

Let's Get Better in Reading

Learner's Materials

3

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

We value your feedback and recommendations.

**Department of Education
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Learner's Materials
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Unit 1

Just Do It!



First, think about it.
Next, feel it.
Then, believe it.
Now, do it.



Unit 1 - Lesson 1

The Crow and the Pitcher

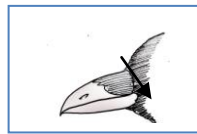


Activity 1

Learn About Words

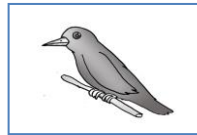
- A. Look at the pictures. Read the words aloud. Connect the picture to the word that tells about it. Write your answers in your notebook.

1.



pitcher

2.



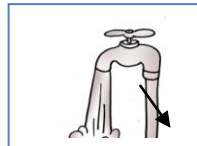
beak

3.



crow

4.



water

- B. Write a word to complete each sentence. Get the word from A. Write your answers in your notebook.

1. The crow has a big _____.

2. The _____ has a narrow neck.

3. The crow is thirsty. It wants some _____.

Activity 2

Draw and Write

Where do you get water to drink? Draw it on a clean sheet of paper. Write a sentence about your drawing.

Activity 3

Phrase or Sentence?

Remember:

A **phrase** does not express a complete thought. It does not end with a punctuation mark.

A **sentence** expresses a complete thought. It starts with a capital letter. It ends with a period (.), or a question mark (?), or an exclamation point (!).

Read with your teacher the following groups of words. Which group has phrases? Which group has sentences?

- A.
1. looked for water
 2. near the well
 3. picked some stones
 4. my beak
- B.
1. The crow looked for water.
 2. There was a pitcher near the well.
 3. The crow picked some stones.
 4. My beak is short.

Activity 4

Looking Back

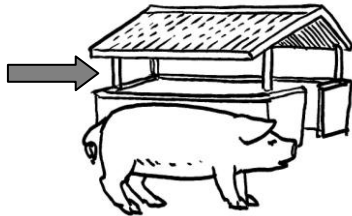
Look at each picture. Choose the word, phrase or sentence that best says something about the picture. Write your answers in your notebook.

1.



set sit sat

2.



pin pen pan

3.



a big fish

a bag of fish

4.



a big fat dog

a big fat cat

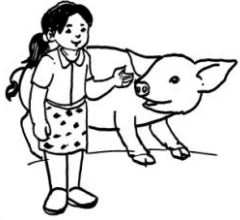
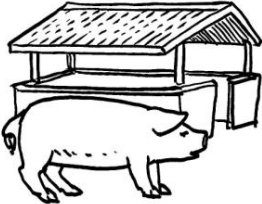





5.



bag inside the car

bag on the mat

Match the picture with the sentence that describes it.

| | | |
|----|---|------------------------------------|
| 1. |  | The pet pig had a big pen. |
| 2. |  | Jill had a big fat pig. |
| 3. |  | Ben had a jug of jam. |
| 4. |  | Ren met Jill's wet pet. |
| 5. |  | Jill had a big wig. |
| 6. |  | Sam and Jim will miss the big wig. |
| 7. |  | Matt had jam and ham. |

Activity 5

Read, Write, and Learn

A. Read the words.

| |
|-------|
| and |
| can't |
| by |
| does |
| have |
| jump |

| |
|------|
| just |
| like |
| my |
| on |
| play |

| |
|--------|
| pretty |
| two |
| say |
| says |
| walk |
| white |

B. Read the phrases.

two pet cats

a tan cat

a white cat

fat and pretty

likes to sit

on a red mat

walks by

jumps on the mat

can't have my mat

just wants to play

- C. Read the story aloud. Then, answer the teacher's questions about the story.

My Two Pet Cats

by N. N. Hermosa

I have two pet cats.

Tintin is my white cat.

Bimbim is my tan cat.



Tintin White Cat sits on a red mat.

She is fat and pretty.

She likes to sit on the red mat.

Bimbim Tan Cat walks by.

He jumps on the mat.

And now Tintin is mad.

“You can't have my mat!”

she says to Bimbim.

Bimbim is sad.

He does not want the red mat.

He just wants to play with Tintin.

Questions

1. How many pet cats do I have? Who are they?
2. Tell something about each cat.
3. Why did Tintin get mad?
4. Why was Bimbim sad?
5. Which cat do you like? Why?

D. Read the groups of words from the story.

Write **P** in your notebook if the group of words is a phrase. Write **S** if it is a sentence.

1. two pet cats
2. Bimbim is my tan cat.
3. to sit on the red mat
4. fat and pretty
5. my white cat
6. Tintin is mad.
7. You can't have my mat!
8. Bimbim is sad.
9. does not want
10. Did the two cats play?

Draw and Write

- E. Which cat do you like? Draw her or him.
Write a sentence about your drawing.

Activity 6

Read and Learn

- A. Read the words.

around

basket

black

but

crow

do

don't

funny

happy

into

jump

oh

swim

that

to

too

with

what

- B. Read the phrases.

a funny crow

what to do

wet but happy

a black basket

likes to run

can't swim

falls into the well

a big net

around the well

a happy crow

C. Read this story about a funny crow.

Funny Macmac

by N.N. Hermosa

Macmac is a black crow. She is a funny crow.
Macmac likes to go to the well.
She likes to run around the well.

Ted sees Macmac run around the well.
Ted yells, "Macmac, don't run around the well!"

Macmac falls into the well! Oh, oh!
She can't swim. What to do, what to do?
Ted gets a big net.
He gets Macmac out of the well. That's good.
Macmac is wet but happy. Ted is happy, too.



D. Choose the letter of the correct answer.
There can be more than one correct answer. Write your answers in your notebook.

1. Macmac is a _____.
 - a. brown hen
 - b. black crow
 - c. funny crow

2. What does Macmac like to do?
 - a. She likes to jump on the well.
 - b. She likes to run around the well.
 - c. She likes to swim in the well.

3. What does Ted see?
 - a. He sees Macmac run around the well.
 - b. He sees Macmac fall into the well.
 - c. He sees Macmac play by the well.

4. Ted gets Macmac out of the well_____
 - a. with a big net
 - b. with a basket
 - c. with two nets

5. In the end,_____
 - a. Macmac and Ted are mad.
 - b. Macmac and Ted are wet.
 - c. Macmac and Ted are happy.

Activity 7

Writing Phrases and Sentences

- A. Complete each incomplete sentence with a word in the box. Write your answers in your notebook.

| | | | | |
|-----|------|-------|--------|-------|
| net | swim | happy | Macmac | funny |
|-----|------|-------|--------|-------|

1. _____ is a black crow.
 2. Macmac can't _____.
 3. She is a _____ crow.
 4. Ted gets a _____.
 5. Ted is _____ too, at the end.
- B.
1. Write your own phrase about Macmac.
 2. Write your own phrase about Ted.
 3. Write your own sentence about crows.

Activity 8

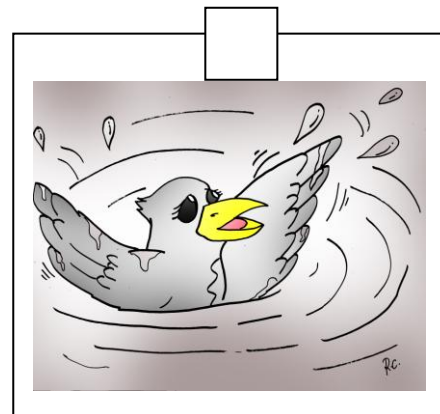
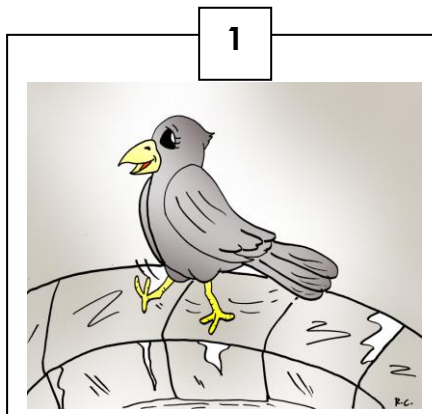
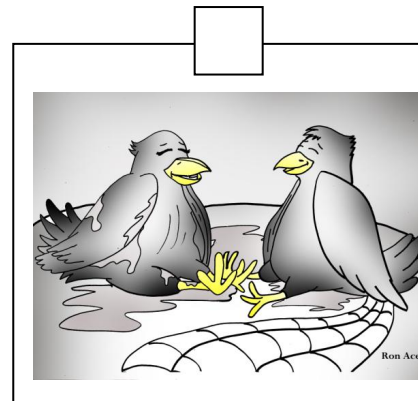
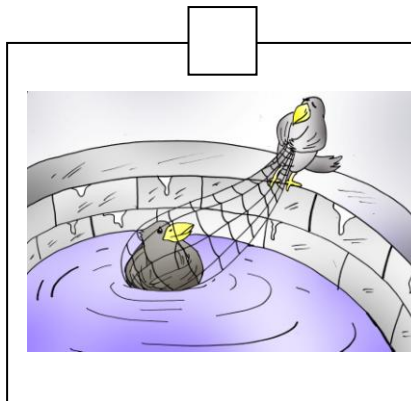
First, Next, Last

Remember:

How do we tell events in the correct order?
First, think of what happened in the beginning of the story.
Next, think of what happened in the middle. There can be more than one event.
Then, think of what happened at the end.

A. Here are four pictures from the story "Funny Macmac."

Write number **1** in the picture that happened first.
Write number **2** in the picture that happened next.
Write number **3** in the picture that happened next to number 2.
Write number **4** in the picture that happened last.

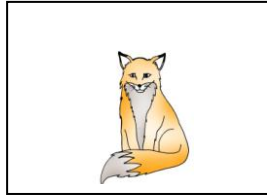


B. Retell the story in the correct order using the pictures from Number 1 to Number 4.

Activity 9

Read and Learn

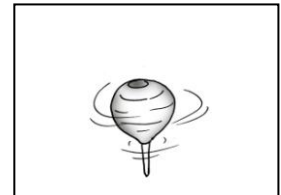
- A. Name the picture. Copy the names of the pictures in your notebook. Write the letter **o** in the blank to complete its name. Then read the words that you made.



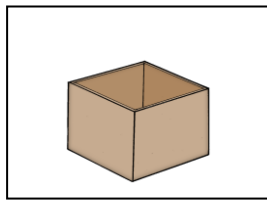
f _ _ x



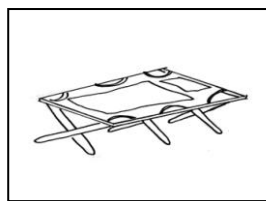
h _ _ t



t _ _ p



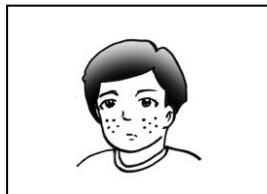
b _ _ x



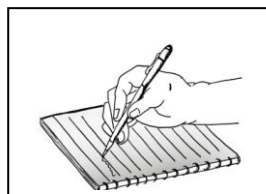
c _ _ t



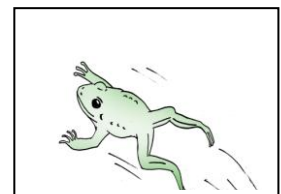
c _ _ p



p _ _ x



j _ _ t



h _ _ p



R _ _ x



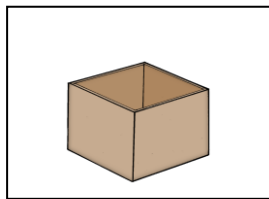
p _ _ t



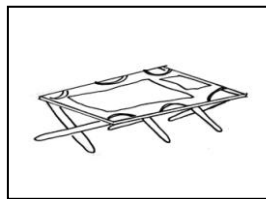
m _ _ p

- B. Choose five words and use them in good sentences.

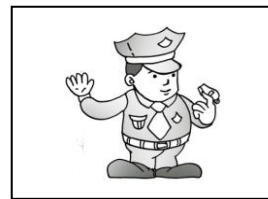
C. Choose the correct name of the picture. Write your answer in your notebook.



