

English

Teacher's Guide

DEPED COPY

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

We value your feedback and recommendations.

**Department of Education
Republic of the Philippines**

**English – Grade 4
Teacher’s Guide
First Edition 2015**

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. DepEd is represented by the Filipinas Copyright Licensing Society (FILCOLS), Inc. in seeking permission to use these materials from their respective copyright owners. All means have been exhausted in seeking permission to use these materials. The publisher and authors do not represent nor claim ownership over them.

Only institution and companies which have entered an agreement with FILCOLS and only within the agreed framework may copy from this Teacher’s Guide. Those who have not entered the agreement with FILCOLS must, if they wish to copy, contact the publishers and authors directly.

Authors and publishers may email or contact FILCOLS at filcols@gmail.com or (02) 439-2204, respectively.

Published by the Department of Education
Secretary: Br. Armin A. Luistro FSC
Undersecretary: Dina S. Ocampo, PhD

Development Team of the Teacher’s Guide

Consultants and Editors:

Felicitas Pado, PhD	Ofelia Flojo, PhD
Nemah Hermosa, PhD	Perla Cuanzon, PhD
Rosalina J. Villaneza, PhD	

Authors:

Grace U. Rabelas,	Ms. Gretel Laura M. Cadiong	Ms. Jennalyn S. Datuin
Victoria D. Mangaser, PhD	Ms. Lilibeth A. Magtang	Ms. Evelyn F. Importante
Valeria Fides G. Corteza, PhD	Ms. Ma. Rita Teresa V. Riñosa	Ms. Mary Jane T. Gangangan
Ms. Rose Ann B. Pamintuan	Ms. Rosalina B. Mejorada	Ms. Michelle L. Mercado

Graphic Artist: Mr. Reynaldo A. Simple and Jason O. Villanueva

Layout Artists:

Camille Francesca Mondejar	Ezekiel Quijano
Cheradee B. Lumitap	Matthew Daniel V. Leysa

Printed in the Philippines by Vibal Group, Inc.

Department of Education-Instructional Materials Council Secretariat (DepEd-IMCS)

Office Address: 5th Floor, Mabini Building, DepEd Complex, Meralco Avenue,
Pasig City, Philippines 1600

Telefax: (02) 634-1054 or 634-1072

E-mail Address: imcsetd@yahoo.com

ENGLISH GRADE 4
UNIT 1
PRE-ASSESSMENT
TABLE OF SPECIFICATIONS

Domains	Competencies	Test Placement	No. of Items
LC	Note details in selections listened to: Identify -characters -setting -plot	Test I. 1, 5-7	4
	Sequence a series of events from stories listened to	Test I. 2, 4	2
	Infer about feelings, traits of characters in selections listened to	Test I. 3	1
OL	Speak clearly using appropriate pronunciation and intonation -poems -chants -rhymes -riddles	Test III. 4-6	3
	Express ideas clearly -sharing a story, news about the family -show and tell		
	Give oral directions		
V	Use context clues (synonym) to find the meaning of unfamiliar words	Test. II. 10	1
	Use context clues (antonym) to find the meaning of unfamiliar words	Test II. 18	1
	Use context clues (definition) to find the meaning of unfamiliar words	Test II. 1	1

RC	Analyze a narrative in terms of its character, setting and plot	Test II. 36	1
	Sequence events in literary texts	Test II. 2	1
	Infer about feelings, traits of characters in selections read / listened to	Test II. 20	1
	Make inferences and draw conclusions based on a literary or expository text	Test II. 19	1
F	Read words, phrases, poems and stories with long vowel sounds -long a -long e -long i -long o -long u	Test II. 3 Test II. 21	2
	Read words, phrases, poems and stories with compound words	Test II. 4	1
	Read words, phrases, poems and stories with digraphs with accuracy -sh -ch /sh/, /ch/, /k/	Test II. 22	1
	Read words, phrases, poems and stories with diphthongs with accuracy -oy -ow -oi	Test II. 14-17	4
	Read words, phrases, poems and stories with silent letters with accuracy	Test II. 5	1

	Locate information using print and non-print sources		
SS	Arrange words with the same first letter but a different 2nd letter in alphabetical order	Test II. 6, 23	2
	Use graphic organizers to show understanding of texts	Test II. 11 - 13	3
	Plural form of regular nouns / irregular nouns	Test II. 7, 24	2
G	- Mass and Count Nouns		
	Use quantifiers of mass nouns	Test II. 8	1
	Use possessive nouns Compose clear and coherent sentences using appropriate grammatical structures: -present tense of verbs	Test II. 9 Test II. 25	1 1
WC	Write 2-3 sentences about the characters, setting or events in a story listened to or read	Test III. 1-3	3
	Write 2-3 step directions using signal words	Test III. 7-10	4
	Write different forms of simple composition as a response to stories/poems read or listened to -notes/letters -Descriptive paragraph -another ending to a story		
TOTAL			43

**QUARTER 1
PRE-ASSESSMENT**

Test I. Listening

Listen as the teacher reads a story. Then, answer the questions that follow.

The First Spider

A long time ago, a young woman named Gamba was very good pinning threads to turn them into cloth, weaving it to create dresses. She would finish the dress in no time, always being of the best quality and take more orders right away.

Gamba never stopped working and weaving. She was so absorbed with her weaving tools, that she even put more importance of them than her mother. Her mother was worried about her.

One day, Gamba went to town to get new threads. Meanwhile, her mother noticed the torn curtain she asked Gamba to sew was not done yet. She thought that Gamba neglected her errand. So she took a needle and a thread from her daughter's sewing tools to fix it herself.

When Gamba came back and noticed that her mother used her sewing tools, she got mad and confronted her. It offended her mother and to her anger she said, "If you care nothing but weaving, even more than I your mother, may you be weaving all throughout your life."

Seconds after her mother said this, Gamba turned into a weaving insect. With much regret, her mother called the weaving insect "Gagamba".

Choose the letter of the correct answer.

1. What does Gamba love to do most?
a. painting b. weaving c. dancing d. gardening
2. What happened first before Gamba turned into a spider?
a. She weaved threads into cloth.
b. She sewed dresses for other people.
c. She got angry at her mother.
d. She went to buy some threads.
3. Gamba never stopped working and weaving. This statement would give us an idea about Gamba. Which of this words best describes her?
a. diligent b. lazy c. thrifty d. respectful
4. Which event could have happened if mother had not sewn the torn curtain?
a. Gamba would have sewn it herself.
b. Gamba could have changed the curtains into a new set of curtains.
c. Gamba could have bought a new curtain.
d. Gamba could have done the sewing better than her mother.

- 1-7. Draw the part of the story where Gamba turned into a spider.

Rubrics for drawing

3 – drawing shows creativity and exact idea of the story

2 – drawing shows creativity but provides incomplete idea of the story

1 – drawing lacks creativity and inaccurate idea of the story

Test II. Reading Comprehension

Read the following story. Answer the questions that follow.

The Legend of the Monkey

Once there was a young girl who lived in the forest and was a trainee of the Goddess of Weavers. One day, the Goddess called the girl and asked her to make a dress made of cotton. The young girl had no idea how to make it. So the Goddess explained that she has to clean the cotton, beat it, spin it, weave it into cloth, cut it and finally sew it.

But the girl was lazy and thought that making a dress out of the cotton was a lot of hard work. So she thought of an easier way. She took the leather cloth which is used to beat the cotton and wore it. She also thought that the leather would last longer than the cotton.

When the Goddess asked the girl to show her the dress, she got furious to find out what the girl did. So she punished her by making the leather stick to her skin and beat her with a wooden stick which became her tail.

And the girl became the first monkey.

Choose the letter of the correct answer.

1. The girl is a trainee. She is learning how to become a good weaver. Which word is similar to the word **trainee**?
a. skillful b. learner c. expert d. practiced
2. Which event happened before the girl thought of making the leather as her dress?
a. The girl sewed the leather into a dress.
b. The goddess asked the girl to make a dress.
c. The leather stuck to the girl's skin.
d. The girl turned into a monkey.
3. All, except one, has a long e vowel sound. Which is the word?
a. beat b. weave c. find d. trainee
4. Which compound word can be formed out of the words line and clothes?
a. lineclothes b. lines of clothes c. clotheline d. clothesline
5. Read the sentence and choose the word read with silent letter.

The young girl had no idea how to make a dress out of cotton.

- a. young b. girl c. make d. idea
6. In this series of words, which word should come after cotton: car, cotton, clean, cut, cry?
a. cry b. clean c. cut d. car

7. Which is the plural of monkey?
 a. monkie b. monkey c. monkeys d. monkeyses
8. Which expression could tell plural of sugar?
 a. a pocket of b. a teaspoon of c. a houseful of d. a bottle of
9. Which sentence shows the correct expression of possessive nouns?
 a. The goddess' stick turned into a tail.
 b. The goddes's stick turned into a tail.
 c. The goddess stick turned into a tail.
 d. The goddesse's stick turned into a tail.
10. Find the pair of this word: forest
 a. plain b. mountain c. woods d. barrio

11– 13 Show in a graphic organizer the steps in making a dress out of cotton.

Rubrics:

3 points - the graphic organizer used is appropriate and shows the accurate steps as stated in the story

2 points – the graphic organizer used may or may not be very appropriate but one to two steps are not accurate.

1 point – the graphic organizer used is not very appropriate and the steps are inaccurate.

14-17. (One point for each column if all the words listed are correct)

Fill in the table below with the correct words:

boy, late, cow, shell, rite, chair, calm, weak, look, cute, kneel

Words with Long vowel sounds	Words with diphthongs	Words with digraphs	Words with silent letters

18. Angry is to calm as lazy is to _____.
 a. idle b. hard working c. slow d. fast

19. Which could be the reason why the goddess of Weavers wanted the girl to sew a dress?
- She wanted the girl to learn how to sew a dress.
 - She wanted the girl to sell the dress.
 - She wanted the girl to make a dress for her.
 - She wanted the girl to do things for her.
20. You were asked to do something but you do not know how to do it. What should you do?
- Ask the help of someone to do it for you.
 - Ask the help of someone to show you how to do it, then, try it yourself.
 - Ask the help of someone to show you how to do it then wait for other's help.
 - Ask someone to work it out with you.
21. Read the sentences below. Which sentence has a word with a long vowel a?
- The Goddess of Weaver asked the girl to make a dress.
 - The Goddess of Weaver said the girl has to clean, beat, spin, cut the cotton then sew the dress.
 - The Goddess of weaver thought the cotton dress is fine.
 - The Goddess of weaver got furious when the girl disobeyed her.
22. Which word does not belong to the group?
- church
 - choir
 - chair
 - champ
23. if you have to arrange the words in alphabetical order, which could be the correct order: monkey, men, make, mud, mitten
- monkey, mud, mitten, make, men
 - mud, monkey, mitten, men, make
 - make, men, mitten, monkey, mud
 - mitten, men, make, monkey, mud
23. If goddess is to goddesses, then trainess is to _____.
- traineesses
 - trainees
 - trainers
 - traineies
24. Which sentence is expressed correctly?
- The girl wears the leather as her dress.
 - The girl wear the leather as her dress.
 - The girls wears the leather as their dress.
 - The girl wearing the leather as her dress.

