

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Admire the crow for thinking of a smart way to solve his problem · Draw and write a sentence about the drawing	Objectives: Review: Read words with short a, e, and i in CVC pattern · Review: Read selected sight words from the Dolch list · Read words, phrases, sentences and stories containing the CVC words and sight words · Differentiate sentences from phrase	Objectives: Read selected sight words and phrases · Read a decodable story and answer comprehension questions about it · Sequence 3-4 events using pictures · Retell a story using pictures	Objectives: Read words with short o in CVC pattern · Read phrases, sentences and stories using short a e i o CVC in combination with sight words and vocabulary words learned from the literature · Differentiate sentences from phrases	Objectives: Read words with short o in CVC pattern · Read phrases, sentences and stories using short a e i o CVC in combination with sight words and vocabulary words learned from the literature · Differentiate sentences from phrases
Subject Matter: The Crow and the Pitcher	Subject Matter: · Grammar: Phrases and Sentences · Decoding/Fluency/Writing	Subject Matter: · Decoding/Fluency/Writing · Sequencing/Retelling	Subject Matter: Decoding/Fluency/Writing	Subject Matter: Grammar Collaborative Learning/Values Infusion
Reference: LM: <u>3</u> LG: _____ CG: <u>36</u>	Reference: LM: <u>6</u> LG: _____ CG: <u>36</u>	Reference: LM: _____ LG: _____ CG: <u>36</u>	Reference: LM: _____ LG: _____ CG: <u>36</u>	Reference: LM: _____ LG: _____ CG: <u>36</u>
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application
Evaluation: Refer the pupils to LM - Activity 2 on page 3 for the Writing to Learn activity	Evaluation: Refer the pupils to LM – Activity 5A and 5B, page 6.	Evaluation: Refer the pupils to LM – Activity 8, page 13	Evaluation: Refer the pupils to LM – Activity 10, pages 16-17.	Evaluation: Refer pupils to LM – Activity 12 (Be Resourceful, Recycle!), page 19
Assignment:	Assignment:	Assignment:	Assignment:	Assignment:
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Realize that planning alone cannot solve a problem · Learn new vocabulary · Write a note of advice · Present a skit · Draw and write a sentence about the drawing	Objectives: Differentiate between real and make-believe	Objectives: Read for fluency words, phrases, sentences, and stories containing –ox, –op, and –ot word families plus sight words (LM Activity 18) · Read words, phrases, sentences, and stories containing –od, –og, –om, –on, and –oy word families plus sight words · Read and write to complete a decodable rhyme	Objectives: Organize ideas through semantic webbing	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Belling the Cat	Subject Matter: Real and Make-believe Grammar: Capitalization	Subject Matter: Decoding/Fluency: More short o words plus	Subject Matter: Study Strategy: Visualizing/Organizing § Decoding/Fluency	WEEKLY TEST
Reference: LM: _____ LG: _____ CG: <u>36</u>	Reference: LM: _____ LG: _____ CG: <u>36</u>	Reference: LM: _____ LG: _____ CG: <u>36</u>	Reference: LM: _____ LG: _____ CG: <u>36</u>	Evaluation: Summative Test
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	
Evaluation: Refer the group to LM – Activity 15 (Draw and Write), page 22.	Evaluation: Refer the pupils to LM – Activity 16 (Real or Make-believe), page 22-23.	Evaluation: Divide the class into dyads or triads and have each group work on LM – Activity 20, pages 28-30. Review what a bog is before they do the activity. The completed rhyme should look like this	Evaluation: Review the steps in making a semantic web. Then refer the pupils to LM – Activity 21, page 31.	
Assignment:	Assignment: Refer the pupils to LM – Activity 17 (How to Begin a Sentence), page 23, for the independent practice	Assignment:	Assignment:	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

SUBJECT: ENGLISH

WEEK NO. 3

GRADING PERIOD: FIRST GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Realize that a smart person can usually think about the different ways of solving problems	Objectives: Distinguish between asking and telling sentences Read words with short u sound	Objectives: Sequence events using signal words · Read and write short u vowel in simple stories	Objectives: Identify sight words (color) · Read and Write short u vowel · Review asking and telling sentences	Objectives: Identify the story character and setting in the stories listened to
Subject Matter: Stone Soup	Subject Matter: Asking Sentences and Telling Sentences	Subject Matter: Sequencing Events (use of signal words)	Subject Matter: SIGHT WORDS ON COLORS/FLUENCY/WRITING	Subject Matter: Story Characters and Settings
Reference: LM: _____ LG: _____ CG: <u>37</u>	Reference: LM: _____ LG: _____ CG: <u>37</u>	Reference: LM: _____ LG: _____ CG: <u>37</u>	Reference: LM: _____ LG: _____ CG: <u>37</u>	Reference: LM: _____ LG: _____ CG: <u>37</u>
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application
Evaluation: Refer Groups S and T to LM – Activity 23, page 33. Refer Groups O and N to LM – Activity 24, page 33. Refer Group E to LM – Activity 25, page 33.	Evaluation: Refer pupils to LM – Activity 27, page 35 for an additional guided exercise	Evaluation: Refer the pupils to LM – Activity 28, page 36, for more practice on using signal words for sequence	Evaluation: Refer pupils to LM – Activity 32B-D, page 44	Evaluation: Refer the pupils to LM – Activity 33, pages 45-46. Use Exercise A and B guided practice
Assignment:	Assignment:	Assignment:	Assignment:	Assignment:
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

SUBJECT: ENGLISH

WEEK NO. 4

GRADING PERIOD: FIRST GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
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DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Get the general sense of the story	Objectives: Describe literary element (Major Characters)	Objectives: Notice what is mentioned in related declarative sentences (statements) · Read words, phrases and sentences with short u sound	Objectives: Use different kinds of sentences (exclamatory and imperative) · Use punctuation marks called for	Objectives: Match pictures with sentences Sequence pictures and sentences to come up with a story
Subject Matter: The Little Red Hen	Subject Matter: Describing Literary Element (Major characters: Hero and Enemy or Opponent)	Subject Matter: Declarative Sentences	Subject Matter: Using Imperative and Exclamatory Sentences	Subject Matter: Reading and Writing Simple Stories with Short Vowels
Reference: LM: _____ LG: _____ CG: <u>37</u>	Reference: LM: _____ LG: _____ CG: <u>37</u>	Reference: LM: _____ LG: _____ CG: <u>37</u>	Reference: LM: _____ LG: _____ CG: <u>37</u>	Reference: LM: _____ LG: _____ CG: <u>37</u>
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application
Evaluation: Refer the pupils to LM – Activity 34, page 47.	Evaluation: Refer the pupils to LM- Activity 36 on page 49	Evaluation: In groups have the pupils share what they do for fun on sunny days. Have the pupils complete the sentences about the pictures in LM- Activity 38 on page 51, then draw and write sentences about what they do on sunny days.	Evaluation: Show pictures. By group, let them complete the sentences by filling in the words with short vowel / u / and the punctuation mark at the end of the sentences. Refer the pupils to LM – Activity 41 on page 54.	Evaluation: Have the pupils copy in their notebook the sentences arranged in the correct order along with the title they gave to the story.
Assignment:	Assignment:	Assignment:	Assignment:	Assignment:
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

SUBJECT: ENGLISH

WEEK NO. 5

GRADING PERIOD: FIRST GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____

Objectives: Get the general sense of the story	Objectives: Describe literary elements · Read and write words with l blends	Objectives: Identify nouns in simple sentences · Read and write words with l blends	Objectives: Use plural form of nouns (ending s or es) · Read and write l blends	Objectives: Use nouns in simple sentences
Subject Matter: The Ant and the Grasshopper	Subject Matter: Describing Literary Elements	Subject Matter: Identifying Nouns in Simple Sentence Participating in Webbing	Subject Matter: Using the plural form of regular nouns (by adding s or es)	Subject Matter: Using Nouns in Simple Sentences
Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application
Evaluation: Group the children into four and tell them to work on their assigned tasks. The aim of the group tasks is for the children to discuss the story focusing on the different elements. Give the task cards and materials to the groups. Each group is given manila paper or cartolina to write their outputs	Evaluation: Group Activity For further enrichment, say: I have here some tasks for you to do with your group mates. Sketch out a map for the ant to get his food. Sketch out a map for the grasshopper to get some food. Draw the ant giving food to the hungry grasshopper. Draw the grasshopper looking for food during summer days	Evaluation: Refer the pupils to LM- Activity 52 on page 67.	Evaluation: Refer the pupils to LM- Activity 55 on pages 71.	Evaluation: Refer the pupils to LM – Activity 60 on page 74.
Assignment:	Assignment:	Assignment:	Assignment:	Assignment:
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

SUBJECT: ENGLISH

WEEK NO. 6

GRADING PERIOD: FIRST GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____

Objectives: Show how hard working men succeed	Objectives: Identify literary elements of a story	Objectives: Name persons, things, places or events · Pronounce words with r blends	Objectives: Read and write phrases of one- syllable words with –r blends · Distinguish between Common and Proper nouns	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: The Carrot Seed	Subject Matter: · Elements of a Story	Subject Matter: Naming persons, places, animals, things or events · r blends	Subject Matter: Proper and Common Nouns · Words with –r blends	WEEKLY TEST
Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Evaluation:
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Summative Test
Evaluation: Refer your pupils to LM - Activity 62 on page 76.	Evaluation: Allow the pupils to act-out the following parts of the story. Group 1: Part where the boy" s family could not believe that the seed would come up Group 2: Part where the boy pulled the weeds everyday Group 3: Part where the boy watered the plants Group 4: Part where the boy was happy seeing the carrot plant that grew from the see	Evaluation: Refer your pupils to LM - Activity 65 on page 78.	Evaluation: Refer your pupils to LM - Activity 69 on page 80.	
Assignment:	Assignment:	Assignment:	Assignment:	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

SUBJECT: ENGLISH

WEEK NO. 7

GRADING PERIOD: FIRST GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____

Objectives: Admire Toto Turtle for learning how to be a responsible turtle	Objectives: Identify literary elements · Decode words with short o and u sounds · Read about Bud the Hungry Turtle · Write two sentences using words with short o and u sounds	Objectives: Read words with short a, e, and i sounds · Read about Bob's New Car	Objectives: Read and write words with S-blends	Objectives: Use plural form of regular nouns
Subject Matter: Toto Turtle Takes Time to Tuck and Think	Subject Matter: Identify literary elements (Title, Setting, Character, Problem/Solution and Ending)	Subject Matter: Decoding/Fluency/Writing	Subject Matter: Reading and Writing Words with S-blends	Subject Matter: Using plural form of regular nouns Infusion of Values/Collaborative Work
Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application
Evaluation: Refer the pupils to LM - Activity 72 on page 83.	Evaluation: Refer your pupils to LM- Activity 70 on page 83	Evaluation: Refer your pupils to LM-Activity 78 on page 87	Evaluation: Refer your pupils to LM-Activity 80 on page 89	Evaluation: Refer your pupils to LM-Activity 82 on page 91
Assignment:	Assignment:	Assignment:	Assignment:	Assignment:
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

SUBJECT: ENGLISH

WEEK NO. 8

GRADING PERIOD: FIRST GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____

Objectives: Appreciate Tuko"s effort to fulfill his dream	Objectives: Use plural form of nouns	Objectives: Make and confirm predictions	Objectives: Read and write simple stories with final blends	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Tuko, the Tenor Wanna Be	Subject Matter: Plural form of nouns ending in -y	Subject Matter: Making and Conforming Prediction	Subject Matter: Reading and Writing Simple Stories with Final Blends	WEEKLY TEST
Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Reference: LM: _____ LG: _____ CG: <u>38</u>	Evaluation:
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Summative Test
Evaluation: Refer your pupils to LM- Activity 84 on page 93.	Evaluation: Refer your pupils to LM – Activity 86 on page 94.	Evaluation: Form four groups. Listen as I read some sentences. Then make and confirm your predictions. Make sure that your group has only one answer	Evaluation: Refer the pupils to LM – Activity 90 on pages 98.	
Assignment:	Assignment:	Assignment:	Assignment:	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