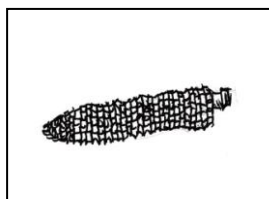
ox
box
fox



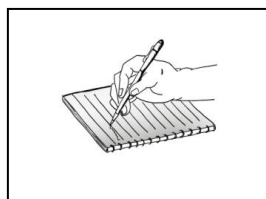
pot
hot
cot



cop
mop
top



cob
rob
sob



job
jot
jog



hop
hog
hot

D. Choose the correct name of the picture. Write your answer in your notebook.



pat
pot



hat
hot



cap
cop

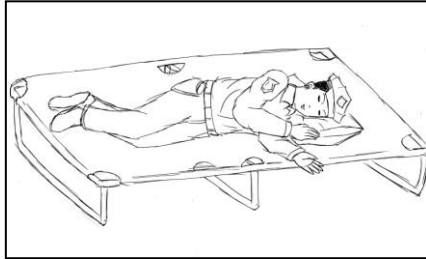
E. Read each pair of words.

- | | |
|-------------|-------------|
| 1. cat, cot | 4. map, mop |
| 2. hat, hot | 5. cap, cop |
| 3. pat, pot | 6. tap, top |

Activity 10

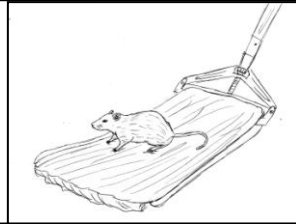
A. Connect the picture to the phrase that tells about it.
Write your answers in your notebook.

1.



on top of the mop

2.



Bob and Rox

3.



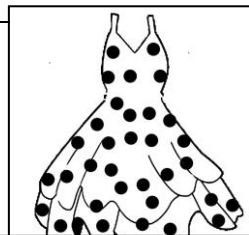
lots of dots

4.



a cop on a cot

5.



jots on the pad

6.



pops out of the box

B. Read the story.

A Big Box

There is a pot in the box.

There is a fox in the box.

There is a cop in the box.

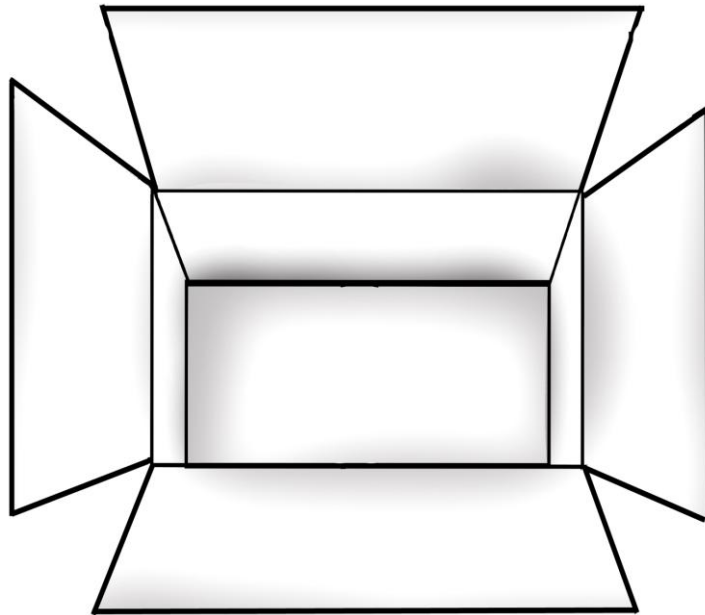
There is a top in the box.

There is a mop in the box.

What a big box it is!

- N.N. Hermosa

On a sheet of paper, draw one thing that is in the box.
Copy the sentence in the story that tells about your
drawing.



Activity 11

Phrase or Sentence?

Remember:

A **phrase** does not express a complete thought. It does not end with a punctuation mark.

A **sentence** expresses a complete thought. It ends with a period (.), or a question mark (?), or an exclamation point (!). It starts with a capital letter.

- A. Read the groups of words.
Is it a phrase? Write a \checkmark under Phrase.
Is it a sentence? Write a \checkmark under Sentence.
Numbers 1 and 2 are done for you. Do the remaining numbers in your notebook.

| | Phrase | Sentence |
|------------------------------------|--------------|--------------|
| 1. on top of the cot | \checkmark | _____ |
| 2. Did he get a mop? | _____ | \checkmark |
| 3. The big pig can hop. | _____ | _____ |
| 4. water in the pot | _____ | _____ |
| 5. Pam has a lot of pots. | _____ | _____ |
| 6. the crow and the fox | _____ | _____ |
| 7. Bob hops on one leg. | _____ | _____ |
| 8. Don't jump into the pot! | _____ | _____ |
| 9. Oh, the cob is hot! | _____ | _____ |
| 10. Are there ten cops in the jet? | _____ | _____ |

Activity 12

Be Resourceful. Recycle!

How can you help solve the garbage problem?
Draw on a Manila paper or bond paper what your group plans to do with the materials you got. Label your drawing.
Write one or two sentences about it.





Unit 1 - Lesson 2

Belling the Cat



Activity 13

Learn About Words

- A. Read the words in the box. Look at the picture. Complete the sentences about the picture with words from the box. Write in your notebook the complete sentences.

collar fool mice mouse



I can see two _____.

The big _____ has a _____.

The little _____ is mad at the big mouse.

“Why did you _____ me?” he asked.

Activity 14

Draw and Write

Help the three mice solve their problem.
Draw on a bond paper how the problem can be solved. Then write 2 sentences about your drawing. If you are working with a group, you may draw it on a big sheet of Manila paper or cartolina.

Activity 15

Write a Note

What can you tell the three mice so they can solve their problem? Write them a note. Do it in your notebook.

| |
|--|
| <hr/> (Date) |
| Dear Mice, |
| This is what you can do to solve your problem. |
| <hr/> |
| <hr/> |
| <hr/> |
| <hr/> |
| Good luck! |
| Sincerely yours, |
| <hr/> |
| <hr/> |
| <hr/> |
| 21 |
| <hr/> |

Activity 16

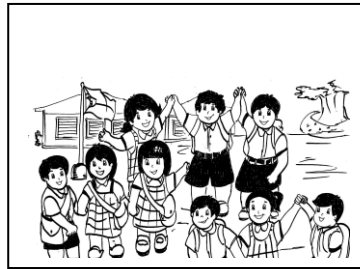
Real or Make-believe?

- A. Look at the picture. Write **real** in your notebook, if what you see can happen in real life. Write **make-believe**, if it cannot happen in real life.



real

make-believe



real

make-believe



real

make-believe

- B. Read the sentence. Write **R** in your notebook if what it says can happen in real life. Write **M** if it cannot happen in real life.

1. The cat runs after the mouse.
2. The mice play bingo.
3. The dog has a collar.
4. The fox sings to the crow.
5. The pot plays with the pan.
6. The pitcher has some water.
7. The pitcher talks to the well.
8. The well has no water.
9. The cat jumps on the mat.
10. The mat jumps on the cat.

Activity 17

How to Begin a Sentence

Remember:

A sentence begins with a capital letter.

In your notebook, write the sentences in the correct way. Begin the sentence with a capital letter. Copy the punctuation mark.

1. crows can fly.
2. who can bell the cat?
3. the mouse is small.
4. do you have a pet?
5. what a big fox!
6. what is in the box?

Activity 18

Read and Learn

- A. Give the missing words in this story about Mox, the Fox. The pictures will help you guess the missing words. Write the words in your notebook.



Mox, the Fox

Story by N.N.Hermosa

This is Mox, the fox.

Mox can _____.

Mox can hop into a _____.



Mox hops on Rox.

Rox does _____ like it.

She is mad.



Mox hops on a _____.

The cop does _____ like it.

He is mad.



Mox hops into a _____.

Oh! Oh! It is _____.

Now Mox, the fox, is sad.

Answer these questions about the story.

Write the letter of the correct answer in your notebook. There can be more than one answer.

1. What does Mox the Fox do?
 - a. Mox hops into the box.
 - b. Mox hops on the mop.
 - c. Mox hops on the cop.

2. Does Rox like Mox to hop on her?
 - a. Yes, she likes Mox to hop on her.
 - b. No, she does not like Mox to hop on her.
 - c. The story does not tell.

3. Does the cop like Mox to hop on him?
 - a. Yes, he likes Mox to hop on him.
 - b. No, he does not like Mox to hop on him.
 - c. The story does not tell.

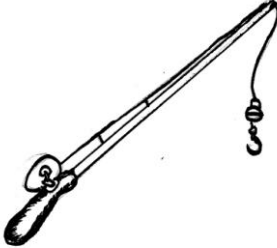


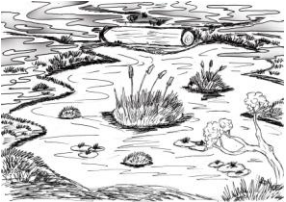
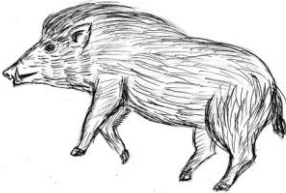
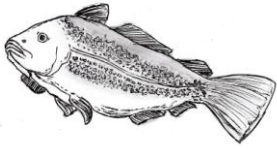
4. Who are mad?
 - a. Mox and Rox are mad.
 - b. Mox and the fox are mad.
 - c. Rox and the cop are mad.

5. Where does Mox hop on next?
 - a. Mox hops on a hot pan.
 - b. Mox hops into a hot pot.
 - c. Mox hops into a black pot.

Activity 19






What is the Correct Name?

A. Name each picture. Encircle the correct name.

| | |
|--|---|
|  <p>cod nod rod</p> |  <p>dog jog log</p> |
|  <p>son ton won</p> |  <p>fog bog hog</p> |
|  <p>hog hot hop</p> |  <p>cod cog cot</p> |

Complete the Phrase or Sentence

- B. Study the pictures. Complete the phrase or sentence about the picture. Write the missing word on the blank. All the words you need are short o words. Write your answers in your notebook.

| | |
|---|--------------------------------------|
|  | three boys on a _____ |
|  | _____ with a collar |
|  | Two men _____ down the hill. |
|  | "Oh, my _____!" says Roz. |
|  | Tom and his _____ will go on a trip. |

Activity 20

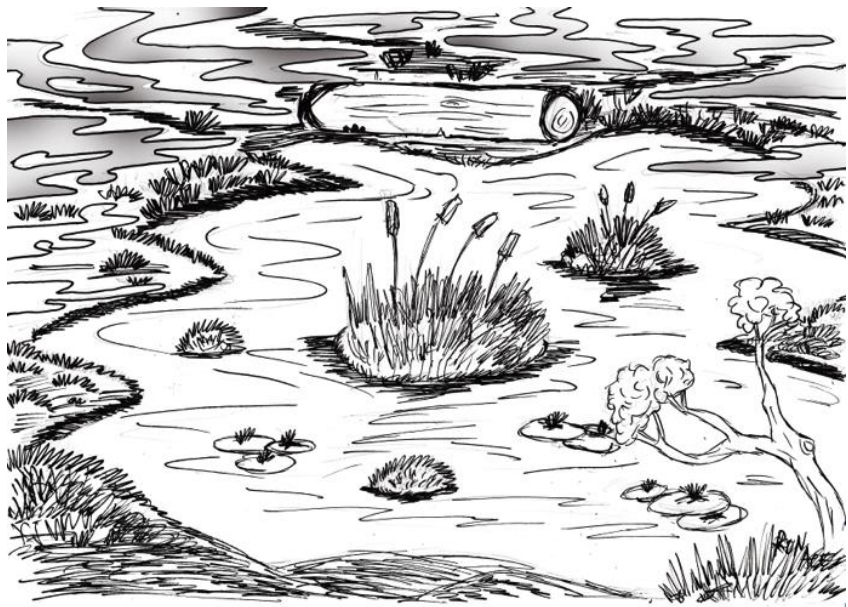
Time for Rhyme

A. Copy the rhyme in your notebook. Write the missing words to complete it. Get the words from the box.

bog fog hog log mom ton

A Log in the Bog in the Fog

by N. N. Hermosa



There is a log in the bog
A log in the bog in the fog.

Along comes Tom
With his pretty _____.
They sit on the _____ in the bog
On the log in the bog in the fog.



