<table>
<thead>
<tr>
<th>Lesson Parts</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| Overview/Objectives | Literature: *Glimpse of a Polluted Future* by Kelly Ropper  
- Show awareness of the disappearance of some animals because of what humans do.  
- Enumerate ways to protect animals in their homes.  
- Read the poem “Glimpse of a Polluted Future” interpretatively. | Literature: *Glimpse of a Polluted Future* by Kelly Ropper  
- Read aloud from poetry with proper phrasing and intonation.  
- Take part in creative responses to poems like oral presentations.  
- Read words, phrases and sentences using –ight words. | Write Yes-No Questions.  
- Use Yes-No questions in asking for information.  
- Read words, phrases, sentences using –ight words. | Identify rhyming words in a poem.  
- Identify the number of lines and stanzas in a poem.  
- *Read words, phrases, and sentences with –ight words.* | Answer Yes-No questions. |
| Materials | Copy of “Glimpse of a Polluted Future”  
LM-Activity 270  
LM-Activity 271  
Pictures of  
- stream  
- trees that are cut | Copy of “Glimpse of a Polluted Future”  
LM-Activity 273 | LM-Activities 274-275  
Picture of a polluted city  
Word Cards | LM-Activities 276-278 | LM-Activities 279-280 |
<table>
<thead>
<tr>
<th>Procedure</th>
<th>(15min)</th>
<th>(5 min)</th>
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<tr>
<td></td>
<td></td>
<td>Read the poem “Glimpse of a Polluted Future”</td>
<td>Write the sentences about the picture</td>
<td>Read again the poem “Glimpse of a Polluted Future” and observe proper phrasing and intonation.</td>
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<td>Let pupils read and analyze the poem for of proper phrasing and intonation</td>
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<td>Allow pupils to practice interpretative reading</td>
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<td>Provide feedback</td>
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<td>Read-aloud a poem using proper expression and intonation</td>
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<td>Discuss the poem for comprehension</td>
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<tr>
<td>Engagement Activities:</td>
<td>LM-Activity 271</td>
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<td>Allow pupils to do group presentations (minimum of 3 minutes per group)</td>
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<td>Unlock words with -ight through pictures</td>
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<td>Allow pupils to read words, phrases and lines using -ight words</td>
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<td>Explanations:</td>
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<td>Write the sentences about the picture</td>
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<td>Read again the poem “Glimpse of a Polluted Future” and observe proper phrasing and intonation.</td>
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<td>Explain the steps in answering a yes-no question</td>
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Unit 4: Week 1 (Lesson 28)
“Glimpse of a Polluted Future”

A. Pre-Reading:

1. Vocabulary and Concept Development
(stream, rewind, glimpse, disappear, alarming)

Post the picture of a stream.
Ask: What do you see in the picture?
Say: This is a stream. Describe how a stream looks like.

Post this picture.
Ask: What do you see in the picture?
Say: The cutting of trees will result to alarming situations.
Ask: Why do you think this will result to alarming situations? What will happen to our environment if people continue cutting trees? Do these results make you worry? Why?
Say: Situations that make us worry are said to be alarming.
Demonstrate rewind, glimpse, and disappear to unlock them.

Show a clock. Move the hand controller of the clock counterclockwise.
Ask: What happens with the time? What did we do with the hands of the clock? (rewind, move back)

Use context clue to unlock the word glimpse.
Say: I took a glimpse of my reflection in a store window. I just did a quick look of myself.
Ask: What words in the sentence tell what the word glimpse means?

Ask 2 students to stand beside you. Whisper them, “go out for a while and get inside the room in 10 seconds.”
Ask: What happened with your classmates? They disappeared. What is the other word for disappear? (cannot be seen).

2. Motivation

Why do birds and other animals slowly disappear in our environment? What can we do to save them?

3. Motive Question

In the poem, what does the speaker wish to do to save them?
B. During Reading

Say: We will read the poem 3 times. I will read it to you first. We will read it together for the second time. Then, you will read the poem alone for the third time.

Refer your pupils to LM - Activity 273.

Read the poem aloud to the students.

Glimpse of a Polluted Future
by Kelly Roper

Where are the birds that used to dot the sky?
They're not here anymore, and I have to wonder why.

Where are the fish that used to swim in this stream?
I can't see them anymore. What does that mean?

Where are the frogs that used to croak around this lake?
I can't hear them anymore. There must be some mistake.

I wish there was a clock whose hands I could rewind.
We might have saved these creatures
if we'd just had more time.

Time to make people see how
We are damaging our Earth,
Time to realize what it all was truly worth.

But the animals are disappearing at an alarming rate.
If we don't finally band together,
it may really be too late.

C. Post Reading

Discuss the poem by asking the following questions.

1. What used to be found in the sky?
2. What used to be found swimming in the streams?
3. What used to be found around the lake?
4. What happened to all the animals that you named?
5. Where are they now?
6. Why have they disappeared?
7. What happened to their homes?
8. Who do you think had caused the destruction of their houses?
9. What can you do to keep the animals’ homes like waters and trees safe?
D. Engagement Activity

Refer your pupils to LM Activity 274.

Lesson 28 Day 2: Interpretative Reading of the poem “Glimpse of a Polluted Future”/ Decoding words in the –ight family

Interpretative Reading of the poem “Glimpse of a Polluted Future”

1. Presentation
Say: Remember the poem we read yesterday? Let us read it once more.

Let pupils read the poem aloud.

2. Modeling/Teaching
Say: Reading a poem is properly done when we observe the punctuation marks. When you see a:

- comma (,): Pause while reading the line;
- period (.): Pause longer while reading the line;
- question mark (?): Use a rising intonation if the question can be answered with a yes or no. Use a falling intonation if the question cannot be answered with a yes or no.

3. Guided Practice
Say: Let us read the poem again. I will read the lines first, then repeat after me.

4. Independent Practice
Say: This time, form 6 groups. Read the poem properly by groups. You may use body movements to show the meaning of the stanza assigned to your group.

<table>
<thead>
<tr>
<th>Group</th>
<th>Clarity (30%)</th>
<th>Consistency (20%)</th>
<th>Speed Control or Pacing (15%)</th>
<th>Tone (20%)</th>
<th>Volume (15%)</th>
<th>Total 100%</th>
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You will be scored using the following criteria. (Each criterion must be discussed with the pupils.)
Skill Lesson: Phonics Lesson: Words with –ight

1. **Presentation**

Refer your pupils to LM - Activity 276A.

Say: *Let us name the pictures on the right side. Let us read the names of the pictures on the left side. Point at each word. Underline the –ight in every word. Then, choose the correct word to complete each sentence below.*

2. **Modeling/Teaching**

Ask: *What are the underlined letters? (-ight)*
Say: *Every time you see these letters together, say /ayt/. So when there is letter L and –ight, the word is read as light.*

3. **Guided Practice**

Refer your pupils to LM - Activity 276B.

4. **Independent Practice**

Refer your pupils to LM - Activity 276C.

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**Lesson 28 Day 3:**

**Yes-No Questions**

Words, phrases and sentences with –ight words

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**Skill Lesson: Yes-No Questions**

Post a picture of a polluted city.
Say: *Describe the picture. (The city is dirty. It is polluted.) What do you think makes this place polluted/dirty?*
1. Presentation/Introduction

Say: Let us read the sentences about the picture.
   The city is polluted.
   The smog is dark.
   The people are sick.
   The streets are dirty.
Say: What if we want to ask other people about these sentences? How do we change these sentences into questions?

2. Modeling

Say: To change telling sentences into questions, there are two steps.
   1. Look for the linking verb. Make it the first word of your question.
   2. Use the other words next to the linking verb to complete your question.

Say: Let’s have the sentence: The city is polluted. The linking verb is “is”. It will be the first word of our question. Then, it will be followed by the remaining words. So, the question will be: Is the city polluted?
   Look at the 2 sentences.

<table>
<thead>
<tr>
<th>The city is polluted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the city polluted?</td>
</tr>
</tbody>
</table>

3. Guided Practice

Say: Let us form more yes-no questions using the following sentences.
   The smog is dark.
   The people are sick.
   The streets are dirty.

4. Independent Practice
   Refer to LM - Activity 277.

Phonics Lesson: Words with –ight
   Refer to LM - Activity 278.

Allow pupils to recall Day 2 phonics exercises before starting with Day 3 Phonics activities. Introduce the following words using pictures or real objects or by demonstrating.

   backlight, blight, daylight, eyesight, flight, starlight, fright, spotlight, knight, twilight, uptight
Lesson 28 Day 4: Elements of a Poem

Skill Lesson 1: Elements of a Poem

1. Presentation/Introduction

Show the copy of the poem “Glimpse of a Polluted Future” to your pupils.

Say: Let us read together the poem “Glimpse to the Polluted Future” once more.

Read the poem with your pupils with proper phrasing and intonation.

Say: Let us look at the poem carefully. A poem has parts

2. Modeling/Teaching

Let us see the different parts of a poem. Bracket the first two lines of the poem. A poem has stanzas. This is stanza 1. Bracket the next two lines. This is stanza 2. (Do the same with the rest of the stanzas.)

Ask: How many stanzas does the poem have? (6)

Underline the first line of the poem.

Say: A stanza has lines. This is the first line of stanza 1.

Underline the second line of the poem.

Say: This is the second line of stanza 1.

Ask: How many lines does stanza 1 have? (2)

How many lines does stanza 4 have? (3)

Which stanzas have 3 lines? (stanzas 5 and 6)

Underline the last words in lines 1-2 of stanza 1.

Say: Read these words. (sky, why).

Ask: What can you say about their ending sounds?

Say: Poems have rhyming words. Words that sound alike are called rhyming words. They are usually found at the end of the lines in the stanzas of a poem.

Ask: What are other rhyming words that you see in the poem?

(lake-mistake, Earth-worth, rate-late)

3. Guided Practice

Refer to LM - Activity 279.

4. Independent Practice

Refer to LM - Activity 280.
Phonic Lesson: Words with –ight

1. Presentation
Say: Let us practice reading words with –ight.

Show the –ight words in LM - Activity 281A written on flashcards.

2. Modeling
Ask: How do we read –ight?
What word will be formed when we add n to –ight?

3. Guided Practice
Discuss the meaning of each phrase before letting the pupils read.
Refer to LM - Activity 281A.

4. Independent Practice
Review the meaning of the –ight words before letting the pupils read each sentence.
Refer to LM - Activity 281B.

Lesson 28 Day 5: Answering Yes-No Questions

1. Presentation
Say: Let us read the questions.
Do poems have stanzas?
Are the words sun and sky rhyming words?

Say: Answer each question.
Ask: How do you answer a Yes-No question?

2. Modeling
Say: There are steps in answering a yes-no question.
1. Understand the question.
2. Choose if your answer is a yes or a no.
3. Use the pronoun for the subject of the question. (they is a pronoun for the topic poems)
4. Add the first word of the question. Remember, if your answer is a yes, make the first word of the question positive. If your answer is a no, make the first word of the question negative.
   * Are, is, was, were, am, can, do, does, did, has, have, had are positive verbs.
   * Aren’t, isn’t, wasn’t, weren’t, can’t, don’t, doesn’t, didn’t, hasn’t, haven’t, hadn’t are negative verbs.

   Explain that __n’t means not. This makes each verb negative.
Say: So in answering the question ‘Do poems have stanzas?’ we will say Yes, they (pronoun for the subject of the question) do (first word of the question). Yes, they do is the answer.

What is the answer to the question: Are the words sun and sky rhyming words? We will say No, they aren’t.

3. Guided Practice
Refer to LM - Activity 282.

4. Independent Practice
Refer to LM - Activity 283.
<table>
<thead>
<tr>
<th>Lesson Parts</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| **Overview/ Objectives** | Literature: The Future  
- Admire the beauty of nature.  
- Identify good and bad ways to care for our environment.  
- Read a poem interpretatively. | Memorize a poem by stanza.  
- Relay a message accurately.  
- Read words and phrases, with –ough (sounded as /ʌ f/ and /ɒ /). | Answer alternative questions.  
- Read words, phrases, poem with –ough (sounded as /ʌ f/ and /ɒ /). | Identify the rhyme patterns of poems.  
- Write sentences with –ough (sounded as /ʌ f/ and /ɒ /). | Summative Test |
| **Materials** | Copy of “The Future” LM-Activity 281  
- Pictures of polluted and beautiful places  
- Sentence strips for the engagement activity | Enlarged posters of polluted and non-polluted areas  
- Message strips for the game  
- Copy of “Mother Earth” LM-Activity 283 | Copy of “What Should I do” LM-Activity 285 | LM-Activity 288 |
| **Procedure** | Unlocking of key words in the story using pictures and context  
- Motivation Question  
- Motive Question | Presentation:  
Show posters of polluted and non-polluted environments.  
Introduce Message Relay game. | (10 min)  
- Ask pupils to read the poem “What Should I Do.”  
(5 min)  
Presentation:  
- Ask pupils to write the questions in the second stanza. (10 min) | (5 min)  
Presentation:  
- Ask pupils to read again the poem “What Should I Do.” (20 min)  
Modeling/Teaching:  
- Discuss rhyme |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
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<tbody>
<tr>
<td>Read-aloud the poem.</td>
<td>(15 min)</td>
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<tr>
<td>Post Reading: Wrap-up discussion</td>
<td>(5 min)</td>
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<tr>
<td>Engagement Activities:</td>
<td>(15 min)</td>
<td>Allow pupils to identify good and bad habits in caring for the environment. LM-Activity 282</td>
</tr>
<tr>
<td>Modeling/Teaching:</td>
<td>(15 min)</td>
<td>Read the poem.</td>
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<tr>
<td>Guided Practice</td>
<td>(15 min)</td>
<td>Ask pupils to read the poem with proper expression and intonation. Tell the pupils to answer questions about the poem.</td>
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<tr>
<td>Independent Practice:</td>
<td>(10 min)</td>
<td>Memorize the poem by stanzas.</td>
</tr>
<tr>
<td>Phonics:</td>
<td>(5 min)</td>
<td>Present key words with –ough (sounded as /Λf/ and /ɒ/). Read words and phrases with –ough (sounded as /Λf/ and /ɒ/).</td>
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<tr>
<td>Modeling/Teaching</td>
<td>(15 min)</td>
<td>Discuss alternative interrogatives and how they differ to Yes-No Interrogatives.</td>
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<tr>
<td>Phonics:</td>
<td>(10 min)</td>
<td>Vocabulary building and reading of words with <strong>ough</strong> (sounded as /Λf/ and /ɒ/) Ask pupils to read the poem “What Should I do” for practice on the –ough words. LM Activities 286-287</td>
</tr>
<tr>
<td>Guided Practice:</td>
<td>(10 min)</td>
<td>Identify rhyme patterns.</td>
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<tr>
<td>Independent Practice:</td>
<td>(10 min)</td>
<td>Identify rhyme patterns.</td>
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A. Pre-Reading

1. Unlocking/ Vocabulary & Concept Development
   (smog, poison cars, dust)

   Show the title of the poem “The Future” then unlock the key words before reading the poem. Make sure that the pictures of smog and poison cars are ready.