Test III.
Nos. 1-3

In 3 or more sentences, write a short paragraph that tell something about any of the character in the story you read (the girl or the goddess). Be ready to share this to the class.

A. Rubrics For the paragraph writing

3 points – 3 or more sentences were used to write a paragraph; ideas were presented with coherence that describes the character in the story

2 points – less than 3 sentences were used to write a paragraph; presentation of ideas lack coherence

1 point – less than 3 sentences were used to write a paragraph; presentation of ideas has no coherence

Nos. 4-6

B. Rubrics for the oral presentation of paragraph

3 points – Speaks in a clear, loud voice using appropriate pronunciation and intonation

2 points – Speaks in a clear and loud voice but some inappropriate pronunciations and intonation were observed.

1 point – Voice is inaudible and lacks confidence presenting the paragraph

Nos. 7-10

Using the words first, next, then and lastly, use the following sentences to write a paragraph on how to make a cloth out of cotton.

Clean the cotton.

Beat and spin it.

Weave it into cloth and cut it.

Sew it.

Quarter 1

Theme: Me and My World

Week 1

I. Objectives

A. Expressive Objectives

1. Realize that the world is made up of people of different races and colors
2. Appreciate and respect the differences of people in the world
3. Feel proud of being a Filipino as a member of the brown race

B. Instructional Objectives

Listening Comprehension

Note details in a selection listened to

Oral Language

Speak clearly using appropriate pronunciation and intonation

Vocabulary Development

Use context clues (synonyms) to determine the meaning of unfamiliar words

Reading Comprehension

Analyze a narrative in terms of its characters

Oral Reading Fluency

Read words, phrases, poems, and stories with the long a sound

Study Strategy

Locate information using print and nonprint sources

Grammar

Use plural form of regular nouns

Writing/Composition

Write two to three sentences about the characters in a literary text listened to or read

Attitude towards literacy, literature, and language

Show willingness and enthusiasm in reading/listening to a literary text

II. Subject Matter

A. Topics

1. Literature
Black, White, Brown by Nemah N. Hermosa, Me & My World 1
A Cake for Kate by Gretel Laura M. Cadiong
2. Context clues

3. Long **a** sound with the final silent **e**
4. Plural form of regular nouns
5. Information from print sources (posters)

B. Materials

- picture/illustration of Kabunian – an ancient Filipino god
- pictures of people from different races – Africans, Asians, Europeans, etc.
- song *It's a Small World*
- picture words of long a with final silent **e**
- rap
- pictures of nouns in posters used in the lesson

III. Procedure

Day 1

I. Objectives

1. Note details in a selection listened to
2. Show willingness and enthusiasm in reading or listening to literary texts
3. Realize that the world is made up of people of different races and colors
4. Appreciate and respect the differences of people in the world
5. Feel proud of being a Filipino, a member of the brown race

II. Developmental Activities

A. Oral Language Activity

Ask the class to say what they like most about themselves.
The following sentence frames may be given:

I am _____.
Others say I am _____.
Actually, I am _____.

B. Pre-Listening

1. Unlocking of Difficulties

a. clay

Show the class a real clay.

Say: "This is a clay. We can use clay to form objects such as pots.

Clay is a kind of soil."

Ask the class to touch and press the clay. "Is the clay hard or soft?"

Why is clay soft?"

b. Kabunian

Show a picture of Kabunian.

Say: "This is Kabunian. Some Filipinos a long, long time ago called their god Kabunian."

Ask: "Do modern Filipinos believe in gods and goddesses?"
"How do modern Filipinos call God?" (Allah, Father, Almighty God, etc.)

2. Motivation

Refer to LM, Think and Tell.

Show pictures of people from different races (Africans, Europeans, Asians, etc.)

Note: It is suggested that the pictures are colored so that pupils can easily point out the difference of their skin colors.

Say: "Here are people from many parts of the world. Look at them. Describe the children in the pictures."

Ask: "How are they similar?"

"How are they different?"

"In what way are you different from them?"

3. Motive Question

Say: "In the story you are going to listen to, let us find out why people have different colors."

C. During Listening (Big Book Story)

Read the story to the class.

Black, White, Brown

by Nemah N. Hermosa

(Adapted from a Philippine folktale)

Once upon a time, there were no people. There was only the earth and the god Kabunian. He said, "The earth is a beautiful place. But who will take care of it? I will make people."

In the afternoon, Kabunian got some clay. He worked for a long time. When he finished making a man, it was night. The color of the night became the color of the man. "He is too dark," Kabunian said.

The next morning, Kabunian woke up before sunrise. He got some clay. He made a man. When the sun came up, Kabunian saw the man. "He is too white," Kabunian said.

So Kabunian got more clay. He made another man. It was noon. The hot sun made the man brown. "I like this brown man," said Kabunian.

Kabunian sent the men to different parts of the Earth. That is why there are black people and white people. That is why Filipinos are brown.

Suggested questions:

After the first paragraph:

Ask: "How do you think Kabunian will make people?"

After the second paragraph:

Ask: "Do you think Kabunian liked the black man he made? What do you think will he do next?"

After the third paragraph:

Ask: “Did Kabunian like what he made? What do you think he will do next?”

D. Post Listening

1. Engagement Activities

Group the class into five. Give each group a specific task to do using clear and specific instructions. Set standards for pupils to follow so that the group task will be done efficiently within the given time.

Group 1

Dramatize the story about Kabunian making a man out of the clay. One will act out as Kabunian, three others will be the black man, the white man, and the brown man. Others will be plants or animals in Kabunian’s place. One will be the narrator. Present the story to the class.

Group 2

Think of a song you know about people or the world. Practice singing the song. Be ready to sing it to the class. (Example: *It’s a Small World*)

Group 3

Pretend each of you is Kabunian. Form different men out of modeling clay. Give each one a name and say something about each man you made.

Group 4

Rap these lines from the story. Present it to the class.

Kabunian, Kabunian (yes, yes, yo!)
Made a brown man, a brown man (yo!)
A brown man I am, I am. (yes, yes, yo)
A true Filipino I am. (yo!)

Have the class rehearse their tasks for their presentation for the following day.

Day 2

I. Objectives

1. Realize that the world is made up of people of different races and with different colors
2. Appreciate and respect the differences of people in the world
3. Feel proud of being a Filipino, a member of the brown race
4. Speak clearly using appropriate expression and intonation
5. Read words, phrases, poems, and stories with the long **a** sound

II. Developmental Activities

A. Oral Language Activity

Ask the class to recall the story they listened to the previous day.

Say: "Is your group ready to show the class your group output?"

Each group presents the task. Discussion follows after each presentation.

Group 1: Dramatization of the story *Black, White, Brown*

Discussion:

1. Who was the only Being in the beginning of the world?
2. What did he do?
3. Why did he make men?
4. What kind of man did he make during the night?
In the early morning? At noon time?

Group 2: Singing of a song about the world

Discussion:

1. What makes up the world?
2. In what way can people in the world be similar?
3. In what way can people in the world be different?

Group 3: Making men out of clay and saying something about each man

Discussion:

1. In what ways were the men created?
2. How could people be one even if they differ in many ways?

Group 4: Rapping a line from the story

Discussion:

1. How did Kabunian form the last man?
2. Why do you think Kabunian liked the brown man?
3. How do you feel being a Filipino?
4. Why must you be proud that you are a Filipino?

B. Skills Development

1. Review (short a)

Let the pupils read the paragraph and look for the words with a short a sound.

Pat was taking a nap on a mat. A big rat ran to the mat. Pat was mad at the rat. She threw a cap to the rat. The rat ran away.

Ask: "What words in the story have the short vowel **a**?"

"How is it pronounced?"

"Let us write these words on the board."

2. Introduction/Presentation

Say: "I will add an **e** at the end of each word. Listen to how I will read the words."

mat + e = mate	man + e = mane	cap + e = cape
hat + e = hate	pan + e = pane	nap + e = nape
rat + e = rate		tap + e = tape

Ask: "Is the sound of **a** the same in the first and second group of words?
Which set of words have the long **a** sound?"

Refer to find out and Learn on LM page. 2

Let the pupils read the following words correctly.

date	game	bake	cane	age	ape	male
gate	lame	cake	lane	cage	cape	pale
late	name	lake	pane	page	nape	sale
mate	same	make	vane	wage	tape	tale

C. Vocabulary Development

1. Show the class pictures or objects of the words above. Let the pupils match the pictures/objects with these words:

gate	lame	same	bake	cake
lake	rake	cape	tape	male
cane	lane	pane	cage	ape

2. Ask the pupils to use in sentences or through action words that cannot be shown in a picture.

Examples:

The class has started when I arrived. I was **late**.

We sit on the same desk. You are my seat**mate**.

Basketball, badminton, and hide-and-seek are my favorite **games**.

Tina was so afraid that her face turned white. She was **pale**.

D. Guided Practice

Refer to LM, Try and Learn.

Let the pupils read the following phrases.