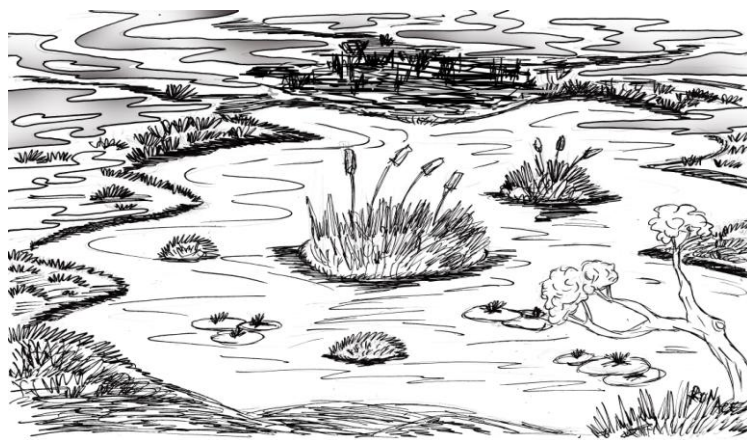
And here comes a dog
With a very big _____.
They sit on the log in the bog
On the log in the bog in the fog.



“Oh my God!” says Jon,
“On that log there is a _____!”
I won’t sit on that log in the bog
On that log in the bog in the fog.”



Where is the log?
Where is the log in the bog in the fog?
What log, my dear?
There is nothing here.



C. In your group, talk about what happened in the rhyme.

What does this line mean?

“On that log there is a hog!”

Why didn't Jon sit on the log?

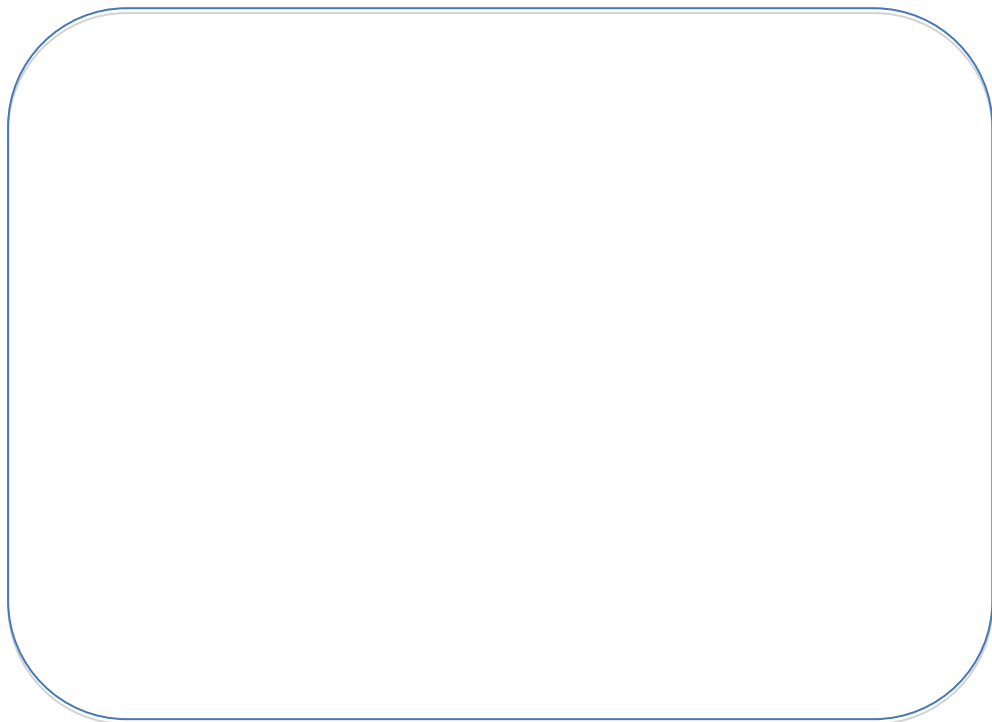
Was this a smart thing to do?

What do you think happened to the log?

Why was it no longer there?

What do you think happened to all those who sat on the log?

D. On a clean sheet of paper, draw one part of the rhyme. Write one or two sentences about your drawing.



Activity 21

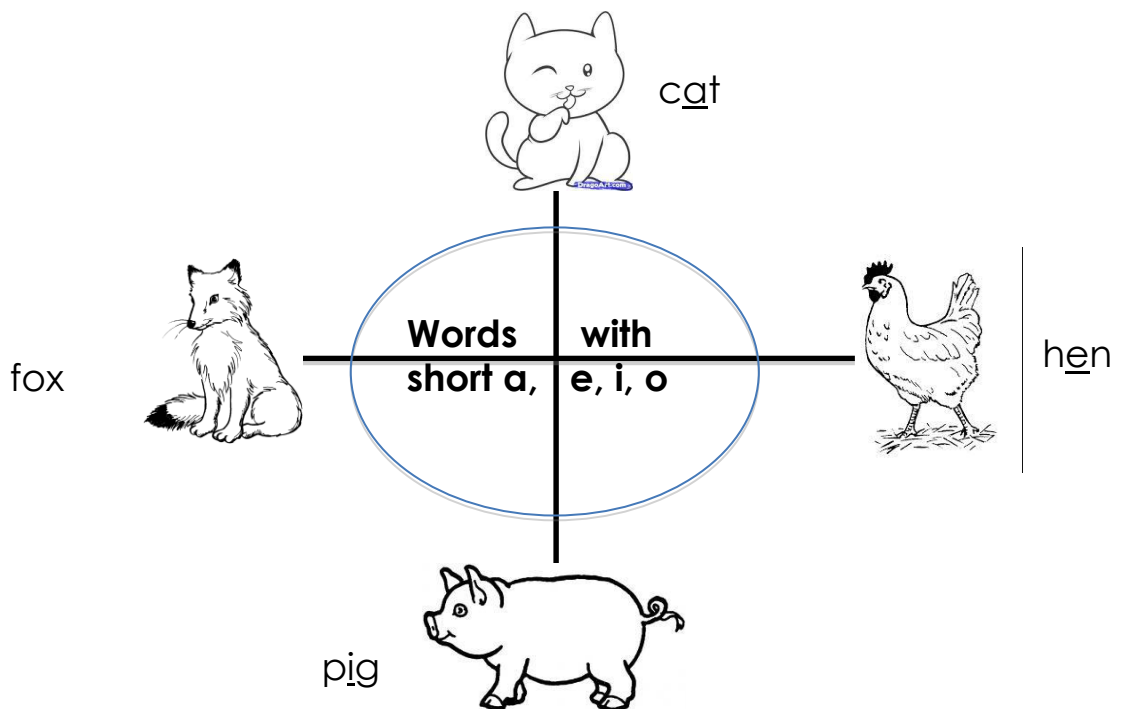
Web the Words

Remember:

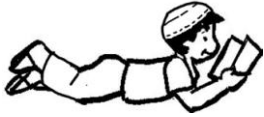
How to make a semantic web:

1. Look at the middle circle to see what the web is about.
2. Look at the other circles around the center circle. They are parts of the web.
3. Read the words. Decide where to put them in the web.

Now, we are going to make a web of words that go together according to their middle sound. Complete the web. Write the words near the picture where they belong. Say the name of the picture to know which words belong to it. Do this in your notebook.

**Word List**

| | | | |
|-----|------|-----|-----|
| box | cop | pin | fan |
| hat | pan | leg | lid |
| man | hips | rot | hot |



Unit 1 - Lesson 3

Stone Soup



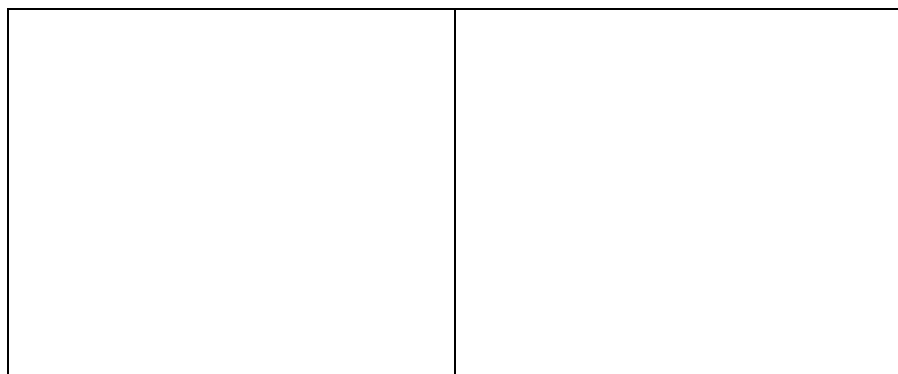
Activity 22

Learn About Words

- A. Read the words in the box. Complete the sentences with words from the box. Write your answers in your notebook.

| | | | | | |
|-----|-----|-------------|------|----------|---------|
| pan | pot | ingredients | soup | traveler | village |
|-----|-----|-------------|------|----------|---------|

1. The _____ goes from one _____ to another.
 2. Put the _____ for the _____ in the _____ and mix them well.
- B. Get a clean sheet of paper. Draw a big rectangle. Divide it into two. Draw a **pot** on the left. Draw a slightly deep pan with one handle on the right. Label your drawing. Write a sentence that tells how a pan is different from a pot.



My sentence:

Activity 23

Thumbs Up for the Traveler

Make a thumbs-up card for the traveler.
Write words of praise for his being smart and resourceful.

Activity 24

Draw What You Like

Which part of *Stone Soup* did you like best?
Draw it on the sheet. Then, write one or two sentences about your drawing.

Activity 25

Soup Recipe

On a clean sheet of paper, draw the traveler's stone soup recipe. Write the ingredients inside the pot. Write one or two sentences about the soup.



Activity 26

Is it a Telling or Asking Sentence?

Remember:

An **asking sentence** asks a question. It ends with a question mark.

A **telling sentence** tells about something. It ends with a period.

- A. Copy the sentences in your notebook. Draw a line under each telling sentence. Draw a box around each asking sentence.

1. Do you like soup?
2. The soup is hot.
3. Can you cook stone?
4. I can cook an egg.
5. A pan is not as deep as a pot.



- B. Copy the sentences in your notebook. Circle the capital letter at the beginning of each sentence. Circle the period at the end of each telling sentence. Circle the question mark at the end of each asking sentence.

1. Jon has a rod.
2. What does Jon do with the rod?
3. Jon catches cod fish with the rod.
4. Jon likes cod fish soup.
5. Do you like cod fish soup, too?



Activity 27

Name That Picture

Copy the choices in your notebook. Put a check mark in the circle next to each phrase or sentence that tells something about the picture.



- a jug and a mug
- a mug and a cup



- hug a cub
- hug a pup



- The nun can hum.
- The nun can tug the rope.



- The cub is in the tub.
- The bug is in the tub.



- The sun shines on the hut.
- The sun shines on the nun.



- The hog dug a hole in the mud.
- The hog dug a hole in the rug.

Activity 28

Words that Signal Sequence

Remember: Story events come one after another or in a sequence. Signal words help you tell or guess the sequence.

Copy the sentences in your notebook. Write the word that tells when the part of the story happened. Choose from these words. There can be more than one answer.

First Next Then At last Finally

1. _____, Jud got a pot.
_____, he put some ingredients in the pot.
_____, he had some hot soup.

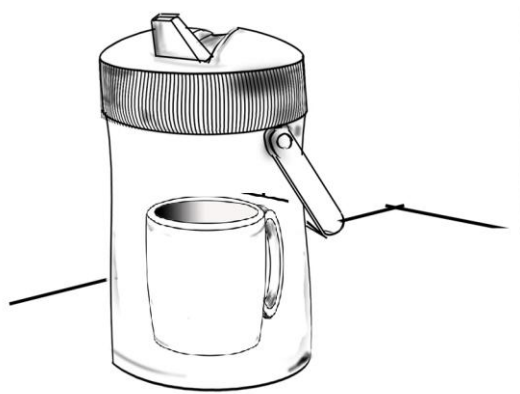
2. _____, a thirsty crow saw a pitcher with little water. He could not drink because the pitcher was narrow. _____, he dropped stones into the pitcher. The water rose. _____, the crow could drink.

Activity 29

Song Time

- A. Sing the song to the tune of "There's a Tree in the Middle of the Sea." If you don't know it, Teacher will teach you.

A Jug In the Middle of a Rug



There's a jug in the middle of a rug.
There's a jug in the middle of a rug.
There's a jug, there's a jug,
There's a jug, there's a jug,
There's a jug in the middle of a rug.

There's a mug in the jug in the middle of a rug.
There's a mug in the jug in the middle of a rug.
There's a mug, there's a mug,
There's a mug, there's a mug,
There's a mug in the jug in the middle of a rug.

There's a bug in the mug in the jug in the middle of a rug.
There's a bug in the mug in the jug in the middle of a rug.
There's a bug, there's a bug,
There's a bug, there's a bug,
There's a bug in the mug in the jug in middle of a rug.