   Show a picture of smog in a city with cars.

   Say:  
   *Look at this picture. These are cars and buses in the city. Can you see the smog that poisons the environment? The smog makes the place dark. Where does this smog come from? What do we mean by poison cars?*

   *(For unlocking the word DUST)*  
   *Now imagine that you have not wiped/cleaned your seats and table for two weeks. When you touch those seats and table you will definitely find dust. What is dust then?*
Show a picture of a beautiful place—serene and green. Allow them to share what they think about it.

*Do you want to live in this beautiful place? Why?* (Allow pupils to think and tell their answers.)

2. **Motivation Question:**
   Post a picture of our environment (rich with water and natural resources).

   Say: *Describe the picture. Share to the class your experience the last time you visited a place like this.*

3. **Motive Question:**
   Post another picture of our environment (show waters and natural resources that are about to disappear)

   Ask: *What can you do to prevent this? Find out as you read the poem.*

B. **During Reading**

*Say: Listen as I read aloud the poem.* (After modeling it, allow the pupils to read the poem by groups and individually for practice.)

Refer to LM - Activity 284.
C. Post Reading

1. Discussion Questions

Ask the following questions.

1. What could happen to our environment in the future as said in stanza 1?
2. What was the author worried about?
3. What is the poem about?
4. What is the poem trying to tell you?
5. How can you help maintain the beauty of our environment?

2. Engagement/ Enrichment

A. Tell pupils to say YES if the statement tells a good habit and NO if it doesn’t.

1. Andy throws garbage into the river.          YES  NO
2. Children work hand and hand in planting trees. YES  NO
3. Grade 3 pupils help in cleaning the backyard. YES  NO
4. Rodel and his friend manage the recycling activities in the class. YES  NO
5. Ben destroys plants in the garden.           YES  NO

B. Do the group activities.

Refer to LM - Activity 285.

Lesson 29 Day 2

Skill Lesson 1: Interacting with others to read aloud with fluency, appreciate rhythm,

1. Presentation/ Introduction

Pick-Talk

(Note: Print or copy the pictures that follow for this activity.)
Describe the pictures.

Ask: If you could choose, would you prefer to live in a clean or polluted environment?

2. Modeling/Teaching

Let us read the poem.

Refer to LM - Activity 286.
(GAME) Message Relay

Say: We will play a relay game. Each group will receive a message. You have to make other groups guess the message you got using body movements. The group that will correctly guess the message will win.

FIRST MESSAGE – Mother Earth weeps for attention, she needs our care and protection.

SECOND MESSAGE – Let us spare our world from harm and destruction.

THIRD MESSAGE – Stand up, move and fight against pollution.

Discussion Questions:

1. What were seen in the rivers and seas before?
2. What happens to the fish when the water is dirty?
3. How is Mother Earth pictured in the poem? What has caused this? What harm does this bring to us?
4. What can we do to spare our world from typhoon, flood and diseases?
5. How many stanzas are there in the poem?
6. What are the rhyming words in the first stanza?

3. Guided Practice

Ask the pupils to memorize the poem by stanza.

Groups 1 and 2

Memorize the first stanza by filling each blank with the missing words.

Before, ____________ Earth was ____________

With her rivers, ____________ and seas;

___________ and rivers have plenty of ____________

And mountains have strong and tall trees.

What makes our mother earth beautiful?
Groups 3 and 4

Memorize the second stanza by rapping.

What happened now to our Mother Earth?

4. Independent Activity

What are the things to avoid in order to maintain the cleanliness of our environment?

Skill Lesson 2: Phonics Lesson: Words and Phrases with –ough

Unlock the key words through sentence strips, pictures, and demonstrations then allow pupils to read the words on the LM - Activity 287. Let them practice reading the words and phrases.

Lesson 29 Day 3: Alternative Questions

1. Presentation/ Introduction

Read the poem” What Should I do?” Refer to LM – Activity 288.

Take note of the questions asked. List/ Write them on the board which shall be used in the discussion of the lesson: Alternative questions.

2. Modeling/ Teaching

(Write the questions from the second stanza of the poem “What should I do” and allow pupils to read each of the questions. Let pupils find what is common among all those questions?)

1. Should I go and campaign though resources are limited or plant a tree with a friend although time is restricted?
   
   If you were asked, what would you like to do?
   
   Would you campaign or plant a tree?

2. Should I stand still and eat dough instead or go and till the soil and let boughs grow?

   If you were asked, what would you like to do?

   Would you stand still or till the soil?

   In these questions, you were given a choice on what you would like to do. You are given an alternative -an option. These questions are what we call Alternative questions. Refer to LM - Activity 288 (Remember).
Skill Lesson: Phonics

Recall the Day 2 Phonics exercises including the reading of the poem before the Day 3 phonics activity. Refer to LM - Activities 289-290 for the Day 3 phonics exercises.

3. Guided Practice:

A. Fill in the blanks with choices.

1. Do you like _______ or __________ for snacks? (What food do you like for snacks?)
2. Does your friend love _______ or __________ during your vacant time? (What does your friend like to do on your vacant time?)
3. Would you want a visit to _______ or to __________ this Christmas? (What place do you like to visit on Christmas vacation?)

4. Independent Practice:

Write 3 alternative questions. Use Activity A as a guide.

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________

Skill Lesson: Decoding/ Fluency/ Writing (-ough words)

Presentation of –ough words from the poem “What Should I do?” Pupils read after you read them. Determine the difference in pronouncing the words.

Tell pupils that there are words that are spelled with –ough that are sounded as /ʌf/ and others are sounded as /ɒf/.

Read the poem “What Should I do” and answer the questions that follow.

Refer to LM - Activity 291.
Lesson 29 Day 4

Skill Lesson 1: Rhyme Patterns

1. Presentation/ Review

Say: *Let us read the poem “The Future”.* Read the poem with your pupils.

Say: *Observe the last word in each line of stanza 1. What can you say about the words: cars and bars?* (They rhyme.)

2. Modeling/Teaching

What does the future hold for us?  A
Smog-filled skies and poison cars,  B
And broken land with useless dusts  C
And nature’s beauty behind bars  B

Say: *Rhyming words follow patterns. Let us look at the last word of line 1. (us) Let us label it A. What is the last word in line 2? (cars). Does it rhyme with “us”? (no). So, let’s give a different label for it. Let’s label it B. Does the last word in line 3 rhyme with “us”? (no) Let’s label it C. Does the last word in line 4 rhyme with “dusts”? (no). Does it rhyme with cars? (yes). So, let us label it B. We give the lines with rhyming words the same label.*

Say: *So, the rhyme pattern of stanza 1 is A-B-C-B.*

3. Guided Practice

*Identify the rhyme pattern of stanzas 2 and 3*

4. Independent Practice

*Identify the rhyme pattern of stanzas 4 and 5*

Skill Lesson 2: Phonics Lesson (ough words)

Allow pupils to recall –ough words and phrases introduced in Day 2 and 3. Let pupils write two sentences about the picture – Refer to LM - Activity 291.

Tell pupils that the boy has the alternative to choose which of the two sets of food he will take. Pupils should also use at least a word with –ough like enough.
# Unit 4: Week 3 (Lesson 30)

<table>
<thead>
<tr>
<th>Overview/ Objectives</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Read a poem with proper rhythm and intonation.</td>
<td>Follow directions.</td>
<td>Answer Wh-questions.</td>
<td>Read words, phrases and a poem with kn-beginning words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpret simple maps of places.</td>
<td>Read words and phrases with –wr-beginning letters.</td>
<td>Read words, phrases and a poem with –wr-beginning words.</td>
<td></td>
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</tr>
<tr>
<td>Materials</td>
<td>Paper Bag</td>
<td>Simple location map</td>
<td>Manila Paper for group activities</td>
<td>Pictures of a bird and a boy scout</td>
<td>Manila Paper for group activities</td>
</tr>
<tr>
<td></td>
<td>Picture of Pappy</td>
<td>LM Activities 290-291</td>
<td>LM Activities 292-293</td>
<td>Story Grammar</td>
<td></td>
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<td></td>
<td>Picture-stories/ comic strips</td>
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<td>LM Activities 294-296</td>
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<td></td>
<td>LM Activity 289</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEXT USED</td>
<td>Pappy the Paper Bag from <a href="http://www.shortstories.net/">http://www.shortstories.net/</a></td>
<td></td>
<td></td>
<td>Tina, the Lost Bird</td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>(5 min) Show a simple map of where Pappy lives. Key words are introduced through a finger-walk activity.</td>
<td>(10 min) Show a simple map of different supermarkets in the city and ask them WH-questions to locate places in the map.</td>
<td>(5 min) Read the first paragraph of the story with the pupils.</td>
<td>(5 min) Show the pictures.</td>
<td>(10 min) Ask pupils to answer the WH-questions (What is your name? Who is your mother? When is your birthday? Where do you live? Why do you go to school? etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(10 min) Show a paper bag and a picture of Pappy to build on prior knowledge.</td>
<td>Post the map on the board to draw attention.</td>
<td>Allow pupils to tell what they see.</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>(5 min) Read the first paragraph of the story with the pupils.</td>
<td>Ask WH-questions on the read paragraph to jumpstart lesson.</td>
<td>Review the elements of a story.</td>
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<td></td>
<td>Discuss how to do story grammar.</td>
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<td></td>
<td>(5 min) Reiterate the elements of a story</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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<tr>
<td>(25 min)</td>
<td>Read and enjoy the story with the pupils. Use comic strips as you read the story.</td>
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<tr>
<td>(20 min)</td>
<td>Allow pupils to draw a picture story and share the output to class.</td>
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<tr>
<td>(5 min)</td>
<td>Review how to interpret location maps.</td>
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<tr>
<td>(10 min)</td>
<td>Interpret with the pupils the simple map through finger-walking by following directions.</td>
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<tr>
<td>(10 min)</td>
<td>Allow pupils to make a simple location map of their school. Let them present their work to class.</td>
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<tr>
<td>(15 min)</td>
<td>Phonics: Flashcard drill on words learned from the past week/lesson Present word with wr- as in wrong for model reading of the words Let pupils read the</td>
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<tr>
<td>(10 min)</td>
<td>Discuss WH-questions.</td>
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<tr>
<td>(10 min)</td>
<td>Read with the pupils the second to fourth paragraph of the story again and practice the use of WH-questions (Chunking Method where WH-questions will be devised from the read paragraph)</td>
<td></td>
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<tr>
<td>(15 min)</td>
<td>Allow pupils to read assigned paragraph/s of the story and ask them to formulate as many WH-questions from what they have read Let pupils share</td>
<td></td>
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<tr>
<td>(10 min)</td>
<td>Ask pupils to read the story. Let them work on a story grammar.</td>
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<tr>
<td>(15 min)</td>
<td>Allow each group to re-tell the story using the story grammar.</td>
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<tr>
<td>(10 min)</td>
<td>Phonics: Flashcard drill on words learned from Day 2 and 3. Present and model reading groups of words with kn- Let pupils read the words and groups of words</td>
<td></td>
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<tr>
<td>(15 min)</td>
<td>Allow pupils to write a story by writing their answers on guide questions leading to the writing of a story.</td>
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<tr>
<td>(15 min)</td>
<td>Allow pupils to share their story to class.</td>
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<tr>
<td>Activity</td>
<td>Description</td>
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<tr>
<td>291</td>
<td>Learners write words and groups of words and let them answer C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 293 | the output. (10 min)  
Phonics:  
- Flashcard drill on words learned from Day 2.  
- Model reading groups of words with wr-.  
- Let pupils read the words and groups of words.  
- Allow pupils to read the poem with wr- words and answer comprehension questions.  
LM Activity 293 |
Unit 4: Week 3 (Lesson 30)  
Pappy, the Paper Bag

A. Pre-Reading

1. Unlocking/ Vocabulary & Concept Development  
   (mission, abandoned, damage, contaminating, enthusiastic, avoid)

Show and post on the board the simple map of where Pappy lives. Tell them that they need to listen to you so that they will be able to help Pappy find his way to the different places on the map.

Do the game/activity below with the pupils.

Say:  
*Here is how to finger-walk. First, put your index and pointer finger on Pappy’s house and walk to the streets on the map using your fingers. Everybody, show me how to finger-walk in the air, how about on your seatmate’s back and on your desk/armchairs. Well done! We are now ready.

Let us start with the finger-walking game.*

(Do the first one. Pappy - the paper bag has a **mission**. He has an **assignment – a task** that he needs to do. He started walking and went to the mayor’s office to tell him of his mission. Show how to finger walk up to the crossing)

**Hey kids, Pappy needs someone to continue walking with him because his friend Totie abandoned him on this mission- he was left alone on this. (Teacher calls on one student).**

Pappy and (name of pupil called) will walk across Narra St. and along the way they will see a river filled with garbage and plastic bags. Oh, those plastic bags are floating on the river. They **harm**, they **destroy** our river. The plastic bags caused
damage to our river – they are contaminating our water. They are making our river dirty. Then Pappy and the pupil stop at the Mayor’s office. Let us give Pappy time to talk to the Mayor.

This time let me call on another pupil to continue on the mission with Pappy. (Call another pupil to act as Pappy too.) Pappy and the pupil continue walking to their neighbors. Walk straight, and then turn left. You are now at a friend’s house. They were enthusiastic - they felt excited and happy. (Call on other pupils to finger walk.)

Go to church. Walk straight to the corner and turn right. Avoid the hole on the way. Stay away from the hole. You are now in front of the church.

2. Motivation Question:
What do you usually use for the things you buy in a market?

3. Motive Question:
Find out what we can use for the things we buy in the market.

(Note: Make sure that you have the picture of enlarged Pappy and a paper bag in a mystery box before starting the class)

Show a Mystery Box containing the paper bag and the picture of Pappy. Tell them that there are two things inside the mystery box and that you need to find out what are these things. Pull out the first thing (paper bag) slowly from the mystery box and let them tell what it is.

When the paper bag is already shown, ask them: Do you know what this is? Pull out the second thing (picture of Pappy) and let the pupils guess its name. Allow pupils to speak and tell their own descriptions about the picture and say: This is our friend, Pappy - the paper bag. Ask them where they usually use paper bags and if those bags are used in their localities.

(This activity will be used to introduce the key words and at the same time to practice on finger-walking for the interpretation of location maps for the next day. Refer to LM - Activity 292.)
B. During Reading

(Read with the pupils the story “Pappy, the Paper Bag” along with the enlarged comic strips for reiteration. Make sure that the enlarged comic strips are ready before starting to read the story. Let them enjoy the story by reading one paragraph at a time.)

Hi, I’m Pappy!

Try me!

I’m a better choice.

Better?