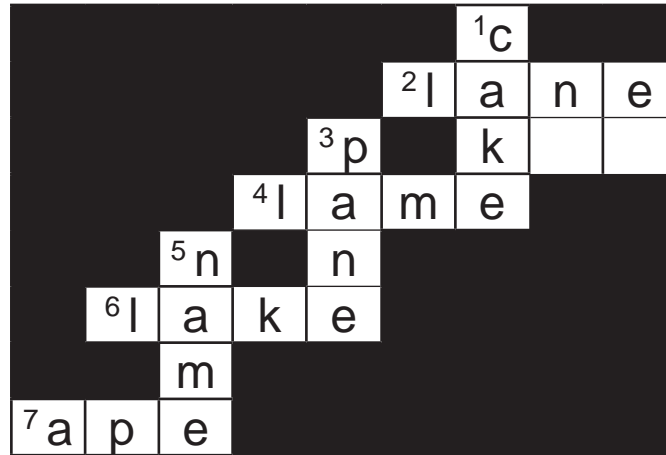
tape the pages	a pale male
the cake sale	a lame man with a cane
take the rake	a cane on the lane
the same man came	a cape on the pane

E. Independent Practice

Refer to LM, Do and Learn.

Let the pupils read poem with correct intonation and expression and pronounce correctly the words with long **a**.

Enrichment Activity:
Refer to LM, Learn Some More.



Across:

2. People cross the road through me. I am called the pedestrian _____.
4. I cannot walk easily as others. I need my cane wherever I go.
6. I am neither an ocean or a sea. I am a small body of water surrounded by land, though a river I could never be.
7. It looks like a monkey for it belongs to the same family. What could it be?

Down:

1. You put a candle on me. You slice and eat me. I am a sweet treat on your birthday.
3. I rhyme with lane, and I am part of a window _____.
5. Know me: call me, for this is how I am."

Day 3

I. Objectives

1. Analyze a narrative in terms of its characters
2. Read aloud grade level texts with accuracy and proper expression
3. Use context clues/synonyms to find the meaning of unfamiliar words
4. Write two to three sentences about the characters in a story read

II. Developmental Activities

A. Priming/Oral Language Activity

Let the pupils read the sentences correctly.

1. Ana saw a rake on the gate.
2. She used the rake to clean the lane.
3. She cleaned the cage on the window pane.
4. Mara came and they played a game.

B. Pre-reading

1. Unlocking of difficulties

Ask the pupils to use the following words in context or picture clues:

a. rice cakes

Show a picture of a rice cake or bibingka.

Say: "Mother makes rice cakes. They are our favorite delicacy made of ground rice and coconut milk. Are rice cakes Filipino food? Where can we buy rice cakes?"

b. benches

Show a picture of benches.

Say: "In the park there are many benches. People sit on them. Some benches are long. Others are enough for two persons. Where else can we find benches? What materials can be used to make benches?"

c. wristwatch

Show a real wristwatch.

Say: "This is a wristwatch. I wear it around my wrist so that I can easily check the time. How does a wristwatch help you?"

d. surprise

Say: "Nena did not expect that her father would come home today from Dubai. She was surprised when she saw him. What does one feel when surprised?"

2. Motive Questions

Ask: "What do you usually have when you celebrate your birthday?"

"Do you also have a cake?"

"Who gives you the cake?"

C. During Reading

Do the first reading of the story. Afterwards, ask individual pupils to read the story by parts. After the whole story has been read, ask the class to read the story together with proper intonation and expression.

Refer to LM, Read and Learn.

Comprehension Check: Refer to LM, Talk about It.

D. Post Reading

1. Cooperative/Differentiated Activities

Group the class into three. Explain clearly to the group the activity that they will do. Let the groups choose their leader. Set standards for the group activity to avoid waste of time and to promote cooperation and efficiency.

Group 1

Draw Kate's cake. Show it to the class and say something about your drawing.

Group 2

Write a short message to Kate. Be ready to read it before the class.

Group 3

Prepare a song that you will sing for Kate on her birthday. Be ready to sing it to the class.

Let the group present their outputs.

2. Composition

Refer to LM, Write about It.

Day 4

I. Objective

Use the plural form of regular nouns.

II. Developmental Activities

A. Oral Language Activity

Show the class different pictures/objects. Then, ask volunteers to name each picture. Let them write their answers on the board.

B. Grammar

1. Review

Ask: "Going back to the words on the board, what can you say about these words? What are nouns?"

2. Introduction/Presentation

Let the class recall the story *A Cake for Kate*.

Ask: "Can you remember the things that Kate saw in the big box? Name them."

3. Teaching/Modeling

Draw two columns on the board. Then, ask the class to study the pictures. Ask volunteers to write the names of the pictures on the board. Guide them in writing the words in appropriate column. Refer to LM, Find Out and Learn.

A	B
spoons	glasses
forks	dresses
combs	watches

Ask: "What kind of words are shown in the pictures?" (nouns)
 "How many nouns are there in each picture?" (more than one)

Say: "Nouns which are more than one are called plural nouns."

"Read the nouns in column A. How do the nouns end?"

"Read the nouns in column B? How do the nouns end?"

"How do we form plural nouns? (add -s or -es)"

Teaching Chart

- ✓ Nouns which are more than one are called **plural nouns**.
- ✓ Nouns that form their plural by adding **-s** or **-es** are called **regular nouns**.

Examples:

egg – eggs
 table – tables
 pen – pens

- ✓ Nouns ending in **-ss**, **-sh**, **-ch**, **-x**, and **-z** form their plural by adding **-es**.

Examples:

class – classes
 church – churches
 wish – wishes
 box – boxes

- ✓ Some nouns ending in **-o** form their plural by adding **-es**.

Examples:

tomato – tomatoes
 potato – potatoes

- ✓ However, most nouns that end in **-o** form their plural by adding **-s** only.

Examples:

radio – radios
 piano – pianos

C. Guided Practice

Refer to LM, Try and Learn.

D. Independent Practice

Think-Pair-Share

Let the pupils find their partner. The pair prepares a dialog about the given situations. Help the pupils come up with a four-line dialog by explaining to them the situation. The pair will present the dialog before the class.

Say: "Prepare a dialog. One will act as a buyer while the other one will be the vendor. Each one will have at least three sentences to say. Use the plural form of the following nouns in your statements."

eggplant	potato	onion	mango
basket	radish	tomato	egg

Assignment:

Look around your home and its surroundings. List in your notebook as many regular nouns as you can see and write their plural forms.

Day 5

I. Objective

Locate information using print and nonprint sources.

II. Developmental Activities

A. Oral Language Practice

News for the day
Ask volunteers to share the things they saw as they were on their way to school. Ask them to use plural nouns in their sharing.

B. Skills Development

1. Introduction/Presentation

Refer to LM, Think and Tell.

2. Teaching/Modeling

Ask: "What is a poster?" (Posters are materials with information which intend to advertise or publicize something.)

Ask the class to look closely at a UNICEF poster about the rights of children.



Note: The following poster is a sample. The teacher should provide a bigger, clearer poster.
Source: (<https://www.google.com.ph/search?q=unicef+posters+rights+of+the+child>)

- Ask: “What pictures do you see in the poster?”
 “Are there information that we can get from the poster?”
 “What information is given in this poster?”
 “Where did this poster came from?”
 “What does UNICEF want to tell the people?”
 “Is this a helpful material? Why? Why not?”

C. Guided Practice

Group the class into four. Give each group a material. Explain to them clearly the task that they will do.

Say: “Read the information on the poster given to your group. Write as many points as you can find from it. Share these points with the class.”

- Group 1: a poster on *Buwan Ng Wika*
- Group 2: a poster about planting a tree
- Group 3: a poster about nutrition month
- Group 4: a poster about the value of respecting elders

After 5 minutes, let the group present their outputs.

D. Independent Practice

Show a movie poster.

Say: “What information is given by this poster? Write at least two (2) sentences about what you read. Be ready to share it with the class.”

The poster is about _____.
 It tells that _____.
 From the poster I learned that _____.

Assignment:

Look for a poster about asking for help or seeking donations. (Example: Bantay Bata, UNICEF, Kapuso Foundation, etc.)

Bring it to the class. Ask the help of your parents or guardians about the information given in the poster. Write down all these information in your notebook. Be ready to share the information to the class.

Use the following guide statements in discussing your poster you got

<p>This poster is about _____.</p> <p>It tells us that _____.</p> <p>Because of this poster, people will _____.</p>

Week 2

I. Objectives

A. Expressive Objectives

1. Realize that kindness begets kindness
2. Realize that not all information in advertisements can be taken as true

B. Instructional Objectives

Listening Comprehension

Note details in a selection listened to, to identify setting

Oral Language

Speak clearly using appropriate pronunciation and intonation

Vocabulary Development

Use context clues (synonyms) to determine the meaning of unfamiliar words

Reading Comprehension

Analyze a narrative in terms of its setting

Oral Reading Fluency

Read words, phrases, poems or stories with long vowel sound (long e)

Study Strategy

Locate information using print and non-print sources

Grammar

Use plural form of regular nouns

Writing/Composition

Write 2-3 sentences about the setting in a literary text listened to or read

Attitude towards literacy, literature, and language

Show willingness and enthusiasm in reading/listening to literary text

II. Subject Matter

A. Topics

1. Literature

- a. *Androcles* (adapted from Aesop's Fable)
- b. *Big Feet, Bigger Heart* by Jack Canfield and Mark Hansen (adapted from Chicken Soup for the Soul) from New Dynamic Series in English 4, pp. 26-27

2. Context clues (synonyms)
3. Long vowel sound **e** with final e
4. Plural form of regular nouns
5. Locating information using print and nonprint sources

B. Materials

- Word pictures,
- print advertisements
- puzzle
- short stories
- print advertisements

C. References

K to 12 Curriculum Guide – English Grade 4

III. **Procedure**

Day 1

I. **Objectives**

1. Show willingness and enthusiasm in reading / listening to literary text
2. Realize that kindness begets kindness

II. **Developmental Activities**

A. Oral Language Activity

Show and Tell (Previous Assignment)
Show a poster. Tell something about it.

B. Pre-Listening Activity

1. Unlocking of difficulties

a. imprisoned, escape

Show a picture of a man behind prison bars.

Say: "This man was imprisoned because he stole someone's money.
But he was able to make his way out of the jail house secretly.
He was able to escape."

Ask: "What words give us an idea of the word "escape"?"
Why is a person imprisoned?"

b. moaning; groaning

Write on the board:

Grandmother has been sick for several days. Often she cries
in a low, soft sound as if in pain. It is hard to listen to her
moaning and groaning.

Ask: "What does it mean when one moans and groans?"
Have pupils act out as they say the words.