- B. Work with a group to make your own song. Copy the song on a Manila paper. Complete its lines. Choose from the set of words from a box below. Give your song a title. Sing your song to the class when you are done.

hut
nut
cut

pub
tub
cub

Title: _____

There's a _____ in the middle of a _____

There's a _____ in the middle of a _____

There's a _____, there's a _____

There's a _____, there's a _____

There's a _____ in the middle of a _____.

There's a _____ in the _____ in the middle of a _____

There's a _____ in the _____ in the middle of a _____

There's a _____, there's a _____

There's a _____, there's a _____

There's a _____ in the _____ in the middle of a _____.

Activity 30

Read, Write, Learn

A. Read the sentence. Does it make sense?

If the sentence makes sense, put a ✓ on the Yes column. If not, put a ✗ on the No column. Do this in your notebook.

| Does It Make Sense? | Yes | No |
|--|-----|----|
| 1. I use a mug for drinking. | | |
| 2. We play jug of war. | | |
| 3. The pig dug a hole in the mud. | | |
| 4. I hug my mom with love. | | |
| 5. We sit on a rug . | | |

B. Copy the sentences in your notebook. Write the correct word to fill in the blank. Choose words from the box.

1. Judson, the cop, has a _____.
2. The _____ will eat a _____.
3. The cat will _____ after the mouse.
4. We had _____ under the hot _____.

| |
|-----|
| bun |
| fun |
| gun |
| nun |
| run |
| sun |

- C. Read the story and the questions below.
Choose the letter of the correct answer. Write your answers
in your notebook.

Bug in a Mug

by Evelyn Mamangon

Dad sips water from a mug.
"Oh, no, there's a bug in the mug.
Bad bug!"

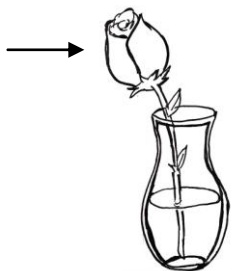
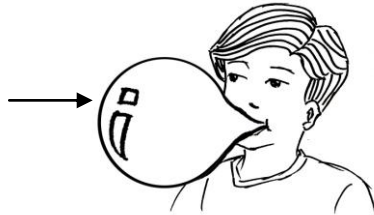
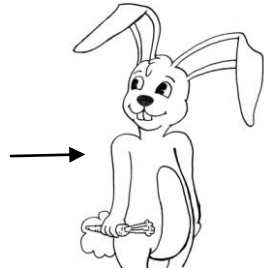
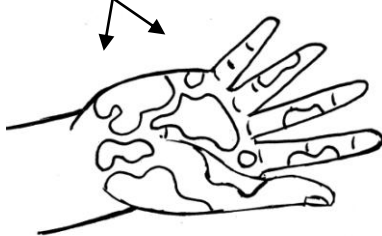
Dad gets a new mug. He gets
water from the jug.

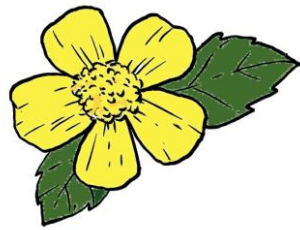
1. Who sips water from a mug?
a. Dad b. rug
2. What does Dad see in the mug?
a. mud b. bug
3. What does Dad say about the bug?
a. bad b. fat
4. From where does Dad get water?
a. tub b. jug
5. What did Dad feel when he saw the bug?
a. mad. b. happy.

Activity 31

Color Me a Color

Copy the activity in your notebook. Color what the arrow points to in each picture. Read the color word to help you. Write the color word on the blank to complete the sentence about the picture. Then, read the sentences.

| | |
|--|---|
|  <p>pink</p> <p>It is _____.</p> <p>It is a _____ bud.</p> |  <p>blue</p> <p>It is _____.</p> <p>It is a _____ gum.</p> |
| <p>gray</p>  <p>It is _____.</p> <p>It is a _____ bunny.</p> | <p>brown</p>  <p>It is _____.</p> <p>It is _____ mud.</p> |



yellow

This is a buttercup.

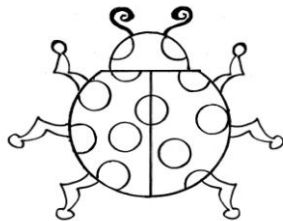
It is _____.



white

This is a nun.

Her dress is _____.



black

This is a ladybug.

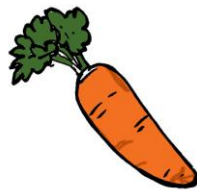
It has _____ spots.



green

Is this a cub's pillow?

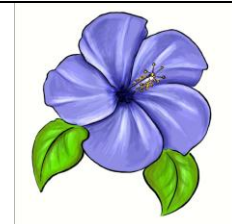
The pillow is _____.



orange

This is an orange.

It is _____.



violet

Is this a rose, a daisy or a violet?

It is _____.

Activity 32

Rhyme Time

- A. Listen to your teacher read the rhyme. Then read it aloud with the whole class.

Colors

by N.N. Hermosa
(inspired by Christina Rossetti's *What is Pink?*)

What is yellow?
A buttercup's yellow
What is green?
A cub's pillow

What is pink?
A bud in a jug
What is black?
A spot on a ladybug

What is white?
A nun's dress
What is gray?
Bugs Bunny, the rabbit.

What is brown?
A hand that's muddy
What is blue?
Gum that's yummy!

What is violet?
Why, just a violet!
What is orange?
Well, just an orange!

B. Read the questions about the rhyme.
Write the color name in your notebook.

1. What color is the bud in the jug?
2. What color is Bugs Bunny?
3. What color is a buttercup?
4. What color is a nun's dress?
5. What color is an orange?
6. What color is the cub's pillow?
7. What color is the yummy gum?
8. What color is a spot on a ladybug?
9. What color is a muddy hand?
10. What color is the violet flower?

C. In your notebook, write an asking sentence that asks about the color of something.

Asking sentence:

D. In your notebook, write a telling sentence that tells about its color.

Telling sentence:

Activity 33

Who, Where, When

Remember:

Who are in a story? **Characters** are people or animals in a story.

Where and when does the story take place?

The **setting** is the **place** and **time** in which the story takes place.

A. Read the story.

It's Hot!

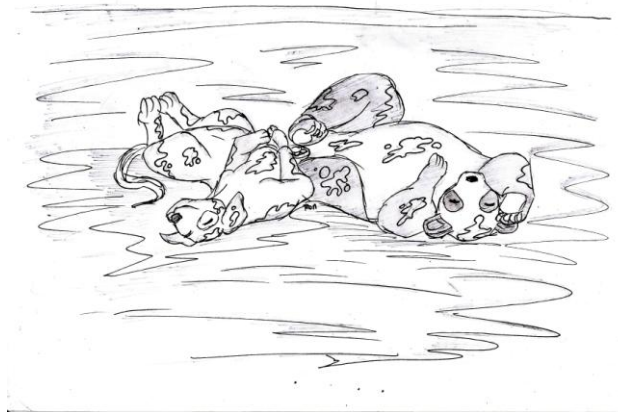
by N.N. Hermosa

It was summer. The animals felt hot.

Hudson, the cub, rolled in the mud. He rolled in the wet mud. "Ah, that's so good," says Hudson.

Justin, the pup, went to a tub. But the tub had no water. "Too bad," says Justin.

So he went to roll in the mud with Hudson. Hudson and Justin had fun. They had fun in the wet mud.



Who are in the story?

Where and when did the story take place?

- B. Copy the table in your notebook. Fill in the table below. Get your answers from the story.

| | |
|--|--|
| Title of the Story | |
| Characters (Who are in the story?) | |
| Setting (Where did the story happen?) | |
| Setting (When did the story happen?) | |

- C. Here are some asking sentences and telling sentences about the story "It's Hot!" Something is wrong in each sentence. In your notebook, write each sentence correctly.

1. where did Hudson roll

2. who went to a tub

3. but the tub had no water

4. they had fun in the wet mud



Unit 1 - Lesson 4

The Little Red Hen

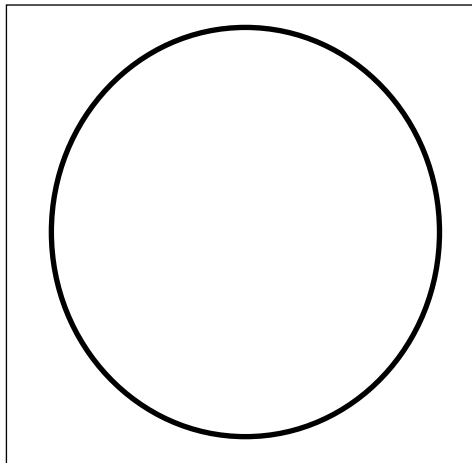


Activity 34

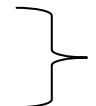
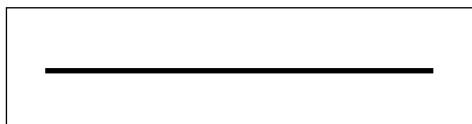
Character Profile

Can you still recall the characters in the story *The Little Red Hen*?

Work with your group. Copy the character profile on a Manila paper. Choose one of the characters in the story and complete its character profile below.



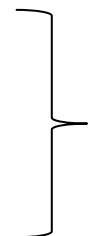
Draw the character
inside the circle.



Write the name of the
character on the line.

I am _____. I
like to _____
_____.

I am _____



Complete the sentences to
tell something about the
character.

Activity 35

Describe the Character

Imagine how the characters in the story *Little Red Hen* look like. In your notebook, write about their skin, color, size and number of feet/legs.

hen

Physical Attributes

dog

Physical Attributes

mouse

Physical Attributes

cat

Physical Attributes

Activity 36

Pick the Right Corn

In your notebook, draw the corn cubs which show good attitudes of the characters in the story. Color them.

| | | |
|--------------------|--|--|
| Picture of the Hen | Picture of a corn cub Everybody wanted to lend a hand to the little red Hen in planting the kernel. | Picture of a corn cub The mouse did not want to assist the little red Hen in planting the kernel. |
| | Picture of a corn cub The mouse not willing to help. | Picture of a corn cub The dog was not willing to help. |

Activity 37

Learning Station 1

A. Read the following words.

| | | |
|-----|------|-----|
| fun | gum | cut |
| run | jump | nut |
| sun | mud | hut |

B. Read these phrases

| | |
|-------------------|----------------------------|
| fun under the sun | sometimes cut out pictures |
| sunny days | must gather nuts |
| must run fast | high jump |
| chewing gum | mud hole |

C. Read these sentences

1. We have fun under the sun.
2. We must run fast in a race.
3. We jump high over mud holes
4. We draw and sometimes cut out pictures.
5. We must gather nuts.
6. We like chewing gum.

Activity 38

Match It

- A. Let us take a look again at our activity today. You read about having fun on a sunny day. Copy the sentences in your notebook. Fill the blanks with words with the short u sound to complete the sentence about each picture below.

Picture of boys running
in a race

Picture of a boy jumping
over a stick in a game

1. We _____ fast in a
race.

2. We _____ over the stick.

Picture of a pair of hands
cutting a picture

Picture of a pair of hands
cracking peanuts with
other peanuts in the
bowl

3. We draw and _____
pictures.

4. We have lots of _____
to eat.

- B. On a clean sheet of paper, draw what you do to have fun on a sunny day. Write two sentences about it.



Activity 39

Read and Learn

A. Here are words with the short u sound. Read them aloud.

| | | |
|-----|--------|-------|
| bug | tub | duck |
| hug | rub | drum |
| rug | bus | dust |
| mug | bubble | puppy |

B. Read these phrases

| | | |
|-------------------|----------------|--------------|
| ducks in the pond | a dusty rug | soap bubbles |
| bugs in the rug | a pet puppy | drum beats |
| water in the tub | a speeding bus | empty mug |

C. Read these sentences and show how you would carry out the command given in each sentence.

- a. Beat the dirty rug. b. Beat the drum.
- a. Fill the mug with water. b. Fill the tub with water.
- a. Hug your pet puppy. b. Hug your pet duck.
- a. Rub your hands with
soap. b. Blow soap bubbles in
the air.
- a. Catch the bugs in the
air. b. Remove the bugs
from the rug.
- a. Stop the speeding bus. b. Feed the ducks.

Activity 40

Classifying Sentences

Read the two sentences in each number. Copy in one column in the chart the sentences that give commands for you to do. Copy in the other column the sentences that express strong feelings.

