in the selections read.

**D. Composing**
- Observe the conventions of writing a two-paragraph narrative that includes the elements of setting, characters, and plot.

**E. Grammar**
- Identify indefinite pronouns.

**F. Vocabulary and Concept Development**
- Use the combination of affixes and root words as clues to get meaning of words.

**G. Listening /Reading Comprehension**
- Relate story events to one’s experiences.

**H. Attitude towards literacy, literature and language**
- Show love for reading by listening attentively during story reading and making comments or reactions.

**I. Study Skill**
- Arrange 8-10 words in alphabetical order.
II. SUBJECT MATTER
   A. Topics:
      - Using expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities.
      - Observing the conventions of writing a two-paragraph narrative that includes the elements of setting, characters, and plot
      - Identifying indefinite pronouns
      - Using the combination of affixes and root words as clues to get meaning of words
      - Arrange 8-10 words with different beginning letters in alphabetical order

   Value Focus: Respect, Appreciation and Cooperation

   B. References:

   C. Materials: letters to form words inside separate envelopes, pictures, charts
      Essay: “It’s About Working Together” by Zoe Cachion
      “My Community, Then and Now” by Gretel Laura M. Cadiong

III. PROCEDURE:

   Day 1:

   Objective:
      1. Use expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities.

   A. Pre-assessment

   Give a like sign (👍) if you agree with the statement. Give an unlike sign (👎) if you disagree with the statement.

      1. I am confident to relate or tell my own experience after listening to or reading a story, news or information.
      2. I show love for reading or listening by reacting or making comments to stories, poems, news and information I read or listened to.
      3. If I add “re” to the word paint, that would mean, painting will be done.
      4. If I arrange the words dog, cat and arrow alphabetically, the word dog will come last.
      5. The pronouns “someone”, “anyone” and “anything” point out to a particular person or thing.

   B. Learning Activities

      Oral language and Vocabulary Development
a. Tell What You Know (Activating Prior Knowledge and Building Background)

- **Picture Walk**

Present a composite picture or some pictures showing different places in the community (houses in a barangay, town hall, plaza, school, hospital, market, shopping mall, etc.)

- **Listen and Repeat**

For vocabulary development show individual pictures of places or things and work done by people in different places.

- **Listen and React**

Call volunteers to read the complete sentences formed in *Listen and Repeat*. Let pupils express their agreement or disagreements using the appropriate expressions below.

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’re right.</td>
<td>No, you’re wrong.</td>
</tr>
<tr>
<td>Yes, you got it.</td>
<td>Sorry, it’s not right.</td>
</tr>
<tr>
<td>Correct, I agree with you.</td>
<td>Sorry, I don’t agree with you.</td>
</tr>
</tbody>
</table>
Pair pupils. Each take turns in saying/reading the sentences and expressing agreements/disagreements for it.

- **Think-Pair-Share**
  - Think of the different workers and what they do.
  - Pair up with a classmate to answer the question.
    “What work does your mother (father, aunt, brother, etc) do in the community?”
  - Example: My mother is a teacher. She teaches in grade 3.
    My mother is a vendor. She sells vegetables in the market.

**Day 2:**

**Objectives:**
1. Show love for reading by listening attentively during story reading and making comments or reactions.
2. Relate story events heard to one’s experiences.
3. Identify indefinite pronouns.

**Learning Activities**

1. **Listening to an informational text**
   1. **Pre-listening activities**
      - **Unlocking of difficult words**
        The following words should be unlocked through context clues.
        - achieve
        - loyalty
        - perseverance
      - **Motivation:**
        Have you ever been in a group to work for something? Was your group able to carry out the work? Why / Why not?

        **Motive question:**
        What is teamwork?

   2. **During Listening**
      Listen to this essay.

   It’s About Working Together
   by Zoe Cachion

   Teamwork is helping **someone** out when he needs it. It is the spirit that pushes **everyone** to work together as one. **Anything** is possible to achieve when **everybody** helps out. **All** win as a team and **all** lose as a team.

   Teams and teamwork are not just sports and other competitions. Teamwork is about trust, loyalty, confidence and perseverance. Success in a team is not really winning every single game. It’s more about working together. It feels fantastic to win, but it feels even better when you know **everybody** in the team worked hard to get that win. That’s what success in teamwork means to me.
3. **Post Listening**
   Facilitate the comprehension check by asking the following questions:
   a. What is teamwork?
   b. What may happen if there is teamwork among a group of people?
   c. Why does the author say teamwork is not just about sports and competitions?
   d. How could teamwork create success?
   e. Have you ever been in a contest with a team? What happened? Why did you succeed/failed?

**Think-Pair-Share**

Group children in dyads or triads. Have them talk about their experiences about joining certain activity / activities with a team or group.

**Enrichment Activity:**

Make a drawing of your experience about working with a group. Then write two or three sentences about it.

**Day 3 (continuation of Day 2 activities)**

**Grammar Awareness**

1. **Review:**

   Read the following sentences taken from the essay you listened to:
   1. Teamwork is helping someone out when he needs it.
   2. It is the spirit that pushes everyone to work together as one.
   3. Anything is possible to achieve when everybody helps out.
   4. All win as a team and all lose as a team.

   What are the underlined words? What do they tell?

2. **Presentation:**

   Read the following dialogue. Answer the questions that follow:

   Maria : Rita, wake up. I think someone is singing at the gate!

   Rita : It’s 4:00am. Nobody will be caroling at this time of the morning.

   Maria : I hear somebody playing the guitar.

   Rita : Go back to sleep, Maria. I don’t hear anybody singing.
Ricardo: To Maria and Rita, our twin friends… everybody is wishing you a happy, happy birthday.

Rita and Maria: A mañanita! It’s Ricardo and the choir.

Maria: We did not expect anyone to come and serenade us on our birthday.

Rita: Hurry, I am sure everyone is expecting us to open the gate now.

Comprehension Questions:

1. Who is celebrating birthday?
2. What woke Maria?
3. What did the friends of Maria and Rita do for them on their birthday?
4. Do you also do special things for friends on their birthdays? Why? Why not?

3. Analysis and Abstraction:

Read the sentences from the dialogue

1. I think someone is singing at the gate!
2. Nobody will be caroling at this time of the morning.
3. I hear somebody playing the guitar.
4. I don’t hear anybody singing.
5. We did not expect anyone to come and serenade us on our birthday.
6. I am sure everyone is expecting us to open the gate now.

1. Who is singing at the gate? Can you identify the clearly based on the sentence given?
   Have the pupils fill in the chart using the underlined words.

<table>
<thead>
<tr>
<th>Words</th>
<th>Who/ What is referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>someone</td>
<td>(no specific person)</td>
</tr>
<tr>
<td>nobody</td>
<td>(no specific person)</td>
</tr>
<tr>
<td>somebody</td>
<td>(no specific person)</td>
</tr>
<tr>
<td>anybody</td>
<td>(no specific person)</td>
</tr>
<tr>
<td>anyone</td>
<td>(no specific person)</td>
</tr>
<tr>
<td>everyone</td>
<td>(no specific person)</td>
</tr>
</tbody>
</table>
2. What is an indefinite pronoun?

Generalization:

Indefinite pronouns are words that are used to refer to persons, places or things that are unnamed, unknown or not stated. They take the place of a noun.

Examples are:

someone somebody anyone everybody
nobody anybody everyone

Application:

Complete the paragraph. Choose your answer from the indefinite pronoun in the parentheses:

The town plaza is the most beautiful place in our barrio. (Everyone, Somebody) finds time to visit the plaza especially during weekends.

(Everybody, Nobody) helps to keep the plaza clean and beautiful. (Nobody, Everybody) is allowed to pick flowers. (Anyone, Somebody) from the barangay watches the people when they are visiting the plaza. They see to it that the place is safe for (nobody, anybody) who wants to enjoy the place.

Guided Practice

Underline the indefinite pronouns in the paragraph.

Yna dreamed of becoming a teacher someday, but nobody helped her enter school. They were very poor, her parents do not have the money to send her to school. So she tried to find ways to help her parents. Yna sold plastic bags in the market. She didn’t mind working, as long as she can buy something for school.

One day, somebody from the barangay wrote a letter to the mayor about Yna. The mayor asked someone to look for Yna and bring her to the office. The mayor gave her scholarship. Everybody felt happy upon hearing the news.

Independent Practice

(Refer to LM, Activity 1-2, page ___)

Assignment:

Look for a short story or selections from books or magazines that have indefinite pronouns. Copy the selection, then encircle all the indefinite pronouns.
**Day 4:**

**Objectives:**
1. Read grade level texts with appropriate speed, accuracy and expression.
2. Relate story events from stories to one’s experience.

**Learning Activities**

**A. Preliminary Activities**
1. Spelling of the following words:
   - development
   - progressive
   - beneficial
   - improvement
   - community
   - malpractice
   - technology
   - harmful
2. Checking of home works

**B. Developmental Activities**
1. Unlocking of Difficulties
   (Let the pupils recall the meanings of the spelling words)

2. Motivation
   - Where does your family live?
   - What kind of community do you have?
   - Has there been any change your community had undergone since you were small?
   - What are these changes?
   - Were they beneficial or harmful to people? Why?

3. Motive question:
   - What changes did the town, Santa Catalina, have undergone?

4. Reading of an essay
   - Have the pupils read the following selection.
   (Refer to LM, page ____)

**Discussion:**
   - Facilitate the discussion through the following questions:
     - What kind of town Santa Catalina was before?
     - What change did the electricity brought to the town?
     - What were the advantages of such changes?
     - Why are these changes advantages?
     - What were its disadvantages?
     - Why do you consider these changes as disadvantages?
     - Compare the town of Santa Catalina, then and now.
     - Which kind of Santa Catalina will have better team work or cooperation? Why do you say so?
     - Which Santa Catalina would you prefer to live in? Why?

5. **Skill Development:**
   - Read the following words taken from the selection:
     - entertainment
     - harmful
     - beneficial
     - progressive
     - improvement
     - malpractice
6. Abstraction
Ask the pupils to study the chart below:

Let the pupils study the chart. (Refer to LM)
What happened to the words that have been added with affixes?
Do the affixes have each own meaning?
Will the affixes change the meaning of the root word?

Give the meaning of these words with the help of its affix.

<table>
<thead>
<tr>
<th>Word</th>
<th>Affixes</th>
<th>Meaning of the Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>political</td>
<td></td>
<td></td>
</tr>
<tr>
<td>maltreat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>betterment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>refusal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>malfunction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why were you able to give the meaning of these words?
Why is it important to know meanings of affixes?
In what way affixes help give meaning of words?

Affixes are syllables added to a word to form new words.
Prefixes and Suffixes are affixes.

Prefixes are added before a word examples are mis-, dis-, un-, in-, ir, im-. These prefixes means “not”

E. Guided Practice

Write the prefix mis-, dis-, un-, in-, ir to complete the word in the sentence.
1. I ____placed my book, I cannot find it.
2. The money ____appeared in the magician’s hand.
3. I did not give my assignment to the teacher because it is ____complete. I still have to finish numbers 9 and 10.
4. I will make the ____possible if I can eat a whole cake in one sitting.
5. Lily is very sad. She is so ____happy.

F. Independent Practice
(Refer to LM, Activity 4-5, page ___)

Assignment:
Complete the chart below:

<table>
<thead>
<tr>
<th>Words</th>
<th>Affixes Used</th>
<th>Meaning of the Affixes</th>
<th>Meaning of the Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. inspiration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. creation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. impure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. imbalance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 5

Objective:
Arrange 8-10 words with different beginning letters in alphabetical order.

Learning Activities

A. Preliminary Activities
   Spelling of the words for the week (Mastery Test)

B. Developmental Activities
   1. Preparation
      Look at these spelling words. If I were to ask you to arrange them in order, which one should be the first?
      
      development  progressive  beneficial
      improvement  community  malpractice
      technology  harmful

   2. Presentation:
      Complete table below with appropriate words to show how words are arranged alphabetically.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>beneficial</td>
</tr>
<tr>
<td>c</td>
<td>community</td>
</tr>
<tr>
<td>d</td>
<td>development</td>
</tr>
<tr>
<td>e</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>harmful</td>
</tr>
<tr>
<td>i</td>
<td>improvement</td>
</tr>
<tr>
<td>j</td>
<td></td>
</tr>
<tr>
<td>k</td>
<td></td>
</tr>
<tr>
<td>l</td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>malpractice</td>
</tr>
<tr>
<td>n</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>progressive</td>
</tr>
<tr>
<td>q</td>
<td></td>
</tr>
<tr>
<td>r</td>
<td></td>
</tr>
<tr>
<td>s</td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>technology</td>
</tr>
<tr>
<td>u</td>
<td></td>
</tr>
<tr>
<td>v</td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>watch</td>
</tr>
<tr>
<td>x</td>
<td>xray</td>
</tr>
<tr>
<td>y</td>
<td>yacht</td>
</tr>
<tr>
<td>z</td>
<td></td>
</tr>
</tbody>
</table>
3. Abstraction:
   How do you arrange words alphabetically?

4. Fixing Skills (Refer to LMs, Activity 6, page ___)

5. Generalization:
   Arranging words in alphabetical order is to arrange words with
   different beginning letters following the sequence of the letters in the
   alphabet.

6. Guided Practice
   Which of the following words are arranged in alphabetical order?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouse</td>
<td>butterfly</td>
<td>fish</td>
</tr>
<tr>
<td>dog</td>
<td>dragonfly</td>
<td>lobster</td>
</tr>
<tr>
<td>cat</td>
<td>housefly</td>
<td>shark</td>
</tr>
<tr>
<td>zebra</td>
<td>moth</td>
<td>octopus</td>
</tr>
<tr>
<td>goat</td>
<td>spider</td>
<td>crab</td>
</tr>
</tbody>
</table>

7. Independent Practice (Refer to LMs, Activity 7, page ___)

   Evaluation:
   Arrange these words in alphabetical order. Write them on your
   notebook.

   1. car
   2. xylophone
   3. dog

   POST ASSESSMENT (Refer to LMs, page ___)

WEEK 6

Theme: People in Our Community (Local Hero)

Genre: News Feature

I. OBJECTIVES

A. Oral Language
   • Talk about famous people, places, events using expanding vocabulary
     in complete sentences / paragraphs.

B. Fluency
   • Read grade level text with appropriate speed, accuracy and
     expression.
C. Spelling
- Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
- Observe the conventions of writing a two-paragraph narrative.

E. Grammar
- Use singular and plural indefinite pronouns in sentences.

F. Vocabulary and Concept Development
- Identify and use simile, metaphor and idiomatic expressions in activities.

G. Listening/ Reading Comprehension
- Respond to a story through dramatization, songs or art activities.

H. Attitude towards literacy, literature and language
- Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skill
- Arrange 8-10 words with different beginning letters in alphabetical order.

II. SUBJECT MATTER
D. Topics:
- Talking about famous people, places, events using expanding vocabulary in complete sentences/paragraphs
- Reading grade level texts with appropriate speed, accuracy and expression
- Spelling the words correctly in the list of vocabulary words and the words in the selections read
- Observing the conventions of writing a two-paragraph narrative that includes the elements of setting, characters, and plot
- Using singular and plural indefinite pronouns.
- Identify and use simile, metaphor and idiomatic expressions in activities
- Arranging 8-10 words with different beginning letters in alphabetical order

Value Focus: Respect and Pride for One’s Community Member

E. References:
F. Materials: Search-A-Word Chart, Jack-in-the-Box, news feature articles, pictures of Filipina beauty queens

III. PROCEDURE:

Day 1:

Objective:
- Talk about famous people, places, events, using expanding vocabulary in complete sentences/paragraphs.
A. Pre-assessment
(Refer to LM, Activity 1, page ___)

B. Learning Activities

1. Oral language Development

Unlocking of Difficulties
1. Senator (using context clues)
   - The senators signed the Clean Air Act that makes it illegal to smoke in public vehicles.
2. Boulevard (using context clues /picture clues)
   - We walked along the boulevard to admire the trees and the green grasses.

Motivation:

Can you name some famous or known places in our city/town?
(Teacher single out places bearing names of people)
Do you know why these places are named after some people?

Presentation
Call selected volunteers to read the dialogue.

Dialogue
Jana: The sea breeze is so fresh and cool here at the boulevard.
Pedro: Yes, it is. R.T. Lim Boulevard is also the best place to watch the sunrise or the sunset.
Ciara: Not to forget, you get to have a good view of the Basilan and Sulu sea from here. This place is famous throughout the country.
Pedro: I wonder why this boulevard is called R.T. Lim. Any idea?
Clara: From our Araling Panlipunan class, I remember that Roseller T. Lim is first and only politician from Zamboanga City to become a senator. This boulevard is called R.T. Lim in his honor.
Jana: Wow! I didn’t know someone from Zamboanga City became a Senator of the Philippines!
Ciara: He was a lawyer. He was also a champion of the people. Filipinos all over the country trusted him that’s why he was elected as senator.
Pedro: I saw a bronze monument at the rotunda over there, is that him?
Clara: Yes. Teacher Santos said it is reminder that our city honors him and is very proud of him. There is even a town in Zamboanga Peninsula also named in his honor.
Pedro: Let’s take a walk to the monument and learn more about Senator R.T. Lim. I sure want to know more about him and what he did for our people.

Comprehension Check
1. What is the setting of the dialogue? Who are the characters?
2. What are the children talking about in the dialogue?
3. Why is R.T. Lim Boulevard famous?
4. Why was it named R.T. Lim Boulevard?
5. How was Senator Lim honored?

Re-reading of the Selection by pupils to be called at random.

Activity:

Ask: Do you know of any famous people or places in your community/city?

1. Group pupils into 5-6 groups. Designate a leader, rapporteur, secretary among the members.
2. Have each group choose one (1) famous place or person from the community.
3. Each group will brainstorm and then write down things that they can tell about the person or the place. (in the event pupils will not be able to identify from the community, places or people within the school can be used as an option)
4. Have them make an illustration of the person or the place they have chosen.
5. Each member of the group must have a part in the presentation of output by telling at least one (1) important thing about the chosen famous place or person.

Presentation of Output
Each group will be asked to present output. Teacher presents the following rubrics for rating.

<table>
<thead>
<tr>
<th>Guide Questions</th>
<th>Points</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the presentation clear and easily understood?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2. Did the presenter give a good description of the famous person/place and the reason why it is famous?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. Did all of the members participate actively in the group output?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Day 2:

Objectives:
1. Show love for reading by listening attentively during story reading and making comments or reactions.
2. Respond to a story heard through dramatization, songs or art activities.
3. Identify singular and plural indefinite pronouns.

Learning Activities
A. Listening to narrative or informational text
   - Unlocking of difficult words
Show and discuss pictures of the following

1. dog’s snout (picture clue)
2. deformed (picture clue)

Demonstrate the following:

3. knocking it over (TPR body)
4. crush (TPR body)

Through context clues

5. stray puppy (synonym)
   The puppy is homeless. It is a stray puppy.

Motivation:

Ask: How do you describe a hero?

What does a hero do?

Can animals be a hero, too?

Motive question:

Present the title of the selection “Kabang: The Heroine”. Then ask the children what questions come to mind about the story they are about to listen. Ask them what would they like to find out about the story. A prediction chart can also be used for this purpose.

Listening Activity

Teacher reads the selection to the class,

Kabang: The Heroine

Kabang was a stray puppy who lived in the streets of Zamboanga City. She was later adopted by Mang Rudy. Kabang lived with the family where she was loved and taken cared of by Dina, Mang Rudy’s nine-year old daughter. The dog became Dina’s playmate along with her three-year old cousin, Princess.

One day, Dina and Princess wanted to cross a busy street. The girls did not see a speeding motorcycle coming. Seeing the danger to the girls, Kabang jumped at the motorcycle knocking it over. The driver and the girls were saved from an accident, thanks to Kabang.

Unfortunately, Kabang’s snout was caught is the front wheel of the motorcycle. The bones holding her upper snout were crushed. She ran away in pain. Kabang came back home after two weeks. She had difficulty eating and looked like always in pain. But she was happy to be with her two playmates again.

Kabang’s story was told on the internet where people all over the world learned of her heroic act. People came to help her giving her food and medicines.
Veterinary doctors from abroad helped her. Kabang became a superstar. According to Mang Rudy, people come to have their photos with the dog. Today, Kabang is normal and healthy even with her deformed snout. She continues to be a good and loyal friend of the family.

- **Discussion of the Text**
  1. Answer the motive questions.
  2. Ask the following comprehension questions:
     - Who is Kabang?
     - Why was she considered a heroine?
     - What could have happened to the children had Kabang not jumped on the motorcycle?
     - What happened to Kabang after saving the children’s lives?
     - How did people all over the world learn about Kabang?
     - How did the people help Kabang?
     - Why do you think did people help Kabang?
     - Why do you think Kabang tried to save the children?
     - What lesson does the story of Kabang teach us?

**Differentiated Activity for Cooperative Groups**

**Exercise # 1**

Retell the story of Kabang using a story map to show setting.

**Exercise # 2**

Choose the most exciting part of the story of Kabang and create a short drama or pantomime the part.

**Exercise # 3**

Make a Poster to honor Kabang for his heroic act. Color it. Present the poster to the class and tell why you are honoring Kabang.

**Exercise # 4**

Write a short “thank you” letter for Kabang.

**Grammar Awareness**

1. Recall of concept:

   An Indefinite Pronoun tells about no specific person, place or thing. Indefinite pronouns can be singular or plural.

2. Reinforcement Activity

   Read the following sentences with indefinite pronouns. Observe and compare how these pronouns are used in the sentences.
Fil out the table below with appropriate words from the sentences in column A and B.

<table>
<thead>
<tr>
<th>Indefinite Pronouns in Box A</th>
<th>Verbs used</th>
<th>Number of Persons referred to</th>
<th>Indefinite Pronouns in Box B</th>
<th>Be-Verbs used</th>
<th>Number of persons referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both</td>
<td>are</td>
<td>More than one</td>
<td>Someone</td>
<td>is</td>
<td>one</td>
</tr>
<tr>
<td>all</td>
<td>were</td>
<td>More than one</td>
<td>Somebody</td>
<td>was</td>
<td>one</td>
</tr>
<tr>
<td>several</td>
<td>practice</td>
<td>More than one</td>
<td>everyone</td>
<td>was</td>
<td>one</td>
</tr>
<tr>
<td>many</td>
<td>enroll</td>
<td>More than one</td>
<td>everybody</td>
<td>was</td>
<td>one</td>
</tr>
</tbody>
</table>

Which indefinite pronouns are plural? Why?

What form of verb is used for plural indefinite pronouns?

Which indefinite pronouns are singular?

What form of verb is used for the singular indefinite pronouns?

**Generalization:**

Indefinite pronouns like someone, somebody, everyone and everybody are singular in meaning. Therefore, when they are used in sentences, the s-form of verb and the be-verbs (is/ was) should be used.

Indefinite pronouns like both, all, few, many and several are plural in meaning. Therefore, when we use them in sentences, the simple form of verb and the be-verbs (are /were) should be used.
Guided Practice

Encircle the indefinite pronoun in the sentence. Then underline the correct form of the verb to complete the sentence.

1. Most of the library books (has, have) been returned.
2. Everybody on the bus (was, were) going to Manila Zoo.
3. Few of the men (is, are) going to play in the tournament.
4. Neither of the two senators (has, have) explained the matter.
5. All of us (is, are) hoping that Pedro will win.
6. Nobody (knows, know) the answer to your question.
7. Several of the retired men (has, have) started volunteer tutoring at the school.
8. One of them (is, are) badly mistaken.
9. Everyone at the birthday party (was, were) somehow related to Jean.
10. No one (is, are) doing his best work

Independent Practice

(Refer to LM, Activity 2, page ___)

Day 3:
Objectives:
1. Read grade level text with appropriate speed, accuracy and expression.
2. Identify and use simile and metaphor used in the sentences.

Learning Activities

B. Activities

Activities

1. Pre-reading

Unlocking of Difficulties

- tall as a bamboo
- glittering like stars
- a star among everyone
- loud as thunder
- a rose to behold
- working like a mule

Motivation

Have you heard of Filipinas winning in international contests?
Show pictures of Filipinas like Shamcey Supsup, Venus Rajh, Lara Guigaman, Ruffa Guíñez.

Who are these that you know?

Motive question:
What characteristics Mutya Datul has that made her earn the international title as Miss Supranational?
2. During Reading

Reading of a news feature:

Tall and regal as a bamboo, Mutya Johanna Datul was a star among 81 beautiful contestants present at the Minsk Sports Palace on September 6, 2013. Amid a backdrop of music and lights glittering like stars, loud as thunder, she was proclaimed and crowned as Miss Supranational 2013.

The Bb. Pilipinas Charities Inc. (BPCI) cited that Datul was a rose to behold during the pageant in Belarus. She was shiny as a diamond, radiating the beauty, confidence, grace and intelligence of a Filipina.

Before winning the international title as Miss Supranational 2013, Mutya stayed in the country working like a mule to earn money to help her ailing parents and sustained her struggling family.

3. After Reading

Facilitate the discussion through the following questions:

- Who is the Filipina who earned the first international title as Miss Supranational?
- From what kind of family did Mutya come from?
- Is she proud to tell about her being poor? Why do you say so?
- What do you think Filipinos feel about her winning in the contest?
- Why must we be proud of Filipinos like Mutya?
- Do you know of other people in our community whom we should be proud of?

Value Focus: Taking Pride with those who have significant contributions to the community.

4. Activity:

Have the pupils make a “thank you” and “we are proud of you” cards for Mutya. Write a message of how proud you are about her and to thank her for making Filipinos proud.

5. Skill Development:

What words were used to describe Mutya?
- tall and regal as a bamboo
- shiny as a diamond
- working like mule

What words were used to describe the pageant?
- lights glittering like stars
- loud as thunder

6. Abstraction:

Why was Mutya compared to a bamboo? a diamond? a mule?

What are the characteristics of the bamboo/ diamond/ mule which may be similar to Mutya?

What words were used to show the comparison?

This comparison is called a simile.

What is a simile?
What other words were used to compare Mutya with?
Why do you think Mutya is compared to a rose? to a star?
Do the phrase still use the word “as” or “like”?
This comparison is called a **metaphor**.
What is a metaphor?
What do similes and metaphors do to sentences?
Why do they make sentences more interesting?

7. Generalization:
Simile and Metaphor are forms of comparison that can be used to make your sentences more interesting.
A simile is a word that compares using the words “as” or “like”
A metaphor is a comparison that makes one thing become something very different by renaming it.

8. Application:
Guided Practice 1
Help the pupils cooperatively answer the following:
Find the simile or metaphor in the sentences below. Next, write the words being compared. Then, write the meaning of the simile or metaphor based on the context of the sentence. Use the following chart to put in your answers.

<table>
<thead>
<tr>
<th>Simile or Metaphor</th>
<th>Words Compared</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

1. When the teacher is out, the classroom turns into a circus.
2. The moon was like a plate floating in the sky.
3. My bed is a cloud when I am tired and wanting some rest.
4. Gina is a turtle. She always finishes her work late.
5. Mona’s breath is fresh as a mint.

Evaluation
(Refer to LM, Activity 3, page ___)
A. Complete the phrase. Think of similes that will make it more interesting.
1. smart as ______
2. fast as ______
3. white as ______
B. Think of a metaphor to describe the following:
1. My mother is a ______.
2. Senator Miriam Defensor Santiago is a ______
3. My bag filled with books is a ______

Assignment:
Give the meaning of the following similes and metaphors according to the context of the sentence:
1. She laughs like a hyena that makes me deaf.
2. Marina and Maria are like peas in a pod.
3. Father is a rooster in the morning.
4. During Christmas season, malls and stores are like sardines in a can.

**Day 4:**

**Objectives:**

1. Observe the conventions of writing a two-paragraph narrative that includes the elements of setting, characters, and plot.
2. Correctly spell the words in the list of vocabulary words and the words in the selections read.
3. Use similes and metaphors in writing a paragraph.

**Learning Activities:**

**A. Preliminary activity**

1. Spelling of words for the week
2. Drill on Vocabulary Words

**B. Pre-reading activity**

**Motivation:**
- What is your favorite story?
- Why is it your favorite?

Raising of Motive Questions

Listening to a story:
Teacher reads the following story to the class.

**My Favorite Story**

My favorite family story is about how my brother, Carlo, returned a wallet he found in his tricycle. My brother drives a tricycle. He takes his passengers wherever they ask him to. One day, an old woman asked him to take her to a nearby hospital. She said she is going to have a check-up in her doctor’s clinic. My brother brought her to the place and after getting the fare, went away.

My brother Carlo was looking for a new passenger when he saw something on the tricycle’s floor. It was a brown wallet. He picked it up and opened it. Lo! There was a lot of money on it. Then he saw an ID inside the wallet. It belonged to the old woman. He hurriedly went back and returned the wallet. The old woman was very happy. She thanked my brother for his honesty. Unknown to Carlo, she was a high ranking official of the city. My brother was awarded with a gold medal for honesty and a certificate from the city naming him as a model citizen.
Comprehension Questions:

1. What is the narrative all about?
2. What is the setting of the story? Who are the characters? What is the plot?
3. What lesson does the story teach us?

B. Learning Activities

Let pupils study the narrative. Then ask the following questions:

Ask: What is a paragraph? How does it look like? (Refer to the narrative.) How many paragraphs does the narrative have? What makes up the paragraph?

A paragraph is a group of sentences that tell one idea.

Ask: How is the paragraph written? What can you say about the first sentence of the paragraph? What do you call it? What are the things to remember when writing a paragraph?

Paragraph Rules:

- *Indent* the first word in a paragraph (start the first word of the paragraph a little to the right of the left-hand margin).
- Start a paragraph with a *topic sentence*, which states the main idea of that paragraph.
- Any time you begin writing about a new idea, begin a new paragraph.
- Paragraphs answer questions about a certain topic.

Discuss the conventions of paragraph writing using the narrative as reference.

Application

Guided Paragraph Writing

Teacher guides pupils in a board work on paragraph writing on a specific topic following the rules given. Step by step guided paragraph writing is encouraged.

Sample Topic: The Biggest Thing I Ever Saw (Teacher may choose other more common topic for this activity).

Independent Paragraph Writing

Group Work. Form dyads or triads. Have pupils work on paragraph writing with a chosen topic. Pupils will work together to build confidence in the writing activity. However, teacher discretion on whether pupils can work individually is encouraged.
Day 5

Objective:

Arrange 8-10 words in alphabetical order.

Learning Activities

A. Preliminary Activities

Spelling of the words for the week (Mastery Test)

B. Developmental Activities

1. Recalling of concept learned:
   Post on the board some words written on strips.
   Ask the pupils to arrange the words alphabetically.

2. Strengthening of Concept / Skill:
   Ask the pupils how they arranged the words.

3. Practice: (Refer to LM, Activity 4, page ____)
   Arrange the following words in alphabetical order:

Evaluation:

Read the following paragraph. Arrange in alphabetical order all the underlined words.
(Refer to LM, Activity 5, page ____)

POST ASSESSMENT (Refer to LMs, page ___)

WEEK 7

Theme: Important Places in the Community (Map of School)

I. OBJECTIVES

A. Oral Language
   - Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.

B. Fluency
   - Read grade level text with appropriate intonation, expression and punctuation cues.

C. Spelling
   - Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
   - Observe the conventions of writing in composing a 2-paragraph narrative that includes the elements of setting, characters and plot.
E. Grammar
   • Use singular and plural indefinite pronouns in sentences.

F. Vocabulary Concept and Development
   • Identify and use simile, metaphor and idiomatic expression in sentences.

G. Listening/Reading Comprehension
   • Respond to a story through dramatization, songs or art activities.

H. Attitude Towards literacy, literature and language
   • Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skill
   • Identify and discuss information from a table.

II. SUBJECT MATTER

A. Topics
   • Singular and Plural Indefinite Pronouns
   • Figures of Speech (Simile and Metaphor)
   • Idiomatic Expressions
   • Interpreting a Table
   • Conventions of Writing a Two-Paragraph Narrative that Includes Setting, Characters, and Plot

Value Focus: Taking Pride of One’s Place

B. References

C. Materials: pictures, cue cards, story – One Recess Time; poem:

III. PROCEDURE

Day 1

Objective:

1. Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.

Activities:

A. Pre-assessment (to be done orally)
(Refer to LM, p.____, Let’s Try This)

B. Learning activities
   1. Oral language and vocabulary development
      Motivation:

      How do you spend your weekends? What are the things that you can do on weekends?
Reading of the Dialogue

Present the dialogue and call selected pupils to read the dialogue to the class.

Celia: Hello, Lorna, good morning.

Lorna: Hi, Celia. How was your weekend?

Celia: I had a wonderful time last Saturday! I spent my weekend at my grandparent’s house in the barrio.

Lorna: You spent the week in the barrio? Isn’t it boring? I’m sure there’s no video games and internet there.

Celia: There’s none but it was fun. I rode on a carabao on the way to the river for a picnic with my cousins. Have you tried swimming in the river? The water is so cool!

Lorna: It’s the same as swimming in a pool. But I sure would love to try riding a carabao.

Celia: Of course not, besides, it’s free. We had boiled bananas and coconut jam for snacks.

Lorna: You really look like you enjoyed your weekend.

Celia: Yes, I did. How about you?

Lorna: I stayed home and helped my mother clean our house.

Celia: That’s good. Our weekends were very productive.

Comprehension Questions:

1. Who are the characters in the dialogue?
2. What were they talking about in the dialogue?
3. How did each one spend their weekend?
4. How did Celia feel about her weekend? Explain.
5. How did Lorna feel about her weekend as well? Explain.
Have pupils share their activities over the weekend. Use the following questions as their guide in sharing their experiences.

1. What did you do this weekend?
2. Where did you go?
3. Who was your companion?
4. How did you feel?
5. When do you plan to do it again?

Group Activity:
Group the class into 6.

Give each group a picture showcasing activities in the different places in the community.

Let each group create its own story out of the picture and ask each group to share it in the class.

(Samples pictures to present: town/barangay fiesta activity, school program, church activities, all saints ‘day, Christmas celebration, etc.)

Note: Include other activities that are celebrated in your community.

Day 2
Objectives:

1. Use singular and plural indefinite pronouns in sentences.
2. Respond to a story through dramatization, songs or art activities.
3. Show love for reading by listening attentively during story reading and making comments or reactions.

Activities

A. Listening to a narrative or informational text
   1. Activities
      • Unlocking of difficult words
        Say: Before I’ll read to you a short story, let us try to unlock some difficult words used in the story for better understanding of the selection.

        Say: Choose the correct word in the box that gives the same meaning of the underlined word. Read the sentences.

        1. The children were so excited when they heard the bell ring.
        2. They keep running and playing at the school playground.
        3. The boy’s wound was bleeding.
        4. A grade VI pupil witnessed the incident.
        5. Ana’s forehead was swollen, too.
Motivation
Have you observed the different places in your school? What are those places? Who stay in those areas?

(Show different pictures of people and different places in the school. Have the pupils match the picture of the person to the place where he/she stays in the school.

The teacher should prepare the pictures ahead of time: nurse - clinic; principal – office; teacher – classroom; playground – pupils; etc.)

Motive question
In what place in your school do you take someone who gets hurt? Let’s find out by listening to the story.

2. Listening Activities
Say: I will read to you a story. Listen carefully so that you can answer the questions after.

One Recess Time
The school bell rang. Everybody in the Grade III class of Mr. Bernard Jaime prepared for recess. Some brought out their packed snacks and started eating on their desks. Others went straight to the canteen to buy their food. There were few boys and girls who went to the playground and started running around.

Suddenly, they saw Eric and Dennis running towards their classroom.
“Sir Jaime! Sir Jaime!” called Eric.

Mr. Jaime went out of the classroom to meet the two boys. “What’s the problem, kids?” asked Mr. Jaime.

“Sir, Jerry and Ana bumped each other while running! Jerry’s forehead is bleeding!” said Dennis. Somebody carried Jerry and brought him there,” added Eric, pointing to the school clinic.

Fortunately, that day, a group of medical team from the division office was visiting the school. The nurse immediately cleaned Jerry’s wound. The doctor had it stitched. Ana’s swollen forehead was given first aid. A cold compress was placed on the bump.
“Did anyone see what happened? asked the school principal to some children he met in the clinic. A Grade VI pupil who said that the two pupils were both running very fast from opposite directions and did not notice each other until they bumped. Ana’s forehead hit Jerry’s right eyebrow which left an almost inch-long cut that caused the bleeding.

When the bell rang, everyone returned to their room. All sat quietly and waited for Mr. Jaime. When the teacher returned, he told everybody that the two were already fine. “Recess is not a time for playing. Always be careful to avoid accidents,” the teacher reminded the children.

Comprehension Check

Ask the following:
1. Why were the pupils in the classroom excited when they heard the bell ring?
2. What did they do next? Where did they go?
3. Why did Eric and Dennis go to Mr. Jaime? What did they tell him?
4. What happened to Gerry and Ana? Where were they brought to after the incident?
5. Who attended to the wounded pupils? What did they do to Gerry and Ana?
6. What should you do to avoid accidents or being hurt while playing?

B. Grammar awareness
1. Introduction
   - Show the children each of the following words written in cue cards while asking them if they heard each word in the story read – both, someone, few, others, some, everyone, anyone, everybody.

   Make them remember that this is a part of their past lessons on indefinite pronouns.

   Ask: What do we call these terms? Which of these are singular indefinite pronouns? Which are plural indefinite pronouns?

   Have the pupils use these pronouns in a sentence.

2. Generalization
   What are indefinite pronouns?

   Indefinite pronouns are used to refer to people or things without saying exactly who or what they are. An indefinite pronoun may be singular or plural. We use pronouns ending in –body or –one for people, and pronouns ending in –thing for things.
Examples: somebody someone anything

  everybody no one nothing
  both most all
  few some

3. Guided Practice:
(Note to the teacher: Have the list of the indefinite pronouns be written in cue cards for each group)

- **Differentiated Activity**: Group the class into 4 and let each group do the assigned activity.

  **Groups 1** – Classify the given list of indefinite pronouns into singular or plural. (chart and cue cards)

  everyone neither both all some
  someone others most few nobody

  **Groups 2** – Classify the list of pronouns according to what they refer to – person, place or thing. (chart and cue cards)

  nothing someone whatever whoever
  nobody anywhere anything someone
  something everybody nowhere whichever

  **Group 3** – Complete each given sentence by supplying the appropriate indefinite pronoun. (Note to the teacher: Sentences should have been written in a manila paper or cartolina)

  - **Everything** has been prepared for the program.
  - I opened the door but there is **nobody** in there.
  - **Each** pupil was given a set of school supplies.
  - I'll take this **one** and you take the **other**.
  - There is **nothing** I can do if you will not cooperate.
  - **Nowhere** in this planet can we find **such** creature.

  **Group 4** – Complete the short paragraph by filling in the correct indefinite pronoun. (Note to the teacher: The paragraph should be written in a manila paper or cartolina.)

  **Everyone** in the classroom was busy writing when he hears sounds of drums and trumpets coming from the road. Only **few** of the girls rose from their seats but **most** of the boys immediately went near the door to see
where the sounds come from. **Others** stopped their work and **everyone's** attention was disrupted. So, Mrs. Reyes told her pupils to watch the parade for as long as **no one** will go out from the classroom. **Everybody** was happy and excited of what he has seen.

- Presentation of outputs follows.
- Ask: How do you find our activity? Did everyone cooperate?
  What do we call these words? When do we use them?

Say: Make your own sentences using the indefinite pronouns you found in your activity.

**Assignment:**

Choose one of the following activities and seek the help of your parents or elders to go about your choice.

1. Think of a song with indefinite pronouns. Write it in your notebook and be ready to sing it in class.
2. With a partner, write a dialogue or a simple script with indefinite pronouns about any topic. Act it out in the class.
3. Draw any scene in school. Write something about your drawing. Use indefinite pronouns.

**Day 3**

**Objectives:**

1. Read grade level text with appropriate intonation, expression and punctuation cues.
2. Use singular and plural indefinite pronouns in sentences.
3. Identify and use simile, metaphor and idiomatic expressions in sentences.
4. Give the summary of the story

**Learning Activities**

A. Review

Note to the teacher: Spare 10 minutes for the assignment given to the pupils yesterday. Ask for at least 3 volunteers to read their assignment in the class. Have the assignment be collected and checked)

B. Reading a text by the pupils

1. Pre-reading Activities
   - Motivation
     Can you tell some of the places in your school?
Do you ever had the chance to visit these places?

- Motive question

What are the different places in school Marco had visited?

Let’s find out by reading the selection.

2. During Reading

Read the story “A Trip to School” with appropriate speed, intonation and expression.

<table>
<thead>
<tr>
<th>A Trip to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marco has just transferred in at Don Antonio Milan Central School. Coming from a multigrade school from the south, his present school is extremely big that it looks like a boundless meadow. His eyes travel from one building to another, staring at the children playing and running as free as birds in the sky.</td>
</tr>
<tr>
<td>When his adviser, Mr. Eduardo Hernandez announced to the class that they will take a tour around the school, Marco could sense that his heart turned to a drum beating fast in utter excitement.</td>
</tr>
<tr>
<td>Their first destination was the Principal’s office. Beside it, is the school library. Marco is a bookworm and he was amazed with the variety of books and reading materials he saw at the library. When they entered a science room, Marco felt as if he was in the outer space overlooking at the miniature planets of the universe. They also dropped by in the different classrooms—industrial arts room, home economics room and the computer room. They also visited the classrooms of the kindergarten pupils.</td>
</tr>
<tr>
<td>Marco learned that his new school has a clinic and a guidance center. There is also a wide room intended for the teachers while waiting for the start of their classes.</td>
</tr>
<tr>
<td>Mr. Hernandez also brought his pupils at the back area of the school where the children assemble in the botanical garden, mini-forest area, and vegetable garden. The school has also a wide playground with seesaws, swings and other play facilities where Marco will surely love to go. He saw several study sheds around the school. There were comfort rooms constructed, as well as drinking stations.</td>
</tr>
<tr>
<td>The last building they visited was the District Supervisor’s office which was at the opposite direction of the principal’s office.</td>
</tr>
<tr>
<td>After the tour, Marco felt as if he was in cloud nine that he embraced his teacher and said, “Thank you, sir! That was a wonderful trip!”</td>
</tr>
</tbody>
</table>

Post Reading

Answer the following questions.

1. At the start, how did Marco feel with his new school?
2. Where was the first place they visited? Who did they meet in that place?
3. What were the other classrooms and buildings they visited?
4. Other than the classrooms and buildings, what were other places they saw around the school?
5. Do we have these places too, in our school?
6. What was the feeling of Marco after the tour? What did he do and tell to his teacher?
7. Was the trip really wonderful? Why do you say so?
8. Which place in the school do you think will Marco like to go often? Why do you say so?
9. What is your favorite place in your school? Why do you like that place?

C. Introduction of a Reading Comprehension Skill

Group Activity:

Divide the class into 4 groups. Have each group summarize the story by highlighting its important parts using the different graphic organizers below.
• **Processing of the Activity**

Have pupils present their group work to the class one after the other.

Ask:

1. Compare your work from the work of other groups. Were there differences and similarities? What are they?
2. How did each group come up with the answers?
3. With your accomplished graphic organizer, were you able to get the significant details of the story?
4. If you are to write your graphic organizer in a paragraph form, does it still give you a clear understanding of the story?
5. What happened to the structure or length of the story when you have rewritten it using graphic organizer? Did the length change?
6. What do we call this process?
Say: We call this process **summarization**. The graphic organizer you have just accomplished is one form of summarizing a story or text.

**Generalization:**

What is a summary?

- **Summary** is condensed version of a larger reading material. The process of gathering the main idea of an article or narrative is called **summarization**.

**Day 4:**

**Objectives**

1. Correctly spell the words in the list of vocabulary words and the words in the selections read.
2. Observe the conventions of writing in composing a 2-paragraph narrative that includes the elements of setting, characters and plot.
3. Identify and use simile, metaphor and idiomatic expressions in sentences.
4. Give the summary of the story listened to/ read.

