

3

Let's Get Better in Reading Learner's Material

Unit 2 **Work Together**

This instructional material 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

Let's Get Better in Reading – Grade 3

Learner's Materials

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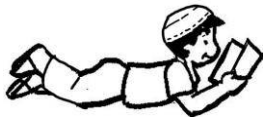
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Unit 2

Work Together



**“Work hard” they say.
But alone, work is hard.
But with others, hard work
becomes easy.**



Unit 2 - Lesson 10

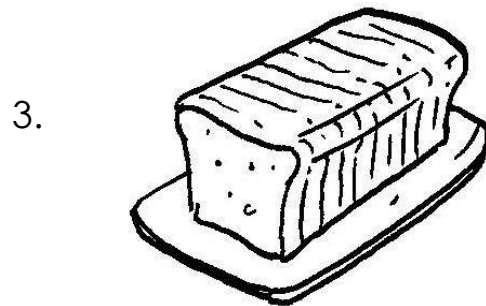
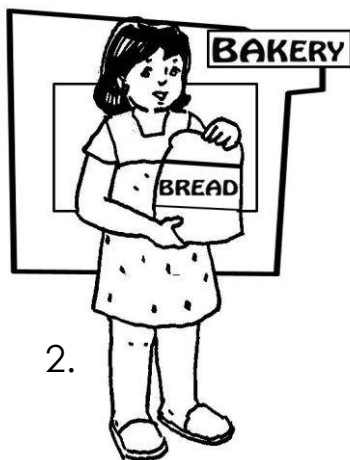
Chocolate Milk for Danny



Activity 105

Learn About Words

A. Read the words aloud. Choose the name of the pictures or actions inside the box. Write it in your notebook.



held

bought

patted

loaf

B. Write a word to complete each sentence. Get the words from the box. Write your answers in your notebook.

held	bought	patted	loaf
------	--------	--------	------

1. Almira _____ her brother's hand.
2. Mother asked Almira and Danny to buy a _____ of bread.
3. Mother _____ Almira's shoulder.
4. Almira _____ the bread from the bakery.

Activity 106

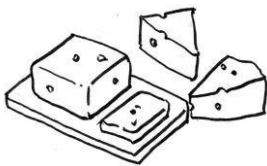
Draw and Write

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.

Activity 107

Read and Learn

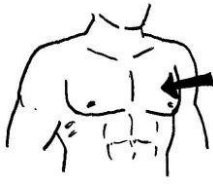
A. Identify the pictures below. Complete each name with 'ch'. Read the completed words aloud.



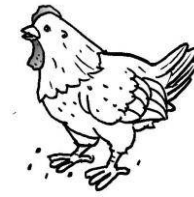
__eese



__air



__ est



__ icken



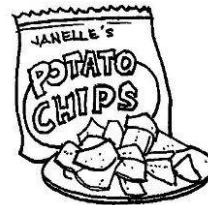
__ ildren



__ amp



__ ocolate



__ ips



__ in



__ eck

B. Read the phrases.

- | | |
|--------------------------------|--------------------------------|
| 1. one child's chest | 2. loves to chat with children |
| 3. cheered the champ | 4. chose bread with cheese |
| 5. chews chopped fried chicken | |

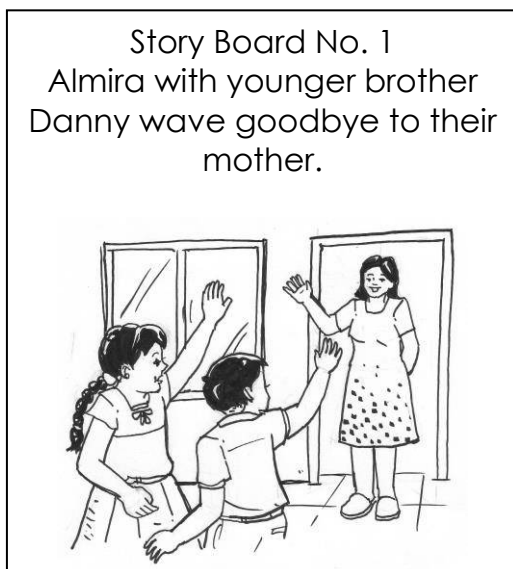
C. Read the sentences.

1. Charlie, the Champ loves to chat with children.
2. He puts chips and chocolate on the chair for them.
3. He also gives them bread with cheese and chopped fried chicken.
4. One child chose to chew the chopped fried chicken.
5. Some chips fell on the chest of the children.
6. Bits of cheese were left on their chin.
7. All of them cheered Charlie, the Champ to thank him.

Activity 108

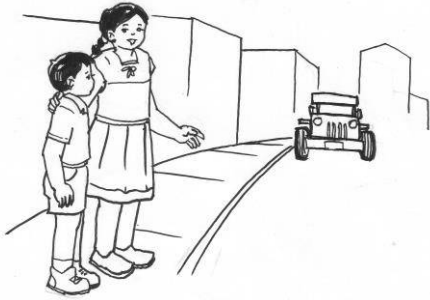
Skimming for Ideas

A. Look at these three pictures of Almira, Danny and their mother. Complete each sentence stating what you see in each picture. Write your answers in your notebook.



I see _____.

Story Board No. 2
Almira and Danny are on a highway waiting for a jeep.



I see _____.

Story Board No. 3
Almira and Danny got off in front of a grocery store.



I see _____.

B. Now, write what you think the story is about based on the pictures.

I think the story is about _____
_____.

Activity 109

Now, go over this next set of related pictures of Almira and Danny. Once more, complete each sentence stating what you see in each picture. Then write what you think this incident in the story is all about. Write the sentences in your notebook.

Story Board No. 1
Almira and Danny are walking
along the grocery lane,



Story Board No. 2
Danny sees a wallet that fell
from a man's pocket.



Story Board No. 3
Danny returns the wallet to the
man. The man is happy. Almira
is proud of Danny.



I see _____ in picture 1.

I see _____ in picture 2.

I see _____ in picture 3.

I think the story is about _____.

Activity 110

Skimming for Ideas

Here is the last set of three related pictures of Almira and Danny. Again complete each sentence stating what you see in each picture. Then, write what you think this last part of the story is about.

Story Frame 1
The man gives Danny 500
pesos as a reward for
returning his wallet.



Story Frame 2
Danny and Almira buy
mother grocery items.



Story Frame 3
Mother is surprised. She feels
happy as Almira tells what
Danny did at the grocery.



I see _____ in picture 1.

I see _____ in picture 2.

I see _____ in picture 3.

I think the story is about _____.

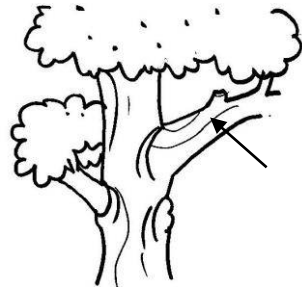
Activity 111

Read and Learn

A. Find a partner. Read each word to your partner. Match the word and the picture. Write your answers in your notebook.

1. watch

a.



2. branch

b.



3. reach

c.



4. sketch

d.



5. bench

e.



Read the phrases.

1. the rich boy
2. branch of a tree
3. a wrist watch
4. so much money
5. to sketch a picture
6. to reach for the fruit

B. Read the sentences.

1. The rich boy has so much money.
2. He has a wrist watch too.
3. He sits on a bench to sketch a picture.
4. He stands on the bench to reach for the fruit on the branch of a tree.

Activity 112

Scanning for Information to Answer Questions

Go over the information printed on this bread wrapper and answer the questions about what it contains.

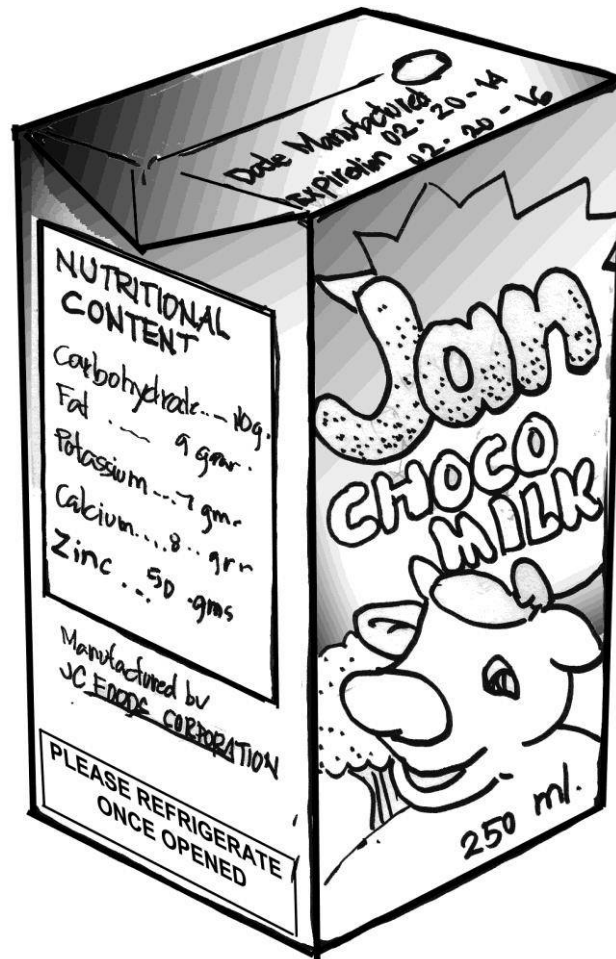


1. What kind of loaf bread is mentioned in the wrapper?
2. Up to when will the bread stay fresh and may be eaten?
3. Where was the bread baked?
4. Where is that bakeshop located?

Activity 113

Scanning for Specific Information in Food Packs

Go over the information printed in this food pack and answer in your notebook the questions about its contents.



1. What kind of drink does the food pack contain?
2. What name is given to that drink?
3. How many milligrams of the drink does the pack contain?
4. Where was the drink made?
5. Up to when will it stay fresh?
6. What must be done so it will remain fresh once it is opened?
7. What minerals can we get from that drink?
8. What picture do you see on the food pack?
9. Why do you think was that picture placed there?

Activity 114

Read and Learn

A. Read along as your teacher reads this poem about *Chad the Honest Kid*.

Chad, the Honest Kid

by Raymond T. Bustamante

Chad has so much cash now.
The cash came from Ninong Charles.
He counted it seated on the branch
of a tree.
And he shouted, "I'm very rich! Yippee!"



Chad has a new watch now.
He bought a sketch pad, too.
He went to watch a movie.
Chad is so cheerful and happy.

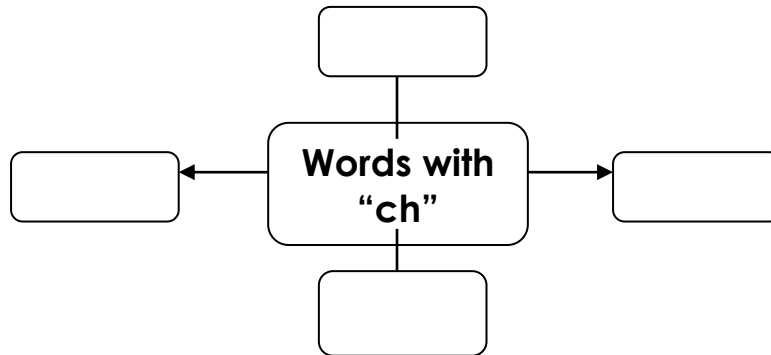


Chad ordered chocolate and chips.
"My change is too much," said Chad.
He checked and returned the extra
money.
"That's great! You're an honest kid!"
said his mommy.

B. After reading the poem about *Rich Chad*, answer the following questions orally:

1. Who has so much cash?
2. Where did all that cash come from?
3. What did Chad do with the cash he received?
4. How did he feel about what he did with the money he got?
5. What was his reaction to the change given him?
6. What did he do about it?
7. What did his mommy say about Chad's decision?

Copy this web in your notebook and complete it with words with “ch” from the poem *Chad, the Honest Kid*. You will have to add more boxes if needed.



Activity 115

Paper and Pen Activity

What do you usually do to keep your food clean and safe from insects?

Let us make sentences on ways to make your food stay clean and safe. Use the action words inside the box.

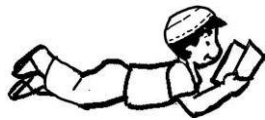
<u>ACTION WORDS</u>	
wash	close
clean	cover
keep	collect

Activity 116

Skim and Scan

How will you find the answer to each question about the set of related pictures and the story and poem you read? Write skim if you will go quickly over the material to get a general idea of the selection. Write scan if you go fast over the text to locate specific information – a word, date, fact – in the selection.

- _____ 1. Which picture in the storyboard shows Almira and Danny buying Chocolate Milk in a store?
- _____ 2. Which set of pictures show that Danny was an honest boy?
- _____ 3. What word in the poem “Chad, the Honest Kid” tells how Chad’s mommy feels about his honesty?
- _____ 4. According to its wrapper, up to when will the loaf bread stay fresh?
- _____ 5. How many milligrams of choco milk does the pack contain?
- _____ 6. What is the title of the story?
- _____ 7. What is the title of the poem?
- _____ 8. Which part of the story do you like best?
- _____ 9. According to the poem what did Chad do with the cash he received?
- _____ 10. Who gave Chad all that cash?



