2. Presentation:
   Have the class go to the page asked by the teacher. Let the pupils go over each
   section and let them find out the information given in each page.
   Ask:
   What information is given in the (front page)?
   Why do you think a newspaper has included this section?
   Example:
   a. front page      d. entertainment page  e. ads
   b. news page       e. sports page
   c. editorial page  d. business page

   Further explanations are given by the teacher.

3. Practice:

   Guided Practice
   Group the class into 4.
   Give each group clippings taken from different parts of a newspaper.
   Let the group post the clipping on the proper section on a chart.
   Pupils may have their own way of presenting the chart. (graphic organizer)

   Group presentation of output.

   Independent Practice:
   (Refer to LM, Activity 3 & 4)

4. Evaluation:
   Refer to LM Activity 5, Page _____

Quarter 4

Week 31

Theme: Our Community Resources

Genre: Folktale

I. Objectives

A. Oral Language
   • Relate one’s own experiences and ideas related to the topics using a variety
     of words with proper phrasing and intonation.

B. Fluency
   • Read aloud grade level text with an accuracy of 95-100%

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

D. Composing
   • Write a 3-5 sentence paragraph using signal words such as first, last, then
     and next.

E. Grammar
   • Identify and use adjectives appropriate for the grade level.

F. Vocabulary and Concept Development
• Use words unlocked during story reading in meaningful texts.

G. Listening/Reading Comprehension
• Perceive cause-effect relationship

H. Attitude towards Literacy, Literature and Language
• Express interest in texts by reading available print materials.

I. Study Skills
• Make a two-level outline for report.

II. Subject Matter

A. Topics
3-5 Step Procedural Paragraph

Adjectives

Perceive Cause-Effect relationship

Two-Level Outline

Value Focus: conserving water and other resources

A. Reference
http://folktales.webmanila.com

B. Materials
graphic organizers, folktales “Why The Sea Is Salty” & “The First Pineapple”, charts, pictures, sample outlines

III. Procedure

Day 1

Objectives
• Relate one’s own experiences and ideas related to the topics (Water) using a variety of words with proper phrasing and intonation.
• Use words unlocked during story reading in meaningful contexts.

A. Pre-assessment
Put as many words as you can in the following chart that you can associate “Water” with:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Developmental Activities

Oral Language

Tell what you know about the following: (show pictures of clean water and dirty water)

Ask:

1. What do you see in the pictures?
2. What causes the water to be dirty?
3. What may happen if the water is dirty?

Vocabulary Development

Let the pupils say something about the following pictures. Let them describe what they see.

1. What object is common to the pictures?
2. Is water important? Why?

The teacher reads the following dialog while the pupils listen.

Myra: Jason, you forgot to turn off the faucet. Look, you have wasted too much water.

Jason: I’m sorry. There was no water earlier that’s why I forgot to turn it off.

Myra: It’s alright but we should remember not to waste even a drop of water.

Jason: A drop? Oh! But there’s much water around. Look, even the rain gives us much water.

Myra: Jason, if we will not take care of our water resources, years from now, we may no longer have clean water.

Jason: How could it be? We have rivers, springs, waterfalls and even the oceans. They are all sources of water.

Myra: But it would be a big help if we still conserve water today. People, animals and plants would not survive if there is no water.
Comprehension check:

Ask:

1. Who forgot to turn off the faucet?
2. What water resources were mentioned in the dialog?
3. What might happen if people would not conserve water?
   ➢ The pupils read again then act out the dialog by pairs.

Think-Pair-Share (Independent Activity)

Question: What ways would you do to help conserve water?

Pair work: Pupils find a pair and then talk and answer the given question.

Share: Each pair will report on what they have talked about.

Day 2

Objectives:

- Perceive cause and effect relationship in a folktale listened to.
- Identify and use adjectives
- Correctly spell words in the list of vocabulary words and the words in the selection read or heard.

A. Preliminary Activities

1. Spelling

Unscramble the following words. Clues are given so you can give the words correctly.

   c d l o

   (When the weather is warm, it is good to drink ____ water)

   y t r i d

   (Water and food that are ____ can make us sick)

   t e s t s l e a s

   (No one would like a food that is ____)

   l e c a

   (Even if water is ______, it may not be clean)

   u p r e

   (If water is clean, then it is ____)

   i y t n

   (A word which means “small”)

   a y s t l

   (A word that tells about the sea water)

   e r o n o s m u

   (A word which means big)
B. Developmental Activities
1. Listening
   a. Unlocking of Difficulties
      (Unlock the following words using picture clues)
      ferocious  enormous  stretched out
      tiny  island  drowned
      (Unlock the following words using context clues or real objects)
      salty  tasteless
      (Unlock the following words using action)
      scratch  chatted
   b. Activating Prior Knowledge / Motivation
      Show some salt to the class. Ask: “What are the uses of salt? Where does salt come from?”
   c. Set purpose:
      You are going to listen to a folktale. It’s title is “Why the Sea Is Salty?”
   d. Motive Question
      Why is the sea salty?
   e. Listening Phase
      The teacher reads the following folktale:

      **Why the Sea is Salty**

      Many years ago, the sea tasted like ordinary rainwater. It was bland and tasteless. Fortunately, the people living in the islands knew about a friendly giant who kept mounds of salt in his cave. The people would cross the ocean on their boats to reach the gentle giant's island, and that is how they were able to bring salt back to their villages, in order to prepare tastier meals.

      One time, however, the ocean was rough and they could not sail out to gather salt. They eventually ran out of salt and the villagers no longer enjoyed their tasteless meals. They wondered how they could get salt again, when a child suggested they ask the giant to stretch out his legs over the ocean so that they could walk to his island instead.

      The kind giant agreed, and villagers with empty salt sacks walked along the giant's leg. Unfortunately, the giant's foot landed on an anthill, and the ferocious red ants started biting the enormous leg.

      "Hurry!" pleaded the giant, who strained to keep his itchy legs still. As soon as the people reached the giant's island, he immediately withdrew his foot and scratched the itchy bites. The villages just smiled at how a giant could be bothered by tiny ants.

      Anyway, the people got their salt and the giant again stretched his leg over the ocean. Immediately, the ants began biting his swollen foot. Once again, the giant asked the people to hurry up, but the heavy salt sacks slowed them down.

      Besides, the people didn't believe that the tiny ants could really affect the giant, so they idly chatted away, and walked rather slowly.

      Before the villagers could cross the ocean, the giant cried out and thrust his ant-bitten foot into the ocean. All the packed salt fell into the plain-water sea and melted.
f. Comprehension Check
Ask:

1. How did the seawater taste before?
2. Where did the people get salt?
3. How did the giant help them?
4. What happened to the giant while helping the people cross the sea?
5. Why did the seawater get salty?
6. Do you think this story really happened?
7. If all our waters got salty, what do you think would happen to us?
8. If there would be no more salt, what might happen to us?

Valuing:

Water and salt are some resources that we can find on earth. What must we do with these resources?

g. Skill development: (Perceiving Cause and effect relationship)
Answer these questions:

1. Why would people cross the ocean to go to the giant's island?
2. Why could people prepare tastier meals?
3. Why could the people not sail out to gather salt?
4. Why did the giant stretch out his leg over the ocean?

| Cause answers the question why. |
| It gives the reason. |

Answer these questions:

1. What happened when the villagers ran out of the salt?
2. What happened when the ferocious ants bit the giant's leg?
3. What happened when all the salt fell into the water?

| Effect gives the result. It answers the question what happened? |

h. Practice
In the chart below, write the CAUSE for its EFFECT and the EFFECT FOR ITS CAUSE.

- The people could not enjoy their meals
Write the effect of its cause.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ferocious red ants bit the giant’s leg.</td>
<td></td>
</tr>
<tr>
<td>The giant cried and thrust his ant-bitten foot into the water</td>
<td></td>
</tr>
<tr>
<td>The packed salt fell into the water</td>
<td></td>
</tr>
</tbody>
</table>

2. Grammar
   a. Preparation
      Group the class into three. Give each group a word card. Let each group list down as many words as they can remember that tells about the word assigned to their group.

      Group 1  - giant
      Group 2  - sea
      Group 3  - ants

      Have each group present their work to the class.

   b. Presentation
      Study the words below:
      giant - big, friendly, gentle
      sea - bland, tasteless, salty
      ants - tiny, ferocious
      What words describe “giant”?  
      What words describe “sea”?
What words describe “ants”?

c. Abstraction:
   Lead the class to the illustration in the LM, page ___

   Study further the following underlined words:
   - There are seven yellow ducks in the pond.
   - The pond is wide and the water is clean.
   - There is a tall tree beside the pond.
   - Three boys are sitting on a long bench near the pond.
   - Some green frogs are jumping near a big rock.

Use the underlined words to complete the following chart. Number one sentence is done for you.

<table>
<thead>
<tr>
<th>Underlined words</th>
<th>Characteristics being pointed out by the underlined word</th>
<th>Words referred to by the underlined words</th>
<th>Kind of word referred to by the underlined word</th>
</tr>
</thead>
<tbody>
<tr>
<td>seven</td>
<td>number</td>
<td>ducks</td>
<td>noun</td>
</tr>
<tr>
<td>yellow</td>
<td>color</td>
<td>ducks</td>
<td>noun</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

What do the underlined words do? What kind of words are referred to by the underlined words? What characteristics of the noun are pointed out by the underlined words? The underlined words are adjectives.

What do adjectives do? What kind of words are described by adjectives? What characteristics are pointed out by adjectives?

d. Generalization:
   Adjectives are words that describe nouns or pronouns. Adjectives tell or point out the number, the size, the color, the height or the kind of noun being described.

e. Guided Practice:
   (Refer to LM, Activity 3, page ____)

3. Evaluation:
   Copy on your paper all the adjectives used in the following paragraph:

   (Refer to LM, Activity 4, page ____)

4. Assignment:
   What is your favorite toy? Tell what kind of toy it is. Describe its color and size. Tell also why it is your favorite toy. Write it on a paper.
Day 3

Objectives:

1. Read aloud grade level text with an accuracy of 95-100%
2. Express interest in texts by reading available print materials.
3. Use words unlocked during story reading in meaningful texts.
4. Perceive cause-effect relationship
5. Identify and use adjectives appropriate for the grade level.
6. Correctly spell words in the list of vocabulary words and the words in the selection read.

A. Preliminary Activities
   1. Spelling test (Refer to list in Day 2)
   2. Checking of assignments

B. Developmental Activities
   1. Pre-reading
      a. Unlocking of Difficulties
         industrious numerous regret deep sigh
         grumbling disappeared mumbling
      Activating Prior Knowledge
      Show the class a real pineapple or a picture of a pineapple. How does it look like?
      b. Motive Question
         Why does the pineapple have plenty of “eyes”?
   2. During Reading
      The First Pineapple

      Once there lived a family in a far village. Mang Andres was an industrious farmer while Aling Sebya was a hardworking housewife. They had a young daughter named Josefina. She was fondly called Pina by her parents and friends.

      Since there was no one to help Aling Sebya, Pina had to help in the chores. She swept the floor, washed dishes and sometimes helped her mother cook. But there was one trait that Pina’s parents didn’t like about her. She would often complain about her tasks. She also had the habit of saying, “I don’t know” or “I cannot find it” whenever she was asked to look for something.

      One day, while Pina was lying in bed, her mother asked her to look for a pair of scissors. Pina started grumbling and mumbling words. Mother became angry. She wished for Pina to have numerous eyes so that she could find things without lifting a finger.

      The moment she spoke these words, a loud thunder was heard. Suddenly, Pina disappeared from sight.

      Mother looked everywhere but Pina was nowhere in sight. She sat on the very spot where she saw her daughter last. After a few minutes, she saw something unusual in a corner. She bent and picked up what looked like a fruit. It was oblong and was yellow in color. It had brown spots all over that looked like eyes. Suddenly Mother remembered her last words to her daughter. With a deep sigh of regret, she cried out her daughter’s name.

      And that was how the first pineapple or “pinya” came to be.
3. Post Reading
Comprehension Check

Ask:

1. Who are the characters of the story?
2. Where did the story happen?
3. What kind of girl was Pina?
4. What attitude did Pina have that her parents disliked?
5. Were there instances that you grumbled when you were asked to do something?
6. What must the person feel if you grumble to him while doing the errand?
7. What did Mother do when she heard Pina grumble while doing her errand?
8. What happened to Pina?

Valuing: Why must we obey our parents?

4. Practice 1
   Refer to LM, Activity 5 & 6, page _______

Grammar

Group the class into two. Give each group a chart to complete:

Group 1
Complete the web. Describe Pina. Write adjectives on the circles. You may add more circles.
5. Recall of Concept:
   Processing of group outputs.
   What words tell about Pina? Do you think Group 1 gave the correct words that tell about Pina? Why?
   What words tell about the pineapple? Do you think Group 2 gave the correct words that about the pineapple? Why?
   What do you call the words that tell about Pina and the pineapple?
   Why are they called describing words? What characteristics of a noun that could be described?
   What are describing words?

6. Guided Practice:
   (Refer to LM, Activity 7, page ____)

Evaluation:
   (Refer to LM, Activity 8, page ____)

Assignment:
   Describe your favorite dress / clothing. Be ready to share it with the class tomorrow.

Day 4

Objectives:

1. Correctly spell words in the list of vocabulary words and the words in the selection read.
2. Note important details in grade level informational texts read.
3. Write a 3-5 sentence procedural paragraph using signal words such as first, next, then and last.

A. Preliminary Activity
   1. Spelling (Refer to the list)
   2. Sharing to the class of the assignments written by the pupils.

B. Developmental Activity
   1. Review:
      Have the class reread “The First Pineapple”.
      
      What happened to Pina?
      
      Why do you think Pina became a pineapple?
      
      Can this story be true? Why?

   2. Skill development
      Read the following events from the story:
      - Mother looked everywhere but Pina was nowhere in sight.
      - Pina started grumbling.
      - Mother asked Pina to look for a pair of scissors.
      - Mother became angry and a loud thunder was heard.
      - She saw an oblong, yellow fruit with brown spots all over that looked like eyes.

      Are the events arranged according to how they happened in the story? How are we going to arrange these events?

      Have the class collaboratively arrange these events by putting numbers before the sentences.

      Let the class study the following paragraph:

      First, mother asked Pina to look for a pair of scissors. Next, Pina started grumbling. So mother became angry and a loud thunder was heard. Then, mother looked everywhere but Pina was nowhere in sight. Finally, she saw an oblong, yellow fruit with brown spots all over that looked like eyes.

      Ask:

      1. What have been formed out of the sentences?
      2. Can events of a story be arranged through a paragraph?
      3. Were numbers used to sequence the events?
      4. What words were used instead of numbers?

      The words, first, then, so, next and finally are words that can be used to sequence events.

      They are called signal words.

      Can you give other signal words?

3. Practice:
   Form the following sentences into a paragraph. Use signal words to tell its order.

   (Refer to LM, Activity 9, page _____)
Evaluation:

(Refer to LM, Activity 10, page ____)

Assignment:

Write a paragraph that tells about how you prepare before school. Use signal words to tell the order of the events.

Day 5

Objective:

1. Note important details in stories read.
2. Make a two-level outline for report.

A. Preliminary Activity
   1. Post Spelling test
   2. Ask the pupils to read to the class the answers to the given assignment.

B. Developmental Activity
   1. Presentation:
      Here is an outline of the story “Why the Sea is Salty”
      I. How the people got salt
         A. People crossed to the ocean to go to the gentle giant’s island.
         B. The giant allowed the people to get salt from his cave.
         C. The people brought back salt to the village.
      II. What the giant did to help the villagers to go to his island
         A. He stretched his leg across the ocean to serve as bridge.
         B. He let the villagers walk on his leg so they could go to his island.
         C. He let them walk on his leg again to go back home with the sacks of salt.

2. Discussion:
   What is the topic or main idea of Roman Numeral I?
   How many details are given under Roman Numeral I?
   What is the topic or main idea of Roman Numeral II?
   How many details are given under II?

3. Generalization:
   An outline is a skeleton of a story or a paragraph.
   A two-point outline has a main idea and supporting details as shown below:
   I. _______________________
      A. _______________________
      B. _______________________
   II. _______________________
      A. _______________________
      B. _______________________
   A Roman Numeral precedes the main idea or topic. The details are preceded by capital letters such as A, B, C, etc.
4. Practice:
   Make a two-point outline of the following selection:

   Refer to LM, Activity 11, page _____

Evaluation:

   ( Refer to LM, Activity 7, page ______ )

Week 32

Theme: Community Livelihood/Occupation/Trade and Industry

Genre: Flyers/Advertisement of Product/Announcements

Objectives

A. Oral Language
   ● Participate in and initiate more extended social conversation or dialogue with
     peers, adults on unfamiliar topics by asking and answering questions,
     restating and soliciting information

B. Fluency
   ● Read aloud grade level text with an accuracy of 95-100%

C. Spelling
   ● Correctly spell words in the list of vocabulary words and the words in the
     selection read.

D. Composing
   ● Write a 3-5 sentence procedural paragraph using signal words such as first,
     next, then and last.

E. Grammar
   ● Compare adjectives.

F. Vocabulary and Concept Development
   ● Get synonyms and antonyms of words.

G. Listening/Reading Comprehension
   ● Differentiate between fact and opinion in selections heard.

H. Attitude towards Literacy, Literature and Language
   ● Express interest in texts by reading available print materials.

I. Study Skills
   ● Write an announcement.

II. Subject Matter

A. Topics
   1. 3-5 step Procedural Paragraph
   2. Adjectives
   3. Synonyms and antonyms
   4. Fact and Opinion
   5. Two-level Outline

Value Focus: Courtesy, Honesty, Helpfulness, Unity

B. Reference

C. Materials
   word puzzle, charts, sample advertisements and announcements
III. Procedure

Day 1

Objective:

Oral Language

- Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information

A. Pre-Assessment

Find words that tell kinds of occupation or community helpers. Put a line through the word. It may be in a horizontal, vertical, diagonal, bottom-to-top order.

Key:

B. Developmental Activity

1. Oral Language & Vocabulary Development
   a. Preparation:
      Show the class pictures of community helpers.

      Ask: Who are in the pictures?

      What do they do?

   b. Presentation:
      Let the class listen to a dialog. Selected pupils read while the rest of the class listen:

      Teacher: Among the community workers, who is the most useful?

      Pupil 1: I think a doctor is the most useful. Without a doctor, nobody will treat sick people.

      Pupil 2: An engineer is the most useful. Who will build the bridges and roads without him?
Pupil 3: It's the policeman who is the most useful. It's not an easy work to maintain peace and order.

Pupil 4: A teacher teaches children. She's the most useful.

Pupil 5: A farmer plants the food we eat. He is the best.

Teacher: All community workers help build our community. We need all of them.

c. Discussion:
Why are the community helpers needed by the people? What would happen if there is no community helper?

What kind of community helper would you want to be when you grow up? Why?

d. Practice / Activity:
Puzzle Game

Group the class into ten. Give each group an envelope with the pieces of puzzle inside. At a signal, each group put the pieces together to form the figure. Then, they would name the figure formed. The first group to form the puzzle, name it and tells what it one does wins.

The following community helper must be formed by the puzzles:

- doctor
- teacher
- vendor
- butcher
- farmer
- engineer
- nurse
- fisherman
- policeman
- baker

Evaluation:
The pupils are evaluated based on the team work of the group and clarity of ideas presented.