**Learning Activities**

**A. Discussion of the text (con’t)**

1. What is the title of the story we read yesterday?
2. What are the different places that were visited by Marco in his new school?
3. Other than the buildings, where else did Marco and his classmates go?

**B. Explicit instruction of a comprehension skill**

Using the graphic organizers presented yesterday, have the pupils come up with a summary of the story read. Ask some volunteers to read their own summary to the class.

Ask:

What are the important things you have noticed in making a summary of a story?

Say:

For further understanding on how to make a summary of stories read or listened to; here are some steps to remember.
1. Read the text silently at least twice. For literary text, reading aloud may help.
2. Consider the title of the text for this will give you a hint or idea about its content.
3. Pick out important details in correct sequence.
4. Highlight the important details using key words in the order they appear in the passage or story.
5. Trim the list of keywords down to a topic sentence.
6. Use your own words except for quotation.

C. **Reinforcement Activity:** Have pupils listen again to the story “One Recess Time” to be read by the teacher. Then fill up the data below:
(Refer to LMs, Activity 1, page ___)

D. **Composing**
Based on the above activity, have pupils organize their answers and write a two-paragraph summary of the story using indefinite pronoun.
(Refer to LMs, Activity 2, page ___)

E. **Spelling**
Have the pupils write the correct spelling of the following words. Make sure that these words will be used in sentences during spelling time.

1. simile
2. metaphor
3. pronoun
4. bookworm
5. idiomatic
6. summarization
7. process
8. paragraph
9. indefinite
10. excited

Let the pupils use these words in sentences.

F. **Grammar**
To the teacher: Before having the activity below, have a review on idiomatic expressions, simile and metaphor

1. **Independent practice (sw/test)** (Refer to LM, Activity 3, page____)

**Direction:**
Read the poem below. Underline the idiomatic expressions, encircle the simile and box the metaphor used in the text. Have their work be checked right after doing it.
Rainfall

As I sleep like a baby
The rain comes down like hammer and I am awake
Staring at the window at a sky as black as coal
I see raindrops as big as golf balls
land harshly on the earth.
The drops are rockets and the
ground wolfs them up,
grateful for a taste of heaven.
It is raining cats and dogs, but soon
the hammering turns into a soft patter
like tiny footsteps on the roof.
I crawl back in the comfort of my bed.
My bed is a cocoon and I wrap myself in warmth.
As I drift off to the land of the dreams,
The rhythm of the rains sings like a lullaby
And I am fast asleep

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Ask: 1. Did you get the message of the poem?
2. Did you like how it was written?
3. What is the poem all about?

Day 5

Objective:

1. Identify and discuss information from a table.

Learning Activities

A. Review of a skill/skills that the pupils have difficulty

On the blank before each number write S if the expression is a simile, M if it is a metaphor, and I if it is an idiomatic expression.

_____1. When I am with my mother’s arms, I feel I am in cloud nine.
_____2. She was tickled pink by the good news.
_____3. Her smile brightens up my day.
4. His words were as sweet as candies.
5. He works so hard like a carabao.

B. Study Skill (Refer to LMs, Activity 4, page ___)
Present the table below. Have pupils analyze the table.

<table>
<thead>
<tr>
<th>Pupils</th>
<th>Filipino</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dante de Jesus</td>
<td>33</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>Danilo E. Agustin</td>
<td>32</td>
<td>37</td>
<td>35</td>
</tr>
<tr>
<td>Rovi Mae I. Zacarias</td>
<td>35</td>
<td>40</td>
<td>38</td>
</tr>
<tr>
<td>Ryan G. De la Cruz</td>
<td>37</td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td>Antonio G. Navez</td>
<td>38</td>
<td>38</td>
<td>38</td>
</tr>
</tbody>
</table>

Answer the following questions using the data from the table.

1. Who got a perfect score in the quiz?
2. In what subject did a pupil get a perfect score?
3. What is the lowest score in Mother Tongue?
4. Who got the same scores in all the subjects?
5. If you get the average of each student in all subjects, who got the highest average?

What do we mean by “table” here?
What did we do to the data in the table?

C. Generalization

Table – refers to any data which is presented in orderly rows and or down the page often close with borders.

POST ASSESSMENT (Refer to pages _____ of the LMs.)

WEEK 8

Theme: Important Places in the Community

OBJECTIVES

A. Oral Language
   - Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.

B. Fluency
   - Read grade level text with appropriate intonation, expression and punctuation cues.
C. Spelling
   • Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
   • Observe the conventions of composing a 2-paragraph narrative that includes the elements of setting, characters and plot.

E. Grammar
   • Use personal and possessive pronouns correctly in writing sentences/paragraphs.

F. Vocabulary Concept and Development
   • Identify and use words with multiple meanings in sentences.

G. Listening Comprehension
   • Give the summary of the story.

H. Reading Comprehension
   • Respond to a story through dramatization, songs or art activities.

I. Attitude Towards literacy, literature and language
   • Show love for reading by listening attentively during story reading and making comments or reactions.

J. Study Skill
   • Identify and discuss information from a table.

II. SUBJECT MATTER
A. Topics
   • Conventions in Writing a 2-Paragraph Narrative
   • Personal and Possessive Pronouns
   • Summarizing a Text
   • Words with Multiple Meanings
   • Interpreting a Table

Value Focus: Valuing One’s Community

B. References

C. Materials
   o Pictures
   o Poem – Everyday is a Fun Day
   o Tape recorder_Recorded text
   o Tables/charts

III. PROCEDURE

Day 1

Objective:
Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.

Activities:

A. Pre-assessment

Write the paragraph on the board or on a manila paper.

1. Encircle the pronouns used in the paragraph

   Justin has a pet dog named Argos. It is a male shih-tzu puppy which he received as a present from his parents during his last birthday. The puppy loves to run around the garden that sometimes, it puts Justin in trouble with his mother because their potted plants usually put to crash. However, Argos is such a lovable pet that in the end, mother just kept her plants to a safer place so they could play together freely in the garden.

2. Identify words in the text that has multiple meanings.

B. Learning Activities

1. Oral language and vocabulary development

   • Experience Sharing Activity

   Call selected pupils to read the dialogue.

   Allen: Have you watched the show over ABC Channel 2?
   Cris : No, didn’t get the chance to watch TV. Why? Was it interesting?
   Allen: It’s a local talk show and they featured some unexplored beauty spots in the city. Do you know that we have beautiful waterfalls in the city? Also that there are caves that would be interesting visit in our city.
   Cris : I didn’t know we have waterfalls here.
   Allen : Actually, the hosts of the programs visited three big waterfalls in their video footage! It looks very beautiful and cool. Before, very few knew of the place..but since the show, many have gone and enjoyed the trip.
   Cris : Three!!! Wow! I have an idea, why don’t we tell our Science teacher about it. Perhaps our class can include the place in our Science month field trip in September.

Comprehension Question:
1. What are the boys talking about in the dialogue?
2. What did Allen learn from the show that he watched?
3. How did Cris react to what Allen shared to him?
4. Is it important to know about interesting places in our community? Why? Why not?
5. How do you think will other people (teacher and classmates) react
to the plan? Support your answer.

Activity:

1. Form pupils into groups (3-5 per group). Let pupils think of important or interesting places in the community/city that they have been to. Have them share something about it.
2. Let them talk about its importance, attractions and how they can invite people to visit it.
3. Have the group agree on 1 that they will be presenting to the class.
4. Make a poster about the place. Color it and display.

Presentation of group outputs.

1. Each group will be given 2-3 minutes to present their output to the class.
2. Pupils will be encouraged to ask questions about the place they are featuring in their presentation.

Day 2
Objectives

1. Identify and use words with multiple meaning in sentences.
2. Show love for reading by listening attentively during story reading and making comments or reactions.
3. Give the summary of the story listened to.

Activities

A. Listening to a narrative or informational text

- Unlocking of difficulty
  Unlock the difficult words through word association.
  Ask each pupil to get one strip and tell him to place it on top of the cake where the word can be associated.

Note to the teacher:
Prior to the activity, prepare a list of words which may or may not be related to the words on the cake. Write each word on a candle-shape strip.
The teacher will give the inputs after the activity.

Anniversary

Celebrations
Motivation
Are you familiar with some announcements in your school? Can you give one and tell something about it.

Motive question
How do we get informed with upcoming activities in the school or in the community?

Have the pupils listen to a recorded announcement.

To all employees, teachers and pupils of Don Ernesto Gonzalez School:
The school is celebrating its 65th Founding Anniversary on December 18, 2013. The theme is “DEGCS: The Best @65.” The celebration will start with a Thanksgiving Mass at 8:00 o’clock. The blessing and cutting of ribbon of the new 2-classroom building will follow. We will have an opening program. The highlight of the celebration will be a gallery walk. Every grade level will display their best projects and outputs in their assigned area.

All teachers will also display their best instructional materials together with the pupils’ projects. Other activities include “DEGCS Got Talent” and parlor games. Prizes and more surprises are at stake to everyone.

To all pupils, come along with your parents. This will be a whole day celebration. A hundred percent attendance and participation is encouraged! Come and have fun!!

B. Comprehension Check
Ask the following questions. Have pupils read the written answers on the board.

(The teacher will write the answers of the pupils on the board).

1. What was the recorded announcement about?
2. When will the celebration take place?
3. Where will it happen?
4. Who do you think made the announcement?
5. Why are they celebrating?
6. How are they going to celebrate the founding anniversary of the school?
7. Do you think everyone will enjoy the celebration? Why do you say so?
   Ask:
   As you read the answers on the board, did you have a clear understanding of how an announcement/ advertisement should be made?
   Have some pupils give the summary of the text listened to.

   - **Processing of the Activity**
   Ask:
   Did the summary given to you clear?
   Did he/she miss an important detail in the announcement? Why do you think so?
   Did you hear some words that may have different meanings?
   What are these words?
   How were these words used in the announcement you listened to?
   *(Possible words that may be mentioned – anniversary, parlor, project, ribbon)*

C. Grammar Awareness

1. **Introduction**
   Say: I’ll read to you pairs of sentences. Each pair has a common word.
   Pick from the “Magic Tree” the picture that represents the meaning of the word in each sentence.

2. **Differentiated Activity**
   - Group the class into 6.
   - Each group will be given a picture to match for the correct meaning of the word being used in the sentence. (These sentences should have been prewritten on a manila paper or cartolina where a space is provided for the picture.)
   - Have each name of the picture be read orally before matching the correct picture.
     (Note: The teacher should prepare an appropriate picture for each sentence which gives meaning of the common word used.)

Group 1: illus of a gift
Group 2: illus of a girl’s attendance in a meeting
Group 3: illus of a debut party where parents introducing the debutant

Sentences to be matched with the pictures:
- a. Justin received a pet dog as his birthday present.
- b. She was present during the first meeting.
- c. Mr. and Mrs. Samson present their 18-year old daughter to the guests.
Sentences to be matched with the pictures:
   a. My right foot aches!
   b. Giving respect to anyone is a right attitude.
   c. Every child has the right to education.

- **Processing of the Activity**
  After this activity, present the table below and have the pupils fill in the data based on the task given to them.

<table>
<thead>
<tr>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Word with multiple meanings</th>
<th>Meaning</th>
<th>Context where the meaning of word was derived</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask:
   a. What did you notice with each sentence that you read?
   b. What common word was used in each sentence we have?
   c. How were you able to match the correct picture to each sentence?
   d. How did you get the meaning of these words?
   e. What do we call these words?

3. **Individual Activity**: (Refer to LM, Activity 1 p. ___, Tell and Learn)

4. **Generalization:**
   What are words with multiple meaning? How do we get/identify the correct meaning of each word?

   A word with multiple meanings refers to a word that conveys different meanings. Its meaning can be determined by context or on how the word is being used in a sentence.

5. **Guided Practice I**: (Refer to LM, Activity 2, page ____)
   Have the pupils analyze the table below. Let them read the sentences in the second column and give the meaning of the word. Write your answer on the 3\text{rd} column opposite the sentence.
<table>
<thead>
<tr>
<th>Word with multiple meaning</th>
<th>Sentence</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pass</td>
<td>Pass your paper to the person seated in front of you.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jeremy wants to pass the test so he studies well.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You will pass by the church before reaching the market.</td>
<td></td>
</tr>
<tr>
<td>shower</td>
<td>Mother loves to shower her kids with small stuffs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My sister usually takes a shower before bedtime.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The weather announcer said we would have an afternoon shower.</td>
<td></td>
</tr>
<tr>
<td>roll</td>
<td>I love to eat Spanish roll bread.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Her name was included in the honor roll.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why don’t you roll the ball yourself?</td>
<td></td>
</tr>
<tr>
<td>play</td>
<td>The children love to play hide-and-seek.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He is the villain in the stage play I watched.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The twins play the roles of heirs in the movie.</td>
<td></td>
</tr>
</tbody>
</table>

**Processing of the Activity**

Ask:

Did you understand the meaning of each word with multiple meanings that was used in each sentence?

- How were you able to get their meanings correctly?
- Can you think of other words that have multiple meanings?

(If possible, have pupils use the word in a sentence)

**Day 3**

**Objectives:**

1. Read grade level text with appropriate intonation, expression and punctuation cues when applicable.
2. Give the summary of the story/text read.
3. Respond to a story through dramatization, songs or art activities.

**Learning Activities**

A. Reading a text by the pupils

1. Pre-reading Activities
   Unlocking of difficult words

   Below are stars with names of places in the community. Write the people or things in each place which you can associate with the given word. Write your answer around or inside the star.
Ask:
Are your answers correct?
Were there common answers from the given words?
What does this mean to you?
What are these words that we unlocked? Have you seen or gone to these places?

- **Motivation**
  
  Is your community a busy place?
  Why do you say so?

  Show a picture of a busy community. Have some pupils tell something about the picture.
  Have pupils draw their favorite place in the community. (Refer to LM, p.__, Think it Over)

- **Motive question**
  
  What do people do and where do they go?

2. **During Reading**

Have the pupils read orally the poem with proper phrasing and intonation.

(Refer to LM, p.__, Read and Learn)
Everyday is a Fun Day
by: Arabella May

People often go to church on a Sunday,
To hear mass and to God they pray.
They also take it as a family day
In parks and malls, they spend the rest of the day.

When Monday comes, seems everyone plays a role
Adults are back to work, children go to school.
Men and women in uniforms report to duty
And these last until the day of Friday.

On Saturdays, it’s the town’s big market day.
People meet at the heart of the municipality,
It’s another fun, fun day for our family,
Where you and me can make the most of the day!

Each day is fun-filled though everyone is on call
In school, church, market, and in municipal hall
Whatever we do, wherever we maybe
No better place to live than in our own community.

3. Post Reading activities
   - Discussion of the text
     1. What is the title of the poem?
     2. Who is the author of the poem?
     3. What is the poem trying to tell us?
     4. Where do people go on a Sunday?
     5. What does the second stanza mean?
     6. Where do most people meet on Saturdays? What do they do?
     7. What are the places mentioned in the 4th stanza?
     8. What do you understand with the statement, “No better place to live than in your own community? “Do you agree to it?
     9. Why do you think the author said that “Everyday is a fun-filled day”? 
    10. Can we really make fun each day of the week? How?

Have the teacher write the answers of the pupils on the board.

3. Application
   - Go back to the answers of pupils written on the board.
   Say: With the answers that you have given to the questions about the poem you read, were you able to grasp the message of the text?

      From the questions ask, which among these lead you to get the important details or ideas of the poem?
Have pupils write the 1st to 7th question on the first column and the answer to the question on the second column. (Refer to LM, Tell and Learn , p. ____.)

Ask the pupils to give the summary of the poem using the questions as guide. (Refer to LM, Activity 1 , p. ____.)

4. Processing of the Activity
Say:

How were you able to give the summary of the poem?
Were you able to get the significant details of the poem through the summarization given?
Can you now give the steps on how to summarize a poem or a story?
What are the important things to remember in summarizing?

5. Generalization
What is a summary?

**Summary** is a condensed/reduced version of a larger text by taking the important details or ideas in the text and eliminating the less important ones.

Day 4

Objectives

1. Observe the conventions of composing a 2-paragraph narrative that includes elements of setting, characters and plots.
2. Use personal and possessive pronouns correctly in writing paragraph.
3. Respond to a story through art activities or dramatization.

A. Discussion of the text (continuation)

1. Go back to the poem read yesterday.
   Ask: What was the poem all about?  
   Do these happen in your community, too?

2. Have the class group into 4. Let each group make a simple but creative presentation showing the different places or activities mentioned in the poem.  
   (Suggested activities may be pantomime, human picture, role play, rap, jingle, etc.)
3. Give the summary of the poem that includes elements of setting, characters and plots.

B. Learning Activities.

➢ Explicit instruction of a comprehension skill.

Ask:
Is the summary clear?
Were you able to get the important details of the text through the summary presented?
How to summarize stories or literary texts clearly and comprehensively?

➢ Remember the simple steps in summarizing:
1. Read the text silently at least twice. For literary text, read aloud may help.
2. Consider the title of the text for this will give you a hint or idea about its content.
3. Pick out important details that are necessary to the story or text. Eliminate the less important or repeated ideas.
4. Highlight the important details using key words in the order they appear in the passage or story.
5. Trim the list of keywords down to a topic sentence.

C. Composing
Based on the poem read, write a narrative about a significant event in your community. Have them observe the conventions of composing a 2-paragraph narrative that includes elements of setting, characters and plots. Have them consider the use of pronouns in their compositions.

D. Spelling
Arrange the jumbled letters to form the correct word. Clues are given opposite each word. These words were used in the poem.

1. ocmnimityu - best place to live with the family
2. hcuchr – a place of worship
3. rchednil – they go to school to learn
4. yadSnu – mass day
5. ktearm – place for vendors and buyers

E. Grammar Awareness

Guided Practice 2 (Refer to LM, Activity 2, page ___)
F. Explicit Grammar Instruction

- Discuss further about pronouns specifically on the personal and possessive pronouns and their uses by giving several sentences with these pronouns.
- Present the sentences in a chart.

Ask:

What are personal pronouns?

Examples:

1. I am Aziz and I work as a carpenter. The boys sitting beside me are my sons. We all work together.
2. You need to study hard to pass the test.
3. Look at the dogs! They are fighting among themselves.

- In the first sentence, Aziz is speaking about him and his sons. The pronouns used for the speaker (I, We) are said to be in the First Person.
- In the second sentence, The mother is speaking to her son. The pronoun that is used for the person who is being spoken to (you) is said to be in the Second Person.
- A pronoun referring to the person spoken of is said to be in the Third Person. In sentence three, they is a pronoun in the third person. Other pronouns in this category are (he, she and it)

➢ Remember:
   The pronouns used to replace the names of persons, places or things are called personal pronouns.

   Pronouns can be in the First Person like I and We.
   They can also be in the Second Person like you.
   Personal Pronouns can also be in the third person like they, he, she, it.

G. Independent Practice (Refer to LM, p.__ Activity 3, Let’s Try This)

Day 5

Objectives

1. Identify and discuss information from a table.
2. Identify the personal and possessive pronouns used in the sentences.

Learning Activities

A. Review of a skill/skills that the pupils have difficulty.

Give more activities for deepening the understanding. (teacher’s discretion)
B. Study skill (Refer to LMs, page ___Tell and Learn and Think It Over)

Ask:

1. What are the personal pronouns with singular numbers for the first person? second person? third person?
2. What are the personal pronouns with plural numbers for the first person? second person? third person?
3. What pronouns can be both used as singular and plural?
4. What pronouns refer to a female? to a male? to objects?

C. Reinforcement Activity (Refer to LMs, Activity 4, page ____)

POST ASSESSMENT (Refer to LMs, page ___)

WEEK 9

I. OBJECTIVES

A. Oral Language
   - Tell/Retell familiar stories and short conversations by using appropriate gestures and expressions in complete sentences.

B. Fluency
   - Read grade level text with appropriate intonation, expression and punctuation cues.

C. Spelling
   - Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
   - Observe the conventions of writing in composing a 2-paragraph narrative that includes the elements of setting, characters and plot.

E. Grammar
   - Use relative pronouns correctly in writing paragraphs.

F. Vocabulary Concept and Development
   - Identify and use words with multiple meanings in sentences.

G. Listening/ Reading Comprehension
   - Retell a story.

H. Attitude Towards Literacy, Literature and Language
   - Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skill
   - Identify and discuss information from a table.
II. SUBJECT MATTER

A. Topics
1. Using relative pronouns in writing paragraphs
2. Identifying and using words with multiple meanings in sentences
3. Observing the conventions of writing in composing a 2-paragraph narrative that includes the elements of setting, characters and plot
4. Retelling a Story
5. Identifying and discussing information from a table

Value Focus: respect and love for our culture and elders

B. References

C. Materials
- pictures/illustrations
- stories
  - Family’s Day Out
  - Grandpa’s Good Old Days
- tables and charts

III. PROCEDURE:

Day 1
Objective:

Tell/Retell familiar stories and short conversations by using appropriate gestures and expressions in complete sentences.

Learning Activities

A. Pre-assessment (to be written on the board ahead of time)
Fill in the correct pronouns in the sentences below.

1. The old man I helped was the one _____ gave me this bracelet.
2. The boy, _____ test paper I have checked topped the exam.
3. God helps those _____ help themselves.
4. This is the notebook _____ I borrowed yesterday.
5. Uneasy lies the head _____ wears the crown.
B. Oral Language Development
Call selected pupils to read the following dialogue:

Sandara : Hi, Margie. What are you those flowers for?
Margie : Vincent and I are bringing these flowers to the barangay open court.
Sandara : What are they for?
Vincent : We will be decorating the stage for the “Fonda” tonight.
Margie : What is a fonda? Why do you have to decorate the open court?
Sandara : We are celebrating the town fiesta two days from now, aren’t we?
Margie : Yes, so what does it have to do with the fiesta celebration
Vincent : After the daily prayer, a program with some activities are held in the open court. That is the fonda.
Sandara : There are contests where people from the barangay can join. What I love most in the fonda is the booth displays of the products in our town.
Vincent : Yes, the booths are also an attraction in the fonda. People can buy goods at cheaper prices while enjoying the show.
Margie : Hmm, I would like to go and see the fonda for myself tonight. I will tell mother and father if we could go tonight.
Sandara : You’ll enjoy it! See you tonight then.
Margie : Okay, Thanks for telling me about the fonda.
Vincent : Yes, I will be your guide in the fonda tonight.
Margie : Oh, that would be nice of you. Thanks, Vincent.

Comprehension Questions:

1. Who are the characters in the dialogue?
2. Where are Vincent and Sandara going?
3. What is a fonda?
4. What did Margie think about the fonda?
5. What is Margie planning to do?
6. How did Vincent and Sandara encourage Margie to go to the fonda?

Group Activity

Speak Up!

Have pupils gather in small group (with 6-7 members each). Instruct each group to tell stories about recent events in their place/neighborhood. Have each group focus on speaking with appropriate volume. Consider the enunciation, as well. After group sharing, ask one pupil in the group to share or retell to the class one of the stories shared by his/her group mates.

• Ask: Class, did you enjoy our activity?
What did you do?  
Did you learn something from each other? What have you learned?

C. Vocabulary Development  
Individual Activity – Guessing Game

Who am I?  
Using different pictures of people, places and directions in the community, have one pupil stand in front of the class with the picture and a description below it. The pupil will read what is given to him/her without showing the class the picture. If a child guesses the word correctly, show the picture to the class and have them name it orally then that child will take turn to do the same thing.

Example: Illus of a cemetery  
Text written on the picture:  
In my place lie your beloved loved ones who have rested in peace. People come to my place during All Souls’ Day and All Saints’ Day. Who am I?  

Illus of a school  
Text written on the picture:  
I am your home away from home, 5 days a week. I feed your minds and hearts with knowledge and values. I prepare your future with teachers as your second parents. Who am I?  

Illus of the municipal hall  
Text written on the picture:  
I shelter your local leaders in the town. In my place, they meet, plan and work for the good of the townspeople. I usually stand tall at the center overlooking the town proper. Who am I?  

Illus of Market  
Text written on the picture:  
People from all walks of life, rich and poor, young and old in the community come to my place. If you wish for fresh and frozen food, dried fish and anything you wish to eat, my place is your delight. Who am I?  

Illus of a Policeman  
Text written on the picture: Whenever I am in duty, I always wear my uniform. I always bring my whistle and gun but not as accessories. I only used them whenever necessary. Who am I?  

(The teacher can add more or she may ask the pupils if they have something or someone in their mind that they would want their classmate to guess.)
Ask:
Class, what do you notice with the activity we had just done? Did you like it? Did you learn something? What have you learned?

Day 2:

Objectives:
1. Show love for reading by listening attentively during story reading and making comments or reactions.
2. Identify relative pronouns in the sentences.

Learning Activities:
A. Listening to a Narrative Text
   - Unlocking of Difficult Words
     Give as many words as you can which can be associated with the given words below:
     - billboard
     - identical
     - Out-of-town
     - outfits
     - No trespassing
     - residence
   - Motivation:
     Have students share one family experience that he/she enjoyed.
   - Motive Question:
     In our story, where do you think the family will spend their Sunday? Will they enjoy the day?

Listening to a Text
Have pupils listen to the text.
Say: Listen attentively as I read to you the story, “Family’s Day Out”

Family’s Day-Out

It’s Sunday morning! Rene and Reina, the identical twins of Mang Lito and Aling Rosa excitedly woke up and fix their beds. Today will be a busy but full of fun day. Their parents granted what they have wished for.

The twins who went straight to the kitchen, saw their parents busy preparing the things they need for their outing. “Good morning, Father! Good morning, Mother,” greeted the twins. “Good morning, children!” replied to talk back their parents? “Why don’t you take a shower now and we’ll have our breakfast
together later”, mother suggested. “Father and I have been to the market early this morning.”

Rene and Reina hurriedly went to the bathroom where they took a bath and fixed themselves as fast as they could. They also packed the things which they will need for swimming. By then, Mang Lito and Aling Rosa were almost done in preparing their “baon”. When the twins went out of their room, table was set and altogether they ate their breakfast. “Have you prepared your towels and swimming outfits?” asked Father. “Yes, Father! I brought the swimsuit which you gave me during my last birthday,” Reina said excitedly.

When everything they need had been prepared, Uncle Diego and his family together with Lolo Pilo and Lola Nena arrived and off they go.

From their residence, the first stop of the family was at the Our Lady of Manaoag Church. After the mass, they went straight to San Fabian Beach which is around 40 kilometers away from their town. On their way to the beach, they passed by several municipal halls, schools, police stations, markets, hospitals and other big buildings which made their trip even more exciting. The children read aloud several signages along the road such as “This is a private property, no trespassing!”, “Slow down, men at work”, “Drive safely”, and many more.

Oftentimes, the kids would ask their elders about the different structures and billboards they see along the way, until they read a big signboard which they read in chorus “This way to San Fabian Beach!”.

“We are here, finally!” they excitedly shouted. “Yes, here we are, kids! Just stay nearby and do not go to the water by yourself alone, that you must remember!,” Mang Lito said. “Yes, Father. We will just stay along the shore with Lolo and Lola.” said Rene.

a. Discussion of the Text Listened to
   Ask:
   1. Who were so excited that Sunday morning?
   2. Why were they so excited?
   3. What did Mang Lito and Aling Rosa do in the kitchen?
   4. Where will the family heading to?
   5. Other than Mang Lito’s family, who joined them on that day?
   6. Where did they go first? Do you think they did the right thing? Why do you say so?
   7. What were the things they have seen on their way to their destination?
   8. What was the reminder of Mang Lito to his kids?
   9. If you were Rene or Reina, will you be obeying that reminder? Why?
   10. Can you guess how will Reina and Rene spend the whole day at the beach? How about their parents and the rest of the group?
Grammar Awareness

1. Introduction:
Here are some sentences taken from the selection.
Read them. (Refer to LMs, p.____, Tell and Learn)

1. The twins who went straight to the kitchen saw their parents busy preparing the things they need for their outing.
2. Rene and Reina hurriedly went to the bathroom where they took a bath and fix themselves as fast as they could.
3. They also pack the things which they will need for swimming.
4. I brought the swimsuit which you gave me during my last birthday," Reina said excitedly.
5. Just stay nearby and do not go to the water by yourself alone that you must remember!," Mang Lito said.

Ask:
What do you notice with the sentences? What are the words in bold letters? What do you call these words? Can you determine the relations of these words in the sentences?

Say:
In the above examples, who, where, which, and that are relative pronouns.

- Who and whom are used for persons only.
- Which is used for animals and for things without life.
- That is used for persons, animals and things.
- What is used for things only.

2. Generalization
What are relative pronouns?

A relative pronoun joins two sentences and is related to the Noun or Pronoun placed before it. The noun or pronoun, which is the relative pronoun refers to, is called antecedent.

Who, Whom, Where, Which, and That are relative pronouns.

- Who and whom are used for persons only.
- Which is used for animals and for things without life.
- That is used for persons, animals and things.
- What is used for things only.
3. **Guided Practice** (Refer to LP, p.__, Activity 1)
   Give the appropriate relative pronoun and identify the antecedent in each sentence.

(Note to the teacher: Give additional examples/exercises about relative pronoun whenever necessary and if time still allows.)

**Day 3**

**Objectives:**

1. Read grade level text with appropriate intonation, expression and punctuation cues.
2. Tell/Retell familiar stories and short conversations by using appropriate gestures and expressions in complete sentences.
3. Identify and use relative pronouns in sentences.

**Learning Activities:**

**A. Reading a Text by the Pupils**

1. **Prereading Activities**
   - **Unlocking of Difficult Words**
   
   Have pupils fill the missing letters to make a vocabulary word from the story to be read. Then let them rewrite the complete word on the line.

   1. c h _ l _ h o o _ ____________
   
   Clue: the time when a person is young

   2. n t e _ i e w ____________
   
   Clue: to ask questions in order to get information

   3. a d i ____________
   
   Clue: machine for listening to sounds broadcast through the air

   4. o o l __ g h ____________
   
   Clue: pale cool light from the moon on a clear night

   5. m _ r __ e s
   
   Clue: stocked knowledge or experiences/recollections

   **B. Motivation**

   What local games do you love to play?

   **C. Motive Question**

   **Ask:** Have you ever asked your grandparents about their childhood days? What games do they play?

   **Say:** You are going to read a story. Find out how the grandfather in the story spent his childhood days.
2. During Reading
Have pupils read and understand the story (Refer to LM. p.____, Read and Learn)

Grandpa’s Good Old Days

“What year were you born, Lolo?” Cedrick asked. He is in Grade 3 and his assignment is to interview someone born before 1950 to see what their childhood was like. He had chosen to talk to his Grandfather, whom he knew is the best person to help him with his homework.

“I was born in 1943, during World War 2”, Cedrick’s grandfather said. “Did you go to school? Cedrick asked. “Yes, I went to school in Mariveles,” Grandpa said. “Did you have a school service? Did you have someone who accompanied you to school? ‘Did you have a teacher then, whom you admired most?” Cedrick asked eagerly.

“Hey, you asked a lot, apo! I usually went to school by myself. Most of us walked to school. Only kids that lived very far away got to ride the jeepney. I liked all my teachers then,” Grandfather said. “Well, what did you do after school, Lolo,” Cedrick asked. “Did you watch television? Did you play video games?” he asked. “None of the above, Cedrick,” Grandfather answered with a smile. “During our time, there were no such things for recreations.”

Cedrick tried to imagine what life would be like without TV, video games, cell phones and computers. “Why would Grandpa, whose childhood seemed boring to me, called his past “the good old days?” he asked himself.

Cedrick looked confused, then, he asked, “What did you do for fun?”

“Well, I have books that I can read during the night. After dinner and homework, sometimes we would listen to the radio while we colored pictures or played card games. On the weekends we mostly rode our bikes and played outside with our friends. We sometimes go the riverbank to fish and swim. I remember a friend who was a good swimmer. In the afternoon, we flew kites which we made by ourselves. Do you know that most children then enjoyed playing under a bright moonlight, which they always looked forward to? Those good old days…” recalled Grandfather.

Just then, Cedrick’s mom called out from the kitchen. “Its milk time for you, son,” mother said. His father, who noticed the delight at Cedrick’s eyes, said, “Lolo had good memories of his childhood days. He can tell you more, but for now, drink your milk and fix yourself to bed.”

“Have I answered all the questions that you need, Cedrick? We can have another time for this. Have a sound, sleep, apo!” Grandpa said. “Thank you, so much, Lolo! I wished I could also play the games you had when you were my age.” Then, he kissed his Lolo goodnight.
3. Postreading Activities
   Discussion of the text and other activities
   1. Who did Cedrick interview for his assignment?
   2. What was his assignment?
   3. When was his grandfather’s birthday? How old is he now?
   4. How did his grandfather spend their childhood days?
   5. At first, how did Cedrick find his Grandfather’s childhood days?
   6. Why did he think it this way? Do you think or feel the same way too?
   7. What other things did Cedrick learn about his grandfather’s childhood days?
   8. Were his grandfather’s childhood days really boring? Why do you say so?

4. Simulation Activity
   Have pupils choose a partner. Using the story, tell them to choose a part of the story where they can create a short dialogue and have them present in the class. The children have the option to follow exactly what and how it was written in the story or they can make their own interpretation based on the story.
   Ask:
   1. Did you like the activity you just did? Why?
   2. Other than your own presentation, whose presentation did you enjoy to watch or listen to? Why did you like their presentation?

D. Grammar Awareness
   Guided Practice 2
   Exercise # 1 (Refer to LM, p.__, Activity 2)
   Have pupils go back to the selection and ask them to copy the sentences with relative pronouns then identify the pronoun and its antecedent.
   Exercise # 2 (Refer to LM, p.__, Activity 3)
   Supply the missing relative pronoun to complete the sentence and underline its antecedent.
Day 4

Objectives:
1. Observe the conventions of composing a 2-paragraph narrative that includes elements of setting, characters and plots.
2. Retell a story.
3. Use relative pronouns correctly in writing paragraph.
4. Respond to a story through art activities or dramatization.

Learning Activities:
A. Discussion of the text (con't)
   1. Can you recall the story you read yesterday?
   2. What was its title?
   3. Where do you think the story happened?
   4. Who are the characters in the story?
   5. What is the story all about?
   6. Name the things the Grandfather in the story did when he was just a young boy.
   7. What do you have these days that Grandfather never had as a boy?
   8. If you were to choose a time to live as a boy, which do you prefer, then or now? Why?

B. Explicit instruction of a comprehension skill.
   Ask:
   What makes up a good story?
   What helps us understand better a story we read?
   Say:
   To be able to understand a story you read, always consider the following elements below. These same elements also help you come up with the summary of the story or even when you retell a story being read.
   - Title of the story
   - Character
     a. Main characters
     b. Other characters and their connection to the major character
   - Setting
     a. When the story takes place
     b. Where it happens
   - Plot
     a. Important details/fact in the story
     b. Include the sequence of events
     c. Include beginning, middle and end of the story
C. Reinforcement Activity

Going back to the story being read, have pupils fill up the table below.

(Refer to LM, p.__, Tell and Learn)

Ask:

Based on the activity you just did, can you now retell the story?

Who would want to retell the story we had?

D. Generalization

What is the most effective way to retell a story?

Retelling a story is an excellent way to monitor how much you remember and understand the story you read or listened to,

Here are some tips for effective story retelling:

1. Read and reread the story or text to check the facts.
2. Retell the details/events right and in sequence.
3. Retell the story expressively in your own words and voice. Don’t memorize the author’s words.
4. Retell with correct facts.

In retelling a story, remember to speak clearly, fluently and confidently.

E. Composing (Refer to LM, Activity 4 p____, Let’s Try This,)

Have pupils write a two-paragraph summary of the story read. They can make use of the answers they have written on the table. Have them underline the pronouns they will use.

F. Spelling

Have the pupils spell the following words taken from the story correctly. The teacher should use these words in the sentences. (The teacher may derive the sentences from the selection read.)
G. Grammar

Independent Practice

Choose the correct relative pronoun in each of the following sentences.

1. There was a king (who, which) lived in a hut.
2. Where is the notebook (which, whom) I was using this morning?
3. This is the building (what, that) my father built.
4. Where is the boy (who, whose) mother came to see me?
5. The poem (which, what) he recited was lauded by all.

Day 5

Objective:

Identify and discuss information from a table.

Learning Activities:

A. Review of a skill/skills that the pupils have difficulty.
   Give more activities for deepening the understanding. (teacher’s discretion)

B. Study Skill (Refer to LMs, Tell and Learn, page __)
   Study the table below.

Jenny and Lyza were assigned to conduct a survey on the places visited by the families in the community for the past Saturday. They were able to interview five families in the neighborhood. This is the result of their survey.

<table>
<thead>
<tr>
<th>Family</th>
<th>Places in the Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Park</td>
</tr>
<tr>
<td>Santos Family</td>
<td>/</td>
</tr>
<tr>
<td>De Vera Family</td>
<td>/</td>
</tr>
<tr>
<td>Solis Family</td>
<td>/</td>
</tr>
<tr>
<td>Fabro Family</td>
<td>/</td>
</tr>
<tr>
<td>Alberto Family</td>
<td>/</td>
</tr>
</tbody>
</table>

Have pupils interpret the data by answering the following questions:

1. What is the survey all about?
2. How many families were interviewed? Who are they?
3. What are the places in the community that were used in the survey?
4. What place was most visited last Saturday?
5. Who’s the only family who went to the park?
6. How many families went to the beach? mall? church?
7. What place was not visited by any of the family?
8. Why do you think no family visited the place?
9. Why do think only two families went to the church?
10. Why do you think the market was the most visited place?
11. What family did not visit any of these places?
12. Why do you think they did not go out on that day?

POST ASSESSMENT (Refer to LMs, page ___)

Quarter 3
Week 21

Theme: Our Cultural Music
Genre: News Article

I. Objectives
   A. Oral Language
      • Relate one’s own experience and ideas related to the topics using a variety of words with proper phrasing and intonation
   B. Fluency
      • Read aloud grade level text with an accuracy of 95 – 100%
   C. Spelling
      • Spell correctly the words in the list of vocabulary words and the words in the selections read
   D. Composing
      • Write reactions and personal opinions to news reports and issues
   E. Grammar Awareness
      • Identify and use past form of verbs
   F. Vocabulary and Concept Development
      • Use words unlocked during story reading in meaningful contexts
   G. Listening/Reading Comprehension
      • Note important details in grade level informational texts heard
   H. Attitudes towards Literature and Language
      • Show love for reading by listening attentively during story reading and making comments or reactions.
   I. Study Skills
      • Interpret a pictograph based on a given legend

II. Subject Matter
   A. Topics
      1. Relating One’s Own Experiences and Ideas
      2. Fluency: Accuracy of 95 – 100%
      3. Vocabulary Words – Spelling & Using in Sentences
      4. Reactions and Personal Opinions to News Report and Issues
      5. Verbs
III. Procedure

Day 1

Objectives:
- Relate one’s own experience and ideas related to the topics using a variety of words with proper phrasing and intonation
- Use words unlocked during story reading in meaningful contexts

A. Pre – Assessment (10 min.)
Conduct an oral test to the pupils.
Give simple sentences using verbs. Ask a pupil – volunteer to identify the verb used.

B. Learning Activities
Oral Language and Vocabulary Development
1. Tell What You Know
   a. What is your favorite song?
   Why is it your favorite song?
   b. Have the class listen to songs (folk songs) common to the region but familiar to the children.
   Ask: Are you familiar with these songs?
   Do you sing some of these songs at home or in school?
   Why must we learn to sing these songs?
   Why must we be proud of these songs?
   2. Vocabulary
   Have the class listen to some more songs.
   Set 1 (play parts of current or present-day songs)
   What can you say about the songs you heard?
   These songs are contemporary songs.
   What does contemporary music mean?
   Contemporary means current or modern or present.
   Set 2 (play parts of classical songs, example: Mozart, Beethoven, etc.)
   Do you like this kind of music?
   Do you know that these are played by famous musicians like Mozart, Beethoven many years back?
   These are classical songs.
   What kind of music classical songs are?
   Classical songs are music that is written in a traditional or formal style.
   Set 3 (play parts of folk songs)
   Do you often sing these songs?
   Who taught you these songs?
   Do the songs tell something about our tradition, beliefs or culture? Why do say so?
   These are folk songs.
   Folk songs are traditional songs related to the traditional culture of people in a community or country.
2. Listen and Read
Have the class listen to the teacher read the following dialog:
Ina: Hello Andrei! How are you?
Andrei: (Seem not to hear, earphones on his head)
Ina: Oh Andrei, you are listening to music again!
Andrei: (Surprised) Sorry, Ina, I didn’t hear you.
Ina: You seem to enjoy what you are listening. Hmm.. may I listen too?
Andrei: Sure. Here are the earphones.
Ina: Oh! You are listening to Mozart. I didn’t know that you have a taste for classical music.
Andrei: Well, I got tired listening to contemporary songs. I thought I could try some other kind of music.
Ina: That’s very good. Next time you try listening to folk songs so that you could appreciate our own kind of music.
Andrei: Yes I will. I am actually thinking about it.

Comprehension Check:
Ask:
1. Who are the characters in the dialog?
2. What are they talking about?
3. What kind of music Andrei was listening to?
4. Why did he listen to classical music?
5. What kind of song did Ina recommend for Andrei to listen to?
6. Why did Ina want Andrei to listen to folk songs?

Have the pupils read the dialog. Ask volunteers to act it out.

3. Think-Pair-Share
Question: Why must we encourage others to play or sing music from our own place?
Pair Work: Pupils by pair discuss their ideas about the question.
Sharing: Pupils share their ideas to the class.

Day 2

Objectives:
- Show love for reading by listening attentively during story reading and by making comments or reactions
- Note important details in grade level informational texts heard.
- Identify and use past form of the verbs

A. Preliminary Activities
Review the words learned the previous day.
- Ask the pupils to spell the previously learned words.
- Ask a pupil to spell the word then ask another pupil volunteer to share his / her sentence using that word.
- Do this until all the words are spelled and shared in sentences.

B. Developmental Activities
1. Unlocking of Word Difficulties
   Unlock the following words using pictures, actions, and context clues.
   a. Youth

Ask:
1. What do you see in the picture?
2. How old do you think are the children?

Say:
We call this group of young people youth. They are our young men and young women. Do you think you belong to this group? Why? What does youth mean?
b. Residents

Say:

This is Barangay Santa Barbara. These are the residents in this place (while pointing to the people in the picture.) In what barangay do you live (name of a child)? You are a resident of barangay (name of the barangay). How about you, (name of a child)? You are a resident of barangay (name of the barangay). What does resident mean?

Say:

The feeding program was launched in our school. This was started last Thursday. What does launched mean?

Ask pupils to use the word in sentences.

3. Motivation:
   Have you joined any contest? What was it?
   Where did it happen? When did it happen?

4. Motive Question:
   What contest was launched by the Gomez Elementary School Supreme Pupil Government?

5. Listening Text
   Have the pupils listen to a news article.

   In connection with the celebration of Kulturang Pilipino, the Gomez Elementary School Pupil Government launched Kultura Mo, Ipagmalaki Mo, last September 28, 2013, at Gomez Gym, Gomez City. The contests were: Vocal Solo, Vocal Duet, Banduria Solo, Flute Solo, Flute Ensemble, Children’s Choir and Folkdance. The first place winners will compete in the district level in October. The youths and residents of Gomez City attended the event.

5.1 Comprehension check:

Ask:

1. Who launched Kultura Mo, Ipagmalaki Mo?
2. When was it launched?
3. Where did they launch it?
4. What was the main event of the activity?
5. Who attended it?
6. Should we be proud of our culture? Why?

6. Grammar Awareness

a. Preparation:
   Have the class give as many verbs as they can remember from the story they heard.
   What are verbs?
   Have the class give example of verbs.

b. Presentation:
   Have the pupils answer the questions while the teacher write the answer on the board.