Unit 2 - Lesson 11

Bantay and Tagpi



Activity 117

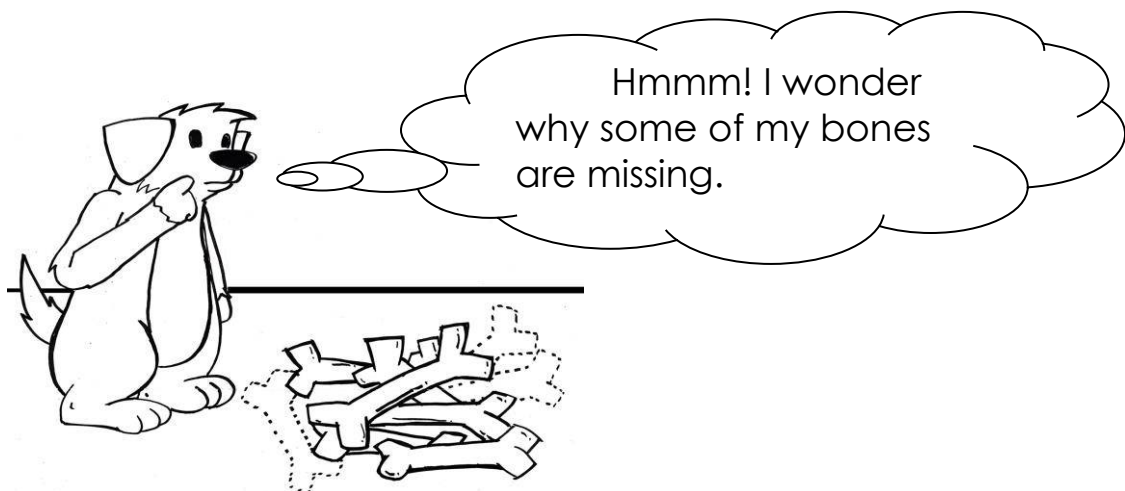
Comic Strip

Listen as your teacher reads the comic strip. Look at the pictures.

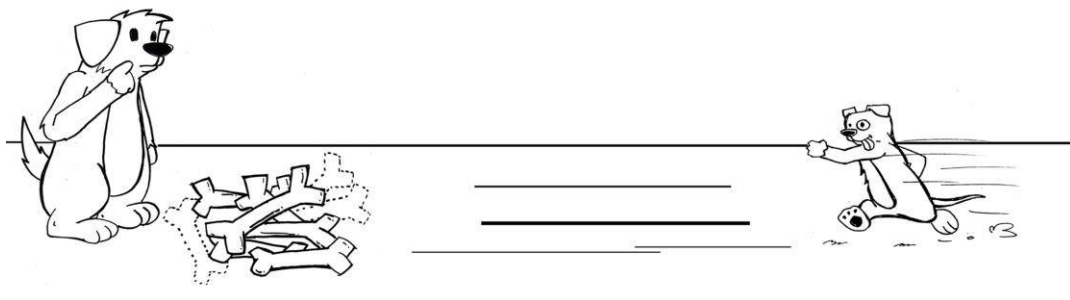
Bantay and Tagpi

by Roderick Motril Aguirre

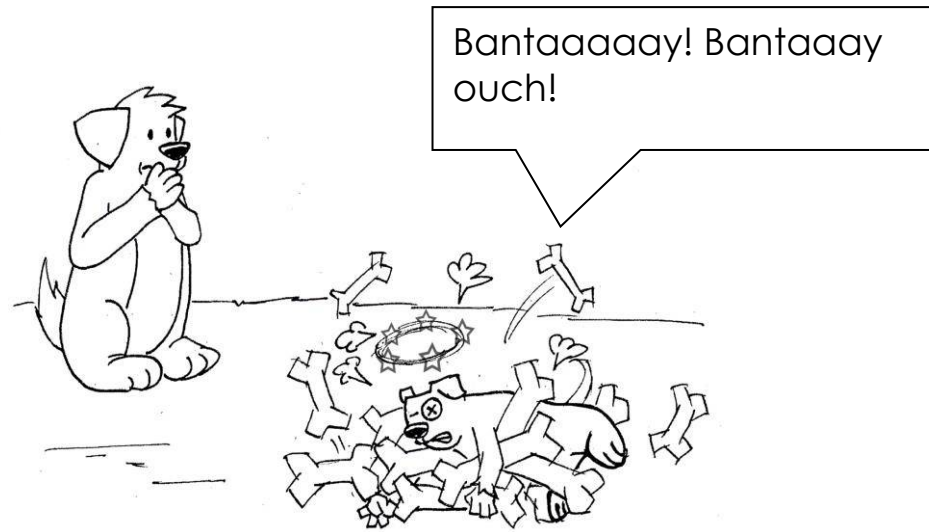
Bantay is looking at his collection of bones. He is counting them.



Tagpi arrives running, calling and shouting to Bantay.



Tagpi tumbles down on Bantay's collection of bones.



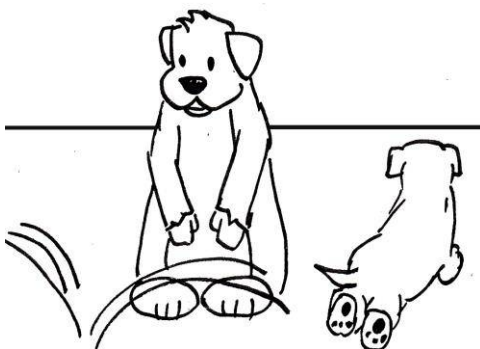
Bantay wants to laugh but stops himself so as not to hurt Tagpi's feelings. Tagpi notices Bantay's collection of bones and tells Bantay...



Bantay greets Tagpi.



Tagpi bounces up and down around Bantay inviting him to play "catch the ball".

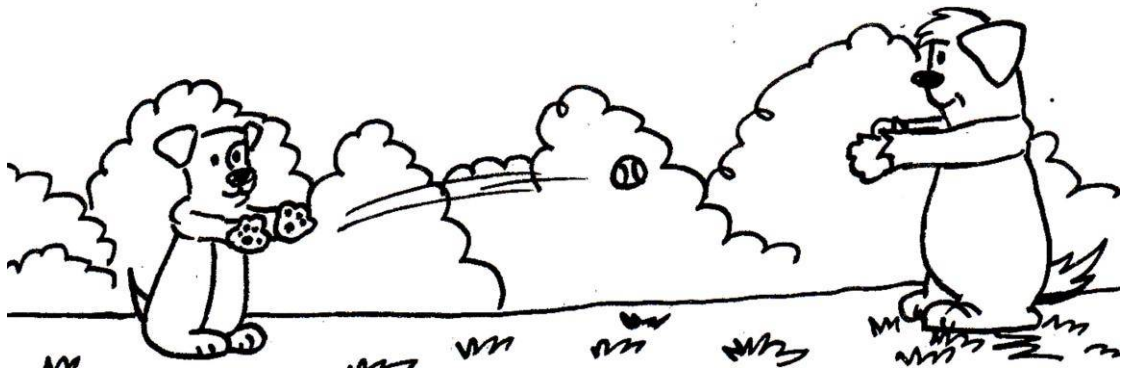


Come on Bantay!
Let's play catch the
ball. It will be fun.

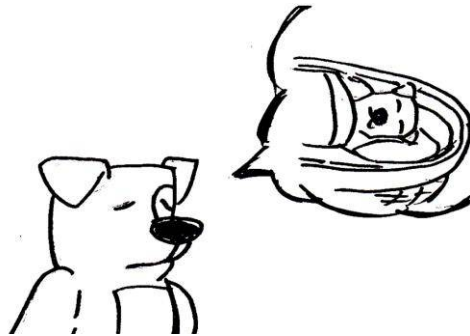
Okay Tagpi. I will just
get the ball inside
the house.



Bantay agrees. They both play "catch the ball". Bantay and Tagpi play with the ball on the grass field.

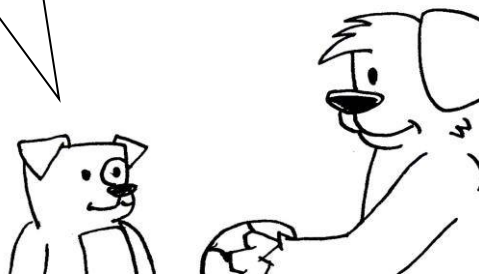


Tagpi tells Bantay that he is tired and wants to take a nap.



I'm going home now Bantay. I am already tired and I need to take a nap.

Okay. You go on then. I will just get the ball.



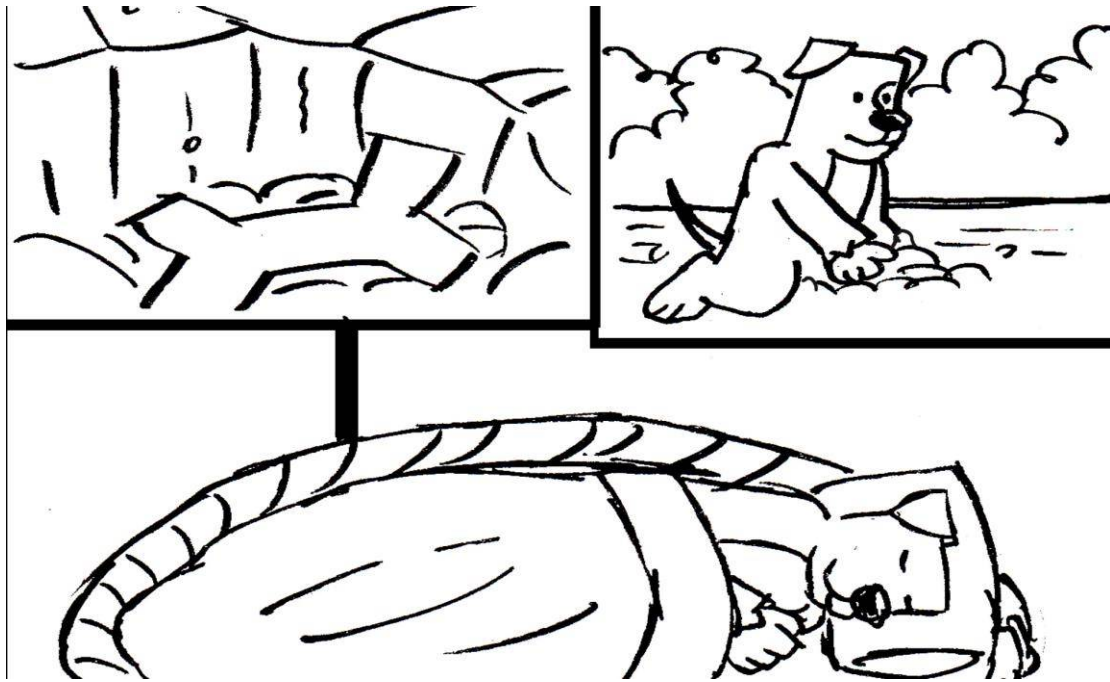
Bantay bounds off to get the ball at the far end of the grass field. Then he runs back to his house with the ball in his mouth.



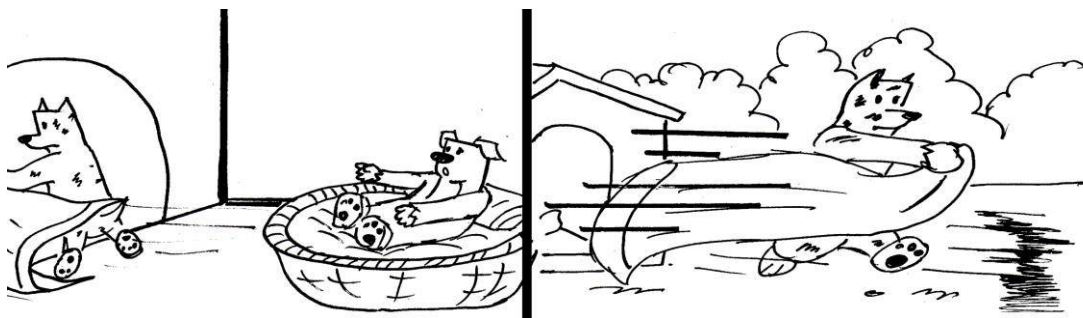
He drops the ball when he sees that one more big bone is missing.



Meanwhile, Tagpi buries the bone he took from Bantay's collection. Then he goes to the front of his master's house. He sleeps in his cute dog basket. He curls inside his new blanket.

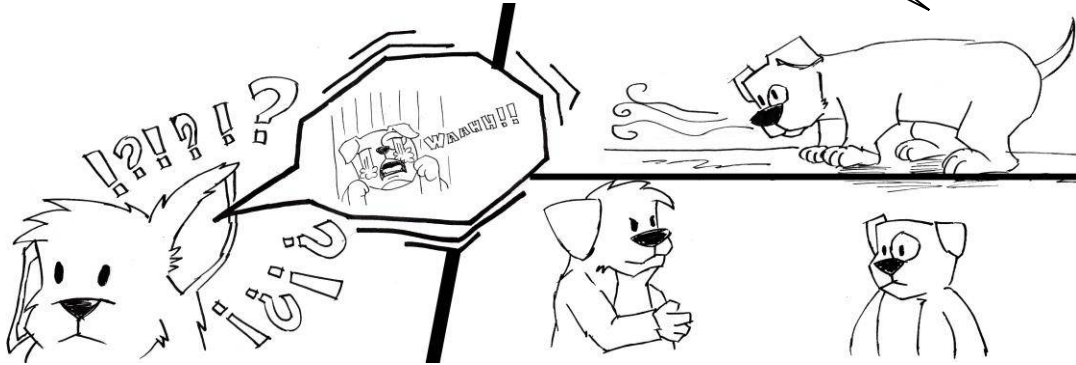


Tagpi awakens because a stray dog is tugging at his new blanket. The stray dog runs away with his new blanket.