Assignment:

Ask your parents' opinion on the following:

1. How are community leaders like the town mayor or barangay chairman selected?
2. What qualifications must community leaders have?
3. How do the town mayor and the barangay chairman help the community?

Day 2
Objectives

- Give one’s reaction to an event or issue heard.
- Identify synonyms and antonyms

A. Preliminary Activities
1. Spelling (Refer to the list of community helpers as words for the week)
2. Sharing of assignments. The teacher calls for volunteers to read to the class the answers to the questions given as assignment.

B. Developmental Activities
1. Unlocking of word difficulties
   The following words are unlocked through contextual clues:
   tax campaign
   aware involve
2. Activating Prior Knowledge
Have you heard conversation of adults, or on the radio or TV issues about tax? What is it all about? Who pays the taxes? Are children required to pay taxes? Why?

3. Motive Question
What upcoming activity is announced?

4. Listening to an announcement / advertisement:
The pupils listen to the following announcement. (pre-recorded or read by the teacher)

Are you a conscientious tax-payer?
Do you know where your tax goes?
Then, be aware!

Join the Tax-Use Awareness Campaign on November 9, 2013, Saturday,
2:00 to 5:00 pm at the Town Plaza.
Be involved! Be responsive! Be there!

5. Comprehension Check;
Ask:
1. What upcoming activity had been announced?
2. When is it going to be held?
3. Where is it going to be held?
4. What is the purpose of an announcement?
5. What does the announcement expect people to do?
6. What are announcements for?
7. What details are included in an announcement?

Valuing: Who pay the taxes? What may happen if many people do not pay taxes? Since you are not paying taxes yet, how may you help your community? Why must we take care of structures that were built from people’s taxes?

6. Grammar Awareness:
a. Preparation:
The pupils listen again to the announcement. Have them identify adjectives used in the announcement.
Ask: What adjectives were used in the announcement?

b. Presentation and Abstraction:
Here are the adjectives in the announcement. Try to understand the meaning of each. Choose a word from Box A that has its similar meaning. Then, choose from Box B a word that has its opposite meaning. Write it in the chart. The sentences will help you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>alert</td>
<td>indifferent</td>
</tr>
<tr>
<td>diligent</td>
<td>lazy</td>
</tr>
<tr>
<td>engaged</td>
<td>mindful</td>
</tr>
<tr>
<td>mindful</td>
<td>diligent</td>
</tr>
</tbody>
</table>

- Father is a conscientious worker. He works even if it is late. He never stops unless he is done.
- Many people are now aware that the environment should be taken care of.
- Everyone should be involved helping the victims of earthquake in Bohol.
- The government is calling for all people to take care of the rivers and streams. We have to be responsive by not throwing any trash into the rivers and streams.

(Note: The answers were given as guide to the teacher but should be presented to the class without the answers.)
What do you call the words at the first column? What are adjectives?

Words having similar meanings are called synonyms. Words having opposite meanings are called antonyms.

c. Generalization:
Synonyms are words that have similar meanings
Antonyms are words that have opposite meanings

d. Practice:
(Refer to LM, Activity 1, page ___)

Evaluation:
(Refer to LM, Activity 2, page ____)

Assignment:
Describe two persons that you know very well. Use at least two adjectives that are synonyms and two adjectives that are antonyms in describing them.

Day 3
Objectives
- Read aloud grade level text with an accuracy of 95-100%
- Use words unlocked during story reading in meaningful texts.
- Give one’s reaction to an event or issue read.
- Identify synonyms and antonyms of grade-level adjectives.
- Correctly spell words in the list of vocabulary words and the words in the selection read.

A. Preliminary Activities
1. Spelling test (Refer to the list of community helpers as words for the week)
2. Sharing of assignments. The teacher calls for volunteers to read to the class the answers to the questions given as assignment.

B. Developmental Activities
1. Reading
   a. Unlocking of Word Difficulties
      The following words are unlocked using contextual clues.

      professional  model  sincere  honest
      salary  polite  benefits

   b. Activating Prior Knowledge
      Do you join clubs in school? What club would you be interested to join?

   c. Motive Question:
      How do you join a club?

   d. During Reading

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Similar Meaning</th>
<th>Opposite Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>conscientious</td>
<td>diligent</td>
<td>lazy</td>
</tr>
<tr>
<td>aware</td>
<td>mindful</td>
<td>unaware</td>
</tr>
<tr>
<td>involved</td>
<td>engaged</td>
<td>uninvolved</td>
</tr>
<tr>
<td>responsive</td>
<td>alert</td>
<td>indifferent</td>
</tr>
</tbody>
</table>
Read the following:

Do you have a sweet singing voice? Are you a graceful dancer? Can you act well? Then, be one of us. THE GIFTED GUILD is in need of members.

There will be auditions on December 16, Monday at 1:00 to 5:00 in the afternoon at Santa Teresa School Gym.

Be confident!
Be involved!

e. Comprehension check:
1. What kind of selection have you read?
2. What is the purpose of the announcement?
3. Do you think you would qualify as a member of this club? Why?

f. Skill development:
Group the class into three. Give each group a task card.

Group 1:
Honesto found a wallet with P500 in front of the school gate. What must Honesto do?

Group 2:
Pieces of paper, food wrappers and fruit peelings litter the sidewalk near your house. What must you do?

Group 3:
It's Teachers' Day. You want to give your teacher some flowers. Is it all right if you pick flowers from your neighbor's garden? What should you do?

Evaluation: The pupils are evaluated based on the group reporting.

2. Grammar
Find-a-Pair Game

The teacher distributes word cards with synonyms and antonyms of the words used in the advertisement. The teacher flashes the word, then says "synonym" or "antonym". A pupil who holds the word card with the synonym or antonym of the given word must give the word card to the teacher. (give incentive such as star cutouts to pupils who can give the correct pair)

good  high  diligent
honest  many  best

Practice:

(Refer to LM, Activity 3, page _____)
Assignment:

Look for advertisements on newspapers. Cut out at least two samples of advertisements of items for sale which you wish to buy. Paste them on short bond paper. Then underline the adjectives used in the advertisement.

**Day 4**

**Objectives**

- Give one’s reaction to an event or issue read.
- Identify synonyms and antonyms.
- Correctly spell words in the list of vocabulary words and the words in the selection read.

**A. Preliminary Activity**

Spelling test (Refer to the list of community helpers as words for the week)

**B. Developmental Activities**

1. **Preparation**
   - Have the pupils post their cut-out advertisements on the “Ads Corner” (prepared beforehand by the teacher)

2. **Strengthening of Skill**
   - Group the class into three or four. (Small group is suggested)
   - Give each group a cartolina or manila paper.
   - Alternately assign each group to visit the Ads Corner.
   - Let each group list down the adjectives they could find in the advertisements posted.
   - After each group had visited the Ads Corner, let them give as many synonyms and antonyms as they know about the adjectives in a chart like below

<table>
<thead>
<tr>
<th>Advertisements</th>
<th>Synonyms / Antonyms</th>
<th>Community Helpers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Presentation and processing of group outputs

3. **Think-Pair-Share**
   - Form dyads. Let each pair discuss and share ideas on the following:
     - How can you be a community helper when you grow up?
     - As a community helper, what characteristics must you have to be a good community helper? Why?
     - Why should a community helper be honest, courteous and helpful?

4. **Big group sharing**
   - Pairs will join two more pairs and share what they have shared to the other pairs.
5. Evaluation is based on the processing of the big group sharing of the pupils.

**Day 5**

**Objective:**
1. Write an announcement.

A. Preliminary Activity
   Spelling Post Test

B. Developmental Activity
   1. Have the class reread the following announcement:

   | Do you have a sweet singing voice? Are you a graceful dancer? Can you act well? Then, be one of us. THE GIFTED GUILD is in need of members. |
   | There will be auditions on December 16, Monday at 1:00 to 5:00 in the afternoon at Santa Teresa School Gym. |
   | Be confident! |

2. Strengthening of Skill
   What is the announcement about?

   What information must be included in the announcement?

   Why should we be specific on the date, time and place of the activity?

3. Practice:
   (Refer to LM, Activity 5, page ___)

   Evaluation:
   (Refer to LM, Activity 6, page ____)

**Assignment:**
1. Make an announcement for a clean-up drive on your barangay. Write it on a clean manila paper or cartolina.

2. Bring to the class your recent water and electric bills.

**Week 33**

**Theme:** Energy Sources: electricity, gas/wood for cooking/wind/solar

**Genre:** Stories in the Community

**Objectives:**

A. **Oral Language**
   - Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information

B. **Fluency**
II. Subject Matter

A. Topics
B. 3-5 step procedural paragraph
C. Degrees of Comparison
D. Fact / Opinion
E. Two-level outline

Value Focus: Energy Conservation
- Taking Care of Resources

B. References

C. Materials: cross-word puzzle, brown envelopes, letter-cards, two big and small pails, word cards inside the pails,

III. Procedure

Day 1

Objective:

Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information

A. Pre-Assessment

B. Developmental Activities
   1. Oral Language and Vocabulary Development
      a. Preparation
         • Have each pupil bring out their recent water and electric bills. (pre-assigned)
         • The teacher will ask the class what the bills are for.
- Have the pupils compare their electric and water bills. Let them find out who among from them has the highest water bill, highest electric bill. Let them look for a pupil whose water, electric bill is the lowest.
- The teacher asks the class, “Why do you think ____ family has the highest water bill? electric bill?”

b. Brain Walk Activity

Group the class into three. Give each group an envelope with two sheets of paper inside. The following question is printed on one paper: “What are different sources of electricity?” and “How can you help conserve electrical energy?” on the other sheet. At the teacher’s signal, the envelope should be opened by the assigned leader. Then, the sheets of paper should be passed around and each group member should write his / her answer on the sheet of paper. After five minutes, the teacher rings a bell or says “stop”. The leader puts back the sheets of paper into the envelope and submits it to the teacher.

The envelope of Group 1 will be given to Group 2, Group 2’s envelope will be given to Group 3 and Group 3’s to Group 1. The same procedure will be done.

After the third round, the envelope will be given to the original group. Then the group summarizes the ideas in a manila paper.

Group reporting follows.

2. Evaluation: Pupils will be evaluated based on the group cooperation and presentation of ideas.
3. Assignment: Ask your parents or any adult at home other resources at home.

Day 2

Objectives:
1. Give one’s reaction to an event or issue heard.
2. Identify synonyms and antonyms
3. the words in the selection read.

A. Preliminary Activities
1. Spelling
   - Make-A-Word Game:

   The teacher will distribute letter-cards to the pupils. Then, they will try to make or form a word out of the letters given by the teacher. Then, post the words on the board.

   (The process is repeatedly done for every word to be formed.)

   The following words are suggested as spelling words:

   miserable great loud large
destructive quiet safe dangerous

   Pupils read and spell orally the spelling words for the week.

2. The teacher calls volunteers to share to the class their assignment.

B. Developmental Activities
1. Unlocking of word difficulties

   The following words are unlocked using contextual clues

   fault calamity befall discharged destructive overload
2. Activating Prior Knowledge
Had there been fire incident in your place? What was the cause of the fire? Can electricity cause fire? How? Why?

3. Motive Question
What is Ben’s fault?

4. Listening to a story

**Ben’s Fault**

by: Gretel Laura M. Cadiong

“Fire! Fire!”

The loud shout woke Ben up. He heard again louder shouts. Immediately, he got up and ran out of the room. A thick smoke met him. Ben could hardly breathe and started coughing. “Mother! Mother! Please help me,” he shouted. The last thing he remembered was a black shadow coming to him.

When he woke up, he was in a hospital bed. His sad mother was beside him. “Thank God, Ben, you are now safe,” mother told him.

“What happened, Mother?” The silent reply of his mother told Ben a great misfortune befall their family.

5. Comprehension Check
a. What calamity affected Ben’s family?
   b. What happened to Ben during the fire incident?
   c. Where did Ben and his family stay after a big fire burned their house?
   d. What caused the big fire?
   e. Why did Ben feel sad?
   f. What could be Ben’s fault?

Valuing:
Why should we avoid plugging several electrical appliances in one outlet?
How can we conserve electrical energy?
Why must we conserve it?

6. Group Sharing
Group the class by four’s or five’s. Assign a leader and a secretary to each group. Assign a task to each group.

Group 1
Decide what your group will do on the following issue:

A family was caught by the authorities using a “jumper”, a device that taps electrical connection. This act is considered stealing.

Should the family be penalized or punished? Why?

Group 2
Your family pays three thousand pesos every month for the electric bill. Suggest ways so that your family will consume less electricity and thus, pay lesser electric bill.
Group 3  
Every Christmas, your family decorates the house with many Christmas lights. This year, your parents decide not to buy new Christmas lights and instead use the old lights.

Do you think this is good? Why? What must your family do?

7. Have each group report to the class the ideas or opinions of the group regarding the issues.

8. Grammar
   a. The teacher rereads the story. The pupils will list down the adjectives they would hear from the story.
   b. Have the pupils write on the board the adjectives they listed down.

   loud  safe  twenty  miserable  destructive
   great
   thick  silent  big  sad  black

Let the pupils find words that can be paired off as synonyms or antonyms.

What are synonyms? What are antonyms?

c. Practice: (Refer to LM, Activity 1, page _____)

Word Puzzle Game

<table>
<thead>
<tr>
<th>Across</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>antonym of miserable or sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>antonym of thick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>antonym of destructive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>antonym of big or great</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>synonym of silent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Tell an opposite idea or opinion on the following. Explain why you have that opinion.

Electricity is unimportant. There are other resources that we can utilize to make our appliances work.

Assignment:

List down some ways that can be done to avoid fire due to electricity.

Day 3

Objectives:

- Read aloud with an accuracy of 95-100%
- Express interest in texts by reading available print materials.
- Give one's reaction to an event or issue read
- Identify synonyms and antonyms.
- Use synonyms and antonyms in sentences.

A. Preliminary Activity
   1. Spelling
      The teacher conducts a spelling test on the words for the week (refer to Day 2)
   2. The teacher calls volunteers to share to the class their assignment

B. Developmental Activity
   1. Unlocking of Word Difficulties
      The following words are unlocked through contextual clues
      wasteful overflowing continually
   2. Activating Prior Knowledge
      Why is water important? Can we consider water as an energy source? Why?
   3. Motive Question
      Why is the story entitled “Wasteful Maki”? 
   4. Reading of a story
      The pupils read the following story:
Wasteful Maki
by: Gretel Laura M. Cadiong

One day, Maki opened the faucet and thought “I wonder if the water would run out if I would not turn the faucet off.” So he turned on the faucet and let the water continually flow. Ten minutes… twenty minutes… thirty minutes… one hour passed but the water continued to flow. “Oh, I think this would never stop.”, Maki said.

One, two… two more hours passed but the water never stopped. While waiting for the water to stop, Maki fell asleep. Suddenly, the water stopped. No more flow. No more water “Aha!” Maki said, “At last you stopped flowing!”

Suddenly Maki felt thirsty. But there was no water in the pitcher. There was no water in the faucet. He ran outside to ask water from his neighbors. But there was no water everywhere.

Comprehension check:

- What did Maki do?
- Why did he let the water flow continuously?
- What happened to Maki?
- Where did he go to ask for water?
- Who woke him up?
- Why was he happy when his mother told him that the water was still flowing from the faucet?
- Is it possible that water will run out? Why?

Valuing: Why must we conserve water?

Aside from using water to clean, to cook and to keep people, animals and plants alive, what does it serve us?

Ma. Cristina Falls provide electricity to some places in Mindanao. Do you know of other places that get their electricity from water?

5. Fetch-A-Pair Relay

Materials:
- two small pails
- two big pails
- word cards inside the small and big pails that can be paired off as synonyms or antonyms.

Group the class into two. Give each group a small pail. The group will have a race to fetch a synonym or antonym from the “well”. (a bigger pail)

The first pupil in the line will run to the “well” bringing the pail. Next, he or she will look for the synonym or antonym of the word that will be flashed by the teacher. After getting or “fetching” a word, the pupil will put it in their pail, runs back to the line, then give the pail to the next pupil who will again "fetch" a synonym or "antonym". The procedure is done until all the members of the group is able to “fetch” a synonym or antonym.
The group who gets the most number of correct answers wins.

Evaluation: Have the pupils use the words they “fetched” in sentences.

Assignment: List down some of the practices you do at home to:
   a. conserve water
   b. conserve electricity

**Day 4**

**Objectives:**

1. Give one’s reaction to an event or issue read
2. Write a 3-5 sentence procedural paragraph using signal words such as first, next, then and last.
3. Correctly spell words in the list of vocabulary words and the words in the selection read.

**A. Preliminary Activities**

1. Spelling
   Conduct a spelling test on the words for the week (refer to Day 2)

2. Call volunteers to read to the class the answer of the given assignment

**B. Developmental Activities**

1. Preparation/Recall of concept:
   Have the class reread the story “Wasteful Maki”
   Let the pupils arrange the following events taken from the story:
   - Maki fell asleep
   - Mother woke him up
   - Maki opened the faucet and let the water flow to see if it will run out of water.
   - He asked for water but there was no water
   - He was happy there was water.
   Ask the pupils to write a paragraph using these sentences.
   What signals words were used?

2. Strengthening of Skill:
   Have you heard about people getting sick because of dirty water? What do you think is the cause?
   Most of the people affected with sickness due to dirty water are those who temporarily live in evacuation centers. Why do you think so?
   What should the government do so that this can be avoided?
   If you would be asked, what advice can you give so that people can avoid getting sick due to dirty water?
   Ask the pupils to express their opinions on these issues.
Read the following:

What must you do when you are not sure that the water is not safe for drinking? Here are the ways to do it.

1. Bring water to boil.
2. Let the water keep boiling for 5 minutes.
3. After 5 minutes, lower the fire and let it boil for 5 minutes more.
4. Cool the water in the boiling pot.
5. After it cools down, place the water in clean containers.
6. Chill it before drinking.

3. Abstraction:
   What is the selection about? (It is about sterilizing or purifying water to drink.)

What do the sentences in the text explain? (a process or a procedure)

How are the steps in a process given? (in sequence)

What signal words may be used to show the different steps?

4. Practice:
   Guide the class in writing a procedural paragraph using the above steps by suggesting correct signal words.

   The paragraph should be written collaboratively on the board which may appear like this:

   What must you do when you are not sure that the water is not safe for drinking? Here are the ways to do it. First, bring water to boil. Second, let the water keep boiling for 5 minutes. After 5 minutes, lower the fire and let it boil for 5 minutes more. Next, cool the water in the boiling pot. After it cools down, place the water in clean containers. Lastly, chill it before drinking.

Evaluation:

(Refer to LM, Activity 3, page _____)

Assignment:

Write a paragraph on what you do to prepare for school.

**Day 5**

**Objective:**

1. Make a two-level outline for a report

   **A. Preliminary Activities**
   1. Spelling

      Conduct a post test on the words for the week

   2. Call on volunteers to share to the class their assignment

   **B. Developmental Activities**
   1. Preparation:
      Have the class read the following paragraph:
How To Make a Paper Bag Mask

First, put the paper bag on your head. Next, point to the center of both eyes then draw a dot on the bag. Third, point to the center of the mouth and draw a line. Next, remove the paper bag from your head. Then, draw the mask features. After that, cut out the eye holes and mouth hole. Lastly, decorate your mask.