SUBJECT: ENGLISH

WEEK NO. 9

GRADING PERIOD: FIRST GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____

Objectives: Realize the importance of taking care of one"s belonging	Objectives: Make and confirm predictions · Read simple stories with words with l, r, s and final blends · Give titles to simple stories	Objectives: Make and confirm predictions · Read simple stories with words with l, r, s and final blends · Give titles to simple stories	Objectives: Grammar: Use plural form of nouns ending in o · Phonics/Word Recognition: Read simple stories with words with short o, short u, l blends, r blends, s blends, and final blend	Objectives: Use plural form of irregular nouns · Phonics/Word Recognition: Read simple stories with words with short o, short u, l blends, r blends, s blends, and final blends
Subject Matter: The Careless Clown	Subject Matter: Reading Comprehension: Making and Confirming Predictions	Subject Matter: Making and Confirming Predictions	Subject Matter: Phonics/Word Recognition: Reading Simple Stories with Words with short o, short u, l blends, r blends, s blends, and final blends	Subject Matter: Using Plural Form of Irregular Nouns
Reference: LM: _____ LG: _____ CG: <u> 39 </u>	Reference: LM: _____ LG: _____ CG: <u> 39 </u>	Reference: LM: _____ LG: _____ CG: <u> 39 </u>	Reference: LM: _____ LG: _____ CG: <u> 39 </u>	Reference: LM: _____ LG: _____ CG: <u> 39 </u>
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application
Evaluation: Refer your pupils to LM – Activity 85 on page 99.	Evaluation: Refer your pupils to LM – Activity 86 on page 99.	Evaluation: Refer your pupils to LM – Activity 89-B on page 102	Evaluation: Refer your pupils to LM – Activity 91 on page 104	Evaluation: Refer your pupils to LM – Activity 92B on page 105.
Assignment:	Assignment:	Assignment:	Assignment:	Assignment:
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:


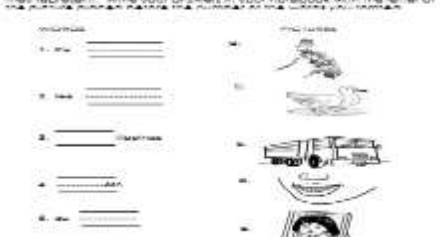
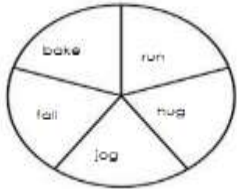

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives:	Objectives:	Objectives:	Objectives:	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	WEEKLY TEST
Reference: LM: _____ LG: _____ CG: _____	Reference: LM: _____ LG: _____ CG: _____	Reference: LM: _____ LG: _____ CG: _____	Reference: LM: _____ LG: _____ CG: _____	Evaluation:
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	
Evaluation:	Evaluation:	Evaluation:	Evaluation:	
Assignment:	Assignment:	Assignment:	Assignment:	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

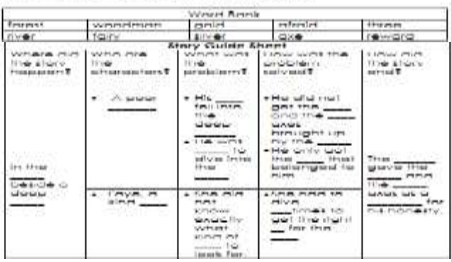
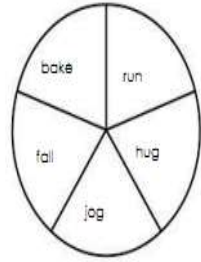
SUBJECT: ENGLISH

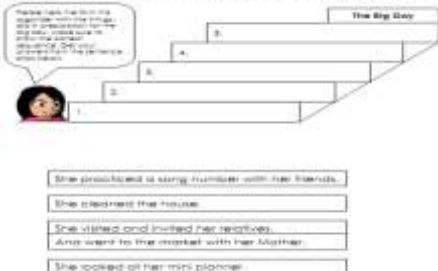

WEEK NO. 1

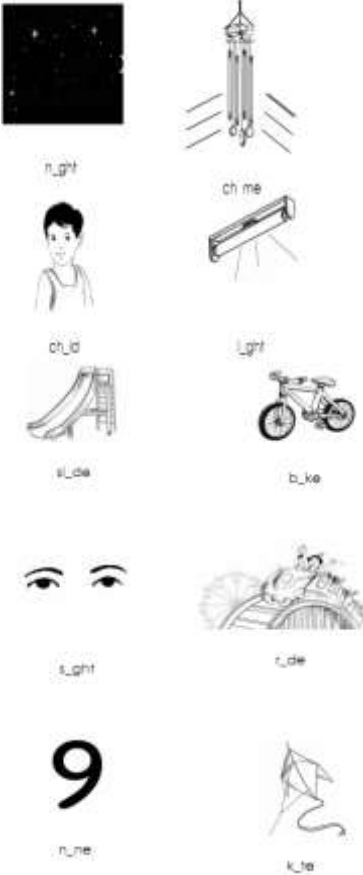
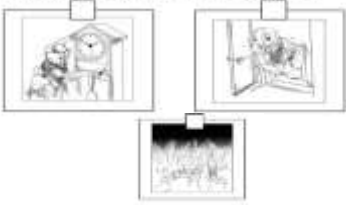
GRADING PERIOD: SECOND GRADING




DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Monitor and self-correct one's comprehension via skimming (title and text) Appreciate how the character had been truthful to her mother	Objectives: Decode words with digraph /ch/ (initial) as in chin (1 st half) Monitor and self-correct one's comprehension via skimming (picture) (2 nd half)	Objectives: Read words with digraph /ch/ (final) as in catch (1 st half) Monitor and self-correct one's comprehension using scanning(2 nd half)	Objectives: Read words with digraph /ch/ (1 st half) Monitor and self-correct one's comprehension using scanning (2 nd half)	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: "A Chocolate Milk for Danny" (Story)by: Dinah C. Bona, pictures	Subject Matter: "A Chocolate Milk for Danny" (Story)by: Dinah C. Bona, pictures	Subject Matter: "A Chocolate Milk for Danny" (Story)by: Dinah C. Bona, pictures	Subject Matter: "A Chocolate Milk for Danny" (Story)by: Dinah C. Bona, pictures	WEEKLY TEST Evaluation: Have the pupils identify what skill they will use in locating information from a given situation if they want to find specific information and if they want to have a general idea of what it is all about. Refer your pupils to LM-Activity 116 on page 125.
Reference: LM: <u>113</u> LG: <u>3</u> CG: <u>40</u>	Reference: LM: <u>114</u> LG: <u>3</u> CG: <u>40</u>	Reference: LM: <u>112</u> LG: _____ CG: <u>40</u>	Reference: LM: <u>115</u> LG: _____ CG: <u>40</u>	
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	
Evaluation: Pair and Share Let the pupils share with a partner instances in their own life when they told the truth and said they were sorry for what happened. Each partner will take his turn sharing his experience. Go around and monitor if the pupils are doing the task correctly. Allow them to use their native language if needs be in their sharing or ask you how to say it in English if they so desire.	Evaluation: Identify the pictures below. Complete each name with 'ch'. Read the completed words aloud. Refer the pupils to LM Activity 107 on pages 114-115	Evaluation: Divide the class into three groups. Refer your pupils to LM-Activity 112 on page 121	Evaluation: Refer your pupils to LM-Activity 115 on page 124.	
Assignment: On a clean sheet of paper, draw your favorite character in the story "Chocolate Milk for Danny" you listened to. Write two sentences about him/her	Assignment: Bring some pictures name with 'ch'.	Assignment: Refer your pupils to LM-Activity 113 on page 122.	Assignment: Bring out the ingredients that they were asked to bring to class. Using the ingredients let the pupils do the procedure in preparing the recipe in two groups. After the activity, let the first group rate the recipe of the second group and vice versa. (Change to a simpler task if needed.)	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Monitor and self-correct one's comprehension using questions Use graphic organizers to show understanding of texts	Objectives: Decode words with consonant digraphs: /ck/, /th/, and /ph/ Decode words with consonant digraph /sh	Objectives: Use action words in simple sentences Decode words with consonant digraphs: /ck/, /th/, and /ph/ Decode words with consonant digraph /sh/	Objectives: Use action words in simple sentences Decode words with consonant digraph /sh/ Decode words with consonant digraphs: /ck/, /th/, and /ph/	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: A copy of the comic strip "Bantay and Tagpi" by Roderick Motril Aguirre	Subject Matter: Decode words	Subject Matter: Decode words	Subject Matter: Decode words	WEEKLY TEST
Reference: LM: _____ LG: _____ CG: <u>40</u>	Reference: LM: _____ LG: _____ CG: <u>40</u>	Reference: LM: _____ LG: _____ CG: <u>40</u>	Reference: LM: _____ LG: _____ CG: <u>40</u>	Evaluation: Identify the verbs in the sentence. 1. Danny and Ana clean the room. 2. Danny climbs a tree. 3. The boys play beside the canteen. 4. Tagpi barks. 5. Rona walks and sings along the bay. 6. Tagpi tumbles down on Bantay's collection of bones. 7. Bantay greets Tagpi. 8. Tagbi bounces up and down around Bantay. 9. Bantay and Tagpi play with the ball on the grass field. 10. He drops the ball.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	
Evaluation: Activity 118 Character Map 	Evaluation: Activity 128 	Evaluation: Activity 133 Writing Simple Sentences Write simple sentences using the verbs in the circle chart. 	Evaluation: Activity 133 Writing Simple Sentences Write simple sentences using the verbs in the circle chart. 	
Assignment: LM Activity 119	Assignment: LM Activity 128	Assignment: List 5 action words.	Assignment: List 5 action words and use it in a sentence.	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

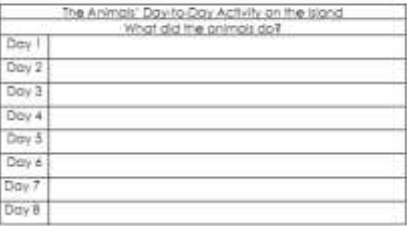
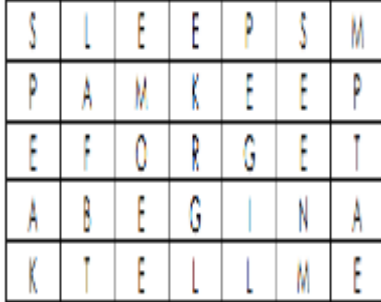
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5																																				
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____																																				
Objectives: Appreciate the importance of honesty	Objectives: Note details in a given text Read and write words with the long vowel /a/ in simple stories	Objectives: Use action words in simple sentences Read and write words with long vowel /a/ in simple stories	Objectives: Write at least 3 sentences Read and write words with long vowel /a/ in simple sentences	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.																																				
Subject Matter: "The Honest Woodman"	Subject Matter: Noting Details	Subject Matter: Verbs	Subject Matter:	WEEKLY TEST																																				
Reference: LM: _____ LG: _____ CG: <u>40</u>	Reference: LM: _____ LG: _____ CG: <u>40</u>	Reference: LM: _____ LG: _____ CG: <u>40</u>	Reference: LM: _____ LG: _____ CG: <u>40</u>	Evaluation:																																				
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Evaluation: <small>Use this sheet as your guide in doing this story "The Honest Woodman". Fill in the blanks with words taken from the Word Bank. You may use some words more than once.</small>	Evaluation: <small>List down the words with long /a/ and silent /e/ from activity A and B. Group them into -ame and -ole family.</small>	Evaluation: Use the following words in simple sentence.	Evaluation: Write 3 simple sentences using the following:																																					
	<table border="0"> <tr> <td></td> <td>-ame</td> <td>-ole</td> </tr> <tr> <td>Example:</td> <td>come</td> <td>pole</td> </tr> <tr> <td>1.</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>2.</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>3.</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>4.</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>5.</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>6.</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>7.</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>8.</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>9.</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>10.</td> <td>_____</td> <td>_____</td> </tr> </table>		-ame	-ole	Example:	come	pole	1.	_____	_____	2.	_____	_____	3.	_____	_____	4.	_____	_____	5.	_____	_____	6.	_____	_____	7.	_____	_____	8.	_____	_____	9.	_____	_____	10.	_____	_____	1. Come 2. Begin 3. Write 4. Read 5. Jump	1. Name 2. Game 3. Flame	
	-ame	-ole																																						
Example:	come	pole																																						
1.	_____	_____																																						
2.	_____	_____																																						
3.	_____	_____																																						
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8.	_____	_____																																						
9.	_____	_____																																						
10.	_____	_____																																						
Assignment: LM ACTIVITY 130	Assignment: Refer to LM Activity 133 on page 155.	Assignment: Refer to LM Activity 134 on page 155.	Assignment: LM Activities 135-136 on page 156.																																					
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:																																				
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:																																				