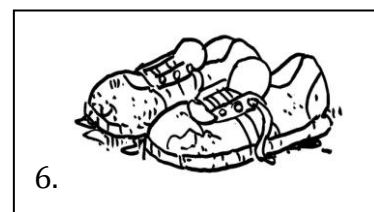
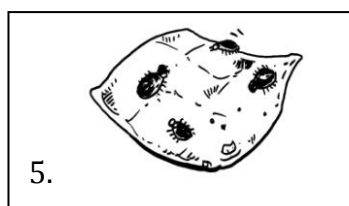
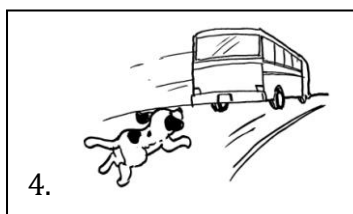
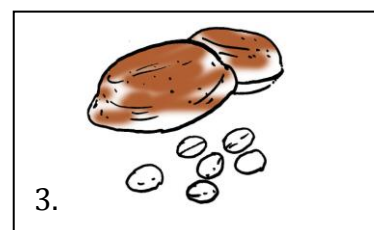
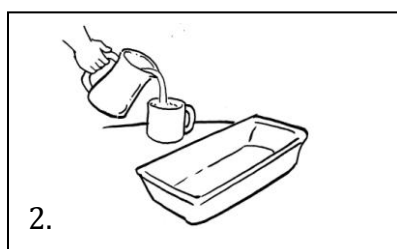
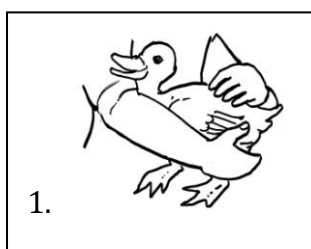
1. a. The rug is so dusty!
b. Beat that rug to remove the dirt.
2. a. There is no water in the tub!
b. Fill the tub with water.
3. a. Blow many soap bubbles.
b. See the bubbles go up in the air!
4. a. That's a very cute puppy!
b. Give the puppy a good hug.
5. a. Stop that speeding bus.
b. The bus might hit the puppy!

| Imperative Sentence | Exclamatory Sentence |
|----------------------------|-----------------------------|
| | |
| | |
| | |
| | |

Activity 41

Completing Sentences

Study the pictures that go with the sentences in the chart. Then fill the blanks with words that have the short u sound to complete each sentence. Put the missing punctuation mark at the end of the sentences. Do this in your notebook.



| Imperative Sentence | Exclamatory Sentence |
|---|---|
| 1. Don't _____ your pet _____ so tightly | 4. See that _____ run after a _____ |
| 2. Fill the _____ and not the _____ with water | 5. There are so many _____ in the _____ |
| 3. Please give me a _____ and some _____ to eat | 6. There is so much _____ and _____ on your shoes |

Activity 42

Picture Match

Study pictures A to E. Read the sentences about them below. Match the sentence with the picture that goes with it. Write your answers in your notebook.



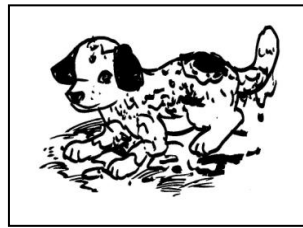
A



B



C



D



E

- _____ 1. Gus has fun with his puppy on a sunny day!
- _____ 2. Oh! The puppy runs to a mud hole!
- _____ 3. Gus, get the puppy out of the mud hole.
- _____ 4. Place the puppy in a tub to clean it.
- _____ 5. My goodness! The puppy is full of mud!

Activity 43

Write It

Let us go over our activity. If we put the pictures and the sentences in the correct order, we will have a story about Gus and his puppy.

- A. Number the pictures 1 to 5 to show the correct order that they should come. Number 1 is marked out for you.



1

- B. In your notebook copy the sentences that go with those pictures in the order that they come from 1 to 5. You will then have a story about Gus and his puppy. Write a title for the story.



Unit 1 - Lesson 5

The Ant and the Grasshopper



Activity 44A

Learn About Words

Read the sentences. Choose the meaning of the underlined expressions from the definition box. Write your answers in your notebook.

1. He sang to his heart's content after he received a perfect score in the test.

"To his heart's content" means _____ about the results or situation.

- a. to be very happy
- b. to be very sad

2. My mother works very hard to save for the rainy days.

"To save for the rainy days" means _____.

- c. to put aside some amount for hard times
- d. to stay home and be safe

3. We recall the past, consider the present and plan for the future.

In the sentence" the present" refers to _____

- a. The gifts we receive
- b. The here and now
- c. The time we were not absent

4. He looked at the wide green field before him.
“Field” in the sentence refers to _____ where plants grow.

- a. flat land
b. mountains
c. forests

Activity 44B

How would you describe the boy in the picture?
Copy in your notebook the words that describe the boy. Then write a sentence to show how the word you checked fits him. One example is given to help you.



helpful playful cheerful

hard-working studious naughty

Jose is a helpful child.
He helps Mother wash the dishes.

Activity 45

KWL Chart

Copy the chart on a Manila paper. Tell something about Grasshopper and Ant. Let us share what we think about them.

| | K- What we know about their activities | W- What we want to know about the result of the activities in the story | L- What we learned from the results of the activities in the story |
|-------------|--|---|--|
| Grasshopper | | | |
| Ant | | | |

Activity 46

Listen carefully as the teacher reads the story aloud.

The Ant and the Grasshopper

adapted from Aesop's Fables

In a field, one summer day, a Grasshopper hopped about, chirped and sang to his heart's content. An Ant passed by. On his back, he carried a grain of corn he harvested. He walked with great effort. He needed to take the grain of corn to his home.

"Why not come and have a chat with me," said the Grasshopper, "instead of working and carrying that food on your back?"

"There must be food for the rainy days," said the Ant, "and you can do the same."

"Why bother about the rainy days?" said the Grasshopper; "We have plenty of food at present." The grasshopper sang all day. He played his guitar all day long.

The Ant went on his way and continued to work and work.

When the rainy days came, the Grasshopper had no food. He found himself cold and hungry.

The ant saw him. He pitied the grasshopper and offered him some food to eat. The grasshopper knew what he needed to do next time.

Activity 47

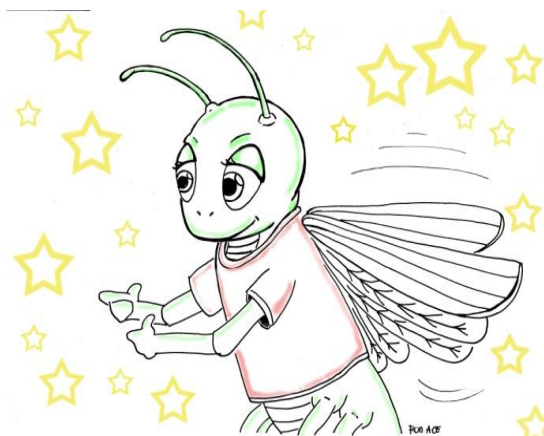
Describe the Character

Describe the ant and the grasshopper in summer and on rainy days. Write your answers in your notebook.



In summer time

On rainy days

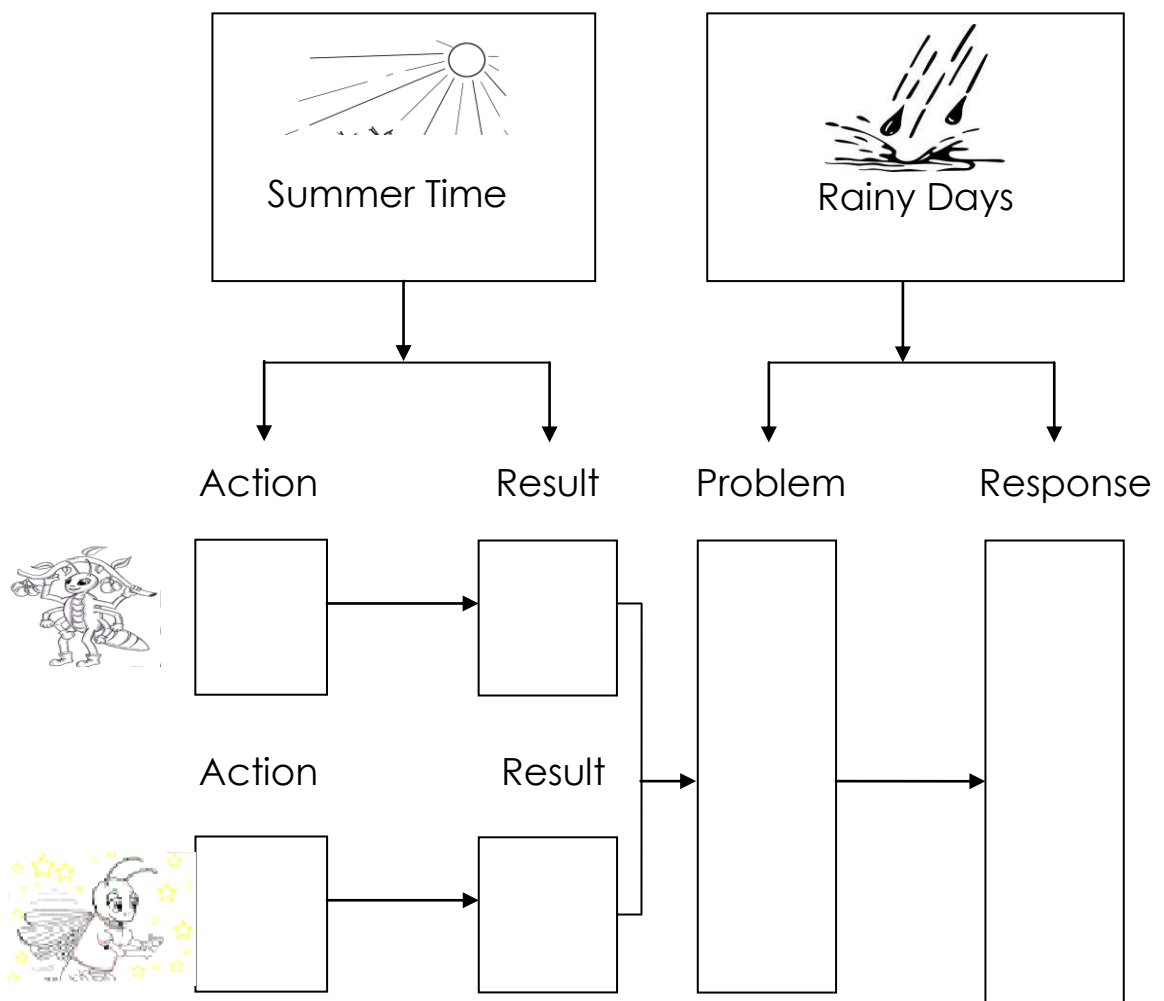


In summer time

On rainy days

Activity 48

Draw the flowchart on a clean sheet of paper. Write in the empty boxes of this flowchart the actions of the characters in this story during two seasons of the year, the results of those actions, the problem that arose from those results and the response of the characters to the problem.



- What information can you get from the flowchart?
- What could you learn from the story?

Activity 49

Character Caricature

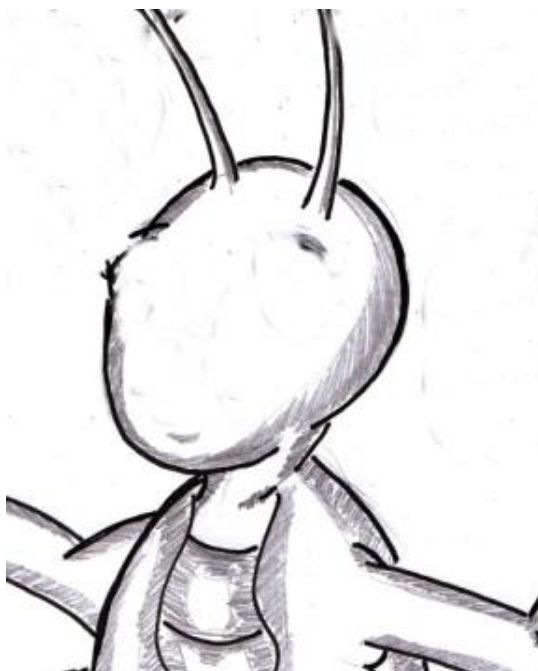
Identify the characters in the story. Imagine how the ant and the grasshopper would look. Based on the given situations, sketch the details on the face of the following caricatures of the characters of the story to show how they felt. Then enact what they did and said at that very moment.