Ask:

1. What did the Gomez Elementary School Supreme Pupil Government do?
2. What did the youths and residents of Gomez City do?
Day 3

Objectives:
- Note important details in grade level informational texts read
- Use words unlocked during story reading in meaningful texts
- Write reactions and personal opinions to news reports and issues

A. Pre Reading Activities
1. Unlocking of Difficult Words
   Unlock the words using pictures, actions or context clues
   a. featured (context clues)
      The program **featured** different Bicol Songs. Some songs **presented** are Sarung Banggi, Si Nanay, Si Tatay and Sa Diklom nin Banggi. What does featured mean?
      *(Expected Answers: presented, introduced, included, highlighted)*
   b. children’s choir (picture of a children’s choir)
      (Show a picture of a children’s choir.) What do you see in the picture? They are singers but they sing in group. What does children’s choir mean?
      *(Expected answers: They are children singing in a group / Group of singers composed children who sing in a group.)*
   c. avenue (context clues)
      Attending class everyday is an **avenue** to learn many things. It is also a **way** to be with your classmates and gain more friends. What does avenue mean?
      *(Expected answers: a way, opportunity, chance)*
   d. graced (context clues)
      Ryzza Mae Dizon **graced** my birthday party. I felt so happy because of her presence. What does graced mean?
      *(Graced means a) attended  b) blessed  c) watched*
3. What songs were sung?

3. Motive Question:
   What songs were sung in the contest?

B. During Reading Activities
1. Read the selection “Festival of Bicol Songs Held” (Have a model pupil or pupils read the selection)

   **Festival of regional songs held**

   The festival of Regional Songs featured various regional songs sung by the different children’s choir on September 28, 2013 at Araneta Coliseum sponsored by the Cultural Center of the Philippines.

   Said activity promotes folk songs from the different parts of the country, an avenue for young people to learn native songs and appreciate the culture and tradition.

   Fifteen children’s choir from all over the country joined the said activity. Each choir had 20 members.

   Each children’s choir sang 1 free choice and 2 contest pieces of regional songs.

   Mr. Ogie Alcasid, a singer and composer, graced the awarding ceremony.

2. Comprehension Check:
   1. What were showcased in the Festival of Regional Songs?
   2. When and where did the Festival of Regional Songs happen?
   3. Who sang the songs in the Festival?
   4. Who graced the said activity?
   5. Why did the Cultural Center of the Philippines sponsor this activity?
   6. Is it important to learn songs from your own community? Why?

3. Small Group Activities
   Divide the class into four groups. Give each group a task to do.

   **Group 1:**
   Recall other events that happened in your school or community that

   **Group 2:**
   Pretend you are a member of your school children’s choir. List down
   the titles of two songs you want to be sung by your choir. Be ready to
   sing these songs to the class.

   **Group 3:**
   Friendly letter
   Write a letter to your friend telling him / her about a cultural program
   held in your school which features a festival of native songs popular
   in your locality.

   **Group 4:**
   Announcement
   Your school will hold a festival of native songs popular in your
   community. Write an announcement to inform the people of the
   activity. Invite everyone to join in the solo or group contests. The
   competition will be held on December 15, 2013 at the Rafael Gym.

   After ten minutes, let each group share to the class what they have done.

4. Skill Development (Writing reactions to issues)
   (Think-Pair-Share)
   **Issue:**
   Many young people now are no longer familiar with the songs of their
   own community. Their choices of songs are from foreign singers. Do
   you think this is a disadvantage to the community? Why?

   **Pair Work:**
   Have pairs discuss and write their ideas on a meta card.

   **Big Group Sharing:**
   Have each pair read to class then have them post their answers on a
   bulletin board or a cartolina prepared by the teacher.
Day 4

Objectives
- Spell correctly the words in the list of vocabulary words and the words in the selections read
- Note important details in a grade level informational texts read
- Read aloud grade level text with an accuracy of 95 – 100%

A. Preliminary Activities
   Let’s Go Back
   Refer to LM, Activity 4, page ____
   Ask a pupil to make sentence using a word from the puzzle.

B. Developmental Activities
   Have the class reread the informational text on LM page ____ (Festival of songs held)

1. Skill Development (Noting Details)
   Ask:
   What important information can you gather from the selection?
   Have the class do the following activity:
   - Distribute word cards with the information taken from the selection.
   - Have the class fill up the following chart by posting on it the appropriate word card as the teacher asks the following questions:
     1. What activity was held?
     2. Who joined the festival?
     3. From where did they come from?
     4. What songs were sung during the contest?
     5. Who graced the activity?
     6. Where was the program held?
     7. Why was the festival held?
     8. When was the program held?
     9. How many choirs were there?
    10. How many songs were sung by each choir?

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>Where</th>
<th>When</th>
<th>How many</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Processing / Generalization:
1. What answer do we give to “where” question?
2. What answer do we give to “what” question?
3. What answer do we give to “who” question?
4. What answer do we give to “where” question?
5. What answer do we give to “why” question?
6. What answer do we give to “how many” question?

2. Practice: Guided Practice
   Have the class answer the questions given by the teacher.
   (The teacher can give any Wh-question and how)
   Ask:
   1. Who is your best friend?
   2. What is your favourite story?
   3. When is your birthday?
   4. Where do you live?
   5. Why do you come to school?
   6. How many sisters do you have?

3. Independent Practice:
   Read the following selection. Then answer the questions that follow.
   Write your answer on a paper.
Levi Celerio is a famous Filipino musician. He wrote more than 4000 songs that enliven the homes, schools, cinemas and the nation as a whole. He was a simple man but whose heart and mind were rich with powerful lyrics and melodies. He could even make a nice music out of a leaf—which the Guinness Book of World Record recognized as the only one in the world.

Some of his popular songs are: Ang Pasko ay Sumapit, Pasko na Naman, Ang Pipit, Itik-Itik, Basta’t Mahal Kita, Kahit Konting Pagtingin, O Maliwanag na Buwan and Ang Bagong Lipunan among many others. His songs are sung by children during Christmas carol, his folk songs in schools and most of his love songs make movie themes. Though he died in 2002, his songs remained timeless and still live in Philippine culture.

1. Who received recognition from Guinness Book of World Record for making nice music out of a leaf?
2. When did he die?
3. How many songs did he write?
4. What are some of the songs he wrote?
5. Why do his songs remain timeless?

4. Evaluation:
Refer to LM, Activity 5, page _____

Day 5
Objectives
- Interpret a pictograph based on a given legend
- Spell words correctly in the list of vocabulary words and the words in the selections read
- Identify and use verbs appropriate for the grade level
- Note important details in an informational texts

A. Preliminary Activities
   Have the class review past form of regular verbs by answering Activity ___ LM page ___

B. Developmental Activities
1. Preparation:
   - Ask the class what folk songs do they like most.
   - Write the titles of the folk songs on a chart.
   - Example:

<table>
<thead>
<tr>
<th>Title of the songs</th>
<th>Name of pupils who like the song most</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahay Kubo</td>
<td></td>
</tr>
<tr>
<td>Leron-Leron Sinta</td>
<td></td>
</tr>
<tr>
<td>Paruparong Bukid</td>
<td></td>
</tr>
<tr>
<td>Itik-Itik</td>
<td></td>
</tr>
</tbody>
</table>

Have each pupil write his name on the chart in line with his favorite song.
Ask:
Who like most “Bahay Kubo”? Leron-Leron Sinta? Paru-parong Bukid? Itik-Itik?
How many children like the song Bahay Kubo? Leron-leron Sinta? Paru-parong Bukid?
Itik-Itik?

2. Presentation:
   Show the class the following:
   Say:
   Now, let us replace the name of pupils with a picture or figure. Every figure is equivalent to five pupils. (Figure will vary according to the actual number of pupils)

<table>
<thead>
<tr>
<th>Title of the songs</th>
<th>Pupils who like the song most</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahay Kubo</td>
<td>😊😊😊</td>
</tr>
<tr>
<td>Leron-Leron Sinta</td>
<td>😊😊</td>
</tr>
</tbody>
</table>
3. Discussion:
   Ask:
   1. What song is most-liked by the pupils?
   2. What song is least-liked by the pupils?
   3. What songs have equal number of pupils liking it most?
   4. What was used to tell the number of pupils?

   Explain to the class that the illustration shown is an example of a pictograph.
   Why is it called a pictograph?

4. Generalization:
   Say:
   A pictograph is a graph that uses pictures to give information about its facts.

   Practice:
   Refer to LM, Activity 6, page _____

5. Evaluation:
   Refer to Activity 7, LM page ___________
   Note: Songs may be changed to the title of the regional song of the MT

Week 22

Theme: Our Cultural Dances

I. Objectives
   A. Oral Language
      - Participate in and initiate more extended social conversations or dialogues with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information
   
   B. Fluency
      - Read aloud grade level text with an accuracy of 95 – 100%
   
   C. Spelling
      - Spell correctly the words in the list of vocabulary words and the words in the selections read
   
   D. Composing
      - Write reactions and personal opinions to news reports and issues
   
   E. Grammar Awareness
      - Identify and use verbs in the present tense appropriate for the grade level
   
   F. Vocabulary and Concept Development
      - Use words unlocked during story reading in meaningful contexts
   
   G. Listening/Reading Comprehension
      - Give one’s reaction to an event or issue heard
   
   H. Attitudes towards Literature and Language
      - Show love for reading by listening attentively during story reading and making comments or reactions
   
   I. Study Skills
      - Interpret a pictograph based on a given legend
II. Subject Matter
A. Topics
1. Social Conversation
2. Fluency: Accuracy of 95 – 100%
3. Vocabulary Words – Spelling & Using the Words in Sentences
4. Verbs
5. Giving Reactions
6. Interpreting Pictograph

Value Focus: Appreciation of one’s cultural dances

B. References
abouttravelingtheworld.com/philippines-culture/philippine-dance/the-pantomina-dance/

C. Materials
pictographs, pictures and video clips of Philippine folk dances, news articles, dialog

III. Procedure

Day 1

Objective:
- Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information

A. Preliminary Activities:
1. Conduct an oral test to the learners.
   Give simple sentences using present form of the verbs. Ask pupil – volunteers to identify the verbs used.
   Show this pictograph and ask the questions that follow.
   The Award Won by the Different Groups in the Singing Competition

Ask:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Awards Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Singing Youth Choir</td>
<td></td>
</tr>
<tr>
<td>San Rafael Children’s Choir</td>
<td></td>
</tr>
<tr>
<td>Daragang Magayon Children’s Choir</td>
<td></td>
</tr>
</tbody>
</table>

Legend:  = 3 awards

1. What is the pictograph about?
2. What does the pictograph show?
3. What does the trophy stand for?
B. Learning Activities

1. Oral Language

Have you watched people perform folk dances? Have you ever experienced
dancing a folk dance? Do you enjoy it? Why?
Show some video clips of folk dances such as Itik-Itik, Tinikling, Kuratsa, Singkil, etc.

Ask:

6. Are you familiar with these dances? Where do you think the dance originated?
7. Are Filipino dances beautiful? Why?
8. Why must we be proud of these dances?
9. How should we show that we are proud of these dances?

2. Vocabulary Development

Have the class watch each video clip of the dance while the teacher tells the class
name of the song written on a long strip of cartolina. Title of the song is written on a
word strip.
Example: (Singkil, Tinikling, Pantomina, La Jota, etc.)

Show pictures of the different dances. Let the pupils identify the dance by putting the
word strip below the picture.

Have the class listen to the teacher read the following dialog:

Nina: Mother can you help me with my assignment?
Mother: May I know what you are asked to do.
Nina: My teacher assigned us to ask about Philippine folk dances.
Mother: Oh, that's easy. We have Tinikling, Kuratsa and Carinosa from the Visayas. We have
Singkil and Asik from Mindanao. While in Luzon, we have Banga and La Jota.
Nina: That's great. Thank you, Mother. I have something to share tomorrow. Thank you very much.

3. Comprehension check:

- What was Nina's assignment?
- Who helped her do the assignment?
- Who assigned Nina to know about Philippine folk dances?
- When would Nina submit her assignment?
- Why do you think Nina's teacher assigned them to know about folk dances?

a. Have the class read and act out the dialog.
b. Independent Practice:

4. Think-Pair-Share

Questions:
1. What folk dances or local dances do you know?
2. How is it danced?
3. Have each pair share their ideas to the class.

Day 2

Objectives:

- Spell correctly the words in the list of vocabulary words and the words in the selections read
- Show love for reading by listening attentively during story reading and making comments or
  reactions
- Give one's reaction to an event or issue heard.

A. Pre Listening Activities

1. Unlocking of Word Difficulties

originated courtship
imitation appreciate
2. Motivation

Show a picture of a couple dancing "Pantomina". (or a video clip of the dance)

Ask:

Are you familiar with this dance?

3. Motive Question

Ask: On what occasion is Pantomina danced?

B. Listening Text

1. Have the class listen to the following selection:

The Pantomina Dance

The Pantomina folk dance originated from Bicol region. It is performed during weddings and the dance steps are the imitation of the dove's courtship.

According to dance history, this dance is also called Salampati during the Spanish time. It is also the first folk dance to be written and it is included in the first folk dance book “Philippine Folk Dances and Games” written by Francisca Reyes Aquino.

Today, the Pantomina Dance is being performed during cultural programs in school and in many cultural activities in order for the young people to become familiar with the Philippine folk dances and not to let them forget and appreciate the Filipino culture.

2. Comprehension check:

Ask:

1. In what particular occasion do we dance Pantomina?
2. Why do people dance Pantomina during weddings?
3. Where did the dance originate?
4. How did the people get the idea of Pantomina dance?
5. How was it called during the Spanish Colonization?
6. Why do you think it was called by such name?
7. How can Pantomina dance or any folk dance help preserve our culture and tradition?

3. Skill Development (Giving Reaction)

Read, React, Report

Divide the class into five groups

Each will be given an issue / question.

Every member of the group shall give his / her idea/s regarding the issue.

After all the members have shared their ideas, they will sum up and report it to the big group.

Issue:

During the wedding party, the newlywed stand by the door. They do not allow their guests to get out of the venue without giving them money.

Do you agree with this practice? Why / Why not?

4. Discussion:

Ask:

1. Did every member of the group share his / her reactions? Describe how your co-members share their ideas / reactions.
2. When you read the issue / event what have you felt? Why?
3. How can we give opinions or ideas on some issues / events?
4. Is it good to react too much on an issue / event?
5. Why must we be careful in giving reactions?
5. Evaluation (Oral)

Give your reaction on the following issue / event. Begin your statement by saying, “I think that……. / I feel that……./ In my opinion…….”

1. Instead of having children sing popular songs in school, they will be permitted to sing native songs only.
2. Children will be taught to dance native or folk dances in school.

Processing Questions:
Ask:

1. What are the bases of your reactions, beliefs or opinions?
2. How must we give reactions?
3. Should we be careful in giving reactions? Why?

6. Assignment:
Give your reaction on the following issue / event. Begin your statement by saying, “I think that……. / I feel that……./ In my opinion…….”
Children will be taught to dance native or folk dances in school.

Day 3

Objectives:
- Read aloud grade level text with 95 – 100% accuracy
- Give one’s reaction to an event or issue read.
- Write a reaction and personal opinion to a news report or an issue

A. Preliminary Activities
Refer to LM, Activity 1

Processing Questions:
Ask:

1. What reaction can you give about this situation?
2. How did you give your reactions?

B. Developmental Activities

1. Pre-Reading
Unlocking of Difficulties

garnered applauded
showcased light
finale

2. Motivation
Have you ever had a chance to join a dance contest or a dance presentation in a program?
- What dance was it?
- Will you tell us about it?

3. Motive Question
In the news find out what dance group brought honor to the Philippines.

4. During Reading
Ask a pupil model to read the news report. Then, let the class reread it.

Understanding, goodwill through Philippine dances

The Bayanihan Philippine National Folk Dance Company won the Gold Award in the 14th World Folklore Festival in Istanbul, Turkey, on July 7,
2013, topping different dance groups from 14 countries. The Bayanihan who also garnered the Gold Award in the same festival in 2007 showcased the rich cultural heritage of the Philippines included the Call of the Lumad (Bagobo Tribal Dance Suite), Spanish-inspired dances and the Filipino folk dance Tinikling as finale. The Singkil, Pandanggo sa llaw, and Maglalatik were highly applauded numbers.

The Bayanihan has helped international understanding through dance and music and had brought honor to the country with performances described by the New York Times as “vibrant and light.”

The Bayanihan was the first Filipino group to perform in Broadway and at the Lincoln Center for the Performing Arts in New York; the first to be invited to perform in Russia, China, and South America; the only Filipino dance company to receive the Ramon Magsaysay Award for International Understanding; and the first Filipino dance company to perform at the World Showcase Millennium Village in Disneyworld, Florida.

4. Post Reading Activities
Answering of the Motive Question
What dance group brought honor to the Philippines?

5. Comprehension check
- What award did the Bayanihan National Folk Dance Company receive?
- When did they receive the award?
- Where did they receive the award?
- What Philippine dances did the dance group perform?
- How did the dance group bring honor to the Philippines?
- What other awards did the dance group receive?
- Why do they deserve these awards?

6. Skill Development
Giving Reactions (If fact or opinion)
Issue 1:
- Schools must hold activities that will promote local or native songs and dances.

What can you say about this?
Have pupils give reactions on this issue. Other learners can also make reaction on their classmate’s opinion on the issue.
Processing Questions:
- What are the bases of your reactions?
- How did we give reactions?

Issue 2:
- The local government should initiate activities in the community that would promote the local traditions and culture. Folk dances and songs of the community must be performed every time there are activities.

Have pupils give their reactions on this issue. Other learners can also make reaction on their classmate’s reaction on the issue.
Processing Questions:
- What are the bases of your reactions?
- How did we give reactions?
7. Independent Practice:
   Mini – Debate
   Divide the class into 3 groups.
   One group will be on the positive side of the issue / event, another will be on the negative side of the issue / event and the third group will act as the audience and will weigh the result of the mini-debate.
   The following issue must be debated upon:

   Pupils are made to contribute an amount so that the school can come up with their school paper.

   After the activity, they will report what transpired in the mini-debate.

Processing Questions:
- Does every member in the small group share their ideas in the mini-debate?
- How do you know that they shared?
- How do you feel during the debate? Why?

8. Evaluation:
   Pupils are evaluated according to how they give their ideas in the mini-debate.

9. Assignment:
   Ask your parents about this issue:

   Kuratsa Dance is danced during the wedding in order that the families and relatives of the bride and groom would give “gala” or money while the couple is dancing.

   Ask:
   Is this a good practice? Why? Why not?

**Day 4**

Objectives:
- Spell the words correctly in the list of vocabulary words and the words in the selection read
- Identify and use verbs in the present form

A. Preliminary Activities
   Have them submit their homework to their leader. Have the leaders put the collected homework on the teacher’s table.

B. Developmental Activities
   Grammar Awareness

1. Preparation
   Read the following:
   Perla dances gracefully. She is a member of a dance group. She travels to different places to perform. Every time she comes home, she brings pictures of the places she visits.
   Ask:
   1. What are the verbs in the paragraph?
   2. What are verbs?
   3. What tense of verb is used in the paragraph?
2. Presentation:
   Compare how the verbs are used in the following sentences:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perla dances gracefully.</td>
<td>1. All members of the group</td>
</tr>
<tr>
<td>2. She travels to different</td>
<td>dance gracefully.</td>
</tr>
<tr>
<td>places.</td>
<td></td>
</tr>
<tr>
<td>3. She comes home with many</td>
<td>2. Her friends travel with her.</td>
</tr>
<tr>
<td>pictures and presents for us.</td>
<td>3. They come home happily after</td>
</tr>
<tr>
<td></td>
<td>their performance.</td>
</tr>
</tbody>
</table>

3. Discussion / Processing;
   Help the class understand the concept by letting them fill out a table like
   below:

<table>
<thead>
<tr>
<th>Verbs in Group A</th>
<th>Word / subject referred to by the verb</th>
<th>Number</th>
<th>Verbs in Group B</th>
<th>Word / subject referred to by the verb</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>dances</td>
<td>Perla</td>
<td>one/ singular</td>
<td>dance</td>
<td>members</td>
<td>many/ plural</td>
</tr>
<tr>
<td>travels</td>
<td>she</td>
<td>one/ singular</td>
<td>travel</td>
<td>friends</td>
<td>many/ plural</td>
</tr>
<tr>
<td>comes</td>
<td>she</td>
<td>one/ singular</td>
<td>they</td>
<td>come</td>
<td>many/ plural</td>
</tr>
</tbody>
</table>

   Ask:
   - What form of the verb is used to denote present action?
   - What form of the verb goes with a singular subject?
   - What form of the verb goes with a plural subject?

4. Guided Practice:
   Have pairs read and fill out the correct form of verb in the dialog:

   **Irene:** My father (treat) the sick. He is a doctor. What does your father do Adrian?
   **Adrian:** He (teach) students. He is a Mathematics teacher.
   **Irene:** Oh! So he always (help) you with your school works.
   **Adrian:** Yes he does. My sister and I always (ask) his help with our lessons in Mathematics.
   **Irene:** My father (help) me too. But many people (come) to our house to ask his help, so he seldom has time to do it.
   **Adrian:** It’s okay. He (give) service to others after all.

5. Independent Practice:
   Refer to LM Activity 4 page ____

6. Evaluation
   Use the following verbs in a sentence
   a. dance
   b. join
   c. perform
Day 5

Objectives:
- Interpret a pictograph based on a given legend
- Spell the words correctly in the list of vocabulary words and the words in the selections read
- Identify and use verbs

A. Learning Activities

Checking of Home works
- What form of verb is used in the sentences?
- When do we use s-form of verbs?

1. Preparation:
   Have the class reread the news report on Day 3, “Understanding, goodwill through Philippine dances”
   Ask:
   - If the Bayanihan Dance Company is a famous dance group, what would people do if they make performances?

2. Presentation:
   - Have the class determine the number of audience there would be if the dance company would perform in.
   - Who do you think are going to watch?

3. Practice:
   - Divide the class into 3. Have each group make their own pictograph collaboratively using the given details:
     - Group 1: Make a pictograph showing the number of audience according to gender (men/boys and women/girls) the locality watching the show.
     - Group 2: Make a pictograph showing the number of audience according to age (children 1-12 years old, 13-25 years old, 25-50 years old, 51 years old above) watching the show.
     - Group 3: Make a pictograph showing the number of audience according to occupation (teacher, students, others) watching the show.
   - Have each group report to the class the output.

4. Evaluation:
   - Refer to LM, Activity 5 page __________

5. Assignment
   - Have the pupils conduct an interview.
   - Use the following guide questions:
     1. What are the arts and crafts in your locality?
     2. How are they made?
     3. Where do they make these?
     4. Why do they make these arts and crafts?

Week 23

Theme: Our Local Arts and Crafts ("How to" Activity / Procedural - Preparing projects from recyclable materials)

I. Objectives:
   A. Oral Language
      - Participate in and initiate more extended social conversation or dialogue with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information
B. Fluency
- Read aloud grade level text with an accuracy of 95 – 100%

C. Spelling
- Spell correctly the words in the list of vocabulary words and the words in the selections read

D. Composing
- Write reactions and personal opinions to news reports and issues

E. Grammar Awareness
- Use the correct form of the verb given the time signal

F. Vocabulary and Concept Development
- Use the combination of affixes and root words to get the meaning of words

G. Listening/Reading Comprehension
- Give one’s reaction to an event or issue heard

H. Attitudes towards Literature and Language
- Show love for reading by listening attentively during story reading and making comments or reactions

I. Study Skills
- Interpret a pictograph based on a given legend

I. Subject Matter
A. Topics
1. Participating and Initiating more extended social conversation
2. Reactions and Personal Opinions to News Report, Issues and Events
3. Verbs – Given the Time Signal
4. Words – affixes, roots
5. Interpretation of a Pictograph

Value Focus: Appreciation of our local arts and crafts

B. References
C. Materials
Pictures of Philippine arts and crafts, pictures or slides of objects made out of recycled materials, Manila papers and Markers, crayons, listening text, Strips of paper with events/issue, word cards for the Vocabulary & Concept Development, predicting chart, Learners Material
Selection: How Pots are Made

II. Procedure

Day 1

Objectives
- Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information

Learning Activities
A. Pre – Assessment
   Teacher conducts an oral test to the children
   Give simple sentences using verbs and time signals
   Give your reaction to this issue:
   Children need to learn about local arts and crafts

B. Oral Language
   1. Look and Tell
      Display pictures of local arts and crafts. (If possible, display also real objects)
      Have pupils do a picture walk
Ask:
1. What do you see?
2. What kinds of materials are used for each object?
3. What can you say about the objects?
4. Are they easy to make?
5. Are they attractive?

2. Vocabulary:
   Have the class learn the following words through the pictures or real objects shown:
   - sinamay
   - shell crafts
   - buri hats and mats
   - abaca
   - ceramic jars
   - capiz lanterns
   - handicraft store

3. Listen and Read
   Listen to the teacher read a dialog.

One Saturday, Marina was helping his father in the handicraft store.

Marina: Father, from where these crafts have been made?
Father: Well, there are different sources. For example, sinamay comes from abaca. They are made into many objects like the jewelry case, special papers and some decorative materials. Though, we also have some items made from abaca like baskets, door mats and home decors.
Marina: Our teacher told us a story once about capiz lanterns. They are made from sea shells and mostly come from Pampanga.
Father: You are right, Marina. But we have buri and tikog hats and mats that come from Samar and Leyte. Most of the shell crafts are from Cebu.
Marina: What about the ceramic jars, Father?
Father: Most of those ceramic jars came from Vigan, Ilocos Sur.
Marina: Philippines is such a rich place of arts and crafts, isn’t it?
Father: Yes and we should be proud about it because they tell our local traditions and culture.

Comprehension Check:
- What was Marina doing?
- What did and his father were talking about?
- What Philippine crafts were for sale on the handicraft store?
- From what material sinamay is?
- What crafts can be made out of abaca?
- Where does Capiz lantern come from?
- Where is the source of buri and tikog hats and mats?
- What crafts come from Cebu? from Ilocos Sur?
- Why must we be proud of the crafts and arts made in the Philippines?

4. Practice
   Have pupils read the dialog, then act it out.

5. Evaluation:
   Have the class say two to three sentences about the following:
   Tell any craft or art which your place is known with.
6. Assignment:
Cut out pictures of different objects that show arts and crafts of the Philippines. Paste them on bond papers.

**Day 2**

Objectives
- Show love for reading by listening attentively during story reading and making comments or reactions
- Give one’s reaction to an event or issue heard.

A. Pre-Listening Activities
1. Let’s Go Back
   - What are the common local arts and crafts in the community?
   - Why do they make these local arts and crafts?
   - What materials are used in making those local arts and crafts?

2. Motivation:
   - Have you experienced making something out of a recyclable material?
   - What did you make?
   - What recyclable materials can be used in making a new product?

Have the class look at some pictures of objects made out of discarded items. (slides may be shown if multimedia projector is available. Just refer to the website: [http://www.hongkiat.com/blog/recycled-art-masterpiece-made-from-junks/](http://www.hongkiat.com/blog/recycled-art-masterpiece-made-from-junks/))

Motive Question:
Can recyclable materials be made into arts and crafts?

3. Listening Text
Have the pupils listen to a text.

Ever shocked by the beauty of toilet paper rolls, or saw the chicken formed by the egg shells, or witnessed coolest lion made by tires? All of them are even made by common things you throw away every day, and they are known as recycled art.

Recycled art is not only something that entertains you or artist makes for living, it also presents to you a great lesson: do not underestimate the power of even trash. The true beauty of the recycled art is showing us that with belief and passion, even unwanted item can become one of the most beautiful arts in the world.

by Alvariz Falcon

4. Post Listening Activities
- What do you call the art of making discarded objects into useful and beautiful objects?
- How is recycled art done?
- What is the most important lesson taught to us by recycled art?
- Why must we learn or promote recycled art?

5. Skill Development (Giving Reactions)
Have the class listen to this issue.

Every Friday, all the pupils in your school are required to bring to school objects that are discarded at home but could still be recycled.

What can you say about this?

Ask the pupils to give their reaction. Their statements may start with “I think….” or “I believe…….” or “In my opinion…..”
6. Practice:
Form three groups. The leader of the group reads a particular issue to the group. Members should give opinions regarding the issue they heard. One member should take note of each member’s opinion.

After 3 minutes, each group will report their reaction on the issue / event given to them.

Issues / Events:
Group 1:
The teachers collect from the pupils P5.00 every Monday for test papers and activity sheets.
Group 2:
Pupils not wearing school uniform are not allowed to enter the school premises.
Group 3:
Pupils who do not speak English in the school premises are fined.

Ask:
1. What did you feel about the issue / event?
2. What are bases of your reactions?
3. How can we give right reactions on issues / events?
4. Is it good to react too much on an issue / event?
5. Why must be careful in giving reactions?

7. Evaluation:
Refer to LM, Activity 1, page ______

Day 3

Objectives:
• Spell correctly the words in the list of vocabulary words and the words in the selections read
• Read grade level text with an accuracy of 95 – 100% accuracy
• Give one’s reaction to an event / issue
• Write reactions and personal opinions to news reports and issues

A. Pre Reading Activities
1. Unlocking of Difficulties
Unlock the words using pictures, actions, and context clues.
• pottery – Pots are made in the pottery. What do you mean by pottery?
• kneading – (action – using a clay)
Show to the pupils the action. Ask: What am I doing? Yes, we call this kneading. Who wants to try kneading the clay? Why do you think we have to knead the clay?
What does kneading mean?
What is baker kneading in the bakery? (dough, flour)
• wedging – (context clues)
Wedging is the process of kneading with the hands. We push and squeeze the clay to free it from air bubbles. What does wedging mean?
• get rid of – (context clues)
We wash our clothes to get rid of the dirt and to free it or do away with the bacteria brought by the dirt. What does get rid of mean?

2. Motivation:
Show real pots. Have the pupils hold the pots and describe each of the pots. Have them tell their experience about it.
Motive Question:
How Pots are Made
Grace Uurlanda  Rabelas & Franlie O. Ramos - Corporal

A journalist interviews a local pottery artist for his weekly radio show “Our Town.”

Interviewer: How long have you been making pottery?
Pottery Artist: I have been doing this 20 years.
Interviewer: Can you show and tell me how you make this beautiful pottery?
Pottery Artist: Sure! The first step is wedging clay. Wedging is a process of kneading the clay with the hands.
Interviewer: Why do we need to do it?
Pottery Artist: So that we can get rid of air bubbles.
Interviewer: What do we do after this process?
Pottery Artist: We place the clay in the center of the wheel and begin spinning. It is important that the clay is wet. If it begins to feel sticky we add more water.

4. Post Reading Activities
Answering the Motive Question
How are pots made?

Predicting Chart:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Children’s Prediction</th>
<th>What is Found in the Text?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are pots made?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are pots made of?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion of the Text
- Who was interviewed by the journalist?
- What does he do?
- How long has he been making pottery?
- What kind of pots does he make?
- What materials are used in making beautiful pots?
- Is it difficult to make pots? Why?
- How does he make his pots beautiful?
• If you will be given the chance to design a pot, what designs will you make? Why? (Ask several pupils.)
• What are the uses of pots?
• Are pots included as one of local arts / crafts? Why?

5. Practice
Refer to LM, Activity 2, page _____
Have the pupils share to the class their opinion.

6. Evaluation:
Refer to LM, Activity 3, page _____

Day 4

Objectives
• Use the correct verb given the signal words
• Read aloud grade level text with an accuracy of 95 – 100%

A. Learning Activities (Grammar Awareness)
1. Presentation
Have the pupils read the sentences from the yesterday’s selection “How Pots Are Made”. Then help them complete the table by asking the questions that follow:

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Verb</th>
<th>Time Signal</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the moment, the journalist interviews a local pottery artist.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The local pottery artist designs her pots every Thursday.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The journalist thanked the local pottery artist yesterday.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The local pottery artist started making pots 20 years ago.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s Read and Chat
Ask:
1. What is the verb in each sentence?
2. In what tense or form is the verb expressed?
3. How do you know it is in the past form?
4. What is the signal words used in each sentence?
5. Will it help us determine the tense of verb to be used?

2. Concept Formation / Generalization:
What are time signals?
How do they help determine tenses of verbs?

3. Practice:
Guided Practice:
Refer to LM Activity 4, page _____
Independent Practice
Divide the class into 10 groups.
Each group will be given 5 time signals (mixture of past and present). They will make a sentence using a verb for each time signal. Have the secretary of the group write the sentences on the Manila paper.
Have a pupil – volunteer from each group present their output to the big group.
After all the groups have reported their output, have them notice the action words used in each of the sentence. Have them check whether they applied what has been learned during the discussion.

4. Evaluation
(Refer to LM Activity 5, page _____)

5. Assignment
(Refer to LM, Activity 6, page _____)
Day 5

Objectives:
- Use the affixes as clues to get the meaning of words.
- Interpret a pictograph based on a given legend.

A. Learning Activities
   Let's Go Back
   Have the pupils share their answers made in the LMs p. ___
   Discuss each item one at a time.
   - What is your answer?
   - Why do you have that kind of answer?
   - How would you prove it?

B. Developmental Activities

1. Preparation
   Introduce the words to be learned.
   impossible        restart        unclean        misspelled

2. Skill / Concept Development

   Post the word card: restart, untie, disconnect, misunderstood
   Discuss the meaning of each word through context clues.
   - *(Do a simple math problem on the board. Make a mistake.)* “I made a mistake, so I need to restart solving the problem. I need to start again.” *(Do the math problem again, solving it correctly this time.)*
   - *(Show a real tennis shoe. Tie the shoelace while describing what you are doing.)* “I am tying the shoelace.” *(Untie the shoelace while describing what you are doing.)* “I untie the shoelace.”
   - *(Show this action: connect the plug to the electrical outlet)* Ask: What did I do? What will happen to the fan if I switch it on? What happens if I disconnect the fan from the outlet? *(Show the action.)*
   - He barked and jumped up and down. Father gave him water but Blackie continued barking and jumping up and down. Father misunderstood what Blackie wanted. So, Blackie pulled his leash and went near the door. Now, Father understands what Blackie wants.

   a. Ask the following questions and fill out the table to process the words
      a. What is the meaning of the word?
      b. What is the root word of this word?
      c. Based on context what do we mean by this word?
      d. What prefix is added to the root word word?
      e. What is the meaning of the prefix?
      f. If we combine the prefix and the root word, what is the new word?
      g. What do we mean by the word formed?
      h. Does the prefix change the meaning of the new word?
3. Practice Exercise
   Have the pupils answer Activity 7, LM, page ____

Independent Practice
   Have the pupils use the new words formed in sentences.
   a. reread
   b. undo
   c. mistook
   d. misspelled
   e. refill

4. Evaluation:
   Refer to LM, Activity 8, page ____

5. Assignment:
   Write a sentence for each word below:
   1. untidy
   2. unopened
   3. regain

Week 24

Theme: Our Favorite Foods – Local Cuisine

I. Objectives:

   A. Oral Language
      • Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences / paragraph.

   B. Fluency
      • Read grade level text with appropriate speed

   C. Spelling
      • Spell correctly the words in the list of vocabulary words and the words in the selections read

   D. Composing
      • Write reactions and personal opinions to news reports and issues

   E. Grammar Awareness
      • Use the correct form of the verb given the time signal

   F. Vocabulary and Concept Development
      • Use the combination of affixes and root words to get meaning of words.

   G. Listening/Reading Comprehension

(The table will look like this after the discussion.)

<table>
<thead>
<tr>
<th>Main Word (Root Word)</th>
<th>Prefix</th>
<th>New Word</th>
<th>Meaning of the New Word</th>
<th>Meaning of the Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>start</td>
<td>re-</td>
<td>start</td>
<td>start over, start again</td>
<td>again</td>
</tr>
<tr>
<td>tie</td>
<td>un-</td>
<td>untie</td>
<td>loosen, reverse action</td>
<td>not</td>
</tr>
<tr>
<td>connect</td>
<td>dis-</td>
<td>connect</td>
<td>reverse action, release from</td>
<td>not, opposite of</td>
</tr>
<tr>
<td>understood</td>
<td>mis-</td>
<td>misunderstood</td>
<td>not understood / understand</td>
<td>not</td>
</tr>
</tbody>
</table>
• Infer important details from an informational text

H. Reading Comprehension
• Infer important details from an informational text

I. Attitudes towards Literature and Language
• Show love for reading by listening attentively during story reading and making comments or reactions

J. Study Skills
• Enumerate and interpret the labels in an illustration

III. Subject Matter
A. Topics
1. Talking: Using Expanding Vocabulary in Complete Sentences
2. Reactions and Personal Opinions to News Report, Issues and Events
3. Verbs – Given the Time Signal
4. Words – affixes, roots
5. Enumeration and Interpretation of labels in an Illustration

Value Focus: Appreciation of our local cuisine

D. References
E. Materials
Labels: At the Restaurant, At the Birthday Party, At the Beach, At the Fiesta, word cards, pictures
News Article: “Pinangat Festival” by: Franlie O. Ramos – Corporal

B. Procedure

Day 1

Objectives
• Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences / paragraph

A. Preliminary Activities
Checking of homeworks.
Discussion of the answers for recall of previous lessons.

B. Developmental Activities
Oral Language & Vocabulary Development
Show the class the following pictures:

Help the pupils understand these new words by showing the pictures and using them in sentences:
• local cuisines
  Adobo, rice cakes, pansit and puto are food which are native to the Philippines. They are local cuisines.
• tourists (picture and context clues)
  Maria, John and Ben are living in the United States. They came to the Philippines as tourists. People living in Manila who came to Naga during Peñafrancia Fiesta are also called tourists. What do tourists mean?
• unique (context clues)
  The Pili nut has its unique taste. Cashew nut is only one of its kind. Each nut has its special taste. What does unique mean?
• appetizing (pictures / context clues)
(Show a picture of a kid eating ice cream.) What can you say about the picture? (Ask 1 – 2 pupils to describe the pictures.) How do you feel if you see someone eating an ice cream? Ice cream has an appetizing taste. The taste is tempting that you like to have another cone of ice cream. What other foods have appetizing taste? What does appetizing mean?

(Expected Answers: tempting, tasty, delicious, inviting, mouth-watering)

Oral Activity
Prepare the classroom set up a day ahead. Put a label in one corner of the room with “At the Beach”, another corner “At the Birthday Party”, and one corner “At the Fiesta”.

![Diagram showing the layout of the classroom](image)

Divide the class into 4 groups.
Have each group take a visit to each place or destination set in the classroom.
Give each group 5 minutes in each destination.
Give the following guide questions that they should ask each other while in a particular destination:
Ask:
1. What is this place? or What occasion is it?
2. What do you do when you are in this place? or attending this occasion?
3. What food do you eat when you go to this place or when attending the occasion?
4. What do you feel when you are in this place? or What do you feel when you attend this activity?

Suggested Destination:
First Stop: Group 1 – At the Restaurant  Group 2 – At the Birthday Party
Group 3 – At the Fiesta  Group 4 – At the Beach
Second Stop: Group 1 – At the Birthday Party  Group 2 – At the Fiesta
Group 3 – At the Beach  Group 4 – At the Restaurant
Third Stop: Group 1 – At the Fiesta  Group 2 – At the Beach
Group 3 – At the Restaurant  Group 4 – At the Birthday Party
Fourth Stop: Group 1 – At the Beach  Group 2 – At the Restaurant
Group 3 – At the Birthday Party  Group 4 – At the Fiesta

After the trip, each group will make a summary of their journey.
After 5 minutes, let each group share to the class what they have discussed.

Processing of the Group Work
Ask:
1. What kind of questions did you ask to get the experience of every member in the different destinations?
2. Does everyone participate in the discussion?
3. How would you rate your participation in the discussion?
4. How do we solicit information from others?
5. How do we ask questions / answer questions?

Day 2

Objectives
- Infer important details from an informational text.
- Spell correctly the words in the list of vocabulary words and the words in the selection listened to / read.
- Write one’s reaction and personal opinions to news reports and issues
  A. Pre Listening Activities
     1. Let’s Go Back
        - What are the famous cuisines?
        - Who became famous because of these cuisines?
        - What ingredients are used in cooking those local cuisines?
  2. Unlocking of Difficulties
     Unlock the words using pictures, actions and context clues.
     - Camalignon
       This is the people living in Camalig, Albay. They are called Camalignon. What does Camalignon mean?
       (Expected Answer: Camalignon are the people living in Camalig, Albay.)
     - Review the meaning of local cuisines, foreigners and unique
  3. Motivation:
     Have you experienced eating some of those local cuisines? How does it taste?
     Motive Question:
     What local cuisine is featured in the text?
  4. Listening Text
     Have the pupils listen to a text

Pinangat Festival
Franlie O. Ramos – Corporal

June is the busiest and colourful month of the year in Camalig, Albay. Many tourists come to visit and join their festivities. This is done by the government to encourage businessmen to put up their businesses in their town. This, too, is an avenue for every Camalignon to showcase their talents and the richness of their culture and tradition.

They called the month of June Pinangat Festival where they featured their famous local cuisine Pinangat which is prepared in the following manner:

1. Cut the gabi leaves into narrow pieces.
2. Mix the “balaw”, chopped red ginger, and stripped fish meat or pork.
3. Place all the mixed ingredients on a big gabi leaf.
4. Fold the sides of the gabi leaf to cover all the ingredients then tie it.
5. Put all the tied pinangat in a deep pan.
6. Pour the coconut milk.
7. Cook.
8. If you want a hot and spicy pinangat, put the mashed “siling labuyo” on top of the pinangat before cooking.

This local cuisine made Camalig, Albay famous because of its unique taste and cooked out of the ordinary way.
5. Post Listening Activities
   - What local cuisine is featured in the text?
   - What is it made of?
   - What makes it famous?
   - How did the Camalignon advertise their pinangat?
   - When do they conduct the Pinangat Festival?
   - How do you think will the Camalignon show their talents and the richness of their culture and tradition?
   - If you were one of the Camalignon, what will you do to help promote your culture and tradition?
   - What local cuisine do you have in your community?
   - What will you do to promote your local cuisine?

6. Skill Development (Writing Reaction)

   Presentation:
   Have the pupils listen to this issue:

   *The Pinangat Festival promoted its local cuisine called “pinangat”.*

   Discussion
   - What is the issue?
   - Do you agree with the issue? Why?
   - What are the bases of your reaction?

   *(This is how the chart would look like.)*

<table>
<thead>
<tr>
<th>Issue / Event</th>
<th>Reaction</th>
<th>Bases of your Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pinangat Festival, a way to promote the local cuisine called pinangat.</td>
<td>I agree because during the Pinangat Festival there are a lot of people who come and join the festivity. They have the chance to taste and know more about pinangat. And when they go home, they would tell their friends about their experiences.</td>
<td>Because of - experience - text read - feeling</td>
</tr>
</tbody>
</table>

   Have the children look at the written reaction in the second column.
   Ask:
   1. In what statement does the reaction start?
   2. What other details are found in the reaction?
   3. How do we write a reaction?

7. Practice Exercise

   Divide the class into four groups.
   Have the pupils react on the issues/news using the following guides questions: (one issue at a time)
   1. What is the issue/news?
   2. Do you agree with the issue/news? Why/Why not?
   3. What were the bases of your reactions?

   Have the group write their answers on a piece of Manila paper using this format:
After 3 minutes, each group will report their output to the class. After all the groups have presented,

Ask:
1. Did all the members share their ideas?
2. What did you consider in making your reactions?
3. What details are found in your reactions?
4. How did you write your reactions?

Issues / News:

Issue 1:
Cooking local dishes should be taught in school. What is your reaction about this?

Issue 2:
The Philippines is again a participant at the 18th Macau Food Festival, being held in Macau from November 8 to 24, with young Filipino businessman Edwin Go's Philippine food stall bearing the name of his Filipino restaurant in Macau “Umami”. There are more than 100 local food merchants participating in the event. What is your reaction about this news report?

Processing of the Group’s Reporting

Ask:
1. What things should we consider in making reactions?
2. How do we write reactions?

Read, React, Write

Have the class read this issue.

Issue:
Native dishes can be best be promoted during fiesta celebrations. Do you agree with this statement? Why / Why not?

Have the pupils use these guide questions:

Ask:
1. What is the issue?
2. What is your reaction?
3. What are the bases of your reaction?

Day 3

Objectives:
- Show love for reading by listening attentively during story reading and making comments or reactions
- Use the correct form of the verb given the time signal
- Read grade level text with appropriate speed

A. Pre Reading Activities

1. Unlocking of Difficulties
   - Unlock the words using pictures, actions, and context clues.
   - Review to the class the meaning of appetizing and unique.