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5																																																																
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____																																																																
Objectives: <i>Get the general sense of the story</i>	Objectives: <i>Note details in a given text (plot)</i> <i>Long vowel word ending in silent e: as in bake</i>	Objectives: <i>Tell the main idea of a short paragraph (story theme)</i> <i>Long vowel word ending in silent e: as in bake</i>	Objectives: <i>Form and use the past tense of frequently occurring regular verbs (-ed)</i> <i>Long vowel word ending in silent e: as in bake</i>	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.																																																																
Subject Matter: Preparing for the Big Day	Subject Matter: <i>Note details</i>	Subject Matter: <i>main idea</i>	Subject Matter:	WEEKLY TEST																																																																
Reference: LM: _____ LG: _____ CG: <u>41</u>	Reference: LM: _____ LG: _____ CG: <u>41</u>	Reference: LM: _____ LG: _____ CG: <u>41</u>	Reference: LM: _____ LG: _____ CG: <u>41</u>	Evaluation: A. Spelling 1. 2. 3. 4. 5. B. What gift do you want to receive on your birthday? Draw it and write a sentence about your drawing																																																																
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application																																																																	
Evaluation: 1. Who planned for the big day? 2. How many days did she prepare for the big day? 3. Why do you think Ana prepared so much for the big day? 4. What in the story could be the 'big day'? 5. What made it easier for Ana to prepare for the big day? 6. Why do you think it is important to plan ahead?	Evaluation: <i>Look for words with long /a/ and silent /e/ like bake in the puzzle below. Copy every word you see in your notebook.</i> <table border="1" style="font-size: small;"> <tr><td>C</td><td>A</td><td>M</td><td>E</td><td>S</td><td>A</td><td>M</td><td>E</td></tr> <tr><td>F</td><td>R</td><td>A</td><td>M</td><td>E</td><td>O</td><td>N</td><td>S</td></tr> <tr><td>A</td><td>F</td><td>W</td><td>H</td><td>A</td><td>L</td><td>E</td><td>T</td></tr> <tr><td>M</td><td>E</td><td>W</td><td>A</td><td>T</td><td>B</td><td>T</td><td>A</td></tr> <tr><td>E</td><td>L</td><td>C</td><td>L</td><td>A</td><td>L</td><td>A</td><td>L</td></tr> <tr><td>S</td><td>A</td><td>L</td><td>E</td><td>L</td><td>A</td><td>M</td><td>E</td></tr> <tr><td>H</td><td>T</td><td>X</td><td>Z</td><td>E</td><td>M</td><td>E</td><td>N</td></tr> <tr><td>G</td><td>E</td><td>N</td><td>A</td><td>M</td><td>E</td><td>F</td><td>P</td></tr> </table>	C	A	M	E	S	A	M	E	F	R	A	M	E	O	N	S	A	F	W	H	A	L	E	T	M	E	W	A	T	B	T	A	E	L	C	L	A	L	A	L	S	A	L	E	L	A	M	E	H	T	X	Z	E	M	E	N	G	E	N	A	M	E	F	P	Evaluation: <i>Recall the story Preparing for the Big Day and help Ana do her task.</i> 	Evaluation: <i>Based on Gab's planner below, write five simple sentences about what he did on those dates. Use regular verbs in the past tense in your sentences.</i> 	
C	A	M	E	S	A	M	E																																																													
F	R	A	M	E	O	N	S																																																													
A	F	W	H	A	L	E	T																																																													
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H	T	X	Z	E	M	E	N																																																													
G	E	N	A	M	E	F	P																																																													
Assignment: LM Activity 140 “Draw and Write” on page 161.	Assignment: Refer the pupils to LM Activity 142 on page 161.	Assignment: Refer the pupils to LM Activity 146 on page 165.	Assignment: Refer the pupils to LM Activity 149 on page 169.																																																																	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:																																																																
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:																																																																

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: <i>Get the general sense of the story</i>	Objectives: Decode cvc words with long /i/.	Objectives: Decode cvc words with long /i/ Sequence/Retell some events as they happened in the story	Objectives: Read and write words, phrases and sentences containing words with long /i/ sound	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Fast Forward	Subject Matter:	Subject Matter:	Subject Matter:	WEEKLY TEST
Reference: LM: _____ LG: _____ CG: <u>41</u>	Reference: LM: _____ LG: _____ CG: <u>41</u>	Reference: LM: _____ LG: _____ CG: <u>41</u>	Reference: LM: _____ LG: _____ CG: <u>41</u>	Evaluation: Name the picture. Write the letter I in the blank to complete its name. Then read the words that you wrote.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	
Evaluation: 1. Who is the main character of the story? 2. Why did Slick the grasshopper jump with joy? 3. What did he do with his friends? 4. What did he forget to do? 5. What did father tell Slick to teach him a lesson? 6. Why did Slick have to move fast? 7. Did Slick sleep well? 8. How did the minute hand move? 9. How did Slick feel when he arrived home? 10. What is the lesson of the story?	Evaluation: Pair off. Take turns with your partner reading and answering these questions. 1. Do you know how to ride a bike? 2. Do you know how to fly a kite? 3. Do you know how to tie a string to the kite? 4. Would you like some hot rice when we dine? 5. Would you like to take a big bite of this nice pie? 6. Would you like to lie down under the tall pine tree? 7. Would you like to slide down this hill? 8. What would you do to stop the loud cries of your hungry baby brother?	Evaluation: A. Here are four pictures from the story "Fast forward" which was read to you. Write number 1 in the picture that happened first. Write number 2 in the picture that happened next. Write number 3 in the picture that happened last. 	Evaluation: Pair off. Take turns with your partner reading and answering these questions. 1. Do you think it is right to start a fight? 2. Do we need bright light at night? 3. Do you help one with poor eyesight who might fall down the stairs? 4. Do you hurry so you won't be left behind? 5. Do you talk with a mild voice to a young child?	
Assignment: Refer the pupils to LM Lesson 14-Activity 152	Assignment: LMActivity 155	Assignment: Refer the pupils to to LMActivity 157A.	Assignment: Refer the pupils to LMActivity 158D.	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

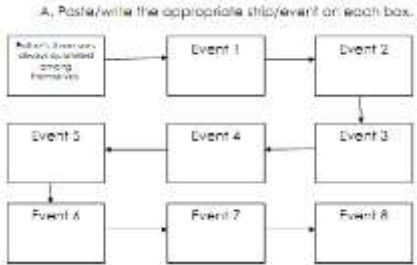
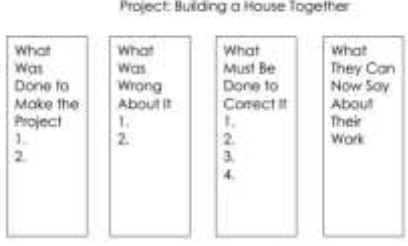


DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Interpret Non-Print Sources	Objectives: Infer Print Sources.	Objectives: Identify and write imperative sentences (request and command)	Objectives: Form and use the past tense of frequently occurring irregular verbs (eat - ate)	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	WEEKLY TEST
Reference: LM: _____ LG: _____ CG: <u>41</u>	Reference: LM: _____ LG: _____ CG: <u>41</u>	Reference: LM: _____ LG: _____ CG: <u>41</u>	Reference: LM: _____ LG: _____ CG: <u>41</u>	Evaluation: I. Answer the questions about the information given in each of these notices. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">School Canteen Hours 9:00 A.M. - 9:30 A.M. 12:00 N.N. - 1:00 P.M. 3:00 P.M. - 3:30 P.M.</p> </div> <p>E</p> <ol style="list-style-type: none"> Where do we expect to see this notice? What information does it give us? Why does it give us that information? Who will benefit from that notice? What in the notice might not be clear to those who see it? How would you put in your own words the details in the notice? II. IDENTIFY TGE IMPERATIVE SENTENCES. Kurt hurt himself when he was playing. He said "Please help me get to the clinic!" One of his group mates rushed to carry him and laid him on bed. "I'm afraid I might have broken my arms," Kurt said. "Put your things down, relax, breath and smile," his friend Rene said. "Hand me your project so you won't be late in passing them," he added.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	
Evaluation: C. Infer what the picture wants to tell us by putting a check mark on the line before the sentence that mentions what the picture shows us.  _____ A boy was hit by a ball. _____ A boy was hurt by the ball.  _____ Socks are hung on a clothesline. _____ Socks are laid on a clothesline.	Evaluation: Answer the questions about the information given in this news item.  1. What event is announced in the news item? 1. What information does it give about the event? 2. Does the print explain this clearly? 3. How else can you say what the print says?	Evaluation: A. Draw a <u>sun</u> in your notebook if the sentence gives a command. Draw a <u>moon</u> if the sentence makes a request. 1. Next time do your assignment first. 2. Ask your brothers and sisters to help you with your assignment. 3. Please use a marker every time you use that book. 4. Record the scores of their assigned group in the assessment chart.	Evaluation: Complete the sentences with the past form of the irregular verbs inside the box. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> knew stood told spoke wrote </div> <ol style="list-style-type: none"> Rene _____ what to do so we would listen to him. He _____ on a platform so everyone could see him. He _____ loudly so all of us could hear him. He _____ us to take down notes. We _____ down in our notebook what he said. 	
Assignment: Refer your pupils to LM Activity 161C and D.	Assignment: Refer your pupils to LM Activity 163.	Assignment: Refer your pupils to LMActivity 164B.	Assignment: Refer the class to LM Activity 166.	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:



Request	Command
















DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Realize the importance of teamwork	Objectives: Sequence series of events Read words with the long vowel /o/ and ending in silent e as in hose.	Objectives: Read words with the long vowel /o/ and ending in silent e as in hose	Objectives: Read words with the long vowel /o/ and ending in silent e as in hose Irregular Verbs	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: “The Adventures of the Animal Band”	Subject Matter:	Subject Matter:	Subject Matter:	WEEKLY TEST
Reference: LM: _____ LG: _____ CG: <u>42</u>	Reference: LM: _____ LG: _____ CG: <u>42</u>	Reference: LM: _____ LG: _____ CG: <u>42</u>	Reference: LM: _____ LG: _____ CG: <u>42</u>	Evaluation: I. Sequence The events Fill in the graphic organizer with information from the story to answer the questions found below the graphic organizer. Froggy Frog loved to play in the water. Every time it rained, he would run outside to play. He would splash water on whoever was around. He would splash water on his little brother's face. He would splash water on his friends' face, too. He would even splash water on anyone who came near. His friends would not want to play with him anymore because he always got them wet. Nobody played with him anymore. Froggy Frog realized his mistake. He promised not to splash water on anyone's face again.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	II. Answer a Puzzle: Ring the verbs you find in the puzzle. Give their past form.
Evaluation: Engagement Activity (Whole Class) We will have the discussion of the outputs from each group. Pay attention to the question that I will ask. Group 1 What is the story about? Who were the characters in the story? Where did they ride? What happened to the ship? Group 2 What did the animal do to survive? How did they help each other? Were they able to reach a safe place? What did the animals do on their first seven days of stay on the island? Group 3 What did the animals do on the 7 th day on the island? Were they able to come home? What do you think did the animals feel? Group 4 Will show and tell	Evaluation: A. Let us recall what the animals in the story “The Adventures of the Animal Band” did from Day 1 to Day 7 by filling up the sequence chart below. 	Evaluation: Read the following sentences and answer the questions that follow. 1. Soney bought some robes in his last travel around the globe. a. What did Soney buy? b. Where and when did he buy it? c. What would you buy if you could travel around the globe, too? 2. We need a long rope to put out the big boat and some ropes from the deep hole. a. What do we have to put out from the deep hole? b. What do we need to do this? c. What other things can we do with a rope? 3. The clown with a blue bag showed some ticks to the queen withing and a throne. a. What did the clown with the cone hat do? b. To whom did he show them? c. Have you seen some ticks played by a clown? 4. Cover your eyes so as not to breathe in the tick smoke from that stove. a. What are you told to do? b. Why must you do it? c. Where is the smoke coming from?	Evaluation: Divide the class into 4 groups. Let each group perform the activity below 1. Think of the activities/ tasks/ work you did with your friends/classmates. 2. List five action words that tell about what you did. 3. From the list you have, select the irregular verbs and give the past form. 4. Write a sentence using the past form of the verb.	
Assignment: Draw what the animals did on the first seven days of their stay on the island.	Assignment: Make cut-outs of the happy faces of the members of the animal band	Assignment: Refer your pupils to LM Activity 171A.	Assignment:	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5										
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____										
Objectives: Get the general sense of the story	Objectives: Use verbs in simple present tense Read words with the long vowel /o/ and ending in silent e as in hose	Objectives: Retell familiar stories to other children Use Verbs in simple past tense Blend phonemes (sounds) in CVCCC words Note that some words may have opposite meaning Read words with the long vowel /o/ and ending in silent e as in hose	Objectives: Write at least three sentences from various sources (declarative, exclamatory, interrogative) Uses appropriate punctuation marks (period, comma, and exclamation point) Read words with the long vowel /o/ and ending in silent e as in hose	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.										
Subject Matter: <i>The Enormous Carrots</i>	Subject Matter:	Subject Matter:	Subject Matter:	WEEKLY TEST										
Reference: LM: _____ LG: _____ CG: <u>42</u>	Reference: LM: _____ LG: _____ CG: <u>42</u>	Reference: LM: _____ LG: _____ CG: <u>42</u>	Reference: LM: _____ LG: _____ CG: <u>42</u>	Evaluation: Let's write interrogative sentences that ask for specific information. The sentences in column B are answers to questions. Write the interrogative sentences which will give the sentence in column B as its answer. The first one is done for you										
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Evaluation: Group A What is the story about? What are the characters in the story? Group What did the hen plant one day? What happened to the carrot seeds? Why couldn't the hen believe what she saw? Who helped the hen pull up the enormous carrot? Group C Why couldn't hen pull the carrot by herself? Who helped the hen first? Second? Third? What did the animals do after they have pull up the enormous carrot? Group D If the dog, cat, and mouse did not help the hen, what do you think would happen? What could be done so the hen could succeed in getting the carrot by herself even without the help of the other animals? What trait did the animals in the story show? If you were the dog, cat, and the mouse would you help the hen why? If you were the hen, how would you thank the three animals who helped you?	Evaluation: Complete the poem with the simple present tense form of the verb in the parenthesis Sounds by Myra R. Labay A cock (crow) _____ A cat (meow) _____ The snakes (hiss) _____ The bees (buzz) _____ A bird (chirp) _____ The ducks (quack) _____ The dog (bark) _____ The lions (roar) _____ The tigers (growl) _____ The rats (squeak) _____ The people (speak) _____	Evaluation: Using Verbs in Sentences 1. Think of the activities you did with your friends or classmates yesterday. 2. List down five action words. 3. Write a sentence using the past form of the verb.	Evaluation: Group yourselves into 4. Have a mini tour of the school. Each member writes sentences on his/her own task card. After 3 minutes, the members of the group agree on the four best sentences for the group output. The group secretary will write the group output while the reporter will be the one to present the group work.	B. 1. Think of the activities you did with your friends or classmates yesterday. 2. List down five action words 3. Write a sentence using the past form of the verb.										
Assignment: Refer your pupils to LM Activity 177	Assignment: Refer the pupils to LM Activity 178	Assignment: Refer the pupils to LM Activity 180.	Assignment:											
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:										
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:										

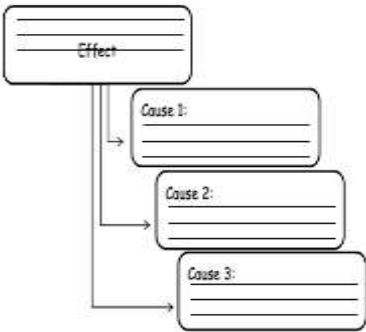
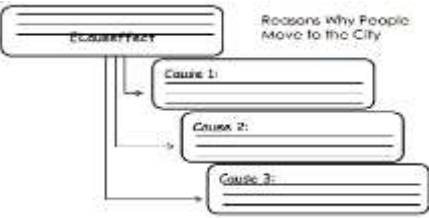

Declarative	Imperative	Exclamatory	Interrogative

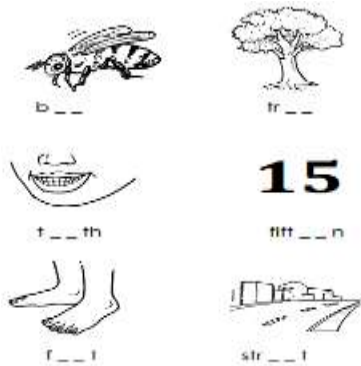
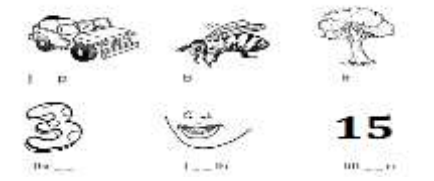
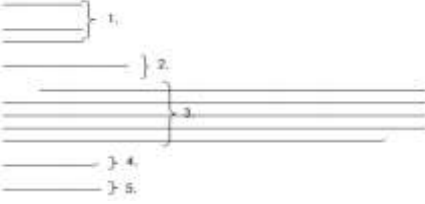
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Realize the importance of unity in achieving a goal	Objectives: Sequence series of events Decode words with long vowel words ending in silent e: long u as in cube	Objectives: Sequence series of events Decode words with long vowel words ending in silent e: long u as in cube	Objectives: Use verbs in their simple present and past tense Decode words with long vowel words ending in silent e: long u as in cube	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: "The Bundle of Sticks"	Subject Matter:	Subject Matter:	Subject Matter:	WEEKLY TEST
Reference: LM: _____ LG: _____ CG: <u>42</u>	Reference: LM: _____ LG: _____ CG: <u>42</u>	Reference: LM: _____ LG: _____ CG: <u>42</u>	Reference: LM: _____ LG: _____ CG: <u>42</u>	Evaluation: A.Complete the words in the following sentences by filling the blanks with the appropriate letter given the long /u/ sound. 1. The c__ tem__le looks like a donkey. 2. The c__ tem__le looks like a horse. 3. he c__ tem__le is owned by the duke. 4. He exc__sed himself so that he could visit the m__se with the m__le. 5. The d__ke is am__sed that the m__le loves the m__se too. B.Look at each picture. Write a sentence using the correct form of the verb. Be guided by the time expression.
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Evaluation: Discussion Question 1. Who were the characters in the story? 2. Why was the father sad? 3. How did the father try to solve the problem? 4. What did he ask his three sons to do? 5. Were the sons able to break the bundle of sticks? Why? 6. How were they finally able to break the sticks? 7. What did their father tell them about the sticks? 8. What did the sons realize at the end? 9. Are you like the three brothers in the story?	Evaluation: A. Paste/write the appropriate strip/event on each box. 	Evaluation: Choose the word in A to complete these sentences. 1. A ____ is a long hollow object through which gas and water can flow, but it could also be a container for long thin things. 2. A ____ is the young of a male donkey and a female horse. It looks like both of them. 3. A ____ is a box-like shape with equal sides all over: top and bottom, front and back, left and right.	Evaluation: 	1.  _____ now 2.  _____ today
Assignment: Refer to LM Activity 185Bon pages 214	Assignment: Refer to LM Activity 188Aon pages 216.	Assignment:	Assignment: Write two to three sentences using any of the words with long /u/ sound	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Realize the things to do in times of a typhoon Draw and write a possible result for a Grade 3 student for not remembering the things to be done during typhoon	Objectives: Read and write words, phrases and sentences with oi and oy diphthongs	Objectives: Identify the cause and the effect in sentences Read and write words, phrases and sentences with oi and oy diphthongs	Objectives: Read and write words, phrases and sentences with oi and oy diphthongs Identify and use descriptive adjectives	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: To Go or Not To Go (by Mil Flores-Ponciano)	Subject Matter: Diphthongs	Subject Matter: Cause and Effect	Subject Matter: Descriptive Adjectives	WEEKLY TEST
Reference: LM: <u>225</u> TG: <u>3</u> CG: <u>43</u>	Reference: LM: <u>225</u> TG: <u>5</u> CG: <u>43</u>	Reference: LM: <u>225</u> TG: <u>5</u> CG: <u>43</u>	Reference: LM: <u>225</u> TG: <u>7</u> CG: <u>43</u>	Evaluation: Name the pictures. Write oi on the blanks to complete their names. Write your answers in your notebook.
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Evaluation: 1. What was Almira’s problem? 2. What helped her solve her problem? 3. What is found on the Weather Condition Guide? 4. Describe the environment if it is signal number 1. 5. What level of classes is suspended if it is signal number 1? Signal number 2? Signal number 3? Signal number 4?	Evaluation: Activity 198 Diphthongs oi and oy A. Name the pictures. Write oi on the blanks to complete their names. Write the words in your notebook.	Evaluation: B. Study the pictures. Match them with the typhoon signal numbers.	Evaluation: Complete each sentence with an appropriate adjective from the box below. Write your answer in your notebook.	Here are pictures of students in different grade levels. Match each picture of students who should not go to school based on the typhoon signal number.
Assignment: Refer to Activity 196.	Assignment: Refer your pupils to Activity 198.	Assignment: Refer pupils to Activity 200B,C, and D.	Assignment: Refer pupils to Activity 203.	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