You save the environment and money with me.
C. Post Reading

Divide the class into five (5). Allow each group to draw a picture showing the story events. Each group will be given 2 paragraphs to work on. Pupils will share their output to the class.

Refer to LM - Activity 292C.

Lesson 3 Day 2

Skill Lesson 1: Interpreting location maps

A. (Note: before starting Day 2 be sure to prepare a larger replica of the map below for another finger-walking activity that will focus on Wh- questions and following directions.)

Refer to LM - Activity 293 for the finger walking activity.
Post the map on the board to draw attention. Ask Wh-questions about the map. (e.g. What are the different places on the map? Who would like to finger-walk on the streets on the map? Where is Pappy’s house? Why is Pappy happy?)

Review how to interpret location maps. Let them show you where **North, East, West** and **South** directions are by allowing them to stand and face the different directions. Model it first. Then, allow the entire class to do it, then, by groups. Finally, individually. Have fun.

Do this finger-walking exercise first with the pupils. *Everybody, show me how to finger-walk in the air, how about on your seatmate’s back, on your side, and on your armchairs.*

By following directions below allow pupils to interpret the map posted on the board.

**Directions for Finger-walking activity:**

1. Pretend to be Pappy. Walk to your gate, to Banana Street and turn right. You are now facing south. Walk straight until you reach the corner. (Teacher asks: **To what direction did Pappy walk?** Tell pupils to say: *Pappy is facing south.*)

2. Wait for your friend Totie (one pupil should act as Totie who will finger-walk with Pappy) and turn right. You are now facing west. Walk straight to Green Supermarket. Teacher asks: **To what direction did Pappy and Totie walk?** (Tell pupils to say: *Pappy and Totie are facing west!* Allow 20 seconds for Pappy to talk to the manager of Green Supermarket.)

3. From Green Supermarket (Ask other pupils to finger – walk and pretend to be Pappy and Totie.) Face south and walk across Mango Street to Good Supermarket. Allow 20 seconds for Pappy to talk to the manager of Good Supermarket. While he is talking to the manager, Totie should wait outside facing east. (Teacher asks: **To what direction did Totie face?** Tell pupils to fill the blank: _______ is facing ________.) After filling the blank ask them to say it.

4. From Good Supermarket Pappy and Totie walk facing east and walk straight to Better Supermarket. Allow 20 seconds for Pappy to talk to the manager of Better Supermarket. While he is talking to the manager, Totie should wait outside facing north. (Teacher asks: **To what direction does Totie face?** Tell pupils to fill the blank: _______ is facing ________.) After filling the blank ask them to say it.

5. From Better Supermarket (Ask other pupils to finger – walk and pretend to be Pappy and Totie.) You are now facing north, walk across Mango Street to Cost Saver’s Supermarket. Allow 20 seconds for Pappy to talk to the manager of Cost Saver’s Supermarket. While he is talking to the manager, Totie should wait outside facing south. (Teacher asks: **To what direction does Totie face?**)

6. From Cost Saver’s, Pappy and Totie face south, they would turn right, walk to the corner and Pappy will say “I’m happy that I was able to tell all the managers to
use paper bags in their supermarkets. I’ll go home now” Totie will say: “Goodbye Pappy. I enjoyed the walk.”

7. This time ask pupils the following questions: Where will Pappy go now? What direction will he be facing? Why will he walk facing that direction? How about Totie? Where will he walk? What direction will he be facing as he walks home? Why will he walk facing that direction?

B. Allow each group to make a location map of the school and tell them to present their output by identifying where the following places are located: office of the principal, their classroom, school gate, comfort rooms and canteen.

Skill Lesson 2: Reading words and phrases with wr-

Refer to LM - Activity 294.

For Activity A: Ask questions for pupils to understand the meaning of each word.

For Activity C: Allow pupils to match the word or group of words from Column A to Column B to form a sentence that makes sense. Then let them read the sentences. Allow pupils to re-read the words and phrases by group and by pairs. Tell them that for wr- words the first letter is silent. Then ask pupils to look at the list of wr- words and read them. Read the group of words too with wr-.

Lesson 30 Day 3: Wh-Questions

A. Recalling the Story

Recall the story “Pappy the Paper Bag”. Read with the pupils the first paragraph.

Ask: What do people use to carry everyday items such as bread, clothes and other things? Who was the hero of the story? Why is Pappy a special paper bag?

Post or write the following questions on the board. Ask them to focus on the first word in each question.

What are being used to carry those things we buy from supermarkets?
Where did Pappy go to tell the good news about paper bags?
When is it necessary to use paper bags?
Who is the hero in our story?
Why is Pappy a special paper bag?

B. Discuss Wh- questions by telling them how these questions are formed

Question words are also called wh-questions because they include the letters ‘W’ and ‘H’. 
<table>
<thead>
<tr>
<th>Wh- Question</th>
<th>Answer/Response</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>who</td>
<td>person</td>
<td>Who's that? That's Nancy.</td>
</tr>
<tr>
<td>what</td>
<td>object, idea or action</td>
<td>What do you do? I am an engineer.</td>
</tr>
<tr>
<td>when</td>
<td>time</td>
<td>When do you go to work? At 7:00 in the morning</td>
</tr>
<tr>
<td>where</td>
<td>place</td>
<td>Where do you live? In Binmaley, Pangasinan</td>
</tr>
<tr>
<td>why</td>
<td>reason</td>
<td>Why do you sleep early? Because I need to get up early.</td>
</tr>
</tbody>
</table>

You can use the table to give an elaboration. Be sure to have a copy of these materials on a Manila paper.

<table>
<thead>
<tr>
<th>Wh- Questions</th>
<th>Sample Questions and Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>Who is that boy?</td>
</tr>
<tr>
<td>What</td>
<td>What is on the table?</td>
</tr>
<tr>
<td>When</td>
<td>When is the party?</td>
</tr>
<tr>
<td>Where</td>
<td>Where is your book?</td>
</tr>
<tr>
<td>Why</td>
<td>Why are you late?</td>
</tr>
</tbody>
</table>

C. Practice Exercise on Wh-Questions: Refer to LM - Activity 295 for the Wh-Interrogative sentence writing.

Read with the pupils the second to the fourth paragraph of the story again and practice the use of Wh-questions (The Chunking Method will be used where Wh-questions will be devised from the read paragraph). On this activity anyone could raise a
question about what was read. Make sure that you write the questions on the board for scrutiny and explanation to elaborate on the formulation of Wh-questions.

D. Group the pupils into 3. Assign the fifth to sixth paragraphs of the story to Group 1; the seventh to eighth paragraphs to Group 2; and the ninth to tenth paragraphs to Group 3. Allow pupils to read the assigned paragraphs of the story and ask them to formulate as many Wh-questions as they can from what they have read. Tell them to write their Wh-Questions on a Manila Paper.

Allow pupils to share the output to class.

Recall with the pupils the wr- words introduced in Day 2 before proceeding to the reading of the phrases. Refer to LM - Activity 296A.

Ask: Do you love your grandmother? What do you do to show your love for her?
Let them read the poem and answer the questions that follow. Refer to LM - Activity 296B.

Lesson 3 Day 4: Writing a Simple Story

A. Show the picture of a bird and a boy scout to the pupils. What do you see? What is this? (Point to the bird) How about this one? Who is this? (Point to the Boy Scout.) Tell them that you are going to have a story later.

B. Review the elements of a story and discuss how to do a story grammar in an organized manner.

A short story tells about a series of events.

Any story, like Belling the Cat, has characters. Story characters may be a person or an animal. In Belling the Cat, Pat the Cat and the Three Mice were the characters.
The setting of a short story refers to the time and place in which the story happened. The setting of Belling the Cat is in the house and one morning.

Plot refers to the sequence of events in the story. Can you tell the events in Belling the Cat?

After reviewing the elements of a story, present how a story grammar is done by showing and explaining to them the simple story grammar that follows.

A simple story grammar (Hermosa, 1995)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Example of a well-formed story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting: When and where did the story happen?</td>
<td>Once, there was a rooster named Tilaok. He lived in a barn on a farm near the edge of the woods</td>
</tr>
<tr>
<td>Characters: Who are the characters in the story?</td>
<td>Tilaok, the Rooster</td>
</tr>
<tr>
<td>Plot:</td>
<td></td>
</tr>
<tr>
<td>Initiating Event</td>
<td>One, day, the fox came who told Tilaok what beautiful voice he had. He asked Tilaok to come down and sing for him.</td>
</tr>
<tr>
<td>Initial Response</td>
<td>Tilaok who was proud of his voice wanted to please the fox.</td>
</tr>
<tr>
<td>Attempt</td>
<td>He flew from the top of a barn to the ground and began to sing.</td>
</tr>
<tr>
<td>Consequence (Outcome/ Result)</td>
<td>Suddenly, the fox bit Tilaok’s neck and run off with him into the woods.</td>
</tr>
<tr>
<td>Reaction</td>
<td>Tilaok was very sad. He wished he had not been so foolish.</td>
</tr>
</tbody>
</table>

Discuss thoroughly the parts of a plot.

Initiating event:  
An action or event that shows the problem of the main character

Internal response:  
The character’s main reaction to the initiating event, in which the character sets a goal or attempts to solve a problem

Attempt:  
The character’s effort to achieve the goal or to solve a problem  
Several attempts, some failed, may be evident in an episode

Consequence:  
An action or illustration that results from the character’s success or failure to reach the goal or to solve

Reaction:  
An idea, emotion of further event that expresses the character’s feelings about success or failure in reaching the goal or solving the problem the story to some broader set of concerns

Process the given sample story grammar.

Ask: What is the setting of the story? Who is the main character? What happened one day? What did Tilaok do? What did the fox do? What did Tilaok feel?
C. Group the pupils into 5 and let them read the story ‘Tina, the Lost Bird’ and ask the pupils to fill out the story grammar frame.

Refer to LM - Activity 297.

D. Allow the pupils to retell the story by using their story grammar frame.

Skill Lesson 2: Reading and writing words and phrases with kn-

Refer to LM - Activity 298A.
To check understanding of each word, ask the pupils to:

- show how to knead.
- show how to kneel.
- point to their knee
- close their fist and point to the knuckles of their fingers.
- point to a doorknob. Ask: What is the use of a knob?
- describe a knight.

Note:
Direct teaching can be done with the teacher showing what the words mean esp. if the pupils are not familiar with the words.

Ask a pupil to make a knot using a cord or a rope. Emphasize the silent k.
Ask: When do we use a knife?
Let the pupils read the phrases. Refer to LM - Activity 298B.

Lesson 30 Day 5

Skill Lesson 1: Writing a Simple Story

A. Reiterate the elements of the story. Mention the importance of each element.

B. Group the class into 5 and tell them that they will write their own story by answering some questions. Allow ample time for them to write a story by answering the guide questions (LM Activity 296) leading to the writing of a story.

Say: In your group, brainstorm on animal heroes. Those animals could be the heroes in your stories. (Example: Your group agreed that dog and cat will be your animal heroes. Discuss your story about those animals.)

Refer to LM - Activity 299.

C. Allow pupils to share their story to class.

Skill Lesson 2: If time will allow, pupils may read all the words, phrases, sentences and poem/ stories from Day 2 -4 for exercise. Reiterate that k in kn- words and w in wr words are silent letters.
## Unit 4: Week 4 (Lesson 31)

<table>
<thead>
<tr>
<th>Lesson Parts</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview/ Objectives</strong></td>
<td>• Give the general sense of the story</td>
<td>• Spell correctly irregularly spelled words</td>
<td>• Form tag questions</td>
<td>• Use punctuation marks correctly</td>
<td>Summative Test</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Copy of the story “The Little Rose Plant”</td>
<td>show-me-board</td>
<td>LM Activities 300-301</td>
<td>story map</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adapted from <a href="http://www.shortstories.com">www.shortstories.com</a></td>
<td>LM Activities 297-299</td>
<td></td>
<td>story sheets</td>
<td></td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td><strong>Pre-Reading</strong></td>
<td><strong>During Reading</strong></td>
<td><strong>During Reading</strong></td>
<td><strong>During Reading</strong></td>
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<td>(10 min)</td>
<td>(20 min)</td>
<td>(15 min)</td>
<td>(15 min)</td>
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<tr>
<td></td>
<td>• Unlock the words haughtily, drooping and tapping using picture and context clues</td>
<td>The teacher reads aloud the story, stops to ask questions at some points to check comprehension</td>
<td></td>
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<tr>
<td></td>
<td>• Give the motivation and motive questions</td>
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<td></td>
<td><strong>During Reading</strong></td>
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<td></td>
<td>(10 min)</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td><strong>Introduction/ Presentation</strong></td>
<td></td>
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<tr>
<td></td>
<td>Post irregular and regular words on the board. Allow pupils to read them.</td>
<td></td>
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<td></td>
<td>(15 min) Modeling/Teaching:</td>
<td></td>
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<tr>
<td></td>
<td>Discuss irregularly spelled words</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Guided Practice</strong></td>
<td></td>
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<td></td>
<td>(10 min)</td>
<td></td>
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<tr>
<td></td>
<td><strong>Introduction/ Presentation</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Post an example of a tag question. Ask: What do you call this sentence?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Guided Practice</strong></td>
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<td></td>
<td>(5 min)</td>
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<tr>
<td></td>
<td><strong>Modeling/Teaching:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Discuss Tag Questions</td>
<td></td>
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<td></td>
<td>(15 min)</td>
<td></td>
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<tr>
<td></td>
<td><strong>Guided Practice</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>(15 min)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Review the elements of story</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Let the pupils do LM Activity 304</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(10 min)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Review how to write simple stories</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(20 min)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: [www.shortstories.com](http://www.shortstories.com) is a website where you can find the story "The Little Rose Plant."
| Post Reading  
   (20 min)  
   Allow pupils to do the Draw and Write to Learn Activity. | Let the pupils identify the letters that make each word irregular  
   Refer to LM Activity 300  
   (15 min)  
   Independent Practice  
   * Allow pupils to spell ten irregularly spelled words using the show-me-board  
   Refer to LM Activity 301  
   * In small group, let pupils write all the irregularly spelled words from the story ‘The Little Rose Plant’  
   * Let pupils write 3 to 4 sentences using the irregularly spelled words. | Allow pupils to do the Dialogue Activity  
   Refer to LM Activity 302  
   (15 min)  
   Independent Practice  
   Let the pupils answer questions based on the dialogue read.  
   Refer to LM Activity 303  
   story by completing a storyboard  
   Let them write a story that interests them |
Unit 4: Week 4 (Lesson 31)

The Little Rose Plant

A. Pre-Reading

1. Unlocking of Difficulty
   (haughtily, drooping, tapping)

   Show a picture of a drooping stem of a flower.
   Ask: What do you notice with the stem of the flower? (drooping)

   Pretend that you are singing and tapping the table.
   Ask: What else am I doing with the table as I sing? (tapping)

   Mario haughtily showed to his classmate that he is better than him. He was overly proud of himself.