2. Motivation:
   - Are there favorite dishes cooked at home whenever there are special occasions?
   - What are these dishes?

Motive Question

Ask:
What are the special dishes prepared by Nanay Lily on her 55th birthday?

3. During Reading Activities
Nanay Lily’s Birthday
Franlie O. Ramos – Corporal

Many people in our town look forward to Nanay Lily’s birthday. Nanay Lily is the best cook in our place. She always prepares unique and appetizing dishes. A bite of it leads you to take to another bite. Every year she invites most of her friends to their house to celebrate the day with her.

On her 55th birthday, she served dishes cooked with siling labuyo and coconut milk such as laing, Bicol Express, pinangat and kinunot. She also included Sinarapan sa Tanglad and nilutong balaw.

She prepared special dishes for the children like fried tilapia, pancit bato, dinuguan and puto macapuno.

She served mazapan de pili, sugar-coated peanuts and yema for dessert.

Everyone enjoyed Nanay Lily’s birthday.

4. Post Reading Activities
   • What are the special dishes prepared by Nanay Lily on her 55th birthday?
   • Why do people look forward to Nanay Lily’s birthday?

5. Grammar Awareness (Enrichment)
   Have the pupils read the sentences from the story “Nanay Lily’s Birthday”.
   1. She always prepares unique and appetizing dishes.
   2. Every year she invites most of her friends to their house to celebrate the day with her.
   3. On her 55th birthday, she served dishes cooked with siling labuyo and coconut milk.
   4. Everyone enjoyed Nanay Lily’s birthday.
   Have the pupils underline the verbs used in the sentences.
   Ask:
   1. What form of verb is used in sentences a and b?
   2. What form of verb us used in sentence c and d?
   3. What helps us determine the tense of verb to be used in sentences.

6. Practice
   • Guide Practice:
     Refer to LM, Activity 1, page _____
   • Independent Practice:
     Have each pupil use the following verb in sentences expressing its present and past form.
     • clean
     • play

7. Evaluation
   Refer to LM, Activity 2, page _____

8. Assignment
   Conduct an interview with your parents / relatives using the following questions:
   1. What is / are the famous dish / dishes in our community?
   2. What ingredients are used to cook these dishes?

Day 4

Objectives:
• Infer important details from an informational text

A. Learning Activities (Reading Comprehension)
1. **Review**
   Have the class reread the story “Nanay Lily’s Birthday”

2. **Presentation**
   Ask:
   What traits were shown by Nanay Lily based on what she did?

   *(Write pupil’s answer around the semantic web.)*

3. **Skill Development**
   What helped you guess Nanay Lily’s traits?
   - Are your guesses based on information from the story?
   - What information in the story gives you the clue?

   *Say: This is an inference. What is an inference?*

4. **Practice**
   a. **Guided Practice**
      Refer to LM, Activity 3 & 4, page _____

      Have the class read the following situation.

      Tina threw her bag to the chair, walked past her parents, slammed the door of her room and threw herself to the bed. How does Tina feel?

      - How does Tina feel?
      - How were you able to tell that Tina is really feeling that way?
      - Can we say that we gave the right guess about Tina’s feeling? Why / Why not?
      - What things should we consider in making inferences?

   b. **Independent Practice**
      Have the pupils form dyads.
      Show a situation on the board.
      Have the partners talk about the text.
      After a minute, ask pupil – volunteers to tell what they infer in the text. Have them tell the evidences that would prove their inference.

      **Situation 1:**
      Automobiles must have certain safety devices such as seat belts, headlights, and good brakes. We can infer that safety devices is something that makes driving _____.

      safer faster more fun lighter

      **Situation 2:**
      A person that has the flu has several symptoms like sneezing and a high temperature. We can infer that “symptoms” are __________.

      an illness sign of illness high temperatures cures

5. **Evaluation**
   Refer to LM Activity 5, page _____
Day 5

Objectives

- Use affixes as clues to get the meaning of words.
- Enumerate and interpret the labels in an illustration

A. Learning Activities

1. Let’s Go Back
   Have the pupils share their answers made in the LMs p. ___

2. Vocabulary and Concept Development
   - Pre-teach Vocabulary and Concepts (prefixes)
     - Post each word card: misinform, reread, disembark, misread
     - Discuss the meaning of each word by asking questions that would lead pupils to understand each. Use the table below as the pupils give their ideas.
   - The teachers inform the pupils that there will be a parent’s meeting on Tuesday but two of them misinform their parents by telling them that the meeting will be done on Monday.
   - After Jake and Jiji read the story, Miss Santos called somebody to reread it.
   - (Show pictures of people in action (about to ride the bus / jeep or any vehicle.) What can you say about the picture? Say: They are about to embark.
   - (Show a picture of people in action (getting off the bus / jeep or any vehicle.) What can you say about the picture? (Show the first picture.) Say: They disembark.
   - (Read a sentence. Make a mistake (one word) in reading the sentence. Be sure that the pupils can see the text you are reading.) Did I read the words right? Why? I misread the word ____.

   Ask the following questions for each word:
   1. What is the root word of this word?
   2. What is the meaning of the root word?
   3. What prefix is added before the word?
   4. What new word is formed when the prefix is added?
   5. Does the meaning change?

   (The table will look like this after the discussion.)

<table>
<thead>
<tr>
<th>Rootword</th>
<th>prefix</th>
<th>Meaning of Prefix</th>
<th>New word formed</th>
<th>Meaning of the new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform</td>
<td>mis</td>
<td>wrong, mistake</td>
<td>misinform</td>
<td>lie to, deceive</td>
</tr>
<tr>
<td>Read</td>
<td>re-</td>
<td>again</td>
<td>reread</td>
<td>read over, read again</td>
</tr>
<tr>
<td>Embark</td>
<td>dis-</td>
<td>not, opposite of</td>
<td>disembark</td>
<td>to get off</td>
</tr>
<tr>
<td>Read</td>
<td>mis-</td>
<td>wrong, mistake</td>
<td>misread</td>
<td>wrong in reading</td>
</tr>
</tbody>
</table>

3. Concept Development / Generalization

- Does the meaning of the root word change when a prefix is added?
- Would it help us understand meaning of new words if we know the meaning of prefixes? Why?

4. Practice

Refer to LM, Activity 6, page ____

B. Study Skill
1. Preparation:
Show this illustration to the pupils.

- What do you see in the illustration?
- What does the label in the illustration tell you?
- Where do you usually see this illustration?

2. Presentation
Show this illustration.

- What do you see in the illustration?
- What does the label in the illustration tell you?
- Where do you usually see this illustration?

3. Practice:
Have the pupils do Activity 7, LM page_____

Week 25

Theme: Good Citizenship (Waste Segregation, Obeying Traffic)

I. Objectives

A. Oral Language
   - Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph*

B. Fluency
   - Read grade level texts with appropriate speed

C. Spelling
   - Spell correctly the words in the list of vocabulary words and the words in the selections read.

D. Composing
   - Write reactions and personal opinions to feature story and issues

E. Grammar Awareness
   - Use the correct form of the verb in the future tense given the time signal.
F. Vocabulary
- Use the combination of affixes and root words as clues to get meaning of words.
  (Align with specific competencies in Grammar Awareness)

G. Listening/Reading Comprehension
- Sequence events in an informational text listened to through discussion, illustration, song, dramatization and art.

H. Attitude towards literacy, literature and language
- Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skills
- Enumerate and interpret the labels in an illustration.

I. Subject Matter
A. Topics:
1. Talking about famous people, places and events
2. Reading grade level texts with appropriate speed
3. Spelling
4. Writing Reactions and Personal Opinions
5. Words with affixes
6. Verbs – Future tense
7. Sequencing events
8. Enumerating and Interpreting Labels

Value Focus: Social Responsibility for Environmental Protection

B. Reference
C. Materials: illustrations, stories: “Big Heart”, “Brave on the Field”

III. Procedure:

Day 1

Objective
- Talk about famous people, places, events, etc. using expanding vocabulary in complete sentence/paragraph

A. Pre Assessment (10 minutes)
   Conduct an oral test to the pupils.
   Give simple sentences using verbs in the future tense
   Give words with affixes and their meaning
   Sequence the following events. Use the number 1, 2, 3
   ___ Spread the peanut butter
   ___ Bite the pandesal
   ___ Slice the pandesal in the middle

   Enumerate and interpret the label in this illustration

NO SMOKING

B. Developmental Activities
   Share and Tell
   Divide the class into 3 groups. Display on the board a pictures of famous people, events and places.
   The following tasks should be done by the groups:
   Group 1
   Choose three pictures of famous people you know.
   Talk about these people. Use the guide questions in your discussion.
   Ask:
   What are the names of the three famous people?
   Why are they famous?
Group 2
Choose three pictures of three popular events. Talk about these events guided with the following questions:
Ask:
What are the 3 popular events?
When is it celebrated?
Why is it popular?

Group 3
Choose three pictures of famous places. Talk about these places guided with the following questions:
Ask:
What are the names of the three famous places
Where can we find these places?
Why are they famous?

After 3 minutes, ask each group to report what they have discussed.
After 2 minutes, ask the reporter from each group present their summary to the big group.
Processing of the Group Activity
Ask:
1. Did everyone participate in the group discussion?
2. How would you rate your participation in the group?
3. How do we solicit information from others?
4. What is the importance of this activity to you as a child?

Day 2
Objectives
- Show love for reading by listening attentively during story reading and making comments and reactions
- Sequence events in an informational text through discussion, illustration, song, dramatization and art.
- Write reactions and personal opinions to feature story and issues

A. Pre Listening Activities
1. Motivation:
Say:
In the community we have a lot of famous persons. They did a lot of good things for the community. Let us look inside our home. Do we have people in the house who do good things for us, too? Who are they? What are the things they do for us?
Motive Question:
Who is the person who always helps us at home?

B. During Listening
Big Heart
Mothers are considered the light of every home. They love to keep their house spic and span surrounded with warmth of happiness. (Pause and ask: How do mothers keep their house? How do they surround their house with warmth of happiness) Moreover, they make every house a home for their family by showing her love and commitment.

Every morning, she wakes up early to prepare food for the family. She usually cooks rice, boiled eggs and vegetables. Then, she washes dishes and cleans the house. Then, she puts out all the rubbish and places them in the trash bin for the garbage collector to pick up. (Pause and ask: How does mother feel now? Why?) Afterwards, she does the laundry. Before noontime, she cooks their lunch. Next, she fetches her children in school. What a busy day! But she continues to do it. (Pause and ask: Why do you think she continues to do it?) She will always be a mother with a big heart.
C. Post Listening Activities

- What good things do mothers do?
- How do mothers show their love and commitment?
- Are you happy with the things that your mother does? Why / Why not?
- How can you show that you are grateful to your mother?

Giving Reactions

Divide the class into three groups
Give each a statement from the text and give their reactions.

Group 1
Mothers are considered the light of every home. Do you agree with this statement?

Group 2
She will always be a mother with a big heart. Do you agree with this statement?

Group 3
Mothers surround the house with warmth of happiness. Do you agree with this statement?

After 2 minutes, have each group present their reactions to the big group.

C. Skill Development

1. Presentation

Have the pupils read the sentences.
Here are the things that a mother does in the house:
- She washes the dishes.
- She wakes up early.
- She cooks lunch.
- She cleans the house.
- She fetches the kids from school.
- She does the laundry.
- She puts the rubbish in the trash bin.

Have the pupils arrange the events according to how it happened in the text using the following guide questions:
- What does mother do in the morning?
- After waking up early, what does she do next?
- What will she do next?
- After cleaning the house, what will she do next?
- Then, what is next?
- After cooking what will she do?
- What is the last thing she do in the morning?

2. Arrange Me

Divide the groups into 4 groups.
Have each group do the following activities:

Group 1
Tell the sequence of chores mothers do in the house through illustration.

Group 2
Tell the sequence of chores mothers do in the house through dramatization.

Group 3
Tell the sequence of chores mothers do in the house through a song.

Group 4
Tell the sequence of chores mothers do in the house through an art work.
After 2 minutes, ask the group present their output.

Processing
- What activity did you do?
- How did you come up with your output?
- Did every member of the group participate in making the output?

3. Practice:
   Guided Practice
   Ask the pupils to tell the class the things he does in the morning before coming to school.
   Independent Practice
   Have the pupils do Let’s Try LMs p. ____

4. Assignment
   Write your reaction on the topic below:
   “Mothers should be free from doing household chores on Saturdays and Sundays.”

Day 3

Objectives:
- Read grade level texts with appropriate speed
- Sequence events in an informational text through discussion, illustration, song, dramatization and art.

A. Pre – Reading Activities
   1. Motivation
      Using pictures, do the Pinoy Henyo Game. Ask 3 pairs of volunteers who will be the players and a timer. Words to be guessed are related to heroes.
      Example:
      Superman, Jose Rizal, Bonifacio
      Ask:
      1. What is common in the words guessed?
      2. Why do you think people admire Superman? Jose Rizal?
      3. Do you know other heroes? Who are they?
      4. Do they possess the traits of a good citizen? Why?
      Motive Question
      What qualities of the hero in the story are worth imitating?

B. During Reading Activities
   Have the pupils read the feature story.

   Brave on the Field
   By: Claire B. Barcelona
   “He saved others but he could not save himself,” people say at his wake. His friends were not surprised at what had happened to him.
   Tying a rope to his waist, one after another, he pulled his younger siblings and parents to the dry land and saved his family. Knowing that his neighbors were unprotected in their rooftops, he brought them to safety.
   Seeing a woman and her baby in a styrofoam being swept by the strong current, he swam courageously towards them, pushed them to safe shore but the swirling flood waters took him. The day after the devastating typhoon Ondoy flooded Metro Manila, they found his lifeless body.
   “He always had a good heart and had always been a brave boy,” his parents consoled themselves.
   The field is the test of the real battle in life. Who will survive? Only the brave ones…like Muelmar Magallanes, the son of Samuel and Maria- a brave on the field and a hero.

   Comprehension check:
   - What incident happened?
   - Who are those whom Muelmar Magallanes saved?
   - Why is he considered a hero?
C. Post Reading Activities
   1. What qualities of the hero are worth imitating?

Small Group Activities
Divide the class into 4 groups.
Have each group answer the question: “How did Muelmar Magallanes save his family and their neighbors?” through the following activities:
- Group 1 – Illustration
- Group 2 – Song
- Group 3 – Dramatization
- Group 4 – Prepare a Certificate of Recognition for the hero in the story using this:

   CERTIFICATE OF RECOGNITION
   is awarded to ________________
   for ____________________________
   Given this ___day of______, 2013.
   ________________
   Group
   (The teacher should provide the learners with the needed materials)

Assignment:
Ask: What must a good citizen do to take care of our environment?

Day 4
Objectives:
- Use the correct form of the verb in the future tense given the time signal
- Enumerate and interpret labels in an illustration

A. Learning Activities
   Study Skill
   1. Preparation:
      Recall to the class the story “Brave on the Field”.
      Who is the hero in the story?
      What did he do that made him a hero?
      Do you need to die for others in order to be a hero?
      What things should you do that will make you a hero?
      What do you think had caused the flooding in Metro Manila?
      If one helps keep the environment, does it make him a hero? Why?

   2. Present this illustration to the pupils

      Throw the trash
Ask:
1. What does the illustration tell?
2. Where would you usually find this illustration?
3. What must you do when you see this sign or illustration?
4. Is this one way of saving our environment? Why?

3. Skill Development:
Why is it important to understand illustrations and labels that you see? How would it help you?

4. Practice:
Guided Practice:
Flash to the class illustrations such as labels of comfort rooms for male, comfort rooms for female, exit, entrance and danger.
Discuss each to them.

Independent Practice:
Group the class into three. Assign each group to make an illustration for the following. Put the necessary labels. Make sure not to show to other group your illustration.
Group 1: An invitation for a singing contest
Group 2: An invitation for a dancing contest
Group 3: An invitation for a clean-up drive
Group 4: An invitation for help for calamity victims

Group presentation of output.
Have the other groups make a guess of what the illustration is all about before the presenting group explains their output.

Grammar
1. Review
Read the following sentences about the illustration:
1. The boy placed his garbage in the trash can.
2. He helps make the place clean.
   - What is the verb in each sentence?
   - What form of verb is used in sentence a? in sentence b?

2. Presentation
Read the sentences below. Notice how the verbs are used.
1. We will join the clean-up drive in our barangay on Saturday.
2. We will buy some brooms and dust pan tomorrow.
3. Next week, we shall have a clean barangay.

3. Concept formation / Generalization
- What form of verb is expressed in each sentence?
- What words tell that the action would still be done?
- How is future tense of verbs expressed? What word is usually added before the verb?

4. Application
Guided Practice:
( Refer to LM, Activity 2, page ___ )
Independent Practice:
Tell what you want to do tomorrow.
Share what you want to be ten years from now.
Write a short paragraph to answer this question:
“What will you do this weekend?”

Day 5
Objectives
- Spell correctly the words in the list of vocabulary words and the words in the selections read.
- Use affixes as clues to get meaning of words.
  A. Learning Activities
1. Review the following words by asking the pupils to use them in sentences
   reread, repaint
   misinform, misplace
   disembark, disconnect
   untie, untidy

2. Presentation:
   Read the following short story. Take note of the underlined words.

   Mang Lando’s family is homeless after a strong typhoon destroyed their house. But he is not hopeless. He knows that some helpful people will help him reconstruct his house. He is thankful that his family had been saved from the strong typhoon.

3. Concept Formation / Generalization
   - What is the root word of homeless? hopeless?
   - What suffix had been added after the root word?
   - What could the suffix mean?
   - What is the meaning of homeless? hopeless?
   - What is the root word of helpful? thankful?
   - What suffix had been added after the root word?
   - What could the suffix mean?
   - What is the meaning of helpful? thankful?

4. Application:
   Guided Practice
   Refer to LM Activity 3 & 4, page ___
   Independent Practice:
   Refer to LM Activity 5, page ___

5. Evaluation
   Refer to LM Activity 6, page ___

Week 26

Theme: Our Community Celebrations

I. Objectives

A. Oral Language
   - Use expressions appropriate to the grade level to explain or give reasons to issues, events, news article, etc

B. Fluency
   - Read grade level texts with appropriate speed

C. Spelling
   - Spell correctly the words in the list of vocabulary words and the words in the selections read

D. Composing
   - Write reactions and personal opinions to news reports and issues

E. Grammar Awareness
   - Use the correct form of the verb that agrees with the subject

F. Vocabulary and Concept Development
   - Identify and use personification, hyperbole and idiomatic expressions in sentences

G. Listening/Reading Comprehension
   - Sequence events in an informational text through discussion, illustration, song, dramatization and art heard.

H. Attitude towards literacy, literature and language
   - Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skills
II. SUBJECT MATTER

A. Topics
1. Using Expressions Appropriate to the Grade Level to Explain
2. Giving Reasons to Issues, Events, News articles, etc.
3. Identifying the Use of Personification, Hyperbole and Idiomatic Expressions in Sentences
4. Sequencing Events
5. Using the Correct Form of the Verb that Agrees with the Subject
6. Interpreting Labels in an Illustration

B. References
C. Materials: Pictures of different Philippine Festivals, pictures that depict town fiesta, dialog, friendly letters, illustrations / signs

Value Focus: Orderliness and Generosity

III. PROCEDURE

Day 1

Objective:

- Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.

A. Pre – Assessment
If you agree, show “thumbs up”. If you disagree, put show “thumbs down”
1. An opinion is a person’s idea which others may accept or reject.
2. Some words or phrases have meanings which are not directly stated and are called figurative language.
3. “Lino always attend school early” The verb is used correctly in the sentence.
4. Understanding illustrations or signs will help us follow or obey rules.
5. Sequencing the events of stories may not be helpful for better understanding.

B. Developmental Activities
Oral Language and Vocabulary Development

- Tell What You Know
What special events does your town celebrate? Why is it celebrated? How do people celebrate this event?

- Gallery walk (Pictures of different celebrations in the region or in the country should be posted around the classroom)

Form dyads
Let each pair bring a pen and paper.
Let each pair go around and list down the following information:
- name of celebration
- place where it is celebrated
- when it is celebrated

- Discuss: (Vocabulary)
What celebrations did you learn from the pictures?
Let us learn these new words that name Philippine celebrations:

- Ati-Atihan
- Lamilamihan
- Penagbenga
- Turumba
- Sinulog
- Kadayawan
- Moriones
- Pintados
- Lemlunay
- Pahiyas

- Listen and Read
Listen to the teacher read a dialog. Then, read and act it out.

Susan: Do you know that Philippines is rich with many festivals and celebrations?
Rene: I wish I could witness all these celebrations. Could you tell me some of them?

Susan: Ati-Atihan in Aklan, Sinulog and Pintados are festivals in Visayas regions. They are celebrated in honor of Sto. Nino where people’s body are painted or tattooed while dancing merrily on streets.

Rene: Oh, that’s fun. What about in Mindanao? Do they have colorful celebrations too?

Susan: Oh yes. Lamlimihan Festival in Basilan, Kadayawan Festival in Davao and Lemlunay or the T’boli Tribal Festival noted by music and dances by the tribes.

Rene: Well, it is sure to be colorful and merry. I heard Luzon regions have many festivals.

Susan: That’s right. From the three Philippine islands, Luzon has the most number of celebrations. We have Penagbenga, Pahiyas, Moriones and Turumba to name a few.

Rene: Why do Filipino people have these celebrations?

Susan: Well, all these celebrations tell the traditions, customs and culture of the people done in colorful and merry festivals.

Comprehension Check:

Ask:
- What celebrations are celebrated in Visayas? in Mindanao? in Luzon?
- Why are these festivals held?

Read and Act out
- Have pairs read and act out the dialog.

Think-Pair-Share
- Let pairs discuss the following issue:
  - Your town will celebrate its town fiesta. Your mayor wants a colorful but expensive celebration.
  - What can you say about it?

Sharing of each pair to big group

Day 2

Objectives
- Show love for reading by listening attentively during reading of the text and making comments or reactions.
- Identify and use personifications in sentences.

A. Learning Activities
1. Unlocking of Difficulties
   - Unlock the following words using context clues:
     - celebrate
     - try one’s luck
     - fitting
     - slippery
     - joyful

2. Motivation
   - Show a picture of a town fiesta.
   - Ask:
     - What is shown in this picture?
     - When is your town fiesta celebrated?
     - Do you invite your friends to your town fiesta or have you been invited to one?
   - Motive Question:
     - How did Flor invite her friend Racquel to their town fiesta?

3. During Listening
   - Read the letter to the pupils while they listen attentively.
Dear Raquel,

We will have our barangay fiesta at the end of this month. I wish you could come to celebrate with us. Our place is quite far from the town but your trip will be enjoyable as you will see tall trees will guard you by the roadside as the wind breathe fresh air.

In the morning, our church bells shout signal for the mass. After the mass, some games are played like sack race and pot-hitting contest. Many tried their luck to climb a slippery pole in order to get the prize in a game called “Palosebo”. After the games, visitors are entertained with warm welcome of delicious food.

I hope you can really come and join us in our celebration.
See you and God bless.

Your friend,
Flor

4. Post Listening

Comprehension Check:
Ask:
1. Who invited a friend for their town fiesta?
2. How did she invite her friend?
3. What was the letter about?
4. What beautiful things and fun events were mentioned in the letter?
5. Do you think Raquel will attend the fiesta celebration?
6. Why? / Why not?

5. Skill development

Have them read the phrases from the letter.
- tall trees will guard you by the roadside
- as the wind breathe fresh air
- our church bells shout signal for the mass

Ask:
- Could trees guard us?
- How is it that they are likened to the guards by the roadside?
- Does the wind really breathe fresh air?
- Can the church bells shout?
- What characteristics are given to the tree, wind and bells?

Say:
Some objects are given human qualities.
This is an example of a personification.
What is a personification?

4. Practice:

Have the pupils make a list of five things in nature, opposite each try to describe it using human characteristics. Then let them read their list to the class.

Example:
leaves – dance

5. Evaluation

Underline the phrase that tells a personification.
1. The quiet church gave a comforting feeling.
2. My feet have wings just to be on time.
3. The bright moon smiled at me.
4. The warm water massaged my aching muscle.
5. The neat and tidy home welcomed its visitors.

Day 3

Objectives
- Read grade level texts with appropriate speed.
A. Preliminary Activities
Recite this short verse and look for lines that express personification.

The clock ticks excitedly  
Books are waiting eagerly  
My uniform smiles sweetly  
Oh my! It's a fun school day!

Tell some phrases from the verse that express personification.
What is personification?

B. Developmental Activities
1. Preparation
   Have the class recall the letter of Flor to Raquel.
   What was the letter about?
   How are you going to invite a friend?

2. Pre-reading activities
   Unlocking of Word Difficulties
   Unlock through context clues
   warriors       various
   adorned        dine

3. Motivation
   Do people still write letters these days?
   Why is letter-writing important?

Dear Elna,
   How are you? Do you like the picture I sent you? It is one of the many beautiful things I saw during the Pintados Festival.
   The Pintados Festival is celebrated every June. The name “pintados” is from the native warriors, whose bodies were adorned with tattoos, which is earned after fighting heroically in wars. The festival displays the rich culture and history of our province.
   The festival starts with a fluvial parade or a parade in the water. Next, a holy mass is held which is followed by a colorful dance parade with dancers whose bodies are painted with various colourful designs. After the festive parade, colourful cultural presentations follow. Finally, people dine in togethers and enjoy delicious foods.
   I wish you could witness our festival next time.
   Please let me know events in your place too.

   Your friend,
   Rosa

4. Post Reading Activities
   Comprehension check
   - Who is the letter-sender?
   - What did she tell Elna about?
   - From where did the celebration start?
   - Why is the Pintados celebrated?

4. Skill development
   Post sentence strips on the board. Have the class read the events during the celebration of Pintados Festival:
   - A colorful dance parade follows.
   - The festival starts with a fluvial parade.
- Colourful cultural presentations will follow.
- A holy mass is held.
- People dine in together and enjoy delicious foods.

Ask:
1. Are the events arranged according to how they occur?
2. Can you arrange the events according to how they happen?

Have the class rearrange the events into its correct sequence.

5. Practice
Guided Practice
Refer to Activity 1, LM, page ____________

Independent Practice
Group the class into three. Give each group a task card for the work that they will do.

Arrange the following events according to how they occur then do the task assigned to your group.
- A colorful dance parade follows
- The festival starts with a fluvial parade
- Colourful cultural presentations will follow.
- A holy mass is held
- People dine in together and enjoy delicious foods.

Group 1:
- Role play the events according to how they occur in the festival

Group 2:
- Draw the events according to how they happen during the festival.

Group 3:
- Arrange the events, then put a tune into it. Present it through a song.

6. Evaluation
Tell a festival or a celebration in your place. Tell the sequence of events during its celebration.

Day 4

Objectives
- Spell correctly the words in the list of vocabulary words and the words in the selections read.
- Write reactions and personal opinions to news reports and issues
- Use the correct form of the verb that agrees with the subject

A. Learning Activities
1. Conduct a spelling test with the names of celebrations studied in the previous day.
2. Recall of Concept (Grammar Awareness)

Read the following sentences:
- The festival starts with a fluvial parade.
- A priest celebrates the holy mass.
- After the parade, colorful presentations follow.
- People enjoy in delicious foods.

Ask:
What tense of verb is used?
What form of verb is used for singular subject?
What form of verb is used for plural subject?

3. Practice:
Guided Practice:
( Refer to LM Activity 2, page ___ )
Independent Practice:
Tell how the fiesta is celebrated in your place. Use the following verbs correctly.
Day 5

Objective:
- Enumerate and interpret the labels in an illustration.
  A. Learning Activities
    Study Skill
    Analyze the illustration given below.

```
dirty hands  soaping hands  washing hands  clean hands
```

Ask:
1. What are the labels given in the above illustration?
2. What is the meaning of each label?
3. Is there a connection existing in the illustrations? Explain the process?
4. What can you say about the above illustrations? What message is being conveyed to the readers?

Week 27
Theme: Our Community Celebrations

I. Objectives

A. Oral Language
   - Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.

B. Fluency
   - Read grade level texts with appropriate speed *(Note: should include benchmarks on number of words per minute once research and data have been gathered)*

C. Spelling
   - Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
   - Write reactions and personal opinions to news reports and issues.

E. Grammar
   - Use the correct form of the verb that agrees with the subject.

F. Vocabulary and Concept Development
   - Identify and use personification, hyperbole and idiomatic expressions in sentences. (hyperbole)

G. Listening/Reading Comprehension
   - Give another title for literary or informational text.

H. Attitude towards Literacy, Literature and Language
   - Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skill
   - Arrange 7-10 words with the same beginning letter in alphabetical order.
II. SUBJECT MATTER
A. Topics
   1. Using Expressions Appropriate to the Grade Level to Explain or Give Reasons to Issues, Events, News articles, etc.
   2. Identifying the Use of Personification, Hyperbole and Idiomatic Expressions in Sentences (Hyperbole)
   3. Listening/Reading Grade Level Text
   4. Using the Correct Form of the Verb that Agrees with the Subject

Value Focus: Bayanihan and Hospitality

B. References

C. Materials
   Stories: Family Traditions, activity sheets, diagrams, pictures

III. PROCEDURE

Day 1

Objectives
   • Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.

A. Pre-assessment
   Word Search
   Look for the names of the following festivals. Using your red crayon, draw a line through each word. The word may be arranged in left-to-right or top-to-bottom order.

   Ati-Atihan   Lamilamihan   Penagbenga   Turumba   Lemlunay
   Sinulog     Kadayawan     Moriones     Pintados     Pahiyas,

B. Learning Activities
   Oral Language and Vocabulary Development
   • Tell What You Know
      Ask:
      1. What are the Philippine festivals do you know?
      2. Where is the festival celebrated?
• Gallery walk (Pictures of different celebrations in the region or in the country should be posted around the classroom)
  Form dyads
  Let each pair bring a pen and paper.
  Let each pair go around and list down the following information:
  - name of celebration
  - place where it is celebrated
  - when it is celebrated
• Discuss: (Vocabulary)
  Ask:
  What celebrations did you learn from the pictures?
  Say:
  Let us learn these new words that name Philippine celebrations:
  **Dinagyang** - Iloilo City, Iloilo - Spectacle characterized by a frenetic stomping of feet and hypnotic drumbeating. It is a colorful whirl of thousands of people dressed in unique costumes dancing and chanting all day and night.
  **Zambulawan** - Pagadian City, Zamboanga del Sur - The founding of Pagadian City showcases the Subanon tribe’s rich cultural heritage by way of songs, dances and exhibits of musical instruments.
  **Pak’kaat Kallo** - Magpet, Cotabato - An annual feast of the Manobo tribal community of Magpet in celebration of a bountiful harvest.
  **Ibalong Festival** - Legaspi City - A celebration depicting Bicol’s early beginnings as portrayed in the “Ibalong” epic that tells of super heroes Handiong, Batlog and Oryol and villains and wild animals that roamed in the ancient times. In music and dances, revelers parade on the main streets wearing masks of these heroes and villains. Festival activities include tours, trade fairs, exhibits and beauty pageants.
  **Pagdidiwata** - Puerto Princesa, Palawan - A thanksgiving celebration by the Tagbanua natives of Palawan in ritual dances and food offerings to their deities and souls of departed kin
• Think-Pair- Share
  Using the dyads earlier, have each pair discuss the following:
  “What celebration would you like to witness? Why?”
  After 5 minutes, the pairs should share what they have discussed to a big group.

**Day 2**

Objectives:
• Show love for reading by listening attentively during story reading and making comments or reactions
• Give another title for literary text listened to.

Learning Activities:

A. Listening to a text
1. Unlocking of Difficulties
   Use pictures and context clues to unlock difficulties.
How do these foods taste? (Delicious)

Ask:
Can you name these foods? Where can we find these foods? What do we call these foods? (delicacies)

Say:
Filipinos are known to be welcoming people. We loved to entertain visitors with joy and enthusiasm. That is why we are called hospitable people.

2. Motivation:
Ask:
1. How do you prepare for a coming of a close friends in your house?
2. If you will visit your cousins in a far place and you have specialties in your place, what do you usually do? Why?
3. What are some of the gestures that you make when you’re greeting your elder relatives? Why?

Motive Question:
Present the title of the text to be read. Then, encourage the pupils to raise questions about the topic.

Example:
- What are the family traditions in the Philippines?
- Why do we need to know these traditions?

3. Read the story. (questions maybe asked occasionally)

Our Family Traditions

One day, the Ortega family got up early. They were all excited to meet the Johnson family, their cousins from America.

“Children, let’s help one another to clean our house. Each one of you should do your assigned work,” said Father. Everybody agreed and they all started to work.

What do you think will the family do to prepare for the coming of their visitors?

“I’ll go to the market and buy some food. I’ll prepare delicious food for all of us. Surely, your cousins will enjoy them,” said Mother.

At three o’clock, a van stopped in front of their house. The Ortega family rushed to welcome their visitors.

“Welcome to the Philippines, cousins. We are so glad to see all of you,” shouted Ana and Mark as they wave the streamer.

“Mano po Aunt Rose, Mano po Uncle Andy,” said the children.
“Mother, what are they doing? Asked Andrew. “This is what we call ‘pagmamano’. It is a sign of respect given to elders," said Aunt Rose. “Why don’t you do the same to your Aunt Lina and Uncle Jose?” she added.

Andrew and Kenneth did.
They all went to the living room. The Johnson family brought out their “pasalubong”. Everybody was so happy. Mother received a bag.
Father got a pair of shoes. A toy car was given to Mark and a doll was given to Ana. The Ortega family was so grateful.
Aunt Lina and Ana prepared the snacks.
“Hey, we missed out bibingka, suman, puto and buko juice. Please have some,” said Aunt Lina.
Aunt Rose thanked, “I missed all these food. Hmmm, our native delicacies are so delicious," thanked Aunt Rose.

At six o’clock, the church bell rang.
“Come, let’s all proceed to the altar," said Aunt Lina.

Andrew and Kenneth were also happy playing with their relatives.
“I like to stay here," said Andrew.
“The people are happy, hospitable, helpful, and prayerful,” added Kenneth.
“The closeness of the families is very strong. We love their family traditions and customs. It’s more fun to stay in the Philippines," Andrew and Kenneth said with pride.
“That’s true children. Our family tradition in the Philippines is beyond compare," agreed Aunt Rose.

Post Listening Discussion:
Ask:
- How did the children of Ortega’s family greet their Aunt and Uncle?
- Describe the reactions of Andrew upon seeing the gestures made by the Ortega’s children? Why do you think so?
- What are the different customs and traditions mentioned in the story?
- How are these being practiced in your family and community? Cite some situations.

4. Skill Development:
Ask:
- Among those situations in the story, which would you appreciate most? Why?
- How did the story end? What was the implied feeling prominent among the characters?
- If you would be asked to give another title for the story, what would it be? Will there be some changes in the events? Why?

5. Practice:
Divide the class into three groups. Give each group a task card. Give 5 minutes for each group to do the task:
Group 1:
Read the following paragraph. Then do the tasks given to your group.
Aleya grew up in Japan, where her parents work and live. She went home to study in the Philippines. In school, her classmates would laugh at her because every time she meets a teacher or her classmates, she would always bow down.
Talk among your members. Give your opinion regarding this situation.
Give the short paragraph a title.

Group 2:
Read the following paragraph. Then do the tasks given to your group.
San Joaquin is a very far and small barrio but the people are respectful and peace-loving. They have a unique practice of greeting each other by linking one arm together while tapping each other’s shoulder with the other hand.
1. Give your reaction on this situation
2. Give the paragraph a title

Group 3:
Read the following paragraph. Then do the tasks given to your group.
The Aman family has transferred to the city. Their neighbors found them unusual and funny. They would hear the family chanting songs in a different language every morning and evening. No one wants to play with the Aman children among the neighbourhood.
1. Give your reaction on this situation.
2. Give this paragraph a title.
Let each group report their output to the class.
Other pupils may add reactions to what the group had given.
6. Evaluation: Evaluate the pupils' performance through the group reporting and participation in the group sharing.
7. Assignment: Ask the help of your parents or adults in the family to do the following task:
On your notebook, write a tradition or practice that your family observes. Describe how it is done.

Day 3
Objectives:
- Read grade level texts with appropriate speed
- Identify and use hyperbole in sentences.
- Give another title for literary or informational text.
- Use the correct form of the verb that agrees with the subject.

Learning Activities
A. Reading a text by the pupils
Pre-reading Activities
1. Unlocking of Difficulty (context clues)
   • Vision – What you want to happen, your dream
   • Prejudice - even before seeing the truth, there is already a prejudgment, a bias looking into a certain incident
2. Motivation:
   What kind of world do you want to live in? Why?
Motive Question:
What do you wish to happen to our world today?

3. During Reading Activities
Have the pupils read the poem with appropriate speed.

**New World (an excerpt)**

To be free there must be hope
And hope requires vision,
What is freedom without a means to cope?
In a world of misfortune my freedom to explore,
Where every man and woman
without prejudice or privilege reigns!
I stand in fields of gold and face the breeze,
I gather in the long grass and want no more,
I claim the mountain snow and kiss the plains,
This is the new world now I am hoping for.

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4. Post Reading Activities
Discussion of the text.
- What is the poem all about?
- According to the author, what is needed in order to experience freedom?
- How is equality between man and woman treated in the poem?
- If you would be asked to give your title for this poem, what would it be? Defend your answer.

5. Skill Development
Read the underlined phrases in the poem
- stand in fields of gold
- gather in the long grass
- claim the mountain snow
- kiss the plains
- Are these phrases possible?
- What does the author express?

These are phrases that express exaggeration for emphasis or effect. In figurative language, this is called hyperbole.

Give more examples.
This book **weighs a ton**.
I wish to **possess the world and want for more**.
I want to take what I can **and own what I gather**.

Let the children identify the hyperbole in each sentence.
Why are they called hyperbole?

6. Practice:
Guided Practice:
(Refer to LM, Activity 1, page ___)
Independent Practice:
Use the phrases above in your own sentence.

7. Evaluation:
Refer to LM, Activity 2, page ___

8. Assignment:
Write three sentences on a piece of paper expressed in hyperbole.
Day 4

Objectives:
- Correctly spell the words in the list of vocabulary words and the words in the selections read.
- Use the correct form of the verb that agrees with the subject.
- Write reactions and personal opinions to news reports and issues.

Learning Activities

A. Preliminary Activities

Spelling
The teacher gives vocabulary words found in the studied texts for spelling exercises:
- delicious
- hospitable
- vision
- delicacies
- prejudice

B. Developmental Activities

1. Preparation
Recall to the class the story “Our Family Traditions”

2. Presentation:
   - Have the class read the following sentences taken from the story:
     - Everyone prepares for the coming of their relatives from America.
     - Every six o’clock, the family prays together.
     - Andrew and Kenneth enjoy playing with their relatives everyday.
     - They attend the family reunion.

3. Discussion/ Concept Recall
   - What is the verb in each sentence?
   - What form of verb is used for singular subjects?
   - What form of verb is used for plural subjects?

4. Practice
   - Guided Practice
     Refer to LM, Activity 3, page ____
   - Independent Practice
     Display a picture on the board. (printed big)

Have the pupils write at least 2 sentences using the –s form and 2 sentences using the base form of verbs about the picture using the following words:
- enjoy
- attend
- smile
- pray
- eat
see    watch    win    buy    dance
(Pupils may use other verbs, aside from those suggested)

Have the class read their sentences to the class. Let the rest of the class listen and find out if the verb is used correctly.

5. Skill Development (Giving reactions)
- How do you feel about these pictures?
- Do your parents prepare during fiestas?
- Is it an advantage to your family when you prepare during fiesta? Why? / Why not?

6. Evaluation:
Write your idea or reaction about the following. Make sure to use the present form of verb.
During the celebration of the town fiesta, all children are made to join cultural presentations where each one has to pay for the costumes.

Day 5

Objective
- Arrange 7-10 words with the same beginning letter in alphabetical order.

A. Preliminary Activities
   Spelling (see previous list)
B. Developmental Activities
1. Preparation:
   Show the class several pictures of objects that begin with similar letters.
   Example:
   a picture with these objects: apple, atis, arrow, ant, ape, etc.
   (7 to 10 objects in a picture)
   Have the class name each picture while the teacher writes its name on the board.
2. Skill Development:
   Have the class read the words on the board.
   Ask:
   If you are to arrange these words by looking at the beginning letter, what would be listed first?
   Let the pupils collaboratively arrange alphabetically the words on the board.
   Teach also the pupils what to do if the first two or three letters of the words are the same.
3. Practice:
   Guided Practice:
   (Refer to LM, Activity 4, page ___)
   Independent:
   Have three groups. Let each group list down the names of their classmates (in groups, for example, by row, by gender, etc.)
   Let each group report to the class their output.
4. Evaluation:
   Refer to LM Activity 5, page ___

WEEK 28
Theme: Our Transportation

I. OBJECTIVES

A. Oral Language
   - Recognize appropriate ways of speaking.
   - Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.
B. Fluency
- Read grade level texts with appropriate intonation, expression and punctuation cues when applicable.

C. Spelling
- Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
- Write reactions and personal opinions to news reports and issues.

E. Grammar
- Use the correct form of the verb that agrees with the subject.
- Use the correct form of the verb when writing about an event, an interesting experience, a diary.

F. Vocabulary and Concept Development
- Identify and use of personification, hyperbole and idiomatic expressions in sentences. (idiomatic expressions)

G. Listening/Reading Comprehension
- Identify the author’s purpose for writing a selection.

H. Attitude towards Literacy, Literature and Language
- Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skill
- Arrange 7-10 words with the same beginning letter in alphabetical order.

II. SUBJECT MATTER

B. Topics
1. Recognizing Appropriate Ways of Speaking that vary According to Purposes, Audience and Subject Matter
2. Identifying and Using Personification, Hyperbole and Idiomatic Expressions in Sentences
3. Reading Grade Level Text with Appropriate Intonation, Expression, Expression and Punctuation Cues when Applicable
4. Using the Correct Form of the Verb that Agrees with the Subject and when Writing about an Event, Interesting Experience
5. Identifying the Author’s Purpose for Writing

Value Focus: Care for others

C. References
K to 12 MTB MLE Indicators

D. Materials
- Transportation in the Philippines Wikipedia
- Task cards, illustrations, pictures, news articles

III. PROCEDURE

Day 1

Objectives
- Recognize appropriate ways of speaking that vary according to purposes, audience and subject matter.
- Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.

A. Pre-assessment
Give the word which you think is appropriate.
1. Marissa ________ to school early.
2. When an author writes to make the readers happy, his purpose is to ____________.
3. When an author writes to give facts and information, his purpose is to ____________.
4. “Glenda is so thirsty that she could drink a river dry.” This sentence is a figure of speech called ___________.
5. We _______ breakfast in the morning.

Learning Activities
Oral Language and Vocabulary Development
1. Tell What You Know
   - How do you get to school?
   - Do you ride on a jeepney? Bus? car?
   - What do the cars, jeepney, bicycle do?
2. Vocabulary Development
   Show the class these pictures

Transportation
     These objects will bring us from one place to another. Without the cars, jeepneys, boat or plane, transportation would be very difficult.
     What are some means of transportation?
     (a way or means of transporting or conveying from one place to another, as a truck, a bus, etc.)
     Introduce also the following means of transportation which may not be familiar to the children. (Include those that may not be familiar according to the context of the pupils.)

3. Listen and Read
   Listen to the teacher read the following dialog.
   **Paulo:** Have you ever ridden on a plane, Arlene?
   **Arlene:** No I haven’t. How about you?
   **Paulo:** My mother and I went to Manila last week and we rode on a plane.
   **Arlene:** Please tell me about it. I’m sure it is fun.
   **Paulo:** Yes it is. I was nervous at first but I forgot my fear when I saw the clouds. It is as if I could touch them.
   **Arlene:** Really? Oh I wish I could have a ride too someday.

Comprehension check:
   - Who rode on a plane?
   - Where did he go?
   - Who was with him?
   - How did he feel during his ride?
To whom did he tell his experience?
Have you ever ride on a plane too?
In what way airplanes help us?