Group 1



Show the ant's face when the rain starts to fall hard. Enact how he showed and expressed his feelings.

Group 2



Show the grasshopper's face when he sees the rain fall. Enact how the grasshopper expressed his pleas to the ant.

Group 3



Show the ant's face when he heard the grasshopper's cry for help. Enact the way the ant gave him food.

Group 4



Show the grasshopper's face when he learned his lesson. Enact the grasshopper saying what he would do from then on.

Activity 50

Diary Entries of the Ant and the Grasshopper During Summer Time

Here are pages from the grasshopper's and the ant's diaries in the summer. Pretend that you are the grasshopper and the ant. In your notebook, write your feelings about the rainy days.

Dear Diary,

I am glad it is summer time. It gives me a chance to look for food to store before the rains come.

I just hope I will have enough food to last me during the rainy days.

Yours,
Busy Ant

Dear Diary,

I am happy it is summer time. I can play all day and be merry. There is so much food around.

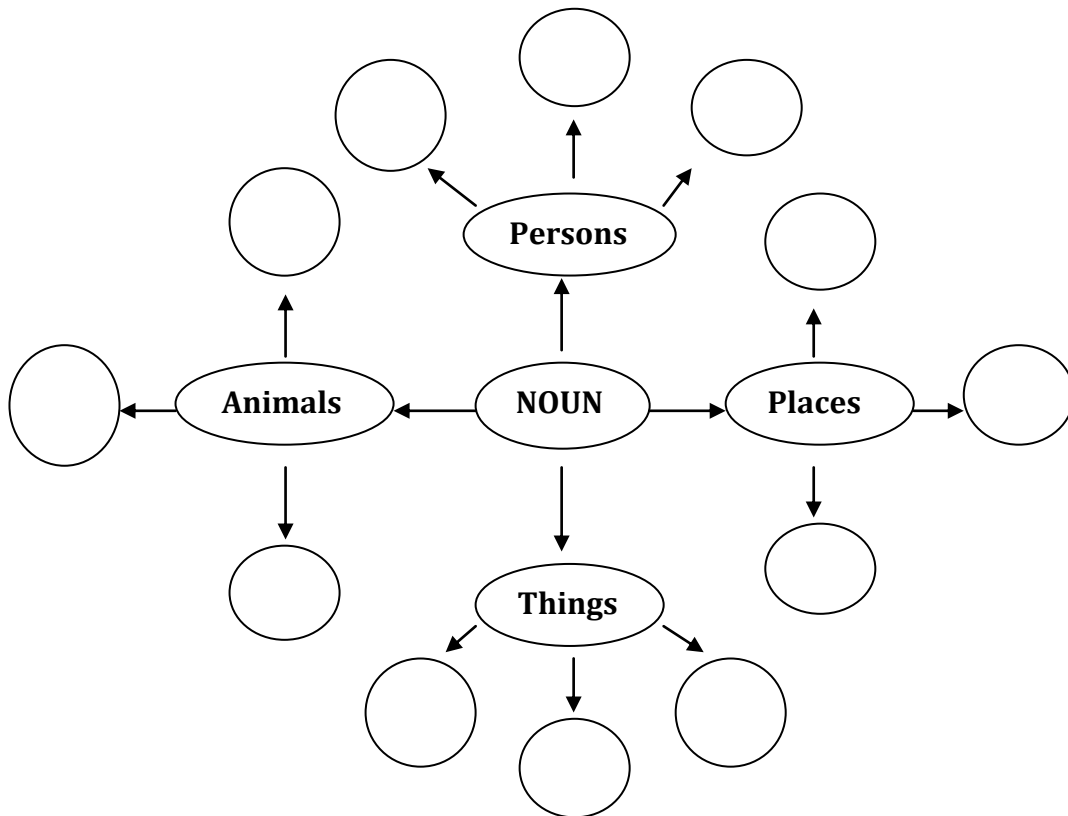
I do not know why that ant just keeps on gathering food to store day after day.

Yours,
Merry Grasshopper

Activity 51

Name It, Web It

Draw the web in your notebook. Complete it by filling the bubbles with examples of the four kinds of nouns mentioned in the web.



Activity 52

Nouns in Sentences

Copy the sentences in your notebook. Complete them with nouns given for each set.

boy toys dog room

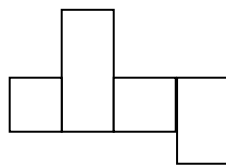
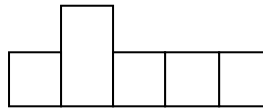
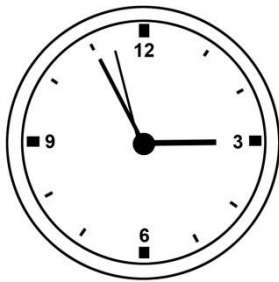
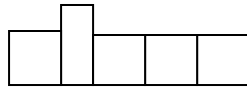
It's vacation day. A 1)_____ is playing in his 2)_____.
He plays with his pet 3)_____. They play with the
scattered 4)_____ around the room.

cat brother house Ana

5)_____ is cleaning the 6)_____. She asked her
younger 7) _____ to get the broom outside the house.
She brought her pet 8)_____ outside so she can clean
the house well.

Activity 53

A. Let us play the "Form the Word" game. Look at these pictures. Then, write the letters in the boxes to form the word that tells what is in these pictures. Write your answers in your notebook.



Activity 54

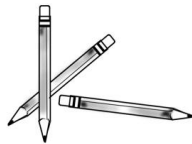
Plural Form of Nouns

After watching and listening to the Bubuli Symphony Orchestra, Tuko and his friends went to a museum. They saw many things and pictures there.

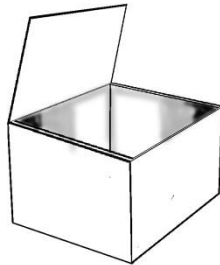
Help Tuko and his friends name what is in each picture and give their plural form. Then, fill the blanks in the two sentences with either the singular or the plural form of the words. Do this activity in your notebook.

Name _____

Plural Form _____



1. _____
- a. I use my _____ when I write.
- b. We all use _____ when we write.



2. _____
- a. I put my things inside a _____.
- b. I have many _____.



3. _____

- a. I go to _____ twice a week.
- b. All the _____ are full on Sunday.



4. _____

- a. I carry my _____ when I go to school.
- b. My mother has many _____.



5. _____

- a. Jon is a _____.
- b. There are many _____ in Jon's family.



6. _____

- a. I share my _____ with my friends.
- b. We put ink in our _____.

Activity 55

Plural Form of Nouns

Copy the nouns in your notebook. Write their plural form by adding s or es at the end of each word.

boy
girl
clip
toy

kiss
church
box
bush

Activity 56

Copy the puzzle in your notebook. Let us do the WORD SEARCH game. Underline the words that begin with the /pl/ blend in the box. Then read them aloud in class.

Activity 57

Search for other words not beginning with the /pl/ blend. How many words were you able to find?

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| N | U | N | P | L | A | C | E | M | O | M | S |
| P | L | A | S | T | I | C | R | Y | U | N | K |
| P | I | G | P | L | A | T | E | N | O | T | S |
| P | L | A | Y | B | L | A | C | K | N | O | T |
| B | L | U | E | P | L | U | M | B | E | R | A |
| P | L | A | N | E | T | E | D | R | E | N | T |
| C | L | A | P | P | L | A | N | T | C | A | N |
| B | O | Y | B | A | G | P | L | E | A | S | E |
| C | L | A | Y | P | L | A | N | N | O | T | E |

Activity 58

Let us do the CLOZE the GAP game. Copy the sentences in your notebook. Choose from the word bank below the missing word to complete each sentence.

WORD BANK

place plane plastic plate player plumber

1. James Yap is a good basketball _____ .
2. He goes to Cebu by _____ and not by boat if the game is held there.
3. A _____ came to fix our kitchen sink.
4. A used spoon, fork, _____ and saucer are washed in the kitchen sink.
5. The kitchen sink is not the _____ to put the garbage in.
6. We throw fruit peelings, used paper and _____ trash in the garbage can.

Activity 59

Completing Sentences

Copy the incomplete sentences in your notebook. Complete them with nouns that name the picture which goes with each sentence.



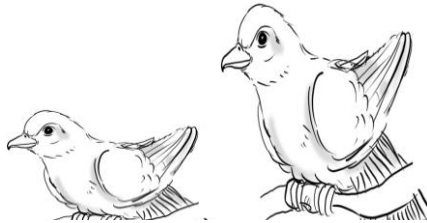
1. This _____ reads storybooks every day.



2. She loves to read in the _____.



3. She gets the _____ from the shelf in the library.



4. Stories about _____ are her favorites.



5. The _____ in her table is where she puts the storybooks she borrows from library.

Activity 60

Using Nouns in Simple Sentences

Copy the sentences with missing words in your notebook. Identify the following pictures and use them to complete these sentences.



I try my best to be a good _____.



I read _____ to learn many things.



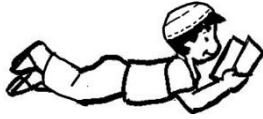
I respect my _____.



I take care of my _____.



I give _____ to my mother.



Unit 1 - Lesson 6

The Carrot Seed



Activity 61

A. Listen as I read the story. Then, orally answer the questions that follow.

The Carrot Seed

by Ruth Krauss

One day, a little boy planted a carrot seed.
His mother said, "I'm afraid it won't come up."
His father said, "I'm afraid it won't come up."
His brother said, "It won't come up."
Every day, the little boy still watered the ground and pulled out the weeds.
But nothing came up.
And nothing came up.
Everyone said it wouldn't come up.
But every day, the little boy still watered the ground and pulled out the weeds.
And then, one day...
A carrot plant came up.
Just as the little boy had known it would.

1. What did the boy do one day?
2. What do you think the boy had in mind when he planted the seed?
3. What did the boy's mother, father, and brother tell him?
4. Did the boy lose hope when he heard their words? How can you tell?
5. What did the boy do instead? Why?
6. What can you say about the boy?
7. What happened to the seed at the end?

8. Do you think it is good to discourage someone?
9. If you were the brother/father/mother of the boy, what should you have said instead?
10. If you were the boy in the story, would you do the same thing he did? Why?
11. Was there also a time in your life when you almost lost hope? What did you do to achieve your goal?

Activity 62

- B. Copy the story frame in your notebook. Complete the story frame by choosing from the words/phrases inside the box.

| |
|--|
| <p>The story _____ is about a _____ who _____ _____. His mother, father, and brother believed that the seed _____ But, he continued _____. He did not _____. Until one day, _____. The boy was _____.</p> |
|--|

| | | |
|---|------------------------|-------|
| boy | The Carrot Seed | happy |
| won't grow | a carrot plant came up | |
| lose hope | planted a carrot seed | |
| watering the ground and pulling out weeds | | |

Activity 63

Elements of a Story

The **characters** are the people or animals in a story.

The **setting** tells when and where a story happens or takes place.

The **events** are actions in a story. The events state the problem the characters have to resolve. The **problem** is an important thing that happens in a story. The **solution** tells how the problem is resolved.

Activity 64

Let us take a close look at this story chart. Listen as I read to you the questions that follow. Then orally give your answer to each question.

Story Chart

| CHARACTER/S | SETTING |
|------------------------------|----------------------------------|
| People/ animals in the story | When/where the story takes place |
| EVENTS | |
| Problem | Solution |

1. Who are the characters in the story?
2. When does the story take place?
3. What was the problem of the boy in the story?
4. Who caused the problem?
5. When did the problem in the story take place?

6. How did the boy solve his problem?
7. How did the story end?

Activity 65

A. Let us do the FILL THE GAP game.

Copy the sentences with missing words or phrases. Write on the blank the word or phrase that makes the most sense to complete each sentence.

1. The bird flies up to its nest on the_____.
grass on the ground branch of the tree
2. Let's pick up the ripe fruit that fell of the _____ tree.
grass branch
3. _____ have hard shells.
Crabs Frogs
4. On rainy days,_____ make a lot of noise.
crabs frogs
5. My birthday present was a toy_____ that runs.
drum truck
6. Listen to the beat of the_____ in the parade.
drum truck
7. We get many _____ on our birthdays and on Christmas.
presents trucks

Activity 66

Proper nouns are specific names we give to people, animals, things or events.

Common nouns are the general names we give to people, animals, things, or events.