   Ask: What word/phrase in the second sentence describes what the word haughtily means? (overly proud)
   Refer to LM - Activity 300.

2. Motivation
   What are the things that you cannot do alone?

3. Motive Question
   What can’t the Rose Plant do alone?

B. During Reading
   Read the story aloud using DRTA. Stop and ask questions at some points to check comprehension.
   Refer to LM - Activity 301.

The Little Rose Plant
Adapted from www.shortstories.com

A little Rose plant lived inside a dark damp room. One day she heard a soft tapping on her door.
"Who's there?" she asked.
"I am little Raindrop. Please let me in," cried the visitor.
"No way!" said the Rose Plant angrily.
Little Raindrop was very sad for being turned away. After sometime the Rose Plant heard a soft rustle near the door.
“Who’s there now?” she asked.
“I am Sunny Sunshine,” said the new visitor.
“I don’t have time for sunshine,” said the Rose Plant haughtily.

A few days later, the leaves of the Rose Plant turned brown in color, and her young stem began drooping.

Then one day, she heard the chirping of birds, and opened her door to see outside. It was spring and there were colorful flowers and greenery all around. The Rose Plant realized her mistake. So when Rain and Sunshine returned, she welcomed them warmly.

After a few days she had a pretty pink rose, for which she thanked the Raindrop and the Sunshine.

C. Post Reading
Refer to LM - Activity 299 on page ____ for the Draw and Write to Learn Activity.
Let the pupils do the AFTER column.

Lesson 31 Day 2: Irregularly Spelled Words

Skill Lesson: Irregularly-spelled Words

1. Presentation and Introduction

   Post irregular and regularly-spelled words on the board like (erase, give, cut and bat) in two separate columns and allow pupils to read each word after you.

   cut          erase
   bat          give

2. Modeling and Teaching

   Say: Some words are read differently. Not all letters are sounded. For example: the word erase. It is not pronounced as e-ra-se but erase.

3. Guided Practice:

   Refer to LM - Activity 303 for the identification of irregularly-spelled words.

4. Independent Practice:

   A. Allow pupils to spell ten irregularly spelled words.
      Refer to LM - Activity 304.
B. In small group, let pupils write all the irregularly-spelled words from the story ‘The Little Rose Plant’
C. Let pupils write 3 to 4 sentences using the irregularly-spelled words.

Lesson 31 Day 3: Using Tag questions

1. Presentation and Introduction

Post the following sentence on the board.

The boy is good, isn’t he?

Ask: What do you call this sentence? Do you have any idea what this is?

2. Modeling/Teaching

Post the Teaching chart and discuss what tag questions are.

<table>
<thead>
<tr>
<th>Teaching Chart:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tag questions are short questions added at the end of a statement to ask information or to confirm what is expressed in the statement.</td>
</tr>
<tr>
<td>A tag question is made up of a verb and a pronoun that represents the subject in the statement.</td>
</tr>
<tr>
<td>If the statement is positive, the question tag should be negative. A negative tag has the word not used in contraction.</td>
</tr>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td>is not - isn’t</td>
</tr>
<tr>
<td>are not - aren’t</td>
</tr>
<tr>
<td>was not - wasn’t</td>
</tr>
<tr>
<td>were not - weren’t</td>
</tr>
<tr>
<td>A comma separates the statement and the question tag.</td>
</tr>
</tbody>
</table>

In this example: The boy is good, isn’t he?

Look at the tag question. isn’t is the negative of is (in the statement) and he refers to the boy (in the statement).

Read this example.

The pupils are in the classroom, aren’t they?

Ask: Which is the statement? Which is the tag question? What happens to the verb are in the tag question? To what does they refer?
Provide other appropriate examples for this lesson.

*Let’s try this: Karla is kind, ____ _____?*

3. Guided Practice

Let pupils do an activity. **Refer to LM - Activity 305** for the dialogue activity.

Use the sentences to explain how tag questions are formed.

4. Independent Practice

**Refer to LM - Activity 306** for summing up/generalization

Allow pupils to present their output.

Ask for volunteers to read the dialogue.

**Lesson 31 Day 4: Writing a Simple Story**

1. **Presentation / Modeling and Teaching**

Review the elements of story.

Let them have an activity about the elements of a story. **Refer to LM - Activity 307**.

What are the elements of a story? Match the questions in Column A with the elements of a story in column B.

2. **Guided Practice/Independent Practice**

Allow pupils to write a story by following the story board below.

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting: ___________________________</td>
</tr>
<tr>
<td>Characters: ________________________</td>
</tr>
<tr>
<td>Plot: Write the events that happened.</td>
</tr>
<tr>
<td>___________________________</td>
</tr>
<tr>
<td>___________________________</td>
</tr>
<tr>
<td>___________________________</td>
</tr>
</tbody>
</table>
Who is your favorite author? Do you want to be like him/her? Now it’s your turn. Write your own story by completing the sequence map below. Use the details from your storyboard.

Title: ___________________________________ Author: _______________

Once upon a time, there was a ______________________

who lived in ______________________

One sunny morning, ______________________

Next...

_____________________________

Then...

_____________________________

At the end...

_____________________________
<table>
<thead>
<tr>
<th>Lesson Parts</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| **Overview/ Objectives** | • Engage in poem reading.  
• Appreciate the value of having a garden. | • Interpret information from a pictograph.                                                  | • Spell irregularly spelled words correctly.                                               | • Use interrogative sentences.                                                            | • Use Wh-interrogative sentences.                                                          |
| **Materials** | Copy of the poem “I Will Plant a Garden” [http://edugreen.teri.res.in/misc/poem/poem.htm](http://edugreen.teri.res.in/misc/poem/poem.htm)  
• pictures, pictogram vegetable garden, activity sheet  
• LM Activities 305-307 | Copy of the poem “I Will Plant a Garden” [http://edugreen.teri.res.in/misc/poem/poem.htm](http://edugreen.teri.res.in/misc/poem/poem.htm)  
• pictures, pictogram vegetable garden, activity sheet,  
• LM Activity 308 | Copy of the Poem – “The Little Plant”  
• Flashcards of irregularly spelled words (here, there, everywhere)  
• LM Activities 309-310 | • Pictograph  
• LM Activities 311-312 | • Picture of a boy in a garden and different pictures of vegetables  
• LM Activities 313-314 |
| **Procedures** | **Pre-Reading** (10 min)  
• Unlock the words straight, everywhere, sprout, and squirt using picture clues.  
• Ask the motivation and motive questions. | **Introduction/ Presentation** (15 min)  
• Show a pictograph. Ask pupils what they see in it to build on prior knowledge.  
• Read the poem as the pupils follow. Ask questions.  
• Show examples of irregularly spelled words. Teacher reads and explains irregularly spelled words.  
(10 min) **Presentation/ Introduction**  
• Analyze a pictograph using Yes/No/Alternative Interrogatives questions.  
(15 min) **Presentation/ Introduction**  
• Show pictures and let them formulate different questions about them.  
• Brainstorm about the pictures using questions.Yes/No Interrogatives/Alternative | — | — | — |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>(20 min)</td>
<td><strong>During Reading</strong></td>
</tr>
<tr>
<td></td>
<td>- Read aloud the poem. Observe fluency, correct intonation, appropriate rhythm, and pacing.</td>
</tr>
<tr>
<td></td>
<td>- Let them read by groups, rows and boys and girls.</td>
</tr>
<tr>
<td>(20 min)</td>
<td><strong>Post Reading:</strong></td>
</tr>
<tr>
<td></td>
<td>- Discuss the comprehension questions.</td>
</tr>
<tr>
<td>(15 min)</td>
<td><strong>Modeling/Teaching:</strong> Discuss what a pictogram to the class is.</td>
</tr>
<tr>
<td>(15 min)</td>
<td><strong>Guided Practice:</strong> Allow guided activity through questions in interpreting it.</td>
</tr>
<tr>
<td>(10 min)</td>
<td><strong>Independent Practice:</strong> Let the pupils make a pictograph of their favorite vegetable and write 1-2 sentences about it. LM Activity 308</td>
</tr>
<tr>
<td>(20 min)</td>
<td><strong>Guided Activity:</strong> Let the pupils play a game: “Pass the Baton’. Let pupils read, trace and spell the words in the selection.</td>
</tr>
<tr>
<td>(15 min)</td>
<td><strong>Independent Practice:</strong> Let the pupils do LM Activity 309.</td>
</tr>
<tr>
<td><strong>Modeling/Teaching:</strong></td>
<td>Discuss Yes-No interrogatives and Alternative interrogatives.</td>
</tr>
<tr>
<td></td>
<td>Have the ‘Game It Right’ activity LM Activity 311.</td>
</tr>
<tr>
<td>(10 min)</td>
<td><strong>Guided Activity:</strong> Allow pupils to ask questions using interrogatives.</td>
</tr>
<tr>
<td>(15 min)</td>
<td><strong>Independent Practice:</strong> Let the pupils do LM Activity 312.</td>
</tr>
<tr>
<td><strong>Interrogatives.</strong></td>
<td>Discuss Wh-interrogative sentences.</td>
</tr>
<tr>
<td><strong>Guided Activity:</strong></td>
<td>Let them do Activity 313.</td>
</tr>
<tr>
<td><strong>Independent Practice</strong></td>
<td>Let them do the Writing Activity 314.</td>
</tr>
</tbody>
</table>
Unit 4: Week 5 (Lesson 32)
I Will Plant a Garden Green

A. Pre-Reading

1. Show pictures of flower and vegetable gardens.

   ![flower garden](image1)
   ![vegetable garden](image2)

   Use these pictures to unlock the words *straight and everywhere*.

   Say: *This is a garden. What can you say about the flowers in the garden? (The flowers are found everywhere.)*
   Say: *Look at the picture of a vegetable garden. How are the vegetables planted in the garden?*

   Post the picture of a *sprout*.
   Say: *This is a sprout. All plants started from being a sprout before they grow into plants.*

   ![sprout](image3)

   Post a picture of a hose that squirts water.
   Ask: *What can you say about how the water from the hose comes out?*
   *The hose squirts water.*

   ![hose](image4)

   Say: *Let us see if you remember the words we discussed today.*

   Refer to LM - Activity 308 for the word review exercise.
2. **Motivation Question:**
   *Do you like to have your own garden? What do we do when we have a garden? What makes a garden green?*

3. **Motive Question:**
   *What did the ‘I’ want to do in the poem?*

B. **During Reading**

Read the poem aloud. Read the poem again for fluency, correct intonation, appropriate rhythm, and pacing. Let them read by groups, rows and boys and girls.

Refer to LM - Activity 309.

C. **Post Reading**

1. **Discussion Questions**
   1. What did the ‘I’ want to do in the poem?
   2. What does the ‘I’ mean by a garden green?
   3. Why do you think will he dig holes in a row?
   4. What will the ‘I’ drop in the holes?
   5. What will the ‘I’ do with the plants that grow?
   6. Who do you think is the ‘I’ in the poem?
   7. Which of the following sentences happened last?
      - He watched the plants grow.
      - He dug holes in a straight row.
      - He dropped seeds in each hole.

2. **Engagement/Enrichment**

Refer to LM - Activity 310 for the Draw and Tell activity.
Lesson 32 Day 2:  Skill Lesson: Interpreting Pictographs

1. Presentation/Introduction

Do you like vegetables? Miguel likes vegetables. He has a vegetable garden. His garden has tomato plants, eggplants, okra, and carrots. He counted his plants as he watered them. “There are 20 tomato plants, 30 okra, 25 eggplants and 10 carrots.”

That night, he drew his plants.

“Heh. . . There are 20 tomatoes. I will draw 1 tomato for every 5 tomato plants.”

And this is what Miguel drew:

Miguel’s Vegetable Garden

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Number of Vegetables Planted</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomatoes</td>
<td>![Image of tomatoes]</td>
</tr>
<tr>
<td>okras</td>
<td>![Image of okra]</td>
</tr>
<tr>
<td>eggplants</td>
<td>![Image of eggplant]</td>
</tr>
<tr>
<td>carrots</td>
<td>![Image of carrot]</td>
</tr>
</tbody>
</table>

Legend: 1 vegetable = 5

2. Modeling/Teaching

Let us count the number of vegetable plants that Miguel has. Remember that each vegetable represents 5. How many tomato plants are there?

5+5+5+5 = 20 or 5x4 = 20

Let’s continue.

How many okra plants are there? eggplants? carrots?

Class, what Miguel drew is a pictograph.

A **pictograph** is a graphic symbol or picture representing things or ideas.

A **legend** is an explanation of the symbol/picture used.
3. **Guided Practice**

A. Miguel’s friend named Mark has a vegetable garden too. These are his vegetable plants. They are all vines.

Mark’s Vegetable Garden

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Number of Vegetables Planted</th>
</tr>
</thead>
<tbody>
<tr>
<td>string beans</td>
<td>![String Beans Pictograph]</td>
</tr>
<tr>
<td>ampalaya</td>
<td>![Ampalaya Pictograph]</td>
</tr>
<tr>
<td>patola</td>
<td>![Patola Pictograph]</td>
</tr>
<tr>
<td>squash</td>
<td>![Squash Pictograph]</td>
</tr>
</tbody>
</table>

**Legend:** 1 vegetable = 5

Ask:
1. What is the pictograph about?
2. What is meant by the given legend?
3. How many string beans did Mark plant?
4. How many ampalaya did Mark plant?
5. How many patola did Mark plant?
6. How many squash did Mark plant?

B. **Group Activity:**

Break the class into three groups and give them different sets of activity about a pictograph.

Group 1 – Eggplant Garden
Group 2 - Tomato Garden
Group 3 – Okra Garden
Group 1

Patrick, Emily, Willy, Janet and Kevin planted vegetables in their garden. Look at the pictograph below to see how many eggplants had grown in their garden. Answer the questions below.

**Eggplant Garden**

<table>
<thead>
<tr>
<th>Names</th>
<th>Number of Eggplants Grown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Emily</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Willy</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Janet</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Kevin</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
</tbody>
</table>

Legend: ![Image](https://via.placeholder.com/150) = 5 eggplants

Answer the following questions based on the pictograph.
1. What is the pictograph about?
2. What is meant by the given legend?
3. Who has the most number of eggplants?
4. How many eggplants did Willy and Janet have?
5. How many eggplants are there in all?
Group 2

Giselle, Leo, Abigail, Sandino, Camille and Ken planted vegetables in their garden. Look at the pictograph below to see how many tomatoes had grown in their garden. Answer the questions below.