- c. chase, lick
Say: "My cat Lit-lit loves to chase her kittens. They would run around the house. Then, Lit-lit would lick her kittens as if to clean them up. How do you chase someone?" Call two pupils to do the action. Why do cats lick their kittens? How do you lick? Pretend you are licking an ice cream.
- d. swollen, bleeding, paw, bound up
Show a picture of a dog treated by a veterinarian. Show on the picture the swollen and bleeding paw and the doctor about to bind up the wound.
Say: "This is Spot. He got a swollen, bleeding paw. The doctor treated her wound and bound it up."
(Note: Point to the words describing the picture.)
- e. thorn
Show a cactus or a rose.
Say: "This plant has thorns. Can you point where the thorns are? Can thorns hurt us? How?"

2. Motivation

- Ask: "Have you ever helped someone?"
- "What did you feel as you did so?"
- "Who helped you when you were hurt?"
- "How did you feel about the person?"

3. Motive question

Post on the board a prediction chart. Have the class fill it up with their predictions.

Question	Our Guesses	What really happened
1. How did Androcles help the lion?		
2. What did the lion do after Androcles helped him?		

C. During Listening

Read the story to the pupils slowly and clearly. Pause once in a while to ask questions.

Androcles

(Adapted from an Aesop's Fable)

by Gretel Laura M. Cadiong

Once there was a slave named Androcles who escaped from his master. He went to the forest to hide. As he was walking through the forest, he saw a lion lying down moaning and groaning. Androcles was afraid so he immediately ran away. But he was surprised when the lion did not chase him. So he turned back and went near the lion.

As he got near, the lion put out his paw. Androcles saw that it was bleeding and swollen. He found out that a big thorn had got into it. He pulled out the thorn and bound up the paw of the lion. The lion rose and licked the hand of Androcles like a dog. For several days, Androcles would go to the lion to bring him some meat, until he got fully well.

One day, both Androcles and the lion were caught. Androcles was imprisoned and was sentenced to be thrown to a hungry lion. Soon, Androcles was led out to the plaza where the king and all his soldiers came to watch how the slave would be eaten up by the lion. Next, the lion was let loose from his den and roared loud as it got near its victim. But as it got close to Androcles, the lion recognized his friend, and licked him like a friendly dog.

The king who was very surprised called Androcles. He, then, told the king about how he and the lion became friends. So the king forgave Androcles and freed him while the lion was let loose and brought back to the forest.

Suggested Questions:

After the first paragraph:

Ask: "Why do you think the lion did not chase Androcles?"

After the second paragraph:

Ask: "Will Androcles and the lion be friends? Why?"

After the third paragraph:

Ask: "What will happen to Androcles and the lion?"

B. Post Listening

1. Cooperative Group Activities

Group the class into three. Give clear instructions to each group about the task they have to do.

(Assign a group leader. Set the standards before the group work. Make sure pupils will follow the time given to them and to work cooperatively.)

Group 1

Dramatize the part how Androcles helped the lion and how they became friends. Prepare to present it to the class.

Group 2

Draw the part when Androcles was to be fed to the lion and the lion recognized him.

Group 3

If you were given the chance to talk to Androcles, what would you tell him? Write him a message on a cartolina. Share it with the class.

Be ready to present to the class on the next day.

Day 2

I. Objective

1. To realize that kindness begets kindness
2. Read words, phrases, poems or stories with the long vowel **e**
3. Speak clearly using appropriate pronunciation and intonation

II. Developmental Activity

A. Oral Language Activity

1. Share-a-News

Ask volunteers to tell any news about helping others. Discuss the news that they shared. Connect it to the story *Androcles* discussed on the previous day.

2. Presentation of the group outputs and deeper discussion of the story.

Group 1: Dramatization of the story part where Androcles helped the lion and how they became friends

Discussion:

1. If Androcles had not been brave, would he be able to help the lion? Why?
2. What happened after Androcles helped the lion?
3. How did the king punish Androcles?
4. What did the lion do when he saw Androcles?

Group 2: Presentation of a drawing about the story part when Androcles was to be fed to the lion and the lion recognized him

Discussion:

1. How did the lion repay Androcles' kindness?
2. What did the king learn from that event?
3. Is Androcles worth imitating? Why? Why not?

Group 3: Message to Androcles

Discussion:

1. Why do you admire Androcles?
2. Why must we be kind to others?

B. Skills Development

1. Review (long vowel **a**)

Ask the pupils to read the following paragraph with correct pronunciation, intonation, and expression.

Mother gave Kate some grapes. But Kate did not like the grapes. So Mother gave Kate a cup cake. Kate liked the cup cake.

2. Presentation

Refer to LM, Find out and Learn.

3. Teaching and Modeling

Ask: "What are the underlined words in the sentence?"

Let the pupils write the words in the appropriate column.

Words with -ee	Words with -ea
feed	meat
freed	near
bleeding	leaves

Ask: "What is the common vowel sound in the words?"

Ask the class to underline the letters sounded as long **e** in the words. How is it sounded? (Have the class produce the long **e** repeatedly) What letter/letters is sounded with long **e**?

Read the words correctly.

eagle	neat	feed	peel	deer
east	meat	seed	feel	feet
ear	leaf	reed	heel	seat
seal	bead	weed	deer	heat

C. Vocabulary Development

The teacher displays pictures on the board and real objects on the table. Ask volunteers to match the picture/object with the words on the board. (eagle, meat, ear, leaf, bead, seal, seat, feed, seed, weed, heel, peel, deer)

Read the following sentences. Then, answer the questions that follow.

1. The **beat** of the drum is loud. Its pounding can be heard even at a distance. What word in the sentence has the same meaning as **beat**?
2. Our school has a **seal**. This stamp is placed on important school documents. What word in the sentence is similar to the meaning of **seal**?
3. Our house is at the **east** of our school. Can you point where **east** is?

- D. Guided Practice
Refer to LM, Try and Learn.

Word Search Puzzle

Answers: bead, beef, deer, green, beak, see, seat, meat

- E. Independent Practice
Refer to LM, Do and Learn.

Enrichment Activity:

Refer to LM, Learn Some More.

What's the Word? Answers:

seed	leaf	peas	eagle	seal
------	------	------	-------	------

Day 3

I. Objectives

1. Realize that being helpful brings happiness to others and to one self
2. Use context clues (synonyms) to find the meaning of unfamiliar words
3. Analyze a narrative in terms of its setting

II. Developmental Activities

A. Oral Language Activity

Tongue Twister

Write the tongue twister on the board.

Say: "Listen as I say this: I scream you scream we all scream for ice cream..." (Repeat saying the tongue twister several times. Then, slowly let the pupils say the tongue twister, increasing the speed as they repeat several times)

Ask: "Why do we scream for ice cream? Are you happy when someone brings ice cream at home?"

B. Pre-Reading

1. Unlocking of difficulties

a. relief

Act the word by pretending you feel very warm. Wipe your perspiration and fan yourself, then get a glass of icy water. Drink it.
Say: "What a relief!"

Ask: "What did I feel? What helped cool me down? What was the cold water for me? What other word can mean relief?"

- b. tightly
Demonstrate the action by holding a pupil's hands tightly.
Say: "I will hold Mona's hand tightly."
Then ask Mona to hold one of her classmate's hands tightly. Let those who will be held do the same to others until everyone felt how to be held tightly.
- c. put on
Demonstrate the action by taking off your shoes.
Say: "Watch me as I put on my shoes again. Everybody take off your shoes. Now put on your shoes."
Ask: "What else can we put on?"
- d. belly
Show a picture of a man who has a big belly.
Say: "This is Mang Pilo. He is fat. He has a big belly." Ask a pupil to point to Mang Pilo's tummy. Do you have a big belly too? Hold it."

2. Motivation

Let the pupils recall the story *Androcles*. How did Androcles help the lion?

3. Motive Question

Ask: "In the story that we will read, find out how a big man helped a little girl."

C. During Reading

Refer to LM, Read and Learn.

(Let the pupils read the story aloud with the teacher's guidance. Make sure the pupils read with proper phrasing and intonation.)

Comprehension Check: Refer to LM, Talk about It

D. Post Reading

1. Engagement Activity

Put on the board a drawing of a man with a very big belly and long, big feet and has a big heart-figure on his chest. (Explain clearly to the pupils the task that they will do.)

Give the following tasks. Write or draw on the half-sheet colored paper about your own experience of helping others.

Then do the following:

- a. Paste your work on the man's heart if you helped someone you do not know.
- b. Paste your work on the man's belly if you helped a family member. (parents, brothers, sisters, relatives)
- c. Paste your work on the man's big feet if you helped a friend or a classmate.

Big Feet, Big Belly But Big Heart



After all the pupils have posted and shared their stories ask:
Ask: “How many of you have helped someone whom you did not know?”
“How many of you have helped members of the family?”
“How many of you have helped a friend or a classmate?”
“How are the big man and Androcles the same?”
“How would others feel if we helped them? What do you get when helping others?”

2. Composition
Refer to LM, Write about It.

DEPED COPY

Day 4

I. Objective

Use plural form of regular nouns (nouns ending in -y and -f/-fe)

II. Developmental Activities

A. Oral Language Activity

1. Introduction/Presentation
Refer to LM, Find Out and Learn.

Ask: “Who were talking in the dialog?”
“Where are they going?”
“What day could it be? Why do you say so?”
“Did mother allow Vicky to bring some candies? Why?”

Group the class into two. Let one group read mother’s part while the other group reads Vicky’s part. Then, let them interchange roles.

2. Teaching and Modeling
Say: “What are the things that Vicky and mother prepared for the picnic?”

Let the pupils write them on the board.

spoons	forks	knives	loaves of bread
plates	mangoes	glasses	table napkins
strawberries			

Ask: "What are these words?"

"Do they refer to more than one noun?"

"What tells us that these nouns are more than one?"

(Have a short review on forming the plural form of regular nouns.)

"What do we add to the noun when forming its plural form?"

"Are there words above that do not follow these rules?"

Present the following:

A		B	
Singular Noun	Plural Noun	Singular Noun	Plural Noun
knife	knives	candy	candies
loaf	loaves	strawberry	strawberries

Say: "How is the plural of nouns formed in Group A?"

"What do we do with letters **f/fe** before adding -es?"

"How is the plural of nouns formed in Group B?"

"What happened to the letter y at the end of the word?"