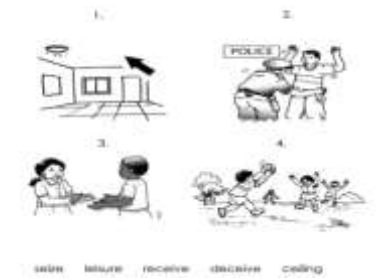
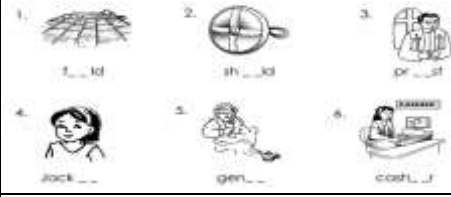
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DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____																														
Objectives: Read words, phrases and sentences with au and owdiphthongs	Objectives: Use descriptive adjectives Read words, phrases and sentences with au and owdiphthongs	Objectives: Identify fact from opinion Read words, phrases and sentences with au and owdiphthongs	Objectives: Write simple sentences and use correct punctuation marks Read words, phrases and sentences with au and owdiphthongs	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.																														
Subject Matter: <i>A Learning Experience for Malou</i>	Subject Matter: <i>Descriptive Adjectives</i>	Subject Matter: <i>Fact and Opinion</i>	Subject Matter: <i>Sentences</i>	WEEKLY TEST																														
Reference: LM: <u> 241 </u> LG: <u> 11 </u> CG: <u> 43 </u>	Reference: LM: <u> 243 </u> LG: <u> 12 </u> CG: <u> 43 </u>	Reference: LM: <u> 247 </u> LG: <u> 13 </u> CG: <u> 43 </u>	Reference: LM: <u> 248 </u> LG: <u> 14 </u> CG: <u> 43 </u>	Evaluation: A. Match each picture to its name. Write the names in your notebook. <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">1. </td> <td style="text-align: center;">arrow</td> </tr> <tr> <td style="text-align: center;">2. </td> <td style="text-align: center;">lawn</td> </tr> <tr> <td style="text-align: center;">3. </td> <td style="text-align: center;">path</td> </tr> <tr> <td style="text-align: center;">4. </td> <td style="text-align: center;">visit</td> </tr> <tr> <td style="text-align: center;">5. </td> <td style="text-align: center;">paw</td> </tr> </table>	1. 	arrow	2. 	lawn	3. 	path	4. 	visit	5. 	paw																				
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Evaluation: 1. Who is the girl in the story? 2. What did she learn? Why was she so happy in school? 3. What do the sun’s eight rays stand for? 4. What do the three stars represent? 5. Why are Filipinos considered as patriotic people?	Evaluation: Copy the following table in your notebook. Identify the adjective/s in each sentence and write it/them under the right column . <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. I love wearing black diamonds.</td> <td style="width: 50%;"></td> </tr> <tr> <td>2. My friends stand in a blue circle.</td> <td></td> </tr> <tr> <td>3. Old customers in the pharmacy used to line up in a yellow lane.</td> <td></td> </tr> <tr> <td>4. Brown triangle cookies are one of my favorites.</td> <td></td> </tr> <tr> <td>5. We wore white dresses during the burial.</td> <td></td> </tr> </table>	1. I love wearing black diamonds.		2. My friends stand in a blue circle.		3. Old customers in the pharmacy used to line up in a yellow lane.		4. Brown triangle cookies are one of my favorites.		5. We wore white dresses during the burial.		Evaluation: Write F in the star before each number if the sentence is a fact and O if it is an opinion. Write your answer in your notebook. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. Luzon is bigger than Mindanao.</td> <td style="width: 50%;"></td> </tr> <tr> <td>2. It seems more people use jeepsneys and buses.</td> <td></td> </tr> <tr> <td>3. A long time ago, people used plants and herbs for healing sickness.</td> <td></td> </tr> <tr> <td>4. When ice melts, it turns into water.</td> <td></td> </tr> <tr> <td>5. There are magic pills that will make you forever young.</td> <td></td> </tr> </table>	1. Luzon is bigger than Mindanao.		2. It seems more people use jeepsneys and buses.		3. A long time ago, people used plants and herbs for healing sickness.		4. When ice melts, it turns into water.		5. There are magic pills that will make you forever young.		Evaluation: Read the sentences carefully and put the comma (,) correctly to separate the ideas. <ol style="list-style-type: none"> Luzon, Visayas and Mindanao are the three major islands in the Philippines. "You look so happy" mother noticed. That's right Father. Yes the Philippine flag is one of the most beautiful flags in the world. "It represents the country" Almira stated. 	C. Match each simple sentence using an appropriate punctuation mark. Put them side by side in your notebook. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. What is our national fruit.</td> <td style="width: 50%;">a. apostrophe (')</td> </tr> <tr> <td>2. The three major islands are Luzon, Visayas, and Mindanao.</td> <td>b. question mark (?)</td> </tr> <tr> <td>3. You I think so.</td> <td>c. comma (,)</td> </tr> <tr> <td>4. The sun has eight rays.</td> <td>d. exclamation point (!)</td> </tr> <tr> <td>5. I learned many things in school like the economy, rules, notebook, symbols and potatoes.</td> <td></td> </tr> </table>	1. What is our national fruit.	a. apostrophe (')	2. The three major islands are Luzon, Visayas, and Mindanao.	b. question mark (?)	3. You I think so.	c. comma (,)	4. The sun has eight rays.	d. exclamation point (!)	5. I learned many things in school like the economy, rules, notebook, symbols and potatoes.	
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1. What is our national fruit.	a. apostrophe (')																																	
2. The three major islands are Luzon, Visayas, and Mindanao.	b. question mark (?)																																	
3. You I think so.	c. comma (,)																																	
4. The sun has eight rays.	d. exclamation point (!)																																	
5. I learned many things in school like the economy, rules, notebook, symbols and potatoes.																																		
Assignment: Refer the pupils to Activity 207.	Assignment: Refer your pupils to Activity 210.	Assignment: Refer your pupils to Activity 213.	Assignment: Refer your pupils to LM Activity 214B.																															
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:																														
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:																														

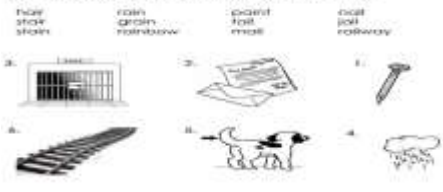
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5															
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____															
Objectives: Realize the importance of following school rules Role play the importance of following school rules	Objectives: Distinguish a cause from an effect. Read and write words with ou and ow diphthongs	Objectives: Identify and use adjectives in comparative degree Read and write words with ou and ow diphthongs	Objectives: Identify simple and compound sentences Form compound sentences Read words, phrases and story with ou and ow diphthongs	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.															
Subject Matter: <i>The Monster Who Came to School</i>	Subject Matter: Cause and Effect & Diphthongs	Subject Matter: Adjectives in Comparative Degree	Subject Matter: Sentences	WEEKLY TEST															
Reference: LM: 249 LG: 16 CG: 44	Reference: LM: 253 LG: 20 CG: 44	Reference: LM: 256 LG: 25 CG: 44	Reference: LM: 258 LG: 25 CG: 44	Evaluation: A <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Cause</th> <th style="width: 50%;">Effect</th> </tr> </thead> <tbody> <tr> <td>The monster took so much space at the bus.</td> <td></td> </tr> <tr> <td>The Monster screamed loudly.</td> <td></td> </tr> <tr> <td>While the teacher was reading a story, Monster laughed and shouted.</td> <td></td> </tr> <tr> <td>At rest time, the monster pulled children's hair.</td> <td></td> </tr> </tbody> </table>	Cause	Effect	The monster took so much space at the bus.		The Monster screamed loudly.		While the teacher was reading a story, Monster laughed and shouted.		At rest time, the monster pulled children's hair.						
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The monster took so much space at the bus.																			
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Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 4. Presentation 5. Discussion 6. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 4. Presentation 5. Discussion 6. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 4. Presentation 5. Discussion 6. Activity C. Generalization D. Application	B. write the comparative degree of the given adjectives 1. pretty 2. tall 3. small 4. smart 5. nice C Complete the sentences below in order to form a compound sentence. 1. Ashly wakes up at _____ but _____ 2. I probably left my _____ yet _____ 3. Please _____ or _____ 4. I listen _____ so _____ 5. Mommy cooks _____ and _____.															
Evaluation: Discussion Questions 1. How did Andy feel seeing a monster at school? 2. How did the monster behave? 3. Why do you think did the monster behave that way? 4. What did the monster really want? 5. What rules inside the classroom did the monster learn?	Evaluation: complete the chart <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2">What if We Break the Rule Chart</th> </tr> <tr> <th style="width: 50%;">Rules at school</th> <th style="width: 50%;">Effects if we break the Rules</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	What if We Break the Rule Chart		Rules at school	Effects if we break the Rules													Evaluation: Answer each question. Write your answer in your notebook. a. Which is bigger, a city or a barangay? A city is _____ than a barangay. b. Which is more beautiful, a rose or a daisy? A daisy is _____ than a rose. A rose is _____ than a daisy. c. Which is lesser, ten or one hundred? Ten is _____ lesser than one hundred. d. Rene is eight years old. Ryan is nine. Who is older? Ryan is _____ than Rene. e. Miguel weighs 80 pounds. Manuel weighs 75 pounds. Who is lighter? Manuel is _____ than Miguel.	Evaluation: Write S if the sentence is simple and C if it is a compound sentence. _____ 1. Rabbits like eating carrots. _____ 2. I will wear a red dress tonight but you will wear black. _____ 3. Sandra delivered the flowers yesterday. _____ 4. The children reviewed their lessons for the Periodical Test. _____ 5. I watched TV tonight so I was not able to do my assignment.
What if We Break the Rule Chart																			
Rules at school	Effects if we break the Rules																		
Assignment: Refer to Activity 216.	Assignment: Refer your pupils to Activity 218 B	Assignment: Refer pupils to Activity 220.	Assignment: Refer your pupils to LM Activity 223.																
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:															
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:															









DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Understand that contentment and the ability to adapt are important Write a note on what to be done by the Country Mouse	Objectives: Read and write words with oa digraph as in goat Identify several effects based on a given cause Read and write words, phrases and sentences with "oa" diphthong	Objectives: Identify and write complex sentences Read and write words, phrases and sentences with "oa" diphthong	Objectives: Compare and contrast objects, persons and places Read and write words, phrases and sentences with "oa" diphthong	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: <i>The Country Mouse and the City Mouse</i>	Subject Matter: Digraphs	Subject Matter: Sentences & Diphthongs	Subject Matter:	WEEKLY TEST
Reference: LM: <u>262</u> LG: <u>30</u> CG: <u>44</u>	Reference: LM: <u>262</u> LG: <u>30</u> CG: <u>44</u>	Reference: LM: <u>267</u> LG: <u>33</u> CG: <u>44</u>	Reference: LM: _____ LG: <u>35</u> CG: <u>44</u>	Evaluation: Listen to your teacher as s/he reads a selection to you. Complete the diagram of the cause and its several effects on your notebook.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Several Effects 
Evaluation: 1. Who was invited for dinner? 2. What did the Country Mouse prepare for his friend? 3. Did the City Mouse get satisfied with what his friend offer? Why? Why not? 4. Why did the Country Mouse decide to go to the city? 5. If you were the Country Mouse, would you stay long in the city? Why?	Evaluation: 	Evaluation: <i>Interview anyone in the school about:</i> <ul style="list-style-type: none"> What does s/he want to do? What would happen if s/he continues doing it? 	Evaluation: Fill in the story that your notebook will end as you complete and continue the text. Add and finish using the Venn diagram in your notebook.	Copy the table and complete it together with a partner.
Assignment: Refer your pupils to LM Activity 229.	Assignment: Refer your class to LM Activity 233	Assignment: Refer your pupils to LM Activity 233	Assignment: Refer your pupils to LM Activity 235.	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5																		
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____																		
Objectives: Make inferences and draw conclusions based from texts	Objectives: Read words, phrases, sentences and stories containing words with digraph ee as in sheep	Objectives: Read words, phrases, sentences and stories containing words with digraph ee as in sheep Degrees of Comparison of Adjectives	Objectives: Identify the parts of the letter. Locate the main idea in a paragraph	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.																		
Subject Matter: <i>"The Butterfly and the Caterpillar"</i>	Subject Matter: Digraph	Subject Matter: Adjectives	Subject Matter:	WEEKLY TEST																		
Reference: LM: <u>270</u> LG: <u>40</u> CG: <u>44</u>	Reference: LM: <u>272</u> LG: <u>42</u> CG: <u>44</u>	Reference: LM: <u>278</u> LG: <u>45</u> CG: <u>44</u>	Reference: LM: _____ LG: <u>46</u> CG: <u>44€</u>	Evaluation: A. Name the pictures. Write ee on the blanks to complete each word.																		
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drills 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application																			
Evaluation: 1. Who are the characters in the story? 2. When did the story happen? 3. Why was the butterfly ashamed to be seen by the caterpillar? 4. How do you think did the caterpillar feel when the butterfly told him not to come near it? 5. What was the response of the caterpillar? 6. Can the caterpillar be like a butterfly?	Evaluation: Name the pictures. Write ee on the blanks to complete each word. 	Evaluation: Group students into fours and let them think of adjectives and its degrees of comparison <table border="1" data-bbox="1059 1140 1495 1295"> <thead> <tr> <th>POSITIVE</th> <th>COMPARATIVE</th> <th>SUPERLATIVE</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	POSITIVE	COMPARATIVE	SUPERLATIVE																Evaluation: Label the parts of a letter. 	B. Rewrite each sentence using either the comparative or superlative form of the adjective. <ol style="list-style-type: none"> The whale is the ____ (large) animal in the world. This belt is ____ (long) than your necklace. The Cheetah is the ____ (fast) animal in the world. The bridge was __ (wide) than the road. Rayver is the ____ (tall) guy among his classmates C. Write a thank you- letter to your friend who gave you a gift during your last birthday.
POSITIVE	COMPARATIVE	SUPERLATIVE																				
Assignment: Draw a caterpillar and a butterfly.	Assignment: ACTIVITY 240 B & C	Assignment: List 5 adjectives and give its degrees of comparison.	Assignment: Write a thank you letter for your bestfriend.																			
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:																		
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:																		