2. Recall of concept:
What does the paragraph tell?

Show the following to the class:

<table>
<thead>
<tr>
<th>How To Make a Paper Bag Mask</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Put on the paper bag on your head.</td>
</tr>
<tr>
<td>2. Point to the center of both eyes then draw a dot on the bag.</td>
</tr>
<tr>
<td>3. Point to the center of the mouth and draw a line.</td>
</tr>
</tbody>
</table>

The teacher asks the class what other ways can they prepare to present or show the steps.

Show them the following:

<table>
<thead>
<tr>
<th>I. How To Make a Paper Bag Mask</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Put on the paper bag on your head.</td>
</tr>
<tr>
<td>B. Point to the center of both eyes then draw a dot on the bag.</td>
</tr>
<tr>
<td>C. Point to the center of the mouth and draw a line.</td>
</tr>
</tbody>
</table>

What do you call this? What is an outline?

Can you still remember how to make an outline?

3. Practice:
Make an outline of the following paragraph:

What must you do when you are not sure that the water is not safe for drinking? Here are the ways to do it. First, bring water to boil. Second, let the water keep boiling for 5 minutes. After 5 minutes, lower the fire and let it boil for 5 minutes more. Next, cool the water on the boiling pot. After it cools down, place the water on clean containers. Lastly, chill it before drinking.

Evaluation:

(Refer to LM, Activity 4, page ___)
Quarter IV

Week: 34

Theme: Conserving energy and other resources

Genre: Story (Energy Consumption)

Objectives:

A. Oral Language
   - Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph.

B. Fluency
   - Read aloud grade level text with appropriate speed* (note: should include benchmarks on number of words per minute once research and data have been gathered)*

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

D. Composing
   - Write a 3-5 sentence procedural paragraph using signal words such as first, next, then and last

E. Grammar
   - Use correctly different degrees of comparison of adjectives (same degree, comparative, superlative)

F. Vocabulary and Concept Development
   - Use the combination of affixes and root words as clues to get the meaning of words (note: align with specific competencies in grammar awareness)

G. Listening/Reading Comprehension
   - Infer important details from an informational text

H. Attitude towards Literacy, Literature and Language
   - Express interest in texts by reading available print materials

I. Study Skills
   - Identify and discuss information from simple line and bar graphs.

II. Subject Matter:
   A. Topics:
      1. Talking about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph
      2. Writing a 3-5 sentence procedural paragraph using signal words such as first, next, then and last
      3. Using correctly different degrees of comparison of adjectives (positive degree, comparative, superlative)
      4. Using the combination of affixes and root words as clues to get the meaning of words (note: align with specific competencies in grammar awareness)
      5. Inferring important details from an informational text
      6. Expressing interest in texts by reading available print materials
      7. Identifying and discussing information from simple line and bar graphs.

   Value Focus: Use energy resources wisely.

B. Reference:

C. Materials:

III. Procedure
   **Day 1**
   Objectives:
   - Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph
• Correctly spell words in the list of vocabulary words and the words in the selections read

A. Pre-assessment:
Unscramble the letters to form a word. Use the clues given.

1. tawre
   A very important resource that man, animals and plants need in order to live.

2. oodf
   We may live for a number of days even without taking it but we would surely get weak and sick.

3. telrceity
   It is an energy that makes appliances such as TV, refrigerator and rice cooker work.

4. ncevores
   A very important reminder for everyone that we should take care of our resources.

B. Learning Activities
1. Oral Language and Vocabulary Development:
   A. Guessing game: “Pinoy Henyo Game”
      Mechanics of the game:

      1. Let each pupil find a pair.
      2. Ask for the first to volunteer to do the Pinoy Henyo game.
      3. One of the pairs will be the guesser, where the word to be guessed printed on a card will be on her forehead, while the other one is the one who will give the clues so that the guesser can give the right word. Words that are related with energy and other resources must be used, (water, food, electricity, gas, etc. be given)
      4. Have other pupils who are not on board with the guessing game refrain from coaching.
      5. Pairs who give the right word get a prize.

   B. Processing of the game is done.
      Why do you think your partner was able to give the correct word? What do you think one must do so that others will understand what you want to him/her to do?

      As the guesser, what helped you gave the word correctly?

2. Vocabulary Development

   ![Diagram with appliances, water faucet, Liquified Petroleum, Solar Gas]

   a. TV sets computer and refrigerator are electric ________________.
b. Turn off the _______ when not in use.
c. Most homes use_______ to cook meals.
d. Energy that comes from the sun is called ______ energy.

Day 2
Objectives:
• Infer important details from an informational text
• Use correctly different degrees of comparison of adjectives (positive degree, comparative, superlative)
• Correctly spell words in the list of vocabulary words and the words in the selections read

Learning Activities:
A. Preliminary Activities:
  Spelling Lesson:

  Study the following words.
  a. intelligent
  b. imaginative
  c. happiest
  d. wonderful
  e. meaningful
  f. hopeful
  g. attractive
  h. symbolic

B. Developmental Activities:
  Listening to narrative or informational text
  1. Unlocking of Difficulties: (thru contextual clues)
     Replace each italicized word or words with the correct synonym from the box.

     The 1986 EDSA Revolution was a ______ happening.

     a. Evelyn talked about different mammals in her report. Animals were the ______ of her report.
     b. The design of the house is fashioned after our ancestors’ house. It is a ______ house.
     c. His ______ is indeed great.
     d. Guillermo Tolentino is a known ______.
     e. It’s not easy to design the ______.
     f. Tolentino’s works are not exactly abstract.

  2. Motivation:
     a. Listening to music.
        Close your eyes for a minute and listen to a music played for you. While listening, pretend you are a sculptor and try to do your masterpiece mentally. When the music stops, open your eyes and tell the class about your winning piece of work.

     b. Show pictures of the “The Oblation” and “The Cry of Balintawak”
        Ask: Have you seen these monuments?
        Where is each monument found?
        What does the Oblation symbolize?
        What historical event is shown by the Cry of Balintawak monument?
        Who made the monuments?

  3. Raising of Motive Question:
The highest honor a Filipino artist can receive is to win the National Artist Award. This award was given to the famous Filipino artist in the selection you will be listening to. He received many awards because of his amazing and artistic works.

What would you like to ask about the text?

Expected Motive Questions:

Why is Guillermo Tolentino called the “Father of Philippine Arts”?

4. Listening to the story:
   Have pupils listen attentively as you read the story to the class.

   **The Father of Philippine Arts**
   (by Mrs. Raquel C. Solis)

   A famous Filipino sculptor, Guillermo Tolentino is known as the “Father of Philippine Arts.” He got the highest honor as an artist.

   His first national award was in 1930 for his of the Bonifacio Monument in Caloocan City. Next, was “The Oblation” life-size statue of a naked man in UP. This big bronze statue is regarded by the students as the symbol of youths’ high aspirations for truth. Then he got another outstanding achievement in his Bonifacio monument in Liwasang Bonifacio in front of the tall Philpost building.

   The Cry of Balintawak was the theme of his winning design in the contest for the most symbolic interpretation of the Supremo of the Katipunan. This was the most imaginative representation of factual and traditional events.

   He has a way of creating masterpieces. He first devoted a great portion of his time to read more books. Next he approached some more reliable sources than himself for first-hand enlightenment. Then he began to formulate simpler designs than the one he would originally make. Afterwards, he made little monuments and lastly made the masterpiece.

5. Comprehension check:
   a. Answer the motive questions orally.
      - Who was this Filipino artist?
      - What were the awards that he received?
   b. Answering other questions about the text.
      - What title has been given to Guillermo Tolentino?
      - Did he deserve the title? Explain
      - What is the historical significance of each monument or statue he designed?
      - In your opinion, why was Tolentino’s work chosen for the national award?
      - Is this story about Tolentino real or fanciful? Explain your answer.

   c. Engagement Activity
      Group the class into three. Give each group a task card. Let each group brainstorm their opinions about the given to their group.

      - Group 1: The following statement is taken from the text listened to. Tell something about it.
Guillermo Tolentino got the highest award as a Filipino artist. Why do you think he received the highest award?

- Group 2: The following statement is taken from the text listened to. Tell something about it.
  He read more books before designing his masterpiece. Why was there a need for him to read books?

- Group 3: The following statement is taken from the text listened to. Tell something about it.
  Guillermo Tolentino is known as the “Father of Philippine Arts.” Do you think he deserves it.

6. Skill Development: (Expressing Fact and Opinion)

Read the following sentences:

A
- The Cry of Balintawak is the most symbolic interpretation of the Supremo of the Katipunan.
- The Cry of Balintawak the most symbolic interpretation of the Supremo of the Katipunan.

B
- Guillermo Tolentino got the highest honor as an artist.
- His first national award was in 1930 for his of the Bonifacio Monument in Caloocan City.

Which sentence can be proven true? Which sentence is based on one’s judgment?

A fact is true. It can be checked and proven.
An opinion is an idea, a belief or a judgment that cannot be proved.

The following statements are taken from the selection. Tell whether each one is a fact or an opinion. Explain your answer.

a. Guillermo Tolentino was a Filipino sculptor.
b. Guillermo Tolentino was given the National Artist Award for making the Bonifacio Monument in Caloocan City.
c. “The Oblation” is a life-size statue of a naked man which is found in the UP Campus.
d. This big bronze statue is regarded as the symbol of the youth’s high aspirations for truth.
e. He is known as the “Father of the Philippine Arts”.

How do you know it is a fact? it is an opinion?

7. Grammar Awareness:

1. Preparation:
   Have the pupils underline all the describing words in the selection they read.

   What do describing words do?

   What are describing words called?
What are adjectives?

2. Presentation:
Read the sentences and notice the underlined adjectives. Tell which word is described in each sentence and encircle it.

a. Guillermo Tolentino was a famous sculptor.
b. His designs were simple.
c. He began to formulate simpler designs than the one he would originally make.
d. He approached more reliable sources than himself for first-hand enlightenment.
e. He got the highest award as an artist.
f. The Cry of Balintawak monument was the most symbolic interpretation of the Supremo of Katipunan.

3. What word is described in sentence a? sentence b?
The adjectives are in positive degree.

They are in the simple form or positive degree.
What words are described in sentence c? sentence d?
Are they being compared?
The adjectives are in comparative degree.
What suffix was added to the adjective in sentence c?
What word was added to the adjective in sentence d?
What word is described in sentence e? sentence f?
The adjectives are in superlative degree.
What suffix was added to the adjective in sentence e?
What word was added to the adjective in sentence f?

Fill out the chart. Compare how the three degrees of comparison are used:

<table>
<thead>
<tr>
<th>Positive Degree</th>
<th>Comparative Degree</th>
<th>Superlative Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple</td>
<td>- Adding the suffix –er simpler higher</td>
<td>- Adding the suffix –est simplest highest</td>
</tr>
<tr>
<td>high</td>
<td>- Adding more or less before the word more famous more reliable</td>
<td>- Adding most or least before the word most famous most reliable</td>
</tr>
<tr>
<td>famous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reliable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Generalization:

- Adjectives are the words used to describe nouns and pronouns
- Degrees of adjectives are: positive degree; comparative degree and superlative degree
- Positive degree is the primary form of adjective, it has no comparison or relation with others
Comparative Degree – shows relationship; a comparison of two things, places, events, groups and others by adding the suffix –er or adding more or less to the adjective.

Superlative – uses an expression that is in the highest degree or highest order of all. The suffix –est is added to the adjective or the words most or least are added before the adjective

Guided Practice:

(Refer to LM, Activity 1, page _____)

Evaluation: To complete each sentence, add –er, -est, more or most to the adjective in parenthesis.

(Refer to LM, Activity 2, page _____)

Assignment: Use the following adjectives to compare the given noun. Use the three degrees of comparison:

Example:

hair – long – Mina, Nena, Lyka
Mina has long hair.
Nena has a longer hair than Mina.
Lyka has the longest of them three.

1. house – big – Mr. Santos, Mr. Salcedo, Mr. Lim
2. shirt – loose – Ramon, Jerry, Kit
3. delicious – spaghetti, cake, chicken

Day 3

Objectives:

- Read aloud grade level text with appropriate speed
- Use the affixes to get the meaning of words
- Infer important details from a narrative
- Correctly spell words in the list of vocabulary words and the words in the selections read

Learning Activities:

A. Preliminary Activities

- Spelling Lesson:
  Test again on the descriptive words found in the texts.

  (Please refer to the list of spelling words in the first day)

  - Checking and discussion of the assignment

B. Developmental Activities

1. Pre- Reading of a story

- Unlocking of Difficulties (use pictures and context clues)

  heaved a deep sigh
  conserve
  scattered
Motivation / Activating Prior Knowledge

Has there been any brownout in your place?

Show picture of places where there is shortage of water supply or there is a brownout.

What do you experience when there is a brownout? / shortage of water supply?

Why are electricity and water very important resources?

Motive Question:
What made Teresa realize her mistakes?

2. During Reading:
Reading by the pupils: by class; by group; by pair; individually

---

**Dark Light**
by: Gretel Laura M. Cadiong

Teresa hurriedly gathered her books and placed them in her bag. "Bye, mother, I have to go now," she said while kissing Aling Tina.

Aling Tina heaved a deep sigh as she went into her daughter’s room and started keeping it in order. A heap of clothes on her bed, scattered unused paper on the floor, dripping water from the faucet and the uncovered tube of toothpaste were usual sights every morning. As she went into the kitchen, Teresa’s half-eaten breakfast was still on the table. Aling Tina shook her head. "Oh, when will Teresa ever learn to conserve all these things?", she told herself.

One day, Teresa went home with a letter from the school. She excitedly asked her mother, "Will you permit me to join a Girl Scout activity on Saturday and Sunday in Barangay Limasawa Mother?" Aling Tina thought for a while but said, "I will permit you Teresa but never disobey what your teacher tells you to do."

The following Saturday, Teresa with some Girl Scouts was set for the Scout Activity. Not long after, the group was in Barangay Limasawa, the farthest barangay in their town.

With eagerness, Teresa thought they would pitch a tent where they could sleep and rest. But to her surprise, her teacher announced that each of them would separately stay in the house of the residents.

Soon, Teresa stayed with Mang Tony and Aling Dora’s family. She found out that the barangay has no electrical and water supply so she had to wake up early to fetch water for bathing. During the night, she missed watching some of her favorite TV programs and could not play video games. But most of all, the dark night caused difficulty in doing the activities the teacher asked them to do. "Kerosene lamps have dark lights.", Teresa thought.

3. Post Reading Activities
Comprehension check:

- Why was Teresa in a hurry?
- What things were not taken care of by Teresa? Why do you say so?
- What activity did she join?
- What was the source of light in the barangay at night? Why was it so?
• What kind of light did the kerosene lamp have?
• Did Teresa enjoy her camping experience? Why or why not?
• What lesson did she learn from her camping experience?
• Why is there a need to conserve electricity and water?
• What other things or resources do we have to conserve? Why must we do it?

4. Skill development: (Making Inferences)

To infer is to guess something that is not explicitly stated in the text.

➢ Have the class reread the following parts of the story:

a. A heap of clothes on her bed, scattered unused paper on the floor, dripping water from the faucet and the unclosed tube of toothpaste were usual sight every morning. As she went into the kitchen, Teresa’s half-eaten breakfast was still on the table.

The teacher asks the class: “What kind of person Teresa is? Why do you have such a guess? What helped you make such a guess?”

b. Teresa gathered her books and placed them in her bag

Where do you think Teresa is going? Why do you have such a guess? What helped you make such a guess?

c. Teresa was very happy to be home. She decided to do something. The dark light made her saw the right thing to do.

What do you think Teresa is going to do? Why do you have such a guess? What situations helped you come up with such a guess?

Were your guesses based on the situations you observed? What kind of guess do you make? Why are they called educated guess?

5. Generalization:

A guess based on the situations that have been observed is called an inference. It is an educated guess.

6. Application:

➢ Give your inferences on the following situations:

a. The table has books opened to pages with highlighted texts. The paper has some notes written on it. The study lamp was on.

What could the person using the table be doing? Why do you say so?

b. Erlin’s sweat dropped to her brow. It was noontime but there were still some packs of delicacies on her basket. She shouted all the more, “suman, suman, delicious suman!”

What could be Erlin’s work? Why do you say so?

c. Allan was surprised. The money her mother gave her was not inside his pocket. When he dug deeper into the pocket, she felt there was a hole.

What must have happened to Allan’s money? Why do you say so?
C. Evaluation:

Give an inference on the following situation:

1. Nerissa stood in front of the class. She read a story. Then, she told the children to write something on their paper.
   What do you Nerissa is doing in front of the class?

2. Drops of water came out from the faucet even if it was unopened. It went on for the whole month.
   What do you might have happened at the end of the month?

D. Assignment:

List down on the following chart some of the ways you and your family conserve water and electricity and other resources that have to be conserved. Do it on your notebook.

<table>
<thead>
<tr>
<th>Ways to Conserve Electricity</th>
<th>Ways to Conserve Water</th>
<th>Other resources at home that we conserve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

Day 4

Objectives:

- Infer important details from an informational text
- Write a 3-5 sentence procedural paragraph using signal words such as first, next, then and last.
- Use correctly different degrees of comparison of adjectives (positive degree, comparative, superlative)
- Correctly spell words in the list of vocabulary words and the words in the selections read.

Learning Activities:

A. Preliminary Activity:
   Spelling of the words studied in the previous days (see list)

   Use mini board for the pupils to write the dictated spelling words.

B. Developmental Activities:

   1. Preparation: Have pupils share practices their family do to conserve water and electricity and have them tell the class what other resources at home they conserve.

   2. Strengthening of Concept / Skill:
      - Group the class into four. Give each group a task card. After 6 minutes, ask the group to present to the class their output.
      - Group 1 – List down as many inferences as you can if electricity would not be conserved.
Group 2 – List down as many inferences as you can if water would not be conserved.

Group 3 - Make a comparison of a place with and without water supply. Use adjectives in different degrees of comparison.

Group 4 – Make a comparison of a place with and without electric supply. Use adjectives in different degrees of comparison.

- Processing of group outputs.
  What is an inference? Why were you able to come up with those inferences?
  What degrees of comparison were used? What does a superlative degree of adjective tell? What does a comparative degree of adjective tell?

- Have the class read the following events taken from the story “Dark Night”. Let the pupils arrange it according to how it happened in the story and write it into a paragraph.
  (Note: the following sentences should be written on the board or on a chart)
  ___ Teresa attended a Girl Scout activity.
  ___ Teresa did not know how to care for things at home.
  ___ The group stayed in a place with no electric and water supply.
  ___ Teresa decided to change her attitude.
  ___ She fetched water every morning and could not watch her favorite TV shows.

- What signal words were used?

3. Evaluation:
   Write the following sentences in a paragraph form using the correct signal words. Then answer the questions that follow:
   She placed the eggs on a pan.
   At 6 o’clock in the morning, Mother bought some eggs.
   The eggs were brought to boil.
   She put some water on the pan and added little salt.
   After several minutes, the boiled eggs were placed in a bowl with cold water.
   The boiled eggs were served.

   a. What kind of meal do you think was served?
   b. Give at least two reasons for your inference.

4. Assignment:
   Find out how much is your electrical bill from the month of August of the current year to December. List it down on your notebook.
Day 5

Objectives:

1. Identify and discuss information from simple line and bar graphs.
2. Correctly spell words in the list of vocabulary words and the words in the selections read.

