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
B. References
C. Materials
- Realia, pictures, small books,
- Riddles: baby, mother, father, cat
- Story: On the Way to the Farm, Waiting for Sally

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?
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.
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.

- 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  b. characters  c. 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 __________.
      - study  c. have fun
      - pray  d. learn cooking
   2. The dog hid under the bushes so that its master could not see him.
      - a cluster of a small plant  c. a lawn
      - a rice field  d. a plantation
   3. The flowers and the butterflies in the garden are beautiful sight.
      - something to see  c. something to smell
      - something to hear  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.
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
“Yeah 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.
**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>
</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 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 be able to fly a kite? Why?

Engagement Activities
Have pupils fill up the story map that follows

Title:  

Who:  When:  Where:  

Beginning Event:  

Problem:  

Action Taken:  

Solution:  

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>
<tbody>
<tr>
<td></td>
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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
2 green pepper
1 kilo bananas
1 papaya
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></td>
</tr>
<tr>
<td>Onion</td>
<td></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.

**COME AND GET TO KNOW ME!!!!!!**

What is your complete name? _______________________________

Where do you live? _______________________________

What section are you in: _______________________________

What are your favorite subject in school? _______________________________

Reminder: ANSWER IN COMPLETE SENTENCE

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 its 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)</td>
<td>Setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(on a Friday)</td>
<td></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></td>
<td>To prevent from getting bored, they rapped what they learned in class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What solutions did they make in story</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 them 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
- Think of a topic you want
- Write two or three sentences about the topic. Make the words rhyme as much as possible.
- 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

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.

______ He found out that the toy belonged to a young boy.
______ Willy and the boy became friends.
______ Willy asked the boy if it was his toy.
______ 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

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.
         a. run c. do exercise
         b. take a walk d. play
      2. Mother is **proud** of henry because he makes nice drawings.
         a. satisfied c. honored
         b. ashamed d. fulfilled
      3. The audience was quiet as they waited for the emcee to **announce** the winner.
         a. tell c. proclaim
         b. establish d. ignor
      4. A big **crowd** waited for the guest to come.
         a. group c. audience
         b. 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
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

<table>
<thead>
<tr>
<th>Remember:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>First event?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The second event?</td>
<td></td>
</tr>
<tr>
<td>The third event?</td>
<td></td>
</tr>
<tr>
<td>The fourth event?</td>
<td></td>
</tr>
<tr>
<td>The last event?</td>
<td></td>
</tr>
</tbody>
</table>

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.

Check List:

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

Use hope to tell about something you want and you think is possible to happen.
Ex. I hope I can be a teacher someday.
    I hope I can go to tagaytay.
Use wish to tell about something you want but is impossible to happen.
Ex. I wish I had wings so I could fly.
    I wish I were not here now.
Use wish to express goodwill and pleasantries.
Ex. I wish you a Merry Christmas.

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

![Concrete Nouns](image1)

![Abstract Nouns](image2)
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.

1-2. Pussy Cat feels ________ and _________ whenever she plays with her siblings.
3. The little cat could not hide her ________ when she saw the beautiful garden.
4. She was amazed by the __________ of the garden.
5. The other siblings did not tolerate the __________ of the little cat.
6. She felt _______ when she found out that the door was locked.
7. 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 Questios in “Think it Over” Q1 Week 4 LM pp. ____

B. Listening to A Poem
   Activity 4 Q1 Week 4 LM pp ______
   Answer the Questios 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 ____.

Day 4
Objective
• Write a summary of a fable
• Correctly spell words with noun-forming and adjective-forming suffixes.

A. Learning Activities
   Spelling
   1. Christmas is full of joy. It is a __________ season.
   2. All are very happy. All are filled with ___________.
   3. Nobody should be sad because there is no room for __________ during the season.
4. Let us give thanks to God. We should be ___________ for all the blessings we receive.
5. Honesto 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>
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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)
2. (prtay)  
3. (realtevis)  
4. (cochotela keca)  
5. (grnadrenchil)

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>
</tr>
</thead>
<tbody>
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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 (depend) ________ on their mother for food.
     2. We need to eat healthy food. It gives us (strength) ________ 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 (immeasurable) ________.
     5. Diamond is a (precious) ________ 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 a ________________________.