Tagpi cries out loud. Bantay from the other house hears him.

How could anyone get things that are not theirs?

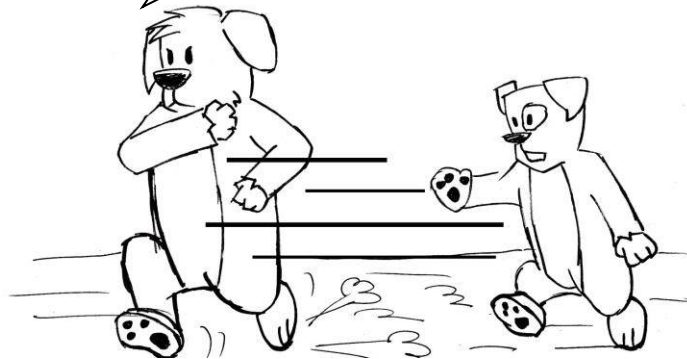


Bantay consoles Tagpi.

Some dogs do. Probably the same dog took the bones from my collection

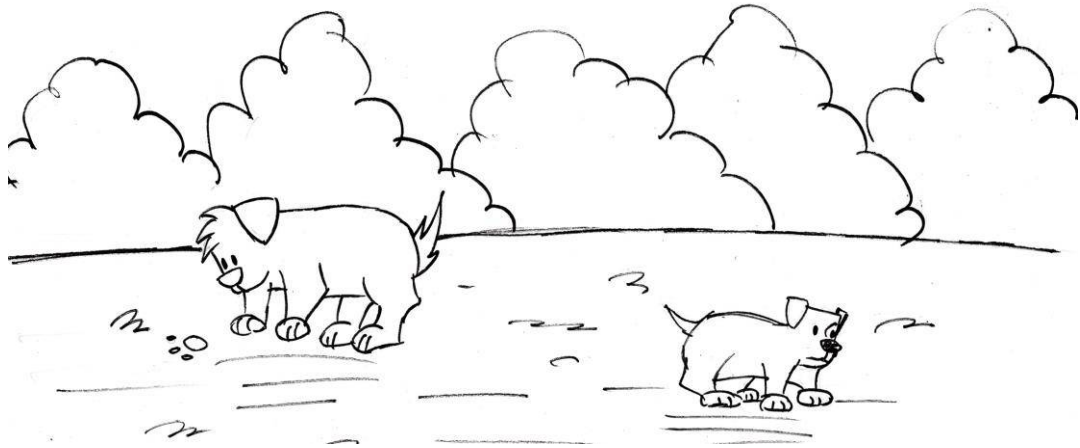
Bantay adds...
Bantay courageously said.

Let's go find him and get the things he took from us."



Tagpi is about to say something about Bantay's missing bones but Bantay urges him to run with him to look for the stray dog.

Bantay and Tagpi look everywhere for the stray dog but failed to find him.



Bantay and Tagpi slowly walk back to their homes. Bantay notices Tagpi still crying.



Bantay cheers up Tagpi.

It's okay Tagpi. Your master will understand what happened to your blanket. I am sure that soon enough you will have a new blanket,"

I am no longer crying about that. I am the one who took some of your bones. You have a lot of bones in your collection. So, I thought you will not miss one or two bones.

Tagpi admits.



If you want some of my bones, all you have to do is ask, Tagpi. After all, what are friends for?"

Bantay explains.

I know that now. I hope you can forgive me!

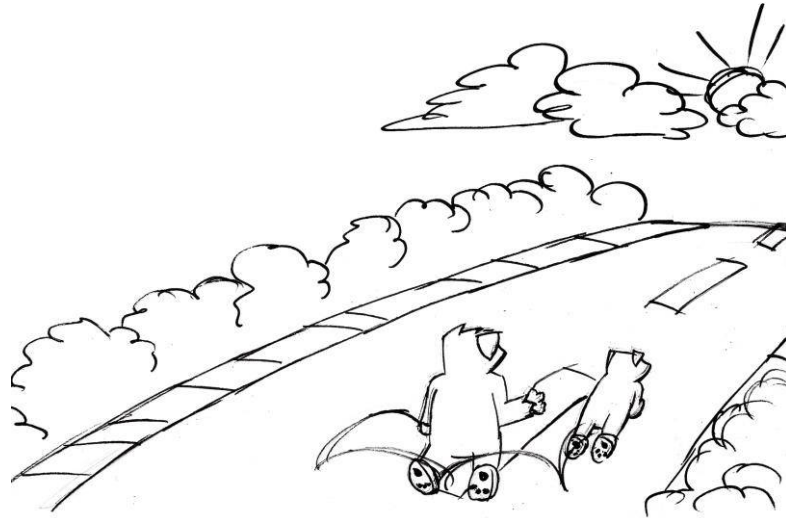
Tagpi says sorry.



Accepted!!

Bantay answers with a big smile.

Bantay walks home with Tagpi bouncing up and down around him.



Activity 118

Character Map

What the character says and does

What others think about the character

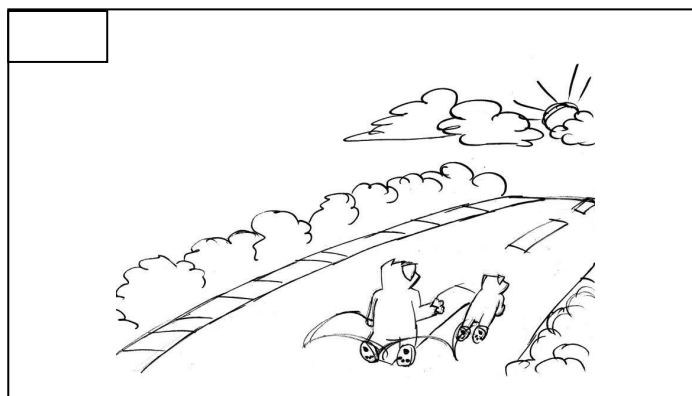
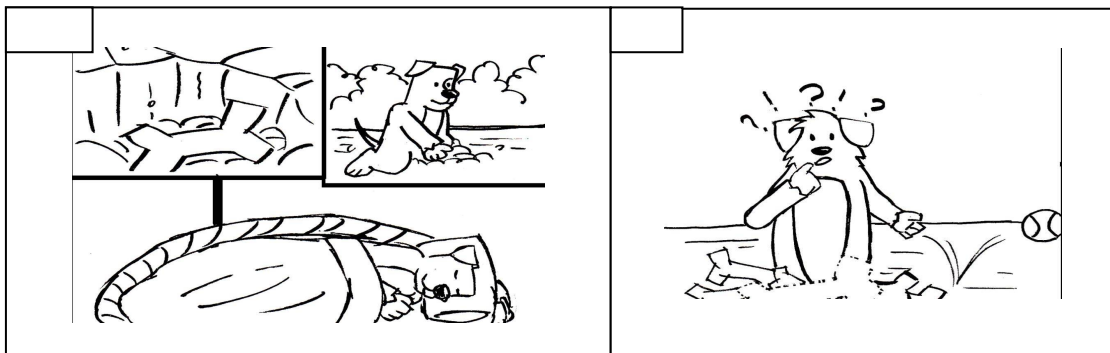
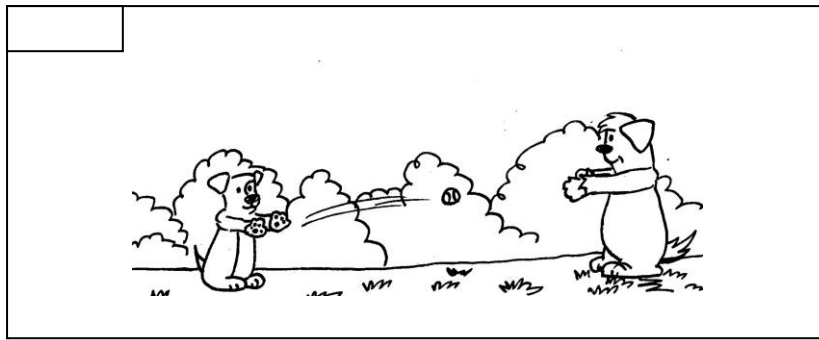
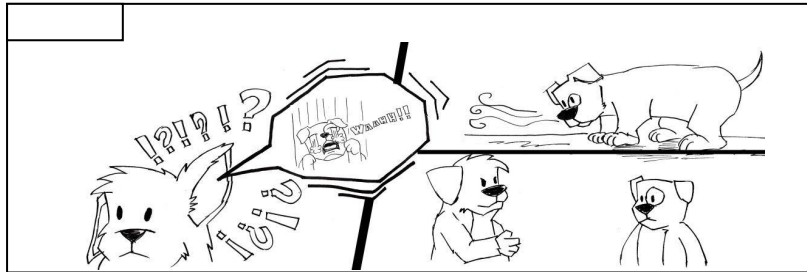
Character's Name

How the character looks at and feels about what happens

How I feel about the character

Activity 119
Character Map

Number the pictures based on the sequence of events in the comic strip Bantay and "Tagpi".



Activity 120

Some sounds are represented by more than one consonant. Complete these words with the missing paired consonants that signal just one sound. Then, match the completed words with the pictures they represent. Write your answers in your notebook with the letter of the picture placed before the number of the words you formed.

WORDS

1. tru _____

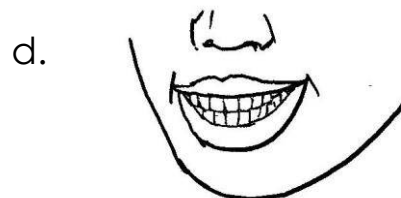
2. tee _____

3. _____
----- ilippines

4. _____
----- oto

5. du _____

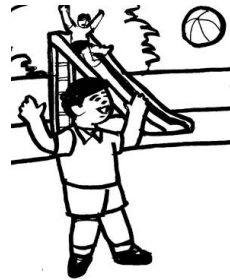
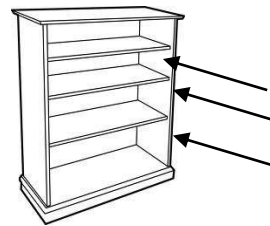
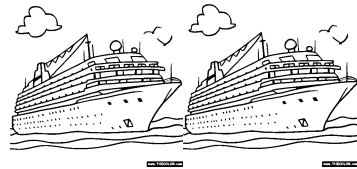
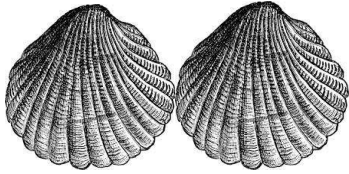
PICTURES



Activity 121

Read and Learn

A. Look at the pictures below. Name each picture and find its name from the word puzzle. Read the words after.



B. How many words with sh can you find in the word puzzle? How many words without sh are there?

S	H	E	L	L	S
H	M	O	N	S	H
I	B	U	S	H	E
P	A	M	A	O	L
S	H	E	E	T	F
R	U	S	H	O	N

Activity 122

Read and Learn

A. Read the phrases.

shape of Shirley's face

shop in the mall

shaggy hair

a bed sheet

shall ship abroad

a snapshot

shrills of joy

a box of seashells

B. Read the sentences.

1. Shirley's face has a nice shape.
2. Her shaggy hair looks good in this snapshot.
3. She lets out shrills of joy in the picture.
4. She will shop in the mall for a bed sheet.
5. She will ship a box of seashells abroad.

Activity 123

Read and Learn

A. Unscramble the letters to name the following pictures.

Write the names in your notebook.



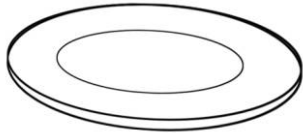
sah



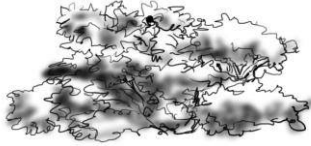
shart



shif



shid



shub

B. Read the following phrases.

1. ashes in the trash can
2. fresh fish
3. bucket of crushed ice
4. dish of roasted fish
5. to wash the fish

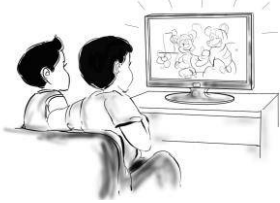
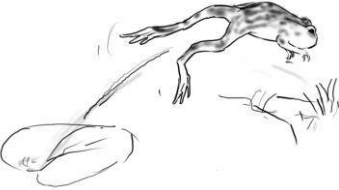



C. Read the following sentences.

1. Gush has to wash the fish.
2. The fish is in a bucket with crushed ice.
3. The main dish will be the roasted fish.
4. Gush sweeps the ashes where the fish was roasted.
5. He puts the ashes in the trash can.

Activity 124

Unscramble the Words

Identify the verb shown in every picture by unscrambling the letters of the words in bold print in each sentence. Write your answer in your notebook.