<table>
<thead>
<tr>
<th>Names</th>
<th>Number of Tomatoes Grown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giselle</td>
<td>5</td>
</tr>
<tr>
<td>Leo</td>
<td>5</td>
</tr>
<tr>
<td>Abigail</td>
<td>5</td>
</tr>
<tr>
<td>Sandino</td>
<td>5</td>
</tr>
<tr>
<td>Camille</td>
<td>5</td>
</tr>
<tr>
<td>Ken</td>
<td>5</td>
</tr>
</tbody>
</table>

Legend: 🍅 = 5 tomatoes

Questions: Group 2

Answer the following questions based on the pictograph.
1. What is the pictograph about?
2. What is meant by the given legend?
3. Who has the most number of tomatoes?
4. How many tomatoes did Camille and Sandino have?
5. How many tomatoes are there in all?
Group 3
Susan, Carlos, Malou, Edgar and Anita planted vegetables in their garden. Look at the pictograph below to see how many okras had grown in their garden. Answer the questions below.

<table>
<thead>
<tr>
<th>Names</th>
<th>Number of Okras Grown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan</td>
<td>![Okra Pictograph]</td>
</tr>
<tr>
<td>Carlos</td>
<td>![Okra Pictograph]</td>
</tr>
<tr>
<td>Malou</td>
<td>![Okra Pictograph]</td>
</tr>
<tr>
<td>Edgar</td>
<td>![Okra Pictograph]</td>
</tr>
<tr>
<td>Anita</td>
<td>![Okra Pictograph]</td>
</tr>
</tbody>
</table>

Legend: ![Okra Pictograph] = 5 okras

Questions: Group 3

Answer the following questions based on the pictograph:
1. What is the pictograph about?
2. What is meant by the given legend?
3. Who has the most number of okras?
4. How many okras did Susan and Carlos have?
5. How many okras are there in all?

6. Independent Practice

Let them make a pictograph of their favorite vegetable and write 1-2 sentences about it. Refer to LM - Activity 311.
Lesson 32 Day 3: Read and Spell Irregularly-spelled words

1. Presentation/Introduction
Read the poem – “I Will Plant a Garden” again as pupils practice fluency, correct intonation, appropriate rhythm, pacing and intonation. Ask them some questions to help them recall the poem.

Questions:
1. What will you do to make your garden green?
2. What will you plant in your garden?
3. How can you help take care of your environment?

Write irregularly-spelled words taken from the poem on the board. Explain what makes them irregularly spelled words.

<table>
<thead>
<tr>
<th>What are irregularly-spelled words?</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are words with some letters that do not have their usual sounds or usual pronunciation. These words are read differently. Not all letters are sounded.</td>
</tr>
</tbody>
</table>

*Point to the word as you read it aloud.*
This is the word “here”. “Here” is an irregularly-spelled word because some of the letters do not have their usual sounds. We do not sound out the last letter e in this word.

2. Guided Activity
Say: Read the following words. Then, tell me what letters are not sounded out in each word.

   - enough
   - please
   - said
   - again
   - knife

Refer to LM - Activity 312 for the Pass the Baton activity.
Say: Let us have the game “Pass the Baton”. I will show a word written on a flashcard. You will trace the name of each letter of the word while saying the letter names. Then read the word.

Cover the word and let them write the word again in the air while spelling it.
Repeat until all words had been read and spelled. Words written in the flashcards are:

   1. enough
   2. please
   3. knife
   4. said
Lesson 32 Day 4: Yes/No Alternative Questions

1. Presentation/Introduction

As a review, show a pictograph to the class. Ask questions using Yes, No Interrogatives/Alternative questions.
   1. Do you like to plant vegetables in your garden?
   2. Mother, are you going to the market?
   3. Did you walk to school this morning?
   4. What would you like to plant, tomatoes or eggplants?
   5. Do you like to study or to play?
   6. Do you like to eat meat or vegetables?

Say: Take note on the use of question marks in asking questions. Read with fluency, correct intonation, pacing, and intonation.
Remember when there is a question mark, our voice or intonation goes up.

2. Modeling/Teaching –
Discuss Yes/no interrogatives and Alternative interrogatives.

Yes/no interrogatives are questions that can be answered with a yes or a no.

Examples of yes/no interrogative sentences:
* Do you like to plant vegetables in your garden?
* Mother, are you going to the market?
* Did you walk to school this morning?

Alternative interrogatives are questions that provide two or more choices as answers. In other words, you’re providing choices.

Examples of alternative interrogative sentences:
* What would you like to plant, tomatoes or eggplants?
* Do you like to study or to play?
* Do you like to eat meat or vegetables?

Have the Game It Right! Activity. Refer to LM - Activity 314
3. **Guided Activity**

Let the pupils work in groups by using different interrogatives. Guide them in using the Yes/No and Alternative Interrogatives.

Group 1 – Ask Yes/No Interrogatives and answer the questions of Group 2
Group 2 – Ask Alternative Interrogatives and answer the questions of Group 2

Validate the answers of the pupils.

4. **Independent Practice**

Refer to LM - Activity 315.

Let us work on our own. Write down at least 2 Yes/No Interrogatives and 2 Alternative Interrogatives.

**Lesson 32 Day 5: Wh- Interrogatives**

1. **Presentation/Introduction**

Show different pictures to the class and let them read and answer the different questions orally.

What is the boy doing?  What do you see in the picture?
Where do you think he is?  Where are these vegetables placed?

2. **Modeling/Teaching**

Say: *Do you know that we have different kinds of questions?*

One is the Wh-interrogatives sentences that begin with a wh-word and it calls for an open-ended answer. A yes or no answer isn’t appropriate for these questions, nor does the question provide alternative answers. The answer can be a simple response or an explanation.

**Examples of wh-interrogative sentences:**

* Who is playing in the Super Bowl?
* What are you doing?
* Which songs do you like best?
* Where do you live?
* Why do you like those songs?

Ask: What is the expected answer/response if the question is who? what? where? which? where? why?

3. Guided Practice

Refer to LM - Activity 316.

4. Independent Practice

Refer to LM - Activity 317.
<table>
<thead>
<tr>
<th>Lesson Parts</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview/Objectives</td>
<td>Engage pupils in poem reading.</td>
<td>Show the cause and effect using signal words.</td>
<td>Use possessive pronouns</td>
<td>Read and write possessive pronouns</td>
<td>SUMMATIVE TEST</td>
</tr>
<tr>
<td>Materials</td>
<td>Copy of the Poem “The Garden Walked Away”</td>
<td>LM Activity 316</td>
<td>strips of paper with sentences</td>
<td>Copy of the poem: Are these Mine, Yours, Hers or His?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pictures showing thorns and bark</td>
<td></td>
<td></td>
<td>Real objects: guava, flower and bean</td>
<td></td>
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<tr>
<td></td>
<td>Pictures of animals</td>
<td></td>
<td></td>
<td>LM Activities 317-318</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LM Activity 315</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Procedures</td>
<td>Pre-Reading (5 min)</td>
<td>(10 min) Allow pupils to present the Reader’s Theater and to answer questions.</td>
<td>(10 min) <strong>Presentation:</strong> Do the Holdup Game to present possessive pronouns.</td>
<td>(15 min) <strong>Presentation:</strong> Show a guava, a flower and a bean to the class. Ask: What do you see on the table?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unlock the words <em>thorns, bark, pluck, and clever</em> using picture clues and context clues.</td>
<td>(20 min) Discuss the cause and effect relationship.</td>
<td>(10 min) <strong>Modeling/Teaching:</strong> Discuss possessive pronouns.</td>
<td>Read the poem together using proper intonation, rhythm, and pacing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>During Reading (15 min)</td>
<td>- Use sentences taken from the story in presenting the cause and effect relationship. Have pupils identify the cause and effect in sentences with signal words like because and</td>
<td>Explain the use of possessive pronouns.</td>
<td>Let them answer the comprehension questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read aloud the poem (modeling)</td>
<td></td>
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<td></td>
<td>(30 min) Discuss the poem focusing on ways animals adapt to their environment.</td>
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<tr>
<td>Ask questions.</td>
<td>Teach pupils how a Readers Theatre is done.</td>
<td>so.</td>
<td>(20 min) Guided/Independent Practice: Let the pupils do LM Activity 316</td>
<td>(15 min) Guided Practice: Let them do the Ownership Game with you.</td>
<td>(15 min) Independent Practice: Let them give the possessive pronoun that will complete each sentence.</td>
</tr>
</tbody>
</table>
Unit 4: Week 6 (Lesson 33)
The Garden Walked Away

A. Pre-Reading

1. Unlocking/Vocabulary & Concept Development
   (thorn, bark, pluck, clever)

   Show pictures to unlock the words.

   Roses have **thorns.**
   **Bark** is the outer covering of a tree.

   Unlock the word **pluck** through action. Show how you pluck the leaf from its stalk.

   Ask: *What does pluck mean?* (Pluck means to pull a thing out.)

   *Read this sentence:* Carlo introduces new ways to separate trash. He is so **clever.**

   Ask: *What does clever mean?* (Clever means more than being intelligent.)

   After unlocking the words, let the pupils do an activity.
   Refer to LM - Activity 315 on page ____.

B. During Reading

*Listen as I read the poem aloud.*

Begin reading the poem and act as if you are the insect when you come to that line of the poem. Continue reading. Invite the pupils to join in making actions for each line.
The Garden Walked Away
By: Elva Robinson

I was walking in my garden one bright, sunny day.
I reached down to pick up a little stick, and the stick walked away.
The little stick that I had found was a walking-stick insect upon the ground.

I was walking in my garden one bright, sunny day.
I looked at a thorn on a bush, and the thorn walked away.
A thorn it was only pretending to be, for it was really a thornbug, you see.

I was walking in my garden one bright sunny day.
I reached out to feel some tree bark, and the bark flew away.
Instead of a bark, what was really there was a peppered moth flying into the air.

I was walking in my garden one bright sunny day.
I bent down to pluck a leaf, and the leaf walked away.
Can you imagine my surprise? A leaf insect before my eyes!

I was walking in my garden one bright sunny day.
I touched a bump upon some bark and the bark hopped away.
What a surprise it was to see a tiny frog hop away from me.

I was walking in my garden one bright sunny day.
I started to sit upon a rock but the rock walked away.
The rock on which I tried to sit was a tortoise
who wouldn’t have liked it a bit!

These clever insects and animals gave me the thought
that I can’t always tell what’s real from what’s not.
Who knows? Could it be that some bright, sunny day
everything in my garden will get up and walk away?

Say:  I was walking in my garden one bright, sunny day.

In the second and third reading, pause and let the children say:

... and the stick walked away.
... and the thorn walked away.
... and the bark flew away.
... and the bark flew away.
... and the leaf walked away.
. . . and the rock flew away.

3. Post Discussion

Discuss how animals/insects adapt to the environment. Present some pictures of animals.

1. Who was walking in the garden one day?
2. What was the stick that the “I” tried to pick up?
3. What was the thorn?
4. What animal was like a true bark?
5. What animal was like a leaf?
6. What animal looked like a bark?
7. What did the “I” sit on?
8. Why did the “I” call the animals clever?
9. Who do you think is the ‘I’ in the poem?
10. What is the advantage of looking like a part of the garden? Can the enemies of the animals spot them at once?

Let us read the poem again.

1. How many stanzas does the poem have?
2. How many lines does each stanza have?
3. Read each stanza. What are the rhyming words?

4. Let the pupils start practicing the poem for their Reader’s Theater presentation.

Explain what a Reader’s Theatre is.

*Reader’s Theatre is a dramatic presentation of a written work in a script form. Readers read from a ‘script’ and parts to be read are divided among the readers. No memorization, costumes, blocking or special lighting is needed. Scripts are held by the readers. Lines are not memorized. The focus is on reading the text with expressive voices and gestures.*

Give the pupils scripts and parts to practice on.
Lesson 33 Day 2: Show cause and effect using signal words

1. Presentation/Introduction

   Now, it’s your turn to perform.
   Remember to follow the things you learned in doing a reader’s theatre.
   Ask the following questions:
   1. What did you feel while delivering your lines?
   2. Did you say your lines with correct intonation? pausing? pronunciation? Tell us your observations.
   3. How should we present the reader’s theatre?

   Say: During your presentation, I listed some sentences taken from the text.
   Listen as I read them aloud. Then, I will pose a question after each sentence. Then, share your ideas about it.

   Sentence 1: I reached down to pick up a little stick and the stick walked away.
   Ask: Could a stick walk away?

   Sentence 2: I bent down to pluck a leaf and the leaf walked away.
   Ask: Could a leaf walk away?

   Sentence 3: I started to sit upon a rock but the rock walked away.
   Ask: Why could I sit upon a rock?

2. Modeling/Teaching

   Let us take a close look at your answers.

   Ask: Could a stick walk away?
   A stick could not walk because it does not have feet.

   Could a leaf walk away?
   A leaf does not have feet so it could not walk.

   Why could I sit upon a rock?
   I could sit on a rock because it is hard.

   Explain that words like so and because are signal words for cause and effect sentences.

   Let us analyze the sentences.

   1. a. A stick does not have feet so it cannot walk.

   b. A stick cannot walk because it does not have feet.
Cause: It does not have feet.
Effect: A stick cannot walk.

2. a. A walking-insect has feet **so** it can easily walk.
   b. A walking insect can easily walk **because** it has feet.

Cause: A walking insect has feet
Effect: It can easily walk.

3. a. The rock is hard **so** I can sit on it.
   b. I can sit on the rock **because** it is hard.

Cause: The rock is hard
Effect: I can sit on it.

Explain that the cause and effect can be found in different parts of the sentence depending on what is used. When the **effect** comes first in the sentence, **because** is used to signal that the cause follows. When it is the **cause** that comes first, **so** is used to signal that the effect follows.

3. **Guided Practice**

   Let us identify the cause and effect in each sentence.

   **Refer to LM - Activity 316A on page ____**

4. **Independent Practice**

   Decide which sentence in column A matches with the sentence in column B.

   **Refer to LM - Activity 316B on page ____**
Lesson 33 Day 3: Use Possessive Pronouns

1. Presentation/Introduction

Say: We are going to play ‘Hold Up a Thing’ game. If I call your name, you will stand and show a thing inside your bag like pencil, paper, crayons Then, listen as I say: Is that your______? You will say, Yes, this is my _____.

Ask: What line are you going to say?
T: Is that your pen?
P: Yes, this is my pen.
T: Is that his pencil?
P: Yes, this is his pencil.

2. Modeling/Teaching

Listen as I read the sentences.

Is that your pencil?
Yes, this is my pencil.

Is that her book?
Yes, this is her book.

Is this his crayon?
Yes, that is his crayon.

Is this her bag?
Yes, that is her bag.

Explain when to use this and that.

Ask: What do you notice with the underlined words?
They are examples of possessive pronouns. Possessive pronouns show ownership of a thing.
Let us read the following sentences in each column.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whose pencil is that?</td>
<td>That is my pencil.</td>
</tr>
<tr>
<td>Whose book is this?</td>
<td>This is her book.</td>
</tr>
<tr>
<td>Whose crayon is that?</td>
<td>That is his crayon.</td>
</tr>
<tr>
<td>Whose bag is that?</td>
<td>That is your bag.</td>
</tr>
<tr>
<td>Whose tail is this?</td>
<td>That is its tail.</td>
</tr>
</tbody>
</table>

Ask: Whose pencil is that?
In the sentence: That is my pencil, the word my shows ownership of a pencil. It is written before a noun like the word pencil.