Activity 67

Copy this activity in your notebook. Identify the nouns in the given sentences. Write the words in the correct columns: Proper Noun or Common Noun

Angelo loves his cat.

Joan visits the library.

Cora went to Cebu to visit Dr. Cruz.

My father and my mother bought a new car.

The month of September has 30 days.

| Proper Noun | Common Noun |
|-------------|-------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Activity 68

Let us do the Post-It Game for proper and common nouns. Get words from the Noun Bank and decide whether the noun is either an example of a common or a proper noun. Write your answers in your notebook.

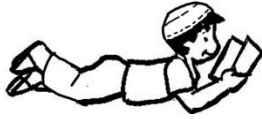
| Noun Bank | | |
|------------|------------|------|
| Pangasinan | Jose Rizal | Lina |
| Benigno | pencil | girl |
| bread | street | cat |

| Proper Noun | Common Noun |
|-------------|-------------|
| | |
| | |
| | |
| | |
| | |

Activity 69

Copy the sentences in your notebook. Choose from the given words the one that makes the most sense for each sentence. Write it on the blank.

- a. I wash and iron my _____.
brush dress
- b. I use a ____ to clean my shoes.
brush dress
- c. Look at the baby asleep in a _____.
crib trap
- d. Look at the mouse caught in a _____.
crib trap
- e. Correct the wrong answer marked with a _____.
brush cross



Unit 1 - Lesson 7




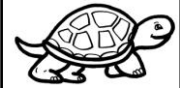
Toto Turtle Takes Time to Tuck and Think



Activity 70

Learn About Words

- A. Look at the pictures. Read the words aloud.
Match the picture to the word that tells what the picture shows us. Write your answers in your notebook.

- | | | |
|----|---|----------|
| 1. |  | tucks |
| 2. |  | turtle |
| 3. |  | terrific |
| 4. |  | mad |

- B. Write a word to complete each sentence. Get the word from the words in A. Write your answers in your notebook.

1. I have a pet _____ named Toto.
2. It _____ its head in its shell when I say "Hide".
3. I think my pet is _____.
4. I get _____ at those who hurt my pet.

Activity 71

Message to Toto

Pretend to be Coco Crocodile. Write on a clean sheet of paper your message to Toto when he did not get mad at you.

Dear Toto,

I am happy because _____

Your friend,

Activity 72

Draw and Write

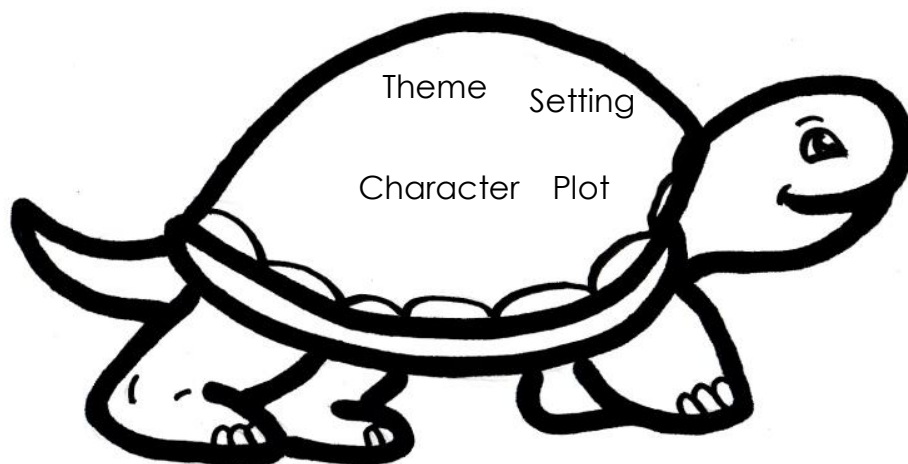
What games do you play with your friends?

Draw one of them. Write 1 to 2 sentences about your drawing.

Activity 73

Turtle Story Map

Copy this activity in your notebook. Complete the turtle story map.



Setting: _____

Character: _____

Plot-

Problem: _____

Solution: _____

Theme: _____

Activity 74

Read Words and Phrases

- A. Do you remember the words with short o and u sounds? Read the following words.

| | | |
|--------|------|-----|
| Bud | got | bus |
| hungry | lots | sum |
| up | shop | Hub |

- B. Read the phrases with short o and u sounds.

| | |
|-----------------|--------------|
| a hungry turtle | lots of food |
| on the bus | had to shop |
| went up | got his cart |
| Food Hub | sum of money |

Activity 75

Read a Short Story

A. Here is another story about a turtle.

Let's read it.

Bud, the Hungry Turtle

Bud was a hungry turtle. He had no food in his house. He had to shop for food. He took a bus to the market. He went to the market. He went to Food Hub to shop. He got lots of food. The sum was P500. The food was put in bags. Then he put the bags in his cart. He will bring the bags and the cart home on the bus. He won't be a hungry turtle anymore.

B. Answer the following questions.

1. Who was the hungry turtle?
2. Why was he hungry?
3. What did he do?
4. How did he shop for food?
5. How much did he spend?

Activity 76

Read Words and Phrases

A. Read the following words.

| | | |
|----|-----|-------|
| it | him | black |
|----|-----|-------|

| | | |
|----|------|-----|
| is | with | red |
|----|------|-----|

| | | |
|-----|-----|------|
| his | can | when |
|-----|-----|------|

B. Read the following phrases with short a, e, and i sounds.

| | |
|-----------|-------------|
| black top | his new car |
|-----------|-------------|

| | |
|-----------|---------------|
| can go up | took him time |
|-----------|---------------|

| | |
|--------------|---------|
| will be down | red car |
|--------------|---------|

| | |
|-----------------|-----------------|
| when it is cold | when it is warm |
|-----------------|-----------------|

Activity 77

Reading a Short Story

A. Read the short story.



Bob's New Car

Bob got a new car. He saved lots of money for his new car. It took him a long time to save the money. His new car is red with a black top. The top can go down. The top can go up. When it is warm, the top will be down. When it is cold, the top will be up. His new car is cool!

Adapted from Marn Frank www.1daminnnesota.org

B. Answer the following questions.

1. Who got a new car?
2. What did he do so he could buy a new car?
3. How long did it take him to save the money?
4. What is the color of his new car?

Activity 78

Draw and Write

What will you be saving money for in the future?

Draw it. Then write two sentences about your drawing.

Activity 79

Words with s-blends

- A. Name the pictures.
Write the missing letters to complete the words. Write your answers in your notebook.



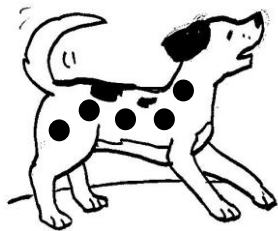
___ar



___ed



___im



___ots



___op

- B. Read the phrases.
skip the snack
sweet smile
stop and smell
spin and scream
scratch the scab

Activity 80

Draw and Write

Draw the things you want to save for.

Write two sentences about your drawing.

Activity 81

Plural Forms of Nouns

A. Name the pictures.

Write the plural form of the words.

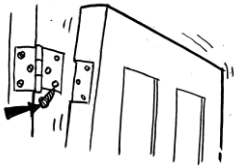
Then write a sentence using the plural form.



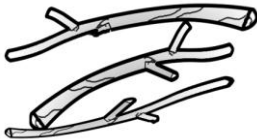
B. Study the pictures. Complete the sentences with the plural form of the s-blend words. Write your answers in your notebook.



1. My friend collects _____ from the letters she got.



2. The _____ of the door are loose. That is why it fell.



3. Put more dried _____ in the fire to keep it burning.



4. The _____ of the bed are making a squeaky noise.



5. The _____ of the plant have many leaves and flowers.

Activity 82

Survey

Copy the survey form in your notebook. Complete it with the needed information.

| SURVEY FORM | | |
|--|--|---|
| Group's Name: _____ Date _____ | | |
| Member's Name | Problem (What is the reason why you and your friends fight?) | Advice (What advice is given to you to solve the problem among your friends?) |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |



Unit 1 - Lesson 8

Tuko, the Tenor Wanna Be



Activity 83

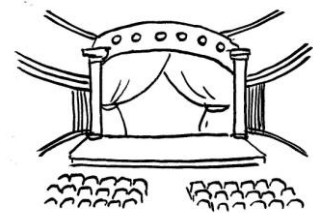
Learn About Words

- A. Let's find out if you remember the words you learned today. Write the word below the picture. Copy the words from the box.

| | | | | | |
|-------|-----------|---------|-------|--------|------|
| opera | conductor | recital | tenor | giggle | tuko |
|-------|-----------|---------|-------|--------|------|

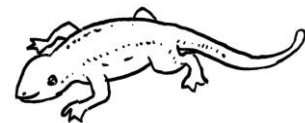












- B. Write a word to complete each sentence. Get the word from the words in A.

1. They _____ because the joke is funny.
2. The tenor sang in the _____.

3. In Filipino _____ is the name of an animal that looks like a lizard and makes that sound.

Activity 84

Draw and Write

What do you want to be?

Draw it. Write 1-2 sentences about your drawing.

Activity 85

Read and Learn

Read the paragraph.

Days passed and the Bubuli Symphony orchestra became known to the land. Many animals admired Tuko as the star conductor.

One day, Tuko's friend came to visit him. They offered Tuko a bunch of daisies and tray of lilies. Tuko was filled with joy. He thanked his friends for their thoughtfulness.

Activity 86

Star Award for Tuko

Complete the Star Award for Tuko.



This star is given to _____

for becoming a _____

Given this ___ of ___, 20__

Given by _____

Activity 86

Plural Form of Nouns

Complete the poem. Give the plural forms of the nouns inside the parenthesis. Write your answers in your notebook.

My Silly Puppies
by: Myra R. Labay

My puppies

are silly (puppy) _____

They play with the (monkey) _____

but not with the (turkey) _____

They play with the (donkey) _____

but not with the (pony) _____

My puppies

are silly (puppy) _____

They eat a lot of jelly

but they don't like (lily) _____

They eat a lot of (berry) _____

but they don't like (cherry) _____

Activity 88

Picture and Phrase Match

Match each phrase with the correct picture. Write the letter of the correct answer in your notebook.

A

1. has a test

2. a big nest

3. to sit and rest

4. the best vest

5. pest of the plant

B

a.



b.



c.



d.



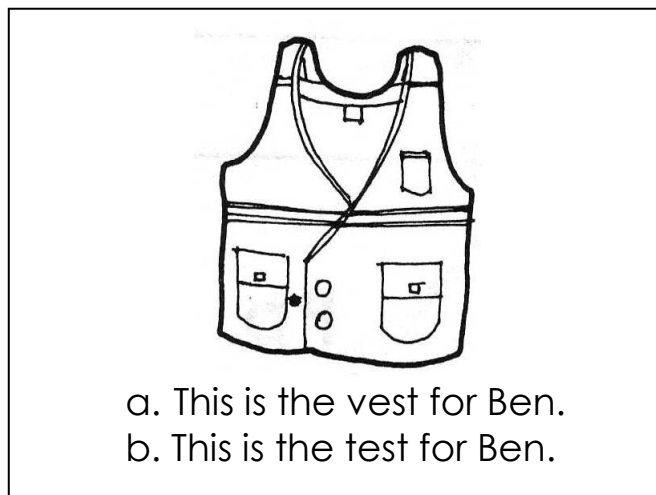
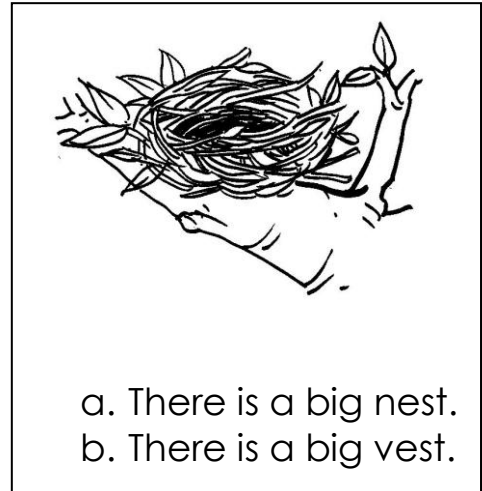
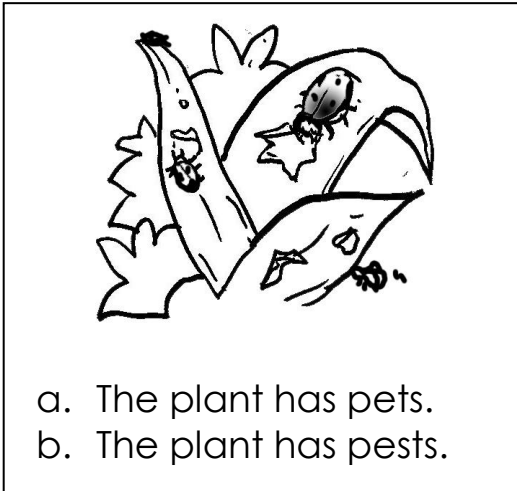
e.