Learning Activities:

A. Preliminary Activity
   Spelling Post Test

B. Developmental Activity
   1. Preparation:
      Have the class present or share the previous day’s assignment.
      Ask the class what could be an easier and more comprehensive way to show the monthly bill of a household?
      Recall to the class the use of a bar graph.

2. Presentation:
   Study the following graph that shows the monthly electric bills of three families.

   Electric Bills of Three Families
   
   ![Bar Graph]

   3. Abstraction:
      What do you see? What information is given by the illustration?
      What does the vertical line with numbers show?
      What does the horizontal line with months mean?
      What does the whole bar graph tells?
      Whose family is represented by the blue bar? by the red bar? by the green bar?
      Whose family has the biggest bill on the month of September? October? November? December?
      Whose family has the least bill on the month of September? October? November? December?
      From among the three families, whose bills were the highest? lowest?
Which month has the bill of the families very high?

Why do you think so?

4. Generalization:
   How are the data presented in a bar graph?

   How could data be presented in a clearer, organized way?

   What is a graph?

5. Application:
   Group the class into four. Let them choose three families from among their members.
   Using their electric bills and have each group present the data through a bar graph.

   Processing of output is done. Questions about the graph presented by each group should be asked.

6. Evaluation:
   Read and study the following bar graph then answer the questions that follow:

   Water Bills for the Months of September to December 2012

   1. What is the graph about?
   2. Whose family has the highest bill on November?
   3. Whose family has the least bill on December?
   4. Whose family has the least consumption of water?
   5. Whose family has the greatest consumption of water?
Week: 35

Genre: Feature Story

Theme: Helping My Community

Objectives:

A. Oral Language
   • Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph

B. Fluency
   • Read aloud grade level text with appropriate speed* (note: should include benchmarks on number of words per minute once research and data have been gathered)*

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

D. Composing
   • Write a 3-5 sentence procedural paragraph using signal words such as first, last, then and next.

E. Grammar
   • Identify and use adverbs of time, place and manner.

F. Vocabulary and Concept Development
   • Use affixes to get the meaning of words

G. Listening/Reading Comprehension
   • Sequence events in an informational text through discussion, illustration, song, dramatization and art.

H. Attitude towards Literacy, Literature and Language
   • Express interest in texts by reading available print materials.

I. Study Skills
   • Identify and discuss information from simple line and bar graphs.

II. Subject Matter:
   A. Topics:
      1. Talking about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph
      2. Writing a 3-5 procedural paragraph using signal words such as first, last, then and next
      3. Identifying and using adverbs in different degrees of comparison (manner)
      4. Using the combination of affixes and root words as clues to get the meaning of words
      5. Sequencing events in an informational text through discussion, illustration, song, dramatization and art
      6. Expressing interest in texts by reading available print materials
      7. Identifying and discussing information from simple line and bar graphs

   Value Focus: Let's keep our community clean and green.

B. Reference:
C. Materials: rolled sheets with topics, small basket, copies of stories

III. Procedure

Day 1

Objectives:

• Talk about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph
• Correctly spell words in the list of vocabulary words and the words in the selections read.
A. Pre-assessment:

Group the class into four. Have them answer the following:
Write YES if your group agrees with the statement. Write NO if your group disagrees with the statement.

____ 1. The teacher **patiently** waited for the pupils to finish their work. The underlined word is an adverb of manner.

____ 2. “The rabbit runs faster than the dog.” This statement expresses comparison of adverb of manner.

____ 3. An autobiography is a story about a person’s life written by another person.

____ 4. The words first, second, next and finally will help sequence events in a paragraph.

____ 5. A graph cannot help present data systematically.

The group will be asked to present their answers and be made to give short explanation for such answers.

Learning Activities:

1. Oral Language and vocabulary development:
   See and Tell
   Present some pictures of recent happenings in different parts of the country.
   In small groups, have the pupils do a Picture Walk.

   Ask: What does each picture show?  
   What do the people do?  
   What feeling or mood is shown in each picture?
Listen and Repeat (Vocabulary Development)

- destructive
- ruins
- filled with fear
- storm surge

Complete each sentence with the right word or expression.
1. Typhoons and earthquakes are ________. They destroy lives and properties.
2. The people were _______ as they witnessed armed men fighting.
3. The earthquake left the old churches in _________.
4. Because of very strong wind, water from the sea rose up to the lands and caused _____________.

Listen and Read

Dina: Did you hear the news today, Roy?
Roy: Yes, I saw on TV how destructive typhoon Yolanda was.
Dina: That was terrible. A storm surge caused very high flood that covered almost all the places in Tacloban City and some parts of Leyte and Eastern Samar.
Roy: Have you seen the dead and injured? People were filled with fear.
Dina: Yes. I saw the ruins of many houses and buildings.
Roy: We have to find ways how we can help the people there.

Comprehension check:
- What news did Dina and Roy learn?
- What caused the high flood in Tacloban City and some parts of Leyte and Eastern Samar?
- What did Roy want to do?

Think-Pair and Share

Reflect on these questions:
- What should be done when a disaster like typhoon comes?
- What help can we give the typhoon victims?

Pair up with a classmate and talk about these.
Share with the group what you discussed.

Evaluation:
- The teacher should rate pupils according to how their ideas are presented and teamwork shown.

Assignment:
- Listen to a news report tonight. In your assignment notebook, write at least three sentences that tell about the news report.

Day 2

Objectives:
- Sequence events in an informational text through discussion, illustration, song, dramatization and art
- Identify and use adverbs of place and time correctly
Learning Activities:

A. Preliminary Activities
   1. Spelling Test
   2. Presentation and sharing of assignments

B. Developmental Activities
   1. Listening to narrative or informational text
     - Unlocking of Difficulties:
       a. Mario felt the camera slipped through his hand so he immediately caught it with his other hand.
       b. Pick up pieces of paper and food wrappers scattered around.
       c. The tourists were amazed when they saw the beautiful place inside the cave.
       d. Their home is not far. They live nearby.
       e. The dog was trapped by a fallen branch of a tree.

Motivation:

Show the class pictures of some flooded areas.
Ask: What do you think are the causes of these situations?
What shall we do to the plastics scattered in the environment?

Raising of Motive Question:

Let’s read a story of a certain boy who had a dream about plastic or cellophane. In his dream, the plastic told something to him. He felt afraid on what he learned.

What would you like to ask about the story?

Expected Questions:

a. What was his dream all about?
b. What did the plastic tell to him?
c. Why was he afraid of his dream?

During Listening:
Teacher reads the following story while pupils listen attentively.

---

**Plastiko**
(Mrs. Raquel C. Solis)

One fine morning, as Plas walked fast along Camino Street, his small bag slipped through his hand. Things from his bag scattered on the ground while a five-peso coin rolled towards a trash can nearby. Hurriedly, he gathered first his notebooks and pen. Next, he went to pick his coin up.

While picking up the coin, he saw a piece of dirty plastic lying under the trash bin. To his surprise he heard the plastic saying, “Friend I’m Plastiko. Please put me in the proper place.”

Plas was very amazed. In his shock, he said, “Why should I?” Plastiko answered, “If you leave me here, I might be blown by the strong wind later or tomorrow. Then together with my friends we would be trapped along water ways and would obstruct water to flow.” Plastiko answered.

Plas suddenly opened his eyes. He looked around to see where Plastiko was. Then he sighed, “Oh I must have been dreaming!”

The next day, Plas was thinking of an important mission to do.
Post Listening
• Comprehension Check
Answering of the motive questions:

a. What was his dream all about?

b. What did the plastic tell him?

c. Why was he afraid of his dream?

Answering of other questions:

1. Who are the main characters of the story?
2. Explain how Plastiko and his friends could create problems in the environment?
3. What could be these problems? Give examples.
4. Compare this story to reality. Do you think this would happen? Prove your answers.

Skill development:
Group the class into three. Assign each group to do a task.

Group 1: Show a short dramatization of the story listened to from the first event to the last event.
Group 1: Retell the story heard through a rap.
Group 3: Retell the story heard through an invented song.

Grammar Awareness:

Preparation:
Study the word / phrases taken from the story “Plastiko”. Notice the word being described or referred to by these words / phrases.

<table>
<thead>
<tr>
<th>Phrases that indicate place</th>
<th>Word referred to by the phrase</th>
<th>Phrases/ word that tell time</th>
<th>Word referred to by the phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>to school</td>
<td>walking</td>
<td>one morning</td>
<td>walking</td>
</tr>
<tr>
<td>along Carmino street</td>
<td>walking</td>
<td>later</td>
<td>trapped</td>
</tr>
<tr>
<td>on the ground</td>
<td>scattered</td>
<td>tomorrow</td>
<td>trapped</td>
</tr>
<tr>
<td>towards a trash can</td>
<td>rolled</td>
<td>next day</td>
<td>thinking</td>
</tr>
<tr>
<td>under the trash bin</td>
<td>lying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>along water ways</td>
<td>trapped</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presentation

Have the class study the phrases and the word referred to by each phrase or word.

Abstraction:

What kind of words is being referred to by the phrases or words? Do they denote action? If that is so, what words are being described by the phrases or words?

The phrases and words are called adverbs.
What do adverbs describe?
What do the adverbs in the first column express?
They are called adverb of place.
Why are they called adverb of place?
What do the adverbs in the second column express?
They are called **adverb of time**.

Why are they called adverb of time?

- **Generalization:**

  Adverbs are words that describe verbs, adjectives and other adverbs.
  Adverbs of time tell when the action takes place.
  Adverbs of place tell where the action takes place.

- **Application:**

Guided Practice 1

(Refer to LM, Activity 1, page ____)

**Evaluation:** (Refer to LM, Activity 2, page ____)

**Assignment:**

Use in sentences the following adverbs of time and place.

1. in the trash can
2. in the ocean
3. late in the evening
4. early

**Day 3**

**Objectives:**

- Read aloud grade level text with appropriate speed
- Use the combination of affixes and root words as clues to get the meaning of words
- Identify and use adverbs of manner.
- Correctly spell words in the list of vocabulary words and the words in the selections read

**Learning Activities:**

A. Preliminary Activities
   1. Spelling Lesson:
   2. Checking of assignments

B. Developmental Activities:
   1. Unlocking of Difficulties:
      Choose the correct meaning of the underlined word in the sentences.

      a. The principal **relayed** the information to the grade three pupils after flag ceremony.
         (sent copied wrote memorized)
      b. The grade three pupils **participated** in the singing contest.
         (attacked joined connected attended)
      c. The **theme** of the contest was “Clean and Green”.
         (leader result beginning subject)

   2. Motivation:

   Game: Word Web

   Ask: What kind of words did you connect to the word at the center?
Have you experienced joining a contest? What contest was it? Did you win or lose? How did you feel? How do your parents feel about your participation in the contest?

3. Raising of Motive Question:

You will now read another autobiography written by a grade three pupil. The author of this autobiography participated in a contest. Her parents were very proud of her. What would you like to ask about the autobiography?

Expected:

What contest did she participate in?

Why were her parents very proud of her?

4. Reading of the text:

Reading the autobiography by the teacher or by a model reader, next by class, by group, and/or individually.

My Life Story

My name is Jiezel Saavedra. I was born on September 21, 2005 in Gabi, Cordova Cebu. We are five in the family. My father is a seaman and is presently employed in a private company. My mother is a teacher in Gabi Elementary School, the school where I study.

When I was four years old, I voluntarily participated in an Art contest in a Kinder school. Contest details were incompletely relayed to me. Theme was improperly told by the school janitor. I just learned the theme during the opening program.

I thought I made my design imperfectly. To my surprise, they greatly admired my work. First, I confidently drew a big heart-shaped figure on the cartolina. Then, I carefully placed photos of my family at the center. Next, I clearly designed angel on the right upper portion of the cartolina. Finally, in bold letters I plainly wrote a caption that goes “I love my family”.

Awarding ceremony finally came. Art winning pieces were proudly brought on stage. I felt more nervous because my work was there. The host then announced the final winners. My goodness! I was the champion. The crowd clapped most loudly when my work was shown. Mama ran to me quickly and hugged me tightly. We came up the stage to receive the award. My parents were very proud of me.
Answering motive questions:

1. What contest did Jiezel join?
2. Why were her parents very proud of her?
3. What was her winning piece?
4. Why do you think did Jiezel win?
5. Is it good to join school activities? Why?

7. Skill development
   a. Presentation:
      The teacher directs the pupils to be able to give the following words by asking questions like below: The words should be written on the board as pupils give them.

      How did Jiezel join the contest? (voluntarily)
      How were the guidelines and the theme relayed to her? (incompletely, improperly)
      How did she think her design was? (imperfectly)
      How did the people admire her work? (greatly)
      How did Jiezel make her work? (confidently)

      The teacher continues asking the questions until all adverbs of manner have been given by the pupils.

   b. Abstraction:

      Ask:
      1. What do these words tell?
      2. Do they tell us how the something has been done?
      3. Do these words describe?
      4. How do these words describe?

      These words are **adverbs of manner**.

      What are adverbs of manner?

      The teacher asks the pupils to underline the root word of each adverb. What affixes were added to the words?

      Did the suffix –ly change the meaning of the root word? What could it mean when one says greatly, quickly, etc.?

      Words ending in -ly normally tell how or how often something is done.

   c. Generalization:
      Adverbs of manner describe or tell how an action is done.

      The suffix –ly added to adjective changes it into an adverb.
d. Application:

Refer to LM, Activity 3 and 4 page ______

C. Evaluation:

(Refer to LM, Activity 5, page _____)

Assignment:

Think of other adverbs of manner and use them in sentences

Day: 4

Objectives:

- Sequence events in an informational text through discussion, illustration, song, dramatization and art
- Correctly spell words in the list of vocabulary words and the words in the selections read

Learning Activities:

A. Preliminary Activities
   1. Spelling of the words (see list for the week)
   2. Checking of assignments

B. Developmental Activities:
   1. Rereading of the story by the pupils with appropriate speed.
   2. Individual Activity: Balloon of Understanding:
      Directions: Pick a balloon that tells an event from the autobiography being studied.
      (Refer to LM page _____)
      Group Activity:
      Direct the class to reread autobiography. Group them into four. Give each group a task card.
      Group 1: Role play the part where the character joined the contest.
      Group 2: Show through an artwork how the winning piece of the character must have looked like.
      Group 3: Illustrate the part where the character was given the award.
      Group 4: Role play the awarding part of the story

3. The teacher directs the class to read the following paragraph from the autobiography:
   First, I confidently drew a big heart-shaped figure on the cartolina. Then, I carefully placed photos of my family at the center. Next, I clearly designed angel on the right upper portion of the cartolina. Finally, in bold letters I plainly wrote a caption that goes “I love my family”.
   
   Have the pupils underline words that help tell the order of events.
   What do the words first, then, next and finally tell? How do they help us understand how the events of the story happened?

4. Practice: (Refer to LM, Activity 6, page _____)

5. Evaluation:
Assignment:

Complete the sentences by filling up the correct degree of adverbs of manner. Do this orally.

1. The grade three pupils performed their dance number _______________.
   (beautifully more beautifully most beautifully)

2. Rhea sings ______________ than Elma.
   (sweetly more sweetly most sweetly)

3. The class president ______________ planned their trip.
   (carefully more carefully most carefully)

4. Father painted their kitchen ______________ among the guys.
   (badly more badly most badly)

5. He skipped ______________ down to the road.
   (happily more happily most happily)

6. Uncle Lito drove ______________ among the four newly hired drivers.
   (fast faster fastest)

Day 5

Objectives:

1. Identify and discuss information from simple line and bar graphs
2. Correctly spell words in the list of vocabulary words and the words in the selections read

A. Learning Activities
   1. Preliminary Activities
      Spelling of words for the week

2. Checking of assignments

B. Developmental Activities
   Study the graph that shows the number of households having good practices in keeping the community clean.

Explain to the class the data shown on the bar graph.
A graph helps in presenting data clearly and comprehensively.

This is an example of a bar graph.

Ask:

1. How many households practice putting their garbage in proper places?
2. How many households recycle their garbage?
3. Tell the number of households that practice segregation of waste.
4. Identify the number of households that uses paper bags.

3. Practice:
   ( Refer to LM, Activity 8, page ___ )

4. Evaluation:
   ( Refer to LM, Activity 9 page _____ )

Week: 36

Genre: Autobiography

Theme: Helping our Community

I. Objectives:

   A. Oral Language:
      • Use expressions appropriate to the grade level to explain or give reasons to
        issues, events, news articles, etc.
   B. Fluency:
      • Read grade level texts with appropriate speed
   C. Spelling:
      • Correctly spell the words in the list of vocabulary words and the words in the
        selection read
   D. Composing:
      • Write a 3-5 step procedural paragraph using signal words such as first, last,
        then and next
   E. Grammar Awareness:
      • Use adverbs of manner in different degrees of comparison
   F. Vocabulary and Concept Development:
      • Identify and use personification, hyperbole, and idiomatic expressions in
        sentences
   G. Listening/Reading Comprehension:
      • Draw out conclusions from selections heard
   H. Attitudes towards literacy, literature and language
      • Express interest in texts by reading available print materials
   I. Study Skill:
      • Identify and discuss information from simple line and bar graphs

II. Subject Matter:

   A. Topics:
      1. Giving reasons to issues, events, and news articles
      2. Identifying and Using Adverbs of Place and time
      3. Identifying Personification, Hyperbole and Idiomatic Expressions
      4. Writing paragraph using signal words
      5. Drawing out conclusions
      6. Expressing interest in text through Reading
      7. Interpreting Ideas Through Line and Bar Graphs
Value Focus: Giving good service to the community

B. Reference:
C. Materials: pictures of a child throwing garbage to the river, flooded area news report, bar and line graphs, brown envelopes, colored papers and pentel pens, autobiography "I Am Me", news article

III. Procedure:

Day 1:

Objectives:
- Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc
- Correctly spell the words in the list of vocabulary words and the words in the selection read

Pre-assessment:
Show a like sign if you say yes to the statement. Show an unlike sign if you say no to the statement.
1. Adverbs describe verbs, adjectives and another adverb.
2. "The trees stood proudly among the grasses." This statement is a personification.
3. "I am so happy, I almost reached the sky" states a hyperbole.
4. Lina ran fast to the line. The phrase to the line is an adverb of time.
5. Greg will arrive tomorrow. The word tomorrow is an adverb of place.

Learning Activities
A. Oral Language and Vocabulary Development:

1. Vocabulary Development / Spelling Pre-test
   Put letter cut-outs that will form the words below inside small envelopes. Place the small envelopes inside a bigger envelope. Group the class into three. Give each group the envelope and have them form the words by arranging the letters. The first group to finish and form the words correctly wins.
   1. excitedly
   2. sensitively
   3. sincerely
   4. patiently
   5. carefully
   6. intelligently
   7. confidently
   8. faster
   9. immediately
   10. quickly

   The teacher gives contextual clues to help the pupils understand the meaning of the words.
   - Next month is my birthday. Mother said there will be a big party. I excitedly tell my friends about it.
   - Even if I don't tell what I feel or what I need, Mother could sense it. She sensitively knows what I feel or what I need.
   - Melani is true to her words. She sincerely does what she promised.
   - It was almost two hours but Ramon was patiently waiting for his sister.
   - Father slept while reading on the chair. So I carefully removed his eyeglasses.
   - Greg knows many things. He intelligently explained why earthquake happens.
   - Karen mastered the song so she confidently sang it.
   - Dogs run faster than cats.
   - I ran immediately to the building when the rain poured suddenly.
   - Father quickly put out the fire on the burning grasses.