Ask: Whose book is this?
In the sentence: This is her book, the word her shows ownership of a book. The word her is written before the noun book as her book.

Ask: Whose crayon is that?
In the sentence: That is his crayon, the word his shows ownership of crayon. The word his is written before the noun crayon.

Ask: Whose bag is that?
In the sentence: That is your bag, the word your also shows ownership. It is written before the noun bag.

Ask: Whose tail is this?
In the sentence: That is its tail, the word its shows ownership. It is written before the noun tail.

Say:

<table>
<thead>
<tr>
<th>Possessive Pronoun</th>
<th>Owner</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>either boy or girl</td>
<td>book</td>
</tr>
<tr>
<td>his</td>
<td>boy</td>
<td>crayon</td>
</tr>
<tr>
<td>her</td>
<td>girl</td>
<td>bag</td>
</tr>
<tr>
<td>our</td>
<td>boy or and girl including the speaker</td>
<td>book</td>
</tr>
<tr>
<td>your</td>
<td>either boy or girl</td>
<td>chair</td>
</tr>
<tr>
<td>its</td>
<td>object or animal</td>
<td>feather</td>
</tr>
<tr>
<td>their</td>
<td>boys or and girls</td>
<td>house</td>
</tr>
</tbody>
</table>
3. **Guided practice:**

*Let us do the OWNERSHIP game. I will ask the question: Whose____ is that/this? Then answer using: This is_____ _______or That is _______ ____________.  

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whose paper is that?</td>
<td>That is ___ paper.</td>
</tr>
<tr>
<td>Whose eraser is this?</td>
<td>This is ___ eraser.</td>
</tr>
<tr>
<td>Whose stick is that?</td>
<td>That is ___ stick.</td>
</tr>
<tr>
<td>Whose art is this?</td>
<td>This is ___ art.</td>
</tr>
<tr>
<td>Whose star is that?</td>
<td>That is ___ star.</td>
</tr>
</tbody>
</table>

4. **Independent Practice**

*Listen as I read each sentence. Give the owner in each sentence. Then give the correct possessive pronoun in each sentence.*

2. Jon writes using a pen. That is ___ pen.
3. Luisa gets a stick. That is ___ stick.
4. I go home with a bag. This is ___ bag.
5. We go to school everyday. This is ___ school.
Lesson 33 Day 4: Read and write possessive pronouns

1. Presentation/Introduction

Show to the class the following: guava, flower and a bean.
Ask: What do you see on the table?
Say: This time we are going to read a poem about it.

Read the poem together telling them to observe proper intonation, rhythm and pacing.

Are These Mine, Yours, Hers or His?
by: Ma. Criselda C. Ocang

On a table, I saw a guava, a flower, and a bean.
A guava, a flower, and a bean?
Who owns all these, Ben?
These might have been taken from my garden.

Oh Ben, is this guava yours?
Ben, oh Ben, is this flower yours?
Ben, is this bean yours?

Oh, Lina, is this guava yours?
Lina, oh Lina, is this flower yours?
Lina, is this bean yours?

Ben owns the guava. It’s his.
Lina owns the flower. It’s hers.
And I own the bean. It’s mine.

After reading the poem let the pupils answer the comprehension questions below.

Questions:
1. What are on the table?
2. Where did they get the guava, the flower and the bean?
3. Who owns the guava?
4. Who owns the flower?
5. Who owns the bean?
This time, let us take a close look at these sentences. Listen as I read them. Notice how the highlighted words are written.

1. Ben owns the guava. It is his.
2. Lina owns the flower. It is hers.
3. I own the bean. It is mine.
4. We love the garden. It is ours.
5. Ken, is this your bean? It is yours.

Ask: Who owns the guava? It is his.
Ask: Who owns the flower? It is hers.
Ask: Who owns the garden? It is ours.
Ask: Who owns the bean? It is yours.

Explain when each pronoun is used.

his - boy owner
hers - girl owner
ours - speaker and boy or/and girl owners
mine - speaker owner
yours - boy or/and girl owners
theirs - boys or/and girls owners

2. Modeling/Teaching
Say: We use the highlighted words to show ownership. The words are my, your, her, his, my, our.

Look at the highlighted words mine, yours, hers and his on the flashcards.

Say: In the first sentence, who owns the guava?
Ben owns the guava. It is his. (The word his shows ownership and is written without a noun following it.)

Lina owns the flower. It is hers. (The word hers shows ownership and is written without a word following it.)

I own the bean. The bean is mine. (The word mine shows ownership and is written without a word following it.)

We love the garden. It is ours. (The word ours shows ownership and is written without a noun following it.)
3. **Guided Practice**
   
   Let us do the OWNERSHIP game. I have here some objects which I borrowed from you. Listen as I ask: **Who owns this____________?**
   
   Your expected answer is **It is________.** Write the correct possessive pronoun on the board.
   
   1. Who owns this bag? It is__________.
   2. Who owns this handkerchief? It is__________.
   3. Who owns this pencil? It is__________.
   4. Who owns this crayon? It is__________.

   Say: **Look at what you have inside your bag. Let us play the same game.**

   Use her, his, mine, ours, or yours to complete each of the following sentences.
   
   1. Who owns the pen. Luis owns it. It is__________.
   2. Who owns the blue bag? Almirra owns the blue bag. It is______.
   3. Who owns the pen? Carlo owns the pen. It is__________.
   4. Who owns the board? We own the board. It is__________.
   5. Who owns the paper? Carlo, is this your paper? It is__________.

4. **Independent Practice**
   
   Refer to LM - Activities 317-318 on pages ____
### Unit 4: Week 7 (Lesson 34)

<table>
<thead>
<tr>
<th>Lesson Parts</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| **Overview/ Objectives** | • Appreciate the hospitality of Filipinos  
• Interpret simple maps | Use frequently occurring prepositions | Interpret a pictograph | Read and spell words with inflectonal endings | • Use the capitalization rules at the word and sentence level  
• Use connectors to show cause and effect |
| **Materials** | • Pictures of flower, bouquet, crown, and seats for king and queen  
• Copy of the selection: *Putong: Marinduque’s Hospitality*  
• LM Activities 319-323 | • Pictures of glass on the table, visitors outside the room, etc.  
• LM Activities 324-325 | • Sample pictograph  
• LM Activities 326-327 | • Copy of the selection “Love Letter for Angels” where selected words are highlighted or underlined in Manila Paper/cartolina  
• Table on a Manila Paper for the enrichment activity | • LM Activities 329-331  
• Copy of the Capitalization Rules  
• Sets of words in Manila paper/cartolina  
• Picture of a birthday celebration |
| **Procedures** | (5 min)  
**Pre-Reading**  
Unlocking/ Vocabulary & Concept Development | **Introduction/ Presentation:**  
• Let them read the phrases.  
• Present pictures of the phrases.  
• Introduce prepositions.  
**Modeling/Teaching:**  
• Discuss what a pictograph is.  
• Ask questions about the sample | **Introduction/ Presentation:**  
Show the sample pictograph  
**Modeling/Teaching:**  
• Discuss what a pictograph is.  
• Ask questions about the sample | **Presentation/ Introduction:**  
• Post the letter on the board.  
• Allow pupils to read the underlined words and ask them to write those words in cards (by groups).  
**Part 1: Capitalization Rules:**  
(25 min)  
**Presentation/ Introduction**  
• Present examples to show when capitalization is done.  
• Let them read the |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (DRTA)</td>
<td>Read and enjoy the story orally then have pupils read it silently for appreciation.</td>
</tr>
<tr>
<td>Post Reading</td>
<td>Talk about the selection by asking discussion questions.</td>
</tr>
<tr>
<td>Engagement Activity</td>
<td>Group Activity: Refer to LM Activity 320.</td>
</tr>
<tr>
<td>Interpreting simple map</td>
<td>Introduction/Presentation: Discuss the meanings of the different prepositions of place.</td>
</tr>
<tr>
<td>Guided Practice:</td>
<td>Let pupils do LM Activity 324.</td>
</tr>
<tr>
<td>Independent Practice:</td>
<td>Let pupils do LM Activity 325.</td>
</tr>
<tr>
<td>Modeling/Teaching</td>
<td>Discuss words with inflectional endings. Refer to LM Activity 328.</td>
</tr>
<tr>
<td>Guided Practice:</td>
<td>Let the pupils work in groups and let them classify the words in cards whether they are plural or singular.</td>
</tr>
<tr>
<td>Independent Practice:</td>
<td>Allow each group to classify the words according to their inflectional endings. Ask one group to present their work.</td>
</tr>
<tr>
<td>Modeling/Teaching</td>
<td>Discuss the connectors for showing the cause and effect in a sentence.</td>
</tr>
<tr>
<td>Part 2: Connectors showing cause and effect</td>
<td>(25 min)</td>
</tr>
<tr>
<td>Presentation/Introduction</td>
<td>Post the picture of a birthday celebration. Let the pupils share their experiences in pairs about their own birthday party or a birthday party they had attended.</td>
</tr>
</tbody>
</table>
• Let us know more about Marinduque by looking at its map.

**Modeling/Teaching:**
• Discuss about Marinduque using a map.
• Present what a map is.
• Let them do LM Activity 321.

**Guided Practice:**
Know more about Marinduque in LM Activity 322.

**Independent Practice:**
Let pupils do LM Activity 323.

Let them do LM Activity 331

**Guided Practice**
Group Activity: Ask them to write sentences about a celebration they had attended using the cause and effect connectors on a piece of paper. Let them apply the rules on indentation, capitalization, and punctuations.

**Independent Activity**
Let them make a birthday card for a classmate who is celebrating his/her birthday on this month.
A. Pre-Reading

1. Unlocking/ Vocabulary & Concept Development
   (guest, hospitality, crown, flower, bouquet)

   Prepare pictures of a flower, a bouquet, and a crown to unlock their meanings.
   Show the picture of flowers.
   Say: What is on the picture? (Flower) Whom do we give flowers to? Why do we give flowers to others?

   Show a picture of a bouquet.
   Say: What are on the picture? (many flowers) How does this picture differ from the first picture? (This has many flowers while the first picture is just a flower) We call these many flowers that are tied together a bouquet.

   Show a picture of a crown.
   Say: This is a crown. Do you wear a crown? Who usually wears a crown?

   Say: Portia celebrated her 9th birthday. She invited Angela, Mico, and Andee. Angela, Mico, and Andee were the guests in Portia’s party.
   Ask: Who are guests? Do guests permanently live in your house?

   Say: Portia asked her visitors to sit on the chair. She gave them juice to drink. Portia showed hospitality to her visitors.
   Ask: How did Portia treat her visitors?
   Say: Portia is hospitable. She showed hospitality.

   Let them do an activity. Refer to LM - Activity 319 on page ____.

2. Motivation
   What do you do when you have guests at home?

3. Motive Question
   How do Marinduqueños treat their visitors or guests in their homes?
B. During Reading (DRTA)

Read aloud the passage “Putong: Marinduque’s Hospitality.”

**Putong: Marinduque’s Hospitality**  
By: Paulo C. Badua

Marinduqueños welcome guests in a very distinct way. This hospitality is known traditionally as “**Putong or Tubong Ritual,**” which means “to crown.” The improvised crowns make the visitors feel like kings and queens even for a day.

**Ask:**
- Who has a different way of welcoming their guests?  
- What is the name of their way of welcoming guests?  
- What does Putong mean?

Putong starts by inviting the guests to be seated at the center of the hall. They are given throne-like chairs to sit on. Next, the hosts begin to sway and dance to the ritual music while approaching the visitors. The ritual music speaks of Marinduque’s religious passion.

Now, each visitor is given a crown or putong and a bouquet of flowers.

**Ask:**
- Where do Marinduqueños ask their visitors to sit?  
- What are given to the guests in Putong?

After this, putong singers shower the guests with santan flower and coins for good health and prosperity. The guests are requested to waltz with the crowd, and they are showered with even more flowers and coins. These are done to wish them luck.

**Ask:**
- What else are given to the guests in Putong?  
- Why do Marinduqueños give their guests flowers and coins?
Indeed, Marinduqueños devote their time and energy to give their guest an extra-ordinary treat.

Ask:

How does Putong differ from your own way of welcoming guests in your home?

C. Post Reading

Ask the following questions.

1. What is the selection about?
2. How will you describe the Marinduqueños?
3. How do they welcome their guest?
4. How do we call their ritual?
5. What do you do whenever you have guests at home?

Engagement/ Enrichment Activity

Refer to LM - Activity 320 on page ____.

Interpreting Simple Maps

1. Presentation/Introduction

Have you been to Marinduque? Let us know more about Marinduque by looking at a map. You will know more about a place if you know how to read its map.

2. Modeling/Teaching

Say: A map tells you where a place is located. It shows other places that are found in the place, the mountains, and sometimes rivers, seas, or oceans that surround the place.

A map is read with the help of a legend. A legend uses a color code to show land, mountains, or bodies of water.

Usually, blue parts in the map refers to bodies of water.

Let us study the map of Marinduque.

Refer to LM - Activity 321 on page ____.
3. Guided Practice
Refer to LM - Activity 322 on page ____.

4. Independent Practice
Refer to LM - Activity 323 on page ____.

Lesson 34 Day 2: Prepositions of Place

1. Presentation
Present pictures of the following phrases.

- glass on my table
- visitor outside our room
- chocolate bar in my cabinet
- slippers under my chair
- letter between two boxes of cheesecakes

Say: Which picture shows a “glass on my table”? Post it beside the phrase.

Which picture shows a “chocolate bar in my cabinet”? Post it beside the phrase.

Which picture shows a “visitor outside our room”? Post it beside the phrase.

Which picture shows a “slippers under my chair”? Post it beside the phrase.

Which picture shows a “letter between two boxes of cheesecakes”? Post it beside the phrase.
Say: *Let us read the phrases above.*

Say: *Let us read the underlined words in the phrases. These words are called prepositions. Prepositions tell the location of something or someone.*

2. **Modeling**

Say: *under means like the slippers on the picture. (show the picture of the phrase slippers under my chair.)*  
(Do the same explanation with the meanings of other prepositions.)

3. **Guided Practice**

Refer to LM - Activity 324 on page ____.

4. **Independent Practice**

Refer to LM - Activity 325 on page ____.

---

**Lesson 34 Day 3: Interpreting a Pictograph**

1. **Presentation**

Show the sample pictograph.