Have the class read and act out the dialog.
Form dyads. Let each pair read and act the dialog.
How would you talk?
Why is it important to talk clearly and with proper expression and intonation?

4. Evaluation:
   Pupils are evaluated according to the clarity, expression and intonation of reading and acting out the dialog.

Day 2

Objectives:
- Show love for reading by listening attentively during article reading and making comments or reactions
- Identify and use personification, hyperbole and idiomatic expressions in sentences.

Learning Activities
B. Listening to a text
   1. Unlocking of Difficulties
      Help the class understand the following words:
      - hostages – captives (through context)
      - undoubtedly – no doubt (use of affixes)
      - priority – most important (through illustrations from least to most important objects in their bag)
   2. Motivation
      Look at the picture below. How do you feel about it? Why?
      (Show a picture of evacuees lined up for relief goods)
      Motive Question
      Brain storming: “After darkness, there is light.”
      What does this saying mean?
      Do you agree? Why? Why not?

3. Listening to a news article

   President Aquino gave a priority on bringing 190 hostages into safety. Shortly, after he arrived in Zamboanga to supervise the effort to retake those parts of the city held by the Moro National Liberation Front (MNLF) force led by Commander Malik, he declared, “there is a thin line that cannot be crossed, putting peoples’ lives at risk … when that line is crossed, I will be forced to not only show, but use the full force of the state.”

   Post Listening Discussion
   - What is the news all about?
     - Why is the war in Zamboanga a tragedy?
     - What is one of the best things that happened in Zamboanga despite the war?
     - What was the president’s priority?
     - What group is responsible for the war?

4. Skill Development (identifying idioms and identifying author’s purpose)
   - What does President Aquino mean when he said, “there is a thin line that cannot be crossed”?
   - What is meant by “when that line is crossed”?
   - Do these phrases give direct meaning?
   - Why do you think authors use phrases like these?
Explain to the class that these phrases are examples of **idiomatic expressions**.

Have the class read more sentences that show examples of idioms.

1. Vivian and Dino want to get married. Next month they will soon tie the knot.
2. They requested Dino’s best friend to drop a line to some of their close friends in Mindoro so they can come and attend their wedding.
3. Vivian and Dino promised to stay together through thick and thin once they are married.
   - What do these expressions mean?
   - Do they tell the real meaning of words? Or do they mean something else?
   - What are idioms or idiomatic expressions?

4. **Generalization:**
   - Idiomatic expressions are words/phrase that does not give a reader a direct meaning but another/deeper meaning.

5. **Practice:**
   - **Guided Activity:**
     Refer to Learners’ Materials Activity 1

6. **Evaluation:**
   - Refer to LM, Activity 2, page _______

**Day 3**

**Objectives:**
- Read grade level texts with appropriate intonation, expression and punctuation cues when applicable.
- Identify the author’s purpose for writing a selection.
- Use the correct form of the verb when writing about an event, an interesting experience, etc.

**Learning Activities**

- **a. Reading a text by the pupils**
  - **Pre-reading Activities**
    - **Unlocking of Word Difficulties**
      - Unlock the following words using context or picture clues
        - popular, global, rural areas, metropolis
  - **Motivation:**
    - Show pictures of different means of transportation.
Ask:
  Which from among these pictures are found in your community?
  o Which from among these means of transportation have you experienced riding? How did you feel riding on it?
  o Are you happy with the existing means of transportation in the Philippines? Why? Why not?

3. Motive Question
What are the different means of transportation in the Philippines?

2. During Reading Activities
The pupils read the article texts with appropriate intonation, expression and punctuation cues when applicable.

**Transportation In The Philippines**

Jeepneys are the most popular mode of public transportation in the Philippines, they also have become a global symbol of the Philippine culture. Another popular mode of public transportation in the country are the tricycles, they are a common means of passenger transport in the country especially on rural areas.

Trains are also becoming a popular mode of public transportation in the country especially in Metro Manila. The Philippines has three main railway networks: the LRT and MRT which only serves Metro Manila and the Philippine National Railways which also serves the metropolis and some parts of Luzon.

Taxis and buses are also other important modes of public transport in the Philippines.

3. Post Listening Activities
   - Answering comprehension questions:
     1. What are the different means of transportation found in the Philippines?
     2. How is each means of transport beneficial to the people?
     3. Who among you were able to ride in LRT and MRT? How would you describe it?
     4. If you will be given a chance to invent your own means of transportation, what would it be? Why?

4. Skill Development:
   Ask:
   What do you think is the purpose of the author in writing this article?
   5. Was the author able to put across his ideas? Why? How?
   6. When do you know that an author wants to inform, to instruct or to entertain or to persuade?

5. Practice:
   Read to the class some selections. Let them decide the author's purpose. Discuss why.

Independent;
   Refer to Learners’ Material Activity 3

6. Evaluation:
   Refer to LM Activity 4, page ______

**Day 4**

Objectives
- Correctly spell the words in the list of vocabulary words and the words in the selections read
- Write reactions and personal opinions to news reports and issues.
- Use the correct form of the verb when writing about an event, an interesting experience, etc.

Learning Activities
A. Spelling
- Have the class spell the following words taken up previously
  popular global rural areas metropolis
- Let the pupils recall the meaning of the above words. One or two may use it in simple sentence for enrichment activity.

B. Composing/Grammar Awareness
1. Preparation
   Have you ever travelled to other places? Can you tell something about it?
   Call two to three pupils to give a very short sharing.

2. Skill Development
   Explain to the class what they are expected to do.
   The following guide questions are given for the composing activity.
   Think of one unforgettable trip that you had.
   Ask:
   - Where did you go?
   - What was your means of transportation?
   - What was the memorable incident you have had during the trip?
   - Why was it memorable to you?
   - How do you feel about it?
   Remind the class the mechanics of writing before they start the task.
   Ask:
   1. What form of verb must be used in writing your paragraph?
   2. Why would it be in the past form?

3. Practice:
   Write something about your unforgettable trip and your reactions towards your experience.

4. Evaluation:
   Pupils are evaluated according to their output.

Day 5

Objective
- Arrange 7-10 words with the same beginning letter in alphabetical order.

Learning Activities

A. Review
   - Let the pupils read their formal theme exercise.
   - The teacher provides reinforcement activities for pupils who have difficulty in some skills being developed.

B. Study Skill
   - Game: Passing the Ball
     The pupils will be in a circular position. Someone at the center will be holding the ball. She/he will be the first one to give a word that starts with letter “h” or any other letter. She/he will pass the ball to someone who will give the next word starting with the same letter until the teacher was able to write 10 words on the board. Then, the pupils will arrange the words in alphabetical order in their paper.
   - Give more exercises
     Refer to LM, Activity

C. Post Assessment
   Refer to Learners’ Material
Week 29

Theme: Communication

IV. OBJECTIVES

A. Oral Language
   - Recognize appropriate ways of speaking that vary according to purposes, audience and subject matter.
   - Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.

B. Fluency
   - Read grade level texts with appropriate intonation, expression and punctuation cues when applicable.

C. Spelling
   - Correctly spell the words in the list of vocabulary words and the words in the selections read.

D. Composing
   - Write reactions and personal opinions to the text.

E. Grammar
   - Use the correct form of the verb when writing about an event, an interesting experience, a diary.

F. Vocabulary and Concept Development
   - Identify and use words with multiple meanings in sentences.

G. Listening/Reading Comprehension
   - Describe and react to the author’s writing style.

H. Attitude towards Literacy, Literature and Language
   - Show love for reading by listening attentively during story reading and making comments or reactions.

I. Study Skill
   - Identify the parts of a newspaper.

V. SUBJECT MATTER

A. Topics
   - Recognizing Appropriate Ways of Speaking that Vary According to Purposes, Audience and Subject Matter.
   - Identifying the Use of Words with Multiple Meaning
   - Reading Grade Level Text with Appropriate Intonation, Expression and Punctuation Cues
   - Using the Correct Form of the Verb when Writing about an Event, an Interesting Experience, a Diary
   - Describe and React to the Author’s Writing Style
   - Parts of a Newspaper

Value Focus: Open Communication, Love for Family

B. References

C. Materials
   - pictures (different modes of communication) dialog, newspapers
   - Essay: Communicating With Others
   - Story: Best Saturday

IV. PROCEDURE

Day 1

Objectives
   - Recognize appropriate ways of speaking that vary according to purposes, audience and subject matter.
B. Learning Activities

Oral Language and Vocabulary Development

➢ Tell Me What You Know
- How do you let other people know what you want, what you need or what you want to tell them?
- Aside from talking or from making gestures, what other ways could you send communication to others?

➢ Vocabulary
- Show the following objects or pictures to the class. Do you know what these are?

telephone  fax machine  web chat  letter  newspaper

sign language

➢ Listen and Read

Read the following dialog as the pupils listen. Then, let the pupils read and act it out.

Vic: Do you know that people this time can communicate in several ways?

Leni: Of course, we have cellphones, the internet and the telephone at home.

Vic: Not only that. You can send important documents or communications in seconds through the fax machine.

Leni: Well, letters are still in today especially in places where these modern communication gadgets are not available.

Vic: And we still have the newspapers that bring information all over the country. It’s a way of communication.
Leni: We have some friends in school who cannot talk. They use sign language instead. It’s their way of communicating to other people.

Vic: Oh, I am trying to learn some sign language. But do you know that people before had other ways of communicating?

Leni: I know of the telegram. It is a shortened message sent through coding.

Telegrams reach faster than letters. So if there’s an emergency message, people before would send telegrams.

Vic: I did not know you are that smart. But I know some of the old ways people communicate. Some would use smoke or others would use flags called semaphore flags.

Leni: That’s interesting. I want to know more of those. Come, let’s do some research.

Comprehension Check:

- What are the two children talking about?
- What are some of the modern means of communication?
- Why do people send letters these days?
- How would the newspaper be a way of communicating?
- What are some of the old means of communication?
- Could these means be applicable even this time? Why / Why not?

Have the class read and act out the dialog by pairs, emphasizing the proper way of speaking clearly and appropriately.

Skill Development:

- Who is the pair who read the dialog very well? Why?
- Why is it important to read with proper intonation and expression?
- Why do you have to talk loud and clear when talking to an audience?
- Would your way of talking to your friends and your way of talking to the class be the same? In what ways would it be similar? In what ways would it be different?

Evaluation:

- Have each pupil say something about the following in two to three sentences. What mode of communication do you like most? Why?

Assignment:

- List down other forms of communication that may or may not still be used today.

Day 2

Objectives:

- Show love for reading by listening attentively during story reading and making comments or reactions
- Describe and react to the author’s writing style.
- Use the correct form of the verb when writing about an event, an interesting experience, a diary.
- Write reactions and personal opinions to the text.

Learning Activities

1. Have a spelling test on the following words:
   - communication
   - sign language
   - telephone
   - fax machine
   - newspaper
   - message
2. Listening to a text
   Pre-listening Activities
   Unlocking of difficulties
   communicate  suggestions
   information  opinions
   medium

3. Motivation
   Ask:
   Do you have telephone at home?
   In what telephones would help us?
   Motive Question
   What are the different ways people communicate?

4. During Listening
   The teacher reads the essay while the pupils listen.

   Communicating With Others
   by: Gretel Laura M. Cadiong

   People communicate in many ways. From cave drawings to drum
   beats to smoke signals, people of the old times sent and received news and
   feelings from others even without meeting them.

   In the modern times, letters, telegram and telephone are the ways
   information can be sent through others. Wireless networks also help send
   and receive information. Television send news from one place to another
   reaching many people.

   Newspapers are also strong medium of communication for
   suggestions and opinions.

5. Post Listening
   Comprehension Check:
   Ask:
   1. What are the ways people of the old times communicate?
   2. How do people communicate these days?
   3. Why are newspapers very strong medium of communication?
   4. Why do people need to communicate?

6. Skill Development
   Ask:
   1. What is the author’s purpose for writing this article?
   2. Did the author give sufficient information regarding communication?
   3. Why do you say so?
   4. How do you like the way the author wrote the article?

7. Practice:
   Group the class into 4. Have each group read the article assigned to the
   group and let them write a reaction about it:

   Group 1:
   Cellphones are helpful means of communication, enabling people to send
   and receive information in a fast way. However, cellphones become a
   distraction to many, especially to the younger people.
   Reaction: ___________________________________________________________________
   Purpose of the Author: ____________________________________________

   Group 2:
   How much time do we spend in video games? If you spend more
   than three hours in a day, then it is time to watch out. Addiction in
   video games is rampant, especially, among young people. Young
   people’s time on computers should then be regulated.
   Reaction: ___________________________________________________________________
   Purpose of the Author: ____________________________________________
Group 3:
One day, I left my cellphone at home. No one was there but my grandfather. It so happen that someone called up. In my grandfather's confusion, he lifted the cellphone and talked saying, "Hello, is this a text?"

Reaction: ____________________________
Purpose of the Author: ____________________________

Group reporting and processing of outputs.

8. Evaluation:
Pupils are evaluated according to how they showed team work, the way reactions are expressed and the appropriate use of the different forms of verbs in the written reaction.

Day 3
Objectives
- Read grade level texts with appropriate intonation, expression and punctuation cues when applicable.
- Describe and react to the author's writing style.
- Use the correct form of the verb when writing about an event, an interesting experience, a diary.
- Identify and use words with multiple meanings in sentences

Learning Activities
A. Preliminary Activities
   - Have a spelling test on the following words:
     communication   sign language
     telephone       fax machine
     newspaper       message
   - Reading a text by the pupils

1. Pre-reading Activities
   a. Unlocking of Difficulties
      excited    feasted
   b. Motivation
      Ask:
      Where does your family usually spend your weekend?
      How often do you do that?
      Motive Question
      What did Paulo and his family do at the park?

2. During Reading Activities
   - Let the pupils read the following story.
Best Saturday
by Gretel Laura M. Cadiong

It was Saturday and I planned to spend the day watching movies in my computer. Suddenly, the door to my room opened as my little brother Sammy announced excitedly, “We’re going to the park, kuya.”

Shortly after, father parked the car on a shady place. As I help mother unload the picnic basket, Sam started to bug me. “Kuya, please help me fly my kite.” With a sigh I took him to a wide spot and started flying his kite.

While we were flying the kite, Larry and his family arrived. I felt excited. “Hey, Paulo. It’s a nice kite. But could we play ball?”, Larry greeted.

“Sure, but soon after we take our lunch.” I replied.

Soon, mother called us and we feasted in suman, puto, pansit mangoes and a pitcher of lemonade.

The rest of the day was an enjoyable game of ball with other children in the park. It was a good thing that I brought along my bat and ball.

As we headed for home, I smiled as I remember Larry and I have always been a team, he, the best pitcher and I, the best batter.

That Saturday became the best day for Paulo.

Comprehension check:
Ask:
1. What was Paulo planning to do that Saturday?
2. What did his family do instead?
3. What did they do at the park?
4. Who arrived at the park?
5. Why was that day a best day for Paulo?

4. Skill Development
Presentation

Compare the underlined words in the sentences. Find out if they mean the same?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1. Paulo planned to spend the day watching videos.</td>
<td>1. Pamela will spend her money for a new dress.</td>
</tr>
<tr>
<td>2. Mother prepared a pitcher of lemonade.</td>
<td>2. Larry is the best pitcher in the baseball game.</td>
</tr>
<tr>
<td>3. Father can park the car by the roadside.</td>
<td>3. The family goes to the park on Saturday.</td>
</tr>
<tr>
<td>4. Paulo looked for a wide spot for flying the kite.</td>
<td>4. Mother could easily spot the dirt on my shirt.</td>
</tr>
<tr>
<td>5. Sam started to bug his brother, Paulo.</td>
<td>5. A bug keeps flying around me.</td>
</tr>
</tbody>
</table>

Processing
Help the class get the meaning of the words from the context.

Use a chart like below.
<table>
<thead>
<tr>
<th>Words in Group A</th>
<th>Meaning as used in the sentence</th>
<th>Words in Group B</th>
<th>Meaning as used in the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>spend</td>
<td>To use, to devote</td>
<td>spend</td>
<td>To pay</td>
</tr>
<tr>
<td>pitcher</td>
<td>jug</td>
<td>pitcher</td>
<td>One who throws the ball from a mound</td>
</tr>
<tr>
<td>park</td>
<td>Stop and leave a vehicle</td>
<td>park</td>
<td>An area for public recreation</td>
</tr>
<tr>
<td>spot</td>
<td>An area or place</td>
<td>spot</td>
<td>Blemish, dirt</td>
</tr>
<tr>
<td>bug</td>
<td>To bother</td>
<td>bug</td>
<td>A flying insect</td>
</tr>
</tbody>
</table>

Ask:
- Do the words mean the same?
- Can a word have multiple meanings?
- What are some examples?

5. Practice:
Refer to LM Activity 1, page _____.

6. Evaluation:
Refer to LM Activity 2, page _____

7. Assignment:
Find the multiple meanings of these words. Write it on your notebook.

   a. bank          | b. mass

Day 4

Objectives
- Write reactions and personal opinions to the text.
- Correctly spell the words in the list of vocabulary words and the words in the selections read
- Use the correct form of the verb when writing about an event, an interesting experience, and diary.
- Identify and use words with multiple meanings

Learning Activities
A. Preliminary Activity
   Spelling
   1. Have a spelling test on the following words:
      communication sign language telephone
      fax machine newspaper message
      Let the pupils recall the meaning of these words. One or two words maybe used in a simple sentence.
      Have the class share to the class the answers to their homework.

B. Developmental Activity
   Have the class reread the story “Best Saturday”
   What words in the story are used with multiple meanings?
   Divide the class into four. Give each group a task card.

   Group 1:
   Give a reaction to the following situation. Next list down the words with multiple meanings then give the meaning of each.
Marsha’s face turned white as she faced the grim reality that she lost three of her family members in the typhoon.

Group 2:
Give a reaction to the following situation. Next list down the words with multiple meanings then give the meaning of each.

Father was set to leave our farmland after the strong typhoon destroyed our house and the rice field. So he made us pack all our things. The next day, we were all set for Manila.

Group 3:
Give a reaction to the following situation. Next list down the words with multiple meanings then give the meaning of each.

As we went down from the second level of our house where we hid during the flood, we all feel very down to see how much damage the calamity had caused our house and the whole place.

Give a reaction to the following situation. Next list down the words with multiple meanings then give the meaning of each.

The candle brought a dim light as the family silently shared a dinner of cold rice and sardines. Mang Lando felt sad for the difficulties his family suffered because of the war. After dinner, he went the room and made a silent and sincere prayer. Somehow, it made him feel light.

Reporting of each group outputs to the class.

Evaluation:
Pupils are evaluated based on the group team work, clarity of explanation of the group reaction and the correctness of the meaning of the identified words with multiple meanings.

Assignment:
Bring a newspaper to the class tomorrow.

Day 5

Objective
- Identify the parts of a newspaper.

Learning Activities

Review
The teacher provides reinforcement activities for pupils who have difficulty in some skills being developed.

Study Skill
1. Preparation:
   Have the class put out the newspapers they brought to the class. Let them scan each page.
   What do you see?
   What can we read from the newspaper?
2. Presentation:
   Have the class go to the page asked by the teacher. Let the pupils go over each section and let them find out the information given in each page.
   Ask:
   What information is given in the (front page)?
   Why do you think a newspaper has included this section?
   Example:
   a. front page
d. entertainment page
e. ads
b. news page
e. sports page
c. editorial page
d. business page

Further explanations are given by the teacher.

3. Practice:
   Guided Practice
   Group the class into 4.
   Give each group clippings taken from different parts of a newspaper.
   Let the group post the clipping on the proper section on a chart.
   Pupils may have their own way of presenting the chart. (graphic organizer)

Group presentation of output.

Independent Practice:
(Refer to LM, Activity 3 & 4)

4. Evaluation:
   Refer to LM Activity 5, Page______

Quarter 4

Week 31

Theme: Our Community Resources

Genre: Folktale

I. Objectives

A. Oral Language
   • Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.

B. Fluency
   • Read aloud grade level text with an accuracy of 95-100%

C. Spelling
   • Correctly spell words in the list of vocabulary words and the words in the selection read.

D. Composing
   • Write a 3-5 sentence paragraph using signal words such as first, last, then and next.

E. Grammar
   • Identify and use adjectives appropriate for the grade level.

F. Vocabulary and Concept Development
• Use words unlocked during story reading in meaningful texts.

G. Listening/Reading Comprehension
• Perceive cause-effect relationship

H. Attitude towards Literacy, Literature and Language
• Express interest in texts by reading available print materials.

I. Study Skills
• Make a two-level outline for report.

II. Subject Matter

A. Topics
3-5 Step Procedural Paragraph

Adjectives
Perceive Cause-Effect relationship

Two-Level Outline
Value Focus: conserving water and other resources

A. Reference
http://folktales.webmanila.com

B. Materials
graphic organizers, folktales “Why The Sea Is Salty” & “The First Pineapple”, charts, pictures, sample outlines

III. Procedure

Day 1

Objectives
• Relate one’s own experiences and ideas related to the topics (Water) using a variety of words with proper phrasing and intonation.
• Use words unlocked during story reading in meaningful contexts.

A. Pre-assessment
Put as many words as you can in the following chart that you can associate “Water” with:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Developmental Activities
Oral Language

➤ Tell what you know about the following: (show pictures of clean water and dirty water)
Ask:

1. What do you see in the pictures?
2. What causes the water to be dirty?
3. What may happen if the water is dirty?

Vocabulary Development

➤ Let the pupils say something about the following pictures. Let them describe what they see.

![Illus of water on a dirty river](image)

Ask:

1. What object is common to the pictures?
2. Is water important? Why?

➤ The teacher reads the following dialog while the pupils listen.

<table>
<thead>
<tr>
<th>Myra</th>
<th>Jason, you forgot to turn off the faucet. Look, you have wasted too much water.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason</td>
<td>I’m sorry. There was no water earlier that’s why I forgot to turn it off.</td>
</tr>
<tr>
<td>Myra</td>
<td>It’s alright but we should remember not to waste even a drop of water.</td>
</tr>
<tr>
<td>Jason</td>
<td>A drop? Oh! But there’s much water around. Look, even the rain gives us much water.</td>
</tr>
<tr>
<td>Myra</td>
<td>Jason, if we will not take care of our water resources, years from now, we may no longer have clean water.</td>
</tr>
<tr>
<td>Jason</td>
<td>How could it be? We have rivers, springs, waterfalls and even the oceans. They are all sources of water.</td>
</tr>
<tr>
<td>Myra</td>
<td>But it would be a big help if we still conserve water today. People, animals and plants would not survive if there is no water.</td>
</tr>
</tbody>
</table>
Comprehension check:

Ask:

1. Who forgot to turn off the faucet?
2. What water resources were mentioned in the dialog?
3. What might happen if people would not conserve water?
   ➢ The pupils read again then act out the dialog by pairs.

Think-Pair- Share (Independent Activity)

Question: What ways would you do to help conserve water?

Pair work: Pupils find a pair and then talk and answer the given question.

Share: Each pair will report on what they have talked about.

Day 2

Objectives:

- Perceive cause and effect relationship in a folktale listened to.
- Identify and use adjectives
- Correctly spell words in the list of vocabulary words and the words in the selection read or heard.

A. Preliminary Activities

1. Spelling

Unscramble the following words. Clues are given so you can give the words correctly.

- cdlio (When the weather is warm, it is good to drink ___ water)
- ytrid (Water and food that are ____ can make us sick)
- testssleas (No one would like a food that is ____)
- leca (Even if water is ______, it may not be clean)
- upre (If water is clean, then it is ______)
- iytn (A word which means “small”)
- aystl (A word that tells about the sea water)
- etronosmu (A word which means big)
B. Developmental Activities

1. Listening
   a. Unlocking of Difficulties
      (Unlock the following words using picture clues)
      - ferocious
      - enormous
      - stretched out
      - tiny
      - island
      - drowned
      (Unlock the following words using context clues or real objects)
      - salty
      - tasteless
      (Unlock the following words using action)
      - scratch
      - chatted
   b. Activating Prior Knowledge / Motivation
      Show some salt to the class. Ask: "What are the uses of salt? Where does salt come from?"
   c. Set purpose:
      You are going to listen to a folktale. It's title is "Why the Sea Is Salty?"
   d. Motive Question
      Why is the sea salty?
   e. Listening Phase
      The teacher reads the following folktale:

   **Why the Sea is Salty**

   Many years ago, the sea tasted like ordinary rainwater. It was bland and tasteless. Fortunately, the people living in the islands knew about a friendly giant who kept mounds of salt in his cave. The people would cross the ocean on their boats to reach the gentle giant's island, and that is how they were able to bring salt back to their villages, in order to prepare tastier meals.

   One time, however, the ocean was rough and they could not sail out to gather salt. They eventually ran out of salt and the villagers no longer enjoyed their tasteless meals. They wondered how they could get salt again, when a child suggested they ask the giant to stretch out his legs over the ocean so that they could walk to his island instead.

   The kind giant agreed, and villagers with empty salt sacks walked along the giant's leg. Unfortunately, the giant's foot landed on an anthill, and the ferocious red ants started biting the enormous leg.

   "Hurry!" pleaded the giant, who strained to keep his itchy legs still. As soon as the people reached the giant's island, he immediately withdrew his foot and scratched the itchy bites. The villages just smiled at how a giant could be bothered by tiny ants.

   Anyway, the people got their salt and the giant again stretched his leg over the ocean. Immediately, the ants began biting his swollen foot. Once again, the giant asked the people to hurry up, but the heavy salt sacks slowed them down.

   Besides, the people didn't believe that the tiny ants could really affect the giant, so they idly chatted away, and walked rather slowly.

   Before the villagers could cross the ocean, the giant cried out and thrust his ant-bitten foot into the ocean. All the packed salt fell into the plain-water sea and melted.
f. Comprehension Check
   Ask:
   1. How did the seawater taste before?
   2. Where did the people get salt?
   3. How did the giant help them?
   4. What happened to the giant while helping the people cross the sea?
   5. Why did the seawater get salty?
   6. Do you think this story really happened?
   7. If all our waters got salty, what do you think would happen to us?
   8. If there would be no more salt, what might happen to us?

Valuing:

Water and salt are some resources that we can find on earth. What must we do with these resources?

g. Skill development: (Perceiving Cause and effect relationship)
   Answer these questions:
   1. Why would people cross the ocean to go to the giant's island?
   2. Why could people prepare tastier meals?
   3. Why could the people not sail out to gather salt?
   4. Why did the giant stretch out his leg over the ocean?

   **Cause** answers the question *why.*
   It gives the *reason.*

   Answer these questions:
   1. What happened when the villagers ran out of the salt?
   2. What happened when the ferocious ants bit the giant's leg?
   3. What happened when all the salt fell into the water?

   **Effect** gives the *result.* It answers the question *what happened?*

h. Practice
   In the chart below, write the CAUSE for its EFFECT and the EFFECT FOR ITS CAUSE.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The people could not enjoy their meals</td>
</tr>
</tbody>
</table>
Write the effect of its cause.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ferocious red ants bit the giant's leg.</td>
<td>The people were able to walk to the giant's island</td>
</tr>
<tr>
<td>The giant cried and thrust his ant-bitten foot into the water</td>
<td></td>
</tr>
<tr>
<td>The packed salt fell into the water</td>
<td></td>
</tr>
</tbody>
</table>

2. Grammar
   a. Preparation
      Group the class into three. Give each group a word card. Let each group list down as many words as they can remember that tells about the word assigned to their group.

      Group 1 - giant
      Group 2 - sea
      Group 3 - ants

      Have each group present their work to the class.

   b. Presentation
      Study the words below:

      giant - big, friendly, gentle
      sea - bland, tasteless, salty
      ants - tiny, ferocious

      What words describe "giant"?
      What words describe "sea"?
What words describe “ants”?

c. Abstraction:
   Lead the class to the illustration in the LM, page ___

Study further the following underlined words:

- There are **seven yellow** ducks in the pond.
- The pond is **wide** and the water is **clean**.
- There is a **tall** tree beside the pond.
- **Three** boys are sitting on a **long** bench near the pond.
- **Some green** frogs are jumping near a **big** rock.

Use the underlined words to complete the following chart. Number one sentence is done for you.

<table>
<thead>
<tr>
<th>Underlined words</th>
<th>Characteristics being pointed out by the underlined word</th>
<th>Words referred to by the underlined words</th>
<th>Kind of word referred to by the underlined word</th>
</tr>
</thead>
<tbody>
<tr>
<td>seven</td>
<td>number</td>
<td>ducks</td>
<td>noun</td>
</tr>
<tr>
<td>yellow</td>
<td>color</td>
<td>ducks</td>
<td>noun</td>
</tr>
</tbody>
</table>

What do the underlined words do? What kind of words are referred to by the underlined words? What characteristics of the noun are pointed out by the underlined words? The underlined words are adjectives.

What do adjectives do? What kind of words are described by adjectives? What characteristics are pointed out by adjectives?

d. Generalization:
   Adjectives are words that describe nouns or pronouns. Adjectives tell or point out the number, the size, the color, the height or the kind of noun being described.

e. Guided Practice:
   (Refer to LM, Activity 3, page ____)

3. Evaluation:
   Copy on your paper all the adjectives used in the following paragraph:

   (Refer to LM, Activity 4, page ____)

4. Assignment:
   What is your favorite toy? Tell what kind of toy it is. Describe its color and size. Tell also why it is your favorite toy. Write it on a paper.
Day 3

Objectives:

1. Read aloud grade level text with an accuracy of 95-100%
2. Express interest in texts by reading available print materials.
3. Use words unlocked during story reading in meaningful texts.
4. Perceive cause-effect relationship
5. Identify and use adjectives appropriate for the grade level.
6. Correctly spell words in the list of vocabulary words and the words in the selection read.

A. Preliminary Activities
   1. Spelling test (Refer to list in Day 2)
   2. Checking of assignments

B. Developmental Activities
   1. Pre-reading
      a. Unlocking of Difficulties
         industrious numerous regret deep sigh
         grumbling disappeared mumbling

Activating Prior Knowledge

Show the class a real pineapple or a picture of a pineapple. How does it look like?

b. Motive Question
   Why does the pineapple have plenty of “eyes”?

2. During Reading

The First Pineapple

Once there lived a family in a far village. Mang Andres was an industrious farmer while Aling Sebya was a hardworking housewife. They had a young daughter named Josefina. She was fondly called Pina by her parents and friends.

Since there was no one to help Aling Sebya, Pina had to help in the chores. She swept the floor, washed dishes and sometimes helped her mother cook. But there was one trait that Pina’s parents didn’t like about her. She would often complain about her tasks. She also had the habit of saying, “I don’t know” or “I cannot find it” whenever she was asked to look for something.

One day, while Pina was lying in bed, her mother asked her to look for a pair of scissors. Pina started grumbling and mumbling words. Mother became angry. She wished for Pina to have numerous eyes so that she could find things without lifting a finger.

The moment she spoke these words, a loud thunder was heard. Suddenly, Pina disappeared from sight.

Mother looked everywhere but Pina was nowhere in sight. She sat on the very spot where she saw her daughter last. After a few minutes, she saw something unusual in a corner. She bent and picked up what looked like a fruit. It was oblong and was yellow in color. It had brown spots all over that looked like eyes. Suddenly Mother remembered her last words to her daughter. With a deep sigh of regret, she cried out her daughter’s name.

And that was how the first pineapple or “pinya” came to be.
3. Post Reading
   Comprehension Check

   Ask:

   1. Who are the characters of the story?
   2. Where did the story happen?
   3. What kind of girl was Pina?
   4. What attitude did Pina have that her parents disliked?
   5. Were there instances that you grumbled when you were asked to do something?
   6. What must the person feel if you grumble to him while doing the errand?
   7. What did Mother do when she heard Pina grumble while doing her errand?
   8. What happened to Pina?

   Valuing: Why must we obey our parents?

4. Practice 1
   Refer to LM, Activity 5 & 6, page ______

   Grammar

   Group the class into two. Give each group a chart to complete:

   Group 1

   Complete the web. Describe Pina. Write adjectives on the circles. You may add more circles.

   ![Diagram](DRAFT APRIL 2014)
5. Recall of Concept:
   Processing of group outputs.
   What words tell about Pina? Do you think Group 1 gave the correct words that tell about Pina? Why?
   What words tell about the pineapple? Do you think Group 2 gave the correct words that about the pineapple? Why?
   What do you call the words that tell about Pina and the pineapple?
   Why are they called describing words? What characteristics of a noun that could be described?
   What are describing words?

6. Guided Practice:
   (Refer to LM, Activity 7, page ___)

Evaluation:
   (Refer to LM, Activity 8, page ____)

Assignment:
   Describe your favorite dress / clothing. Be ready to share it with the class tomorrow.

Day 4

Objectives:
1. Correctly spell words in the list of vocabulary words and the words in the selection read.
2. Note important details in grade level informational texts read.
3. Write a 3-5 sentence procedural paragraph using signal words such as first, next, then and last.

**A. Preliminary Activity**
1. Spelling (Refer to the list)
2. Sharing to the class of the assignments written by the pupils.

**B. Developmental Activity**
1. Review:
   - Have the class reread “The First Pineapple”.

   What happened to Pina?

   Why do you think Pina became a pineapple?

   Can this story be true? Why?

2. Skill development
   - Read the following events from the story:
     - Mother looked everywhere but Pina was nowhere in sight.
     - Pina started grumbling.
     - Mother asked Pina to look for a pair of scissors.
     - Mother became angry and a loud thunder was heard.
     - She saw an oblong, yellow fruit with brown spots all over that looked like eyes.

   Are the events arranged according to how they happened in the story? How are we going to arrange these events?

   - Have the class collaboratively arrange these events by putting numbers before the sentences.

Let the class study the following paragraph:

First, mother asked Pina to look for a pair of scissors. Next, Pina started grumbling. So mother became angry and a loud thunder was heard. Then, mother looked everywhere but Pina was nowhere in sight. Finally, she saw an oblong, yellow fruit with brown spots all over that looked like eyes.

Ask:

1. What have been formed out of the sentences?
2. Can events of a story be arranged through a paragraph?
3. Were numbers used to sequence the events?
4. What words were used instead of numbers?

The words, first, then, so, next and finally are words that can be used to sequence events. They are called **signal words**.

Can you give other signal words?

3. Practice:
   - Form the following sentences into a paragraph. Use signal words to tell its order.
   
   (Refer to LM, Activity 9, page _____)
Evaluation:

(Refer to LM, Activity 10, page ____)

Assignment:

Write a paragraph that tells about how you prepare before school. Use signal words to tell the order of the events.

Day 5

Objective:

1. Note important details in stories read.
2. Make a two-level outline for report.

A. Preliminary Activity
   1. Post Spelling test
   2. Ask the pupils to read to the class the answers to the given assignment.

B. Developmental Activity
   1. Presentation:
      Here is an outline of the story “Why the Sea is Salty”
      
      I. How the people got salt
         A. People crossed to the ocean to go to the gentle giant's island.
         B. The giant allowed the people to get salt from his cave.
         C. The people brought back salt to the village.
      
      II. What the giant did to help the villagers to go to his island
         A. He stretched his leg across the ocean to serve as bridge.
         B. He let the villagers to walk on his leg so they could go to his island.
         C. He let them walk on his leg again to go back home with the sacks of salt.

2. Discussion:
   What is the topic or main idea of Roman Numeral I?
   How many details are given under Roman Numeral I?

   What is the topic or main idea of Roman Numeral II?
   How many details are given under II?

3. Generalization:
   An outline is a skeleton of a story or a paragraph.
   A two-point outline has a main idea and supporting details as shown below:
   
   I. ____________________
      A. ____________________
      B. ____________________
   
   II. ____________________
      A. ____________________
      B. ____________________

   A Roman Numeral precedes the main idea or topic. The details are preceded by capital letters such as A, B, C, etc.
4. Practice:
Make a two-point outline of the following selection:

Refer to LM, Activity 11, page _____

Evaluation:

( Refer to LM, Activity 7, page _____ )

Week 32

Theme: Community Livelihood/Occupation/Trade and Industry

Genre: Flyers/Advertisement of Product/Announcements

Objectives

A. Oral Language
   • Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information

B. Fluency
   • Read aloud grade level text with an accuracy of 95-100%

C. Spelling
   • Correctly spell words in the list of vocabulary words and the words in the selection read.

D. Composing
   • Write a 3-5 sentence procedural paragraph using signal words such as first, next, then and last.

E. Grammar
   • Compare adjectives.

F. Vocabulary and Concept Development
   • Get synonyms and antonyms of words.

G. Listening/Reading Comprehension
   • Differentiate between fact and opinion in selections heard.

H. Attitude towards Literacy, Literature and Language
   • Express interest in texts by reading available print materials.

I. Study Skills
   • Write an announcement.

II. Subject Matter

A. Topics
   1. 3-5 step Procedural Paragraph
   2. Adjectives
   3. Synonyms and antonyms
   4. Fact and Opinion
   5. Two-level Outline

Value Focus: Courtesy, Honesty, Helpfulness, Unity

B. Reference
C. Materials
   word puzzle, charts, sample advertisements and announcements
III. Procedure

Day 1

Objective:

Oral Language

- Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information

A. Pre-Assessment

Find words that tell kinds of occupation or community helpers. Put a line through the word. It may be in a horizontal, vertical, diagonal, bottom-to-top order.

Key:

B. Developmental Activity

1. Oral Language & Vocabulary Development
   a. Preparation:
      Show the class pictures of community helpers.

      Ask: Who are in the pictures?

      What do they do?

   b. Presentation:
      Let the class listen to a dialog. Selected pupils read while the rest of the class listen:

      Teacher: Among the community workers, who is the most useful?

      Pupil 1: I think a doctor is the most useful. Without a doctor, nobody will treat sick people.

      Pupil 2: An engineer is the most useful. Who will build the bridges and roads without him?
Pupil 3: It’s the policeman who is the most useful. It’s not an easy work to maintain peace and order.

Pupil 4: A teacher teaches children. She’s the most useful.

Pupil 5: A farmer plants the food we eat. He is the best.

Teacher: All community workers help build our community. We need all of them.

c. Discussion:
Why are the community helpers needed by the people? What would happen if there is no community helper?

What kind of community helper would you want to be when you grow up? Why?

d. Practice / Activity:
Puzzle Game

Group the class into ten. Give each group an envelope with the pieces of puzzle inside. At a signal, each group put the pieces together to form the figure. Then, they would name the figure formed. The first group to form the puzzle, name it and tells what it one does wins.

The following community helper must be formed by the puzzles:

- doctor
- teacher
- vendor
- butcher
- farmer
- engineer
- nurse
- fisherman
- policeman
- baker

Evaluation:
The pupils are evaluated based on the team work of the group and clarity of ideas presented.

Assignment:

Ask your parents’ opinion on the following:

1. How are community leaders like the town mayor or barangay chairman selected?
2. What qualifications must community leaders have?
3. How do the town mayor and the barangay chairman help the community?

Day 2
Objectives
- Give one’s reaction to an event or issue heard.
- Identify synonyms and antonyms

A. Preliminary Activities
1. Spelling (Refer to the list of community helpers as words for the week)
2. Sharing of assignments. The teacher calls for volunteers to read to the class the answers to the questions given as assignment.

B. Developmental Activities
1. Unlocking of word difficulties
   The following words are unlocked through contextual clues:
   - tax
   - campaign
   - aware
   - involve
2. Activating Prior Knowledge
Have you heard conversation of adults, or on the radio or TV issues about tax? What is it all about? Who pays the taxes? Are children required to pay taxes? Why?

3. Motive Question
What upcoming activity is announced?

4. Listening to an announcement / advertisement:
The pupils listen to the following announcement. (pre-recorded or read by the teacher)

Are you a conscientious tax-payer?
Do you know where your tax goes?
Then, be aware!
Join the Tax-Use Awareness Campaign on November 9, 2013, Saturday,
2:00 to 5:00 pm at the Town Plaza.
Be involved! Be responsive! Be there!

5. Comprehension Check;
Ask:
1. What upcoming activity had been announced?
2. When is it going to be held?
3. Where is it going to be held?
4. What is the purpose of an announcement?
5. What does the announcement expect people to do?
6. What are announcements for?
7. What details are included in an announcement?

Valuing: Who pay the taxes? What may happen if many people do not pay taxes? Since you are not paying taxes yet, how may you help your community? Why must we take care of structures that were built from people's taxes?

6. Grammar Awareness:
a. Preparation:
The pupils listen again to the announcement. Have them identify adjectives used in the announcement.
Ask: What adjectives were used in the announcement?

b. Presentation and Abstraction:
Here are the adjectives in the announcement. Try to understand the meaning of each. Choose a word from Box A that has its similar meaning. Then, choose from Box B a word that has its opposite meaning. Write it in the chart. The sentences will help you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>alert</td>
<td>indifferent</td>
</tr>
<tr>
<td>diligent</td>
<td>lazy</td>
</tr>
<tr>
<td>engaged</td>
<td>mindful</td>
</tr>
<tr>
<td>mindful</td>
<td>uninvolved</td>
</tr>
<tr>
<td></td>
<td>unaware</td>
</tr>
</tbody>
</table>

- Father is a conscientious worker. He works even if it is late. He never stops unless he is done.
- Many people are now aware that the environment should be taken care of.
- Everyone should be involved helping the victims of earthquake in Bohol.
- The government is calling for all people to take care of the rivers and streams. We have to be responsive by not throwing any trash into the rivers and streams.

(Note: The answers were given as guide to the teacher but should be presented to the class without the answers.)
What do you call the words at the first column? What are adjectives?
Words having similar meanings are called synonyms.
Words having opposite meanings are called antonyms.

c. Generalization:
Synonyms are words that have similar meanings
Antonyms are words that have opposite meanings

d. Practice:
(Refer to LM, Activity 1, page ___)

Evaluation:
(Refer to LM, Activity 2, page ____)

Assignment:
Describe two persons that you know very well. Use at least two adjectives that are synonyms and two adjectives that are antonyms in describing them.

Day 3
Objectives
- Read aloud grade level text with an accuracy of 95-100%
- Use words unlocked during story reading in meaningful texts.
- Give one’s reaction to an event or issue read.
- Identify synonyms and antonyms of grade-level adjectives.
- Correctly spell words in the list of vocabulary words and the words in the selection read.

A. Preliminary Activities
1. Spelling test (Refer to the list of community helpers as words for the week)
2. Sharing of assignments. The teacher calls for volunteers to read to the class the answers to the questions given as assignment.

B. Developmental Activities
1. Reading
   a. Unlocking of Word Difficulties
      The following words are unlocked using contextual clues.

         professional    model    sincere    honest
         salary          polite     benefits

   b. Activating Prior Knowledge
      Do you join clubs in school? What club would you be interested to join?

   c. Motive Question:
      How do you join a club?

   d. During Reading

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Similar Meaning</th>
<th>Opposite Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>conscientious</td>
<td>diligent</td>
<td>lazy</td>
</tr>
<tr>
<td>aware</td>
<td>mindful</td>
<td>unaware</td>
</tr>
<tr>
<td>involved</td>
<td>engaged</td>
<td>uninvolved</td>
</tr>
<tr>
<td>responsive</td>
<td>alert</td>
<td>indifferent</td>
</tr>
</tbody>
</table>
Read the following:

Do you have a sweet singing voice? Are you a graceful dancer? Can you act well? Then, be one of us. THE GIFTED GUILD is in need of members.

There will be auditions on December 16, Monday at 1:00 to 5:00 in the afternoon at Santa Teresa School Gym.

Be confident!
Be involved!

e. Comprehension check:
   1. What kind of selection have you read?
   2. What is the purpose of the announcement?
   3. Do you think you would qualify as a member of this club? Why?

f. Skill development:
   Group the class into three. Give each group a task card.

   Group 1:
   Honesto found a wallet with P500 in front of the school gate. What must Honesto do?

   Group 2:
   Pieces of paper, food wrappers and fruit peelings litter the sidewalk near your house. What must you do?

   Group 3:
   It’s Teachers’ Day. You want to give your teacher some flowers. Is it all right if you pick flowers from your neighbor’s garden? What should you do?