Activity 89

See It, Say It

Choose the sentence that tells about the picture. Write the sentence in your notebook.



Activity 90

Read and Learn

Answer the questions after each text. Write your answers in your notebook.

Best, the Bird

I have a black bird.
Its name is Best.
Best eats the plant's pests.
It rests on its nest.

1. Who is Best? _____
2. What does Best eat?

3. Where does it rest?

In the West

In the West,
I can skip and skip.
I can swim and swing.
I have the best rest.
All these I can do in the West.

1. What can I do in the west? _____
2. Where can I have the best rest? _____



Unit 1 - Lesson 9

The Careless Clown



Activity 91

How Well Do I Listen and Interact with Others?

Group yourselves in 3's. Talk with your group mates your answers to each of these questions.

1. At the beginning of the story, what happened to Lemon's clothes?
2. What did his friend tell him?
3. What did he do to mend his torn clothes?
4. How did his torn clothes look after mending them with the sewing machine?
5. What was the party for?
6. What did Lemon wear in the party?
7. How do you think Lemon felt about the clothes he wore at the party?
8. Why did Lemon promise to take care of the new suit?
9. If Lemon listened to his friend's advice to be more careful, how would that prevent having so many stitches on his clothes?
10. How about you? How do you take care of your clothes? Of other things you own?

Activity 92

Read the words and phrases.

| | | |
|------------|---------|-------|
| classmates | school | proud |
| speeding | stopped | cried |
| splashed | best | green |

speeding car

felt very proud

splashed water

best of all

classmates in school

a green cap

shiny black shoes

three clips

Activity 93

Fill in the blanks with the words in parenthesis to complete the sentences. Write your answers in your notebook.

1. Speeding cars ____ when the traffic light is red.
(stop start)
2. Cars ____ again when the traffic light is green.
(stop start)
3. My classmates and I feel _____ of our school.
(best proud)
4. Most trees have ____ leaves.
(black green)
5. The ground is _____.
(black green)
6. I take a nap at _____ o'clock.
(three tree)

Activity 94

Reading Stories

Read this story and answer the questions that follow.

Title

Lemon gives Mark a box. He gives Marie a box too. Mark and Marie open their boxes. Mark pulls out a green cap. Marie finds three black clips in her box.

1. Who gives Mark a box?
2. Who else has a box?
3. What was in Mark's box?
4. What is the color of the cap?
5. What do you think Mark will do with what he finds in the box?
6. How many clips does Marie find?
7. What do you think Marie will do with what she finds in her box?
8. What do you think is the title of the story?

Activity 95

Read the words and phrases.

started

drop

stopped

tried

stick

trick

rust

Bruno

grab

bring

started to sit

does a trick

stepped on the pedal

grabs a stick

drops of oil

brings it back

rust on the chain

my pet, Bruno

Activity 96

Choose the word in the box to fill the blank in the sentences. Write your answer in your notebook.

| | | | | |
|------|------|-----|-------|-------|
| step | drop | try | bring | start |
|------|------|-----|-------|-------|

1. Be sure not to _____ it so it won't break.
2. Be sure to _____ back what you borrow.
3. Be sure to _____ it on to see if it fits you.
4. Be sure to watch your _____ so you won't fall.
5. Be sure to finish what you _____.

| | | | |
|-------|------|-------|------|
| stick | grab | trick | rust |
|-------|------|-------|------|

6. Keep the metal dry so it won't _____.
7. Take it gently. Do not _____ it.
8. Did you enjoy the magician's _____?
9. Paste it well so it will _____.

Activity 97

Read this story and answer the questions that follow.

Title

Bruno is my pet dog. He can do a trick. He grabs a stick from a desk. He jumps and runs with it. Soon he brings it back and drops the stick where he grabbed it.

Read each question. Choose the letter of the correct answer to the question. Write your answer in your notebook.

1. Who is my pet?
 - a. Bruno
 - b. Stick
2. What does he use for his trick?
 - a. a stick
 - b. a puppy
3. Where does he grab a stick?
 - a. from a desk
 - b. from a nest
4. What does he do with the stick?
 - a. grab and eat it
 - b. jump and run with it
5. Where does Bruno drop the stick?
 - a. on the yard
 - b. on a desk
6. Which of these three phrases shows the trick that Bruno does with the stick?
 - a. grabs a stick from a desk
 - b. jumps and runs with it
 - c. brings back and drops the stick where he grabbed it
7. What is the title of the story?

Activity 98

Plural Forms of Nouns Ending in o

A. With your partner, look for the clown hat with nouns ending in o. Form their plural and write them inside the big hat.

Diagram for Activity A showing nouns in triangles and a large inverted triangle for writing plural forms.

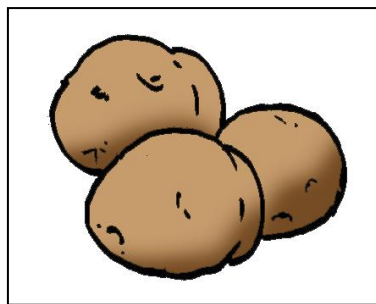
Nouns in triangles:

- solo
- bolo
- piano
- bamboo
- mosquito
- hero
- radio
- potato

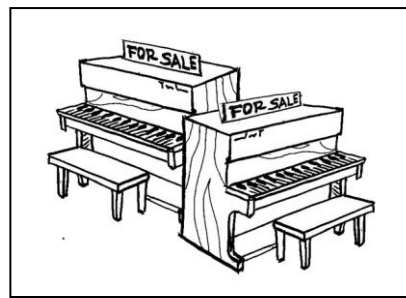
Large inverted triangle for writing plural forms:

- _s _____
- _____
- _____
- _es _____
- _____
- _____
- _____

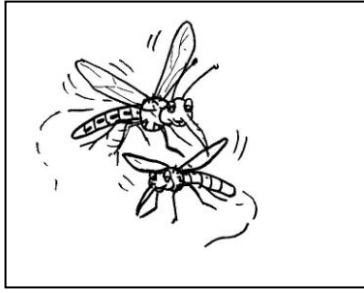
B. Do this activity in your notebook. Look at each picture. Write the correct plural form of its name on the blank.



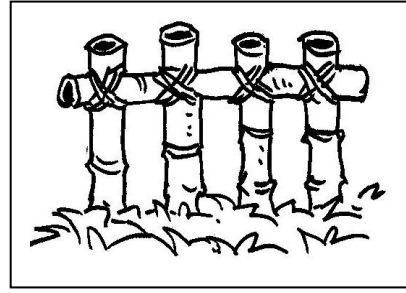
three brown _____



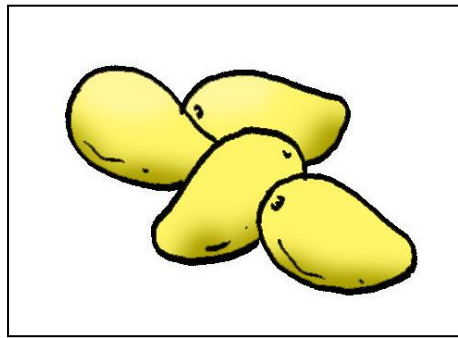
_____ for sale



flying _____



fence made of _____



_____ for me

Activity 99

A. Read the following words.

| | | | |
|------|------|-------|------|
| ride | with | carry | them |
| five | wish | bags | bus |
| | | camp | go |

B. Read the following phrases.

| | |
|----------------|-------------|
| ride in a bus | with them |
| go to the camp | at five |
| carry bags | in the camp |
| wish to be | |

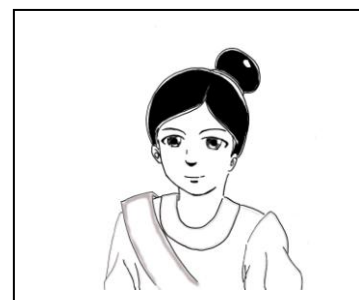
C. Work in pairs. Write related sentences using the words and phrases from A and B to produce a story. Here are some questions to help you come up with your story.

1. Who ride in the bus?
2. Where will they go?
3. What do they carry with them?
4. What do they wish?

Give your story a title.

Activity 100

Look at each picture. These are the people who watch Lemon in the show. Name each picture.



Now, look at each picture. I added more people in each picture. Can you name each group?



Say these pairs.

child - children

man - men

woman - women

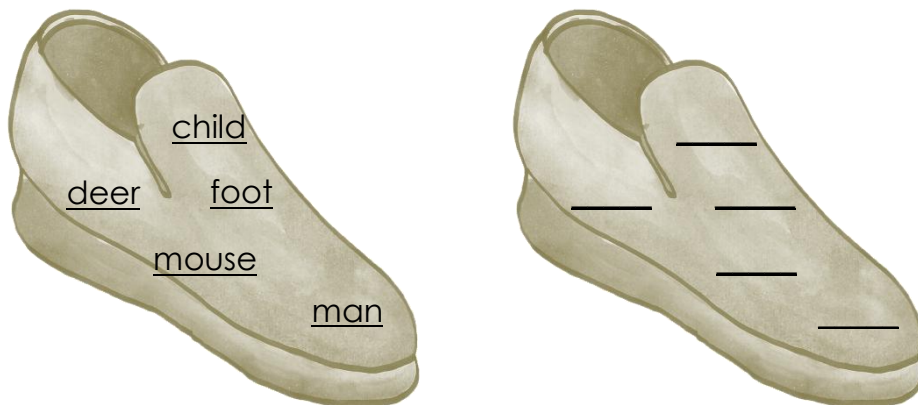
What did you notice with the words in each pair?

Activity 101

- A. Work by threes. Copy the puzzle on a clean sheet of paper. Find the irregular nouns in the puzzle. Write their plural form.

| | | | | | |
|---|---|---|---|---|---|
| s | m | a | n | d | t |
| g | o | o | s | e | r |
| n | u | x | m | e | o |
| f | s | e | p | r | u |
| o | e | f | o | o | t |

- B. On the shoe, some nouns are written. In your notebook, draw a right shoe and write the plural form of these nouns.



Activity 102

- A. Read these words and phrases aloud.

| | | |
|------|--------|-------|
| mug | stars | crabs |
| rug | stamps | brown |
| nuts | slips | draw |

fill the mug

brown crabs

with nuts

draw a star

stamps on the rug

slip and fall down

B. Fill the blanks with the correct word in parenthesis to complete each sentence. Write your answers in your notebook.

1. Look at the ____ in the sky.
(stars stamps)
2. See the ____ run on the sand.
(nuts crabs)
3. If you ____, you might fall down.
(draw slip)
4. Take care not to slip on the ____.
(rug mug)

Activity 103

Reading More Stories

A. Let us read the stories below. Read and answer the questions that follow.

Cita and Emma draw a mug on the rug. They put a star on the mug. They put a sun on the rug. They fill the mug with nuts. They fill the rug with stamps.

1. Who draw a mug on the rug?
2. What do they put on the mug?
3. Where do they put a sun?
4. What do they fill the mug with?

5. What do they fill with stamps?

Ron and Ruth see crabs on the sand. The crabs have six legs. Their legs are brown. The crabs run. Two crabs slip and fall down.

1. Who see some crabs?
 - A. Ron and Rose
 - B. Ron and Ruth
2. Where do they see the crabs?
 - A. on the sand
 - B. down the sand
3. How many legs do the crabs have?
 - A. six
 - B. seven
4. What do the crabs do?
 - A. run
 - B. walk
5. What happened to the two crabs?
 - A. run and slip
 - B. slip and fall down

Activity 104

Today, you will write a simple story (by group). Here are pictures and words you can use in writing your own story.

Look at the pictures very carefully.

- Read the words.
- Form phrases using the words.
- Form sentences using the phrases.
- Form the story using the sentences.



| | | |
|-------|-------|------|
| fills | glass | milk |
| drink | with | all |

Sample Story

Clara fills the glass with milk. The glass of milk is for Bern. Bern drinks the milk. He drinks it all.

Then,

Next,

So,

Lastly,