"What other rules can you give when forming the plural of regular nouns?"

Teaching Chart

- ✓ Some nouns ending in -f or -fe form their plural by changing **f/fe** to v before adding -es.

Example:

leaf – leaves

elf – elves

hoof – hooves

Except:

handkerchief – handkerchiefs

roof – roofs

- ✓ Some nouns that end in -y form their plural by changing y to i before adding -es.

Example:

candy – candies

sky – skies

berry – berries

However when a vowel letter is before -y, just add s.

Example:

boy – boys

key – keys

tray – trays

- B. Guided Practice
Refer to LM, Try and Learn, Exercises 1 and 2.
- C. Independent Practice
Refer to LM, Do and Learn.

Assignment:

Cut out from magazines or newspapers pictures of your favorite drink. Post it on a cardboard. Write something about it. Use as many plural nouns as possible. Be ready to tell the class something about it.

Day 5

I. Objectives

1. To locate information using print sources (advertisements)
2. To realize that not all information in advertisements should be taken as true.

II. Developmental Activities

A. Oral Language Practice

Let the pupils present to the class their favorite drink.
My favorite beverage is _____.
I like this very much because _____.

B. Skill Development

1. Introduction/Presentation
Show the class an advertisement of a bath soap.



(Note: This advertisement is a sample only. Look for bigger and more recent advertisement/poster ads)

2. Teaching/Modeling

Help the class read the information given in the advertisement.

Ask: "What is the product being advertised?"

"What does it say about the soap?"

"Do the pictures tell us something about the soap?"

"How do the pictures help give information about the soap?"

"What can be found in advertisements?"

"Do you believe everything in advertisements? Why? Why not?"

"Allow pupils to arrive at their own conclusion."

C. Guided Practice

Group the class into five. Give each group a material. Explain to them clearly their tasks.

Say: "Read the information in the advertisements given to your group.

Be ready to share with the class the information you learned." (The following are sample ads that should be prepared before the class.)

Group 1: hotdog advertisement

Group 2: softdrink advertisement

Group 3: lollipop or candy

Group 4: cologne

Group 5: shampoo

After five minutes, let the group present their outputs.

Discussion follows after each group has presented its output.

Group 1

Discussion:

1. What does the advertisement say about hotdogs?
2. Would hotdogs make children always happy?
3. Do you believe all the information given in this advertisement? Why?

Group 2

Discussion:

1. What does the advertisement say about the softdrink?
2. Is there anything you agree or disagree with advertisement?
3. Do you believe the information in this advertisement? Why?

Group 3

Discussion:

1. What does the advertisement say about the candy?
2. Is there anything you agree or disagree with the advertisement?
3. Do you believe the information in this advertisement? Why?

Group 4

Discussion:

1. What does the advertisement say about the cologne?
2. Would cologne make you always fresh and clean?
3. What makes you fresh and clean?
4. Do you believe the information in this advertisement? Why?

Group 5:

Discussion:

1. What does the advertisement say about the shampoo?
2. Are you convinced to use this shampoo? Why?

D. Independent Practice

Say: "Find a partner. Study this advertisement. Help each other answer the questions that follow."



(Note: This advertisement is a sample only. Look bigger and more recent advertisement/poster ads)

1. What is advertised?
2. What is the name of the product?
3. Write at least two things about the product.
4. Would you buy this product? Why?

Assignment:

Bring a map to class. Choose and mark one place you want to visit. Prepare at least three sentences about why you want to visit this place.

Week 3

I. Objectives

A. Expressive Objectives

1. Realize that hard work pays off
2. Appreciate different cultures of children from different parts of the world
3. Realize that children all over the world are alike in many ways

B. Instructional Objectives

Listening Comprehension

Note details in a selection listened to

Oral Language

Speak clearly using appropriate pronunciation and intonation

Vocabulary Development

Use context clues (synonyms) to determine the meaning of unfamiliar words

Reading Comprehension

State similarities and differences in information from literary text listened to or read

Phonics and Word Recognition

Read words, phrases, poems, or stories with the long *i* vowel sound

Oral Reading Fluency

Read aloud grade level texts with accuracy and proper expression

Study Strategy

Locate information using print and nonprint sources (using a map)

Grammar

Use plural form of irregular nouns

Writing/Composition

Write two or three sentences about the characters, setting, or events in a story listened to or read

II. Subject Matter

A. Topics

1. Literature
 - a. Story: *A Trip for Mike and Spike* by Robert Charles
 - b. Poems: *We Are One World* by Meish Goldish
Help! by Gretel Laura M. Cadiong
2. Long vowel *i*: final silent *e*
3. Plural form of irregular nouns
4. Information through print sources

- B. Materials
 - Enlarged world map
 - pictures (or dolls) of children from different parts of the world
 - word pictures of long i,
 - dialog
 - big maps
- C. Reference
<http://www.readinga-z.com>

III. Procedure

Day 1

I. Objectives

1. Note details in a selection listened to
2. Realize that hard work pays off

II. Developmental Activities

A. Oral Language Activity

Tell and Share

Refer to LM, Think and Tell.

Ask volunteers to show the class a map marked with a place they want to visit. Let them tell the name of the place and the reasons why they want to visit guided with the following statement.

I want to visit _____ because _____.

B. Pre-Listening

1. Unlocking of difficulties
 - a. trip
Say: "My father's company will have a **trip** to Baguio. All his officemates will be in this tour."
Ask: "What word in the sentence has similar meaning with trip?"
 - b. dine
Say: "My family will **dine** at Shara's Restaurant tonight. We will eat their special seafood pasta."
Ask: "What word in the sentence has the same meaning as dine?"
 - c. limes
Show a picture of limes.
Say: "These are limes. They are round, green and sour. They are citrus fruits."

2. Motivation

Ask: "Do you like to go on a trip? What places would you like to visit? Why? What will you do so that you can visit this place/s?"

3. Motive question

Mike and Spike would like to go to places. Find out what they did so they can visit many places.

C. During Listening

Read the story to the pupils.

A Trip for Mike and Spike

by Robert Charles

Mike and Spike were bright mice. They were always side by side. One day, Mike asked Spike if he would like to take a trip. Mike said they could go to nice sites. They could also dine in fine places.

"We have to find time to make money for our trip," said Spike. So Mike and Spike got a job. They picked ripe limes. They picked a lot of ripe limes. They picked from nine in the morning until five in the afternoon. They also helped make a fine lime drink. They sliced a pile of limes. They got a nice price for their work.

Mike and Spike bought a bike for their trip. They biked miles and miles to visit different places. They dined on fine rice and fine dishes. Life was nice for the mice. They liked the life they had.

D. Post Reading Activity

1. Cooperative/Group Activity

Group the class into three. Assign clearly the task for every group. The outputs will be presented on the following day.

Group 1

Draw the best part of the story and tell the class something about your drawing.

Group 2

Dramatize the best part of the story.

Group 3

Create a chant about Mike and Spike.

Day 2

I. Objectives

1. Realize that hard work pays off
2. Read words, phrases, and stories with long vowel **i** sound

II. Developmental Activities

A. Oral Language Activity

Let the class recall the story they listened to the previous day. Set the standards for the group presentation to avoid delay of time. After each group has presented their output, ask some questions.

Group 1 presents their drawing.

1. What did Mike and Spike want to do?
2. What did they do so they can have a trip?

Group 2 presents their role play.

1. What did Mike and Spike do after they earned enough money?
2. Why do they deserve to have that trip?

Group 3 presents their chant.

1. How did you feel while chanting the story?
2. If you were Mike or Spike, would you spend all your earnings on the trip? Why?

B. Skill Development

Refer to LM, Find Out and Learn.

Ask: "What common sound do you hear?"

"What words have the long **i**? How is the sound pronounced?"

Ask the pupils to read the following words correctly.

mice	time	lime	nine	kite	ride
dine	fine	wine	five	bike	side

C. Guided Practice

Refer to LM, Try and Learn.

D. Independent Practice

Refer to LM, Do and Learn.

Enrichment Activity:

Refer to LM, Learn Some More.

Day 3

I. Objectives

1. Appreciate different cultures of children from different parts of the world
2. Realize that children all over the world are alike in many ways
3. Compare and contrast information from literary texts read or listened to

II. Developmental Activities

A. Pre-Reading

1. Unlocking of difficulties

Show the class a world map. Label the countries mentioned in the poem. Tell the class to find and identify the countries that were marked.

Canada	Norway	Egypt	USA
Spain	Peru	Japan	Chad

Ask: "Have you heard about these places? Would you like to visit these countries?"

2. Motivation

Show a picture (or dolls, if available) of children from different countries (Example: Japanese, German, African, Spanish, Chinese, etc).

Say: "Where do these children come from? What do you think they love doing?"

3. Motive question

Say: "What do children all over the world do? Let's find out from the poem.

B. During Reading

Refer to LM, Read and Learn.

Read the poem with proper intonation and expression.

Say: "Read the poem after I do."

Have the pupils read the poem by themselves. (whole class, by group, by pairs, and individually)

C. Post Reading

1. Cooperative Group Activity

Assign each group a stanza of the poem. Give each group short information about children living in a particular country, as mentioned in the stanza.

Note: Information for the dialog should be supplied by the teacher.

The following format may be followed:

Pupil 1: Hello Pierre. I am Marla. I am from Spain.

Pupil 2: Hello Marla. I live in Canada.

Pupil 1: In Spain, we play_____.
Many children love to _____.

Pupil 2: Oh, that's interesting! In Canada, we love to play _____.
We also _____.

Pupil 1: But I love biking, too.

Pupil 2: Great! We can both ride a bike.

Group 1

Prepare a dialog between Pierre and Marla. Let Pierre tell Marla what the children in Canada love doing. Then let Marla tell Pierre the things that children in Spain usually do. Let them conclude with the statements that both of them love to ride bikes.

Group 2

Prepare a dialog between Liv and Ramon. Let Liv tell Ramon what the children in Norway love doing. Then let Ramon tell Liv the things that children in Peru usually do. Let them conclude with the statements that both of them love to laugh at giraffes and visit the zoo.

Group 3

Prepare a dialog between Anwar and Kim. Let Anwar tell Kim what the children in Egypt love doing. Then let Kim tell Anwar the things that children in Japan usually do. Let them conclude with the statements that both of them love to fly kites.