Picture	Sentence	Verb
	The boys twahc TV.	_____
	The frog posh in the pond.	_____
	Alex sjupm over the log.	_____
	Alice and Alex drkin milk.	_____
	The child teas a sandwich.	_____

Picture

Sentence

Verb



Danny **cmbsli** a tree. _____



Danny and Ana **eancl** the room. _____



The little girls **aypr** before meals. _____



The secretary **tpsye** a letter. _____



My mother **pweses** the floor. _____

Activity 125

Read and Learn

A. Read the story *Trish and Her Wish*.

Trish and Her Wish

by Raymond T. Bustamante



Trish has a wish.
She wishes to prepare a dish.
She likes fish in her dish.
“The fish must be fresh,” said Trish.

Trish went to the market.
She looked for some fresh veggies.
She found everything she wanted.
Now, she’s excited to prepare her dish.



Trish rushed home.
She took the things from a shelf.
She washed the fish.
She sprinkled some salt on her dish.
Trish took a heart-shaped shell.
There she placed her tasty dish.
Now, she’s ready to serve it.

A perfect dish from Trish!



B. Answer the following questions:

1. Who has a wish? _____
2. What was her wish? _____
3. Where did she buy veggies for her dish? _____
4. Do you know how to prepare a dish like Trish? _____
5. How will you describe Trish? _____

C. Draw the dish of Trish and write something about it. Use words with /sh/.

Activity 126

Read and Learn

A. Match the following words in Column A with the pictures in Column B. Write the letters of the correct answers in your notebook.

Column A

1. stick

2. sack

3. teeth

4. month

5. telephone

6. pharmacy

Column B

a.



b.



c.



d.



e.



f.



B. Read and match the following phrases with the pictures. Write the letters of your answers in your notebook.

1. a stick on the table

a.



2. a sack of rice

b.



3. two front teeth

c.



4. a month of vacation

d.



5. a telephone call

e.



6. pharmacy in a cart

f.



C. Give the missing consonants to complete the following words. Write them in your notebook.

1. __ __ armacy

2. tele __ __ one

3. mon __ __

4. tee __ __

5. sti __ __

6. sa __ __

Activity 127

Complete the Phrase or Sentence

A. Study the pictures. In your notebook, complete the phrase about the picture. Write the missing letters or word on the blank. All the words you need have consonant digraphs /ck/, /ph/, and /th/.



_____ree front tee_____



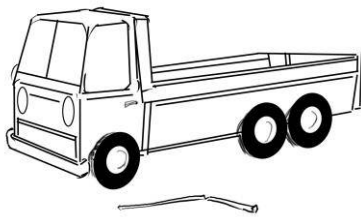
a _____ call from Phil



medicines from the
____armacy down the hill



a sa____ of rice beside the
chair







the broken sti_____ beside
the tru_____

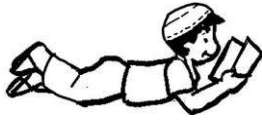
Activity 128

Complete the Sentence

Study the pictures. In your notebook, complete the sentence about the picture by filling the blanks with appropriate action words found in the box.

play rushes climb share

	<p>1. Tagpi and Bantay _____ together.</p>
	<p>2. The boy _____ to the door.</p>
	<p>3. Rene and Ben _____ a tree</p>
	<p>4. Tricia and Susan _____ a slice of cake.</p>



Unit 2 - Lesson 12

The Honest Woodman



Activity 129

Use the chart as your guide to recall the story “The Honest Woodman.” Fill in the blanks with words taken from the Word Bank. You may use some words more than one time.

Word Bank				
forest	woodman	gold	afraid	three
river	fairy	silver	axe	reward

Story Guide Sheet				
Where did the story happen?	Who are the characters?	What was the problem?	How was the problem solved?	How did the story end?
In the _____ beside a deep _____.	<ul style="list-style-type: none"> • A poor _____ 	<ul style="list-style-type: none"> • His _____ fell into the deep _____. • He was _____ to dive into the _____. 	<ul style="list-style-type: none"> • He did not get the _____ and the _____ axes brought up by the _____. • He only got the _____ that belonged to him. 	The _____ gave the _____ and the _____ axes as a _____ for his honesty.
	<ul style="list-style-type: none"> • Faye, a kind _____ 	<ul style="list-style-type: none"> • She did not know exactly what kind of _____ to look for. 	<ul style="list-style-type: none"> • She had to dive _____ times to get the right _____ for the _____. 	

Activity 130

Noting details

Complete the sentences with the details you remember from the story.

1. Who went to the forest?
The _____ went to the forest.
2. What happened to him in the forest?
His _____ fell into the river.
3. Who helped him?
The _____ helped him.
4. How did the fairy help him?
She helped the woodman by _____.
5. What kind of axes were offered to the woodman?
She offered him the _____ and the _____ axes.

Activity 131

Read and Learn

A. Listen as your teacher reads these words. Read them after her.

lake	make	rake	ape
sake	cake	bake	cape
take	awake	male	shape

Read the following phrases.

takes the cake	cake for Kate	lake and rake
bakes a cake	shape of the cape	male ape

B. Let us read this story which has some of those words.

Cake for Kate

Jake bakes a cake.
He takes the cake to Kate.
“Did you bake this cake Jake?” Kate asks.
“Yes,” he says.
Together, Kate and Jake eat the cake.
“Oh, thank you Jake,” Kate adds.
“ It is your birthday,” Jake smiles.

1. Who bakes a cake?
 - a. Kate
 - b. Jake
2. Who eats the cake?
 - a. Jake and Dave
 - b. Kate and Jake
3. Who thanks Jake?
 - a. Kate
 - b. Dave
4. What is the cake for?
 - a. Kate's birthday
 - b. Jake's birthday

Activity 132

Remembering/Noting details

A. Read this story and note the details in it.

Jake's New Cape

Jake has a new cape.
Kate's pet male ape takes
Jake's new cape.
Kate makes her pet ape
Give it back to Jake.
Jake thanks Kate.

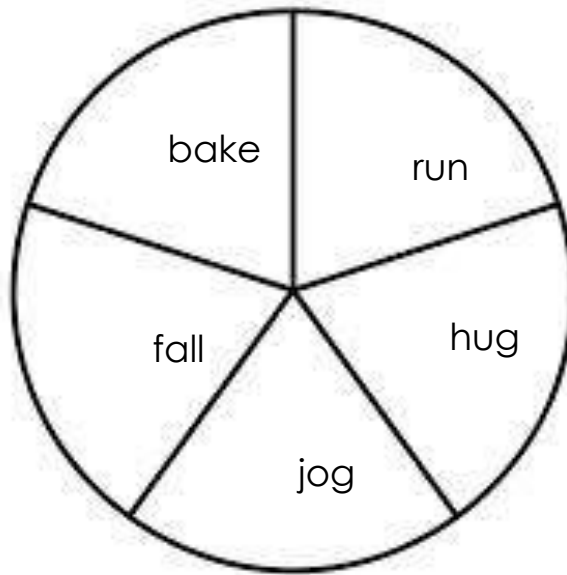
B. Now, write your answers to these questions on the right of the detail chart.

DETAIL CHART	
Questions	Answers
Who are the children in the cartoon?	_____ and _____ were the children in the story.
What happened to Jake?	_____ got his _____.
Who helped Jake?	_____ helped _____.
Why did Jake thank Kate?	_____ thanked _____ because _____.

Activity 133

Writing Simple Sentences

Write simple sentences using the verbs in the circle chart.



Activity 134

Write and Learn

Arrange the jumbled words inside the parenthesis to complete the sentences.

MEMORY LANE

1. (holds, Jake, his, cape)

Down the lane, _____

2. (Kate, grapes, eats, some).

3. (Kate, Jake, thanked).

Activity 135

Read and Remember

Read the sentences and answer them orally.

1. My nape is dark.
What is dark? Is it my nape or my cape?
2. I open the school gate.
What do I open? Is it the school gate or the gate to the garden?
3. I save money in my Kitty bank.
Where do I save my money? Is it in my Piggy or Kitty Bank?
4. The lake is big.
What is big? Is it the pond or the lake?
5. I bake a cake.
What do I bake? Is it bread or a cake?

Activity 136

Read the sentences and answer the questions about them.

1. Dave and Kate go to the lake.
Where do Dave and Kate go?
2. Mike is late for his date with Dave and Kate on the lake.
Who is late for his date with Dave and Kate?
3. Dave gives Kate a slice of cake.
What does Dave give Kate?
4. Mike sees Kate eating the cake?
Who sees Kate eating the cake?
5. Dave gives Mike a slice of cake, too.
Who gives Mike a slice of cake?

Activity 137

A. Say these words with the long a sound. Can you point out what is common to the words in each column.

/a/ + se

case

base

vase

chase

/a/ + ne

cane

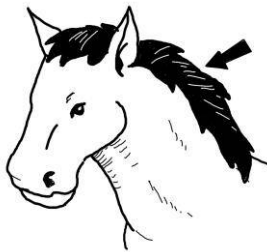
lane

mane

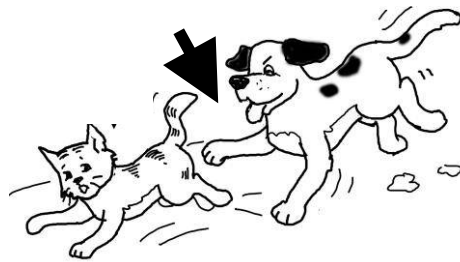
pane

B. Write the word in A that shows what is pointed at in these pictures.

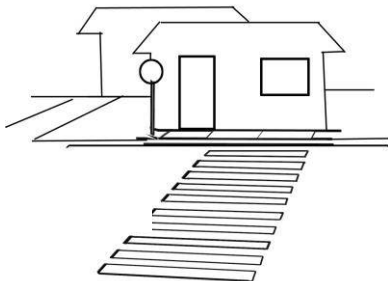
2.



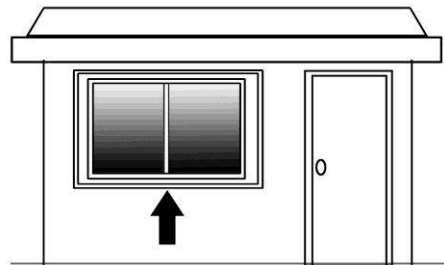
1.

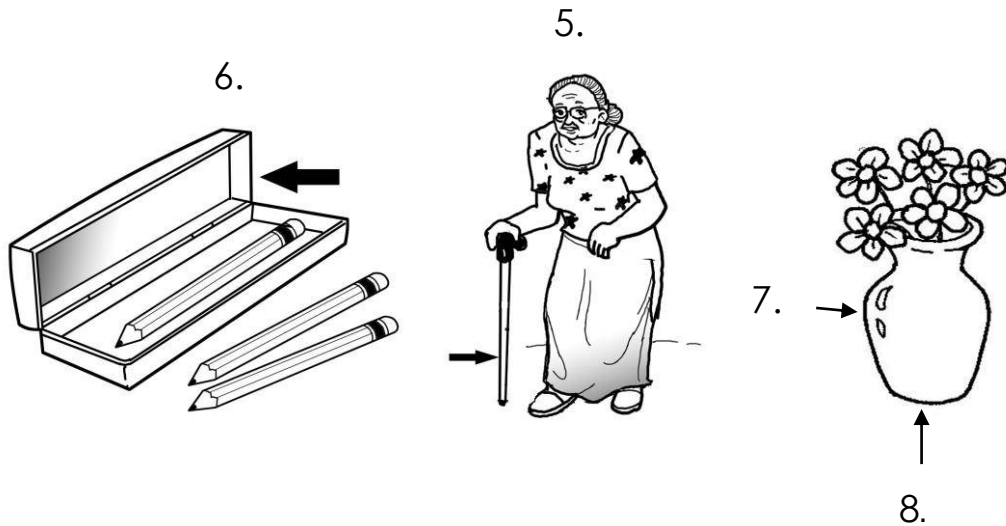


4.



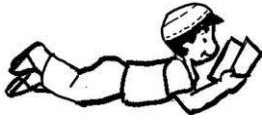
3.





C. Go over these sentences. Do they make sense? Write the word in A that you will use to replace the underlined word so the sentence will make sense. Number 1 is done for you.

1. The dog will case the cat.
Answer: The dog will chase the cat.
2. We walk on the mane for people crossing the street.
3. The flowers look good in the chase.
4. The lane for the pencil is red.
5. The pane of the lion is thick.



Unit 2 - Lesson 13

Preparing for the Big Day



Activity 138

Learn About Words

- A. Write the letter that gives you the meaning of the underlined word in each number. Pick out from the sentence the clues that helped you guess the meaning of these words.
- Ana will celebrate her birthday tomorrow and she feels excited.
a. sad b. happy c. frightened
 - Alex is my cousin. He is my relative.
a. enemy b. family c. best friend
 - My mother writes our daily activities on a planner.
a. diary b. story book c. schedule notebook
- B. Here are the words you learned today. Read them aloud. Match the words in Column A with their meanings in Column B. Write your answers in your notebook.

A

B

1. excited

a. family

2. relatives

b. happy

3. planner

c. schedule notebook

C. Write a word to complete each sentence. Get the word from Column A.

1. It's Ana's birthday. She is _____.
2. Ana's _____ are coming on her birthday.
3. Mother gave a _____ to Ana as her gift so she can write her daily activities on it.

Activity 139

Read and Learn

Read the story about Ana and see how she prepared for the big day.

Preparing for the Big Day

by Ivy M. Romano

Everybody in the house was busy. There were only five days before the big day, and Ana was excited. She looked at her mini planner. She was eager to plan for the things she has to do. She wanted everything to be perfect.

Four days before the big day, Ana started to clean the house. She swept the floor. She placed the trash out of the house.