   Have the pupils say sentences using these words.

2. Oral Language Development
   "Idea Walk" Activity
   Materials:
   - 4 short brown envelope, pentel pens, green, yellow, pink and blue colored papers, stop watch and a call bell.
   Mechanics:
Divide the class into four. Name each group as “Green”, “Yellow”, “Pink” and “Blue”. Let each group choose a leader, a secretary and a reporter. Then let each group sit on the floor on a circular position.

Prepare four questions and write each on the front surface of a brown envelope. Inside the envelope are four colored papers with the different colors that correspond to group’s names.

Put one envelope at the center of the group without showing the surface where the question is printed.

At a signal, have all groups read the question, brainstorm their answer/s, then print their ideas on the colored paper that corresponds to their group’s name.

After five minutes, ring the bell. Group Green will hand in the envelope to Group Yellow, Group Yellow to Group Pink, Group Pink to Group Blue, Group Blue to Group Green.

The Group will be given again 5 minutes to brainstorm the next question and print their answer on the colored paper of the Group’s color.

The same process is done until all the four envelopes had been answered by each group.

Group reporting will be done on the different ideas or opinions of the different groups.

The following situations / questions should be written on the envelope:

Envelope 1:
There had been a fish kill in your town. According to the findings, the wastes from a factory near the sea caused the incident. What do you think should the people do?

Envelope 2:
Your town mayor issued a new ordinance that youth ages 18 below should observe curfew hours at 10pm. What can you say about this?

Envelope 3:
Your town had recently been affected by a strong typhoon. Many of the agricultural areas were damaged. You learned that there may be a rice shortage in the next few months. As school children, what can you do to help?

Envelope 4:
There are many tourist spots in your community. But these places are not taken care of by the people. The places are dirty, there is no enough lighting during the night and there are no personnel who safeguard these places. As a group, what can you do to call the attention of the authorities?

Evaluation:
The teacher will evaluate the pupils based on the team work of the group, the way ideas were given and how it was presented to the class.

Assignment:
Look for pictures about caring the environment. Paste these pictures on bond papers and be ready to tell to the class where and when the activities happened.

Day 2

Objectives:
- Draw out conclusions on selection heard
- Identify and use adverbs in different degrees of comparison (manner)
- Correctly spell words in the list of vocabulary words and the words in the selections read

Learning Activities:

A. Preliminary Activities:
   a. Spelling Test:
      (Refer to the list on Day 1)
b. Sharing to the class the assignments of volunteer pupils.

B. Developmental Activities:

A. Listening to a narrative or informational text

1. Unlocking of Difficulties through context clues:
   Directions: Match the words in column A with their meanings in column B. The sentences below the box will help you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ weird</td>
<td>a. description or events in one’s life written</td>
</tr>
<tr>
<td>___ mingle</td>
<td>b. talking with others</td>
</tr>
<tr>
<td>___ autobiography</td>
<td>c. not common or supernatural</td>
</tr>
<tr>
<td>___ biography</td>
<td>d. group of special talented pupils</td>
</tr>
<tr>
<td>___ SPED class</td>
<td>e. description or events in one’s life written</td>
</tr>
<tr>
<td></td>
<td>by the person himself</td>
</tr>
</tbody>
</table>

   a. Dara is a weird girl. She does things not usually done by girls of her age.
   b. I plan to write the biography of San Lorenzo Ruiz, the first Filipino saint.
   c. Carlo is a friendly person. He easily mingles with others.
   d. In our school, we have SPED classes, where talented pupils or pupils with certain disabilities are enrolled.
   e. Mother wrote her autobiography, narrating events in her life.

2. Motivation:
   Have you tried writing the happenings of your life?

   If you write something about yourself what would be your writings about? (sad moments, happy moments, about your school, about your family etc)

   If the events and happenings in your life will be written by another person that is called BIOGRAPHY

   But if the happenings and events of your life will be written by you then it is called AUTOBIOGRAPHY.

3. Raising of Motive Questions:
   The autobiography that we will read today is about a grade three pupil. His parents considered him talented but his classmates considered him weird. The title of the story is “I Am Me”

   Is there anything you would like to know about the boy?

   Expected motive questions:

   Why is the person in the autobiography thought of as weird?

4. The teacher reads the autobiography to the class while asking questions occasionally to get the pupils’ attention.
5. Discussion of the text:
   e. Directions: Answer the motive questions:
      Why is the person in the autobiography thought of as weird?

   f. Answering other questions:
      - Why does he consider himself a lucky person?
      - What does his mother teach him?
      - Who calls him weird? Why do you think so?
      - Do you believe he is a talented boy? Why?
      - Do you think it’s fair for him to be enrolled in a SPED class? Give your reasons.

6. Skill development: (Drawing out conclusions)
   Based on the selection you listened to, why do you think the boy prefers to stay at home?
   Think of activities he would prefer to do.
   Why were you able to come up to such ideas?

   Explain to the class that they are making conclusions.

   Drawing conclusions refers to information that is implied or inferred. This means that the information is never clearly stated.

   Inference is just a big word that means a conclusion or judgment. If you infer that something has happened, you do not see, hear, feel, smell, or taste the actual event. But from what you know, it makes sense to think that it has happened.

   To draw out conclusion is to infer based on what you hear or read. Writers often tell you more than they say directly. They give you hints or clues that help you “read between the lines.”
7. Practice:

Guided Practice:

Picture Game

Show the class some pictures. Help them make conclusions by asking the questions that follow.

Where could the children be?
What could they be doing?
What kind of story must they be reading?

What could the woman be?
What could she be doing?
What problem must she have encountered?

Illus of a woman in the market, her face showing disappointment as she discovered a hole in her pocket.

What could the people be doing?
What must have happened to the place?

Independent Practice:

Listen to the selection read by the teacher then give answer the given questions:
1. Joe went into the kitchen to see what smelled so good. There were eggs shells, milk on the table and the oven was on. He asked his brother who was cleaning up, what he was making. His brother smiled mysteriously and replied, “You’ll see! It’s something for Daddy’s birthday. Say, I wonder if we have any little candles.”

What was Joe’s brother making?

a. fruit salad  b. a cake  c. a birthday card

2. When Fred arrived in the classroom, the other boys and girls did not pay the slightest bit of attention to him. They were all on their hands and knees, peering behind bookshelves and snooping into cabinets. It was Fred’s job to feed the hamster, so he went straight into its cage. As soon as he saw its open door, he knew what had happened.

What happened?

a. The hamster had already been fed.

b. Someone had lost money.

c. The hamster had escaped from its cage.

B. Grammar Awareness:

1. Preparation:
   Ask the class to listen again to the autobiography. Ask them to list down all the adverbs of manner heard.

   sincerely  intelligently
   sensitively  legibly
   respectfully  happily
   lovingly  confidently

2. Presentation
   Have the class recall the autobiography listened to in the previous day. Let them read the following sentences taken from the autobiography.

   a. I can read faster than my classmates.
   b. I can read musical notes better than my father.
   c. Of the three siblings, I learned the quickest.
   d. I can ask questions more intelligently than others.
   e. I write most legibly in the class.

3. Abstraction / Discussion:

   The teacher asks the pupils to fill in the following chart:

   (Note: the chart below is filled in to guide the teacher, but should be presented without contents to the pupils)
<table>
<thead>
<tr>
<th>Adverb of Manner</th>
<th>Word described by the adverb</th>
<th>How the adverb is used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. faster</td>
<td>read</td>
<td>To compare the person with his classmates</td>
</tr>
<tr>
<td>2. better</td>
<td>read</td>
<td>To compare the person with his father</td>
</tr>
<tr>
<td>3. quickest</td>
<td>learned</td>
<td>To compare the person with his two other siblings</td>
</tr>
<tr>
<td>4. more intelligently</td>
<td>ask</td>
<td>To compare the person with others</td>
</tr>
<tr>
<td>5. most legibly</td>
<td>write</td>
<td>To compare the person with all pupils in the class</td>
</tr>
</tbody>
</table>

How are the adverbs of manner used in the sentences?

What suffix is added to the word faster? How many are being compared?
What are being compared with the word “better”? What degree of comparison is this?
What do you think is the positive form of better when not used to compare? (good)
What word is used to compare more than two persons or things? (best)
What suffix is added to the word quickest? How many are being compared? What degree of comparison is shown by the word?
What words are added to the word “intelligently” and “legibly”?

4. Generalization:

Adverbs of manner can be expressed in different degrees of comparison:
- **Positive Degree** – is the primary form of adverbs, it has no comparison or relation with others.
- **Comparative Degree** – shows relationship; a comparison of two things, places, events, groups and others.
  - To state this degree, one-or two-syllable adverbs are added with suffix –er.
  - To state comparative degree of three- or more syllable adverbs, the word “more” is used.
- **Superlative Degree** – uses an expression that is in the highest degree or highest order of all
  - To state this degree, one-or two-syllable adverbs are added with suffix –est.
  - To state superlative degree of three- or more syllable adverbs, the word “most” is used.
- There are some adverbs whose spellings are changed when used in comparative and superlative degree.
  Example: well / good – better – best
  bad – worse - worst

5. Guided Practice:

Have an oral practice on using adverbs of different degrees of comparison.

Independent Practice:
Identify the adverb in each sentence and tell whether it is in positive, comparative and superlative degree. (Refer to LM page ____)

Day 3:

Objectives:

- Read grade level texts with appropriate speed
- Identify and use personification in sentences
- Correctly spell the words in the list of vocabulary words and the words in the selection read

Learning Activities:

A. Preliminary Activities
1. Spelling Test (Refer to the spelling list)
2. Presentation and sharing of assignments

B. Developmental Activities
a. Pre-Reading Activities
   - Unlocking of Difficulties: (through situations and context clues)
     - irritating
     - examinee
     - staring
     - burden
     - browse
     - stirred
     - examiner
     - midnight
   - Motivation:
     - What do you feel when you are about to take the test?
     - How do you prepare for a test?
   - Raising of Motive Question:
     - Who is the new doctor?
     - What did he do to prepare for the test?

b. During Reading
   - Reading of a story by the pupils.
The New Doctor
by: Gretel Laura M. Cadiong

It was past midnight but Luis was still wide awake. The soft buzz of the air conditioning unit whispered annoying noise that added to the burden Luis felt. He switched on the light and was met with the pile of papers on the table watching widely at him. He sat on the chair and started going through the tons of papers. “Ah, this examination is killing me.” he said.

The next day, Luis got up early. With lack of sleep, he felt his head swimming in a pool of dark waters. It was a big rock to carry. The hot shower woke up his senses. As he kissed his mother’s hand, she said, “You will make it Luis. God be with you.”

Soon he found himself sitting in a wide classroom. The examiner started distributing the test booklets. Luis heard his heart playing a wild beat… a loud deafening beat. The cold sweat on his hands reminded him that his examination was about to begin.

Luis said a silent prayer then he got his pencil. As he opened the test booklet, he felt the page warmed him with courage as he started to read the questions which seemed to be quite familiar. All the things he read after months of review flooded into his mind. As hours passed, nothing...no one moved in the examination room except the ticking of the clock, telling silently how much time was left to finish the test. Soon, one by one, the examinees gave the test booklet to the examiner. Meanwhile, Luis used his extra time to look through some test items while making sure he made the right answers.

Months passed. “Luis, you made it!” shouted mother. “Thank you God, my son is now a doctor!” she added.

Comprehension Check
• Answering Motive Questions
  o Who is the new doctor?
  o What did he do to prepare for the test?

Other Questions:
  o What were Luis’ sacrifices while preparing for the test?
  o How did he take the test?
  o What did he do before answering the test?
  o Do you also pray before taking a test? Why do you do it?
  o What must have Luis felt before the test? after the test?
  o Would Luis be a big help to the community? Why?
  o If you grow up, what plans do you have to help your community?

Skill development
a. Presentation
  Read the following phrases taken from the story “The New Doctor”
  - the soft buzz of the air conditioning unit whispered irritating noise
  - the pile of papers on the table staring widely at him
This examination is killing me
His head was swimming on a pool of dark waters
He heard his heart playing a wild beat
the cold sweat on his hands reminded him that his examination was about to begin
the page warmed him with courage
things he read flooded into his mind
the ticking of the clock, telling silently how much time was left

b. Abstraction
Can the air conditioning unit whisper? What must the author want to express in this line? Who has the ability to whisper?
Can pile of papers stare at someone? What must the author want to tell? Who has the ability to stare at somebody?
What does the character want to express in saying that the examination was killing him? Could it really kill?
Could a head swim? What does this line mean?
Could a heart play a beat? What does this mean?
(The teacher asks similar questions for the other phrases)
Whose characteristics were given to the objects in the phrases?
These lines are figurative language expressed in personification. Why do you think it is called personification?

c. Generalization:
Personification is a figurative language that gives human characteristics and qualities to non-living objects.

d. Application:
(Refer to LM, Activity 2, page ___)
Evaluation: (Refer to LM, Activity 3, page ___)

Assignment:

a. Write sentences. Use the following adverbs to compare the given nouns. Provide an appropriate verb.

1. slow - pig, turtle, snail
2. creatively - Mon, Ron, Lito
3. fast - MRT, airplane, spaceship

b. Underline the phrase that shows personification:
1. Tall bamboos along the road bow before the passers-by.
2. Its green leaves dance gracefully with the wind.
3. The stars wink at me.

Day 4

Objectives:
- Identify and use hyperbole in sentences.
- Draw out conclusions from selection read.
- Express interest in texts by reading available print materials
- Correctly spell the words in the list of vocabulary words and the words in the selection read
Learning Activities:

A. Preliminary Activities
   1. Spelling Test (Refer to the spelling list for the week)
   2. Presentation and sharing of assignments (Review of personification)

B. Developmental Activities
   1. Figurative Language
      ➢ Preparation
         Have pupils reread the story “The New Doctor”
         Ask the class to identify the phrases expressed in personification. Why are they called personification?
         ➢ Presentation;
            a. Let the pupils read and study the following phrases taken from the story:
               - he started going through tons of papers
               - his head was a big rock to carry
               - his heart played a loud deafening beat
               - nothing... no one stirred in the room...
      ➢ Abstraction:
         What does “tons of paper” mean? Would it really mean “tons” of paper? How is this phrase expressed?
         Could a head be carried heavy like a rock? What could this phrase mean? How is the phrase expressed?
         Can our hearts play a loud deafening beat? What could this phrase mean? How is the phrase expressed?
         Could it be possible that no one would make even a slight move in a room? What does this phrase want to tell? How is it expressed?
         These phrases are examples of figurative language expressed in exaggeration. They are called hyperbole.
         Why are they called hyperbole?
      ➢ Generalization:
         Hyperbole is a figurative language that is expressed in exaggeration.
      ➢ Application:
         (Refer to LM, Activity 4, page _____ )
   2. Skill Development (Drawing out conclusion)
      Have the class read the first paragraph of the story “The New Doctor”
      It was past midnight but Luis was still wide awake. The soft buzz of the air conditioning unit whispered annoying noise that added to the burden Luis felt. He switched on the light and was met with the pile of papers on the table watching widely at him. He sat on the chair and started going through the tons of papers. “Ah, this examination is killing me.” he said.
      What must Luis be doing?
      How must he felt that night?
      What helped you make your conclusion?
      What is conclusion?
   3. Generalization:
      A conclusion is a decision about what may happen or might have happened or the result of an event may have.
      How to draw a conclusion:
      ☐ Observe all the facts and information given by the author
      ☐ Consider what you already know from your own experiences
      ☐ When faced with multiple choice answers, determine whether each is true or false based on the information in the passage
4. Practice:
Read the following paragraph then choose the letter of the correct answer of the given questions below:

Jaime is only eleven years old but he already knows how to appreciate works of art. Oftentimes, he would draw whatever picture may come to his mind. He can paint beautiful scenes. One day, he went with his grandmother to the province. How he loved the wide horizon, the green fields, the rugged mountains and the peaceful atmosphere of the countryside.

1. What do you think did Jaime do upon reaching his grandmother's home in the province?
   a. He slept the whole day.
   b. He grumbled because he was tired.
   c. He sat down to paint the beautiful things he saw.

2. What do you think will Jaime be when he grows up?
   a. an engineer
   b. an architect
   c. a painter

3. Do you think Jaime enjoyed his vacation?
   a. Yes
   b. No.
   c. Maybe

Evaluation:
(Refer to LM, Activity 6, page __________)

Assignment:
Express the following in hyperbole:
1. you are very tired
2. you have so many assignments

Day 5
Objectives:
- Identify and discuss information from simple line and bar graphs
- Answer test questions on the learned skills

Learning Activities:
A. Preliminary Activity
   1. Spelling post test
   2. Checking and discussion of homework
B. Developmental Activity
   3. Study Skill:
      a. Recall of concept:
         Show a bar graph.
         Ask the class what data is shown on the graph.

What data is shown by this graph?
Ask a volunteer to tell what information is given by the graph.
What kind of graph is this?
Why is it called a bar graph?
b. Skill development

Have the class study the following graph:

Is this graph similar to a bar graph? Why?
What is used to present the data?
This is called a line graph.
The teacher helps the class understand the data presented by asking the following questions:

a. What does the line indicate?
b. In which month was there a biggest number of pupils who got sick with dengue?
c. In which month was there a least number of pupils who got sick with dengue?
d. What could be the reason why June has the most number of pupils who got sick with dengue?

Practice
(Refer to LM, Activity 7, page ___)

Evaluation:
(Refer to LM, Activity 8, page ___)

Week 37

Theme: Helping My Community - Tree Planting

I. Objectives:

A. Oral Language:
- Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc

B. Fluency:
- Read grade level texts with appropriate speed

C. Spelling:
- Correctly spell the words in the list of vocabulary words and the words in the selection read

D. Composing:
- Write a 3-5 step procedural paragraph using signal words such as first, last, then and next

E. Grammar Awareness:
- Identify and use adverbs of place and time correctly

F. Vocabulary and Concept Development:
- Identify and use personification, hyperbole, and idiomatic expressions in sentences

G. Listening/Reading Comprehension:
- Give another title for literary or informational text

I. Attitudes towards literacy, literature and language
J. Study Skill:
- Use appropriate graphic organizers

II. Subject Matter:

A. Topics:
1. Giving reasons to issues, events, and news articles
2. Writing paragraph using signal words
3. Identifying and using adverbs of place and time
4. Identifying personification, hyperbole and idiomatic expressions
5. Giving another title for literary or informational text
6. Expressing interest in text through reading
7. Using appropriate graphic organizers

Value Focus: Helping the community through tree planting

B. Reference:

C. Materials: footages (i.e. pictures or videos) on some words to be unlocked, Tree Talk corner, different samples of graphic organizers, charts

Poem: “Trees” by Joyce Kilmer
Story: “The Unwanted Mango Tree” by Gretel Laura M. Cadiong

III. Procedure:

Day 1

Objective:
1. Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc

Activities:
B. Pre-assessment:

Draw 😊 if you say yes to the statement. Draw 😞 if you say no to the statement.

a. Trees are important to life.
b. “The people rallied in front of the city hall.” The phrase “in front of the city hall” is an adverb.
c. This statement is an example of a personification: “The leaves of the trees danced with the wind.”
d. “It is raining cats and dogs.” is an example of a hyperbole.
e. Tomorrow is a word that indicates adverb of place

C. Oral Language and Vocabulary Development:

3. Vocabulary Development (footages (pictures or videos) may be shown to help pupils understand the words)
   a. Show a picture of a mountain with cut down trees.
      Tell the class that the mountain is denuded.
      What does denuded mean?
      What might happen if a land area is denuded?
      Construct a sentence using the word denuded.
   b. Some mountains are rich in minerals like gold, ore and silver. To get these minerals, some people dig them out under the soil. They do mining.
      What does mining mean?
      What might happen if there would be continuous mining on a mountain?
      Make your own sentence using the word mining.
   c. Show this illustrations to the class:

```markdown
table:
| mountain before quarrying | mountain after quarrying |
```
Quarrying of mountains is done to cut down or turn them into plains.