Group 4

Prepare a dialog between Jack and Karinha. Let Jack tell Karinha what the children in U.S.A. love doing. Then let Karinha tell Jack the things that children in Chad usually do. Let them conclude with the statements that both of them love to write a poem.

Group 5

Read the last stanza of the poem. Draw it. Be ready to show the drawing to the class.

Prepare for the next day's presentation.

2. Composition

Say: "Do you want to have some friends from other parts of the world? Let us choose one from the countries where the children in the poem come from."

"Let us write a letter to your friend. Tell him/her of the things you love doing in the Philippines. Compare them with those we learned about what children in other places love doing.

Ask the class to recall how a letter is written. Refer to LM, Write about It.

Day 4

I. Objectives

1. Appreciate different cultures of children from different parts of the world
2. Realize that children all over the world are alike in many ways
3. Use plural forms of irregular nouns

II. Developmental Activities

A. Oral Language Activity

Have the class recite the poem *We Are One World*.

(Presentation of the group outputs and deeper discussion of the poem)

Group 1

Discussion:

1. Where does Pierre live? Who lives in Spain?
2. What do most children in Canada do? in Spain?
3. What is the activity that both Pierre and Marla love doing?
4. In what ways are Pierre and Marla different? In what ways are they similar?

Group 2

Discussion

1. Where does Ramon live? Who lives in Norway?
2. What do children in Peru love to do? What about in Norway?
3. What is the activity that both Liv and Ramon love doing?
4. In what ways are the two children alike? In what ways are they different?

Group 3

Discussion

1. Where does Anwar live? Who lives in Japan?
2. What do many children in Japan do? What about in Egypt?
3. What is the activity that Anwar and Kim love doing?
4. Tell the similarities between Anwar and Kim. Tell how they are different from each other.

Group 4

1. Where does Jack come from? Where does Karintha live?
2. What do children in Chad love doing? What about in USA?
3. What is the activity that both Jack and Karintha love doing?
4. In what ways can both Jack and Karintha be different?

Group 5:

Why is the world compared to a giant ball?

B. Grammar

1. Introduction/Presentation

Review the guidelines in forming the plural of regular nouns. Write some nouns in the singular form, then ask volunteers to write their plural forms.

Read the poem *Help*. Refer to LM, Find Out and Learn.

Ask: "What does the person in the poem feel?"

"Why does she need help?"

"What words in the poem cause the person to be confused?"

"Why do these words confuse him/her?"

Let the pupils read the poem.

2. Teaching/Modeling

Ask: "Which words in the poem are plural nouns?"

Then, show this chart to the class.

Singular Noun	Plural Noun
foot	feet
tooth	teeth
mouse	mice
louse	lice
child	children
man	men

Say: "How do these nouns form their plural? These nouns are irregular nouns. The plural forms of these nouns are not formed by -s or -es. These nouns form their plural by a change in the spelling."

Teaching Chart

- ✓ Some nouns form their plural by changing their spelling. They are called irregular nouns.
Example:
goose – geese
man – men
child – children
- ✓ Some nouns have the same singular and plural form
Example:
deer
sheep
news

C. Guided Practice

a. Refer to LM, Try and Learn.

b. Spelling Bee

Divide the class into three or four equal groups. Call a member from each group and give each a slate board and a chalk. Show a picture of a noun (irregular nouns) and let the pupils write its plural form on the slate board. Whoever writes the correct spelling is given a point. Continue the game until everyone in the group gets a chance to spell a word. The group that gets the highest number of point wins.

D. Independent Practice

a. Refer to LM, Do and Learn

b. Assignment:

Watch a TV advertisement about your favorite drink. Observe how it is presented. Write down things that the advertisement says about the product. Be ready to tell your classmates about it.

Day 5

I. Objective

Locate information using print and nonprint sources (maps)

II. Developmental Activities

A. Oral Language Practice

Recite the poem *We are One World*

B. Skill Development

1. Introduction/Presentation

Post a big map on the board.

(Use the world map used in teaching the poem *We are One World*)

Say: "Can you remember the places where the children in the poem

We are One World live? Point the places in this map and name them.

2. Teaching/Modeling

Show a world map.

Lead the class to see that maps show bodies of water.

Point to the oceans and name them.

Ask: "Where is the Pacific Ocean? Indian Ocean?" etc.

Point to the continents and name them.
Ask the class to point to the different continents.

Show places that are on the north and south hemispheres.
Show the different directions.

Ask: "How will a map help us?"
"What information can we get from maps?"

C. Guided Practice

Exercise 1

Let the class answer the following questions with a use of a map:

Look for places with very cold weather.
Why are these places very cold?
What kind of clothes do people wear in these places?
What animals can be found in cold places?
Look for places with very warm weather.
Why are these places very warm?
What animals can be found in places with warm weather?
Look for the Philippines.
In which continent is Philippines located?
What kind of weather do we have?
Why is the Philippines a tropical country?

Exercise 2

Show a Philippine map.

Ask the class to look for their town/city.
Ask: "What places are to the east of our town/city?"
"What places are to the west of our town/city? To the north? To the south?"
"What bodies of water surround our country?"

D. Independent Practice

Treasure Hunt

Hide several small prizes in the playground (or in the classroom). Then divide the class into small groups. Give each group a map to help them find one of the treasures. When all the treasures have been found, bring the children together and discuss how they used the maps to find their prizes.

Week 4

I. Objectives

A. Expressive Objectives

1. Realize that dreams are attainable but one needs to work hard to attain them
2. Recognize small tasks as expressions of love

B. Instructional Objectives

Listening Comprehension

Sequence a series of events in a story listened to

Oral Language Development

Speak clearly using appropriate pronunciation and intonation (poems, chants, rhymes, and riddles)

Vocabulary Development

Use context clues (antonym) to determine the meaning of unfamiliar words

Reading Comprehension

Sequence events in a narrative

Oral Reading Fluency/Word Recognition

Read with accuracy words, phrases, poems, and stories with the long o sound

Study Strategies

Arrange words with the same first letter but a different second letter in alphabetical order

Grammar Awareness

Use clear and coherent sentences using appropriate kinds of nouns- Mass Nouns and Count Nouns

Writing/Composition

Write two-to-three step directions with signal words

Attitude towards Language, Literacy and Literature

Show willingness and enthusiasm in reading / listening to literary text

II. **Subject Matter**

A. Topics

1. Long o sound
2. Mass and Count Nouns
3. Sequencing events
4. Two-to-three step directions with signal words

B. Materials

- pictures
- charts
- worksheets
- cartolina strips

C. References

- a. Story: Tower to the Moon (Abiva Publishing House)
- b. Poems: Cooking in the Kitchen (<http://www.childstoryhour.com>)

III. Procedure

Day 1

I. Objectives

A. Expressive Objective

Realize that dreams are attainable through hard work

B. Instructional Objectives

1. Talk about one's wishes and dreams
2. Sequence a series of events in a story listened to
3. Use context clues (antonym) to find the meaning of unfamiliar words

II. Developmental Activities

A. Preliminary Activity

Ask the class to recite a poem or rhyme learned in a previous lesson.

B. Pre-Listening Activities

1. Unlocking of Difficulties

Say: "Identify the word or phrase which has the same meaning as the underlined word."

- a. The teacher gave us the task to clean the bookshelf. It is a duty we need to do every Friday.
- b. The officer commands his men to march forward. In a loud voice, he orders them to move faster.
- c. The stubborn boy fell from the tree. His being hardheaded brought him harm.

2. Motivation

Let the pupils draw a tower.

Ask: "What do you wish for yourself?"
"What do you wish for your family?"

Say: "Draw a tower. Write your wishes and dreams in your tower. Share your work with your classmates. What do you wish for yourself? What do you wish for your family?"

3. Motive Question

Say: "Today you will listen to the story *Tower to the Moon*. In the story, identify the king's dream."

C. During Reading Activities

Read the story to the pupils. Stop/Pause at some parts and ask predicting questions.

D. Post Reading Activities

1. Engagement Activities

Group the class into three and give each group a task card.

Group 1

Draw a building plan for the tower. Describe it.

Group 2

Write a letter of advice to the king.

Group 3

Give the group a box. On each side of the box, write a trait that one must possess to realize one's dreams.

2. Discussion

What was the king's dream?

What did he ask the carpenter to do?

(Call Group 1 to present their drawing.

Say: "Let us see how the king's tower would look like".

Ask: "Was the carpenter able to do the task at once? Why? Why not?"

"How did the carpenter and his helpers find a solution to the problem?"

"What did the king do when the tower was finished?"

"Was the king able to reach the moon? Why?"

"What did he tell the carpenter to do?"

"If you were the king, would you do the same? Why?"

(Ask Group 2 to present their letter of advice to the king)

Ask: "What do you think happened to the tower and the king?"

"How else would you end the story?"

"Was the king's dream possible or impossible?"

"Is it possible to realize your dreams? Give reasons for your answer."

"How will you be able to realize your dream?"

(Call Group 3 to present their box of traits)

Ask: "What does the story tell us about dreams and how to realize them?"

3. Skill Development

a. Introduction/Presentation

Refer to LM, Try and Learn

Say: "I will read an event in the story written in each box. Arrange the boxes with the events as they happened in the story."

The king sent for the best carpenter in the kingdom.	The king commanded that every box in the kingdom be brought to the carpenter.	The carpenters and his helpers drew lines on big sheets of paper. They hammered and measured.
The king climbed higher and higher until he came to the top of the tower.	The carpenter yelled at the king that there were no more boxes anywhere.	The carpenter and his helpers walked to the tower and pulled outh the bottom box.

b. Teaching/Modelling

Ask: "What helped you sequence the events in the story?"

Say: "Sequencing the events as they happened would help us better understand a story. It traces the important events from the beginning, then the middle, to the end of a story."

4. Guided Practice

Ask five (5) pupils to stand in front of the classroom. Ask each pupil to read an event in the story *Tower to the Moon*. The other members of the class arrange the pupils in front according to the event in the story they will read. Let the pupils retell the story.

5. Independent Practice

Refer to LM, Do and Learn.

Say: "Listen to the short selection then sequence the events as they happened. Retell the story."