Three days before the big day, she visited her relatives and friends. She invited them to be present on that very special day.

Two days before the big day, she practiced a song with

her friends. She wanted to dedicate this to her special guest.

A day before the big day, she went to the market with her mother. They thought of preparing something extraordinary.

Then, came the big day. Everything was perfect.

Activity 140

Draw and Write

What gift do you want to receive on your birthday?

Draw it and write a sentence about your drawing.

Activity 141

Word Hunt

Look for words with long /a/ and silent /e/ like bake in the puzzle below. Copy every word you see in your notebook.

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

Activity 142

Spell It Right

Write the words you encircled in the Word Hunt activity. Spell the words correctly.

Activity 143

Words in Phrases and Sentences

A. Read the phrases.

came late	not the same
the name of the game	not wild but tame
the picture frame	burst into flames
for male only	stale fish
a tale about a whale	is to blame
on sale	

B. Read the sentences.

1. Dale and Gale came late for the game.
2. Give me the name of the game.
3. It's a game for male and not for female.
4. I like the tale about a whale.
5. It's not the same tale you told me.
6. The whale in the tale was tame not wild.
7. The picture frame is on sale.
8. The sparks burst into flames.
9. Who is to blame for the flames?

Activity 144

Classifying Words

List down the words with long /a/ and silent e from activity A and B. Group them into -ame and -ale family.

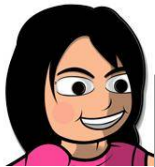
	-ame	-ale
Example:	tame	pale
	1. _____	_____
	2. _____	_____
	3. _____	_____
	4. _____	_____
	5. _____	_____
	6. _____	_____
	7. _____	_____
	8. _____	_____
	9. _____	_____
	10. _____	_____

Activity 145

Story Recall

Recall the story *Preparing for the Big Day* and help Ana do her task.

Please help me fill in this organizer with the things I did in preparation for the big day. Make sure to show the correct sequence. Get your answers from the sentence strips below.



The Big Day	
5.	
4.	
3.	
2.	
1.	

She practiced a song number with her friends.

She cleaned the house.

She visited and invited her relatives.

Ana went to the market with her Mother.

She looked at her mini planner.

Activity 146

Read and Learn

Read about Ana's Big Day.

The Big Day

by Ivy M. Romano

A man stood by the gate along with huge bags. He looked taller. He seemed very familiar. Everyone around started to clap his hands. Everybody was happy and excited seeing the man.

The man smiled at Ana. She pinched herself, not believing what she saw.

Teary-eyed, the man walked toward Ana who stood still. He grabbed Ana's hands and hugged her with so much joy.

Tears rolled down Ana's face.

"Father, you really are home!" she exclaimed.

Activity 147

Gear Up!

Write in your notebook from 1 to 5 the letter of the pictures in the order of what Ana did in preparation for the Big Day.



e.



d.



c.



b.



a.

Activity 148

A. Words with Long /a/ and Silent e

Kale

by: Raymond T. Bustamante

Kale came to school late.
To the classroom, he went straight.
The teacher told the class a tale
About Jonah and a whale.

In the tale was Jonah a male.
In the tale were strong winds of a gale.
In the tale was a very big whale.
"Oh! So exciting!" said Kale.

The sailors believed Jonah was to blame,
For the strong winds of the gale.
Overboard to the sea Jonah was thrown.
The winds died down and the ship sailed on.

In the tale, Jonah was nervous and pale,
When he was swallowed by the whale.
In the whale's stomach he remained
When let out on the shore he no longer felt the
same.

Back home Kale drew the whale
And he displayed it in a frame
For everyone to see and to learn
How Jonah and the whale rose up to fame.

B. Answering WH- Questions

1. Who came to school late?

2. What tale did the teacher tell the class?

3. What were the things mentioned in the story read by the teacher?

4. What did Kale do after hearing the story of the whale?

5. How will you describe Kale?

C. Do you manage your time well? What are the things you usually do in a day? Make a list of your daily schedule in your notebook.

Activity 149

Write It Out

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.

Gab's Planner						
October 2013						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9 Visit the library	10 Compose a poem for Lani as a birthday gift	11 Ask Ninang Flora to edit the poem	12 Help Lani's mother in preparing for the party	13 Attend Lani's birthday party	14

Activity 150

Ask and Write

Write a question that would give the answer on the right column.

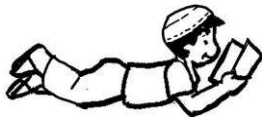
Q & A Chart	
Questions	Answers
What _____ _____	Cupang Elementary School
Who _____ _____	Ms. Sheryl B. Morales
When _____ _____	First week of June
Where _____ _____	Viñalon St., Brgy. Cupang, Muntinlupa City
Why _____ _____	I want to have a good job in the future so I can help my family.

Activity 151

More on Ask and Write

Write three basic wh- questions with these items in mind.

- Birthday card
- School announcement
- Warning along the street



Unit 2 - Lesson 14

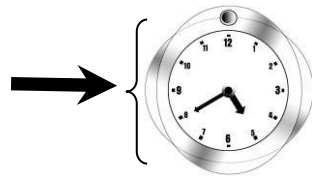
Fast Forward



Activity 152

Learn About Words

- A. Do you remember the words you learned today? Look at the pictures. Read the words aloud. Then draw a line from the picture to the word that tells about it.



hour hand



clock



moves faster



chime



clock's
hands

B. Write a word to complete each sentence. Get the word from A.

1. The _____ tells us the time.
2. The _____ point to numbers on the clock's face to let us know what time it is.
3. The clock's long hand _____ than the short hand.
4. The short _____ tells us the hour of the day.
5. We listen to the Grandfather's Clock _____.

Activity 153

Draw and Write

What tells you the time? Draw it.

Write a sentence about your drawing.

Activity 154

Read, Write, and Learn

A. Read these words.

pine	lie	like	nice
line	pie	bike	rice
fine	tie	bite	ride
dine	cries	kite	slide

B. Read these phrases.

to ride a bike	hot rice
to fly a kite	nice pie
to lie down	tall pine tree
to tie a string	a big bite
to slide down	loud cries

C. 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?

- D. Read the story aloud. Then answer the teacher's questions about the story.

Mike Rides a Bike

Mike rides a bike and flies a kite.

The kite flies high in the sky.

Mike rides his bike.



He finds it hard to ride his bike and fly the kite.

Mike falls off his bike and loses his kite.

Mike cries on his way home.

He tells his mom what happened.

His mom listens carefully.

Then she gives him some advice.

Don't ride on a bike and fly a kite at the same time.

Mom is right. Do one thing at a time.

Mike now rides his bike without his kite.

Answer the questions orally.

1. What does Mike ride?
2. What else does he do?
3. What does Mike find out about riding his bike and flying a kite at the same time?
4. What happened to Mike?
5. What was Mom's advice to Mike?
6. Does Mike listen to Mother's advice?
7. How can you tell?

Activity 155

Draw and Write

What part of the story about Mike do you like best?
Draw it. Write a sentence about your drawing.

Activity 156

Read and Learn

A. Read these words.

happy	jump	into
basket	run	do
black	but	too
that	funny	to
around	with	oh
what	swim	don't

B. Read the phrases.

a funny crow	can't swim
likes to run	what to do
around the well	with a big net
falls into the well	a good plan

C. Read these sentences.

1. A funny crow likes to run and jump.
2. That black crow runs around the well.
3. He falls into the well but he can't swim.
4. Oh! What are we to do to help him?
5. Save him with a big net not a basket.
6. That's a good plan.

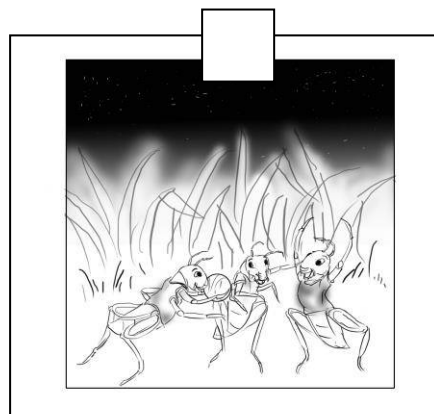
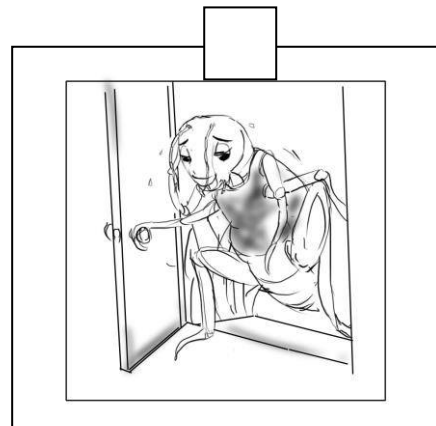
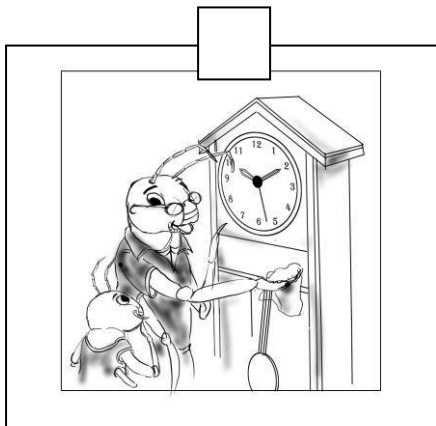
Activity 157

Remember: How do we tell events in the correct order? First, think of what happened in the beginning of the story. Next, think of what happened in the middle. There can be more than one event. Then think of what happened at the end.

First, Next, Last

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.



Activity 158

Read and Learn

A. Read these words.

fight	nine	mind
light	chime	kind
might	time	find
night		behind
right	wild	
sight	mild	
bright	child	

B. **Read these phrases.**

at night	nine chimes	your mind
bright light	the time	kind words
not right		finds the way
might fall	wild animals	left behind
poor eyesight	mild voice	
to start a fight	young child	

C. Pair off. Take turns with your partner reading and answering these questions.

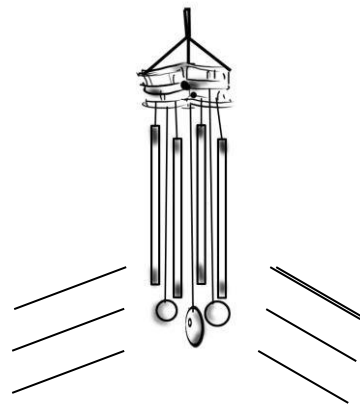
1. Do you think it is right to start a fight?
2. Do we need bright light at night?
3. Do you help one with poor eyesight who might fall down the stairs?
4. Do you hurry so you won't be left behind?
5. Do you talk with a mild voice to a young child?

6. Do you say kind words to him?
7. How do you find your way in the dark?
8. Are you scared of wild animals?
9. Can you guess the time from the nine chimes of the Grandfather's Clock?

D. Name the picture. Write the letter **i** in the blank to complete its name. Then read the words that you wrote.



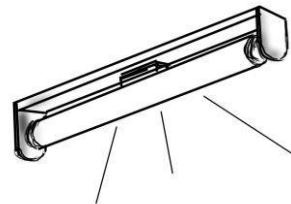
n_ght



ch_me



ch_ld



l_ght



sl_de



b_ke



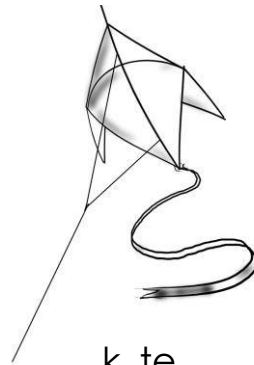
s_ght



r_de



n_ne



k_te

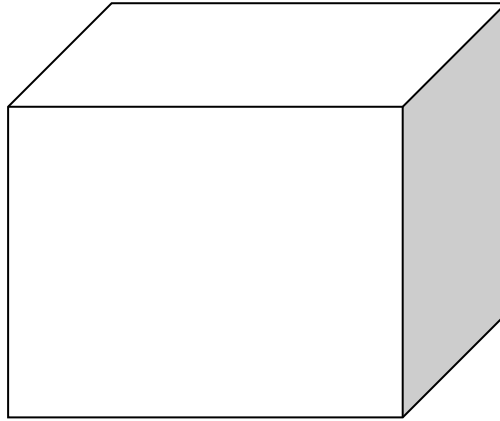


f_ght



b_te

- E. Read the sentences about a box. Draw one thing in the box. Draw a line under the sentence that tells what you drew.



There is a kite in the box.
There is a bike in the box.
There is a slide in the box.
There is a ride in the box.
There is a child in the box.
What a big box it is!

Activity 159

Remember:

A **phrase** does not have a complete thought. It does not end with a punctuation mark.

A **sentence** has a complete thought. It ends with a period (.) or a question mark (?) or an exclamation point (!). It starts with a capital letter.

Is It a Phrase or a Sentence?

- A. Read the groups of words.
Is it a phrase? Write a \checkmark under Phrase.
Is it a sentence? Write a \checkmark under Sentence.
Numbers 1 and 2 are done for you.

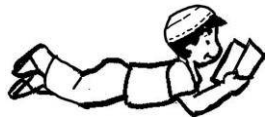
	Phrase	Sentence
1. books for children	\checkmark	_____
2. Is it time for class?	_____	\checkmark
3. Rick did not sleep a wink.	_____	_____
4. moved fast	_____	_____
5. It moved!	_____	_____
6. played with his friends	_____	_____
7. arranged his things	_____	_____
8. chimed eight times	_____	_____
9. Start moving!	_____	_____
10. He had no time to eat.	_____	_____

Activity 160

Let's Recycle!