<table>
<thead>
<tr>
<th>Mang Nanding’s Monthly Mango Harvest</th>
</tr>
</thead>
<tbody>
<tr>
<td>January:</td>
</tr>
<tr>
<td>February:</td>
</tr>
<tr>
<td>March:</td>
</tr>
<tr>
<td>April:</td>
</tr>
<tr>
<td>May:</td>
</tr>
<tr>
<td>June:</td>
</tr>
<tr>
<td>July:</td>
</tr>
<tr>
<td>August:</td>
</tr>
<tr>
<td>September:</td>
</tr>
<tr>
<td>October:</td>
</tr>
<tr>
<td>November:</td>
</tr>
<tr>
<td>December:</td>
</tr>
</tbody>
</table>

Legend: is equal to 10 kilos

Say: *This is a pictograph. What do you see on a pictograph?*
2. Modeling/Teaching

Say: A pictograph tells information. It is read with the help of a legend. Look at the pictograph. What information does it tell? (Look at the title). Let us interpret the pictograph by answering some questions.

Ask: Refer to the legend. What does 🍊 stand for? (10 kilos)
  How many kilos of mango did Mang Nanding harvest in May?
  What month did Mang Nanding have the most harvest?
  What month did Mang Nanding have the least harvest?

3. Guided Practice

Refer to LM - Activity 326 on page ____.

4. Independent Practice

Refer to LM - Activity 327 on page ____.

Lesson 34 Day 4: Read and Spell Words with Inflectional Endings

1. Presentation/Introduction

Post the ‘Love Letter for Angels’ on the board with the underlined words. Allow pupils to read the underlined words and ask them to write the words on the card (by groups).

<table>
<thead>
<tr>
<th>Love Letter for Angels</th>
</tr>
</thead>
<tbody>
<tr>
<td>To my Dear Angels,</td>
</tr>
<tr>
<td>I was excited at the start of the school year when I saw you all lined up outside our <strong>room</strong>, I thought to myself: “I will have another set of children to love and cherish.” You will be my <strong>sons</strong> and <strong>daughters</strong> for the whole year.</td>
</tr>
<tr>
<td>I remember the gifts I found on my birthday: the decorated <strong>glass</strong> on my <strong>table</strong>; the chocolate <strong>bar</strong> in my <strong>cabinet</strong>; the pair of pink <strong>slippers</strong> under my <strong>chair</strong>; and the <strong>letter</strong> between two <strong>boxes</strong> of <strong>cheesecakes</strong>. You all made me feel so special.</td>
</tr>
<tr>
<td>Thank you for being in my <strong>class</strong>. I am happy because you are here with me.</td>
</tr>
<tr>
<td>I love you my dear <strong>angels</strong>.</td>
</tr>
<tr>
<td>Your teacher,</td>
</tr>
<tr>
<td>Regilda B. de Guzman</td>
</tr>
</tbody>
</table>
2. **Modeling/Teaching**

Discuss words with *Inflectional Endings*. Refer to LM - Activity 328 on page ____.

3. **Guided Practice:**
Let the pupils work in groups and bring out the word cards they have readied a while ago. Allow each group to classify the words whether they are plural or singular. If the word is singular they need to give the plural form and write it in their word cards. Then, as a group they need to realize that those words with inflectional endings –s and –es changed their meaning as they mean more than one.

4. **Independent Practice:**
Allow each group to classify the words according to their inflectional endings. Ask one group to present their work.

<table>
<thead>
<tr>
<th>Singular Words</th>
<th>Plural Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Alternative**

Allow 3 minutes for the pupils to list as many words they can for each inflectional ending. Let the pupils present their work.
Lesson 34 Day 5: Applying Capitalization Rules

1. Presentation

Present sets of examples to show when capitalization is done. Show them the words by sets. 
Say: *Let us read the words.*

<table>
<thead>
<tr>
<th>Portia</th>
<th>Almira</th>
<th>Danny</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred</td>
<td>Ryan</td>
<td>Malou</td>
</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>February</td>
<td>March</td>
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<tr>
<td>April</td>
<td>May</td>
<td>June</td>
</tr>
<tr>
<td>July</td>
<td>August</td>
<td>September</td>
</tr>
<tr>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
<tr>
<td>Christmas</td>
<td>Ramadan</td>
<td>New Year</td>
</tr>
<tr>
<td>Feast Day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask: *What are these words? (Names)*  
*Name the examples used in each box.*  
Say: *We write in capital letter the first letter of names.*

Do the same explanation on what kinds of words are needed to be capitalized.

4. Guided Practice
   Refer to LM - Activity 329 on page ____.

5. Independent Practice

   Let them apply the rules on capitalization in writing 2 questions and 3 statements.  
   Refer to LM - Activity 330 on page ____.

Connectors Showing Cause and Effect

1. Presentation/Introduction

   Post a picture about a birthday celebration to the class. Let the pupils work in pairs and let them share about their own birthday party or a birthday party that they had attended.  
   Call volunteers to share in class.  
   Ask them to say something about the picture using a Mind Map.

Ask the following questions.
1. Do you celebrate birthdays with your family and friends?  
2. Why do you celebrate birthdays?  
3. Do you attend when someone invites you to a birthday party?  
4. How do you show your hospitality to your guests during parties?
5. Do you entertain them with games, good food?

2. Modeling/Teaching

Show examples of sentences with cause and effect connectors. Highlight the connectors such as *because, as* and *so*. Emphasize the punctuations and capitalization in the sentence.

*What are the connectors showing cause and effect?*

*Refer to LM - Activity 331 on page ____*

3. Guided Practice

Group Activity: Divide the pupils and let them work in groups. Let them focus on a birthday celebration they had attended. Let them write sentences using the cause and effect connectors on a piece of paper. Let them apply the rules on indention, capitalization and punctuations. Then, ask them to present their output.

4. Independent Activity

Let them make a birthday card for a classmate who is celebrating his/her birthday this month. Let them present the birthday card to class.
### Unit 4: Week 8 (Lesson 35)

<table>
<thead>
<tr>
<th>Lesson Parts</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
</table>
| **Overview/ Objectives** | Literature: *I Am Andres Bonifacio*  
- Appreciate the beginnings of a hero | Read and spell words with inflectional endings –d and –ed | Identify adverbs in sentences | Use adverbs in sentences |
| **Materials** | Copy of the story “I Am Andres Bonifacio: LM Activity 332  
- Ten peso coin  
- Picture of Andres Bonifacio  
- Pictures of: a family, children, Dr. Jose Rizal, buri mat, and a basket made of abaca  
- LM Activity 333 | LM Activity 334  
- Letter  
- Flashcards, (pile) word cards, activity cards | Strips of cartolina with sentences  
- Concept Map  
- LM Activity 335 | LM Activities 336-337 |
| **Procedures** | (10 min) **Pre-Reading**  
Unlocking/ Vocabulary & Concept Development  
- Present paper keys with words to be unlocked.  
- Show different pictures associated with the difficult words.  
- Show a ten-peso coin | (15 min) **Introduction/ Presentation:**  
- Allow pupils to share their letter.  
- Flash cards of words that are highlighted for pupils to read and post.  
- Allow pupils to spell the words through show cards. | (10 min) **Introduction/ Presentation:**  
- Post sentences about Andres Bonifacio.  
- Ask questions to give emphasis on the adverbs used.  
(15 min) **Modeling and Teaching:**  
- Discuss each sentence and the adverbs used. | (10 min) **Presentation/ Introduction**  
- Review adverbs through sentence strips.  
(15 min) **Modeling/ Teaching**  
- Discuss adverbs of manner by reading “A Plan” first (DRTA).  
- Post sentences with |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td><strong>Reading (Shared Reading)</strong></td>
<td>• Read and enjoy the story orally and ask questions.</td>
</tr>
<tr>
<td>15 min</td>
<td><strong>Post Reading:</strong></td>
<td>Ask the discussion questions.</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Engagement Activity</strong></td>
<td>• Ask pupils to write a letter to a friend sharing what was learned about Andres Bonifacio.</td>
</tr>
<tr>
<td>15 min</td>
<td><strong>Modeling/Teaching:</strong></td>
<td>• Present the posted words to discuss words with Inflectional Endings –d or –ed.</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Guided Practice:</strong></td>
<td>• Ask pupils to form words with inflectional endings –d or –ed&lt;br&gt;• Let pupils read and spell the formed words.</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Independent Practice:</strong></td>
<td>• Let them do LM Activity 334.</td>
</tr>
<tr>
<td>15 min</td>
<td><strong>Guided Practice:</strong></td>
<td>• Explain a concept map.</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Independent Practice:</strong></td>
<td>• Allow pupils to do the activity on adverbs of manner.</td>
</tr>
</tbody>
</table>
A. Pre-Reading

**Materials:** Copy of the story – *I Am Andres Bonifacio*, ten peso coin, picture of Andres Bonifacio, pictures, paper fans and wooden canes, paper keys

1. **Unlocking/ Vocabulary & Concept Development**
   (orphaned, products, heroes)

   Present paper keys with words to be unlocked. (Note: The key word-cards should be prepared ahead of time)
Show different pictures to unlock the difficult words.

1. orphaned: Show a picture of a family and another picture with only the children. Ask: Why do you think are there no parents in this picture? (Their parents died so these children are orphaned.
2. heroes: Show a picture of Dr. Jose Rizal. Ask: Who can name the picture? Yes, this is Dr. Jose Rizal. What do you know about him? Why do you think is he called a hero?
3. products: Say: I have here a picture of a buri mat and a basket made of abaca. They are products from the provinces in the Philippines. What comes to your mind when you hear the word products?

2. Motivation

Here is a ten-peso coin. Do you know who is on the coin?

3. Motive Question:
Who is on the ten-peso coin? Why do you think is this image here? Let’s find out in the selection.

B. During Reading:

Have a shared reading with the pupils using the Chunking Method. Remember you have to read with the proper fluency, rhythm, intonation, and pacing. While reading the story, ask some questions.

Refer to LM - Activity 332 on page ____ for the selection “I Am Andres Bonifacio”.

P - By the way, I am Andres Bonifacio, I was orphaned at a very young age. My parents died when I was 14 that’s why I had to take care of my young brothers and sisters?

T - How do you think did Andres Bonifacio take care of his brothers and sisters after they were orphaned?
What kind of brother is he?
Do you want to be like him?

P - I had lived the values of friendship, brotherhood, and kindness. I helped those who are in need. And above all, I fought for our rights. I fought for our country’s freedom.
Why do you think he is considered as one of our heroes?

C. Post Reading:
Now, you know who Andres Bonifacio is. Answer the questions that follow.

1. Who is on a ten peso coin?
2. What happened to him at a very young age?
3. How did Andres Bonifacio earn a living for his brothers and sisters?
4. What made him know a lot of things?
5. What made Andres Bonifacio one of our national heroes?
6. At a young age, what can you do to help others?

Engagement Activity:

Allow pupils to write a letter to a friend telling what he learned about Andres Bonifacio. Review the parts of a letter. Refer to LM - Activity 333 on page _____ for the writing activity.

Lesson 35 Day 2: Inflectional Endings

Materials: letter, flashcards, pile cards, activity cards

1. Presentation
Let the pupils share their letter to the group and then to the class. Ask them why they like Andres Bonifacio.
(Note: Prepare flashcards of the highlighted words in the text. After reading each word post it on the board. (orphaned, appeared, considered, printed)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>First set of flashcards</td>
<td>Second set of flashcards</td>
</tr>
<tr>
<td>orphan</td>
<td>orphaned</td>
</tr>
<tr>
<td>appear</td>
<td>appeared</td>
</tr>
<tr>
<td>consider</td>
<td>considered</td>
</tr>
<tr>
<td>print</td>
<td>printed</td>
</tr>
</tbody>
</table>

What do you see at the end of each word in Column B?
What is common among them?
2. **Modeling/Teaching:**

   Let us read these sentences.

1. *Andres Bonifacio was orphaned at a very young age.*
   
   What is the underlined word? What is its base form? What is added to the word *orphan*?

   Let the pupils read and spell the word again.

2. *He had lived the values of friendship.*
   
   What is the underlined word? What is its base form? What is added to the word *live*?

3. *His face is printed in the ten-peso coin?*
   
   What is the underlined word? What is its base form? What is added to the word *print*?

   Let the pupils read and spell the word again.

SAY: We call these verbs with inflectional endings, -d and –ed.

**Read these verbs.**

<table>
<thead>
<tr>
<th>/d/</th>
<th>/-ed/</th>
<th>/ed/</th>
</tr>
</thead>
<tbody>
<tr>
<td>died</td>
<td>started</td>
<td>asked</td>
</tr>
<tr>
<td>shared</td>
<td>wanted</td>
<td>helped</td>
</tr>
<tr>
<td>lived</td>
<td>printed</td>
<td>stopped</td>
</tr>
<tr>
<td>needed</td>
<td>wondered</td>
<td></td>
</tr>
<tr>
<td>considered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>orphaned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appeared</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Read the words in the first column. What is added to the words die, share and live?**

SAY: We add –d when the verb ends in e.

**Read the words in the second column. What is added to the words start, want, print and need?**

SAY: Adding –ed to some verbs form new syllable.
Read the words in the third column. What is added to the words ask, help, stop, wonder, consider, orphan and appear?

Say: Some verbs form their past form by adding –ed.

REMEMBER:
Inflectional Endings
The –d or –ed when added to the verb in base form denotes that the action happened in the past.

3. Guided Practice:
Make 20 word cards with inflectional endings -d or -ed. Distribute the cards to the pupils.

Say: Study each word and decide whether a –d or an –ed is added to its base form. Then, post each card under each column.

<table>
<thead>
<tr>
<th>/-d/</th>
<th>/-ed/</th>
</tr>
</thead>
<tbody>
<tr>
<td>smiled</td>
<td>laughed</td>
</tr>
<tr>
<td>brushed</td>
<td>jumped</td>
</tr>
<tr>
<td>walked</td>
<td>danced</td>
</tr>
<tr>
<td>prayed</td>
<td>obeyed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>washed</th>
<th>accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>cleaned</td>
<td>covered</td>
</tr>
<tr>
<td>decided</td>
<td>failed</td>
</tr>
<tr>
<td>admired</td>
<td>advised</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>admired</th>
<th>baked</th>
</tr>
</thead>
<tbody>
<tr>
<td>closed</td>
<td>combed</td>
</tr>
<tr>
<td>hunted</td>
<td>guided</td>
</tr>
</tbody>
</table>

4. Independent Practice:
Add –d or –ed to the following verbs to give the correct inflectional ending of the verbs.
Refer to LM - Activity 334 on page ____.
Lesson 35 Day 3: Adverbs: A Plan

1. Presentation/Introduction

*Listen as I read some good things about Andres Bonifacio.*

<table>
<thead>
<tr>
<th>Andres truly helped his young brothers and sisters.</th>
<th>He happily sold products in the streets.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andres gladly helped those who are in need.</td>
<td>Andres fought bravely for our country’s freedom.</td>
</tr>
</tbody>
</table>

*Ask:*

*How did Andres help his brothers and sisters?*
Andres *truly* helped them.

*How did Andres sell products in the streets?*
He *happily* sold products in the streets.

*How did Andres help those who are in need?*
Andres *gladly* helped those who are in need.

*How did Andres fight for our country’s freedom?*
He fought *bravely* for country’s freedom.