How do people quarry a mountain?

Aside from turning them into plains, what could be the other purposes why mountains are being quarried?

4. Oral development
I Spy Game
a. Tell the class that a certain forest area or mountain (name it according to the locality) has been reported denuded and is endangered of landslides when heavy and continuous rainfall happens.

b. Group the class by 4s or 5s (depending on the class size) Tell the class that you will send them into a mission as “spies” to find out what the people near the area are doing that caused the mountain or forest to get denuded.

c. The group should survey the place or interview people living near the place by going around the classroom. (Note: The Teacher should prepare the classroom by posting in different areas of the classroom various pictures of possible causes of forest / mountain denudation such as tree-cutting, mining, quarrying, kaingin.)

Post selected pupils in the area where pictures have been displayed whom the “spies” can interview). Pupils will form their ideas through the pictures and the “interview” they will conduct.

Note: Pupils who will be interviewed should be oriented beforehand by the teacher as to the “causes”.

d. Reporting of “group findings”.

Pupils or the spies should tell the class of the reasons why the place has been denuded.

5. Evaluation: (Oral Test)
Draw out more ideas from the pupils through the questions below:

a. What are the main causes why mountains and forests are denuded?
b. Who mainly do these activities?
c. If you were to help prevent or stop forest and mountain denudation, what are the things that you would do?
d. How would quarrying or mining be minimized?
e. Compare a denuded forest with a virgin one. Cite the advantages and disadvantages of both to animal and human lives.

Assignment:
Read books or surf through internet on some facts about trees. Choose one extraordinary fact about them. Then write it on a colored paper. Put some decorations on it.

Day 2

Objectives:
- Give another title for literary or informational text listened to.
- Identify and use adverbs of place and time correctly
- Correctly spell the words in the list of vocabulary words.

Activities:

Preliminary Activities
Pupils share their assignments to the class about different facts about trees. Have the pupil post his/her assignment on the “Tree Talk” corner.
(Note: Teacher must prepare the “Tree Talk” ahead. Design may be decided by the teacher himself.)
Examples:


1. Trees are the longest living organism on earth. They don’t die of old age. They are killed by insects, diseases or by people. Some of the oldest known trees like the California Bristlecone Pines and the Giant Sequoias have lived between 4000 to 5000 years!
2. A mature leafy tree produces oxygen for 10 people to inhale in a year. One acre of tree can remove up to 2.6 tons of carbon dioxide every year.
3. An average tree absorbs approx. 2000 liters of water every year.
4. A single edition of a major daily newspaper uses wood from 500 trees for its paper.
5. Trees receive only 10% of their nutrition from soil and 90% from air.
6. Trees grow from top not from the bottom. It takes about 1000 years for a branches height on the trunk to move up just a few inches.
7. There are about 20,000 tree species in the world. India has the largest varieties of trees in the world. Second is US.
8. The Amazon basin has the largest area under forest – around 81.5 million acres.
9. Some trees can communicate with each other. When Willows (a type of deciduous trees found primarily in moist soils) are attached by worms and caterpillars they emit a chemical that alerts other trees in the neighboring region. The other trees then respond by pushing more tannin in their leaves which makes them difficult to be digested by insects.
10. The most massive living thing on earth is the Giant Sequoia in the Redwood Forest of California. It stands nearly 30 stories tall and 82.3 feet in circumference. Its weight is estimated at 2,756 tons.

**Developmental Activities**

A. **Listening to a short story**

1. Pre-listening Activities

   - Unlocking of Difficulties: (through pictures, situations and context clues)
     - sturdy
     - foliage
     - continuous
     - appealing
     - exclude

     For context clues, the following sentences may be used:

     **This tree is sturdy.** The very strong typhoon was not able to blow it down.
     a. big  b. strong  c. stout

     Birds make their nest on trees that have thick foliage so they cannot be immediately seen.
     a. trunk  b. branches  c. leaves

     The heavy rain was continuous. It caused the flood.
     a. non-stop  b. broken  c. hard

     The colourful icing of the cake is very appealing to the eyes, making us long to eat it.
     a. disgusting  b. hungry  c. attractive

     This mango is rotten. Exclude that from the basket.
     a. reject  b. put in  c. keep

   - Activating Prior Knowledge:
     - Have you ever climbed on trees? Why did you do it?

   - Motivation:
     - What is your favorite tree?
     - Describe it. Why is it your favorite?
     - In the selection that you are going to listen to, describe the mango tree.
     - Why was it not a favorite tree at the start of the selection?

2. Listening to a short story
The Unwanted Mango Tree  
by: Gretel Laura M. Cadiong

There was once a mango tree that stood near the plaza. It was big and sturdy and had thick foliage. But the mango tree was unhappy because for several years it never bore any fruit.

One day, the mango tree heard some people talking. “We will make our basketball court on this area. So this mango tree had to be cut down next week.”, said a tall slim man. “You are right. Besides, this tree is useless. It blocks people from watching performances on the stage.”, a stocky man added. “I do not know why we let this mango tree grow here. It had never bore fruit anyway.”

The mango tree was very sad. He knew his days were numbered for he would soon be cut down. While in deep thought, he heard some boys running towards him. Soon, they were climbing on his branches. He was happy that some children enjoyed climbing up and sitting on his big branches. But he heard one of the boys said, “There is no fruit on this tree. Why did we climb here?” Another boy answered, “Come, let us go to the guava tree near Mang Ambo’s house. I saw some ripe fruits on it.” The mango tree became very sad. He thought, “They are right. I should be cut down for I am useless.”

The next day a heavy, continuous rain fell. Soon, the streets started to get flooded. The floodwater rose up fast. So people came out from their houses and look for a safe higher place.

Suddenly, the mango tree heard some people getting near him. One by one, they helped each other climb up on his big branches. They stayed there until some rescuers found them.

After several days, the flood subsided. The weather was fine again. The mango tree became very sad. He knew his days would soon be over.

Soon, some people came. The mango tree heard one said, “Sir, this is the tree that saved my family during the flood. My children could have drowned had we not climbed up and stayed on its branches until the rescuers found us. I am appealing that we exclude this area when we build our basketball court.”

The basketball court was constructed but the tree was spared. The mango tree was overjoyed. From then on, he was contented and never thought of things he could never do but focused more on things he was capable of doing.

3. Post Listening  
Comprehension Questions:  
a. What are the words that describe the mango tree?  
b. What made the mango tree feel useless?  
c. Why did the people want to cut down the mango tree?  
d. Why was the mango tree spared from being cut down?  
e. Have you ever felt unwanted like the mango tree? Why?  
f. What is the best lesson the story of the mango tree taught us?

4. Skill development  
What is the title of the story?  
Why do you think it was entitled “The Unwanted Mango Tree”?  
Can you think of another title that you can give the story?  
Why did you think of such title?  
What idea could the title of a story or selection give the readers?

5. Generalization:  
Other titles could be given to some selections.
The title gives the main idea of the selection.

B. Grammar Awareness:
1. Recall of concept:
   The following sentences should be written on the board or on a chart.
   Read the following sentences taken from the story you heard:
   A
   A mango tree stood near the plaza.
   We will make our basketball court on this area.
   He heard some boys running towards him.
   People came out from their houses.
   
   Ask:
   Where was the mango tree? Underline your answer.
   Where would the basketball court be constructed? Underline it.
   (Ask similar question for the two other sentences)
   What do we call the underlined words?
   What do adverbs of place tell?
   B
   The mango tree will be cut down next week.
   Soon, some people came.
   The next day a heavy, continuous rain fell.
   
   Ask:
   When would the mango tree be cut down? Encircle your answer.
   (Ask similar questions for the two other sentences)
   What do we call the words you encircled?
   What do adverbs of time tell?

2. Strengthening of Skill:
   Show the class different pictures. Ask the pupils to tell something about the picture:
   a. picture of a family attending a mass / service
   b. picture of people having fun at the park
   c. picture of a teacher going to school
   
   What adverbs of time did you use to tell something about the pictures?
   What adverbs of place did you use to tell something about the pictures?
   What do adverbs of time tell?
   What do adverbs of place tell?
   What do adverbs modify?
   What are adverbs?
   Why are they called adverbs?

3. Generalization:
   Adverbs modify verbs, adjectives and another adverb. It tells when and where action happens.
   Adverbs of time tell when the actions take place.
   Adverbs of place tell where actions take place.

4. Guided Practice:
   Activity 1: Study the following pictures. Make a sentence about it.
   (Refer to Activity 1 LM page ___)
   Activity 2: Fill in the missing letter to complete the adverb of time and place:
   (Refer to Activity 2 LM page ___)

Evaluation:
A. Listen to the short selection. Write your own title.
What would life be without trees? Think about this. Trees give us food. They provide us wood for building our houses and furniture. Many trees are sources of medicines. They cool us by providing fresh air and shade us from the sun’s heat. No paper and books would ever be made without trees. Because of trees, soil erosion is prevented.

Trees are man's best friends. They are real, selfless and sincere friends who give much, yet expect nothing in return.

B. Choose the correct adverb of time / place to complete the sentence.
1. The teacher teaches the pupils (in the classroom, in the room, in the church)
2. (Every morning, every afternoon, every night) mother prepares our breakfast.
3. Karen placed the fruits (on the wall, on the floor, on the basket)
4. We will have a picnic (on Monday, on Sunday, everyday)

Assignment:
   a. Explain your reasons on the following issues. Make sure you use adverb of time and adverb of place on your statements.
      1. Children may watch late night TV shows on Sundays.
      2. Next school year, school opening must start on September instead of June to avoid the rainy season.
      3. Father could go to the office whenever he likes it.
   b. Practice spelling the following words / phrases:
      tomorrow
      yesterday
      soon
      later
      today

      nearby
      outside
      anywhere
      behind
      abroad

Day 3
Objectives:
- Read grade level texts with appropriate speed
- Express interest in texts by reading available print materials.
- Give another title for literary or informational text read.
- Write a 3-5 step procedural paragraph using signal words such as first, last, then, and next.

Activities:
   A. Preliminary Activities
      1. Review about adverbs.
         Let the pupils share the reasons for the issues given in the assignment. Ask the class what adverbs were used on the statements.
         Example:

         **Issue No. 1:**
         Children may watch late night TV shows on Sundays.
         **Reason/ Explanation:**
         Children should not watch late night TV shows on Sundays because they have to go to school early the next day.
         **Adverb of Time used:** the next day
         **Adverb of place used:** to school

         Spelling of phrases/ words that tell adverbs of time and place:
         tomorrow
         yesterday
         soon
         later
         today
         nearby
         outside
         anywhere
         behind
         abroad
2. Let the pupils visit the “Tree Talk Corner”. Have them choose an information about trees that they like most. Ask the pupils why they like the information they chose more than the other facts in the TREE TALK corner.

B. Developmental Activities:
1. Pre-reading Activities
   - Unlocking of Difficulties:
     1. The mother carries her baby on her **bosom**. She embraced the baby closely to her.
        a. hands          b. breast          c. on her lap.
     2. Show a picture of robins up in a tree.
        Say: There are robins in the nest up in the tree.
   - Motivation:
     Have you seen different kind of trees? Can you describe them?
   - Motive Question:
     In what way could trees be like human beings?

2. During Reading:
   - Reading / Reciting of the poem
     (Reciting by the teacher for modelling, reciting by the whole class, reciting by groups.

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Trees
by: Joyce Kilmer

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is pressed
Against the earth’s sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.
```

3. Post Reading:
   Discussion/Ask:
   1. Do you agree that there is nothing lovelier than a tree? Why do you say so?
   2. In what ways are trees like human beings?
   3. Where do trees get food in order to grow?
   4. Why must we plant trees?
   5. What do you think must be done so that there will be minimal cutting down of trees?

   Value Focus:
   Why must we plant trees/ why must we let trees grow?

4. Skill development:
   a. Do you know how to plant a tree?
   b. Let us read the procedure.
First, have a seedling of the kind of tree you want to plant. Second, dig a hole on the soil using a shovel. Next put the seedling in the hole. Then, fill the soil back to the hole. Make sure the soil is not tight enough to let air and water seep into it. Then, put enough water. Lastly, put a tree guard around it. After you’ve done all these steps and you take care of your tree, it would grow into a healthy tree.

c. What are the steps in planting a tree?
What words were used to tell the order of steps in planting a tree?
Look at the underlined words.
How do these words help tell order of events or procedures?
d. How are these words used? Would it help you describe procedure of how to do things? What other signal words can you use when writing a paragraph?
How did you give the title of this paragraph? Why did you use the words “How to..”?

e. Generalization:
The words used to tell the order of steps are called signal words. These words will help us write a paragraph when describing particular procedure of doing things. Some of the examples are first, second, last, next, then, lastly, after, finally. Paragraphs that tell procedures can be given a title using the words “How to..

5. Application:
a. Group the class into 3. Give each group a task card, pentel pen and a manila paper.
Group 1:
Read the following steps of making an egg sandwich. Write them in a paragraph form. Use signal words. Give your paragraph a title.

1. Spread butter or mayonnaise on the two slices of bread.
2. Oil and heat a medium sized pan. Break two eggs in the heated pan and flick a dab of cooking oil on top of the egg yolks.
3. Fry your eggs to your liking.
4. Place the two eggs on one slice of bread. Dab any toppings you wish or anything else you want to add in your sandwich, for example lettuce or tomatoes.
5. Turn the other slice of bread over, so that the buttered side is towards the eggs. Cut your sandwich in half and enjoy.

Group 2:
Read the following steps of how to cook rice. Write them in a paragraph form. Use signal words. Give your paragraph a title.

1. Pour two (2) cups of rice in a cooking pot and wash or rinse it.
2. After washing the rice, put water amounting to the measure of the rice.
3. Place the mixture in a stove set to medium fire and cover it.
4. Wait for the mixture to boil and uncover it letting it simmer but setting the fire lower.
5. After three (3) to five (5) minutes, set fire to the 'lowest' possible heat then place the cover back. Within eight (8) to 10 (ten) minutes time, rice is now ready to serve.

Group 3:
Read the following steps of how to make a kite. Write them in a paragraph form. Use signal words. Give your paragraph a title.

1. Take a piece of square paper of any color.
2. Glue 2 sticks on the paper on a criss-cross position.
3. Roll a long string on an empty toilet paper roll or an empty plastic bottle.
4. Attach the string to the toilet paper roll or empty plastic bottle and roll the string onto it. Attach the other end of the string to the end of the stick.
5. Fly your kite!

b. Presentation of group outputs.
Evaluation:
Read the following steps on how to make a paper hat. Write a paragraph about it using signal words. Give your paragraph a title.
(Refer to Activity 3 LM page ___)

Assignment:
Practice reciting the poem “Trees”

Day 4

Objectives:
- Correctly spell the words in the list of vocabulary words.
- Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.
- Identify and use personifications, hyperbole and idiomatic expressions in sentences.

Activities:
A. Preliminary Activities
1. Spelling of adverbs of time and place (see list on Day 3)
2. Bring the class to the group activity done the day before. Let them reread the paragraphs they wrote on doing some things.
   Ask: What signal words may be used to organize steps into a paragraph?
   What title may be given to paragraphs that tell procedure of doing things?
   What was the paragraph about written by group 1? group 2? 3?
3. Reciting of the poem “Trees”

B. Developmental Activities:
1. Preparation:
   Ask: What makes a tree like a human being?

2. Presentation:
   Study these lines:
   - whose hungry mouth is pressed against the earth’s sweet flowing breast
   - looks at God all day
   - lifts her leafy arms to pray
   - a nest of robins in her hair
   - whose bosom snow has lain
   - intimately lives with rain

   Look at the first phrase. Do trees have mouths? Why is the tree likened to a baby feeding on a mother’s breast? What does this line mean?
   Read the second line. Can a tree “look”? What do you think does this line mean?
   Read the third line, do trees have arms? What parts of the tree serve as its arms?
   Read the fourth line. What could be a tree’s hair?
   Read the fifth line. What could a tree’s bosom? What does this line mean?
   Read the sixth line. Can trees live with rain? What does this line mean?
   These lines are examples of personification.
   Why are they called personifications?
   What is a personification?

   Read these lines:
   - I think that I shall never see, a poem lovely as a tree.
   - Poems are made by fools like me.

   Ask:
   1. Can man make a tree?
   2. Who can make a tree?
   3. Does the author express exaggeration?
   4. Would these words be taken literally? Why?
This is a hyperbole.
1. Why is it called a hyperbole?
2. What is a hyperbole?
3. Can you think of other examples of hyperbole?

Have the class read the poem. Call on groups of pupils to read the poem. Have pairs, then individual pupils read the poem.

4. Generalization:
   Personification is a figure of speech that gives attributes of human beings to things and animals.
   Hyperbole is a figure of speech that uses an exaggerated or extravagant statement to create a strong emotional response but not intended to be taken literally.

5. Application:
   - Underline the phrase that gives a human attribute to an object.
     (Refer to LM Activity 4, page ___)
   - Group the class into 4. Give each group a task card. Let each group express the given objects or persons in personification and hyperbole.

   **personification**
   a. the soft blow of the wind
   b. the rows of trees on the roadside
   c. butterflies fluttering from one flower to another

   **hyperbole**
   d. a hungry person
   e. the weight of a heavy bag
   f. a very fat girl

   Group 1: (Writes their answers on green metacards.)
   Group 2: (on blue metacards)
   Group 3: (Write them on pink metacards)
   Group 4: (on yellow metacards)
   Group 5: (on lavender/violet metacards)
   Group 6: (on orange metacards)

6. Group presentation and processing of outputs. Each group posts the metacards on the "trees" like below.
Evaluation:

Write a personification or hyperbole that would tell about the following pictures:
Refer to LM Activity 5, page _____

Day 5
Objectives:

1. Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.
2. Identify and use personification, hyperbole and idiomatic expressions in sentences.
3. Use appropriate graphic organizers to express concepts or ideas.
4. Correctly spell the words in the list of vocabulary words and the words in the selection read.

Activities:
A. Preliminary Activities:
   1. Spelling:
      Conduct a mastery test on spelling the following words:
      tomorrow       nearby
      yesterday      outside
      soon           anywhere
      later          behind
      today          abroad

   2. Recitation of the poem “Trees”

B. Developmental Activities:
   4. Preparation:
      Let the pupils recall the lines in the poem “Trees” that show personification and hyperbole.
      Bring the class’ attention to the chart of personification and hyperbole used the day before. Let them read again how the statements are stated in figures of speech.
   5. Skill Formation (Study Skill)
      Ask: Where did you post your answers yesterday?
      What is the name of our charts?
      If someone would see and read these charts, would she be able to understand the activity you did yesterday even if she did not know what you have been doing? Why?
      Can ideas be presented on charts like these?
      How would charts like these be helpful in organizing many ideas?
      These are graphic organizers.

   6. Generalization:
      In what way can ideas or concepts be presented in a more systematic and attractive way?
      How would graphic organizers help you in your studies?
      Would other graphics or illustrations be used to present a concept or ideas?
      What are graphic organizers?

   7. Application:
      a. Guided Practice:
         Describe the following objects and animals using personifications. Present your ideas on this graphic organizer:

         (Refer to Activity 6 LM page _____ )

      b. Independent Practice:
         Group the class into four. Give each group a task card that should be done in 10 minutes:

         Group 1:

         Present your ideas on a graphic organizer how to save trees by reducing the use of papers in our home, in school and in the offices. Give it a title.
Group 2:

Present your ideas on a graphic organizer on how to plant a tree. Give it a title.

Group 3:

Present your ideas on a graphic organizer on how to save trees by minimizing the use of wood in constructions and furniture-making. Give it a title.

Group 4:

Present your ideas on a graphic organizer on how to cook rice on a stove. Give it a title.

c. Group presentation and processing of group outputs

Evaluation:

In a graphic organizer, present your ideas or learning of what adverbs are.

( Refer to Activity 7, LM page ____ )

Week 38

Theme: Helping my Community - Vegetable Growing

I. Objectives:

A. Oral Language:
   - Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.

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

C. Spelling:
   - Correctly spell the words in the list of vocabulary words and the words in the selection read

D. Composing:
   - Write a 3-5 step procedural paragraph using signal words such as first, last, then and next

E. Grammar Awareness:
   - Identify and use correctly prepositions and prepositional phrase.

F. Vocabulary and Concept Development:
   - Identify and use personification, hyperbole, and idiomatic expressions in sentences

G. Listening/Reading Comprehension:
   - Identify the author’s purpose for writing a selection.

H. Attitudes towards literacy, literature and language
   - Express interest in texts by reading available print materials

I. Study Skill:
   - Use appropriate graphic organizers

II. Subject Matter:

   g. Topics:
      - Giving reasons to issues, events, and news articles
      - Spelling words on the vocabulary list.
      - Writing paragraph using signal words
      - Identifying and Using prepositions and prepositional phrase
      - Identifying Personification, Hyperbole and Idiomatic Expressions
Identifying the author’s purpose for writing a selection
Expressing interest in text through Reading
Using appropriate graphic organizers

Value Focus: Helping the community through vegetable growing

Reference:
i. Materials: cross-word puzzle, realia / real vegetables, treasure bag, news article pictures, charts and graphic organizers
Story: “The Treasures” by Gretel Laura M. Cadiong

III. Procedure:

Day 1:

Objective:
Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc

Activities:
A. Pre-assessment:
Find the missing words in the puzzle below:

(See Activity 1 LM page ___ for the unanswered puzzle)