How can you help solve the garbage problem?
Draw what your group plans to do with the materials you got.

Label your drawing. Write 1-2 sentences about it.



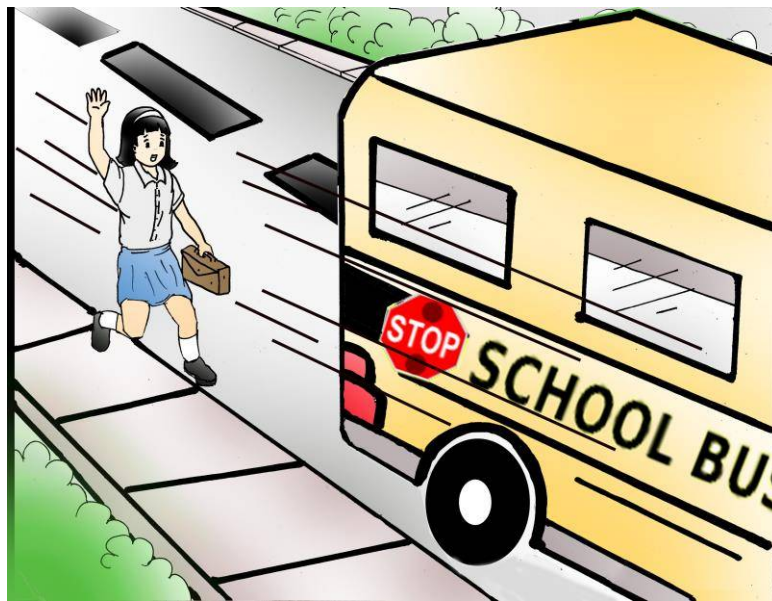
Unit 2 - Lesson 15

Non-print Sources



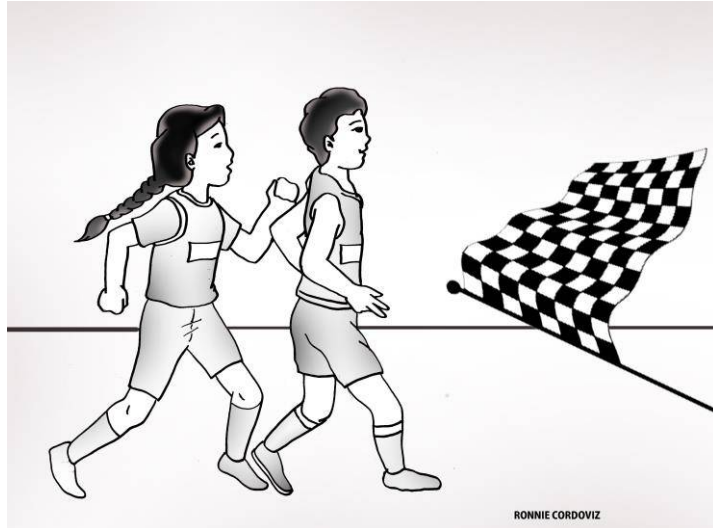
Activity 161

A. Look at this picture. Can you tell what is happening in the picture?



B. Look at another set of pictures. Tell something about them.



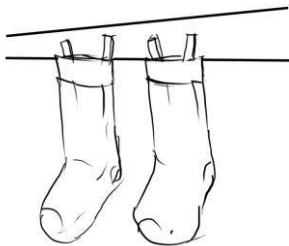


C. Infer what the picture wants to tell us by putting a check mark on the line before the sentence that mentions what the picture shows us.



_____ 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.

D. Study the pictures and guess what information they tell. Write your answers in your notebook.



Activity 162

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?

Fill in the blank with the details mentioned in the news item.

What: _____

Where: _____

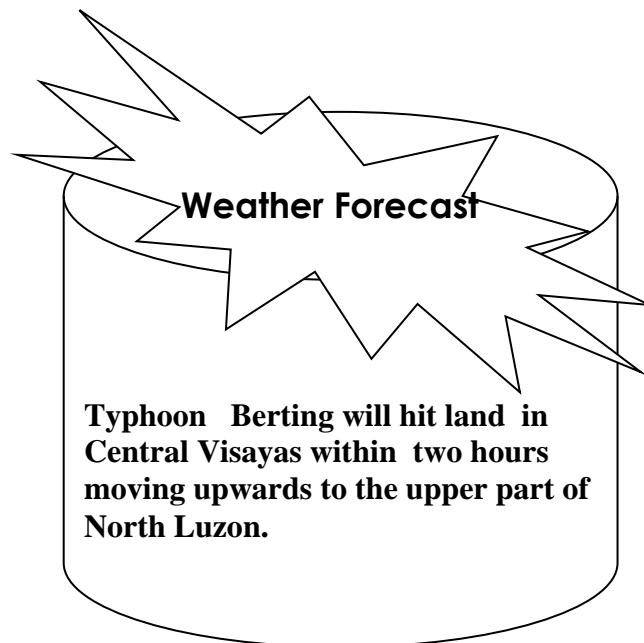
When: _____

Who: _____

Activity 163

Answer the questions about the information given in each of these notices.

A.



1. What does this notice tell you?
1. Why does it give us that information?
2. Are the details in the notice clear?
3. Who will benefit from the information?
4. How will this notice help them?
5. Where do we see notices like this?
6. Put in your own words what this notice says.

B.

**Wash your hands
after going to the comfort room.**

1. Where might we see a notice like this?
2. To whom is the notice given?
3. What does it tell us to do?
4. Why does it tell us to do it?
5. Is the information in the notice clear?
6. Put in your own words the instruction given in this notice.

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.

1. Where do we expect to see this notice?
2. What information does it give us?
3. Why does it give us that information?
4. Who will benefit from that notice?
5. What in the notice might not be clear to those who see it?
6. How would you put in your own words the details in the notice?

Activity 164

Request or Command

- A. Draw a sun in your notebook if the sentence gives a command. Draw a moon 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.

B. In your notebook, write **Request** if the sentence asks you politely to do something. Write **Command** if it tells you directly what you are to do. Write the polite words used in the requests.

- _____ 1. Inside the tub, you make bubbles.
- _____ 2. Kindly set your alarm one hour in advance.
- _____ 3. Would you mind if you'll see me this morning?
- _____ 4. Prepare your breakfast for tomorrow's trip.
- _____ 5. Please include me in your prayers.

Activity 165

Read the short selection with your teacher.

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 a bed.

"I'm afraid I might have broken my arms" Kurt said.

"Put your things down, relax, breathe and smile", his friend Rene said. "Hand me your project so you won't be late in passing them", he added.

Activity 166

Match each irregular verb with its past form. Write your answer in your notebook.

Group 1		Group 2	
Irregular verbs	Past Tense	Irregular verbs	Past Tense
take break bend lose shut	lost bent took shut broke	rise freeze send lead throw	froze rose led threw sent
Group 3		Group 4	
Irregular verbs	Past Tense	Irregular verbs	Past Tense
teach spend build sell lend	spent taught built sold lent	tell hide keep leave sing	hid told kept sang left

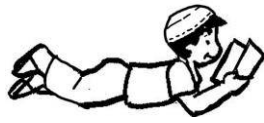
Activity 167

Choosing the Past

Complete the sentences with the past form of the irregular verbs inside the box.

knew	stood	told	spoke	wrote
------	-------	------	-------	-------

1. Rene _____ what to do so we would listen to him.
2. He _____ on a platform so everyone could see him.
3. He _____ loudly so all of us could hear him.
4. He _____ us to take down notes.
5. We _____ down in our notebook what he said.



Unit 2 - Lesson 16

The Adventures of the Animal Band



Activity 168

A. Look at the picture of the animal band.



Read and Remember

B. Let us read this story. Be ready to answer some questions about it.

The Adventures of the Animal Band

It was a fine day. The horse and his friends went on a trip to an island. "It will be a long, long trip and you have to remember what happens each day", the horse said.

They rode on a ship named Combo. Soon they were far out in the deep sea. Suddenly, they heard a loud cracking sound. The ship hit a big hard rock.

Captain Goat told them, "Put on your life vest! We are sinking! We must abandon ship now! Swim, swim for your lives!"

The horse and his friends followed Captain Goat's command. They jumped from the ship and swam to a safe place.

The carabao had the monkey on his back. The rat held on tightly to the turtle's shell. The dog, duck and frog swam together. They all swam until they reached the island.

The horse and his friends now have many things to remember. Would you like to find out how long they stayed on the island and how they spent the days there? Here is what they wrote down.

Day 1:

Thank God, we're alive! We swam all day and all night until we reached land. Who knows what's on this island. I wouldn't know, but first, we have to sleep and rest.

- Ratty

Day 2:

Today, we walked around the island. I climbed a tree and all I saw was the deep blue sea. I told my friends there was nothing but the deep blue sea. When I went down, I felt the hot sand. Ouch! We're also hungry, we must find food.

- Monkey

Day 3:

Today we went swimming and fishing. There were sea-urchins in the sea. Ouch! My belly was hit by a sea-urchin. Now we must find fresh water. Who knows how we can carry it!

- Froggy

Day 4:

Today we climbed a volcano. It was tough! We walked, and ran. Ducky flew at times, I usually swing from the branches of one tree to another. I felt tired. At the top was a pool of fresh rain water. We tasted it. Hmm,

delicious! We wanted to explore more of the island.

- Ducky
- Monkey

Day 5:

Today we walked across the island. There were banana trees and coconut trees. They were big and tall. One coconut fruit fell behind me and hit my leg. Ouch! Now we must make a shelter. Who knows how can we make one?

- Doggy

Day 6:

Today we made a shelter out of bamboo and palm leaves. We felt cool and happy in our new home. We had fish, fruit, milk and water. Now, we must have some music! After all, I have an animal band.

- Horsey

Day 7:

Today the band practiced on the beach. We saw a ship on the horizon. We waved our hands but it didn't see us, especially me. Who knows who can stop the next ship!

- Turtle

Day 8:

This morning the band played on the beach. We saw a ship sailing towards us. We made the music louder and louder. I blew my seashells and the ship stopped. Huh! Did it hit another rock? Oh, no!

- Carabao

It's a miracle the ship heard the band and came to rescue us, We're finally leaving the island. We're going home! I'm going home with new helpful friends.

- Captain Goat

When we arrived at the port, the horse asked, "Would you like another adventure?" All the animals in the band looked at each other and said, "Hip hip Hurray! Hip hip Hurray!"

- Carabao
- Captain Goat

Activity 169

Remember the Animals

- 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.

The Animals' Day-to-Day Activity on the Island	
What did the animals do?	
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	

Activity 170

Read and Complete

Group 1: Read this paragraph and supply the needed information on the chart.

This morning the band played on the beach. We saw a ship sailing towards us. We made the music louder and louder. I blew my seashells and the ship stopped. Huh! Did it hit another rock? Oh! , No!

- Cary Carabao

Question	Answer	Sentence in the paragraph where you found the answer.
1. What did they do on the beach?		
2. What did they see on the horizon?		
3. What did the animals do to catch the attention of the ship?		
4. What else did Cary Carabao do to make the ship notice them?		
5. What did Cary Carabao think when the ship stopped?		

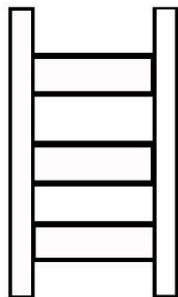
Group 2 – Study this picture and act out what the animals did to help build the shelter mentioned by Horsey on Day 6.

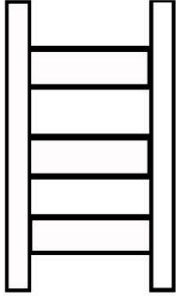


- What do they build?
- How do they help each other?

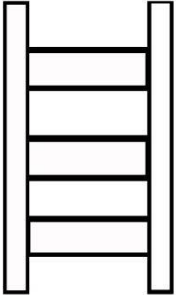
Group 3 – The words in each set begin with the same letter. Arrange the words alphabetically based on the second letter. Put these words on the ladders.

1.

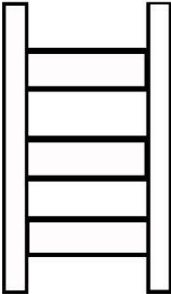


2. 


boat	back	band
------	------	------

3. 

life	leave	look
------	-------	------

4. 

fly	find	feel
-----	------	------

5. 