2. Modeling and Teaching

*Let us read the sentences I have written on the board.*

Andres helped them.
*Ask: How did he help them?*
Andres *truly* helped them. (Read the word truly with emphasis)

Explain that when they said –Andres helped them. – They are stating what Andres did for his brothers and sisters but then when they said –*Andres truly helped them.* – They are describing how Andres helped his brothers and sisters. They are describing the action he did.
He sold products in the streets.
Ask: *How did he sell products in the streets?*
He **happily** sold products in the streets.

Explain that when they said – He sold products in the streets.– They are stating what Andres actually did but then when they said – He happily sold products in the streets. The word **happily** describes how Andres felt about the selling of products.

*Andres happily helped those who are in need.*

(Explain that when they said – Andres helped those who are in need. – They are stating what Andres did to show care for others but then when they said Andres happily helped those who are in need, the word **happily** describes how he felt about helping others who are in need.

He fought for our freedom.
Ask: *How did he fight for our freedom?*
He fought **bravely**.

Explain that when they said – He fought for our freedom. – They are stating what Andres Bonifacio did for us. But when they said - He fought **bravely. Bravely** is a word that describes how Andres Bonifacio fought for us.)

Ask: *How would you identify the adverbs in sentences?*
Say: **An adverb describes a verb, an adjective and another adverb. Look at the diagram.**

![Diagram showing the relationship between verbs, adjectives, and adverbs]

*It tells how the action is done in the sentence.*
3. Guided Practice

Let us try to put the adverbs in our discussion on the table below.

Allow pupils to do the task with your help. You may recall what nouns and adjectives are so that it would be easy for them to understand this lesson.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word that describes the verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>helped</td>
<td>truly</td>
</tr>
<tr>
<td>sold</td>
<td>happily</td>
</tr>
<tr>
<td>helped</td>
<td>happily</td>
</tr>
<tr>
<td>fought</td>
<td>bravely</td>
</tr>
</tbody>
</table>

After listing the words to their appropriate cells, introduce a sentence-game where sets of words will be given and they are going to arrange them and afterward point out the adverb and the word that it describes. Then, allow them to post their answers on the DESCRIPTION TABLE.

Write the following words in word cards for the activity.

**Say:** Look at the list of words inside the box. You are going to arrange them to form a sentence. Then using the DESCRIPTION TABLE, you will post the correct word under each column.
Lesson 35 Day 4: Adverbs of Manner

1. Presentation/Introduction
   Review:
   Read the following sentences. Underline the adverbs.
   1. The girls danced grace[fully].
   2. The children listen attentively.
   3. Alex runs quickly.
   4. Ana dances well.

2. Modeling/Teaching
   Use DRTA approach: Let the pupils read aloud the story “A Plan.”
   Refer to LM - Activity 336 on page ____.
   Write the sentences with adverbs of manner on the board. Underline the adverbs used in the sentence.
   1. Mang Cardo, the postman, called loudly outside for mother.
   2. Mother eagerly went outside to get the letter from him.
   3. Samantha and Miguel giggled happily about the good news.

Read the sentences.
   Ask: How did Mang Cardo call the mother in sentence 1? (loudly)
   How did mother go outside in sentence 2? (eagerly)
   How did Samantha and Miguel giggle? (happily)
Write their answers on the board. 
Say: Words that answer the question how are called adverbs of manner. They tell us the way or how something is done. Adverbs of manner are usually adjectives that end with ly.

<table>
<thead>
<tr>
<th>adjective</th>
<th>+</th>
<th>ly</th>
<th>=</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>+</td>
<td>ly</td>
<td>=</td>
<td>beautifully</td>
</tr>
<tr>
<td>soft</td>
<td>+</td>
<td>ly</td>
<td>=</td>
<td>softly</td>
</tr>
</tbody>
</table>

Let’s read these examples:

Ana plays piano beautifully. (Ask: How did Ana play piano? beautifully)
Ana plays piano softly. (Ask: How did Ana play piano? softly)

How do we call the words beautifully, softly, and terribly? (adverbs) Why? Because they tell how something is done.

Have the pupils give the generalization:
Ask: What is adverb of manner? Give examples.

Generalization:
Adverbs of manner tell us the way something is done. It answers the question how.

3. Guided Practice:

Divide the class into groups of four or five members. Provide them with activity sheets about adverbs of manner.

Directions: Complete the sentence by changing the adjective inside the phrase into an adverb.

Example:
Alex sings (loud) ____________. Answer: loudly
1. The boy speaks (harsh) ________________.
   *Answer: harshly*
2. The girl dances (graceful) ________________.
   *Answer: gracefully*
3. Raymond listens (attentive) ________________.
   *Answer: attentively*
4. Karen greeted the guest (polite) ____________.
   *Answer: politely*
5. Rodel works (careful) ________________.
   *Answer: carefully*
Alternative Activity:

Divide the class into groups of four to five members. Provide each group with 10 adverb-cards and 10 adjective-cards. Allow each group to complete the table written on a Manila paper by changing the adjective into an adverb by simply adding +ly to the adjective.

If they managed to finish the game earlier than the anticipated time, then the group will swap cards and play the game again.

After the end of this activity, collect the cards. Acknowledge the pupils by thanking and praising them.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>great</td>
<td></td>
</tr>
<tr>
<td>Loud</td>
<td></td>
</tr>
<tr>
<td>Neat</td>
<td></td>
</tr>
<tr>
<td>rapid</td>
<td></td>
</tr>
<tr>
<td>Soft</td>
<td></td>
</tr>
<tr>
<td>cheap</td>
<td></td>
</tr>
</tbody>
</table>

Small Group Activity

Form three groups. Let each group write five sentences using any of the adverbs written on the board. Pupils present their outputs in class.

List of adverbs

<table>
<thead>
<tr>
<th>beautifully</th>
<th>frankly</th>
<th>quietly</th>
<th>lovingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>neatly</td>
<td>nicely</td>
<td>slowly</td>
<td>quickly</td>
</tr>
<tr>
<td>loudly</td>
<td>greatly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sentences:

1. __________________________________________
2. __________________________________________
4. **Independent Practice**

   Pupils answer worksheet on adverbs. **Refer to LM - Activity 337 on page ____**.
<table>
<thead>
<tr>
<th>Lesson Parts</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| **Overview/ Objectives** | Use adverbs of frequency | • Develop short paragraphs through guided writing  
• Compose short paragraphs about familiar topics | Write the final draft of the write-up. | Share one’s write-up. | Compile the write-ups |
| **Materials** | • Pictures of: pancit, banana cues, candies, chocolate bars, and biscuits  
• Copy of ‘What Grade Three Pupils Like to Eat’ LM Activity 338  
• LM Activity 339 | • Pictures of kids doing different activities  
• LM Activity 340 | • Checklist on LM Activity 340  
• LM Activities 341-342 | • LM Activity 343 | • Pair of scissors, coupon bond, linen paper, flower cutouts, coloring materials, folder, and paste  
• LM Activity 345 |
| **Procedures** | (10 min) **Presentation/Introduction**  
• Post pictures of pancit, banana cues, candies, chocolate bars, and biscuits on the board.  
• Allow pupils to | (10 min) **Presentation/Introduction**  
• Post the 5 pictures on the 5 corners of the room and ask the pupils to tell what they see on each picture.  
• Let each one | • Review the activity done the previous day.  
• Let the pupils review each other’s write-up in groups and in pairs using the checklist.  
• Let them write the second draft and the | • Let the pupils review their write-up.  
• Let them revise their work based on the checklist.  
• Ask pupils to write the final draft. | • Ask the pupils to bring out their materials.  
• Let them compile their write-ups.  
• Let them refer to LM Activity 345 for the guidelines. |
<table>
<thead>
<tr>
<th>Name the pictures</th>
<th>Choose a picture and stay in the corner.</th>
<th>Review the rules on punctuation, capitalization, spelling, sentence, and paragraph writing using the checklist on LM Activity 340.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let them line up to their food preferences.</td>
<td></td>
<td>(10 min) Modeling/Teaching:</td>
</tr>
<tr>
<td>(15 min) Modeling/Teaching:</td>
<td></td>
<td>Guided Practice:</td>
</tr>
<tr>
<td>Read with the pupils ‘What Grade Three Pupils Like to Eat’ and present the table and the graph on a Manila paper. Refer to LM - Activity 338</td>
<td></td>
<td>Independent Practice:</td>
</tr>
<tr>
<td>Review adverbs. Discuss adverbs of frequency.</td>
<td></td>
<td>(10 min) Guided Practice:</td>
</tr>
<tr>
<td>(15 min) Guided Practice:</td>
<td></td>
<td>Independent Activity:</td>
</tr>
<tr>
<td>LM Activity 339</td>
<td></td>
<td>(20 min) Independent Activity:</td>
</tr>
<tr>
<td>(10 min) Independent Practice:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask each pupil to write a sentence using adverbs of choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>frequency. back to their seats and start writing on the topic: ‘How I Can Make our Place a Better Place to Live In’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 4: Week 9 (Lesson 36)

What Grade Three Pupils Like to Eat

1. Presentation/ Introduction

(Materials: Picture of pancit, banana cues, candies, chocolate bars and biscuits)

Post the following pictures on the board.

Ask: What are these? (Post the chart below. Allow pupils to name the pictures.)

If these were sold in our school canteen, which would you rather have for recess? I want you to stand and line up beside the food you would like to have for recess. (Allow pupils to line up beside their preferences) How many of you lined up beside pansit? banana cue? candies? chocolate bars? biscuits? (Count and list the preferences of pupils)

<table>
<thead>
<tr>
<th>Food Preferences</th>
<th>Pancit</th>
<th>Banana Cue</th>
<th>Candies</th>
<th>Chocolate Bars</th>
<th>Biscuits</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would you like to eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many of you preferred the following food items?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Modeling and Teaching

Read with the pupils ‘What Grade Three Pupils Like to Eat’ and present the table and the graph on a Manila paper. Refer to LM - Activity 338 on page ____.

Review on adverbs and introduce/discuss adverbs of frequency.

Ask: Remember the discussion we had last week on adverbs? Let’s review them.
Use the following diagram to recall it.

What are adverbs?

Adverbs describe a verb, an adjective or another adverb.

Ask pupils to write the sentences from the text that contain the highlighted adverbs.

Say: Let us write the sentences from the text that contain highlighted words which we call adverbs.

Discuss each of the sentences. Ask questions after each sentence.

I have always wondered what kinds of food kids, like me, buy from the school canteen during recess.

How often does he wonder about what kinds of food kids buy from the school canteen?

Grade Three pupils often eat biscuits or crackers for their snacks.

How often do Grade Three pupils eat biscuits or crackers for their snacks?

Other snacks they usually eat are banana cues and chocolate bars.

How often do they eat banana cues and chocolate bars?

They seldom eat pansit.

How often do they eat pansit?

They rarely buy candies.

How often do they buy candies?

I’ve always thought kids love candies.

How often does he think kids love candies?

The kids in my school are never hungry.

How often do the kids in his school get hungry?

The highlighted words and the answers you gave for the questions are ADVERBS OF FREQUENCY. An adverb of frequency tells how often you have done something.
3. Guided Practice  
Refer to LM - Activity 339 on page ____ .

(Note: Be sure to prepare the posters below.)

The pupils will answer the questions and go to the poster that reflects their choice – always, usually, often, seldom, rarely, or never. All responses are accepted)

How often do you brush your teeth? (If they choose NEVER, they would say – I NEVER BRUSH MY TEETH.)

(You may ask as many questions as you want.)

4. Independent Practice

This time, go to your group then each of you will write a sentence using any of the ADVERBS OF FREQUENCY on the Manila paper. Be ready to read and share your work to class.
Lesson 36 Day 2: Pre-Writing and Writing the First Draft

1. Presentation/Introduction

Materials: (1) Picture of kids sweeping, (2) Re-using bags and tin cans, (3) gardening/planting, (4) throwing garbage in the right bin, (5) talking to fellows on how to keep the environment clean and green (lobbying)
Post the pictures on an arm chair or desk in 5 different activity corners in your room. Pupils will choose what they want to do to keep our environment clean and green.

We have 5 activity corners in our room. What is the picture that you see on the first one? the second one? the third one? the fourth one? the fifth one?

Allow them to answer each of your questions. Then ask: From these five, what would you want to do to keep our environment clean and green?

Give pupils a minute to decide and go to the corner of their choice. The pupils will stay in their corners but when one group exceeds the number of pupils in a group split the corner/group. Tell them to stay there.

2. Modeling/Teaching

Review the rules on punctuation, capitalization, spelling, sentence, and paragraph writing using the checklist on LM - Activity 340 on page ____.

Present issues on global warming and the need to help in cleaning and making our environment green.

3. Guided/ Independent Practice

In your group now, you are given 7 minutes to talk about how you can keep our environment clean and green. Do not forget to write the important details of what you are going to talk about.

After 7 minutes the pupils will return to their seats and start with the writing activity on ‘How Can I Make Our Place a Better Place to Live In’.

Lesson 36 Day 3: Peer-Review and Revising (First Draft)

Materials: Teacher Chart (Checklist on Reviewing and Revising Write-up/Writing Checklist)

What did we write about yesterday? Do you think you have a good write-up already?

Tell pupils to go to their group and find a pair. Post the checklist on the board.

Go to your group and review each other’s work. Be guided by the posted checklist.

Pupils will be given 10 minutes to review outputs. Remind them again on the guidelines. Refer to LM - Activity 341 on page ____.
This time, get your reviewed copies and write your second draft.

After revising the first draft, pupils will be given the chance to review the second draft and be guided by the checklist once again.

This time, get your reviewed copies. Refer to LM - Activity 342 on page ___.

Lesson 36 Day 4: Generating Final Copy

Materials: Chair – labeled as AUTHOR’S CHAIR.

Post the checklist and ask the pupils to hold their write-ups. This time the pupils will review their own work through the help of the teacher following the checklist. Ask the questions from the checklist one by one and give them ample time to look at their work.

This time, get your reviewed copies and write your final draft.

Now, we will listen to one or two member/s from each group to read his/her work to us.

Determine the reader/ sharer by drawing lots. Tell pupils to share work in class by sitting on the Author’s Chair and reading their work. Tell each group to prepare a yell to support their group mate. Collect copies of the final draft and post them on one corner for a Gallery Walk. Make sure each of the work of the pupils are displayed for everyone to see.

As an assignment, ask pupils to bring scissors, coupon bond, linen paper, flower cutouts if available, coloring materials, folder, and paste for the next-day activity) Refer to LM - Activity 343 on page ____.

Lesson 36 Day 5: Compilation of Write-ups

Materials: pair of scissors, coupon bond, linen paper, flower cutouts if available, coloring materials, folder, and paste for the compilation. Refer to LM - Activity 344 on page ____.

Post the guidelines for the compilation of the write-ups as a project of the group.) Refer to LM - Activity 345 on page ____.