Evaluation: The pupils are evaluated based on the group reporting.

2. Grammar
   Find-a-Pair Game

   The teacher distributes word cards with synonyms and antonyms of the words used in the advertisement. The teacher flashes the word, then says “synonym” or “antonym”. A pupil who holds the word card with the synonym or antonym of the given word must give the word card to the teacher. (give incentive such as star cut-outs to pupils who can give the correct pair)

   good                high                diligent
   honest              many                best

Practice:
   (Refer to LM, Activity 3, page ____ )
Evaluation:

(Refer to LM, Activity 4, page _____)

Assignment:

Look for advertisements on newspapers. Cut out at least two samples of advertisements of items for sale which you wish to buy. Paste them on short bond paper. Then underline the adjectives used in the advertisement.

Day 4

Objectives

- Give one’s reaction to an event or issue read.
- Identify synonyms and antonyms.
- Correctly spell words in the list of vocabulary words and the words in the selection read.

A. Preliminary Activity
   Spelling test (Refer to the list of community helpers as words for the week)

B. Developmental Activities
   1. Preparation
      Have the pupils post their cut-out advertisements on the “Ads Corner” (prepared beforehand by the teacher)

   2. Strengthening of Skill
      - Group the class into three or four. (Small group is suggested)
      - Give each group a cartolina or manila paper.
      - Alternately assign each group to visit the Ads Corner.
      - Let each group list down the adjectives they could find in the advertisements posted.
      - After each group had visited the Ads Corner, let them give as many synonyms and antonyms as they know about the adjectives in a chart like below

<table>
<thead>
<tr>
<th>Advertisements</th>
<th>Synonyms / Antonyms</th>
<th>Community Helpers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

   - Presentation and processing of group outputs

   3. Think-Pair-Share
      Form dyads. Let each pair discuss and share ideas on the following:

      - How can you be a community helper when you grow up?
      - As a community helper, what characteristics must you have to be a good community helper? Why?
      - Why should a community helper be honest, courteous and helpful?

   4. Big group sharing
      Pairs will join two more pairs and share what they have shared to the other pairs.
5. Evaluation is based on the processing of the big group sharing of the pupils.

Day 5

Objective:
1. Write an announcement.

A. Preliminary Activity
   Spelling Post Test

B. Developmental Activity
   1. Have the class reread the following announcement:

   Do you have a sweet singing voice? Are you a graceful dancer? Can you act well? Then, be one of us. THE GIFTED GUILD is in need of members.

   There will be auditions on December 16, Monday at 1:00 to 5:00 in the afternoon at Santa Teresa School Gym.

   Be confident!

2. Strengthening of Skill
   What is the announcement about?

   What information must be included in the announcement?

   Why should we be specific on the date, time and place of the activity?

3. Practice:
   (Refer to LM, Activity 5, page ___)

   Evaluation:
   (Refer to LM, Activity 6, page ____)

Assignment:

1. Make an announcement for a clean-up drive on your barangay. Write it on a clean manila paper or cartolina.

2. Bring to the class your recent water and electric bills.

Week 33

Theme: Energy Sources: electricity, gas/wood for cooking/wind/solar

Genre: Stories in the Community

Objectives:

A. Oral Language
   - Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information

B. Fluency
• Read aloud grade level text with an accuracy of 95-100%

C. Spelling
• Correctly spell words in the list of vocabulary words and the words in the selection read.

D. Composing
• Write a 3-5 sentence procedural paragraph using signal words such as first, next, then and last.

E. Grammar Awareness
• Compare adjectives

F. Vocabulary and Concept Development
• Use synonyms and antonyms in sentences.

G. Listening/Reading Comprehension
• Give one’s reaction to an event or issue by expressing a fact or an opinion

H. Attitude towards Literacy, Literature and Language
• Express interest in texts by reading available print materials.

I. Study Skills
• Make a two-level outline for report.

II. Subject Matter

A. Topics
B. 3-5 step procedural paragraph
C. Degrees of Comparison
D. Fact / Opinion
E. Two-level outline

Value Focus: Energy Conservation
Taking Care of Resources

B. References

C. Materials: cross-word puzzle, brown envelopes, letter-cards, two big and small pails, word cards inside the pails,

III. Procedure

Day 1

Objective:

Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information

A. Pre-Assessment

B. Developmental Activities
1. Oral Language and Vocabulary Development
   a. Preparation
   • Have each pupil bring out their recent water and electric bills. (pre-assigned)
   • The teacher will ask the class what the bills are for.
Have the pupils compare their electric and water bills. Let them find out who among from them has the highest water bill, highest electric bill. Let them look for a pupil whose water, electric bill is the lowest.

The teacher asks the class, “Why do you think ____ family has the highest water bill? electric bill?”

b. Brain Walk Activity

Group the class into three. Give each group an envelope with two sheets of paper inside. The following question is printed on one paper: “What are different sources of electricity?” and “How can you help conserve electrical energy?” on the other sheet. At the teacher’s signal, the envelope should be opened by the assigned leader. Then, the sheets of paper should be passed around and each group member should write his / her answer on the sheet of paper. After five minutes, the teacher rings a bell or says “stop”. The leader puts back the sheets of paper into the envelope and submits it to the teacher.

The envelope of Group 1 will be given to Group 2, Group 2’s envelope will be given to Group 3 and Group 3’s to Group 1. The same procedure will be done.

After the third round, the envelope will be given to the original group. Then the group summarizes the ideas in a manila paper.

Group reporting follows.

2. Evaluation: Pupils will be evaluated based on the group cooperation and presentation of ideas.

3. Assignment: Ask your parents or any adult at home other resources at home.

Day 2 Objectives:

1. Give one’s reaction to an event or issue heard.
2. Identify synonyms and antonyms
3. the words in the selection read.

A. Preliminary Activities

1. Spelling
   Make-A-Word Game:

   The teacher will distribute letter-cards to the pupils. Then, they will try to make or form a word out of the letters given by the teacher. Then, post the words on the board.

   (The process is repeatedly done for every word to be formed.)

   The following words are suggested as spelling words:
   miserable great loud large
   destructive quiet safe dangerous

   Pupils read and spell orally the spelling words for the week.

2. The teacher calls volunteers to share to the class their assignment.

B. Developmental Activities

1. Unlocking of word difficulties

   The following words are unlocked using contextual clues
   fault calamity befall discharged destructive overload
2. Activating Prior Knowledge
   Had there been fire incident in your place? What was the cause of the fire? Can electricity cause fire? How? Why?

3. Motive Question
   What is Ben’s fault?

4. Listening to a story

### Ben’s Fault

by: Gretel Laura M. Cadiong

“Fire! Fire!”

The loud shout woke Ben up. He heard again louder shouts. Immediately, he got up and ran out of the room. A thick smoke met him. Ben could hardly breathe and started coughing. “Mother! Mother! Please help me,” he shouted. The last thing he remembered was a black shadow coming to him.

When he woke up, he was in a hospital bed. His sad mother was beside him. “Thank God, Ben, you are now safe,” mother told him.

“What happened, Mother?” The silent reply of his mother told Ben a great misfortune befell their family.

When he was discharged from the hospital, they went home to the evacuation area where more than twenty families were sharing. Like Ben’s family, their houses and their belongings were eaten up by the big fire.

One day, some firemen came to the evacuation center. They told the people that the destructive fire was caused by an overload of electrical appliances.

Ben felt miserable. He suddenly remembered the computer, the TV set and his cellphone charger that he did not unplug the night before the fire broke out.

5. Comprehension Check
   a. What calamity affected Ben’s family?
   b. What happened to Ben during the fire incident?
   c. Where did Ben and his family stay after a big fire burned their house?
   d. What caused the big fire?
   e. Why did Ben feel sad?
   f. What could be Ben’s fault?

Valuing:
   Why should we avoid plugging several electrical appliances in one outlet?
   How can we conserve electrical energy?
   Why must we conserve it?

6. Group Sharing
   Group the class by four’s or five’s. Assign a leader and a secretary to each group. Assign a task to each group.

   Group 1  Decide what your group will do on the following issue:

   A family was caught by the authorities using a “jumper”, a device that taps electrical connection. This act is considered stealing.

   Should the family be penalized or punished? Why?

   Group 2  Your family pays three thousand pesos every month for the electric bill. Suggest ways so that your family will consume less electricity and thus, pay lesser electric bill.
Every Christmas, your family decorates the house with many Christmas lights. This year, your parents decide not to buy new Christmas lights and instead use the old lights.

Do you think this is good? Why? What must your family do?

7. Have each group report to the class the ideas or opinions of the group regarding the issues.

8. Grammar
   a. The teacher rereads the story. The pupils will list down the adjectives they would hear from the story.
   b. Have the pupils write on the board the adjectives they listed down.

<table>
<thead>
<tr>
<th>loud</th>
<th>safe</th>
<th>twenty</th>
<th>miserable</th>
<th>destructive</th>
<th>great</th>
</tr>
</thead>
<tbody>
<tr>
<td>thick</td>
<td>silent</td>
<td>big</td>
<td>sad</td>
<td>black</td>
<td></td>
</tr>
</tbody>
</table>

Let the pupils find words that can be paired off as synonyms or antonyms.

What are synonyms? What are antonyms?

c. Practice: (Refer to LM, Activity 1, page ____)

Word Puzzle Game

<table>
<thead>
<tr>
<th>Across</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. antonym of miserable or sad</td>
</tr>
<tr>
<td>2. antonym of thick</td>
</tr>
<tr>
<td>3. antonym of destructive</td>
</tr>
<tr>
<td>4. antonym of big or great</td>
</tr>
<tr>
<td>5. synonym of silent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. antonym of black</td>
</tr>
<tr>
<td>2. synonym of tiny</td>
</tr>
<tr>
<td>3. antonym of loud</td>
</tr>
<tr>
<td>4. synonym of big</td>
</tr>
<tr>
<td>5. synonym of destructive</td>
</tr>
</tbody>
</table>
Evaluation:

Tell an opposite idea or opinion on the following. Explain why you have that opinion.

Electricity is unimportant. There are other resources that we can utilize to make our appliances work.

Assignment:

List down some ways that can be done to avoid fire due to electricity.

Day 3

Objectives:

- Read aloud with an accuracy of 95-100%
- Express interest in texts by reading available print materials.
- Give one's reaction to an event or issue read
- Identify synonyms and antonyms.
- Use synonyms and antonyms in sentences.

A. Preliminary Activity
1. Spelling
   The teacher conducts a spelling test on the words for the week (refer to Day 2)
2. The teacher calls volunteers to share to the class their assignment

B. Developmental Activity
1. Unlocking of Word Difficulties
   The following words are unlocked through contextual clues
   wasteful  overflowing  continually
2. Activating Prior Knowledge
   Why is water important? Can we consider water as an energy source? Why?
3. Motive Question
   Why is the story entitled “Wasteful Maki”?
4. Reading of a story
   The pupils read the following story:
Wasteful Maki

by: Gretel Laura M. Cadiong

One day, Maki opened the faucet and thought “I wonder if the water would run out if I would not turn the faucet off.” So he turned on the faucet and let the water continually flow. Ten minutes... twenty minutes...thirty minutes... one hour passed but the water continued to flow. “Oh, I think this would never stop.”, Maki said.

One, two... two more hours passed but the water never stopped. While waiting for the water to stop, Maki fell asleep. Suddenly, the water stopped. No more flow. No more water “Aha!” Maki said, “At last you stopped flowing!”

Suddenly Maki felt thirsty. But there was no water in the pitcher. There was no water in the faucet. He ran outside to ask water from his neighbors. But there was no water everywhere.

Comprehension check:

- What did Maki do?
- Why did he let the water flow continuously?
- What happened to Maki?
- Where did he go to ask for water?
- Who woke him up?
- Why was he happy when his mother told him that the water was still flowing from the faucet?
- Is it possible that water will run out? Why?

Valuing: Why must we conserve water?

Aside from using water to clean, to cook and to keep people, animals and plants alive, what does it serve us?

Ma. Cristina Falls provide electricity to some places in Mindanao. Do you know of other places that get their electricity from water?

5. Fetch-A-Pair Relay

Materials:

- two small pails
- two big pails
- word cards inside the small and big pails that can be paired off as synonyms or antonyms.

Group the class into two. Give each group a small pail. The group will have a race to fetch a synonym or antonym from the “well”. (a bigger pail)

The first pupil in the line will run to the “well” bringing the pail. Next, he or she will look for the synonym or antonym of the word that will be flashed by the teacher. After getting or “fetching” a word, the pupil will put it in their pail, runs back to the line, then give the pail to the next pupil who will again “fetch” a synonym or “antonym”. The procedure is done until all the members of the group is able to “fetch” a synonym or antonym.
The group who gets the most number of correct answers wins.

Evaluation: Have the pupils use the words they “fetched” in sentences.

Assignment: List down some of the practices you do at home to:
   a. conserve water
   b. conserve electricity

Day 4

Objectives:
1. Give one’s reaction to an event or issue read
2. Write a 3-5 sentence procedural paragraph using signal words such as first, next, then and last.
3. Correctly spell words in the list of vocabulary words and the words in the selection read.

A. Preliminary Activities
1. Spelling

   Conduct a spelling test on the words for the week (refer to Day 2)

2. Call volunteers to read to the class the answer of the given assignment

B. Developmental Activities
1. Preparation/ Recall of concept:
   Have the class reread the story “Wasteful Maki”

   Let the pupils arrange the following events taken from the story:
   - Maki fell asleep
   - Mother woke him up
   - Maki opened the faucet and let the water flow to see if it will run out of water.
   - He asked for water but there was no water
   - He was happy there was water.

   Ask the pupils to write a paragraph using these sentences.

   What signals words were used?

2. Strengthening of Skill:
   Have you heard about people getting sick because of dirty water? What do you think is the cause?

   Most of the people affected with sickness due to dirty water are those who temporarily live in evacuation centers. Why do you think so?

   What should the government do so that this can be avoided?

   If you would be asked, what advice can you give so that people can avoid getting sick due to dirty water?

   Ask the pupils to express their opinions on these issues.
Read the following:

What must you do when you are not sure that the water is not safe for drinking? Here are the ways to do it.

1. Bring water to boil.
2. Let the water keep boiling for 5 minutes.
3. After 5 minutes, lower the fire and let it boil for 5 minutes more.
4. Cool the water in the boiling pot.
5. After it cools down, place the water in clean containers.
6. Chill it before drinking.

3. Abstraction:
   What is the selection about? (It is about sterilizing or purifying water to drink.)

   What do the sentences in the text explain? (a process or a procedure)

   How are the steps in a process given? (in sequence)

   What signal words may be used to show the different steps?

4. Practice:
   Guide the class in writing a procedural paragraph using the above steps by suggesting correct signal words.

   The paragraph should be written collaboratively on the board which may appear like this:

   What must you do when you are not sure that the water is not safe for drinking? Here are the ways to do it. First, bring water to boil. Second, let the water keep boiling for 5 minutes. After 5 minutes, lower the fire and let it boil for 5 minutes more. Next, cool the water in the boiling pot. After it cools down, place the water in clean containers. Lastly, chill it before drinking.

Evaluation:

(Refer to LM, Activity 3, page _____)

Assignment:

Write a paragraph on what you do to prepare for school.

Day 5

Objective:

1. Make a two-level outline for a report

   A. Preliminary Activities
      1. Spelling
         Conduct a post test on the words for the week
      2. Call on volunteers to share to the class their assignment

   B. Developmental Activities
      1. Preparation:
         Have the class read the following paragraph:
How To Make a Paper Bag Mask

First, put the paper bag on your head. Next, point to the center of both eyes then draw a dot on the bag. Third, point to the center of the mouth and draw a line. Next, remove the paper bag from your head. Then, draw the mask features. After that, cut out the eye holes and mouth hole. Lastly, decorate your mask.

2. Recall of concept:
What does the paragraph tell?

Show the following to the class:

<table>
<thead>
<tr>
<th>How To Make a Paper Bag Mask</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Put on the paper bag on your head.</td>
</tr>
<tr>
<td>2. Point to the center of both eyes then draw a dot on the bag.</td>
</tr>
<tr>
<td>3. Point to the center of the mouth and draw a line.</td>
</tr>
</tbody>
</table>

The teacher asks the class what other ways can they prepare to present or show the steps.

Show them the following:

<table>
<thead>
<tr>
<th>I. How To Make a Paper Bag Mask</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Put on the paper bag on your head.</td>
</tr>
<tr>
<td>B. Point to the center of both eyes then draw a dot on the bag.</td>
</tr>
<tr>
<td>C. Point to the center of the mouth and draw a line.</td>
</tr>
</tbody>
</table>

What do you call this? What is an outline?
Can you still remember how to make an outline?

3. Practice:
Make an outline of the following paragraph:

What must you do when you are not sure that the water is not safe for drinking? Here are the ways to do it. First, bring water to boil. Second, let the water keep boiling for 5 minutes. After 5 minutes, lower the fire and let it boil for 5 minutes more. Next, cool the water on the boiling pot. After it cools down, place the water on clean containers. Lastly, chill it before drinking.

Evaluation:
(Refer to LM, Activity 4, page ___)
Quarter IV

Week: 34

Theme: Conserving energy and other resources

Genre: Story (Energy Consumption)

Objectives:

A. Oral Language
   • Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph.

B. Fluency
   • Read aloud grade level text with appropriate speed* (note: should include benchmarks on number of words per minute once research and data have been gathered)*

C. Spelling
   • Correctly spell words in the list of vocabulary words and the words in the selections read

D. Composing
   • Write a 3-5 sentence procedural paragraph using signal words such as first, next, then and last

E. Grammar
   • Use correctly different degrees of comparison of adjectives (same degree, comparative, superlative)

F. Vocabulary and Concept Development
   • Use the combination of affixes as clues to get the meaning of words

G. Listening/Reading Comprehension
   • Infer important details from an informational text

H. Attitude towards Literacy, Literature and Language
   • Express interest in texts by reading available print materials.

I. Study Skills
   • Identify and discuss information from simple line and bar graphs.

II. Subject Matter:
   A. Topics:
      1. Talking about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph
      2. Writing a 3-5 sentence procedural paragraph using signal words such as first, next, then and last
      3. Using correctly different degrees of comparison of adjectives (positive degree, comparative, superlative)
      4. Using the combination of affixes and root words as clues to get the meaning of words (note: align with specific competencies in grammar awareness)
      5. Inferring important details from an informational text
      6. Expressing interest in texts by reading available print materials
      7. Identifying and discussing information from simple line and bar graphs.

Value Focus: Use energy resources wisely.

B. Reference:

C. Materials:

III. Procedure

Day 1

Objectives:
   • Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph
Correctly spell words in the list of vocabulary words and the words in the selections read.

**A. Pre-assessment:**
Unscramble the letters to form a word. **Use the clues given.**

1. tawre
   A very important resource that man, animals and plants need in order to live.

2. oodf
   We may live for a number of days even without taking it but we would surely get weak and sick.

3. telrciceity
   It is an energy that makes appliances such as TV, refrigerator and rice cooker work.

4. ncevores
   A very important reminder for everyone that we should take care of our resources.

**B. Learning Activities**

1. **Oral Language and Vocabulary Development:**

   **A. Guessing game:** “Pinoy Henyo Game”

   **Mechanics of the game:**
   1. Let each pupil find a pair.
   2. Ask for the first to volunteer to do the Pinoy Henyo game.
   3. One of the pairs will be the guesser, where the word to be guessed printed on a card will be on her forehead, while the other one is the one who will give the clues so that the guesser can give the right word. Words that are related with energy and other resources must be used, (water, food, electricity, gas, etc. be given)
   4. Have other pupils who are not on board with the guessing game refrain from coaching.
   5. Pairs who give the right word get a prize.

   **B. Processing of the game is done.**
   Why do you think your partner was able to give the correct word? What do you think one must do so that others will understand what you want him/her to do?

   As the guesser, what helped you gave the word correctly?

2. **Vocabulary Development**

   ![Illus sun]

   **appliances**       **water faucet**       **Liquified Petroleum**       **Solar Gas**

   a. TV sets computer and refrigerator are electric ________________.
b. Turn off the _______ when not in use.
c. Most homes use_______ to cook meals.
d. Energy that comes from the sun is called ______ energy.

**Day 2**

**Objectives:**
- Infer important details from an informational text
- Use correctly different degrees of comparison of adjectives (positive degree, comparative, superlative)
- Correctly spell words in the list of vocabulary words and the words in the selections read

**Learning Activities:**

**A. Preliminary Activities:**

**Spelling Lesson:**

Study the following words.

a. intelligent
b. imaginative
c. happiest
d. wonderful
e. meaningful
f. hopeful
g. attractive
h. symbolic

**B. Developmental Activities:**

**Listening to narrative or informational text**

1. **Unlocking of Difficulties:** (thru contextual clues)
   - Replace each italicized word or words with the correct synonym from the box.

<table>
<thead>
<tr>
<th>theme</th>
<th>factual</th>
<th>traditional</th>
<th>bronze statue</th>
</tr>
</thead>
</table>

   The 1986 EDSA Revolution was a true happening.

   a. Evelyn talked about different mammals in her report. Animals were the subject of her report.
   b. The design of the house is fashioned after our ancestors’ house. It is a conventional house.
   c. His accomplishment is indeed great.
   d. Guillermo Tolentino is a known craftsman.
   e. It’s not easy to design the best piece of work.
   f. Tolentino’s works are not exactly abstract.

2. **Motivation:**

   a. Listening to music.
   Close your eyes for a minute and listen to a music played for you. While listening, pretend you are a sculptor and try to do your masterpiece mentally. When the music stops, open your eyes and tell the class about your winning piece of work.

   b. Show pictures of the “The Oblation” and “The Cry of Balintawak”
   Ask: Have you seen these monuments?
   Where is each monument found?
   What does the Oblation symbolize?
   What historical event is shown by the Cry of Balintawak monument?
   Who made the monuments?

3. **Raising of Motive Question:**
The highest honor a Filipino artist can receive is to win the National Artist Award. This award was given to the famous Filipino artist in the selection you will be listening to. He received many awards because of his amazing and artistic works.

What would you like to ask about the text?

Expected Motive Questions:

Why is Guillermo Tolentino called the “Father of Philippine Arts”?

4. Listening to the story:
Have pupils listen attentively as you read the story to the class.

The Father of Philippine Arts
(by Mrs. Raquel C. Solis)

A famous Filipino sculptor, Guillermo Tolentino is known as the “Father of Philippine Arts.” He got the highest honor as an artist.

His first national award was in 1930 for his of the Bonifacio Monument in Caloocan City. Next, was “The Oblation” life-size statue of a naked man in UP. This big bronze statue is regarded by the students as the symbol of youths’ high aspirations for truth. Then he got another outstanding achievement in his Bonifacio monument in Liwasang Bonifacio in front of the tall Philpost building.

The Cry of Balintawak was the theme of his winning design in the contest for the most symbolic interpretation of the Supremo of the Katipunan. This was the most imaginative representation of factual and traditional events.

He has a way of creating masterpieces. He first devoted a great portion of his time to read more books. Next he approached some more reliable sources than himself for first-hand enlightenment. Then he began to formulate simpler designs than the one he would originally make. Afterwards, he made little monuments and lastly made the masterpiece.

5. Comprehension check:
a. Answer the motive questions orally.
   - Who was this Filipino artist?
   - What were the awards that he received?

b. Answering other questions about the text.
   - What title has been given to Guillermo Tolentino?
   - Did he deserve the title? Explain
   - What is the historical significance of each monument or statue he designed?
   - In your opinion, why was Tolentino’s work chosen for the national award?
   - Is this story about Tolentino real or fanciful? Explain your answer.

c. Engagement Activity
   Group the class into three. Give each group a task card. Let each group brainstorm their opinions about the given to their group.

   - Group 1: The following statement is taken from the text listened to. Tell something about it.
Guillermo Tolentino got the highest award as a Filipino artist. Why do you think he received the highest award?

- Group 2: The following statement is taken from the text listened to. Tell something about it.
  He read more books before designing his masterpiece. Why was there a need for him to read books?

- Group 3: The following statement is taken from the text listened to. Tell something about it.
  Guillermo Tolentino is known as the “Father of Philippine Arts.” Do you think he deserves it.

6. Skill Development: (Expressing Fact and Opinion)

Read the following sentences:

A
- The Cry of Balintawak is the most symbolic interpretation of the Supremo of the Katipunan.
- The Cry of Balintawak the most symbolic interpretation of the Supremo of the Katipunan.

B
- Guillermo Tolentino got the highest honor as an artist.
- His first national award was in 1930 for his of the Bonifacio Monument in Caloocan City.

Which sentence can be proven true? Which sentence is based on one’s judgment?

A fact is true. It can be checked and proven.
An opinion is an idea, a belief or a judgment that cannot be proved.

The following statements are taken from the selection. Tell whether each one is a fact or an opinion. Explain your answer.

a. Guillermo Tolentino was a Filipino sculptor.
b. Guillermo Tolentino was given the National Artist Award for making the Bonifacio Monument in Caloocan City.
c. “The Oblation” is a life-size statue of a naked man which is found in the UP Campus.
d. This big bronze statue is regarded as the symbol of the youth’s high aspirations for truth.
e. He is known as the “Father of the Philippine Arts”.

How do you know it is a fact? it is an opinion?

7. Grammar Awareness:

1. Preparation:
   Have the pupils underline all the describing words in the selection they read.

   What do describing words do?
   What are describing words called?
What are adjectives?

2. Presentation:
   Read the sentences and notice the underlined adjectives. Tell which word is described in each sentence and encircle it.

   a. Guillermo Tolentino was a **famous** sculptor.
   b. His designs were **simple**.
   c. He began to formulate **simpler** designs than the one he would originally make.
   d. He approached **more reliable** sources than himself for first-hand enlightenment.
   e. He got the **highest** award as an artist.
   f. The Cry of Balintawak monument was the **most symbolic** interpretation of the Supremo of Katipunan.

3. What word is described in sentence a? sentence b?
   The adjectives are in positive degree.
   What words are described in sentence c? sentence d?
   Are they being compared?
   The adjectives are in **comparative degree**.
   What suffix was added to the adjective in sentence c?
   What word was added to the adjective in sentence d?
   What word is described in sentence e? sentence f?
   The adjectives are in **superlative degree**.
   What suffix was added to the adjective in sentence e?
   What word was added to the adjective in sentence f?

Fill out the chart. Compare how the three degrees of comparison are used:

<table>
<thead>
<tr>
<th>Positive Degree</th>
<th>Comparative Degree</th>
<th>Superlative Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple</td>
<td>- Adding the suffix –er</td>
<td>- Adding the suffix –est</td>
</tr>
<tr>
<td></td>
<td>simpler</td>
<td>simplest</td>
</tr>
<tr>
<td></td>
<td>higher</td>
<td>highest</td>
</tr>
<tr>
<td>high</td>
<td>- Adding more or less before the word</td>
<td>- Adding most or least before the word</td>
</tr>
<tr>
<td></td>
<td>more famous</td>
<td>most famous</td>
</tr>
<tr>
<td></td>
<td>more reliable</td>
<td>most reliable</td>
</tr>
<tr>
<td>famous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reliable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Generalization:

- Adjectives are the words used to describe nouns and pronouns
- Degrees of adjectives are: positive degree; comparative degree and superlative degree
- Positive degree is the primary form of adjective, it has no comparison or relation with others
Comparative Degree – shows relationship; a comparison of two things, places, events, groups and others by adding the suffix –er or adding more or less to the adjective.

Superlative – uses an expression that is in the highest degree or highest order of all. The suffix –est is added to the adjective or the words most or least are added before the adjective.

**Guided Practice:**

(Refer to LM, Activity 1, page _____)

**Evaluation:** To complete each sentence, add –er, -est, more or most to the adjective in parenthesis.

(Refer to LM, Activity 2, page _____)

**Assignment:** Use the following adjectives to compare the given noun. Use the three degrees of comparison:

Example: hair – long – Mina, Nena, Lyka

Mina has long hair.

Nena has a longer hair than Mina.

Lyka has the longest of them three.

1. house – big – Mr. Santos, Mr. Salcedo, Mr. Lim
2. shirt – loose = Ramon, Jerry, Kit
3. delicious – spaghetti, cake, chicken

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**Day 3**

**Objectives:**

- Read aloud grade level text with appropriate speed
- Use the affixes to get the meaning of words
- Infer important details from a narrative
- Correctly spell words in the list of vocabulary words and the words in the selections read

**Learning Activities:**

A. Preliminary Activities
   - Spelling Lesson:
     Test again on the descriptive words found in the texts.

     (Please refer to the list of spelling words in the first day)
   - Checking and discussion of the assignment

B. Developmental Activities
   1. Pre- Reading of a story
      - Unlocking of Difficulties (use pictures and context clues)

     heaved a deep sigh
     conserve
     scattered
• Motivation / Activating Prior Knowledge

Has there been any brownout in your place?

Show picture of places where there is shortage of water supply or there is a brownout.

What do you experience when there is a brownout? / shortage of water supply?

Why are electricity and water very important resources?

• Motive Question:

What made Teresa realized her mistakes?

2. During Reading:

Reading by the pupils: by class; by group; by pair; individually

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**Dark Light**

by: Gretel Laura M. Cadiong

Teresa hurriedly gathered her books and placed them in her bag. “Bye, mother, I have to go now,” she said while kissing Aling Tina.

Aling Tina heaved a deep sigh as she went into her daughter’s room and started keeping it in order. A heap of clothes on her bed, scattered unused paper on the floor, dripping water from the faucet and the uncovered tube of toothpaste were usual sights every morning. As she went into the kitchen, Teresa’s half-eaten breakfast was still on the table. Aling Tina shook her head. “Oh, when will Teresa ever learn to conserve all these things?”, she told herself.

One day, Teresa went home with a letter from the school. She excitedly asked her mother, “Will you permit me to join a Girl Scout activity on Saturday and Sunday in Barangay Limasawa Mother?” Aling Tina thought for a while but said, “I will permit you Teresa but never disobey what your teacher tells you to do.”

The following Saturday, Teresa with some Girl Scouts was set for the Scout Activity. Not long after, the group was in Barangay Limasawa, the farthest barangay in their town.

With eagerness, Teresa thought they would pitch a tent where they could sleep and rest. But to her surprise, her teacher announced that each of them would separately stay in the house of the residents.

Soon, Teresa stayed with Mang Tony and Aling Dora’s family. She found out that the barangay has no electrical and water supply so she had to wake up early to fetch water for bathing. During the night, she missed watching some of her favorite TV programs and could not play video games. But most of all, the dark night caused difficulty in doing the activities the teacher asked them to do. “Kerosene lamps have dark lights.”, Teresa thought.

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3. Post Reading Activities

Comprehension check:

• Why was Teresa in a hurry?
• What things were not taken care of by Teresa? Why do you say so?
• What activity did she join?
• What was the source of light in the barangay at night? Why was it so?
4. Skill development: (Making Inferences)

To infer is to guess something that is not explicitly stated in the text.

➢ Have the class reread the following parts of the story:

a. A heap of clothes on her bed, scattered unused paper on the floor, dripping water from the faucet and the unclosed tube of toothpaste were usual sight every morning. As she went into the kitchen, Teresa’s half-eaten breakfast was still on the table.

The teacher asks the class: “What kind of person Teresa is? Why do you have such a guess? What helped you make such a guess?”

b. Teresa gathered her books and placed them in her bag

Where do you think Teresa is going? Why do you have such a guess? What helped you make such a guess?

c. Teresa was very happy to be home. She decided to do something. The dark light made her saw the right thing to do.

What do you think Teresa is going to do? Why do you have such a guess? What situations helped you come up with such a guess?

Were your guesses based on the situations you observed? What kind of guess do you make? Why are they called educated guess?

5. Generalization:

A guess based on the situations that have been observed is called an inference. It is an educated guess.

6. Application:

➢ Give your inferences on the following situations:

a. The table has books opened to pages with highlighted texts. The paper has some notes written on it. The study lamp was on.

What could the person using the table be doing? Why do you say so?

b. Erlin’s sweat dropped to her brow. It was noontime but there were still some packs of delicacies on her basket. She shouted all the more, “suman, suman, delicious suman!”

What could be Erlin’s work? Why do you say so?

c. Allan was surprised. The money her mother gave her was not inside his pocket. When he dug deeper into the pocket, she felt there was a hole.

What must have happened to Allan’s money? Why do you say so?
C. Evaluation:
   Give an inference on the following situation:

   1. Nerissa stood in front of the class. She read a story. Then, she told the children to write something on their paper. What do you think Nerissa is doing in front of the class?

   2. Drops of water came out from the faucet even if it was unopened. It went on for the whole month. What do you think might have happened at the end of the month?

D. Assignment:
   List down on the following chart some of the ways you and your family conserve water and electricity and other resources that have to be conserved. Do it on your notebook.

<table>
<thead>
<tr>
<th>Ways to Conserve Electricity</th>
<th>Ways to Conserve Water</th>
<th>Other resources at home that we conserve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Day 4**

Objectives:

- Infer important details from an informational text
- Write a 3-5 sentence procedural paragraph using signal words such as first, next, then and last.
- Use correctly different degrees of comparison of adjectives (positive degree, comparative, superlative)
- Correctly spell words in the list of vocabulary words and the words in the selections read.

**Learning Activities**:

A. Preliminary Activity:
   Spelling of the words studied in the previous days (see list)

   Use mini board for the pupils to write the dictated spelling words.

B. Developmental Activities:
   1. Preparation: Have pupils share practices their family do to conserve water and electricity and have them tell the class what other resources at home they conserve.
   2. Strengthening of Concept / Skill:
      - Group the class into four. Give each group a task card. After 6 minutes, ask the group to present to the class their output.
      - Group 1 – List down as many inferences as you can if electricity would not be conserved.
Group 2 – List down as many inferences as you can if water would not be conserved.

Group 3 - Make a comparison of a place with and without water supply. Use adjectives in different degrees of comparison.

Group 4 – Make a comparison of a place with and without electric supply. Use adjectives in different degrees of comparison.

➢ Processing of group outputs.
What is an inference? Why were you able to come up with those inferences?
What degrees of comparison were used? What does a superlative degree of adjective tell? What does a comparative degree of adjective tell?

➢ Have the class read the following events taken from the story “Dark Night”. Let the pupils arrange it according to how it happened in the story and write it into a paragraph. (Note: the following sentences should be written on the board or on a chart)

___ Teresa attended a Girl Scout activity.
___ Teresa did not know how to care for things at home.
___ The group stayed in a place with no electric and water supply.
___ Teresa decided to change her attitude.
___ She fetched water every morning and could not watch her favorite TV shows.

➢ What signal words were used?

3. Evaluation: Write the following sentences in a paragraph form using the correct signal words. Then answer the questions that follow:

She placed the eggs on a pan.
At 6 o’clock in the morning, Mother bought some eggs.
The eggs were brought to boil.
She put some water on the pan and added little salt.
After several minutes, the boiled eggs were placed in a bowl with cold water.
The boiled eggs were served.

a. What kind of meal do you think was served?
b. Give at least two reasons for your inference.

4. Assignment: Find out how much is your electrical bill from the month of August of the current year to December. List it down on your notebook.
Day 5

Objectives:

1. Identify and discuss information from simple line and bar graphs.
2. Correctly spell words in the list of vocabulary words and the words in the selections read.

Learning Activities:

A. Preliminary Activity
   Spelling Post Test

B. Developmental Activity
   1. Preparation:
      Have the class present or share the previous day’s assignment.
      
      Ask the class what could be an easier and more comprehensive way to show the monthly bill of a household?
      
      Recall to the class the use of a bar graph.

   2. Presentation:
      Study the following graph that shows the monthly electric bills of three families.

      Electric Bills of Three Families

        Apostol’s Family
        Cortez’s Family
        Daaco’s Family

        Septem... October Novem... Decemb...

        3000 2000 1000 0

      What do you see? What information is given by the illustration?
      
      What does the vertical line with numbers show?
      
      What does the horizontal line with months mean?
      
      What does the whole bar graph tells?
      
      Whose family is represented by the blue bar? by the red bar? by the green bar?
      
      Whose family has the biggest bill on the month of September? October? November? December?
      
      Whose family has the least bill on the month of September? October? November? December?
      
      From among the three families, whose bills were the highest? lowest?
Which month has the bill of the families very high?

Why do you think so?

4. Generalization:
   How are the data presented in a bar graph?

   How could data be presented in a clearer, organized way?

   What is a graph?

5. Application:
   Group the class into four. Let them choose three families from among their members. Using their electric bills and have each group present the data through a bar graph.

   Processing of output is done. Questions about the graph presented by each group should be asked.

6. Evaluation:
   Read and study the following bar graph then answer the questions that follow:

Water Bills for the Months of September to December 2012

1. What is the graph about?
2. Whose family has the highest bill on November?
3. Whose family has the least bill on December?
4. Whose family has the least consumption of water?
5. Whose family has the greatest consumption of water?
Week: 35

Genre: Feature Story

Theme: Helping My Community

Objectives:

A. Oral Language
   - Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph

B. Fluency
   - Read aloud grade level text with appropriate speed* (note: should include benchmarks on number of words per minute once research and data have been gathered)*

C. Spelling
   - Correctly spell words in the list of vocabulary words and the words in the selections read.

D. Composing
   - Write a 3-5 sentence procedural paragraph using signal words such as first, last, then and next.

E. Grammar
   - Identify and use adverbs of time, place and manner.

F. Vocabulary and Concept Development
   - Use affixes to get the meaning of words

G. Listening/Reading Comprehension
   - Sequence events in an informational text through discussion, illustration, song, dramatization and art.

H. Attitude towards Literacy, Literature and Language
   - Express interest in texts by reading available print materials.

I. Study Skills
   - Identify and discuss information from simple line and bar graphs.

II. Subject Matter:
   A. Topics:
      1. Talking about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph
      2. Writing a 3-5 procedural paragraph using signal words such as first, last, then and next
      3. Identifying and using adverbs in different degrees of comparison (manner)
      4. Using the combination of affixes and root words as clues to get the meaning of words
      5. Sequencing events in an informational text through discussion, illustration, song, dramatization and art
      6. Expressing interest in texts by reading available print materials
      7. Identifying and discussing information from simple line and bar graphs

Value Focus: Let’s keep our community clean and green.

B. Reference:
C. Materials: rolled sheets with topics, small basket, copies of stories

III. Procedure

Day 1

Objectives:
- Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph
- Correctly spell words in the list of vocabulary words and the words in the selections read.
A. Pre-assessment:

Group the class into four. Have them answer the following:
Write YES if your group agrees with the statement. Write NO if your group disagrees with the statement.

1. The teacher patiently waited for the pupils to finish their work. The underlined word is an adverb of manner.
2. “The rabbit runs faster than the dog.” This statement expresses comparison of adverb of manner.
3. An autobiography is a story about a person’s life written by another person.
4. The words first, second, next and finally will help sequence events in a paragraph.
5. A graph cannot help present data systematically.

The group will be asked to present their answers and be made to give short explanation for such answers.

Learning Activities:

1. Oral Language and vocabulary development:
   See and Tell
   Present some pictures of recent happenings in different parts of the country.
   In small groups, have the pupils do a Picture Walk.
   
   Ask: What does each picture show?
   What do the people do?
   What feeling or mood is shown in each picture?
Listen and Repeat (Vocabulary Development)

destructive
ruins
filled with fear
storm surge

Complete each sentence with the right word or expression.
1. Typhoons and earthquakes are __________. They destroy lives and properties.
2. The people were _______ as they witnessed armed men fighting.
3. The earthquake left the old churches in __________.
4. Because of very strong wind, water from the sea rose up to the lands and caused ______________.

Listen and Read

Dina: Did you hear the news today, Roy?
Roy: Yes, I saw on TV how destructive typhoon Yolanda was.
Dina: That was terrible. A storm surge caused very high flood that covered almost all the places in Tacloban City and some parts of Leyte and Eastern Samar.
Roy: Have you seen the dead and injured? People were filled with fear.
Dina: Yes. I saw the ruins of many houses and buildings.
Roy: We have to find ways how we can help the people there.

Comprehension check:
What news did Dina and Roy learn?
What caused the high flood in Tacloban City and some parts of Leyte and Eastern Samar?
What did Roy want to do?

Think-Pair and Share

Reflect on these questions:
What should be done when a disaster like typhoon comes?
What help can we give the typhoon victims?
Pair up with a classmate and talk about these.
Share with the group what you discussed.

Evaluation:
The teacher should rate pupils according to how their ideas are presented and teamwork shown.

Assignment:
Listen to a news report tonight. In your assignment notebook, write at least three sentences that tell about the news report.

Day 2

Objectives:
- Sequence events in an informational text through discussion, illustration, song, dramatization and art
- Identify and use adverbs of place and time correctly
Correctly spell the words in the list of vocabulary words and the words in the selection.

Learning Activities:

A. Preliminary Activities
   1. Spelling Test
   2. Presentation and sharing of assignments

B. Developmental Activities
   1. Listening to narrative or informational text
      ➢ Unlocking of Difficulties:
         a. Mario felt the camera slipped through his hand so he immediately caught it with his other hand.
         b. Pick up pieces of paper and food wrappers scattered around.
         c. The tourists were amazed when they saw the beautiful place inside the cave.
         d. Their home is not far. They live nearby.
         e. The dog was trapped by a fallen branch of a tree.

➢ Motivation:

   Show the class pictures of some flooded areas.
   Ask: What do you think are the causes of these situations? What shall we do to the plastics scattered in the environment?

➢ Raising of Motive Question:

   Let’s read a story of a certain boy who had a dream about plastic or cellophane. In his dream, the plastic told something to him. He felt afraid on what he learned.

   What would you like to ask about the story?

   Expected Questions:

   a. What was his dream all about?
   b. What did the plastic tell to him?
   c. Why was he afraid of his dream?

➢ During Listening:

   Teacher reads the following story while pupils listen attentively.

   **Plastiko**  
   (Mrs. Raquel C. Solis)

   One fine morning, as Plas walked fast along Camino Street, his small bag slipped through his hand. Things from his bag scattered on the ground while a five-peso coin rolled towards a trash bin nearby. Hurriedly, he gathered first his notebooks and pen. Next, he went to pick his coin up.

   While picking up the coin, he saw a piece of dirty plastic lying under the trash bin. To his surprise he heard the plastic saying, “Friend I’m Plastiko. Please put me in the proper place.”

   Plas was very amazed. In his shock, he said, “Why should I?” Plastiko answered, “If you leave me here, I might be blown by the strong wind later or tomorrow. Then together with my friends we would be trapped along water ways and would obstruct water to flow.” Plastiko answered.

   Plas suddenly opened his eyes. He looked around to see where Plastiko was. Then he sighed, “Oh I must have been dreaming!” The next day, Plas was thinking of an important mission to do.
Post Listening

• Comprehension Check

Answering of the motive questions:

a. What was his dream all about?

b. What did the plastic tell him?

c. Why was he afraid of his dream?

Answering of other questions:

1. Who are the main characters of the story?
2. Explain how Plastiko and his friends could create problems in the environment?
3. What could be these problems? Give examples.
4. Compare this story to reality. Do you think this would happen? Prove your answers.

Skill development:

Group the class into three. Assign each group to do a task.

Group 1: Show a short dramatization of the story listened to from the first event to the last event.

Group 1: Retell the story heard through a rap.

Group 3: Retell the story heard through an invented song.

2. Grammar Awareness:

Preparation:

Study the word / phrases taken from the story “Plastiko”. Notice the word being described or referred to by these words / phrases.

<table>
<thead>
<tr>
<th>Phrases that indicate place</th>
<th>Word referred to by the phrase</th>
<th>Phrases/word that tell time</th>
<th>Word referred to by the phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>to school</td>
<td>walking</td>
<td>one morning</td>
<td>walking</td>
</tr>
<tr>
<td>along Carmino street</td>
<td>walking</td>
<td>later</td>
<td>trapped</td>
</tr>
<tr>
<td>on the ground</td>
<td>scattered</td>
<td>tomorrow</td>
<td>trapped</td>
</tr>
<tr>
<td>towards a trash can</td>
<td>rolled</td>
<td>next day</td>
<td>thinking</td>
</tr>
<tr>
<td>under the trash bin</td>
<td>lying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>along water ways</td>
<td>trapped</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presentation

Have the class study the phrases and the word referred to by each phrase or word.