In a Minute

Juana is a little girl. When her father and mother asked her to do something, she would say, "In a minute." Her mother would say, "Juana please get a glass of water for me." "In a minute, Mother," she would say. Then Juana's brother would take the glass of water to his mother. Juana had a parrot in her room. One day the door of the room was left open. "Please shut the door of your room," Mother said. "In a minute, Mother. I am playing now." The cat saw the open door and the parrot. When Juana went to her room the parrot was gone. All she saw were some feathers on the floor. Juana cried and cried.

The next time she was asked to do something, she did not say, "In a minute."

Philippine Readers, Book 2

Mother asked Juana to get a glass of water. She said "In a minute, Mother."

Mother told Juana to close the door of the room. Juana said, "In a minute."

The cat entered the room and saw Juana's pet parrot

Juana cried and cried. She no longer said "In a minute."

Juana saw the feathers scattered all around the room.

Day 2

I. Objectives

1. Speak clearly using appropriate pronunciation and intonation (poems, chants, rhymes, and riddles)
2. Read words, phrases, poems, and stories with the long o
3. Use context clues (antonyms) to find the meaning of unfamiliar words

II. Developmental Activities

A. Oral Fluency

1. Presentation

Read the paragraph first.
Refer to LM, Find out and Learn.

2. Discussion/Vocabulary Development

Ask: "Where does the king sit?" Show a picture of a throne.

"What does he want to do? What did they post to gather all the boxes?"

"Could they build a tower with the boxes? Why? Why not?"

"What is the vowel sound of throne, go, so, post, and notice?"

3. Guided Practice

Refer to LM, Try and Learn.

Spelling

Refer to LM, Do and Learn.

B. Pre-Reading Activities

1. Unlocking of Difficulties

a. measure

Say: "To know how tall we are, we measure our height. To know how heavy we are, we measure our weight. What things do we use for measuring? Can we use a ruler to measure? What can we measure with it?"

b. sift

Say: "The baker sifts the flour to separate the fine from the not so fine flour. What other things can be sifted?"

c. recipe

Show an example of a recipe.

Say: "I use this recipe to cook my favorite dish. What can we read in a recipe? What should I do to prepare the recipe correctly?"

d. grown-up

Say: "I am a grown-up. Your father and mother are grown-ups. The school nurse is a grown-up. Who are the other grown-ups you know? Are you a grown-up?"

2. Motivation

Ask: "What chores at home do you like to learn?"

3. Motive Question

Say: "Today, we will read the poem *Cooking in the Kitchen* and find out what you can learn from it."

C. During Reading

Read the poem aloud first while the pupils listen. Pupils will read the poem later. Refer to LM, Read and Learn.

Ask: "What chore did the child learn? What did she do in the kitchen?"
Show pictures and ask pupils to say something about each picture.
Refer to LM, Think and Tell.

Let the pupils read the poem aloud in unison and in groups.

Day 3

I. Objectives

1. Realize that doing small tasks for loved ones is an expression of love
2. Sequence events in literary texts

A. Preliminary Activity

Let the pupils recite rhymes/poems with the long o sound

B. Post Reading Activities

1. Engagement Activities
Divide participants into groups.

Group 1:

Using a newsprint/manila paper, make a paper apron.
Draw on it the things you need to prepare before cooking.

Group 2:

Design a poster for safety in the kitchen.

Group 3:

Make a list or menu of food that you wish to cook.
Say something about the menu.

2. Discussion

Divide the class into three groups for the following tasks.

(Group 1 will wear/present their paper apron.)
How can he/she make cooking easy?
What should be done to keep you safe while cooking?

(Group 2 will show their poster.)
Aside from cooking, what other tasks does he/she need to do?
What makes him/her happy after cooking?
Have you ever cooked something or helped in cooking? Tell us something about it?

(Group 3 will present their menu and tell something about it.)
Were you happy to do it? Why?
What other things do you like to do for your family?
Is it difficult to do these for them? Why?

Say: "Let us read the poem aloud."
"How many stanzas does the poem have?"
"What words rhyme in the poem?"
"Read the words that rhyme."

1. Skills Development: Sequencing

a. Introduction/Presentation
Refer to LM, Try and Learn.

b. Teaching/Modelling

Ask: "Which task is done first? second? next? last?"
"How do we arrange the steps in a process?"

Say: "We follow the steps in a process in the order or sequence they are done."

c. Guided Practice
Refer to LM, Do and Learn.

d. Independent Practice
Refer to LM, Learn Some More.

Day 4

I. Objectives

1. Use count and mass nouns
2. Arrange words with the same first letter but with a different second letter in alphabetical order

II. Developmental Activities

A. Preliminary Activity

Recite the rhymes learned in the previous lessons.

B. Presentation

Read the paragraph.
Refer to LM, Find Out and Learn.

(Write in two columns the pupils' answers. One column for the mass nouns and another column for the count nouns)

Ask: "What did Gabbie and her mother bake?"
"What did they prepare before baking the cake?"
"What ingredients were used to bake the cake?"
"What did Gabbie add on the cake?"
"Why do you think everybody enjoyed the cake?"

C. Teaching/Modelling

A	B
cake	flour
baking tin	sugar
bowl	milk
spoon	chocolate
oven	butter
eggs	icing
fruits	

Referring to the answers of the pupils, say: "This group of nouns in Set A are called count nouns, while the words in Set B are called mass nouns."

What are count nouns?

What are mass nouns?

Say: "Count nouns are nouns which can be counted. Mass nouns are nouns which cannot be counted."

Name other things which cannot be counted.

Name other things which can be counted.

D. Guided Practice

Note:

Prepare the following materials: (metacards with nouns written on them, a table and a jar or drawn pictures of a table or a jar)

Say: "Classify the nouns as count nouns and mass nouns. Place the count nouns on the table and the mass nouns in the jar."

books	chairs	sauce	vapor
water	lotion	cement	pants
candies	paper	nails	soup
shirts	hair	computer	boxes
powder	tomatoes	rice	wire

1. Alphabet Game

Group the participants into 4-5. Ask each group to make a list of mass and count nouns beginning with a particular letter. (Groups can be given the option of choosing the beginning letter)

Group 1 - Count nouns beginning with letter B

Group 2 - Count Nouns beginning with letter R

Group 3 - Mass Nouns beginning with letter S

Group 4 - Mass Nouns beginning with Letter M

After making the list, give it to another group. The other group will arrange the word list in alphabetical order. Present the list to the class.

E. Independent Practice

Read the poem. Identify and classify the count nouns and mass nouns. Refer to LM, Try and Learn.

Market List: Refer to LM, Learn Some More.
Your mother sent you to the market/grocery store. With a partner, prepare a list of things will buy.

Day 5

I. Objectives

1. Use mass and count nouns
2. Write two to three-step-directions using signal words

II. Developmental Activities

A. Preliminary Activity

Recite rhymes and poems learned in the previous lessons.

Note: The teacher should have assigned the pupils to bring some fruits (banana, apple, papaya, avocado etc.) and milk or cream and sugar.

Say: "What fruits did you bring? Have you brought some milk? Have you brought some cream?"

Say: "Now we have the recipe for our salad."

Ask: "Which of these ingredients are count nouns?"
"Which of these ingredients are mass nouns?"

B. Introduction/Presentation

Note: Guide and assist the pupils in preparing the materials and recipes for the activity. Divide the pupils into groups.

Say: "Today, we are going to prepare a fruit salad. Listen carefully as I tell and show you how to prepare the salad."

First, wash the fruits.

Next, peel the fruits.

Then, slice the fruits into small cubes or pieces.

And then, mix the fruits together with the milk or cream.

Lastly, share the salad with everyone.

Let the pupils do their own salad.

C. Teaching/Modelling

Ask: "What did we do first? What did we do next? What did we do after that? What did we do last?"

Write on the board or chart the pupils' answers to the questions.

"What words did we use to show the steps in preparing the salad?"

Say: The words first, next, then and lastly are called signal words. What can you say about signal words? Signal words introduce the steps in a process or a sequence of events.”

D. Guided Practice

Say: “What steps do you follow in washing your hands? Let us write about it. In washing your hands, what do you do first? Next? Last?” Ask several pupils to write the answers on the board.

Afterwards, ask the class to read the paragraph.

E. Independent Practice

Refer to LM, Write about It.

Week 5

I. Objectives

1. Realize that the love and care of family and loved ones bring wellness and happiness
2. Understand that it is not good to count the gains if there is no effort on working for it

II. Instructional Objectives

Listening Comprehension

Sequence series of events of stories listened to

Oral Language

Give oral directions

Vocabulary Development

Use context clues (definition) to determine the meaning of unfamiliar words

Reading Comprehension

Sequence events in a story or narrative

Oral Fluency

Read words, phrases, poems, and stories with long vowel sounds long u

Study Skills

Use graphic organizers to show understanding of texts (story sequence organizers)

Grammar Awareness

Use clear and coherent sentences using appropriate grammatical structures (quantifiers of mass nouns)

Composition

Write different forms of simple composition (thank you card, note, poster, slogan) as a response to stories/poems read or listened to

Attitude towards Literacy, Language and Literature

Show willingness and enthusiasm in reading / listening to literary texts

III. Subject Matter

A. Topics

1. Long **u** vowel sounds
2. Quantifiers of mass nouns
3. Oral directions
4. Using story sequence organizers
5. Sequencing events

B. Materials

- pictures
- charts,
- graphic organizers,
- real objects

C. References

Haluhalo Espesyal by Yvette Fereol
The Milkmaid and Her Pail by Aesop (Adaptation)

DEPED COPY

IV. Procedure

Day 1

I. Objectives

1. Sequence series of events of stories listened to
2. Give directions orally
3. Use context clues to determine the meaning of unfamiliar words
4. Write different forms of simple composition (thank you card, note, poster, slogan) as a response to stories/poems read or listened to

II. Developmental Activities

A. Preliminary Activity/Oral Language

Recall activity on giving directions.

Show a picture of a child washing his /her hands.
Say: "What are the steps in washing our hands?"

Show a picture of a child brushing her teeth.
Say: "What are the steps in brushing our teeth?"

"What other reminders does your mother tell you about being clean?
Say something about them."