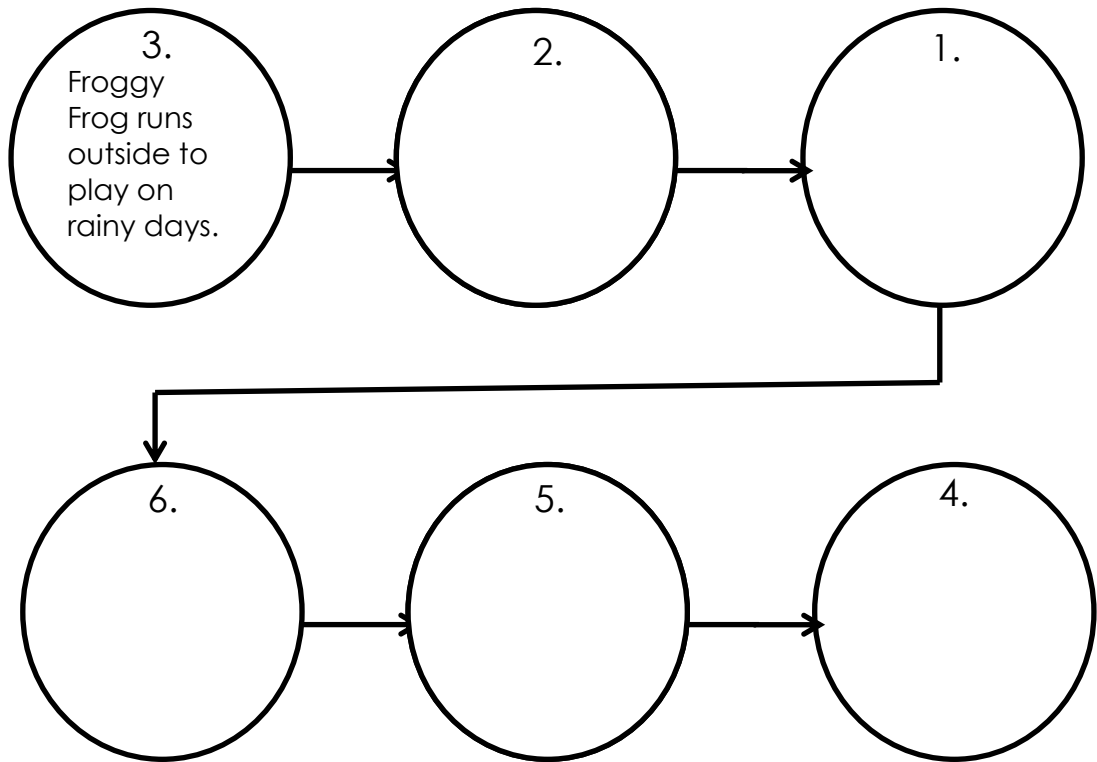
hit	have	hold
-----	------	------

Group 4 – Read the following paragraph. 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.

Adapted
Summer Bridge Activities TM 2-3



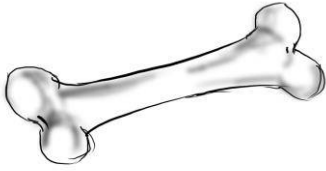
Guide Questions for the flowchart.

1. What did Froggy Frog love to do on rainy days?
2. What would he do with his little brother, friends and anyone who came near him?
3. What did they feel about how Froggy Frog played with them?
4. What did they do to show how they felt about it?
5. What lesson did Froggy Frog learn?
6. What did he promise not to do again?

Activity 171

See, Read and Learn

A. Let us read the following words.



bone



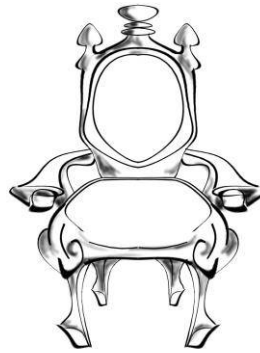
cone



stone



phone



throne



nose



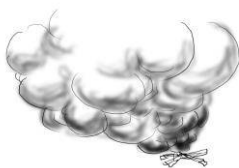
robe



globe



stove



smoke



hole



rope

B. Let us read the following phrases.

the king's throne
stone soup on a stove
globe
a bone on the plate
gets a cone

a cone hat
travels around the
stove on fire
uses the phone

C. Read the following sentences and answer the questions that follow.

1. Boney bought some robes in his last travel around the globe.
 - a. What did Boney 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 pull out the big bone and some stones from the deep hole.
 - a. What do we have to pull 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 cone hat showed some tricks to the queen sitting on a throne.
 - a. What did the clown with the cone hat do?
 - b. To whom did he show them?
 - c. Have you seen some tricks played by a clown?
4. Cover your nose so as not to breathe in the thick smoke from that stove.
 - a. What are you told to do?
 - b. Why must you do it?
 - c. Where is the smoke coming from?

Activity 172

Read and Learn

A. Let us read the following words.

close	home	mole
chose	dome	stole
dose	tone	broke
those	zone	choke
pose	alone	hope
	phone	cope

B. Read these phrases.

in what zone	those plants	a big mole
your home	garden hose	stole some bread
large dome	close by	will hope
my cell phone	chose to stay	can cope
all alone	a wacky pose	

C. Read these sentences.

1. In what zone is your home?
2. Is your home close to the church with a large dome?
3. He chose to water the plants with a garden hose.
4. He chose to try a wacky pose in the photo he sent me.
5. Were you all alone when the man with a big mole stole your cell phone?
6. We hope to be able to cope with the heavy rain and flood.

D. Read it. Answer it. Choose the word in Column A whose definition is given in Column B. Copy both the word and its meaning in your notebook.

Column A	Column B
a. broke b. choke c. close	When one cannot breathe because something gets stuck in his throat or because the air is not good for breathing.
a. chose b. close c. cope	When one has picked out what he wants or prefers from what is offered to him.

Column A	Column B
a. choke b. cope c. closed	When nothing or no one can pass through or enter because it is not open.
a. dome b. cone c. home	A large rounded roof or ceiling shaped like half of a ball.
a. bone b. stone c. mole	A small, brown spot on a person's skin.

E. Read the following sentences.

1. Chew your food well so you don't *choke*.
2. The class *chose* their leader.
3. They *chose* her as the team captain.
4. He has a *mole* on his cheek.
5. Please *close* the door.
6. We better *close* the window; it looks like it's going to rain.
7. The *dome* of the Capitol building looks amazing.

Activity173

Group Bonding

Group 1 – Answer a Puzzle: Ring the verbs you find in the puzzle.

Give their past form.

S	L	E	E	P	S	M
P	A	M	K	E	E	P
E	F	O	R	G	E	T
A	B	E	G	I	N	A
K	T	E	L	L	M	E

Group 2 Hot Summer Suns

Write 5 sentences that tell something about what you did last summer. Select 5 verbs in the Box and write sentences using those words.

went	slept	got
swam	rode	left
ate	saw	told

Group 3 – See What Will happen.

Read this poem about Arman. It tells you what many people said about him when he was still alive. The verbs therefore are in the present tense. Now that Arman is gone, they still say the same thing. So, rewrite the poem using the past form of the verbs in bold letters.

A Good Man

I **know** of a good boy.
His name **is** Arman.
He **is** obedient.
He **is** helpful.
He **is** polite.

I **know** of a good boy.
His name **is** Arman.
He **is** quick.
He **is** cheerful.
He **is** happy.
He **is** bright.

I **know** of a good boy.
His name **is** Arman.

Adapted from: BRIGHT –
PART II

Activity 174

A. Complete each sentence with the word that gives the name of the sketches on the blank. Then read the sentences.

1. Brenda asked her friends for help using her



2. They helped her pull out three big



from a deep



3. They used the three



to form a makeshift



4. The makeshift _____ took the



shape of a  .

5. They knew the dangers of _____ coming



from the makeshift _____ .



6. They cooked beef  soup.

7. They served the soup to the



sitting on her  .

8. The



wore a beautiful



she

bought in her travel around the



9. The

thanked Brenda and her



friends for the



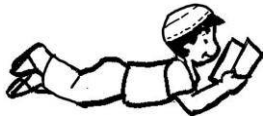
soup they cooked on the

makeshift



B. What makes sense? Draw a circle around the word in each numbers needed to complete and form a sentence that makes sense

1. My friends chose to $\left(\begin{array}{c} \text{use} \\ \text{wear} \end{array} \right)$ a phone to call me.
2. He put on a $\left(\begin{array}{c} \text{robe} \\ \text{rope} \end{array} \right)$ after his bath.
3. You might choke on that chicken $\left(\begin{array}{c} \text{stone} \\ \text{bone} \end{array} \right)$.
4. We $\left(\begin{array}{c} \text{pose} \\ \text{class} \\ \text{vote} \end{array} \right)$ for those we choose as officers of our class.
5. Light went through the $\left(\begin{array}{c} \text{mole} \\ \text{hole} \end{array} \right)$ on the dome of the church.
6. Are there many stray dogs in your $\left(\begin{array}{c} \text{zone} \\ \text{home} \end{array} \right)$?
7. We can use that pile of $\left(\begin{array}{c} \text{stones} \\ \text{bones} \end{array} \right)$ to put up a garden wall.
8. We use a $\left(\begin{array}{c} \text{robe} \\ \text{rope} \end{array} \right)$ to pull things out of a hole.
9. Can we turn the $\left(\begin{array}{c} \text{globe} \\ \text{dome} \end{array} \right)$ around?
10. The camera man told us to smile when we $\left(\begin{array}{c} \text{phone} \\ \text{pose} \end{array} \right)$ for a picture.



Unit 2 - Lesson 17

The Enormous Carrot



Activity 175

Character Profile

Have you seen a carrot? What can you say about the carrot? Fill in the chart below.

Carrot			
Color	Size	Use	Where it Grows

Activity 176

- A. Listen as your teacher reads this story. You may read along silently.

The Enormous Carrot

Once upon a time there was a hen who wanted to grow carrots. So, she planted some carrot seeds in her garden.

The carrot seed grew and grew.

One day the hen went out to check her carrots. She could not believe her eyes. There was an enormous carrot! She tried to pull it up but she was not able to do it.

The hen pulled and pulled it again. But she still could not pull up the enormous carrot. So, she went to the dog. "Help me pull up that enormous carrot," she said.

"I will help you," said the dog. The hen and the dog pulled and pulled it together. But they still could not pull it up.

So the hen and the dog went to the cat. "Help us pull up that enormous carrot" she said.

“I will help you,” said the cat. All three of them pulled and pulled it together but the carrot wouldn’t come out of the ground.

So the hen went to the mouse. “Help us pull up that enormous carrot,” she said.

“I will help you” said the mouse. The hen, dog, cat, and mouse pulled and pulled it together. Up came the enormous carrot!

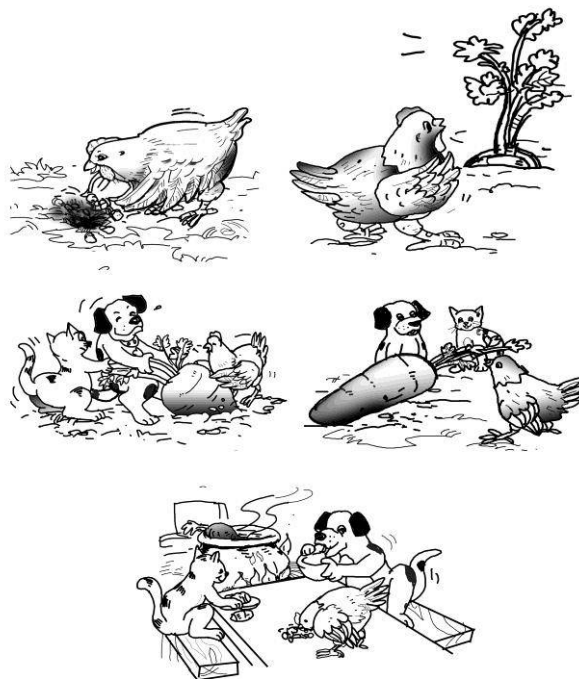
That evening they cooked the enormous carrot and ate it all together.

B. Make four groups and each group do a specific task.

Group A. Draw the animals in the story.

Group B. The hen asked help from other animals to pull up the enormous carrot. Role play the scene when the four animals helped together to pull out the enormous carrot.

Group C. Here are some pictures of the events in the story. Arrange them as they happened in the story

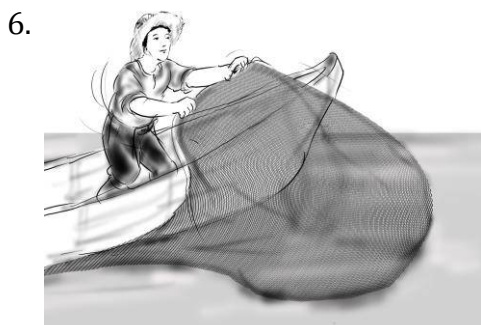
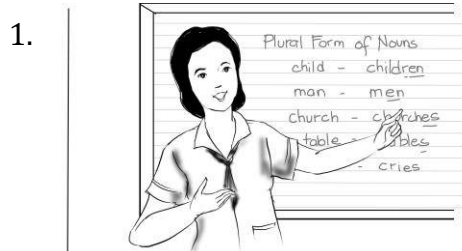


Group D. Hen wants to thank her friends for helping her pull up the enormous carrot. Suppose you are the hen, prepare a thank you card for your friends.

Activity 177

See and Write

Group 1 – Write a sentence about the community helpers in the picture.



Group 2- Complete the poem with the simple present tense form of the verb in the parenthesis, and then read the poem to the class

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) _____

Activity 178

A. Read the following phrases.

a kingdom shaped like a cone

no rain in his zone

hard as stone

called by phone

now his home

could not leave all alone

his golden robe

a magic stove

around the globe

far and near

loud and clear

have no fear

B. Read the poem and answer the questions that follow.

Horsey, the King

When Horsey took over the throne
Of his kingdom shaped like a cone
He called his friends by phone
To visit him in the palace
That was now his home.

He wanted to show them his golden robe
And the many gifts sent him
From other kingdoms around the globe.
The one that he liked best of all
Was a magic stove.

Horsey's friends sent a return note
Which all three of them wrote.
They could not leave their families alone.
No rain had fallen in their zone.
No crops were grown on the earth hard as stone.