```
1 h
 y 3 a e i
 p e r s o n
 e o f
 r o a t
 b e t w e e n
 o 3 a n e
 l b y v
 e 5 a d b r
 down:
1. a figure of speech which expresses exaggeration that is not meant to be taken literally.
2. part of a plant that sips the water and mineral from the soil
3. a preposition that can be used to compare
4. a word which means go far or be gone
5. an adverb which mean” repeatedly”
6. a preposition which means” inside”
7. an adverb which means” not at all”
across:
1. to whom an object is being compared to in a figure of speech called personification
2. a preposition which means “in the middle”
```
3. a preposition used to introduce a noun
4. a preposition which means “through”
5. a word used to describe a verb, an adjective or another adverb

**B. Oral Language and Vocabulary Development:**

1. Vocabulary Development
   **Preparation:** Do you like vegetables? Why? Why not?
   **Activity:** Play a Treasure Bag Game
   a. Bring to the class a “treasure bag” with different vegetables inside it.
   b. Let the pupils guess what the treasures are inside the bag. Let everyone say his guess. Ask them what made them say such guess.
   c. Ask volunteers to touch, feel or hold the objects inside the bag without peeping into it.
   d. Let the pupil describe to his/her classmates what he/she can feel or touch inside the bag. Let him/her name the object. If the guess is right, give the child a prize.
   e. Ask another pupil to describe or tell some more about the object guessed by the volunteer.

2. Oral development
   Let each pupil choose the vegetable he/she eats or is often prepared at home. Group the pupils according to the vegetable they have chosen.
   Example: Squash Group, Eggplant Group, Petsay Group, Sitaw Group, etc.
   Give each group a task card. Let them do the following:
   a. Describe your vegetable as to the size, color, taste, etc.
   b. Tell where this vegetable come from.
   c. Give an idea how the vegetable is grown.
   d. Explain why this vegetable will make you healthy.
   Group reporting is done. As much as possible, let each member in the group say something.

3. Evaluation: (Oral Test)
   Complete the sentence:
   “If I were a vegetable, I would be a_____, because……….”

**Day 2**

**Objectives:**
- Identify through listening the author’s purpose for writing a selection.
- Identify and use correctly prepositions and prepositional phrase.
- Correctly spell the words in the list of vocabulary words and the words in the selection read

**Activities:**

**Preliminary Activities**

1. Spelling:
   Write correctly the words described:
   (Refer to Activity 2 LM page ____)

**Developmental Activities**

**A. Listening to a selection**

1. Pre-listening Activities
   ➢ Unlocking of Difficulties: (through pictures, situations and context clues)
     - food consumption
     - healthy diet
     - survey
     - micro-nutrient deficiency
     - decreased
     - non-communicable diseases
     - decline
     - recommended
   ➢ Activating Prior Knowledge:
     Do you eat vegetables? What kind of vegetables do you like to eat?
Why should you eat vegetables?

- **Motivation:**
  Why should vegetables be included in our meals?

2. **Listening to a short selection**
   FILIPINO EATS LESS VEGGIES TODAY
   by: Thelma Diego  www. dost.gov.ph/

Survey revealed that vegetable consumption of Filipinos declined within the past 30 years as conducted by Food and Nutrition Research Institute (FNRI) in 2008. According to World Health Organization (WHO), the recommended amount of vegetable and fruit intake is at the average of 400 grams each day. This serving may help prevent non-communicable diseases such as heart disease, cancer, diabetes and obesity, as well as prevent and alleviate several micronutrient deficiencies, especially in our country.

3. **Post Listening Comprehension Check:**
   a. What was the finding of the FNRI survey?
   b. Are you one of these Filipinos who eat less vegetable or not at all?
   c. What is the recommended amount of vegetable and fruits that we should take?
   d. Why must we eat this amount of vegetable daily?
   e. Aside from the Nutrition Month celebrated in schools, what should we do to encourage Filipinos to eat more vegetables daily?

4. **Skill development (Stating the Author’s Purpose)**
   Why do you think the author wrote this article?
   Does the author inform the readers? Or does the author convince the readers to do what he believe is right? Or does he only want to entertain his readers?

5. **Generalization:**
   Why do authors write articles?
   Authors write articles to inform readers, to convince readers or to entertain readers.
   If the author wishes to inform the readers, what kind of articles would he write? Why?
   If the author wishes to convince the readers, what kind of articles would he make? Why?
   If the author entertains the readers, what kind of articles does he make? Why?

6. **Application:**
   Listen to these lines. **Stand** if the purpose is to inform, **jump** if its purpose is to entertain and **clap twice** if its purpose is to convince.
   a. Carrots are rich in beta carotene which is good for our skin and for our vision.
   b. Eat more vegetables daily … and be healthy!
   c. Once there was a girl who does not want to eat vegetables. One day, she got a dream that the squash, the cucumber, carrots, and many other kinds of vegetables were angrily running after her. The girl was so frightened. From then on, she ate lots of vegetables daily.
   d. “Malunggay can be the solution to many of our country’s problems. Malunggay feeds, oils, fertilizes, heals, purifies and can generate income. Let’s take malunggay seriously,” said Senator Legarda.

C. **Grammar Awareness:**
1. **Preparation:**
   Play a “Vegetable Race” game
   **Materials:**
   - two baskets
   - real or plastic vegetables
   - two small chairs
   - two plates
   - 4 plastic glasses

   **Procedure:**
   a. Group the class into two
   b. Put one basket of vegetables, one plate and two plastic glasses on each group. Put one chair far from each line of pupils.
c. At a signal (ring of a bell or any sound), the pupils on each group should be able to do what the teacher will say. But should stop when the stop signal is given. The group who continues to do the task will lose a point. The group who could perfectly follow all the instructions will be the winner.

- Put the tomatoes inside the basket.
- Put the squash on the plate
- Put the carrot under the chair
- Put the eggplant between the two glasses

d. The group who could perfectly do all the tasks wins.

2. Presentation:
Present the chart. Have the pupils fill in the missing information through the following questions:

Where are the tomatoes?
Where is the squash?
Where can you find the carrot?
Where is the eggplant?

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Words that tell where the vegetables are</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomatoes</td>
<td>inside</td>
</tr>
<tr>
<td>squash</td>
<td>on</td>
</tr>
<tr>
<td>carrot</td>
<td>under</td>
</tr>
<tr>
<td>eggplant</td>
<td>between</td>
</tr>
</tbody>
</table>

3. Abstraction:

Have the pupils look at the chart.
What words tell where the vegetables are?
What do we call these words?
What word is before the preposition?
What word follows the preposition?
What connects the two nouns in the sentence?
What do prepositions tell?
What is preposition?

Ask the pupils to read the phrases in the sentences with the prepositions:
inside the basket
on the plate
under the chair
between two glasses

What words compose the phrase?
What does the preposition do to the word that follows it?
If these words are made up of a preposition and a noun or pronoun, what is a prepositional phrase then?

4. Generalization:

Prepositions connect nouns, pronouns, and phrases with other words in a sentence. It gives information about location, time, or space. A prepositional phrase is a group of words made up of a preposition and a noun or a pronoun it modifies.

5. Application:

Guided Practice 1:
(Refer to LM Activity 3, page ____)
Guided Practice 2:
Follow-Me Game
(Refer to LM Activity 4, page ____)

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Evaluation:
A. (Oral)
   Let the pupils listen to the following. Let them tell the author’s purpose in writing it.
   1. Are you looking for the best place to dine in? Then visit Jollyplace, the best place to be! With good food, clean place and best services. Jollyplace, the best!
   2. Squash is a nutritious vegetable. It will help make our eyes and skin healthy.
B. (Written)
   Choose the correct phrase that would tell about the picture.
   (Refer to LM Activity 5 page ___)
   ![Image]
   a. books on the shelf.
   b. books in the shelf
   c. books under the shelf

   ![Image]
   a. a cat under the table
   b. a cat on the table
   c. a cat between the tables

   ![Image]
   a. a boy between two girls
   b. a boy among girls
   c. a boy going to the girls

Assignment:
Underline the prepositional phrases in the following sentences:
1. Leo hid behind the cabinet.
2. This is the holder of the key I lost.
3. Father placed the match near the stove.
4. Please go to the store and buy some sugar.
5. I want to know what is in the box.

Day 3
Objectives:
- Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.
- Identify the author’s purpose for writing a selection.
- Identify and use personification, hyperbole, and idiomatic expressions in sentences
- Identify and use correctly prepositions and prepositional phrase.

Activities:
A. Preliminary Activities
   1. Spelling
      Spell the following words correctly:
      a. squash  f. nutritious
      b. cabbage  g. vitamins
      c. eggplant  h. healthy
      d. lettuce  i. disease
      e. carrot  j. vegetables
   2. Developmental Activities:
B. Pre-reading Activities
   ➢ Unlocking of Difficulties:
The following words will be unlocked using context clues and pictures:
- treasure
- shovel
- abound
- crawling
- proceeds

Motivation:
- What are buried treasures?
- Do you believe in buried treasures?

Motive question: In the story, what are the treasures?

C. During Reading:

The Treasures
by: Gretel Laura M. Cadiong

The sun had barely awakened but Mang Nilo was already up. He got his bolo and shovel and went down from the house. He started weeding and loosening the soil of his plants. All around him were vegetable plants of various kinds. Lined like soldiers, the healthy tomatoes, eggplants and okra were at the sides of the fences. The crawling string beans, ampalaya, and patola occupied the middle part of the lot with its fruits pealing like bells of different shapes and sizes. The dwarf calamansi trees that abound with big and healthy fruits stood proudly along the path.

“Nena, wake up.” Mang Nilo called his daughter. “Please water the plants.” But Nena stayed on bed. His father’s call fell on deaf ears. So Mang Nilo watered the plants himself.

One day, Nena heard her parents talking. “Nilo, our daughter Nemia needs a large sum for her school fees. If she can’t pay, it would be the end of the world.” Aling Perla said. “The money I saved from the rice may fall short,” she added. Mang Nilo said, “Don’t worry Perla, we have treasures on our backyard. We could get and sold them and it could add to our savings.”

Nena was bowled over by what she heard. “A treasure in our yard?” she thought. “Father must have buried a chest of gold in the ground.” she excitedly told herself.

Early the next day, her parents were busy as bees harvesting the vegetables from their garden. Soon, there was a vegetable truck to load all the vegetables her parents harvested. Later, Mang Nilo and Aling Perla were counting the proceeds from the vegetables they sold.

Aling Perla smiled, “There, we have more than enough money for Nemia. We can even buy Nena some of her school materials.”, she said.

“We should never worry, Perla. As long as we have these treasures on our yard, we will always have something to lean on.” Mang Nilo replied.

Nena realized what the treasures were. From then on, she lent a hand in taking care of the plants on their yard.

D. Post Reading:
The teacher may ask the following questions to facilitate the discussion:

a. What were the treasures in the story?
b. Why did Mang Nilo consider the vegetables as treasures?
c. If Mang Nilo and Aling Perla had no vegetables grown on the yard, what could have been the source of the money they needed?
d. If Mang Nilo thought it wise to have some vegetables grown on their yard, should other people do the same? Why?

e. One of the problems in our country is hunger and poverty. How would backyard vegetable-planting help?

g. What other ways could people do if there are no available lots to plant vegetables?

Value Focus:
How would vegetable-growing be helpful to us?

E. Skill Development:
a. What is the purpose of the author for writing the selection you read?
   Why do you say it entertains? In what way did it entertain the readers?
   Why do you say it informs? In what did it inform the readers?
   Why do you say it convinces? In what way did it convince the readers?

b. (Reinforcement) Ask the pupils to reread the story to look for some hyperbole and personification.

<table>
<thead>
<tr>
<th>Hyperbole</th>
<th>Personification</th>
</tr>
</thead>
<tbody>
<tr>
<td>If she can’t pay, it would be the end of the world.</td>
<td>the sun had barely awakened</td>
</tr>
<tr>
<td>tomatoes, eggplants and okra were lined like soldiers at the sides of the fences</td>
<td>tomatoes, eggplants and okra were at the sides of the fences</td>
</tr>
<tr>
<td>Lined like soldiers, the healthy tomatoes, eggplants and okra were at the sides of the fences</td>
<td>the crawling string beans, ampalaya, and patola</td>
</tr>
<tr>
<td>the crawling string beans, ampalaya, and patola</td>
<td>fruits pealing like bells of different shapes and sizes</td>
</tr>
<tr>
<td>the dwarf calamansi trees stood proudly</td>
<td>the dwarf calamansi trees stood proudly</td>
</tr>
</tbody>
</table>

What is meant by the statement in the first column?
How did the speaker express her feelings in this statement?
What figure of speech is shown?
What is a hyperbole?

Let the pupils read the phrases on the second column.
Whose characteristics these objects in the statements are being compared to?
What do you call these expressions?
Why is it called a personification?

Why are personification and hyperbole examples of figurative language?

Can we consider the title of the story you read “The Treasures” a figurative language? Why?

a. (New lesson) Bring the pupils to read the phrases taken from the story. Ask pupils to fill up the second column of the chart. Afterwhich, the teacher writes the correct meaning of these idioms:

<table>
<thead>
<tr>
<th>Phrases</th>
<th>How I Understand the word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>fell on deaf ears</td>
<td></td>
<td></td>
</tr>
<tr>
<td>large sum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>busy as bees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>something to lean on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fall short</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lent a hand</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What meaning have you given to the phrases?
What is the correct meaning of each phrase?
Are your meanings different from the meanings given by the teacher?
Why do you think your given meanings are incorrect?
Are these phrases examples of figurative language? Why?
They are called idioms.
What are idioms?

b. Generalization:
   Figurative language is a word or phrase that does not have its literal meaning used to make stories more interesting. Examples are simile, metaphor, personification, hyperbole and even idioms.
   Idioms are expressions whose meanings are not predictable from the usual meanings of the usual words.
   Idioms are examples of figurative language.

F. Application:
a. Read each sentence carefully. Copy the idiom on your notebook then choose its meaning inside the box that follows:
   (Refer to LM Activity 6, page ___)

b. Group the class into three. Give each group a task card. Let them do the work for 5 minutes.
   Read the following selection. Be able to do the following:
   - tell the author’s purpose
   - copy all prepositional phrases
   -list down all the figurative language used

Group 1:

The wind blew softly and Belen heard its whisper, telling her to go home. She thought deeply, “How could I go back home. My parents had already buried their memory of me.” She walked like a snail, going nowhere.

Group 2:

Had the plants survived long enough to flower, they would have betrayed a distinctly yellow tint in the otherwise white part of the grain. That is because the rice is endowed with a gene from corn and another from a bacterium, making it the only variety in existence to produce beta carotene, the source of vitamin A. Its developers call it “Golden Rice.”

Group 3:

A boy asks his father, “Dad, are bugs good to eat?”

“Don’t talk about things like that over dinner, it turns my stomach” the dad replies.

After dinner the father asks, “Now, son, what did you want

Evaluation:
(Refer to LM Activity 7, page ___)

Assignment:
List down on your notebook common idiomatic expressions with their meanings.
Day 4

Objectives:
- Correctly spell the words in the list of vocabulary words.
- Identify the author’s purpose for writing a selection.
- Write a 3-5 step procedural paragraph using signal words such as first, last, then and next
- Identify and use correctly prepositions and prepositional phrase.

Activities:
A. Preliminary Activities
   Spell the following words correctly:
   a. squash
   b. cabbage
   c. eggplant
   d. lettuce
   e. carrot
   f. nutritious
   g. vitamins
   h. healthy
   i. disease
   j. vegetables

B. Developmental Activities:
   1. Preparation:
      What was the title of the story we read yesterday?
      What lesson was taught to us?
      The teacher asks the pupils to read the following sentences taken from the story “The Treasures”
      a. Nena did not get up to help her father water the plants.
      b. Mang Nilo asked Nena to water the plants.
      c. Nena heard her mother telling her father that they need money for her sister Nemia.
      d. Mang Nilo woke up early to take care of his vegetable garden.
      e. Mang Nilo told Aling Perla not to worry because they have treasures on their yard.
      Let a volunteer pupil write a paragraph using the statements above.
      Ask another volunteer to underline all the prepositions used in the paragraph.
   2. Skill Development:
      Are the sentences arranged according to how they happened in the story?
      If we will write a paragraph using these statements, what signal words may be used?
      Why must you use signal words? How would the signal words help you arrange statements according to how they happen?
   3. Application:
      Group the class into four. Give each group an activity card, manila paper and a pentel pen.

Group 1:

This is Mina. She goes to school early. Write a paragraph on how Mina prepares for school. Make sure to use signal words. Underline all the prepositions you used.
Group 2:

This is mother. Everyday she cooks rice for us.
Write a paragraph to tell how Mother cooks rice. Make sure to use signal words.
Underline all the prepositions used.

Group 3:

This is Erwin. He made his own kite.
Write a paragraph to tell how Erwin made his kite. Make sure to use signal words.
Underline all the prepositions used.

Evaluation:
(Refer to LM, Activity 8, page ____)

Assignment:
Ask your mother how to wash clothes properly. Then write a paragraph how to wash clothes.
Give it a title. Use signal words. Encircle all the prepositions you used on your paragraph.

Day 5

Objectives:
- Use appropriate graphic organizers to present ideas and concepts.

Activities:
A. Preliminary Activities:
   1. Spelling:
      Conduct a Mastery test on spelling the following words:
      a. squash       f. nutritious
      b. cabbage      g. vitamins
      c. eggplant     h. healthy
      d. lettuce      i. disease
      e. carrot       j. vegetables
      Ask the pupils to read their homework before the class.

B. Developmental Activities:
   1. Preparation:
      Read the steps how to wash clothes.
How are the steps presented?

What is called to this illustration?

How do graphic organizers help?

2. Deepening of Concept/Strengthening of Skill:
   What do you call these illustrations?
   Have you ever tried using a graphic organizer?
   Why do you use it?
   How do they help organize ideas?

3. Generalization:
   What are graphic organizers?
   Why are they called graphic organizers?

4. Application:
   - Guided Practice:
     (Refer to Activity 9, LM page ____)
   - Group the class into 3. Give each group a task.