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Get the general sense of the story	Objectives: Makes inferences and draw conclusions based on texts (pictures, title and content words)	Objectives: Use personal pronouns (person) Read and write words, phrases and short sentences with ea diagraphs	Objectives: Express feelings, opinions through logs Read and write words, phrases and short sentences with ea diagraphs	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: <i>Two Friends, One World</i>	Subject Matter: Inferring	Subject Matter: Personal Pronouns	Subject Matter: Expressing feelings or opinions	WEEKLY TEST
Reference: LM: <u>280</u> LG: <u>53</u> CG: <u>44</u>	Reference: LM: <u>280</u> LG: <u>56</u> CG: <u>44</u>	Reference: LM: _____ LG: _____ CG: <u>44</u>	Reference: LM: _____ LG: _____ CG: <u>44</u>	Evaluation: A. Compose questions about the given simple story. Write your answer on the space provided.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Story A (Group Work) Raymond woke up early. He took a bath and ate his breakfast. He took his bag and he was ready to go. Question: _____ Answer: _____
Evaluation: 1. Who is the “I” in the story? 2. Who is her friend? 3. How did Francisca describe the place Antonio lives in ? 4. How will you describe Antonio? 5. Where do they go every Saturday afternoon? 6. How will you describe Francisca, the main character in the story? 7. If you were Francisca, how are you going to treat Antonio? 8. What did Antonio show Francisca? 9. What did Francisca learn from Antonio?	Evaluation: Read each passage below. Let the pupils give their inferences orally. 1. All felt wonderful to be outside. Swimming suits and trunks were saleable in the market. It’s the best time to play outdoor games in _____. (a. summer b. rainfall) 2. Mr. Sun reaches out his hand. Everyone is on their way to work. It is _____. (a. morning b. night) 3. I am so hungry! It’s almost half of the day of school. I will be good to _____. (a. play around b. eat something) 4. All the items to buy are everywhere. Mom put in the cart everything we need for the whole week. I kept the cart going straight as it got heavier and heavier. They are in a _____. (a. pharmacy b. grocery store)	Evaluation: Provide different pictures with nouns to the pupils. Let the students choose several pictures they want. Let them write something about the picture using pronouns in their notebook.	Evaluation: Let the students log down their feelings and opinions and let them talk about it with their group mates. Note: Provide manila paper to the pupils to let them write their output. Prompt: You saw a beggar in the market. What should you do? How do you feel?	B. Write the personal pronoun for the underline word. 1. <u>Alex</u> plays a lot. _____ plays a lot. 2. The <u>dog</u> barks angrily. ___ barks angrily. 3. <u>Sheena</u> loves to dance. _____ loves to dance. 4. <u>Father</u> loves to cook. _____ loves to cook. 5. <u>Mother</u> cleans the house. _____ cleans the house. C. Write H for a happy expression, S for sad and A for anger. ___1. You passed the test. ___2. Mother is sick. ___3. You won a contest. ___4. Your classmate punch you. ___5. The family went on a picnic.
Assignment: Activity 247 page 280	Assignment: Activity 250 page 279	Assignment: Activity 252 A page 281	Assignment: Activity 254 page 283	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5								
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____								
Objectives: Admire the main character for being generous	Objectives: Determine whether a story is real or a fantasy (characters and setting) Read and write words, phrases and sentences with ei and ie diagraph	Objectives: Determine whether a story is realistic or fantasy (characters and setting) Read and write words, phrases and sentences with ei and ie diagraph	Objectives: Use personal pronouns (Gender and Person) Read and write words, phrases and sentences with ei and ie diagraph	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.								
Subject Matter: Mateo's Favorite Clothes	Subject Matter: Reality or Fantasy	Subject Matter: Diagraph	Subject Matter:	WEEKLY TEST								
Reference: LM: <u>284</u> LG: <u>63</u> CG: <u>45</u>	Reference: LM: <u>284</u> LG: <u>64</u> CG: <u>45</u>	Reference: LM: <u>284</u> LG: <u>64</u> CG: <u>45</u>	Reference: LM: <u>289</u> LG: <u>68</u> CG: <u>45</u>	Evaluation: A. Match the pictures with the words. Write the words in your notebook. <div style="text-align: center;">  </div>								
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 4. Drill 5. Review 6. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	B. Write in your notebooks the appropriate personal pronouns to replace the nouns in parenthesis. 1. (Shiela) _____ is dreaming. 2. (The blackboard) _____ is green. 3. (The picture frames) _____ are on the wall. 4. (The dog) _____ is running. 5. (My mother and I) _____ are watching Honesto.								
Evaluation: 1. Who are the characters in the story? 2. Where did the story happen? 3. When did it happen? 4. Why did Mateo's mother get his old clothes from the cabinet? 5. Did Mateo give his old clothes at once? Why? Why not	Evaluation: From the story Super RR <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">Realistic and Fantasy Chart</th> </tr> <tr> <th>REALISTIC</th> <th>FANTASY</th> </tr> </thead> <tbody> <tr> <td>Characters:</td> <td>Characters:</td> </tr> <tr> <td>Setting:</td> <td>Setting:</td> </tr> </tbody> </table>	Realistic and Fantasy Chart		REALISTIC	FANTASY	Characters:	Characters:	Setting:	Setting:	Evaluation: A. Name the pictures. Write ie on the blanks to complete their names. Write the words in your notebook. <div style="text-align: center;">  </div>	Evaluation: In groups, make one sentence for each of the following personal pronouns. Present the sentence strips to the class. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> he she it they you we </div>	
Realistic and Fantasy Chart												
REALISTIC	FANTASY											
Characters:	Characters:											
Setting:	Setting:											
Assignment: List on your notebook your favorite clothes.	Assignment: Write your own fantasy story.	Assignment: Activity 255 B page 284	Assignment: Write sentences using personal pronouns.									
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:								
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:								

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Appreciate the bravery of Trina in saving his brothers from fire	Objectives: Determine whether a story is realistic or fantasy Decode/Write words with digraph ai as in pail	Objectives: Decode/Write words with digraph ai as in pail Use personal pronouns	Objectives: Read and write words, phrases and sentences with long /i/ sounds	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: <i>"A Brave Little Girl"</i>	Subject Matter: Realistic or Fantasy	Subject Matter: Personal Pronouns	Subject Matter: /i/ Sounds	WEEKLY TEST
Reference: LM: <u>290</u> LG: <u>75</u> CG: <u>45</u>	Reference: LM: <u>290</u> LG: <u>78</u> CG: <u>45</u>	Reference: LM: <u>293</u> LG: <u>79</u> CG: <u>45</u>	Reference: LM: _____ LG: <u>80</u> CG: <u>45</u>	Evaluation: A. Write REALISTIC or FANTASY. <ol style="list-style-type: none"> Dog chasing a cat Flying basin Talking mirror Cat chasing a fairy A frog chasing a princess. B. Fill in the blank by writing the appropriate personal pronoun <ol style="list-style-type: none"> _____ are in the garden. (The flowers) _____ is riding his bike. (Ben) _____ is from Tagaytay. (Raymond) _____ has got a brother. (Milanie) _____ are great. (Talking directly to Ben and telling him that he is great.)
Learning Tasks A. Preliminary Activities <ol style="list-style-type: none"> Drill Review Motivation B. Developmental Activities <ol style="list-style-type: none"> Presentation Discussion Unlocking of Difficulties Motive Questions Pre – Reading Post – Reading Comprehension check up Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities <ol style="list-style-type: none"> Drill Review Motivation B. Developmental Activities <ol style="list-style-type: none"> Presentation Discussion Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities <ol style="list-style-type: none"> Drill Review Motivation B. Developmental Activities <ol style="list-style-type: none"> Presentation Discussion Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities <ol style="list-style-type: none"> Drill Review Motivation B. Developmental Activities <ol style="list-style-type: none"> Presentation Discussion Activity C. Generalization D. Application	
Evaluation: <ol style="list-style-type: none"> What is the story all about? Who is the main character in the story? What can you say about Trina as the oldest sister? Why was Trina’s parent not around at the time the house got burned? What did Trina do when she saw that their house was on fire? 	Evaluation: Write REALISTIC or FANTASY. <ol style="list-style-type: none"> Flying house Dog jumping Talking Aluminum Basin Trina rode on a flying basin A frog chasing an insect 	Evaluation: Fill in the blank by writing the appropriate personal pronoun. <ol style="list-style-type: none"> _____ is talking. (Gail) _____ is green. (the blackboard) _____ are playing. (the boys and girls) _____ is running. (the dog) _____ are watching TV. (My mother and I) 	Evaluation: Write the name of each picture in your notebook. 	
Assignment: Make a collage of the main character of the story: The Brave Little Girl. Write at least three sentences to describe it.	Assignment: Draw a realistic and a fantasy picture.	Assignment: Activity 264 page 295	Assignment: Activity 260 B page 293	
Remarks:	Remarks:	Remarks:	Remarks:	
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:


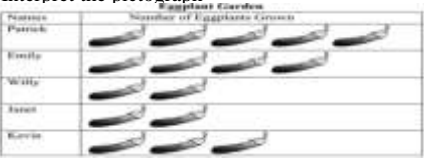
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: <i>Appreciate heroism showed by the character</i>	Objectives: Use different sources of information in reading Read and write words, phrases and sentences with “ay” diagraph	Objectives: Use demonstrative pronouns Read and write words, phrases and sentences with “ay” diagraph	Objectives: Express feelings and opinions through journal writing	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: <i>Peñaflorida, A Modern Hero</i>	Subject Matter: Sources of information in reading	Subject Matter: Demonstrative Pronoun	Subject Matter: Journal Writing	WEEKLY TEST
Reference: LM: <u>296</u> LG: <u>84</u> CG: <u>45</u>	Reference: LM: <u>297</u> LG: <u>86</u> CG: <u>45</u>	Reference: LM: <u>300</u> LG: <u>87</u> CG: <u>45</u>	Reference: LM: <u>303</u> LG: <u>88</u> CG: <u>45</u>	Evaluation: A. Look carefully at the picture below. Write two sentences about it.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	B. Look at each picture. Complete each sentence by using This, That, These or Those .  _____ is a bird.  _____ are dogs.  _____ are houses.  _____ is a rose.  _____ is a toy car.
Evaluation: 1. Who is EfenPeñaflorida, Jr? 2. What does the Dynamic Teen Company do? 3. Why is the pushcart an important thing in Teacher Efen’s life? 4. What was the result of his extraordinarywork? 5. Was Teacher Efen a helpful boy when he was young? How did he show it? 6. Why did Teacher Efen deserve the scholarship he was given? 7. How can you help Teacher Efen achieve his dream for children like you? 8. How can you be a hero like Teacher Efen?	Evaluation: Work by 3's. Study each picture below. Write 4-5 words about the picture, then form two sentences using the words. Write your answers in your notebook. 1.  2. 	Evaluation: Write the correct demonstrative pronoun. 1. _____ Teacher Efen. 2. _____ the students of Teacher Efen. 3. _____ youngEfen’s house. 4. _____ his friends. 5. _____ are the books he used.	Evaluation: You will make an entry in a journal and you need to learn how to cluster your opinions and feelings. This is how it will look like. 	
Assignment: Activity 265 page 296	Assignment: Draw an incident and describe it in 2 sentences.	Assignment: Use demonstrative pronoun in a sentence	Assignment:	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5												
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____												
Objectives: Show awareness of the disappearance of some animals because of what humans do. Enumerate ways to protect animals in their homes. Read the poem “Glimpse of a Polluted Future” interpretatively	Objectives: Read aloud from poetry with proper phrasing and Intonation. Take part in creative responses to poems like oral presentations. Read words, phrases and sentences using – ight words	Objectives: Write Yes-No Questions. Use Yes-No questions in asking for information. Read words, phrases, sentences using – ight words	Objectives: Identify rhyming words in a poem. Identify the number of lines and stanzas in a poem. Read words, phrases, and sentences with – ight words. Answer Yes-No questions.	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.												
Subject Matter: “Glimpse of a Polluted Future”	Subject Matter: “Glimpse of a Polluted Future”	Subject Matter: Yes-No Questions	Subject Matter: Every Time I Climb A Tree	WEEKLY TEST												
Reference: LM: <u> 307 </u> TG: _____ CG: <u> 47 </u>	Reference: LM: <u> 308 </u> TG: _____ CG: <u> 47 </u>	Reference: LM: <u> 308 </u> TG: _____ CG: <u> 47 </u>	Reference: LM: <u> 312 </u> TG: _____ CG: <u> 47 </u>	Evaluation: A. List down the things you can do to protect the animals in their homes.												
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application													
Evaluation: List down the things you can do to protect the animals in their homes. 	Evaluation: Interpretative Reading: Glimpse of a Polluted Future	Evaluation: Write yes-no questions using the following sentences. Do this in your notebook. 1. It is dark at night. _____? 2. Stars are seen in the skies at night _____? 3. Most people are resting at night _____? 4. Some children are playing in the even _____? 5. Evening is a noisy time in some places. _____?	Evaluation: What are the rhyming words in each stanza from the poem Every Time I Climb A Tree? Copy the table and write your answers. <table border="1" data-bbox="1515 1193 1956 1291"> <thead> <tr> <th>Stanza</th> <th>Rhyming Words</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>_____ and _____</td> </tr> <tr> <td>2</td> <td>_____ and _____</td> </tr> <tr> <td>3</td> <td>_____ and _____</td> </tr> <tr> <td>4</td> <td>_____ and _____</td> </tr> <tr> <td>5</td> <td>_____ and _____</td> </tr> </tbody> </table>	Stanza	Rhyming Words	1	_____ and _____	2	_____ and _____	3	_____ and _____	4	_____ and _____	5	_____ and _____	Read each statement. Then, answer each question. 1. Bong thinks of planting more trees on their backyard. Does Bong think it's a good idea? _____ 2. Sonia is arriving on Tuesday to attend her sister's birthday party. Is Sonia arriving on Monday? _____ 3. Emer has made a copy of the poem he will recite the next day. Has Emer made a copy of the poem? _____ 4. Emer and Bong offered help to a street child. Have Emer and Bong offered help? _____ 5. Portia is reading the poem. Is Portia reciting the poem? _____
Stanza	Rhyming Words															
1	_____ and _____															
2	_____ and _____															
3	_____ and _____															
4	_____ and _____															
5	_____ and _____															
Assignment: What would you tell people who cause the death of many animals? Write a 3 to 5-sentence answer. Do this in your notebook.	Assignment: Read words, phrases and sentences using – ight words	Assignment: Phonics Lesson: Words with –ight backlight, blight, daylight, eyesight, flight, starlight, fright, spotlight, knight, twilight, uptight	Assignment: Read the poem Mother Earth													
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:												
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:												





DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Admire the beauty of nature. Identify good and bad ways to care for our environment. Read a poem interpretatively.	Objectives: Memorize a poem by stanza. Relay a message accurately. Read words and phrases, with –ough (sounded as /ʌ f/ and /ɒ /).	Objectives: Answer alternative questions. Read words, phrases, poem with –ough (sounded as /ʌ f/ and /ɒ /)	Objectives: Identify the rhyme patterns of poems. Write sentences with –ough (sounded as /ʌ f/ and /ɒ /).	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: “The Future”	Subject Matter: Mother Earth	Subject Matter: Interrogative Sentences and –ough Words	Subject Matter: Rhyme Patterns	WEEKLY TEST
Reference: LM: <u> 316 </u> TG: _____ CG: <u> 47 </u>	Reference: LM: <u> 317 </u> TG: _____ CG: <u> 47 </u>	Reference: LM: <u> 318 </u> TG: _____ CG: <u> 47 </u>	Reference: LM: <u> 318 </u> TG: _____ CG: <u> 47 </u>	Evaluation: A. Tell pupils to say YES if the statement tells a good habit and NO if it doesn't. 1. Andy throws garbage into the river. YES NO 2. Children work hand and hand in planting trees. YES NO 3. Grade 3 pupils help in cleaning the backyard . YES NO 4. Rodel and his friend manage the recycling activities in the class. YES NO 5. Ben destroys plants in the garden. . YES NO B. Fill in the blanks with choices. 1. Do you like _____ or _____ for snacks? (What food do you like for snacks?) 2. Does your friend love _____ or _____ during your vacant time? (What does your friend like to do on your vacant time?) 3. Would you want a visit to _____ or to _____ this Christmas? (What place do you like to visit on Christmas vacation?)
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	
Evaluation: Ask the following questions. 1. What could happen to our environment in the future as said in stanza 1? 2. What was the author worried about? 3. What is the poem about? 4. What is the poem trying to tell you? 5. How can you help maintain the beauty of our environment?	Evaluation: (GAME) Message Relay FIRST MESSAGE – Mother Earth weeps for attention, she needs our care and protection. SECOND MESSAGE – Let us spare our world from harm and destruction. THIRD MESSAGE – Stand up, move and fight against pollution.	Evaluation: Tell pupils that there are words that are spelled with –ough that are sounded as /ʌ f/ and others are sounded as /ɒ /.	Evaluation: Identify the rhyme pattern of stanzas 2 and 3 of the poem “ The Future”	
Assignment: Write a note of advice to people who make our bodies of water dirty.	Assignment: What are the things to avoid in order to maintain the cleanliness of our environment?	Assignment: Read the poem “What Should I do” and answer the questions that follow	Assignment: Identify the rhyme pattern of stanzas 4 and 5 of the poem “ The Future”	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Use a story map in sharing a story. Read a poem with proper rhythm and intonation. Interpret simple maps of places	Objectives: Interpret simple maps of places. Follow directions. Read words and phrases with – wrbeginning letters	Objectives: Ask Whquestions. Answer Whquestions Read words, phrases and a poem with –wrbeginning words	Objectives: Write a simple story. Read words, phrases and a poem with knbeginning words.	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Pappy the Paper Bag	Subject Matter: Interpreting location maps	Subject Matter: Wh-Questions	Subject Matter: Writing a Simple Story	WEEKLY TEST
Reference: LM: <u>320</u> TG: _____ CG: <u>47</u>	Reference: LM: <u>322</u> TG: _____ CG: <u>47</u>	Reference: LM: <u>326</u> TG: _____ CG: <u>47</u>	Reference: LM: <u>328</u> TG: _____ CG: <u>47</u>	Evaluation: Complete each sentence using the words above. 1. Grandmother has _____s on her face. 2. I can see a _____ during Christmas. 3. My sister will _____ a gift for Mother. 4. I need to _____ the towel to remove the water from it. 5. Karen will _____ a letter to her friend.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Match the words or phrases in Column A to the words and phrases in Column B to form sentences that make sense. Column A 1. Brenda 2. Grandmother 3. The school receives . 4. The pupils . 5. It is never . Column B a. wrong to love our neighbor. b. wraps a box of chocolate for grandmother. c. a wreath for Valentine d. wrings the towel for Ben e. write a letter to Teacher
Evaluation: Divide the class into five (5). Allow each group to draw a picture showing the story events. Each group will be given 2 paragraphs to work on. Pupils will share their output to the class	Evaluation: Go to your group. Make a location map of our school. Identify where the office of the principal and where your classroom are located. Be ready to present your output. 1. Where is your classroom? Show us by finger-walking to your classroom. 2. Where is the office of the principal? To what direction do you face when you walk from the gate to the office?	Evaluation: You will be grouped into 3. Read the assigned paragraphs of the story and write as many Wh-questions as you can ask from what you have read. Be ready to share the outputs. Group 1 - fifth to sixth paragraphs Group 2 - seventh to eighth paragraphs Group 3 - ninth to tenth paragraphs	Evaluation: Go to your group so that you can start writing your own story by answering some questions. We are going to talk first about animal heroes and those animals could be your heroes in your stories.	
Assignment: Make a Pappy the Paper Bag	Assignment: Read words and phrases with wr	Assignment: Do you love your grandmother? What do you do to show your love for her?	Assignment: Read and write words and phrases with kn	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5												
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____												
Objectives: Give the general sense of the story	Objectives: Spell correctly irregularly spelled words	Objectives: Form tag questions Read a grade three level text	Objectives: Use punctuation marks correctly Write a simple story	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.												
Subject Matter: The Little Rose Plants	Subject Matter: Irregularly Spelled Words	Subject Matter: Using Tag questions	Subject Matter: Writing a Simple Story	WEEKLY TEST												
Reference: LM: <u>332</u> TG: _____ CG: <u>47</u>	Reference: LM: <u>333</u> TG: _____ CG: <u>47</u>	Reference: LM: <u>334</u> TG: _____ CG: <u>47</u>	Reference: LM: <u>335</u> TG: _____ CG: <u>47</u>	Evaluation: A. Spelling on irregularly spelled words. <ol style="list-style-type: none"> 1. 2. 3. 4. 5. B. Write the tag questions. <ol style="list-style-type: none"> 1. Mary is beautiful, _____? 2. The boys are playing basketball, _____? 3. Mother was cooking lunch, _____? 4. Father and baby are going to the park, _____? 5. Your teacher was sick yesterday, _____? 												
Learning Tasks A. Preliminary Activities <ol style="list-style-type: none"> 1. Drill 2. Review 3. Motivation B. Developmental Activities <ol style="list-style-type: none"> 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities <ol style="list-style-type: none"> 1. Drill 2. Review 3. Motivation B. Developmental Activities <ol style="list-style-type: none"> 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities <ol style="list-style-type: none"> 1. Drill 2. Review 3. Motivation B. Developmental Activities <ol style="list-style-type: none"> 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities <ol style="list-style-type: none"> 1. Drill 2. Review 3. Motivation B. Developmental Activities <ol style="list-style-type: none"> 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application													
Evaluation: Draw a picture of the rose plant. <table border="1" style="width: 100%; height: 80px;"> <tr> <td style="width: 50%; text-align: center;">At the Start of the Story</td> <td style="width: 50%; text-align: center;">At the End of the Story</td> </tr> </table>	At the Start of the Story	At the End of the Story	Evaluation: Let us have a spelling activity on irregularly spelled words.	Evaluation: Write the tag questions. <ol style="list-style-type: none"> 1. Roses are red, _____? 2. Rose plant is thorny, _____? 3. Ronnie was afraid, _____? 4. Shela and her classmates were singing, _____? 5. The children are playing, _____? 	Evaluation: Allow pupils to write a story by following the story board below. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 40%; text-align: center;">Title</td> </tr> <tr> <td>Setting:</td> <td></td> </tr> <tr> <td>Characters:</td> <td></td> </tr> <tr> <td>Plot: Write the events that happened.</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;"> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> </td> </tr> </table> </div>		Title	Setting:		Characters:		Plot: Write the events that happened.		<hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/>		
At the Start of the Story	At the End of the Story															
	Title															
Setting:																
Characters:																
Plot: Write the events that happened.																
<hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/>																
Assignment: Draw rose plants on a bond paper	Assignment: Study irregularly spelled words.	Assignment: Read The Little Rose Plants	Assignment: Study for a test tomorrow.													
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:												
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:												