Abstraction:

What kind of words is being referred to by the phrases or words? Do they denote action? If that is so, what words are being described by the phrases or words?

The phrases and words are called **adverbs**.

What do adverbs describe?

What do the adverbs in the first column express?

They are called **adverb of place**.

Why are they called adverb of place?
What do the adverbs in the second column express?
They are called **adverb of time**.

Why are they called adverb of time?

---

**Generalization:**

Adverbs are words that describe verbs, adjectives and other adverbs. Adverbs of time tell when the action takes place. Adverbs of place tell where the action takes place.

**Application:**

Guided Practice 1

(Refer to LM, Activity 1, page ____)

**Evaluation:** (Refer to LM, Activity 2, page ___)

**Assignment:**

Use in sentences the following adverbs of time and place.

1. in the trash can
2. in the ocean
3. late in the evening
4. early

---

**Day 3**

**Objectives:**
- Read aloud grade level text with appropriate speed
- Use the combination of affixes and root words as clues to get the meaning of words
- Identify and use adverbs of manner.
- Correctly spell words in the list of vocabulary words and the words in the selections read

**Learning Activities:**

A. Preliminary Activities
   1. Spelling Lesson:
   2. Checking of assignments

B. Developmental Activities:
   1. Unlocking of Difficulties:
      Choose the correct meaning of the underlined word in the sentences.
      a. The principal **relayed** the information to the grade three pupils after flag ceremony.
         (sent copied wrote memorized)
      b. The grade three pupils **participated** in the singing contest.
         (attacked joined connected attended)
      c. The **theme** of the contest was “Clean and Green”.
         (leader result beginning subject)

   2. Motivation:

   Game: Word Web

   Ask: What kind of words did you connect to the word at the center?
Have you experienced joining a contest? What contest was it? Did you win or lose? How did you feel? How do your parents feel about your participation in the contest?

3. Raising of Motive Question:

You will now read another autobiography written by a grade three pupil. The author of this autobiography participated in a contest. Her parents were very proud of her. What would you like to ask about the autobiography?

Expected:

What contest did she participate in?

Why were her parents very proud of her?

4. Reading of the text:

Reading the autobiography by the teacher or by a model reader, next by class, by group, and/ or individually.

My Life Story

My name is Jiezel Saavedra. I was born on September 21, 2005 in Gabi, Cordova Cebu. We are five in the family. My father is a seaman and is presently employed in a private company. My mother is a teacher in Gabi Elementary School, the school where I study.

When I was four years old, I voluntarily participated in an Art contest in a Kinder school. Contest details were incompletely relayed to me. Theme was improperly told by the school janitor. I just learned the theme during the opening program.

I thought I made my design imperfectly. To my surprise, they greatly admired my work. First, I confidently drew a big heart-shaped figure on the cartolina. Then, I carefully placed photos of my family at the center. Next, I clearly designed angel on the right upper portion of the cartolina. Finally, in bold letters I plainly wrote a caption that goes “I love my family”.

Awarding ceremony finally came. Art winning pieces were proudly brought on stage. I felt more nervous because my work was there. The host then announced the final winners. My goodness! I was the champion. The crowd clapped most loudly when my work was shown. Mama ran to me quickly and hugged me tightly. We came up the stage to receive the award. My parents were very proud of me.
Answering motive questions:

- What contest did Jiezel join?
- Why were her parents very proud of her?

Answer the following questions:

- What was her winning piece?
- Why do you think did Jiezel win?
- Is it good to join school activities? Why?

7. Skill development
   a. Presentation:
      The teacher directs the pupils to be able to give the following words by asking questions like below: The words should be written on the board as pupils give them.

      How did Jiezel join the contest? (voluntarily)
      How were the guidelines and the theme relayed to her? (incompletely, improperly)
      How did she think her design was? (imperfectly)
      How did the people admire her work? (greatly)
      How did Jiezel make her work? (confidently)

      The teacher continues asking the questions until all adverbs of manner have been given by the pupils.

   b. Abstraction:

      Ask:

      1. What do these words tell?
      2. Do they tell us how the something has been done?
      3. Do these words describe?
      4. How do these words describe?

      These words are **adverbs of manner**.

      What are adverbs of manner?

      The teacher asks the pupils to underline the root word of each adverb. What affixes were added to the words?

      Did the suffix –ly change the meaning of the root word? What could it mean when one says greatly, quickly, etc.?

      Words ending in -ly normally tell how or how often something is done.

   c. Generalization:

      Adverbs of manner describe or tell how an action is done.

      The suffix –ly added to adjective changes it into an adverb.
Assignment:

Think of other adverbs of manner and use them in sentences

**Day: 4**

**Objectives:**

- Sequence events in an informational text through discussion, illustration, song, dramatization and art
- Correctly spell words in the list of vocabulary words and the words in the selections read

**Learning Activities:**

**A. Preliminary Activities**
1. Spelling of the words (see list for the week)
2. Checking of assignments

**B. Developmental Activities:**
1. Rereading of the story by the pupils with appropriate speed.
2. Individual Activity: Balloon of Understanding:
   - Directions: Pick a balloon that tells an event from the autobiography being studied.
   - (Refer to LM page _____)
   - Group Activity:
     - Direct the class to reread autobiography. Group them into four. Give each group a task card.
     - Group 1: Role play the part where the character joined the contest.
     - Group 2: Show through an artwork how the winning piece of the character must have looked like.
     - Group 3: Illustrate the part where the character was given the award.
     - Group 4: Role play the awarding part of the story
3. The teacher directs the class to read the following paragraph from the autobiography:
   
   First, I confidently drew a big heart-shaped figure on the cartolina. Then, I carefully placed photos of my family at the center. Next, I clearly designed angel on the right upper portion of the cartolina. Finally, in bold letters I plainly wrote a caption that goes “I love my family”.

   Have the pupils underline words that help tell the order of events.
   - What do the words first, then, next and finally tell? How do they help us understand how the events of the story happened?

4. Practice: (Refer to LM, Activity 6, page ____)

5. Evaluation:
Assignment:

Complete the sentences by filling up the correct degree of adverbs of manner. Do this orally.

1. The grade three pupils performed their dance number _______________.
   (beautifully more beautifully most beautifully)

2. Rhea sings _______________ than Elma.
   (sweetly more sweetly most sweetly)

3. The class president _______________ planned their trip.
   (carefully more carefully most carefully)

4. Father painted their kitchen _______________ among the guys.
   (badly more badly most badly)

5. He skipped _______________ down to the road.
   (happily more happily most happily)

6. Uncle Lito drove _______________ among the four newly hired drivers.
   (fast faster fastest)

Day 5

Objectives:

1. Identify and discuss information from simple line and bar graphs
2. Correctly spell words in the list of vocabulary words and the words in the selections read

A. Learning Activities
   1. Preliminary Activities
      Spelling of words for the week

   2. Checking of assignments

B. Developmental Activities
   Study the graph that shows the number of households having good practices in keeping the community clean.

Explain to the class the data shown on the bar graph.
A graph helps in presenting data clearly and comprehensively.

This is an example of a bar graph.

Ask:

1. How many households practice putting their garbage in proper places?
2. How many households recycle their garbage?
3. Tell the number of households that practice segregation of waste.
4. Identify the number of households that uses paper bags.

3. Practice:

(Refer to LM, Activity 8, page ___)

4. Evaluation:

(Refer to LM, Activity 9 page ____)

Week: 36

Genre: Autobiography

Theme: Helping our Community

I. Objectives:

A. Oral Language:
   - Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc

B. Fluency:
   - Read grade level texts with appropriate speed

C. Spelling:
   - Correctly spell the words in the list of vocabulary words and the words in the selection read

D. Composing:
   - Write a 3-5 step procedural paragraph using signal words such as first, last, then and next

E. Grammar Awareness:
   - Use adverbs of manner in different degrees of comparison

F. Vocabulary and Concept Development:
   - Identify and use personification, hyperbole, and idiomatic expressions in sentences

G. Listening/Reading Comprehension:
   - Draw out conclusions from selections heard

H. Attitudes towards literacy, literature and language
   - Express interest in texts by reading available print materials

I. Study Skill:
   - Identify and discuss information from simple line and bar graphs

II. Subject Matter:

A. Topics:
   1. Giving reasons to issues, events, and news articles
   2. Identifying and Using Adverbs of place and time
   3. Identifying Personification, Hyperbole and Idiomatic Expressions
   4. Writing paragraph using signal words
   5. Drawing out conclusions
   6. Expressing interest in text through Reading
   7. Interpreting Ideas Through Line and Bar Graphs
Value Focus: Giving good service to the community

B. Reference:

C. Materials: pictures of a child throwing garbage to the river, flooded area news report, bar and line graphs, brown envelopes, colored papers and pentel pens, autobiography "I Am Me", news article

III. Procedure:

Day 1:

Objectives:
- Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc
- Correctly spell the words in the list of vocabulary words and the words in the selection read

Pre-assessment:
Show a like sign if you say yes to the statement. Show an unlike sign if you say no to the statement.
1. Adverbs describe verbs, adjectives and another adverb.
2. “The trees stood proudly among the grasses.” This statement is a personification.
3. “I am so happy, I almost reached the sky” states a hyperbole.
4. Lina ran fast to the line. The phrase to the line is an adverb of time.
5. Greg will arrive tomorrow. The word tomorrow is an adverb of place.

Learning Activities
A. Oral Language and Vocabulary Development:

1. Vocabulary Development / Spelling Pre-test
   Put letter cut outs that will form the words below inside small envelopes. Place the small envelopes inside a bigger envelope. Group the class into three. Give each group the envelope and have them form the words by arranging the letters. The first group to finish and form the words correctly wins.
   1. excitedly
   2. sensitively
   3. sincerely
   4. patiently
   5. carefully
   6. intelligently
   7. confidently
   8. faster
   9. immediately
   10. quickly
   The teacher gives contextual clues to help the pupils understand the meaning of the words.
   - Next month is my birthday. Mother said there will be a big party. I excitedly tell my friends about it.
   - Even if I don’t tell what I feel or what I need, Mother could sense it. She sensitively knows what I feel or what I need.
   - Melani is true to her words. She sincerely does what she promised.
   - It was almost two hours but Ramon was patiently waiting for his sister.
   - Father slept while reading on the chair. So I carefully removed his eyeglasses.
   - Greg knows many things. He intelligently explained why earthquake happens.
   - Karen mastered the song so she confidently sang it.
   - Dogs run faster than cats.
   - I ran immediately to the building when the rain poured suddenly.
   - Father quickly put out the fire on the burning grasses.
   Have the pupils say sentences using these words.

2. Oral Language Development
   “Idea Walk” Activity
   Materials:
   - 4 short brown envelope, pentel pens, green, yellow, pink and blue colored papers, stop watch and a call bell
   Mechanics:
- Divide the class into four. Name each group as “Green”, “Yellow”, “Pink” and “Blue”. Let each group choose a leader, a secretary and a reporter. Then let each group sit on the floor on a circular position.
- Prepare four questions and write each on the front surface of a brown envelope. Inside the envelope are four colored papers with the different colors that correspond to group’s names.
- Put one envelope at the center of the group without showing the surface where the question is printed.
- At a signal, have all groups read the question, brainstorm their answer/s, then print their ideas on the colored paper that corresponds to their group’s name.
- After five minutes, ring the bell. Group Green will hand in the envelope to Group Yellow, Group Yellow to Group Pink, Group Pink to Group Blue, Group Blue to Group Green.
- The Group will be given again 5 minutes to brainstorm the next question and print their answer on the colored paper of the Group’s color.
- The same process is done until all the four envelopes had been answered by each group.
- Group reporting will be done on the different ideas or opinions of the different groups.

The following situations / questions should be written on the envelope:

Envelope 1:
There had been a fish kill in your town. According to the findings, the wastes from a factory near the sea caused the incident. What do you think should the people do?

Envelope 2:
Your town mayor issued a new ordinance that youth ages 18 below should observe curfew hours at 10pm. What can you say about this?

Envelope 3:
Your town had recently been affected by a strong typhoon. Many of the agricultural areas were damaged. You learned that there may be a rice shortage in the next few months. As school children, what can you do to help?

Envelope 4:
There are many tourist spots in your community. But these places are not taken care of by the people. The places are dirty, there is no enough lighting during the night and there are no personnel who safeguard these places. As a group, what can you do to call the attention of the authorities?

Evaluation:
The teacher will evaluate the pupils based on the team work of the group, the way ideas were given and how it was presented to the class.

Assignment:
Look for pictures about caring the environment. Paste these pictures on bond papers and be ready to tell to the class where and when the activities happened.

Day 2
Objectives:
- Draw out conclusions on selection heard
- Identify and use adverbs in different degrees of comparison (manner)
- Correctly spell words in the list of vocabulary words and the words in the selections read

Learning Activities:
A. Preliminary Activities:
   a. Spelling Test:
      (Refer to the list on Day 1)
b. Sharing to the class the assignments of volunteer pupils.

B. Developmental Activities:

A. Listening to a narrative or informational text

1. Unlocking of Difficulties through context clues:
   Directions: Match the words in column A with their meanings in column B. The sentences below the box will help you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ weird</td>
<td>a. description or events in one’s life written by another person</td>
</tr>
<tr>
<td>____ mingle</td>
<td>b. talking with others</td>
</tr>
<tr>
<td>____ autobiography</td>
<td>c. not common or supernatural</td>
</tr>
<tr>
<td>____ biography</td>
<td>d. group of special talented pupils</td>
</tr>
<tr>
<td>____ SPED class</td>
<td>e. description or events in one’s life written by the person himself</td>
</tr>
</tbody>
</table>

   a. Dara is a weird girl. She does things not usually done by girls of her age.
   b. I plan to write the biography of San Lorenzo Ruiz, the first Filipino saint.
   c. Carlo is a friendly person. He easily mingles with others.
   d. In our school, we have SPED classes, where talented pupils or pupils with certain disabilities are enrolled.
   e. Mother wrote her autobiography, narrating events in her life.

2. Motivation:
   Have you tried writing the happenings of your life?
   If you write something about yourself what would be your writings about? (sad moments, happy moments, about your school, about your family etc)
   If the events and happenings in your life will be written by another person that is called BIOGRAPHY
   But if the happenings and events of your life will be written by you then it is called AUTOBIOGRAPHY.

3. Raising of Motive Questions:
   The autobiography that we will read today is about a grade three pupil. His parents considered him talented but his classmates considered him weird. The title of the story is “I Am Me”
   Is there anything you would like to know about the boy?
   Expected motive questions:
   Why is the person in the autobiography thought of as weird?

4. The teacher reads the autobiography to the class while asking questions occasionally to get the pupils’ attention.
I Am Me

I was born in a very cold day of December 1992. Once, I heard my mother told someone that she almost gave up her life when she gave birth to me.

I have two younger sisters who love me sincerely. I am very lucky to have a mother who sensitively provides my needs. She is always there the moment I need her. She teaches me many things. She patiently teaches me how to take care of myself. She carefully trains me how to set the table. She even teaches me simple cooking. Most of all she always reminds me to deal with others respectfully and lovingly. I don’t like toys. Instead, I interestingly read books of any level. My mother said, of us three siblings, I learned the quickest. I learned how to read even before I went school. I can read faster than my classmates. I write most legibly in the class. I love to stay at home. I seldom mingle with others. I love music. I can read musical notes better than my father even if I was eight years old that time. Isn’t it great? I am weird according to my father but my mother confidently believes I am a talented boy.

I am really different. In fact, I was enrolled in SPED class in Grades I and II. I am glad I am now in grade three regular class. I like to sit in the classes of higher grades. There I can ask questions more intelligently than others. At first they happily answered but later they felt bored. I am different they say. My mother is the only person who can get into my world.

5. Discussion of the text:
   e. Directions: Answer the motive questions:
      Why is the person in the autobiography thought of as weird?
   f. Answering other questions:
      - Why does he consider himself a lucky person?
      - What does his mother teach him?
      - Who calls him weird? Why do you think so?
      - Do you believe he is a talented boy? Why?
      - Do you think it’s fair for him to be enrolled in a SPED class?
         Give your reasons.

6. Skill development: (Drawing out conclusions)
   Based on the selection you listened to, why do you think the boy prefers to stay at home?
   Think of activities he would prefer to do.
   Why were you able to come up to such ideas?

   Explain to the class that they are making conclusions.

   Drawing conclusions refers to information that is implied or inferred. This means that the information is never clearly stated.

   Inference is just a big word that means a conclusion or judgment. If you infer that something has happened, you do not see, hear, feel, smell, or taste the actual event. But from what you know, it makes sense to think that it has happened.

   To draw or conclusion is to infer based on what you hear or read. Writers often tell you more than they say directly. They give you hints or clues that help you “read between the lines.”
7. Practice:

Guided Practice:

Picture Game

Show the class some pictures. Help them make conclusions by asking the questions that follow.

Where could the children be?
What could they be doing?
What kind of story must they be reading?

Where could the woman be?
What could she be doing?
What problem must she have encountered?

What could the people be doing?
What must have happened to the place?

Independent Practice:

Listen to the selection read by the teacher then give answer the given questions:

illus of a woman in the market, her face showing disappointment as she discovered a hole in her pocket.
1. Joe went into the kitchen to see what smelled so good. There were eggs shells, milk on the table and the oven was on. He asked his brother who was cleaning up, what he was making. His brother smiled mysteriously and replied, “You’ll see! It’s something for Daddy’s birthday. Say, I wonder if we have any little candles.”

What was Joe’s brother making?

a. fruit salad  b. a cake  c. a birthday card

2. When Fred arrived in the classroom, the other boys and girls did not pay the slightest bit of attention to him. They were all on their hands and knees, peering behind bookshelves and snooping into cabinets. It was Fred’s job to feed the hamster, so he went straight into its cage. As soon as he saw its open door, he knew what had happened.

What happened?

a. The hamster had already been fed.

b. Someone had lost money.

c. The hamster had escaped from its cage.

B. Grammar Awareness:

1. Preparation:
   Ask the class to listen again to the autobiography. Ask them to list down all the adverbs of manner heard.

   sincerely   intelligently
   sensitively   legibly
   respectfully   happily
   lovingly   confidently

2. Presentation
   Have the class recall the autobiography listened to in the previous day. Let them read the following sentences taken from the autobiography.

   a. I can read faster than my classmates.
   b. I can read musical notes better than my father.
   c. Of the three siblings, I learned the quickest.
   d. I can ask questions more intelligently than others.
   e. I write most legibly in the class.

3. Abstraction / Discussion:

The teacher asks the pupils to fill in the following chart:

( Note: the chart below is filled in to guide the teacher, but should be presented without contents to the pupils)
<table>
<thead>
<tr>
<th>Adverb of Manner</th>
<th>Word described by the adverb</th>
<th>How the adverb is used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. faster</td>
<td>read</td>
<td>To compare the person with his classmates</td>
</tr>
<tr>
<td>2. better</td>
<td>read</td>
<td>To compare the person with his father</td>
</tr>
<tr>
<td>3. quickest</td>
<td>learned</td>
<td>To compare the person with his two other siblings</td>
</tr>
<tr>
<td>4. more intelligently</td>
<td>ask</td>
<td>To compare the person with others</td>
</tr>
<tr>
<td>5. most legibly</td>
<td>write</td>
<td>To compare the person with all pupils in the class</td>
</tr>
</tbody>
</table>

How are the adverbs of manner used in the sentences?

What suffix is added to the word faster? How many are being compared?
What are being compared with the word “better”? What degree of comparison is this?
What do you think is the positive form of better when not used to compare? (good)
What word is used to compare more than two persons or things? (best)
What suffix is added to the word quickest? How many are being compared? What degree of comparison is shown by the word?
What words are added to the word “intelligently” and “legibly”?

4. Generalization:

Adverbs of manner can be expressed in different degrees of comparison:
- Positive Degree – is the primary form of adverbs, it has no comparison or relation with others.
- Comparative Degree – shows relationship; a comparison of two things, places, events, groups and others.
  - To state this degree, one- or two-syllable adverbs are added with suffix –er.
  - To state comparative degree of three- or more syllable adverbs, the word “more” is used.
- Superlative Degree – uses an expression that is in the highest degree or highest order of all
  - To state this degree, one- or two-syllable adverbs are added with suffix –est.
  - To state superlative degree of three- or more syllable adverbs, the word “most” is used.
- There are some adverbs whose spellings are changed when used in comparative and superlative degree.
  Example: well / good – better – best
  bad – worse – worst

5. Guided Practice:

Have an oral practice on using adverbs of different degrees of comparison.

Independent Practice:
Identify the adverb in each sentence and tell whether it is in positive, comparative and superlative degree. (Refer to LM page _____)

Day 3:

Objectives:

- Read grade level texts with appropriate speed
- Identify and use personification in sentences
- Correctly spell the words in the list of vocabulary words and the words in the selection read

Learning Activities:
A. Preliminary Activities
   1. Spelling Test (Refer to the spelling list)
   2. Presentation and sharing of assignments

B. Developmental Activities
   a. Pre-Reading Activities
      - Unlocking of Difficulties: (through situations and context clues)
        irritating examinee staring
        burden browse stirred
        examiner midnight
      - Motivation:
        What do you feel when you are about to take the test?
        How do you prepare for a test?

      - Raising of Motive Question:
        Who is the new doctor?
        What did he do to prepare for the test?

   b. During Reading
      Reading of a story by the pupils.
The New Doctor

by: Gretel Laura M. Cadiong

It was past midnight but Luis was still wide awake. The soft buzz of the air conditioning unit whispered annoying noise that added to the burden Luis felt. He switched on the light and was met with the pile of papers on the table watching widely at him. He sat on the chair and started going through the tons of papers. “Ah, this examination is killing me.” he said.

The next day, Luis got up early. With lack of sleep, he felt his head swimming in a pool of dark waters. It was a big rock to carry. The hot shower woke up his senses. As he kissed his mother’s hand, she said, “You will make it Luis. God be with you.”

Soon he found himself sitting in a wide classroom. The examiner started distributing the test booklets. Luis heard his heart playing a wild beat… a loud deafening beat. The cold sweat on his hands reminded him that his examination was about to begin.

Luis said a silent prayer then he got his pencil. As he opened the test booklet, he felt the page warmed him with courage as he started to read the questions which seemed to be quite familiar. All the things he read after months of review flooded into his mind. As hours passed, nothing…no one moved in the examination room except the ticking of the clock, telling silently how much time was left to finish the test. Soon, one by one, the examinees gave the test booklet to the examiner. Meanwhile, Luis used his extra time to look through some test items while making sure he made the right answers.

Months passed. “Luis, you made it!” shouted mother. “Thank you God, my son is now a doctor!” she added.

Comprehension Check

- Answering Motive Questions
  - Who is the new doctor?
  - What did he do to prepare for the test?
- Other Questions:
  - What were Luis’ sacrifices while preparing for the test?
  - How did he take the test?
  - What did he do before answering the test?
  - Do you also pray before taking a test? Why do you do it?
  - What must have Luis felt before the test? after the test?
  - Would Luis be a big help to the community? Why?
  - If you grow up, what plans do you have to help your community?

Skill development

a. Presentation
   - Read the following phrases taken from the story “The New Doctor”
     - the soft buzz of the air conditioning unit whispered irritating noise
     - the pile of papers on the table staring widely at him
- This examination is killing me
- His head was swimming on a pool of dark waters
- He heard his heart playing a wild beat
- the cold sweat on his hands reminded him that his examination was about to begin
- the page warmed him with courage
- things he read flooded into his mind
- the ticking of the clock, telling silently how much time was left

b. Abstraction
   Can the air conditioning unit whisper? What must the author want to express in this line? Who has the ability to whisper?
   Can pile of papers stare at someone? What must the author want to tell? Who has the ability to stare at somebody?
   What does the character want to express in saying that the examination was killing him? Could it really kill?
   Could a head swim? What does this line mean?
   Could a heart play a beat? What does this mean?
   (The teacher asks similar questions for the other phrases)
   Whose characteristics were given to the objects in the phrases?
   These lines are **figurative language** expressed in **personification**.
   Why do you think it is called **personification**?

c. Generalization:
   Personification is a figurative language that gives human characteristics and qualities to non-living objects.

d. Application:
   (Refer to LM, Activity 2, page ___)
   (Refer to LM, Activity 3, page ___)

Assignment:

a. Write sentences. Use the following adverbs to compare the given nouns. Provide an appropriate verb.

1. slow - pig, turtle, snail
2. creatively - Mon, Ron, Lito
3. fast - MRT, airplane, spaceship

b. Underline the phrase that shows personification:
   1. Tall bamboos along the road bow before the passers-by.
   2. Its green leaves dance gracefully with the wind.
   3. The stars wink at me.

Day 4

Objectives:

- Identify and use hyperbole in sentences.
- Draw out conclusions from selection read.
- Express interest in texts by reading available print materials
- Correctly spell the words in the list of vocabulary words and the words in the selection read
Learning Activities:

A. Preliminary Activities
   1. Spelling Test (Refer to the spelling list for the week)
   2. Presentation and sharing of assignments (Review of personification)

B. Developmental Activities
   1. Figurative Language
      ➢ Preparation
         Have pupils reread the story “The New Doctor”
         Ask the class to identify the phrases expressed in personification. Why are they called personification?
      ➢ Presentation:
         a. Let the pupils read and study the following phrases taken from the story:
            - he started going through tons of papers
            - His head was a big rock to carry
            - his heart played a loud deafening beat
            - nothing.. no one stirred in the room...
      ➢ Abstraction:
         What does “tons of paper” mean? Would it really mean “tons” of paper? How is this phrase expressed?
         Could a head be carried heavy like a rock? What could this phrase mean? How is the phrase expressed?
         Can our hearts play a loud deafening beat? What could this phrase mean?
         How is the phrase expressed?
         Could it be possible that no one would make even a slight move in a room? What does this phrase want to tell? How is it expressed?
         **These phrases are examples of figurative language expressed in exaggeration. They are called hyperbole.**
         Why are they called hyperbole?
      ➢ Generalization:
         Hyperbole is a figurative language that is expressed in exaggeration.
         It was past midnight but Luis was still wide awake. The soft buzz of the air conditioning unit whispered annoying noise that added to the burden Luis felt. He switched on the light and was met with the pile of papers on the table watching widely at him. He sat on the chair and started going through the tons of papers. “Ah, this examination is killing me.” he said.
      ➢ Application:
         (Refer to LM, Activity 4, page _____)

2. Skill Development (Drawing out conclusion)
   Have the class read the first paragraph of the story “The New Doctor”
   It was past midnight but Luis was still wide awake. The soft buzz of the air conditioning unit whispered annoying noise that added to the burden Luis felt. He switched on the light and was met with the pile of papers on the table watching widely at him. He sat on the chair and started going through the tons of papers. “Ah, this examination is killing me.” he said.
   What must Luis be doing?
   How must he felt that night?
   What helped you make your conclusion?
   What is conclusion?

3. Generalization:
   A **conclusion** is a decision about what may happen or might have happened or the result of an event may have.
   How to draw a conclusion:
   ☐ Observe all the facts and information given by the author
   ☐ Consider what you already know from your own experiences
   ☐ When faced with multiple choice answers, determine whether each is true or false based on the information in the passage
4. Practice:
   Read the following paragraph then choose the letter of the correct answer of the
   given questions below:

   Jaime is only eleven years old but he already knows how to appreciate works of art.
   Oftentimes, he would draw whatever picture may come to his mind. He can paint beautiful
   scenes.
   One day, he went with his grandmother to the province. How he loved the wide horizon,
   the green fields, the rugged mountains and the peaceful atmosphere of the countryside.

   1. What do you think did Jaime do upon reaching his grandmother's home in the
      province?
      a. He slept the whole day.
      b. He grumbled because he was tired.
      c. He sat down to paint the beautiful things he saw.

   2. What do you think will Jaime be when he grows up?
      a. an engineer
      b. an architect
      c. a painter

   3. Do you think Jaime enjoyed his vacation?
      a. Yes
      b. No.
      c. Maybe

Evaluation:
(Refer to LM, Activity 6, page __________)

Assignment:
Express the following in hyperbole:
1. you are very tired
2. you have so many assignments

Day 5

Objectives:
▪ Identify and discuss information from simple line and bar graphs
▪ Answer test questions on the learned skills

Learning Activities:
A. Preliminary Activity
   1. Spelling post test
   2. Checking and discussion of homework

B. Developmental Activity
   3. Study Skill:
      a. Recall of concept:
         Show a bar graph.
         Ask the class what data is shown on the graph.

[Bar graph image]

What data is shown by this graph?
Ask a volunteer to tell what information is given by the graph.
What kind of graph is this?
Why is it called a bar graph?
b. Skill development
Have the class study the following graph:

Is this graph similar to a bar graph? Why?
What is used to present the data?
This is called a line graph.
The teacher helps the class understand the data presented by asking the following questions:
  a. What does the line indicate?
  b. In which month was there a biggest number of pupils who got sick with dengue?
  c. In which month was there a least number of pupils who got sick with dengue?
  d. What could be the reason why June has the most number of pupils who got sick with dengue?

Practice
(Refer to LM, Activity 7, page ___)
Evaluation:
(Refer to LM, Activity 8, page ___)

Week 37
Theme: Helping My Community- Tree Planting

I. Objectives:
A. Oral Language:
   • Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc
B. Fluency:
   • Read grade level texts with appropriate speed
C. Spelling:
   • Correctly spell the words in the list of vocabulary words and the words in the selection read
D. Composing:
   • Write a 3-5 step procedural paragraph using signal words such as first, last, then and next
E. Grammar Awareness:
   • Identify and use adverbs of place and time correctly
F. Vocabulary and Concept Development:
   • Identify and use personification, hyperbole, and idiomatic expressions in sentences
G. Listening/Reading Comprehension:
   • Give another title for literary or informational text
I. Attitudes towards literacy, literature and language
II. Subject Matter:
A. Topics:
1. Giving reasons to issues, events, and news articles
2. Writing paragraph using signal words
3. Identifying and using adverbs of place and time
4. Identifying personification, hyperbole and idiomatic expressions
5. Giving another title for literary or informational text
6. Expressing interest in text through reading
7. Using appropriate graphic organizers

Value Focus: Helping the community through tree planting

B. Reference:
C. Materials: footages (i.e. pictures or videos) on some words to be unlocked, Tree Talk corner, different samples of graphic organizers, charts
Poem: “Trees” by Joyce Kilmer
Story: “The Unwanted Mango Tree” by Gretel Laura M. Cadiong

III. Procedure:

Day 1

Objective:
1. Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc

Activities:

B. Pre-assessment:

Draw 😊 if you say yes to the statement. Draw 😞 if you say no to the statement.

a. Trees are important to life.
b. “The people rallied in front of the city hall.” The phrase “in front of the city hall” is an adverb.
c. This statement is an example of a personification: “The leaves of the trees danced with the wind.”
d. “It is raining cats and dogs.” is an example of a hyperbole.
e. Tomorrow is a word that indicates adverb of place

C. Oral Language and Vocabulary Development:

3. Vocabulary Development (footages (pictures or videos) may be shown to help pupils understand the words)

a. Show a picture of a mountain with cut down trees. Tell the class that the mountain is denuded.
   What does denuded mean?
   What might happen if a land area is denuded?
   Construct a sentence using the word denuded.
b. Some mountains are rich in minerals like gold, ore and silver. To get these minerals, some people dig them out under the soil. They do mining.
   What does mining mean?
   What might happen if there would be continuous mining on a mountain?
   Make your own sentence using the word mining.
c. Show this illustrations to the class:

```
mountain before quarrying   mountain after quarrying
```
Quarrying of mountains is done to cut down or turn them into plains. How do people quarry a mountain? Aside from turning them into plains, what could be the other purposes why mountains are being quarried?

4. Oral development
I Spy Game
a. Tell the class that a certain forest area or mountain (name it according to the locality) has been reported denuded and is endangered of landslides when heavy and continuous rainfall happens.

b. Group the class by 4s or 5s (depending on the class size) Tell the class that you will send them into a mission as “spies” to find out what the people near the area are doing that caused the mountain or forest to get denuded.

c. The group should survey the place or interview people living near the place by going around the classroom. 
(Note: The Teacher should prepare the classroom by posting in different areas of the classroom various pictures of possible causes of forest / mountain denudation such as tree-cutting, mining, quarrying, kaingin.) Post selected pupils in the area where pictures have been displayed whom the “spies” can interview). Pupils will form their ideas through the pictures and the “interview” they will conduct.

Note: Pupils who will be interviewed should be oriented beforehand by the teacher as to the “causes”.

d. Reporting of “group findings”. Pupils or the spies should tell the class of the reasons why the place has been denuded.

5. Evaluation: (Oral Test)
Draw out more ideas from the pupils through the questions below:

a. What are the main causes why mountains and forests are denuded?
b. Who mainly do these activities?
c. If you were to help prevent or stop forest and mountain denudation, what are the things that you would do?
d. How would quarrying or mining be minimized?
e. Compare a denuded forest with a virgin one. Cite the advantages and disadvantages of both to animal and human lives.

Assignment:
Read books or surf through internet on some facts about trees. Choose one extraordinary fact about them. Then write it on a colored paper. Put some decorations on it.

Day 2

Objectives:
- Give another title for literary or informational text listened to.
- Identify and use adverbs of place and time correctly
- Correctly spell the words in the list of vocabulary words.

Activities:

Preliminary Activities
Pupils share their assignments to the class about different facts about trees. Have the pupil post his / her assignment on the “Tree Talk” corner.
(Note: Teacher must prepare the “Tree Talk” ahead. Design may be decided by the teacher himself.)
Examples:

1. Trees are the longest living organism on earth. They don’t die of old age. They are killed by insects, diseases or by people. Some of the oldest known trees like the California Bristlecone Pines and the Giant Sequoias have lived between 4000 to 5000 years!
2. A mature leafy tree produces oxygen for 10 people to inhale in a year. One acre of tree can remove up to 2.6 tons of carbon dioxide every year.
3. An average tree absorbs approx. 2000 liters of water every year.
4. A single edition of a major daily newspaper uses wood from 500 trees for its paper.
5. Trees receive only 10% of their nutrition from soil and 90% from air.
6. Trees grow from top not from the bottom. It takes about 1000 years for a branches height on the trunk to move up just a few inches.
7. There are about 20,000 tree species in the world. India has the largest varieties of trees in the world. Second is US.
8. The Amazon basin has the largest area under forest – around 81.5 million acres.
9. Some trees can communicate with each other. When Willows (a type of deciduous trees found primarily in moist soils) are attached by worms and caterpillars they emit a chemical that alerts other trees in the neighboring region. The other trees then respond by pushing more tannin in their leaves which makes them difficult to be digested by insects.
10. The most massive living thing on earth is the Giant Sequoia in the Redwood Forest of California. It stands nearly 30 stories tall and 82.3 feet in circumference. Its weight is estimated at 2,756 tons.

**Developmental Activities**

**A. Listening to a short story**

1. **Pre-listening Activities**
   - Unlocking of Difficulties: (through pictures, situations and context clues)
     - sturdy
     - foliage
     - continuous
     - appealing
     - exclude
   
   For context clues, the following sentences may be used:
   - This tree is **sturdy**. The very strong typhoon was not able to blow it down.
     a. big  
     b. strong  
     c. stout

   - Birds make their nest on trees that have thick **foliage** so they cannot be immediately seen.
     a. trunk  
     b. branches  
     c. leaves

   - The heavy rain was **continuous**. It caused the flood.
     a. non-stop  
     b. broken  
     c. hard

   - The colourful icing of the cake is very **appealing** to the eyes, making us long to eat it.
     a. disgusting  
     b. hungry  
     c. attractive

   - This mango is rotten. **Exclude** that from the basket.
     a. reject  
     b. put in  
     c. keep

   - Activating Prior Knowledge:
     - Have you ever climbed on trees? Why did you do it?
   - Motivation:
     - What is your favorite tree?
     - Describe it. Why is it your favorite?
     - In the selection that you are going to listen to, describe the mango tree. Why was it not a favorite tree at the start of the selection?

2. Listening to a short story
The Unwanted Mango Tree
by: Gretel Laura M. Cadiong

There was once a mango tree that stood near the plaza. It was big and sturdy and had thick foliage. But the mango tree was unhappy because for several years it never bore any fruit.

One day, the mango tree heard some people talking. “We will make our basketball court on this area. So this mango tree had to be cut down next week.”, said a tall slim man. “You are right. Besides, this tree is useless. It blocks people from watching performances on the stage.”, a stocky man added. “I do not know why we let this mango tree grow here. It had never bore fruit anyway.”

The mango tree was very sad. He knew his days were numbered for he would soon be cut down. While in deep thought, he heard some boys running towards him. Soon, they were climbing on his branches. He was happy that some children enjoyed climbing up and sitting on his big branches. But he heard one of the boys said, “There is no fruit on this tree. Why did we climb here?” Another boy answered, “Come, let us go to the guava tree near Mang Ambo’s house. I saw some ripe fruits on it.” The mango tree became very sad. He thought, “They are right. I should be cut down for I am useless.”

The next day a heavy, continuous rain fell. Soon, the streets started to get flooded. The floodwater rose up fast. So people came out from their houses and look for a safe higher place.

Suddenly, the mango tree heard some people getting near him. One by one, they helped each other climb up on his big branches. They stayed there until some rescuers found them.

After several days, the flood subsided. The weather was fine again. The mango tree became very sad. He knew his days would soon be over.

Soon, some people came. The mango tree heard one said, “Sir, this is the tree that saved my family during the flood. My children could have drowned had we not climbed up and stayed on its branches until the rescuers found us. I am appealing that we exclude this area when we build our basketball court.”

The basketball court was constructed but the tree was spared. The mango tree was overjoyed. From then on, he was contented and never thought of things he could never do but focused more on things he was capable of doing.

3. Post Listening
   Comprehension Questions:
   a. What are the words that describe the mango tree?
   b. What made the mango tree feel useless?
   c. Why did the people want to cut down the mango tree?
   d. Why was the mango tree spared from being cut down?
   e. Have you ever felt unwanted like the mango tree? Why?
   f. What is the best lesson the story of the mango tree taught us?

4. Skill development
   What is the title of the story?
   Why do you think it was entitled “The Unwanted Mango Tree”?
   Can you think of another title that you can give the story?
   Why did you think of such title?
   What idea could the title of a story or selection give the readers?

5. Generalization:
   Other titles could be given to some selections.
The title gives the main idea of the selection.

B. Grammar Awareness:
1. Recall of concept:
   The following sentences should be written on the board or on a chart.
   Read the following sentences taken from the story you heard:
   
   A mango tree stood near the plaza.
   We will make our basketball court on this area.
   He heard some boys running towards him.
   People came out from their houses.

   Ask:
   Where was the mango tree? Underline your answer.
   Where would the basketball court be constructed? Underline it.
   (Ask similar question for the two other sentences)
   What do we call the underlined words?
   What do adverbs of place tell?

   B
   The mango tree will be cut down next week.
   Soon, some people came.
   The next day a heavy, continuous rain fell.

   Ask:
   When would the mango tree be cut down? Encircle your answer.
   (Ask similar questions for the two other sentences)
   What do we call the words you encircled?
   What do adverbs of time tell?

2. Strengthening of Skill:
   Show the class different pictures. Ask the pupils to tell something about the picture:
   
   a. picture of a family attending a mass / service
   b. picture of people having fun at the park
   c. picture of a teacher going to school

   What adverbs of time did you use to tell something about the pictures?
   What adverbs of place did you use to tell something about the pictures?
   What do adverbs of time tell?
   What do adverbs of place tell?
   What do adverbs modify?
   What are adverbs?
   Why are they called adverbs?

3. Generalization:
   Adverbs modify verbs, adjectives and another adverb. It tells when and where action happens.
   Adverbs of time tell when the actions take place.
   Adverbs of place tell where actions take place.

4. Guided Practice:
   Activity 1: Study the following pictures. Make a sentence about it.
   (Refer to Activity 1 LM page ___)
   
   Activity 2: Fill in the missing letter to complete the adverb of time and place:
   (Refer to Activity 2 LM page ___)

Evaluation:
A. Listen to the short selection. Write your own title.
What would life be without trees? Think about this.
Trees give us food. They provide us wood for building our houses and furniture. Many trees are sources of medicines. They cool us by providing us fresh air and shade us from the sun’s heat. No paper and books would ever be made without trees. Because of trees, soil erosion is prevented.
Trees are man’s best friends. They are real, selfless and sincere friends who give much, yet expect nothing in return.

B. Choose the correct adverb of time / place to complete the sentence.
1. The teacher teaches the pupils (in the classroom, in the room, in the church)
2. (Every morning, every afternoon, every night) mother prepares our breakfast.
3. Karen placed the fruits (on the wall, on the floor, on the basket)
4. We will have a picnic (on Monday, on Sunday, everyday)

Assignment:
- a. Explain your reasons on the following issues. Make sure you use adverb of time and adverb of place on your statements.
  1. Children may watch late night TV shows on Sundays.
  2. Next school year, school opening must start on September instead of June to avoid the rainy season.
  3. Father could go to the office whenever he likes it.
- b. Practice spelling the following words / phrases:
tomorrow, nearby
yesterday, outside
soon, anywhere
later, behind
today, abroad

Day 3
Objectives:
- Read grade level texts with appropriate speed
- Express interest in texts by reading available print materials.
- Give another title for literary or informational text read.
- Write a 3-5 step procedural paragraph using signal words such as first, last, then, and next.

Activities:
A. Preliminary Activities
   1. Review about adverbs.
      Let the pupils share the reasons for the issues given in the assignment. Ask the class what adverbs were used on the statements.
      Example:

      Issue No. 1:
      Children may watch late night TV shows on Sundays.
      Reason/ Explanation:
      Children should not watch late night TV shows on Sundays because they have to go to school early the next day.
      
      Adverb of Time used: the next day
      Adverb of place used: to school
      
      Spelling of phrases/ words that tell adverbs of time and place:
tomorrow, nearby
yesterday, outside
soon, anywhere
later, behind
today, abroad
2. Let the pupils visit the “Tree Talk Corner”. Have them choose an information about trees that they like most. Ask the pupils why they like the information they chose more than the other facts in the TREE TALK corner.

B. Developmental Activities:
   1. Pre-reading Activities
      ➢ Unlocking of Difficulties:
         1. The mother carries her baby on her **bosom**. She embraced the baby closely to her.
            a. hands b. breast c. on her lap.
         2. Show a picture of robins up in a tree.
            Say: There are robins in the nest up in the tree.
      ➢ Motivation:
         Have you seen different kind of trees? Can you describe them?
      ➢ Motive Question:
         In what way could trees be like human beings?

2. During Reading:
   Reading / Reciting of the poem
   (Reciting by the teacher for modelling, reciting by the whole class, reciting by groups.

   Trees
   by: Joyce Kilmer

   I think that I shall never see
   A poem lovely as a tree.

   A tree whose hungry mouth is pressed
   Against the earth’s sweet flowing breast;

   A tree that looks at God all day,
   And lifts her leafy arms to pray;

   A tree that may in summer wear
   A nest of robins in her hair;

   Upon whose bosom snow has lain;
   Who intimately lives with rain.

   Poems are made by fools like me,
   But only God can make a tree.

3. Post Reading:
   Discussion/Ask:
   1. Do you agree that there is nothing lovelier than a tree? Why do you say so?
   2. In what ways are trees like human beings?
   3. Where do trees get food in order to grow?
   4. Why must we plant trees?
   5. What do you think must be done so that there will be minimal cutting down of trees?

   Value Focus:
   Why must we plant trees/why must we let trees grow?

4. Skill development:
   a. Do you know how to plant a tree?
   b. Let us read the procedure.
First, have a seedling of the kind of tree you want to plant. Second, dig a hole on the soil using a shovel. Next put the seedling in the hole. Then, fill the soil back to the hole. Make sure the soil is not tight enough to let air and water seep into it. Then, put enough water. Lastly, put a tree guard around it.