      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
- Did you observe the body of the letter?
- How is the body of the letter written?
- 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 you 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>
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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>
</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>
<tr>
<td>TOTAL</td>
<td></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  
a. to meet something unexpectedly  
b. somebody's written daily record of personal experiences  
c. motivated by something  
d. thing or person liked best  
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. (cployrithg 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. (tleti 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. (abtle fo cnotetens) _______________

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. (biliobgrahy) ________________

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  
   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
       ![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
Just Like the Ants
by: Claire B. Barcelona

“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.”

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 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 Activities

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.
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.

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:

```
Drawing

WHAT did you see in the garden?

WHO takes care of the garden?

HOW did they grow the plants?

WHY did they protect the plants?
```

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: indentation, 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>
rules in writing | punctuation marks | punctuation marks and correct capitalization | punctuation marks and spelling correctly observed
---|---|---|---
25-30 points | - advance |  
16-24 points | - proficient |  
10-15 points | - developing |  
1-9 points | - beginning |  

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>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</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.

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 Anything Wrong?

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 to 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:
- 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.

- Let pupil volunteers show their pictures in front of the class and say something about his/her illustrations (maximum of 5 pupils).
- 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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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

c. the main stem of a tree
d. upper part of the body
e. elephant’s proboscis

Generalization:
✓ Words can have more than one meaning. The meaning of the word depends on how they are used in a sentence.
✓ We use context clues to know which meaning is correct.

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.
b. a level in the elementary 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. a tube of paper
   b. a list
   c. 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.
         
         Magic Box [patted] [frowned] [amazed]

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

      - 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.
grateful studious diligent
helpful loving smart
interested proud humble

Processing of the Activity
Have each group present their outputs.
Let them explain what made the group label the character with the trait.

Ask: How do you tell character traits?

Generalization

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:
  o What do you enjoy doing best?
  o 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:
  o Group pupils into 4-5. Let pupils prepare a paper strip and pentel pen.
  o Each student will write a simple sentence on the paper strip.
  o Each member of the group will exchange their paper strip with other members of the group.
  o Using the paper strip of their group mates, each one is going to write down on their notebook the compound sentence formed.
  o 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.

What did Anton feel? What did he think? What did he do?
What entry in his journal describes his feelings? his thoughts? his actions?
What character trait does Anton have?

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.

Date: ___________

Dear Diary,

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

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

```
  \|/  \|/
  |   |   |
  |   |   |
  |   |   |
  |   |   |
  |   |   |
  \|/  \|/
```

Down

1. appears at the beginning of the book and gives the author
2. collection of manuscript serves as reference
3. list alphabetically new words used in a book with definition
4. list units, chapters or stories along with the page number
5. it appears at the back of the book following the glossary
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>
</tr>
<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
given.

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>Lesson</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Synonyms</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Noting Details</td>
<td>13</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Antonyms are Opposites</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Main Idea</td>
<td>24</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Compound Words</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Sequencing Events</td>
<td>39</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Homophones</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Cause and Effect</td>
<td>62</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Rhyming Words</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Predicting Outcomes</td>
<td>78</td>
</tr>
</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 6. tv watching
2. swimming 7. shopping
3. tree planting 8. marketing
4. house cleaning 9. visiting
5. playing 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 Aling 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.
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

Raising of Motive Question

What would you like to find out in the story?

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.

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 she would 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? 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.
Guided Practice 2

Refer to Activity 4, Q1 Week 9 LM page____)

Independent Practice

Refer to Activity 5, Q1 Week 9 LM page____
Process the activity by checking and discussing the correct answers to the activities.

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

My Journal
June 11, 2011

It is my 5th day in Grade 3. My classmate Anita is my best friend. We eat snacks and lunch together. Today we helped Teacher Francisco clean the room. I was tired but happy the whole day.

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:
  o Call a maximum of 5 pupils to share their work in the class.
  o Discuss briefly the events shared by the volunteers.
  o 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 ________________.
  o 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 the 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>
</tbody>
</table>

**Quality**

<table>
<thead>
<tr>
<th></th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

**Final Rating :**

- Excellent  6 stars  
- Very Good  5 stars  
- Good  4 stars  
- Fair  3 stars  

**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.