Horsey told his friends not to fear
He would ask kingdoms far and near
For help, and when they hear
About the problem, they would answer
"Yes!" loud and clear.

The magic stove they could use
To cook whatever food they choose.
The stove would double food cooked in it
So there would be more than enough
For many people to eat.

Questions:

1. When did Horsey ask his friends to visit him?
2. Why did he want them to come?
3. How many of his friends could not come?
4. What was their problem?
5. Who would Horsey ask to help his friends?
6. Which of Horsey's gifts did he tell his friends they could use?
7. What was the magical power of that gift?
8. How would it help his friends' families?

Activity 179

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.

Activity 180

Word Spot

1. Look at the underlined letters of the words in the box.
2. Blend the sounds given those underlined letters.
3. Tell the number of syllables each word has.
4. Read the word aloud.

<u>sh</u> iny	cudd <u>l</u> y	f <u>if</u> ths	w <u>ar</u> mth	th <u>ir</u> ds	sin <u>gl</u> e
kind <u>l</u> y	<u>str</u> ing	tigh <u>t</u> ly	n <u>in</u> ths	hun <u>gr</u> y	jo <u>y</u>

Activity 181

- A. Read the following story. Answer the questions that follow.

Boney Team

By: Ma. Criselda G. Ochang

The Boney team was getting everything ready for a party. Boney Horse broke his favorite stove so it was replaced by Mother Boney. He didn't like what she gave him.

"I can't cook the best pasta for the party. I don't like to use this stove!" he yelled.

Boney Ratty was in-charge of the garden. She didn't like to remove the stones.

Boney Monkey was in-charge of drinks. He didn't like to serve fruit juice. He wanted something else.

Boney Froggy was in-charge of the ice cream. She didn't like to use cones.

Boney Carabao was in-charge of watering the plants. He didn't like to use the hose given him.

Boney Turtle was in-charge of calling up their friends. He didn't like to use the phone given him.

Everyone did not like what was there for him to use to get things ready for the party.

"I don't like to use this stove!" cried Boney Horse.

"I don't like to remove these stones!" cried Boney Ratty.

"I don't like to serve this fruit juice!" cried Boney Monkey.

"I don't like to use these cones!" cried Boney Froggy.

"I don't like to use this hose!" cried Boney Carabao.

"I don't like to use this phone!" cried Boney Turtle.

Mother Boney was so sad.

If Boney Horse doesn't like to use the stove, how will he cook our food?

If Boney Ratty doesn't like to remove the stones, what will our garden look like?

If Boney Monkey doesn't like to serve the fruit juice, what are we going to drink?

If Boney Froggy doesn't like to use the cones, how are we going to eat the ice cream?

If Boney Carabao doesn't like to use the hose, the plants may die.

If Boney Turtle doesn't like to use the phone, how will our friends be invited to the party?

Team Boney saw how sad Mother Boney was. Then-

"I like to use this stove!" shouted Boney Horse.

"I like to remove these stones!" shouted Boney Ratty.

"I like to serve this fruit juice!" shouted Boney Monkey.

"I like to use these cones!" shouted Boney Froggy.

"I like to use this hose!" shouted Boney Carabao.

"I like to use this phone!" shouted Boney Turtle.

And they all began to work happily together.

Questions:

1. Who are the members of the Boney Team?
2. What was each member put in charge of?
3. What did each one not like in the beginning?
4. Why would that be a problem?
5. Who felt sad about the team's reaction in the beginning?
6. What made the team change their mind about what they didn't like at first?
7. How does this show what they feel about Mother Boney?

Activity 182

Writing Sentences

A. There are three different kinds of sentences in our story. Can you name them? Write the sentences from the story that fall under the correct heading. Be sure to use the correct punctuation mark.

Declarative	Imperative	Exclamatory

B. Now, 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.

Question	Answer
1. Who <u>wanted to grow carrots?</u>	1. Hen wanted to grow carrots.
2. Where - _____	2. She planted some carrot seeds in her garden
3. What _____	3. An enormous carrot grew in the garden.
4. Who _____	4. The dog, cat and mouse helped hen pull the enormous carrots.

Activity 183

Writing Two Kinds of Interrogative Sentences

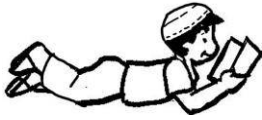
Have a mini tour of the school. Each member writes questions on his/her own task card about things they see in the tour. After three minutes, the members of the group agree on the best four sentences for the group output – two yes-no questions and two questions that ask for specific information. The group secretary will write the group output while the reporter presents their group work to the class.

Activity 184

Write and Learn

- A. Write in your notebooks at least four sentences using any of the following words. Be sure to have all four types of sentences: declarative, imperative, exclamatory and interrogative.

close	zone	dome	choke
those	tone	home	smoke
chose	lone	hope	broke
pose	phone	rope	mole
nose	cone	vote	stole
hose	throne	note	hole
rose	stone	drove	globe
froze	bone	stove	robe



Unit 2 - Lesson 18

The Bundle of Sticks



Activity 185

Read and Remember

A. Let us read the following story. As we read it, be ready to answer the questions that follow.

The Bundle of Sticks

A long time ago, there was a father who had three sons. He felt sad because his sons always quarrelled among themselves. He tried to solve their fights with his gentle words but he failed.

One day, he told his three sons "Bring me a bundle of sticks." He placed the bundle of sticks in the hands of his first son and ordered him, "Break it!" The first son tried with all his strength but was not able to do it.

"Now son, break the bundle of sticks, he ordered his second son. The second son tried but he, too, failed. So, the last son was also asked to break the bundle of sticks. He tried but failed also like his brothers.

"I'm sorry, father. I couldn't break the bundle of sticks," he said.

The father separated the bundle of sticks. He took the sticks separately, one by one. He put them in the hands of his sons. He asked them to break it. Each of the sons was able to break it. Each of them was able to break the sticks very easily.

Then the father told his sons, "My sons, if you stay together and help each other, you will be as strong as this bundle of sticks. But if you are divided among yourselves,

you will be broken easily like each single stick.”

The sons understood what their father meant. “Oh, thank you, Father!” the sons said in chorus.

“We promise not to quarrel each other anymore,” the first son said.

“We also promise to be together no matter what happens,” the second son said.

Adapted

www.kidsworldfun.com/shortstoriesbundleofsticks.ph.

- B. (Group Activity) Pretend that you are the father of the three sons. Write a two – sentence note for the three sons in your notebook. Your note may look like this:

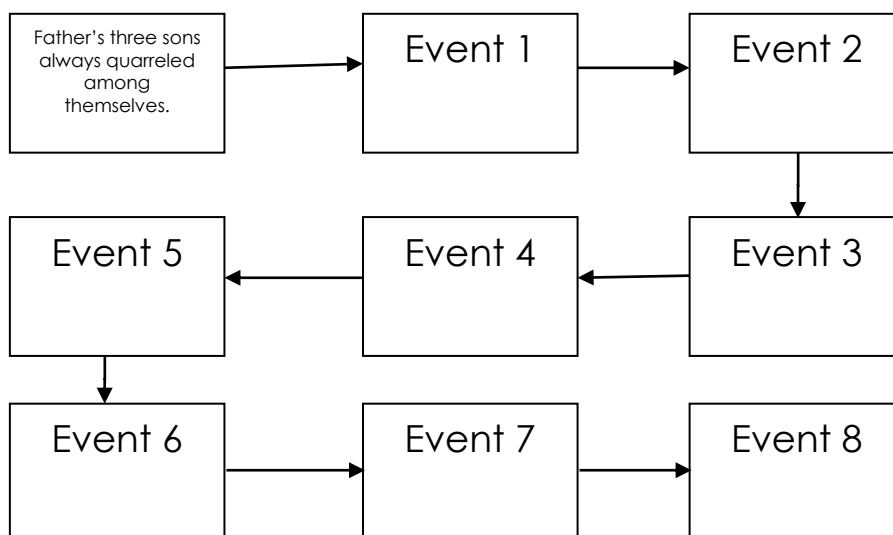
Dear Sons,

_____.
With love, Father

Activity 186

Sequence Chart

- A. Paste/write the appropriate strip/event on each box.



Activity 187

Read and Learn


A. Read the following words and phrases.

cube	cute	a huge cube
tube	mule	to put in tubes
huge	perfume	a cute mule
		a bottle of perfume

B. 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.
4. _____ is a sweet smelling fluid taken from flowers and used to spread pleasant odor.
5. When something is very big, we say it is _____.
6. Persons, animals or things that are not so big and are nice to look at are said to be _____.

C. Write the corresponding word for the pictures below.

The father broke the  where the golden sticks were kept. He took the sticks separately, one by one and placed

them in . Then he put them into the hands of his sons.

He asked them to sell the sticks and buy a bottle of

or a  .



He told them to be careful and not to break the bottle



of . The sons were able to sell the



with the sticks.

They bought a bottle of



When the three sons arrived, father was so happy to

see his sons and the bottle of



Activity 188

Read and Remember

A. Read these phrases.

must rebuild them

carefully remove

must replace each board

can stand and say

a house we built

laid every brick

filled the holes

nailed every board

B. Read along as your teacher reads aloud the poem. Be ready to sequence the events of the poem.

A House We Built Together

Our house is a house.

We built it together.

We have laid every brick one by one.

We have nailed every board, one blow at a time.

Our house is a house.

We built it together.

Not every board is perfect, some are not even straight.
Some walls are built in the wrong place.
We must carefully remove those boards.
We must carefully remove those walls.

We must rebuild them in the right place.
We must replace each board one by one.
Until the holes are all filled.
Until all the walls are in the right place.

When we have finished
We can stand back and say
"This is our house,
A house we built together!"

Cristina Vrincianu Romania, 1st Prize, Poem Writing Contest
9 – 11 Age Group, International Learners of English

C. Complete this chart with what is mentioned in the poem.

Project: Building a House Together

What Was Done to Make the Project	What Was Wrong About It	What Must Be Done to Correct It	What They Can Now Say About Their Work
1. 2.	1. 2.	1. 2. 3. 4.	

Activity 189

More words and phrases with long /u/ sound

A. Read these words and phrases.

duke	the duke
excused	excused himself
muse	the lovely muse
amusing	the amusing kingdom
introduce	to introduce Muley

B. Choose the word to fill the blanks in these sentences.

1. The title _____ is given to a lovely girl chosen by an organization or a kingdom as a source of inspiration.
 - a. muse
 - b. mule
2. The _____ is a man with a very high rank. He is the husband of a duchess.
 - a. duke
 - b. dupe
3. _____ means we are entertained and enjoyed something extraordinary.
 - a. excused
 - b. amazed

C. Complete the words in the following sentences by filling the blanks with the appropriate letter given the long /u/ sound.

1. The c__te m__le looks like a donkey.
2. The c__te m__le looks like a horse.
3. he c__te m__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.

Activity 190

A. Say the words in each number aloud. If the underlined letter **o** or **i** in the words are given the same sound, write **all**. If not, pick out the word where **o** or **i** is given a different sound from the other words in the set. Write your answers in your notebook

_____	1. <u>c</u> ock	do <u>o</u> esnt	know
_____	2. l <u>o</u> st	sh <u>o</u> e	do
_____	3. s <u>i</u> ck	f <u>i</u> ddling	f <u>i</u> nd
_____	4. t <u>i</u> ll	with <u>o</u> ut	h <u>i</u> s

B. Read the poem.

Cock – a – doodle doo

Cock – a – doodle doo!
My dame has lost her shoes;
My master's lost his fiddling stick,
And don't know what to do

Cock – a – doodle doo!
What is my dame to do?
Till master finds his fiddling stick,
She'll dance without her shoe.

Cock – a – doodle doo!
My dame has found her shoe,
And master's found his fiddling stick,
Sing doodle – doodle – doo!

- Phonics for Dummies (2007)
by Susan M. Greve p. 132

Discussion Questions:

1. Who are talked about in the poem?
2. What happened to the dame?
3. What happened to the master?

Activity 190

REMEMBER:

1. The **simple present form** of the verb is used to show actions which happen **now, today** or **this time**.
2. The **simple past form** of the verb is used to show action which happened **yesterday, last week, long ago, this morning**.

Activity 191

Long /u/ as in cube

- A. Read the story and answer the questions that follow.

Muley Mule and the Duke

Once upon a time there was a king who owned a cute mule. He named it Muley.

Muley, the mule, looks like a horse. Muley, the mule, looks like a donkey.

One night in the middle of a celebration, the duke excused himself. The duke and Muley wanted to visit the muse of the Amusing Kingdom. He wanted to introduce Muley to the muse.

When they arrived at the Amusing Kingdom, the muse went out and looked at Muley. She instantly loved the cute Muley. She went back to her room. She got a bottle of perfume and gave the duke and Muley a kiss and the perfume.

Questions:

1. Have you ever seen a mule?
2. Who owns Muley, the mule?
3. Why did the king excuse himself in the middle of the celebration?
4. Where did the duke and Muley, the mule, go?
5. Why did they go there?
6. What did the muse give the king and Muley?

Activity 193

Write and Learn

A. Look at each picture. Write a sentence using the correct form of the verb. Be guided by the time expression.

1.



now

2.



today

3.



yesterday

4.



this morning

5.



last week

Activity 194

Write and Learn

Write two to three sentences using any of the words with long /u/ sound.