After you’ve done all these steps and you take care of your tree, it would grow into a healthy tree.

c. What are the steps in planting a tree?
   What words were used to tell the order of steps in planting a tree?
   Look at the underlined words.
   How do these words help tell order of events or procedures?

d. How are these words used? Would it help you describe procedure of how to do things? What other signal words can you use when writing a paragraph?
   How did you give the title of this paragraph? Why did you use the words “How to..”? 

e. Generalization:
   The words used to tell the order of steps are called **signal words**. These words will help us write a paragraph when describing particular procedure of doing things. Some of the examples are first, second, last, next, then, lastly, after, finally. Paragraphs that tell procedures can be given a title using the words “How to..”

5. Application:
a. Group the class into 3. Give each group a task card, pentel pen and a manila paper.
   Group 1:
   Read the following steps of making an egg sandwich. Write them in a paragraph form. Use signal words. Give your paragraph a title.
   1. Spread butter or mayonnaise on the two slices of bread.
   2. Oil and heat a medium sized pan. Break two eggs in the heated pan and flick a dab of cooking oil on top of the egg yolks.
   3. Fry your eggs to your liking.
   4. Place the two eggs on one slice of bread. Dab any toppings you wish or anything else you want to add in your sandwich, for example lettuce or tomatoes.
   5. Turn the other slice of bread over, so that the buttered side is towards the eggs. Cut your sandwich in half and enjoy.

   Group 2:
   Read the following steps of how to cook rice. Write them in a paragraph form.
   Use signal words. Give your paragraph a title.
   1. Pour two (2) cups of rice in a cooking pot and wash or rinse it.
   2. After washing the rice, put water amounting to the measure of the rice.
   3. Place the mixture in a stove set to medium fire and cover it.
   4. Wait for the mixture to boil and uncover it letting it simmer but setting the fire lower.
   5. After three (3) to five (5) minutes, set fire to the 'lowest' possible heat then place the cover back. Within eight (8) to 10 (ten) minutes time, rice is now ready to serve.

   Group 3:
   Read the following steps of how to make a kite. Write them in a paragraph form.
   Use signal words. Give your paragraph a title.
   1. Take a piece of square paper of any color.
   2. Glue 2 sticks on the paper on a criss-cross position.
   3. Roll a long string on an empty toilet paper roll or an empty plastic bottle.
   4. Attach the string to the toilet paper roll or empty plastic bottle and roll the string onto it. Attach the other end of the string to the end of the stick.
   5. Fly your kite!

b. Presentation of group outputs.
Evaluation:
Read the following steps on how to make a paper hat. Write a paragraph about it using signal words. Give your paragraph a title.
(Refer to Activity 3 LM page ____)

Assignment:
Practice reciting the poem “Trees”

Day 4

Objectives:
- Correctly spell the words in the list of vocabulary words.
- Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.
- Identify and use personifications, hyperbole and idiomatic expressions in sentences.

Activities:
A. Preliminary Activities
   1. Spelling of adverbs of time and place (see list on Day 3)
   2. Bring the class to the group activity done the day before. Let them reread the paragraphs they wrote on doing some things.
      Ask: What signal words may be used to organize steps into a paragraph?
      What title may be given to paragraphs that tell procedure of doing things?
      What was the paragraph about written by group 1? group 2? 3?
   3. Reciting of the poem “Trees”

B. Developmental Activities:
   1. Preparation:
      Ask: What makes a tree like a human being?
   2. Presentation:
      Study these lines:
      - whose hungry mouth is pressed against the earth’s sweet flowing breast
      - looks at God all day
      - lifts her leafy arms to pray
      - a nest of robins in her hair
      - whose bosom snow has lain
      - intimately lives with rain
      Look at the first phrase. Do trees have mouths? Why is the tree likened to a baby feeding on a mother’s breast? What does this line mean?
      Read the second line. Can a tree “look”? What do you think does this line mean?
      Read the third line, do trees have arms? What parts of the tree serve as its arms?
      Read the fourth line. What could be a tree’s hair?
      Read the fifth line. What could a tree’s bosom? What does this line mean?
      Read the sixth line. Can trees live with rain? What does this line mean?
      These lines are examples of personification.
      Why are they called personifications?
      What is a personification?

Read these lines:
- I think that I shall never see, a poem lovely as a tree.
- Poems are made by fools like me.

Ask:
1. Can man make a tree?
2. Who can make a tree?
3. Does the author express exaggeration?
4. Would these words be taken literally? Why?
This is a hyperbole.
1. Why is it called a hyperbole?
2. What is a hyperbole?
3. Can you think of other examples of hyperbole?

Have the class read the poem. Call on groups of pupils to read the poem. Have pairs, then individual pupils read the poem.

4. Generalization:
   Personification is a figure of speech that gives attributes of human beings to things and animals.
   Hyperbole is a figure of speech that uses an exaggerated or extravagant statement to create a strong emotional response but not intended to be taken literally.

5. Application:
   - Underline the phrase that gives a human attribute to an object. (Refer to LM Activity 4, page ___)
   - Group the class into 4. Give each group a task card. Let each group express the given objects or persons in personification and hyperbole.

   **Personification**
   a. the soft blow of the wind
   b. the rows of trees on the roadside
   c. butterflies fluttering from one flower to another

   **Hyperbole**
   d. a hungry person
   e. the weight of a heavy bag
   f. a very fat girl

   Group 1: (Writes their answers on green metacards.)
   Group 2: (on blue metacards)
   Group 3: (Write them on pink metacards)
   Group 4: (on yellow metacards)
   Group 5: (on lavender/ violet metacards)
   Group 6: (on orange metacards)

6. Group presentation and processing of outputs. Each group posts the metacards on the “trees” like below.

   ![Tree of Personifications](image1)
   ![Hyperbole Tree](image2)
Evaluation:

Write a personification or hyperbole that would tell about the following pictures:
Refer to LM Activity 5, page ______

Day 5
Objectives:

1. Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.
2. Identify and use personification, hyperbole and idiomatic expressions in sentences.
3. Use appropriate graphic organizers to express concepts or ideas.
4. Correctly spell the words in the list of vocabulary words and the words in the selection read.

Activities:
A. Preliminary Activities:
   1. Spelling:
      Conduct a mastery test on spelling the following words:
      tomorrow    nearby
      yesterday    outside
      soon         anywhere
      later         behind
      today         abroad

   2. Recitation of the poem “Trees”

B. Developmental Activities:
   4. Preparation:
      Let the pupils recall the lines in the poem “Trees” that show personification and hyperbole.
      Bring the class’ attention to the chart of personification and hyperbole used the day before. Let them read again how the statements are stated in figures of speech.
   5. Skill Formation (Study Skill)
      Ask: Where did you post your answers yesterday?
      What is the name of our charts?
      If someone would see and read these charts, would she be able to understand the activity you did yesterday even if she did not know what you have been doing? Why?
      Can ideas be presented on charts like these?
      How would charts like these be helpful in organizing many ideas?
      These are graphic organizers.
   6. Generalization:
      In what way can ideas or concepts be presented in a more systematic and attractive way?
      How would graphic organizers help you in your studies?
      Would other graphics or illustrations be used to present a concept or ideas?
      What are graphic organizers?
   7. Application:
      a. Guided Practice:
         Describe the following objects and animals using personifications. Present your ideas on this graphic organizer:

         (Refer to Activity 6 LM page _____)

      b. Independent Practice:
         Group the class into four. Give each group a task card that should be done in 10 minutes:
         Group 1:

         Present your ideas on a graphic organizer how to save trees by reducing the use of papers in our home, in school and in the offices. Give it a title.
Group 2:

Present your ideas on a graphic organizer on how to plant a tree. Give it a title.

Group 3:

Present your ideas on a graphic organizer on how to save trees by minimizing the use of wood in constructions and furniture-making. Give it a title.

Group 4:

Present your ideas on a graphic organizer on how to cook rice on a stove. Give it a title.

c. Group presentation and processing of group outputs

Evaluation:

In a graphic organizer, present your ideas or learning of what adverbs are.

(Refer to Activity 7, LM page ____)

Week 38

Theme: Helping my Community- Vegetable Growing

I. Objectives:

A. Oral Language:
   • Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.

B. Fluency:
   • Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.

C. Spelling:
   • Correctly spell the words in the list of vocabulary words and the words in the selection read.

D. Composing:
   • Write a 3-5 step procedural paragraph using signal words such as first, last, then and next.

E. Grammar Awareness:
   • Identify and use correctly prepositions and prepositional phrase.

F. Vocabulary and Concept Development:
   • Identify and use personification, hyperbole, and idiomatic expressions in sentences.

G. Listening/Reading Comprehension:
   • Identify the author’s purpose for writing a selection.

H. Attitudes towards literacy, literature and language
   • Express interest in texts by reading available print materials

I. Study Skill:
   • Use appropriate graphic organizers

II. Subject Matter:

   g. Topics:
      • Giving reasons to issues, events, and news articles
      • Spelling words on the vocabulary list.
      • Writing paragraph using signal words
      • Identifying and Using prepositions and prepositional phrase
      • Identifying Personification, Hyperbole and Idiomatic Expressions
Identifying the author’s purpose for writing a selection
Expressing interest in text through Reading
Using appropriate graphic organizers

Value Focus: Helping the community through vegetable growing

h. Reference:
i. Materials: cross-word puzzle, realia / real vegetables, treasure bag, news article pictures, charts and graphic organizers
Story: “The Treasures” by Gretel Laura M. Cadiong

III. Procedure:

Day 1:

Objective:
Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc

Activities:
A. Pre-assessment:
Find the missing words in the puzzle below:
(See Activity 1 LM page ___ for the unanswered puzzle)

```
  h
y  a  e
p e r s o n
o f
r a t
b e t w e e n
a n e
b y v
r b

a d v e r b
```

down:
1. a figure of speech which expresses exaggeration that is not meant to be taken literally.
2. part of a plant that sips the water and mineral from the soil
3. a preposition that can be used to compare
4. a word which means go far or be gone
5. an adverb which mean “repeatedly”
6. a preposition which means “inside”
7. an adverb which means “not at all”

across:
1. to whom an object is being compared to in a figure of speech called personification
2. a preposition which means “in the middle”
3. a preposition used to introduce a noun
4. a preposition which means “through”
5. a word used to describe a verb, an adjective or another adverb

B. **Oral Language and Vocabulary Development:**
   1. **Vocabulary Development**
      
      **Preparation:** Do you like vegetables? Why? Why not?
      
      **Activity:** Play a Treasure Bag Game
      
      a. Bring to the class a “treasure bag” with different vegetables inside it.
      b. Let the pupils guess what the treasures are inside the bag. Let everyone say his guess. Ask them what made them say such guess.
      c. Ask volunteers to touch, feel or hold the objects inside the bag without peeping into it.
      d. Let the pupil describe to his/her classmates what he/she can feel or touch inside the bag. Let him/her name the object. If the guess is right, give the child a prize.
      e. Ask another pupil to describe or tell some more about the object guessed by the volunteer.

   2. **Oral Development**
      
      Let each pupil choose the vegetable he/she eats or is often prepared at home. Group the pupils according to the vegetable they have chosen. Example: Squash Group, Eggplant Group, Petsay Group, Sitaw Group, etc.
      
      Give each group a task card. Let them do the following:
      a. Describe your vegetable as to the size, color, taste, etc.
      b. Tell where this vegetable come from.
      c. Give an idea how the vegetable is grown.
      d. Explain why this vegetable will make you healthy.
      
      Group reporting is done. As much as possible, let each member in the group say something.

   3. **Evaluation:** (Oral Test)
      
      Complete the sentence:
      “If I were a vegetable, I would be a_____, because………”

**Day 2**

**Objectives:**
- Identify through listening the author’s purpose for writing a selection.
- Identify and use correctly prepositions and prepositional phrase.
- Correctly spell the words in the list of vocabulary words and the words in the selection read

**Activities:**

**Preliminary Activities**
1. **Spelling:**
   
   Write correctly the words described:
   (Refer to Activity 2 LM page ____)

**Developmental Activities**

A. **Listening to a selection**
1. **Pre-listening Activities**
   - Unlocking of Difficulties: (through pictures, situations and context clues)
     - food consumption
     - survey
     - decreased
   - healthy diet
   - micro-nutrient deficiency
   - non-communicable diseases
   - recommended
   
   - Activating Prior Knowledge:
     - Do you eat vegetables? What kind of vegetables do you like to eat?
Why should you eat vegetables?

- Motivation:
  - Why should vegetables be included in our meals?

2. Listening to a short selection
   FILIPINO EATS LESS VEGGIES TODAY
   by: Thelma Diego  www. dost.gov.ph/

Survey revealed that vegetable consumption of Filipinos declined within the past 30 years as conducted by Food and Nutrition Research Institute (FNRI) in 2008. According to World Health Organization (WHO), the recommended amount of vegetable and fruit intake is at the average of 400 grams each day. This serving may help prevent non-communicable diseases such as heart disease, cancer, diabetes and obesity, as well as prevent and alleviate several micronutrient deficiencies, especially in our country.

3. Post Listening
   Comprehension Check:
   a. What was the finding of the FNRI survey?
   b. Are you one of these Filipinos who eat less vegetable or not at all?
   c. What is the recommended amount of vegetable and fruits that we should take?
   d. Why must we eat this amount of vegetable daily?
   e. Aside from the Nutrition Month celebrated in schools, what should we do to encourage Filipinos to eat more vegetables daily?

4. Skill development (Stating the Author’s Purpose)
   Why do you think the author wrote this article?
   Does the author inform the readers? Or does the author convince the readers to do what he believe is right? Or does he only want to entertain his readers?

5. Generalization:
   Why do authors write articles?
   Authors write articles to inform readers, to convince readers or to entertain readers.
   If the author wishes to inform the readers, what kind of articles would he write? Why?
   If the author wishes to convince the readers, what kind of articles would he make? Why?
   If the author entertains the readers, what kind of articles does he make? Why?

6. Application:
   Listen to these lines. Stand if the purpose is to inform, jump if its purpose is to entertain and clap twice if its purpose is to convince.
   a. Carrots are rich in beta carotene which is good for our skin and for our vision.
   b. Eat more vegetables daily … and be healthy!
   c. Once there was a girl who does not want to eat vegetables. One day, she got a dream that the squash, the cucumber, carrots, and many other kinds of vegetables were angrily running after her. The girl was so frightened. From then on, she ate lots of vegetables daily.
   d. “Malunggay can be the solution to many of our country’s problems. Malunggay feeds, oils, fertilizes, heals, purifies and can generate income. Let’s take malunggay seriously,” said Senator Legarda.

C. Grammar Awareness:

1. Preparation:
   Play a “Vegetable Race” game
   Materials: two baskets
   real or plastic vegetables
   two small chairs
   two plates
   4 plastic glasses
   Procedure:
   a. Group the class into two
   b. Put one basket of vegetables, one plate and two plastic glasses on each group. Put one chair far from each line of pupils.
c. At a signal (ring of a bell or any sound), the pupils on each group should be able to do what the teacher will say. But should stop when the stop signal is given. The group who continues to do the task will lose a point. The group who could perfectly follow all the instructions will be the winner.

- Put the tomatoes inside the basket.
- Put the squash on the plate
- Put the carrot under the chair
- Put the eggplant between the two glasses

d. The group who could perfectly do all the tasks wins.

2. Presentation:
Present the chart. Have the pupils fill in the missing information through the following questions:
Where are the tomatoes?
Where is the squash?
Where can you find the carrot?
Where is the eggplant?

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Words that tell where the vegetables are</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomatoes</td>
<td>inside</td>
</tr>
<tr>
<td>squash</td>
<td>on</td>
</tr>
<tr>
<td>carrot</td>
<td>under</td>
</tr>
<tr>
<td>eggplant</td>
<td>between</td>
</tr>
</tbody>
</table>

3. Abstraction:
Have the pupils look at the chart.
What words tell where the vegetables are?
What do we call these words?
What word is before the preposition?
What word follows the preposition?
What connects the two nouns in the sentence?
What do prepositions tell?
What is preposition?

Ask the pupils to read the phrases in the sentences with the prepositions:
inside the basket
on the plate
under the chair
between two glasses

What words compose the phrase?
What does the preposition do to the word that follows it?
If these words are made up of a preposition and a noun or pronoun, what is a prepositional phrase then?

4. Generalization:
Prepositions connect nouns, pronouns, and phrases with other words in a sentence. It gives information about location, time, or space.
A prepositional phrase is a group of words made up of a preposition and a noun or a pronoun it modifies.

5. Application:
Guided Practice 1:
(Refer to LM Activity 3, page ____)
Guided Practice 2:
Follow-Me Game
(Refer to LM Activity 4, page ____)

DRAFT APRIL 2014
Evaluation:

A. (Oral)
Let the pupils listen to the following. Let them tell the author’s purpose in writing it.
1. Are you looking for the best place to dine in? Then visit Jollyplace, the best place
to be! With good food, clean place and best services. Jollyplace, the best!
2. Squash is a nutritious vegetable. It will help make our eyes and skin healthy.

B. (Written)
Choose the correct phrase that would tell about the picture.
(Refer to LM Activity 5 page ___)

- books on the shelf.
- books in the shelf
- books under the shelf

- a cat under the table
- a cat on the table
- a cat between the tables

- a boy between two girls
- a boy among girls
- a boy going to the girls

Assignment:
Underline the prepositional phrases in the following sentences:
1. Leo hid behind the cabinet.
2. This is the holder of the key I lost.
3. Father placed the match near the stove.
4. Please go to the store and buy some sugar.
5. I want to know what is in the box.

Day 3

Objectives:
- Read grade level texts with appropriate intonation, expression, and punctuation cues
  when applicable.
- Identify the author’s purpose for writing a selection.
- Identify and use personification, hyperbole, and idiomatic expressions in sentences
- Identify and use correctly prepositions and prepositional phrase.

Activities:
A. Preliminary Activities
   1. Spelling
      Spell the following words correctly:
      - squash
      - cabbage
      - eggplant
      - lettuce
      - carrot
      - nutritious
      - vitamins
      - healthy
      - disease
      - vegetables

B. Pre-reading Activities
   - Unlocking of Difficulties:
The Treasures
by: Gretel Laura M. Cadiong

The sun had barely awakened but Mang Nilo was already up. He got his bolo and shovel and went down from the house. He started weeding and loosening the soil of his plants. All around him were vegetable plants of various kinds. Lined like soldiers, the healthy tomatoes, eggplants and okra were at the sides of the fences. The crawling string beans, ampalaya, and patola occupied the middle part of the lot with its fruits pealing like bells of different shapes and sizes. The dwarf calamansi trees that abound with big and healthy fruits stood proudly along the path.

“Nena, wake up.” Mang Nilo called his daughter. “Please water the plants.” But Nena stayed on bed. His father’s call fell on deaf ears. So Mang Nilo watered the plants himself.

One day, Nena heard her parents talking. “Nilo, our daughter Nemia needs a large sum for her school fees. If she can’t pay, it would be the end of the world.” Aling Perla said. “The money I saved from the rice may fall short,” she added. Mang Nilo said, “Don’t worry Perla, we have treasures on our backyard. We could get and sold them and it could add to our savings.”

Nena was bowled over by what she heard. “A treasure in our yard?” she thought. “Father must have buried a chest of gold in the ground.” she excitedly told herself.

Early the next day, her parents were busy as bees harvesting the vegetables from their garden. Soon, there was a vegetable truck to load all the vegetables her parents harvested. Later, Mang Nilo and Aling Perla were counting the proceeds from the vegetables they sold.

Aling Perla smiled, “There, we have more than enough money for Nemia. We can even buy Nena some of her school materials.”, she said.

“We should never worry, Perla. As long as we have these treasures on our yard, we will always have something to lean on.” Mang Nilo replied.

Nena realized what the treasures were. From then on, she lent a hand in taking care of the plants on their yard.

D. Post Reading:
The teacher may ask the following questions to facilitate the discussion:
a. What were the treasures in the story?
b. Why did Mang Nilo consider the vegetables as treasures?
c. If Mang Nilo and Aling Perla had no vegetables grown on the yard, what could have been the source of the money they needed?
d. If Mang Nilo thought it wise to have some vegetables grown on their yard, should other people do the same? Why?

e. One of the problems in our country is hunger and poverty. How would backyard vegetable-planting help?

g. What other ways could people do if there are no available lots to plant vegetables?

Value Focus:
How would vegetable-growing be helpful to us?

E. Skill Development:

a. What is the purpose of the author for writing the selection you read? Why do you say it entertains? In what way did it entertain the readers? Why do you say it informs? In what did it inform the readers? Why do you say it convinces? In what way did it convince the readers?

b. (Reinforcement) Ask the pupils to reread the story to look for some hyperbole and personification.

<table>
<thead>
<tr>
<th>Hyperbole</th>
<th>Personification</th>
</tr>
</thead>
<tbody>
<tr>
<td>If she can't pay, it would be the end of the world.</td>
<td>the sun had barely awakened</td>
</tr>
<tr>
<td>tomatoes, eggplants and okra were lined like soldiers at the sides of the fences</td>
<td>Lined like soldiers, the healthy tomatoes, eggplants and okra were at the sides of the fences</td>
</tr>
<tr>
<td>the crawling string beans, ampalaya, and patola</td>
<td>fruits pealing like bells of different shapes and sizes</td>
</tr>
<tr>
<td>the dwarf calamansi trees stood proudly</td>
<td></td>
</tr>
</tbody>
</table>

What is meant by the statement in the first column? How did the speaker express her feelings in this statement? What figure of speech is shown? What is a hyperbole?

Let the pupils read the phrases on the second column. Whose characteristics these objects in the statements are being compared to? What do you call these expressions? Why is it called a personification?

Why are personification and hyperbole examples of figurative language?

Can we consider the title of the story you read “The Treasures” a figurative language? Why?

a. (New lesson) Bring the pupils to read the phrases taken from the story. Ask pupils to fill up the second column of the chart. Afterwhich, the teacher writes the correct meaning of these idioms:

<table>
<thead>
<tr>
<th>Phrases</th>
<th>How I Understand the word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>fell on deaf ears</td>
<td></td>
<td></td>
</tr>
<tr>
<td>large sum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>busy as bees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>something to lean on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fall short</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lent a hand</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What meaning have you given to the phrases? What is the correct meaning of each phrase? Are your meanings different from the meanings given by the teacher?
Why do you think your given meanings are incorrect?
Are these phrases examples of figurative language? Why?
They are called idioms.
What are idioms?
b. Generalization:
   Figurative language is a word or phrase that does not have its literal meaning used to make stories more interesting. Examples are simile, metaphor, personification, hyperbole and even idioms.
   Idioms are expressions whose meanings are not predictable from the usual meanings of the usual words.
   Idioms are examples of figurative language.

F. Application:
a. Read each sentence carefully. Copy the idiom on your notebook then choose its meaning inside the box that follows:
   (Refer to LM Activity 6, page ___)

b. Group the class into three. Give each group a task card. Let them do the work for 5 minutes.
   Read the following selection. Be able to do the following:
   - tell the author’s purpose
   - copy all prepositional phrases
   - list down all the figurative language used

   Group 1:
   The wind blew softly and Belen heard its whisper, telling her to go home. She thought deeply, "How could I go back home. My parents had already buried their memory of me." She walked like a snail, going nowhere.

   Group 2:
   Had the plants survived long enough to flower, they would have betrayed a distinctly yellow tint in the otherwise white part of the grain. That is because the rice is endowed with a gene from corn and another from a bacterium, making it the only variety in existence to produce beta carotene, the source of vitamin A. Its developers call it "Golden Rice."

   Group 3:
   A boy asks his father, "Dad, are bugs good to eat?"
   "Don’t talk about things like that over dinner, it turns my stomach" the dad replies.
   After dinner the father asks, "Now, son, what did you want

   c. Presentation of and processing of group outputs.

Evaluation:
(Refer to LM Activity 7, page ___)

Assignment:
List down on your notebook common idiomatic expressions with their meanings.
Day 4

Objectives:
- Correctly spell the words in the list of vocabulary words.
- Identify the author’s purpose for writing a selection.
- Write a 3-5 step procedural paragraph using signal words such as first, last, then and next.
- Identify and use correctly prepositions and prepositional phrase.

Activities:
A. Preliminary Activities
Spell the following words correctly:
- a. squash
- b. cabbage
- c. eggplant
- d. lettuce
- e. carrot
- f. nutritious
- g. vitamins
- h. healthy
- i. disease
- j. vegetables

B. Developmental Activities:
1. Preparation:
   What was the title of the story we read yesterday?
   What lesson was taught to us?
   The teacher asks the pupils to read the following sentences taken from the story “The Treasures”:
   - a. Nena did not get up to help her father water the plants.
   - b. Mang Nilo asked Nena to water the plants.
   - c. Nena heard her mother telling her father that they need money for her sister Nemia.
   - d. Mang Nilo woke up early to take care of his vegetable garden.
   - e. Mang Nilo told Aling Perla not to worry because they have treasures on their yard.
   Let a volunteer pupil write a paragraph using the statements above.
   Ask another volunteer to underline all the prepositions used in the paragraph.

2. Skill Development:
   Are the statements arranged according to how they happened in the story?
   If we will write a paragraph using these statements, what signal words may be used?
   Why must you use signal words? How would the signal words help you arrange statements according to how they happen?

3. Application:
   Group the class into four. Give each group an activity card, manila paper and a pentel pen.

   Group 1:

   
   This is Mina. She goes to school early. Write a paragraph on how Mina prepares for school. Make sure to use signal words. Underline all the prepositions you used.
Assignment:
Ask your mother how to wash clothes properly. Then write a paragraph how to wash clothes. Give it a title. Use signal words. Encircle all the prepositions you used on your paragraph.

Day 5
Objectives:
- Use appropriate graphic organizers to present ideas and concepts.

Activities:
A. Preliminary Activities:
   1. Spelling:
      Conduct a Mastery test on spelling the following words:
      a. squash          f. nutritious
      b. cabbage         g. vitamins
      c. eggplant        h. healthy
      d. lettuce         i. disease
      e. carrot          j. vegetables
      Ask the pupils to read their homework before the class.

B. Developmental Activities:
   1. Preparation:
      Read the steps how to wash clothes.
How are the steps presented?

What is called to this illustration?

How do graphic organizers help?

2. Deepening of Concept/Strengthening of Skill:
   What do you call these illustrations?
   Have you ever tried using a graphic organizer?
   Why do you use it?
   How do they help organize ideas?

3. Generalization:
   What are graphic organizers?
   Why are they called graphic organizers?

4. Application:
   - Guided Practice:
     (Refer to Activity 9, LM page ___)
   - Group the class into 3. Give each group a task.

   Group 1: Choose from the graphic organizers shown or make your own graphic organizer to show your ideas about adverbs.

   Group 2: Choose from the graphic organizers shown or make your own graphic organizer to show your understanding on figurative language.

   Group 3: Choose from the graphic organizers shown or make your own graphic organizer to show your understanding on signal words and its uses.

5. Presentation and processing of group outputs

Evaluation:

(Refer to LM Activity 10, page ___)

Week 39

Theme: Disaster Preparedness: Weather and Natural Phenomena
I. Objectives:
A. Oral Language:
   • Recognize appropriate ways of speaking that vary according to purposes, audiences and subject matter.
   • Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.
B. Fluency:
   • Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.
C. Spelling:
   • Correctly spell the words in the list of vocabulary words and the words in the selections read
D. Composing:
   • Write a 3-5 step procedural paragraph using signal words such as first, last, then and next
E. Grammar Awareness:
   • Use the different parts of speech correctly in writing for a variety of purposes.
F. Vocabulary and Concept Development:
   • Identify and use words with multiple meanings in sentences.
G. Listening/Reading Comprehension:
   • Describe and react to the author’s writing style.
H. Attitudes towards literacy, literature and language
   • Express interest in texts by reading available print materials
J. Study Skill:
   • Use appropriate graphic organizers

III. Subject Matter:
A. Topics:
   1. Recognizing appropriate ways of speaking that vary according to purposes, audiences and subject matter
   2. Speaking clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.
   3. Reading grade level texts with appropriate intonation, expression, and punctuation cues when applicable
   4. Spelling the words correctly in the list of vocabulary words and the words in the selections read
   5. Writing a 3-5 step procedural paragraph using signal words such as first, last, then and next
   6. Using the different parts of speech correctly in writing for a variety of purposes
   7. Identifying and using words with multiple meanings in sentences
   8. Describing and reacting to the author’s writing style
   9. Expressing interest in texts by reading available print materials
   10. Using appropriate graphic organizers

Value Focus: Preparing for Weather and Natural Disasters

B. Reference:
C. Materials: news article, word puzzle, story, “The Falling Mountain”, graphic organizers, charts, pictures

III. Procedure:

Day 1

Objective:
• Recognize appropriate ways of speaking that vary according to purposes, audiences and subject matter.
  • Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.
Activities:

A. Pre-assessment:
   Put a ( / ) before the statement if you think it is right.
   Put an ( x ) before the statement if think it is wrong.
   ____ 1. These statements use the word **match** in similar meaning:
       “Please get a match so we can light the candle.”
       “We will watch a basketball match tonight.”
   ____ 2. A person should use well-modulated voice when talking to
       someone
       over the telephone.
   ____ 3. A graphic organizer help keep one’s memory sharp.
   ____ 4. Verbs and adjectives may be used similarly to present ideas in
       sentences/ articles.
   ____ 5. Typhoon is a natural calamity.

B. Oral Language and Vocabulary Development:

C. Vocabulary Development
   1. Preparation:
      Have you ever experienced a very strong typhoon? What did you and your
      family
      do?
   Activity: Pantomime
      Let the pupils do any action that one possibly does when the following
      occurs:
      a. earthquake  d. landslide
      b. fire          e. strong typhoon
      c. flood
      Ask the class why they did those actions. Let the pupils give their own
      explanation.

D. Oral development
   a. Preparation
      In what ways can we be notified or can we tell others if something happens?
      Will telephone calls help? How?
      Will news reporting help? How?
      Will speeches or in public help? How?
   b. Activity:
      Group the class into four. Instruct the class the task that will be done. Give the
      groups task cards. Give each group 10 minutes to do the task and 5 minutes to
      present.
      Group 1:
      A strong typhoon is about to fall to your place. You are news
      reporters on radio. Present how the public will be aware about this so that they
      can make the necessary preparations.
      Group 2:
      Your school is on fire. You have to notify your parents about the
      incident. Use the telephone to tell your parents about it.
      Group 3:
      A strong earthquake just occurred in a nearby area. Your place has
      not been directly hit but report says a strong tsunami may occur. As TV anchors
      and reporters how would you make the public aware of this possible incident?
      Present it before the class.
      Group 4:
      Your teacher asked you to make a school report on different natural disasters
      such typhoon, tsunami, landslide and earthquakes. Your group will do the
      reporting to the class.
c. Abstraction:
Group presentation and processing of presentations
Ask:
1. In what way is the radio news reporting done?
2. How do the radio reporters do it?
3. Will the listening public understand them? Why/ Why not?
Ask:
1. In what way is the TV news reporting done?
2. How do the TV reporters do it?
3. Will the viewing public understand them? Why/ Why not?
Ask:
1. Are the telephone conversations effective in notifying the parents about the fire?
2. How does each member of the group tell the news?
3. Do they speak clearly? Are they understood?
4. How does each pupil make the report to the class? Are the ideas presented clearly? Why / Why not?

d. Generalization:
How do we convey messages clearly through speaking?
What kind of voice must be used when speaking through the telephone, when giving a class report or when speaking to a friend near you?
Why must we speak clearly?

E. Evaluation: (Oral Test)
You are to tell the importance of preparing for any disaster that might occur. How would you do it if you are speaking to:
- a friend
- the whole class
- to the public through radio

Day 2

Objectives:
- Describe and react to the author’s writing style from selections listened to.
- Use the different parts of speech correctly in writing for a variety of purposes.
- Correctly spell the words in the list of vocabulary words and the words in the selection read

Activities:
A. Preliminary Activities
   Spelling:
   (Refer to LM Activity 1, page ___)
   Words to find: earthquake aid evacuate flood
   tsunami shield evacuees disaster
   storm

B. Developmental Activities
1. Preparation
   ➢ Unlocking of Difficulties: (through pictures, situations and context clues)
     magnitude epicenter tectonic casualties damage

   ➢ Activating Prior Knowledge:
     Have you ever experienced an earthquake? What did you do?

   ➢ Motivation:
     Find out one incident of an earthquake in a news report you will hear.
2. Listening to a news story

Eastern Samar Hits by a 5.5 Earthquake
by Ed Umba

Eastern Samar was hit by a magnitude 5.5 earthquake on December 5, 2012 morning according to the Philippine Institute of Volcanology and Seismology (Phivolcs). The epicenter of the earthquake was located at 138 kilometers northeast of Guiuan and occurred at around 8:43 AM.

Phivolcs confirmed that the earthquake was tectonic in origin caused by the movement of a local fault. The Eastern Samar earthquake had a depth of 20 kms. As of press time there’s no reported damages or casualties in the reported earthquake.

3. Comprehension Check
The teacher facilitates the discussion through the following questions:
   a. What calamity affected the province of Eastern Samar?
   b. When did it happen?
   c. How strong was the earthquake?
   d. What was the origin of the earthquake?
   e. Were there reported damages and casualties?
   f. Why do you think earthquakes happen?
   g. How should people keep themselves safe when earthquake occurs?
   h. If you were in a situation like this, what would you do?

4. Skill development
Did the author write the news clearly? Why? / Why not?
How do you think should authors write so that listeners or readers will understand their writings?

Why should authors write simply and clearly?
What words were used to tell the story efficiently?
What words were used that made the news clear to the listeners?

Listen again. Find out and write down nouns, verbs, adjective and adverbs that were used in the news.
Were the words used correctly? Did these words help make the selection understandable?

5. Generalization:
How does an author’s writing style affect the listeners?
What kind of words would be used to write a paragraph, story or any selection that may be understood well by the listeners?

An author’s writing style could effectively persuade people to listen or read a certain article.
Using the different parts of speech such as nouns, verbs, adjectives and adverbs correctly will contribute to the effectiveness of an author’s writing style.

6. Application:
   Listen to these short selections. Then say something about how it was written.
   a. Doggie is a dog. It is a big dog. It is a white dog. It likes to play and run after a ball. It is my pet. I love my pet.
   b. One of the things I love about mother is the way she does her daily work. She sings while cleaning our house. She sings while doing the laundry. She sings while cooking. She even sings to her plants. I have never seen her get tired of her work. Maybe because she does her work happily.
   c. Marissa goes to school early. Marissa never gets late. She is happy always in school. She goes home everyday. Her teachers like her very much.
d. The best dress? Hah! Karen is wrong to say she would have the best dress in the party. Wait till you see me, I thought. I’m sure, everybody will have their eyes on me once I wear my red silk dress. My mother had it sewn during my birthday and those who have seen me wore that dress had nothing but praises to me.

Evaluation:

Listen to the following paragraph.

Glenda loves to eat ice cream. Glenda eats ice cream daily. When Glenda’s mother would not buy her ice cream, she will cry. Ice cream is Glenda’s favorite food.

Do the following:
1. Do you like how the selection was written? Why/ Why not?
2. What part of speech needs to be changed? What word should be used?

Day 3

Objectives:
- Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.
- Identify and use words with multiple meanings in sentences.
- Describe and react to the author’s writing style from selections read.

Activities:

A. Preliminary Activities
1. Spelling
   Spell the following words correctly:
   - a. earthquake
   - b. tsunami
   - c. storm
   - d. aid
   - e. shield
   - f. evacuate
   - g. flood
   - h. evacuees
   - i. disaster

2. Developmental Activities:
B. Pre-reading Activities
   - Unlocking of difficulties
   - spare
   - continuous
   - huddled
   - crumbling
   - evacuate
   - landslide
   - Motivation
   Show a picture of a landslide.

   What do you see? What must have happened to the place?
   Have you ever heard someone tell his experience about a calamity his / her family faced?
   - Motive question:
   What was Noel’s terrifying experience?

C. During Reading:

(Refer to LM for story, “The Falling Mountain”, page ___)

D. Post Reading:
Check the pupils’ comprehension on the selection read through the following questions:

Let the pupils answer the motive question given.

a. To what the falling mountain is referred to?
b. If Noel and his family had not awakened, what do you think could have happen?
c. What do you think saved Noel’s family from the landslide? Why?
d. How did the people must have saved themselves?
e. Has there been a landslide that occurred in or near your place?
f. Why do landslides happen?
g. If calamities occur, like landslides, what must you do?

Value Focus:

What is the best preparation for calamities like this?
Aside from the preparations we do, why must we always pray to ask God for our safety?

3. Skill Development:

How did the author write the story “The Falling Mountain”?
Was the author effective enough in telling somebody’s experience about the landslide? Why / Why not?

Ask the class to write on the chart the underlined phrase with the underlined words on the story. Help the class give the meaning of each.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaning as used in the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>spare us from danger</td>
<td>to save us from danger</td>
</tr>
<tr>
<td>I rose</td>
<td>I stood up</td>
</tr>
<tr>
<td>huddled together</td>
<td>get close</td>
</tr>
<tr>
<td>way going far</td>
<td>road going far</td>
</tr>
<tr>
<td>a mass of soil</td>
<td>a heap of soil</td>
</tr>
<tr>
<td>see our place</td>
<td>inspect our place</td>
</tr>
<tr>
<td>showed us the way</td>
<td>guided our way</td>
</tr>
</tbody>
</table>

Let the pupil read the following sentences using the same words. Have them find out if the meanings are the same.

Have them fill up a chart.

(Refer to LM, page____)

1. Mario needs a **spare** tire for his car.
2. The water level on the river **rose** after it rained for several days.
3. The boy **huddled** under the table so he won’t be seen.
4. This is the **way** we cook rice.
5. The family attended the **mass**.
6. We will **see** our grandparents today.
7. Lea Salonga has a **show** on TV.

Key:

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaning as used in the first sentence</th>
<th>Meaning as used in the second sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>spare</td>
<td>save</td>
<td>extra</td>
</tr>
<tr>
<td>rose</td>
<td>stood up</td>
<td>Increased in level</td>
</tr>
<tr>
<td>huddled</td>
<td>get close together</td>
<td>hunched; crouched</td>
</tr>
<tr>
<td>way</td>
<td>road</td>
<td>procedure</td>
</tr>
<tr>
<td>mass</td>
<td>heap, amount</td>
<td>Holy Eucharist</td>
</tr>
<tr>
<td>see</td>
<td>inspect</td>
<td>visit</td>
</tr>
<tr>
<td>showed</td>
<td>guide</td>
<td>program</td>
</tr>
</tbody>
</table>

Are the meanings of the same word similar to the two sentences?

What caused the change in the meaning of the words?
Some words have **multiple meanings**.

4. **Generalization:**
   Words with multiple meanings give several meanings depending on how they are used in a sentence.

5. **Application:**
   - Guided Practice
     - (Refer to LM, Activity 2, page ___)
   - Group the class into four. Give each group a paragraph to read. Let each group find a word that has multiple meanings. Let each group fill out a table like below:

<table>
<thead>
<tr>
<th>Word with Multiple Meaning</th>
<th>Phrase or sentence where the word is used</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Group 1:
Mr. Royo is the barangay chairman in our village. He runs the community very well. He has many programs and projects that improved our place. Many people run to him for help. If Mr. Royo will run again as barangay chairman in the next election, he is sure to win.

Group 2:
A group of campers went hiking. They cleared some bushes and plants where they can put up tents. They made the wider area their mess hall. After two days, they left the place in mess. So when the authorities found out, the campers were in a real mess.

Group 3:
Father is the head of our family. He works hard in the office so he can provide for our needs. Everyday he heads to the office early. Father may have a bald head but for me he is the best-looking man in the entire universe.

Group 4:
Many parents attended the meeting at the second floor of the building. They were given the chance to air out some problems. Once a parent raised his hand, he was given the floor to speak out his ideas. The meeting was successful but it caused the place to get dirty, soiling the tiled floor.

c. Presentation and processing of group outputs.

**Evaluation:**
Read the following selection. Then write on a paper the phrase with the word with multiple meanings. Give the meaning of each.
(Refer to LM, Activity 3, page ____)

**Assignment:**
(Refer to LM, Activity 4, page ____)

**Day 4**

**Objectives:**
- Correctly spell the words in the list of vocabulary words and the words in the selections read.
- Describe and react to the author’s writing style from selections read.
- Write a 3-5 step procedural paragraph using signal words such as first, last, then and next
• Use the different parts of speech correctly in writing for a variety of purposes.
• Identify and use words with multiple meanings in sentences.

Activities:

A. Preliminary Activities
   Spell the following words correctly:
   a. earthquake  d. aid  g. flood
   b. tsunami  e. shield  h. evacuees
   c. storm  f. evacuate  i. disaster

   Checking of the assignment.
   Ask: What are some of the words that have multiple meanings? Why are they called words with multiple meanings?

B. Developmental Activities:
   1. Preparation:
      What was the title of the story we read yesterday?
The teacher asks the pupils to reread the story "The Falling Mountain"
      Ask the pupils to describe what Noel must have felt during the incident and after the incident.

   2. Skill Development: (Strengthening of Skill)
      Read the following events in the story "The Falling Mountain". Arrange them according to how they happened in the story. Write a paragraph using signal words.
      a. Father told us to go out from the house quickly.
      b. Noel and his family were spared from the landslide.
      c. Noel woke up his sister and his parents.
      d. Noel awoke because of a loud, thudding sound.
      e. Large mass of soil and big chunks of rocks covered Noel’s and his neighbors’ houses.

      Ask:
      1. How did you arrange the sentences?
      2. What signal words were used?
      3. Did you organize your paragraph correctly?
      4. What words (parts of speech) were used in your paragraph?
      5. Were there words with multiple meanings used in the paragraph? What are these words? What are their meanings as used in the sentence? What other meanings do they have?
      6. Will readers understand your paragraph? Why?

Application:
• Do the following task by pair:
   Write a short paragraph about how you prepare yourself for school. Underline all signal words used. Use the following words with multiple meanings in your paragraph.
   Below your paragraph, write the meaning of these words as they are used in the paragraph.
   prepare way

   Let each pair present their output. Display the pair’s work on the board (or output corner).

   Processing is done
   What signal words were used? What is the meaning of the given words as they were used on the paragraph?
   Was the paragraph written clearly? Will be understood easily by the readers? Why?

Evaluation:
(Refer to LM, Activity 5 page ____ )
Assignment:
Keep a list on your notebook of words with multiple meanings.

Day 5

Objectives:
- Use appropriate graphic organizers to present ideas and concepts.

Activities:
A. Preliminary Activities:
   1. Spelling:
      Conduct a Mastery test on spelling the following words:
      a. earthquake  d. aid  g. flood
      b. tsunami  e. shield  h. evacuees
      c. storm  f. evacuate  i. disaster

      Sharing of the list of words with multiple meanings.
      Pupils read before the class the list of words with multiple meanings that they made.

B. Developmental Activities:
   1. Preparation:
      Show the class the following:
      What ideas are presented in the illustration?
      What do you call this illustration? (graphic organizer)

   2. Deepening of Concept/Strengthening of Skill:
      Ask:
      1. Why is it called a graphic organizer?
      2. How do graphic organizers help?
      3. What were the graphic organizers have we used before?
      4. Do they help make an idea presented in a clearer way? Why?

   3. Application:
      - Group the class into 4. Instruct the class to present the given words below with their multiple meanings in a graphic organizer like shown in the sample. The group could make their own graphic organizer.
        Group 1: show
        Group 2: trunk
        Group 3: rose
        Group 4: mass

      - Presentation and processing of group outputs

Evaluation:
Show in a graphic organizer your ideas on how we can prepare for weather or natural calamities. Design your own graphic organizer.
IV. **Post Assessment**

Put a ( / ) before the statement if you think it is right.

Put an ( x ) before the statement if you think it is wrong.

___1. These statements use the word match in similar meaning:

   “Please get a match so we can light the candle.”

   “We will watch a basketball match tonight.”

___2. A person should use loud but well-modulated voice when talking to a big audience.

___3. A graphic organizer help helps present ideas in a clearer, systematic way.

___4. Verbs and adjectives may be used similarly to present ideas in sentences/ articles.

___5. Calamities like typhoon and earthquakes should be prepared for.