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Engage in poem reading. Appreciate the value of having a garden	Objectives: Interpret information from a pictograph.	Objectives: Spell irregularly spelled words correctly.	Objectives: Use interrogative sentences. Use Wh interrogative sentences.	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: “I Will Plant a Garden”	Subject Matter: Interpreting Pictographs	Subject Matter: Read and Spell Irregularly-spelled words	Subject Matter: Yes/No Alternative Questions	WEEKLY TEST
Reference: LM: <u>336</u> TG: _____ CG: <u>48</u>	Reference: LM: <u>338</u> TG: _____ CG: <u>48</u>	Reference: LM: <u>338</u> TG: _____ CG: <u>48</u>	Reference: LM: _____ TG: _____ CG: <u>48</u>	Evaluation: A. Interpret the pictograph
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	 <p>Answer the following questions based on the pictograph:</p> <ol style="list-style-type: none"> What is the pictograph about? What is meant by the given legend? Who has the most number of okras? How many okras did Susan and Carlos have? How many okras are there in all? <p>B. Copy the following sentences in your notebook. Then encircle the irregularly-spelled words in each sentence.</p> <ol style="list-style-type: none"> Please, give me a glass of water. Mother said that we are going to the market tomorrow. His money is just enough for lunch. My sister will be home soon. I love my family very much. <p>C. Write the correct wh-word to complete each interrogative sentence based on the first statement.</p> <ol style="list-style-type: none"> I like fish. _____ do I like? Roy is sad today. _____ is sad today? My family lives in Pangasinan. _____ does my family live? Lara is going to Manila on Saturday. _____ is Lara going to Manila? Ana got a high score in the test because she studied hard. _____ did Ana get a high score in the test?
Evaluation: <ol style="list-style-type: none"> What did the „I“ want to do in the poem? What does the „I“ mean by a garden green? Why do you think will he dig holes in a row? What will the „I“ drop in the holes? What will the „I“ do with the plants that grow? Who do you think is the „I“ in the poem? Which of the following sentences happened last? _____ He watched the plants grow. _____ He dug holes in a straight row. _____ He dropped seeds in each hole. 	Evaluation: Interpret the pictograph 	Evaluation: Cover the word and let them write the word again in the air while spelling it. Repeat until all words had been read and spelled. Words written in the flashcards are: <ol style="list-style-type: none"> enough please knife said again 	Evaluation: Game It Right! Raise your right hand if the question is a Yes/No Alternative; your left hand if the question is an alternative question. <ol style="list-style-type: none"> Do you like ice cream or chocolate? Did you brush your teeth this morning? What subject do you like, English or Math? Giselle, are you going to the market? 	
Assignment: Draw a garden in your notebooks.	Assignment: Draw your favorite vegetable in a form of a pictograph.	Assignment:	Assignment: Write 2 sentences using Yes/No Interrogatives and 2 sentences using Alternative Question. Do this in your notebook.	Assignment:
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5										
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____										
Objectives: Engage pupils in poem reading	Objectives: Show the cause and effect using signal words.	Objectives: Use possessive pronouns	Objectives: Read and write possessive pronouns	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.										
Subject Matter: The Garden Walked Away	Subject Matter: Show cause and effect using signal words	Subject Matter: Use Possessive Pronouns	Subject Matter: Read and write possessive pronouns	WEEKLY TEST										
Reference: LM: <u>341</u> TG: _____ CG: <u>48</u>	Reference: LM: <u>341</u> TG: _____ CG: <u>48</u>	Reference: LM: <u>342</u> TG: _____ CG: <u>48</u>	Reference: LM: _____ TG: _____ CG: <u>48</u>	Evaluation: A. Let us study more examples of sentences using cause and effect. 1. Kelly studied her spelling words so he got an A on the test. Cause: Kelly studied her spelling words Effect: _____ 2. David quickly learned how to play the guitar because he signed up for guitar lessons. Cause: _____ Effect: David quickly learned how to play the guitar 3. I didn't water the tomato plants so their leaves started to turn brown. Cause: _____ Effect: _____ B. Copy the following sentences in your notebook. Underline the owner in each sentence. Then, write the correct possessive pronoun on the blank. 1. Jon owns the bag. It is _____ bag. 2. Almirra owns the ball. It is _____ ball. 3. Luis, is this your blue car? It is _____ blue car. 4. We own the house. It is _____ house. 5. Den owns the toy house. It is _____ house										
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application											
Evaluation: 1. Who was walking in the garden one day? 2. What was the stick that the “I” tried to pick up? 3. What was the thorn? 4. What animal was like a true bark? 5. What animal was like a leaf? 6. What animal looked like a bark? 7. What did the “I” sit on? 8. Why did the “I” call the animals clever? 9. Who do you think is the „I” in the poem? 10. What is the advantage of looking like a part of the garden? Can the enemies of the animals spot them at once?	Evaluation: Form sentences showing the cause-effect relationship by matching sentences in column A with sentences in column B. Write the sentences in your notebook. Underline the cause and encircle the effect. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Raymond reviewed his lessons last night.</td> <td style="padding: 2px;">because he always read his books.</td> </tr> <tr> <td style="padding: 2px;">Jon writes well.</td> <td style="padding: 2px;">because they all worked together.</td> </tr> <tr> <td style="padding: 2px;">I watered the plants everyday.</td> <td style="padding: 2px;">because she practices every day.</td> </tr> <tr> <td style="padding: 2px;">The kids submitted their project on time.</td> <td style="padding: 2px;">so he got an excellent score on his test.</td> </tr> <tr> <td style="padding: 2px;">Rodel was able to answer his teacher's question.</td> <td style="padding: 2px;">so they grow with beautiful flowers.</td> </tr> </table>	Raymond reviewed his lessons last night.	because he always read his books.	Jon writes well.	because they all worked together.	I watered the plants everyday.	because she practices every day.	The kids submitted their project on time.	so he got an excellent score on his test.	Rodel was able to answer his teacher's question.	so they grow with beautiful flowers.	Evaluation: Listen as your teacher reads the sentences. Name the owner in each sentence. Then give the correct possessive pronoun in each sentence. 1. Marie reads the book. That is _____ book. 2. Jon writes using a pen. That is _____ pen. 3. Luisa gets a stick. That is _____ stick. 343 4. I have a bag. This is _____ bag. 5. We go to school everyday. This is _____ school	Evaluation: Use her, his, mine, ours, or yours to complete each of the following sentences. 1. Who owns the pen. Luis owns it. It is _____. 2. Who owns the blue bag? Almirra owns the blue bag. It is _____. 3. Who owns the pen? Carlo owns the pen. It is _____. 4. Who owns the board? We own the board. It is _____. 5. Who owns the paper? Carlo, is this your paper? It is _____.	
Raymond reviewed his lessons last night.	because he always read his books.													
Jon writes well.	because they all worked together.													
I watered the plants everyday.	because she practices every day.													
The kids submitted their project on time.	so he got an excellent score on his test.													
Rodel was able to answer his teacher's question.	so they grow with beautiful flowers.													
Assignment: Let us use them in sentences. pluck clever thorn bark	Assignment:	Assignment:	Assignment:											
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:										
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:										

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5										
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____										
Objectives: Appreciate the hospitality of Filipinos Interpret simple maps	Objectives: Use frequently occurring prepositions	Objectives: Interpret a pictograph	Objectives: Read and spell words with inflectional endings Use the capitalization rules at the word and sentence level Use connectors to show cause and effect	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.										
Subject Matter: Putong: Marinduque's Hospitality	Subject Matter: Prepositions of Place	Subject Matter: Interpreting a Pictograph	Subject Matter: Read and Spell Words with Inflectional Endings	WEEKLY TEST										
Reference: LM: <u>344</u> TG: _____ CG: <u>48</u>	Reference: LM: <u>346</u> TG: _____ CG: <u>48</u>	Reference: LM: <u>348</u> TG: _____ CG: <u>48</u>	Reference: LM: <u>349</u> TG: _____ CG: <u>48</u>	Evaluation: A. Complete the sentences about the pictures using the appropriate prepositions.										
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	1. The book is _____ my bag.  2. Portia is hiding _____ the table.  3. One umbrella is _____ the chair. 										
Evaluation: 1. What is the selection about? 2. How will you describe the Marinduqueños? 3. How do they welcome their guest? 4. How do we call their ritual? 5. What do you do whenever you have guests at home?	Evaluation: Prepositions of Place Study the pictures. Complete the sentences about the pictures with the appropriate prepositions. Activity 327 on LM page 346	Evaluation: Favorite Food of Grade 6 Section 1 Pupils of San Mateo Elementary School 	Evaluation: Group Activity: Divide the pupils and let them work in groups. Let them focus on a birthday celebration they had attended. Let them write sentences using the cause and effect connectors on a piece of paper. Let them apply the rules on indentation, capitalization and punctuations. Then, ask them to present their output.	B. Interpret the pictograph Runners in Marinduque <table border="1" data-bbox="1993 990 2354 1079"> <thead> <tr> <th>Runners</th> <th>Distance</th> </tr> </thead> <tbody> <tr> <td>Allen</td> <td>&&&</td> </tr> <tr> <td>Eris</td> <td>&&</td> </tr> <tr> <td>Kenneth</td> <td>&&&&&&&&</td> </tr> <tr> <td>Joel</td> <td>&&&&</td> </tr> </tbody> </table> Legend: & is equal to 10 meters 1. What is the pictograph about? 2. Who is the best runner in Marinduque? How far can he run? 3. What is the symbol used in the graph? 4. Who is the best runner among the boys?	Runners	Distance	Allen	&&&	Eris	&&	Kenneth	&&&&&&&&	Joel	&&&&
Runners	Distance													
Allen	&&&													
Eris	&&													
Kenneth	&&&&&&&&													
Joel	&&&&													
Assignment: Draw a school map.	Assignment:	Assignment: Write 2 questions and 3 statements in your notebook. Apply the rules on capitalization	Assignment: Let them make a birthday card for a classmate who is celebrating his/her birthday this month. Let them present the birthday card to class.											
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:										
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:										

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Appreciate the beginnings of a hero	Objectives: Read and spell words with inflectional endings –d and –ed	Objectives: Identify adverbs in sentences	Objectives: Use adverbs in sentences	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: I Am Andres Bonifacio	Subject Matter: Inflectional Endings	Subject Matter: Adverbs: A Plan	Subject Matter:	WEEKLY TEST
Reference: LM: <u>352</u> TG: _____ CG: <u>48</u>	Reference: LM: <u>354</u> TG: _____ CG: <u>48</u>	Reference: LM: <u>354</u> TG: _____ CG: <u>48</u>	Reference: LM: _____ TG: _____ CG: <u>48</u>	Evaluation: A. Add –d or –ed to the following verbs to give the correct past form of the verbs 1. answer 2. bake 3. plant 4. share 5. donate B. Change the underlined words into adverbs of manner. Do this in your notebook. 1. “I got a low score in the test,” Ana sad told her mother. 2. The singer sings soft. 3. Father called us loud. 4. Karen writes her sentence meaningful. 5. She quick cooked the food.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	
Evaluation: 1. Who is on a ten peso coin? 2. What happened to him at a very young age? 3. How did Andres Bonifacio earn a living for his brothers and sisters? 4. What made him know a lot of things? 5. What made Andres Bonifacio one of our national heroes? 6. At a young age, what can you do to help others	Evaluation: Add –d or –ed to the following verbs to give the correct past form of the verbs 1. talk 2. love 3. dance 4. walk 5. agree	Evaluation: 1. How do you walk? I walk _____. 2. If you are very tired, how slow would you be in eating your breakfast? I would _____ eat my breakfast. 3. If you would be receiving a mobile phone on Christmas, how happy you might be? I might be _____.	Evaluation: A. Circle the adverb of manner in each sentence. Do this in your notebook. 1. Justine listens carefully. 2. The boy ran quickly. 3. Jona did her work quietly. 4. The teacher sits nicely. 5. My friend sings beautiful	
Assignment: Bring a picture of Andres Bonifacio	Assignment: Read words with inflectional endings	Assignment:	Assignment:	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives: Use adverbs of frequency	Objectives: Develop short paragraphs through guided writing Compose short paragraphs about familiar topics	Objectives: Write the final draft of the write-up.	Objectives: Share one" s writeup. Compile the writeups	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: What Grade Three Pupils Like to Eat	Subject Matter: Pre-Writing and Writing the First Draft	Subject Matter: Peer-Review and Revising (First Draft)	Subject Matter: Generating Final Copy	WEEKLY TEST
Reference: LM: <u>357</u> TG: _____ CG: <u>49</u>	Reference: LM: <u>359</u> TG: _____ CG: <u>49</u>	Reference: LM: <u>360</u> TG: _____ CG: <u>49</u>	Reference: LM: <u>360</u> TG: _____ CG: <u>49</u>	Evaluation: A. Underline the adverbs of frequency. 1. The kids in my school are never hungry. 2. I brush my teeth everyday. 3. We went to church every weekends. 4. I always go to school on time. 5. I seldom do my assignments B. Write a 5 sentence paragraph with the title. "My Favorite Place in School"
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Unlocking of Difficulties 4. Motive Questions 5. Pre – Reading 6. Post – Reading 7. Comprehension check up 8. Guided Practice C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 4. Drill 5. Review 6. Motivation B. Developmental Activities 4. Presentation 5. Discussion 6. Activity C. Generalization D. Application	
Evaluation: Encircle the adverbs of manner. 1. Grade Three pupils often eat biscuits or crackers for their snacks. 2. Other snacks they usually eat are banana cues and chocolate bars. 3. They seldom eat pansit. 4. And they rarely buy candies. 5. That's a surprise! I've always thought kids love candies.	Evaluation: You are given time to talk about how you can keep our environment clean and green. Do not forget to write the important details of what you are going to talk about. After that, you will return to your seats and start writing on the topic 'How I Can Make My Place a Better Place to Live In'.	Evaluation: Write your second draft and have it reviewed using the checklist.	Evaluation: You are going to compile the write-ups as your project. Please remember the following guidelines before starting with your work.	
Assignment: Draw your favorite food.	Assignment: Draw a place full of green plants.	Assignment:	Assignment: Bring a pair of scissors, coupon bond, linen paper, flower cutouts if available, coloring materials, folder, and paste for the next-day activity	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