   Group 1: Choose from the graphic organizers shown or make your own graphic organizer to show your ideas about **adverbs**.

   Group 2: Choose from the graphic organizers shown or make your own graphic organizer to show your understanding on **figurative language**.

   Group 3: Choose from the graphic organizers shown or make your own graphic organizer to show your understanding on **signal words and its uses**.

5. Presentation and processing of group outputs

**Evaluation:**

(Refer to LM Activity 10, page ____)

**Week 39**

**Theme:** Disaster Preparedness: Weather and Natural Phenomena
I. Objectives:

A. Oral Language:
   - Recognize appropriate ways of speaking that vary according to purposes, audiences and subject matter.
   - Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.

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

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

D. Composing:
   - Write a 3-5 step procedural paragraph using signal words such as first, last, then and next.

E. Grammar Awareness:
   - Use the different parts of speech correctly in writing for a variety of purposes.

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

G. Listening/Reading Comprehension:
   - Describe and react to the author’s writing style.

H. Attitudes towards literacy, literature and language
   - Express interest in texts by reading available print materials.

I. Study Skill:
   - Use appropriate graphic organizers.

III. Subject Matter:

A. Topics:
   1. Recognizing appropriate ways of speaking that vary according to purposes, audiences and subject matter.
   2. Speaking clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.
   3. Reading grade level texts with appropriate intonation, expression, and punctuation cues when applicable.
   4. Spelling the words correctly in the list of vocabulary words and the words in the selections read.
   5. Writing a 3-5 step procedural paragraph using signal words such as first, last, then and next.
   6. Using the different parts of speech correctly in writing for a variety of purposes.
   7. Identifying and using words with multiple meanings in sentences.
   8. Describing and reacting to the author’s writing style.
   9. Expressing interest in text through Reading.
   10. Using appropriate graphic organizers.

Value Focus: Preparing for Weather and Natural Disasters.

B. Reference:


III. Procedure:

Day 1

Objective:
   - Recognize appropriate ways of speaking that vary according to purposes, audiences and subject matter.
   - Speak clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.
Activities:

A. Pre-assessment:
   Put a ( / ) before the statement if you think it is right.
   Put an ( x ) before the statement if think it is wrong.
   ___ 1. These statements use the word match in similar meaning:
      “Please get a match so we can light the candle.”
      “We will watch a basketball match tonight.”
   ___ 2. A person should use well-modulated voice when talking to
      someone
      over the telephone.
   ___ 3. A graphic organizer help keep one’s memory sharp.
   ___ 4. Verbs and adjectives may be used similarly to present ideas in
      sentences/ articles.
   ___ 5. Typhoon is a natural calamity.

B. Oral Language and Vocabulary Development:

C. Vocabulary Development
   1. Preparation:
      Have you ever experienced a very strong typhoon? What did you and your
      family do?

   Activity: Pantomime
      Let the pupils do any action that one possibly does when the following
      occurs:
      a. earthquake
      b. fire
      c. flood
      d. landslide
      e. strong typhoon
      Ask the class why they did those actions. Let the pupils give their own
      explanation.

D. Oral development
   a. Preparation
      In what ways can we be notified or can we tell others if something happens?
      Will telephone calls help? How?
      Will news reporting help? How?
      Will speeches or in public help? How?

   b. Activity:
      Group the class into four. Instruct the class the task that will be done. Give the
      groups task cards. Give each group 10 minutes to do the task and 5 minutes to
      present.
      Group 1:
      A strong typhoon is about to fall to your place. You are news
      reporters on radio. Present how the public will be aware about this so that they
      can make the necessary preparations.
      Group 2:
      Your school is on fire. You have to notify your parents about the
      incident. Use the telephone to tell your parents about it.
      Group 3:
      A strong earthquake just occurred in a nearby area. Your place has
      not been directly hit but report says a strong tsunami may occur. As TV anchors
      and reporters how would you make the public aware of this possible incident?
      Present it before the class.
      Group 4:
      Your teacher asked you to make a school report on different natural disasters
      such typhoon, tsunami, landslide and earthquakes. Your group will do the
      reporting to the class.
c. Abstraction:
   Group presentation and processing of presentations
   Ask:
   1. In what way is the radio news reporting done?
   2. How do the radio reporters do it?
   3. Will the listening public understand them? Why/Why not?
   Ask:
   1. In what way is the TV news reporting done?
   2. How do the TV reporters do it?
   3. Will the viewing public understand them? Why/Why not?
   Ask:
   1. Are the telephone conversations effective in notifying the parents about the fire?
   2. How does each member of the group tell the news?
   3. Do they speak clearly? Are they understood?
   4. How does each pupil make the report to the class? Are the ideas presented clearly? Why/Why not?

d. Generalization:
   How do we convey messages clearly through speaking?
   What kind of voice must be used when speaking through the telephone, when giving a class report or when speaking to a friend near you? Why must we speak clearly?

E. Evaluation: (Oral Test)
   You are to tell the importance of preparing for any disaster that might occur. How would you do it if you are speaking to:
   a. a friend
   b. the whole class
   c. to the public through radio

Day 2

Objectives:
- Describe and react to the author’s writing style from selections listened to.
- Use the different parts of speech correctly in writing for a variety of purposes.
- Correctly spell the words in the list of vocabulary words and the words in the selection read

Activities:

A. Preliminary Activities
   Spelling:
   (Refer to LM Activity 1, page ___)
   Words to find: earthquake aid evacuate flood
tsunami shield evacuees disaster
   storm

B. Developmental Activities
   1. Preparation
      - Unlocking of Difficulties: (through pictures, situations and context clues)
        magnitude epicenter tectonic casualties damage

      - Activating Prior Knowledge:
        Have you ever experienced an earthquake? What did you do?

      - Motivation:
        Find out one incident of an earthquake in a news report you will hear.
2. Listening to a news story

Eastern Samar Hits by a 5.5 Earthquake
by Ed Umba

Eastern Samar was hit by a magnitude 5.5 earthquake on December 5, 2012 morning according to the Philippine Institute of Volcanology and Seismology (Phivolcs). The epicenter of the earthquake was located at 138 kilometers northeast of Guiuan and occurred at around 8:43 AM.

Phivolcs confirmed that the earthquake was tectonic in origin caused by the movement of a local fault. The Eastern Samar earthquake had a depth of 20 kms. As of press time there’s no reported damages or casualties in the reported earthquake.

3. Comprehension Check
The teacher facilitates the discussion through the following questions:

a. What calamity affected the province of Eastern Samar?
b. When did it happen?
c. How strong was the earthquake?
d. What was the origin of the earthquake?
e. Were there reported damages and casualties?
f. Why do you think earthquakes happen?
g. How should people keep themselves safe when earthquake occurs?
h. If you were in a situation like this, what would you do?

4. Skill development
Did the author write the news clearly? Why? / Why not?
How do you think should authors write so that listeners or readers will understand their writings?

Why should authors write simply and clearly?
What words were used to tell the story efficiently?
What words were used that made the news clear to the listeners?

Listen again. Find out and write down nouns, verbs, adjective and adverbs that were used in the news.
Were the words used correctly? Did these words help make the selection understandable?

5. Generalization:
How does an author’s writing style affect the listeners?
What kind of words would be used to write a paragraph, story or any selection that may be understood well by the listeners?

An author’s writing style could effectively persuade people to listen or read a certain article.
Using the different parts of speech such as nouns, verbs, adjectives and adverbs correctly will contribute to the effectiveness of an author’s writing style.

6. Application:
Listen to these short selections. Then say something about how it was written.

a. Doggie is a dog. It is a big dog. It is a white dog. It likes to play and run after a ball. It is my pet. I love my pet.
b. One of the things I love about mother is the way she does her daily work. She sings while cleaning our house. She sings while doing the laundry. She sings while cooking. She even sings to her plants. I have never seen her get tired of her work. Maybe because she does her work happily.
c. Marissa goes to school early. Marissa never gets late. She is happy always in school. She goes home everyday. Her teachers like her very much.
d. The best dress? Hah! Karen is wrong to say she would have the best dress in the party. Wait till you see me, I thought. I’m sure, everybody will have their eyes on me once I wear my red silk dress. My mother had it sewn during my birthday and those who have seen me wore that dress had nothing but praises to me.

Evaluation:
Listen to the following paragraph.
Glenda loves to eat ice cream. Glenda eats ice cream daily. When Glenda’s mother would not buy her ice cream, she will cry. Ice cream is Glenda’s favorite food.

Do the following:
1. Do you like how the selection was written? Why/ Why not?
2. What part of speech needs to be changed? What word should be used?

Day 3

Objectives:
- Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.
- Identify and use words with multiple meanings in sentences.
- Describe and react to the author’s writing style from selections read.

Activities:
A. Preliminary Activities
   1. Spelling
      Spell the following words correctly:
      a. earthquake  d. aid  g. flood
      b. tsunami  e. shield  h. evacuees
      c. storm  f. evacuate  i. disaster

   2. Developmental Activities:
   B. Pre-reading Activities
      - Unlocking of difficulties
         spare  continuous  huddled  crumbling  evacuate  landslide
      - Motivation
         Show a picture of a landslide.
         What do you see? What must have happened to the place?
         Have you ever heard someone tell his experience about a calamity his / her family faced?
      - Motive question:
         What was Noel’s terrifying experience?

   C. During Reading:
      (Refer to LM for story, “The Falling Mountain”, page ___)

   D. Post Reading:
Check the pupils’ comprehension on the selection read through the following questions:

Let the pupils answer the motive question given.

a. To what the falling mountain is referred to?

b. If Noel and his family had not awakened, what do you think could have happened?

c. What do you think saved Noel’s family from the landslide? Why?

d. How did the people must have saved themselves?

e. Has there been a landslide that occurred in or near your place?

f. Why do landslides happen?

g. If calamities occur, like landslides, what must you do?

e. Why do calamities happen?

Value Focus:
What is the best preparation for calamities like this?
Aside from the preparations we do, why must we always pray to ask God for our safety?

3. Skill Development:
How did the author write the story “The Falling Mountain”?
Was the author effective enough in telling somebody’s experience about the landslide?
Why / Why not?

Ask the class to write on the chart the underlined phrase with the underlined words on the story. Help the class give the meaning of each.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaning as used in the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>spare us from danger</td>
<td>to save us from danger</td>
</tr>
<tr>
<td>I rose</td>
<td>I stood up</td>
</tr>
<tr>
<td>huddled together</td>
<td>get close</td>
</tr>
<tr>
<td>way going far</td>
<td>road going far</td>
</tr>
<tr>
<td>a mass of soil</td>
<td>a heap of soil</td>
</tr>
<tr>
<td>see our place</td>
<td>inspect our place</td>
</tr>
<tr>
<td>showed us the way</td>
<td>guided our way</td>
</tr>
</tbody>
</table>

Let the pupil read the following sentences using the same words. Have them find out if the meanings are the same.
Have them fill up a chart.
(Refer to LM, page____)

1. Mario needs a **spare** tire for his car.
2. The water level on the river **rose** after it rained for several days.
3. The boy **huddled** under the table so he won’t be seen.
4. This is the **way** we cook rice.
5. The family attended the **mass**.
6. We will **see** our grandparents today.
7. Lea Salonga has a **show** on TV.

Key:

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaning as used in the first sentence</th>
<th>Meaning as used in the second sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>spare</td>
<td>save</td>
<td>extra</td>
</tr>
<tr>
<td>rose</td>
<td>stood up</td>
<td>Increased in level</td>
</tr>
<tr>
<td>huddled</td>
<td>get close together</td>
<td>hunched; crouched</td>
</tr>
<tr>
<td>way</td>
<td>road</td>
<td>procedure</td>
</tr>
<tr>
<td>mass</td>
<td>heap, amount</td>
<td>Holy Eucharist</td>
</tr>
<tr>
<td>see</td>
<td>inspect</td>
<td>visit</td>
</tr>
<tr>
<td>showed</td>
<td>guide</td>
<td>program</td>
</tr>
</tbody>
</table>

Are the meanings of the same word similar to the two sentences?

What caused the change in the meaning of the words?
Some words have **multiple meanings**.

4. **Generalization:**
Words with multiple meanings give several meanings depending on how they are used in a sentence.

5. **Application:**
   - **Guided Practice**
     (Refer to LM, Activity 2, page ___)
   - Group the class into four. Give each group a paragraph to read. Let each group find a word that has multiple meanings. Let each group fill out a table like below:

<table>
<thead>
<tr>
<th>Word with Multiple Meaning</th>
<th>Phrase or sentence where the word is used</th>
<th>Meaning</th>
</tr>
</thead>
</table>

Group 1:
Mr. Royo is the barangay chairman in our village. He runs the community very well. He has many programs and projects that improved our place. Many people run to him for help. If Mr. Royo will run again as barangay chairman in the next election, he is sure to win.

Group 2:
A group of campers went hiking. They cleared some bushes and plants where they can put up tents. They made the wider area their mess hall. After two days, they left the place in mess. So when the authorities found out, the campers were in a real mess.

Group 3:
Father is the head of our family. He works hard in the office so he can provide for our needs. Everyday he heads to the office early. Father may have a bald head but for me he is the best-looking man in the entire universe.

Group 4:
Many parents attended the meeting at the second floor of the building. They were given the chance to air out some problems. Once a parent raised his hand, he was given the floor to speak out his ideas. The meeting was successful but it caused the place to get dirty, soiling the tiled floor.

c. **Presentation and processing of group outputs.**

**Evaluation:**
Read the following selection. Then write on a paper the phrase with the word with multiple meanings. Give the meaning of each.
(Refer to LM, Activity 3, page ___)

**Assignment:**
(Refer to LM, Activity 4, page ___)

**Day 4**

**Objectives:**
- Correctly spell the words in the list of vocabulary words and the words in the selections read.
- Describe and react to the author’s writing style from selections read.
- Write a 3-5 step procedural paragraph using signal words such as first, last, then and next
Activities:

A. Preliminary Activities

Spell the following words correctly:

a. earthquake  
   b. tsunami  
   c. storm  
   d. aid  
   e. shield  
   f. evacuate  
   g. flood  
   h. evacuees  
   i. disaster

Checking of the assignment.
Ask: What are some of the words that have multiple meanings? Why are they called words with multiple words?

B. Developmental Activities:

1. Preparation:

   What was the title of the story we read yesterday?
   The teacher asks the pupils to reread the story “The Falling Mountain”
   Ask the pupils to describe what Noel must have felt during the incident and after the incident.

2. Skill Development: (Strengthening of Skill)

   Read the following events in the story “The Falling Mountain”. Arrange them according to how they happened in the story. Write a paragraph using signal words.

   a. Father told us to go out from the house quickly.
   b. Noel and his family were spared from the landslide.
   c. Noel woke up his sister and his parents.
   d. Noel awoke because of a loud, thudding sound.
   e. Large mass of soil and big chunks of rocks covered Noel’s and his neighbors’ houses.

Ask:
1. How did you arrange the sentences?
2. What signal words were used?
3. Did you organize your paragraph correctly?
4. What words (parts of speech) were used in your paragraph?
5. Were there words with multiple meanings used in the paragraph? What are these words? What are their meanings as used in the sentence? What other meanings do they have?
6. Will readers understand your paragraph? Why?

Application:

Do the following task by pair:

Write a short paragraph about how you prepare yourself for school. Underline all signal words used. Use the following words with multiple meanings in your paragraph. Below your paragraph, write the meaning of these words as they are used in the paragraph.

prepare way

Let each pair present their output. Display the pair’s work on the board (or output corner).

Processing is done

What signal words were used? What is the meaning of the given words as they were used on the paragraph?
Was the paragraph written clearly? Will be understood easily by the readers? Why?

Evaluation:

(Refer to LM, Activity 5 page _____)
Assignment:
Keep a list on your notebook of words with multiple meanings.

Day 5

Objectives:
- Use appropriate graphic organizers to present ideas and concepts.

Activities:
A. Preliminary Activities:
   1. Spelling:
      Conduct a Mastery test on spelling the following words:
      a. earthquake  d. aid  g. flood
      b. tsunami e. shield  h. evacuees
      c. storm  f. evacuate  i. disaster

      Sharing of the list of words with multiple meanings.
      Pupils read before the class the list of words with multiple meanings that they made.

B. Developmental Activities:
   1. Preparation:
      Show the class the following:
      - What ideas are presented in the illustration?
      - What do you call this illustration? (graphic organizer)

   2. Deepening of Concept/Strengthening of Skill:
      Ask:
      1. Why is it called a graphic organizer?
      2. How do graphic organizers help?
      3. What were the graphic organizers have we used before?
      4. Do they help make an idea presented in a clearer way? Why?

   3. Application:
      - Group the class into 4. Instruct the class to present the given words below with their multiple meanings in a graphic organizer like shown in the sample. The group could make their own graphic organizer.
        Group 1: show
        Group 2: trunk
        Group 3: rose
        Group 4: mass
      - Presentation and processing of group outputs

Evaluation:
Show in a graphic organizer your ideas on how we can prepare for weather or natural calamities. Design your own graphic organizer.
IV. **Post Assessment**

Put a ( / ) before the statement if you think it is right.

Put an ( x ) before the statement if think it is wrong.

___1. These statements use the word match in similar meaning:

   “Please get a match so we can light the candle.”

   “We will watch a basketball match tonight.”

___2. A person should use loud but well-modulated voice when talking to a big audience.

___3. A graphic organizer help helps present ideas in a clearer, systematic way.

___4. Verbs and adjectives may be used similarly to present ideas in sentences/ articles.

___5. Calamities like typhoon and earthquakes should be prepared for.