B. Pre-Listening

1. Unlocking of difficulties

a. awful

Say: "The dead animal smells awful. It has an unpleasant smell.
What word in the second sentence gives the meaning of the
word awful? What other things smell awful?"

b. coals

Say: "My mother cooked my favorite barbecue over hot coals. What
would happen if you touched some hot coals? What phrase in
the first sentence has the same meaning as hot coals?"

c. fragrant

Say: "I love the fragrant smell of my mother's perfume. It smells like
fresh flowers. What other things smell fragrant?"

d. treats

Say: "My sister brought some chocolates, candies, and other treats
when she came back from the city. How do you feel when you are
given some treats?"

e. enchanted

Say: "Stories say that fairies live in Mount Makiling. They say that
the mountain is enchanted. What could be happening in an
enchanted place?"

f. porridge

Say: "My mother cooks delicious porridge especially on rainy days.
She puts more water and cooks the rice longer than usual.
Then, she adds chicken and some vegetables to the porridge.
My brother likes it very hot. Do you also like porridge? What
do you like to eat with it?"

2. Motivation

Show a picture of a sick child. Refer to LM, Think and Tell.

Ask: "How do you know that she is sick?"

"Have you ever been sick?"

"What made you feel better when you were sick?"

3. Motive Question

Say: "Today, you will listen to a story about Jackie, a girl who got sick."

"What made Jackie feel better when she was sick?"

C. During Listening

Read the story to the pupils. Pause at some parts of the story and ask prediction questions.

Ask after the line “Think of a happy place, Jackie.”
What happy place did Jackie think of?

Ask after the line “Hello Jackie,” a soft, familiar voice whispers in my ear.
Whose voice do you think is it?

Ask after the line: ... she has brought with her the magic of the sugarcane fields and her enchanted kitchen.
What kind of magic did she bring?

Ask after the line: Later that afternoon, Mama comes home from the office and puts a thermometer in my mouth.
How do you think Jackie now feels?

Say: “That is the story of Jackie. What made her feel better?”

Day 2

I. Objectives

1. Realize that the love and care of family and loved ones bring wellness and happiness
2. Sequence series of events in stories listened to
3. Write different forms of simple composition (thank you card) as a response to the story listened to
4. Use graphic organizers (story sequence chart) to show understanding of texts

A. Post Listening

1. Engagement Activities
Divide participants into groups.

Group 1: Draw Jackie’s happy place and say something about it.

Group 2: Make a food calendar of what Lola Itang prepared for Jackie

Group 3: Make a thank you card for Lola Itang

2. Discussion

Ask: “Who is sick?”

“How does she feel about being sick?”

“What should Jackie think of, that will make her feel better?”

“What is Jackie’s happy place?”

“What makes it a happy place?”

(Group 1 shows their drawing of Jackie's happy place and says something about it.)

Ask: "What did Lola Itang prepare for Jackie?"

(Group 2 shows their food calendar and says something about it)

Ask: "What made Jackie well?"

(Group 3 presents their thank you card for Lola Itang)

Ask: "What food makes you feel better every time you get sick?"

"Other than food, what makes you well?"

3. Skill Development

Post pictures of events in the story. (Refer to LM, Think and Tell)

Call volunteers to give a sentence about each of the pictures.

(Ex. Jackie is sick. She is in bed.)

Refer to LM, Try and Learn A

Say: "Which of the six events happened first, second, and last?"

"Retell the story by saying the sentence about each picture."

"Recall how Lola Itang prepared the *haluhalo espesyal*."

"Arrange the steps in preparing the *haluhalo*."

Refer to LM, Try and Learn B.

Read another short selection. Ask the class to arrange the pictures of the events as they happened.

Mother has some hens. Sometimes she gives them corn to eat. Sometimes she gives them *palay*. Baby likes to see them pick up the *palay*. When she is bigger, she will feed the hens.

One day, Mother was working in the yard. She was cleaning the yard with a broom. Mother heard the hens in the garden. They were hungry. Mother said, "I did not feed my hens. I did not give them their *palay*." Then, she went into the house. She came out with a basket. The hens had *palay* to eat and they were happy.

Day 3

I. Objectives

Use quantifiers of mass nouns

II. Developmental Activities

A. Grammar Awareness

1. Review

Refer to LM, Find Out and Learn

Say: "Name the ingredients of Lola Itang's *haluhalo espesyal*."
Classify these as count nouns or mass nouns."

2. Introduction/Presentation
Refer to LM, Read and Learn.

3. Teaching/Modelling

- a. What is placed on top of Lola Itang's rice cakes? (*sprinkling of coconut shreds*)
 - b. What else are placed on the rice cake? (*slices of cheese*)
 - c. What did Lola Itang cook? (*a pot of champorado*)
 - d. What did she spread on the *ensaymada*? (*a piece of butter, a spoonful of sugar*)
 - e. What food did Lola Itang prepare? (*glasses of halu-halo*)
 - f. What nice things did she put in the *haluhalo*? (*slices of nata de coco, slices of leche flan, a spoonful of ube jam*)
 - g. What did she add in the *haluhalo*? (*a half cup of milk, shavings of ice*)
 - h. What makes the *halu-halo* look delightful? (*a swirl of colors*)
- Read the phrases. Refer to LM, Try and Learn
What kind of nouns are in the phrases?
What words are added before the mass nouns?
What do these added words tell us about the mass nouns?

Say: "We call these words quantifiers or counters of mass nouns. Aside from these quantifiers, we can also use much, many, lots of, a little of, a bit of, a piece of, a glass of, a kilo of, a pound of, etc.)
Ask: "What can you say about quantifiers or determiners of mass nouns? (Quantifiers are expressions of quantity. We use quantifiers to tell how much or how little the mass nouns are.)

4. Guided Practice

Refer to LM, Do and Learn.

Say: "Form groups of 3-4. Pretend that you are in a supermarket. Talk about the things that you need to buy. Use quantifiers for mass nouns. You can start your conversation with the following:

I need to buy ...
I will look for...

Ask for volunteers to present their dialog/conversation.

5. Independent Practice

Use the correct counters/quantifiers for the mass nouns.
Refer to LM, Learn Some More.

Day 4

I. Objectives

1. Read words, phrases, poems and stories with long **u** vowel sounds
2. Read aloud grade level texts with accuracy an rate of 95-100 percent
3. Use context clues (definition) to find the meaning of unfamiliar words
4. Use a graphic organizer to show understanding of text

II. Developmental Activities

A. Oral Fluency

1. Presentation

Refer to LM, Find Out and Learn. Read the words first.

Ask: "What is the common sound in these words?"

2. Vocabulary Development

Refer to LM, Try and Learn.

3. Guided Practice

Refer to LM, Try and Learn.

Note: Let the pupils read the rhyme in unison, by groups then individually

4. Spelling

Show and name some pictures. Let the pupils write the words on their paper.

(Show a picture of a cute face)

Say: "She is cute." Write the word cute.

(Show picture of a letter)

Say: "This is an excuse letter." Write the word excuse.

(Show picture of a cube)

Say: "This is a cube." Write the word cube.

(Show picture of an elephant)

Say: "An elephant is a huge animal." Write the word huge.

B. Pre-reading Activities

1. Unlocking of Difficulties

a. jealous

Say: "Mark has a new baby brother. He thinks that his parents would no longer notice him. He thinks they would no longer love him. Mark is jealous of his baby brother. Is it good to be jealous? Why? Why not?"

b. toss
Say: "Dona is proud of herself. She thinks she is the most beautiful girl in school. She tosses her head most of the time like this (demonstrate how to toss one's head, then let pupils do the same)"

c. spilled
Say: "Marah was playing all around so she spilled the glass of milk on the table. The milk was spilled all over the table and the floor. What should she do with the spilled milk?"

2. Motivation
Ask: "What will you buy if you get some money?"
3. Motive Question
Ask: "What will Mutya buy when she gets some money?"

C. During Reading

1. Refer to LM, Read and Learn. The pupils will read the story in "popcorn" way.

Note: In popcorn reading, one pupil starts reading the story aloud. The teacher points to another pupil to continue reading. This continues until the story is completely read.

2. Identify the main details of the story through the flower graphic organizer.



Who: *Mutya the Milkmaid*
When: *One day*
Where: *Along the street, in the market*
What: *Mutya was thinking about what she will buy with the money she will get when she sells the milk*
Why: *To make her look good and be admired by others*

3. Retell the story using the graphic organizer.

Day 5

I. Objectives

1. Understand that it is not good to count the gains if there is no effort on working for it
2. Sequence events in a story read
3. Use graphic organizers to show understanding of texts
4. Write different forms of simple composition (skit, slogan) as a response to the story read

II. Developmental Activities

A. Preliminary Activity

Recitation of poem learned in previous lessons

B. Post Reading Activities

1. Engagement Activities

The pupils are grouped into three and each group is given a task card.

Group 1 - Make a timeline of Mutya's plans

Group 2 - Show a skit on the part when Mutya spilled the milk

Group 3 - Make a slogan for Mutya

2. Discussion

Ask: "What will Mutya buy with her money?"

(Group 1 will present their timeline)

Ask: "When did she stop thinking about her plans?"

"How did she feel when the milk was spilled?"

(Group 2 will show their skit)

Ask: "How do you think her mother will feel?"

"What advice will mother give her?"

"If you were Mutya, what will you tell her?"

(Group 3 will present their slogan)

Ask: "How can Mutya realize her plans?"

"How can you realize your own plans?"

3. Skill Development: (Using graphic organizers in sequencing events)

a. Teaching/Modelling

Refer to LM, Do and Learn.

Ask: "What helped you retell the story?"

"How did the graphic organizer help you?"

"What are graphic organizers?"

Say: "Graphic organizers are charts or pictorials used to represent what we think of. It can help us understand what we read. In sequencing events, we use organizers like the story board, flow chart, story train, chain of events chart and sequence chart."

Teaching Chart

Graphic organizers are visual charts and tools used to represent and organize a student's knowledge or ideas. Graphic organizers are often used as part of the writing process to help students map out ideas, plots, character details and settings before beginning to write. As part of the reading process, graphic organizers can help a student comprehend what he has read and make comparisons. Graphic organizers can be used to: sequence events, analyze cause and effect, compare and contrast and develop concepts in detail.

b. Guided Practice

Story Construction Game
Refer to LM, Learn Some More.

Divide the class into groups with five members. Give each group a set of strips of paper on which story events are written. Let each group arrange the events to form a story in a graphic organizer. Let the groups read the stories they formed.

Story A
Story B

c. Independent Practice Refer to Story C.

DEPED COPY