3

# Let's Get Better in Reading Learner's Material

# Unit 4 Take Good Care of It

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 First Edition 2014 ISBN: 978-621-402-040-9

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Publisher by the Department of Education Secretary: Br. Armin A. Luistro FSC Undersecretary: Dina S. Ocampo, Ph.D.

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# I am who I am. I am part of this world. I care... I act.



# Unit 4 - Lesson 28 Glimpse of a Polluted Future



#### Activity 273

# Interpretative Reading of the Poem "Glimpse of a Polluted Future"

Listen as your teacher reads the poem.

## Glimpse of a Polluted Future

by <u>Kelly Roper</u>

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

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

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

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

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

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

#### Let Us Act

- A. What would you tell people who cause the death of many animals? Write a 3 to 5-sentence answer. Do this in your notebook.
- B. List down the things you can do to protect the animals in their homes.

| Birds | Fishes | Butterfly |
|-------|--------|-----------|
| •     | •      | •         |
| •     | •      | •         |
| •     | •      | •         |
| -     |        |           |

#### Activity 275

# Interpretative Reading: Glimpse of a Polluted Future

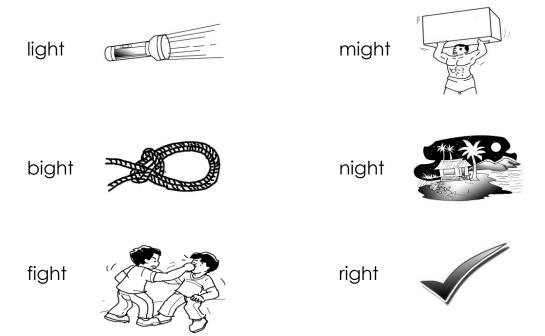
(See Activity 273 for the copy of "Glimpse of a Polluted Future")

# Activity 276

**Phonics** (-ight words)

# **Read and Learn**

A. Read the following words. Then choose the correct word to complete each sentence. Do this in your notebook.



- 1. Light makes the room (bright, dark).
- 2. The bight makes the rope (longer, shorter).
- 3. It is (bad, good) to start a fight.
- 4. Manny carries the (big, small) stone with all his might.
- 5. (Stars, Sun) can be seen at night.
- 6. My teacher usually gives (a point, zero) to every right answer.
- B. Read the phrases.

light during the dark night may make it right with all his might a light in sight must never fight

C. Read the following poem. Copy in your notebook all the **-ight** words and read them.

## A Bright Night for Little Might

by Ma. Criselda G. Ocang

The night needs light A light in sight. A light that will make the night A night so bright.

Come, little Might! Bring the light in sight. But never fight Just come little Might with the light.

It may make it right That little might brings light. The light that makes every night A bright night for little Might.

#### Yes-No Questions

Write yes-no questions using the following sentences. Do this in your notebook.

It is dark at night.
 Stars are seen in the skies at night.
 Most people are resting at night.
 Most people are playing in the evening.
 Some children are playing in the evening.
 Evening is a noisy time in some places.

#### Activity 278 Phonics Lesson: (-ight words)

- A. Read the following words.
  - backlight fright blight knight daylight spotlight eyesight twilight flight uptight starlight
- B. Read the following phrases.
   the car's backlight
   a blight on the leaf of a plant
   the perfect eyesight
   the strong knight
   getting the spotlight

a flight in sight a hopeful delight a lovely starlight a fright at night meeting at twilight

- C. Answer the following questions in your notebook.
  - 1. Was it bright last night?
  - 2. Do you like watching a fight?
  - 3. Do you have perfect eyesight?
  - 4. Can you see the starlight at daytime?

#### Elements of a Poem

Study the poem below.

| Every Time I Climb A Tree<br>David McCord  |
|--|
| Every time I climb a tree,<br>I scrape a leg<br>Or a knee.   |
| And every time I climb a tree,<br>I find some ants<br>Or dodge a bee.<br>And get the ants<br>All over me.  |
| And every time I climb a tree,<br>"Where have you been?"<br>They say to me.<br>But don't they know that I am free,<br>Every time I climb a tree? |
| I like it best to spot a nest<br>That has an egg<br>Or maybe three.<br>And then I skin<br>The other leg.   |
| But every time I climb a tree,<br>I see a lot of things to see.  |

Swallows, rooftops and TV And all the fields and farms there be-Every time I climb a tree.

Though climbing may be good for ants, It isn't awfully good for pants. But still it's pretty good for me Every time I climb a tree.

Answer the following questions. Do this in your notebook.

- 1. Who do you think is the "I" in the poem?
- 2. What happens every time he climbs a tree?
- 3. Who do you think said this line every time he climbs a tree?

"Where have you been?"

- 4. What does he feel every time he climbs a tree?
- 5. Would you feel the same?
- 6. How many stanzas does the poem have?
- 7. How many lines does stanza 1 have?
- 8. How many lines does stanza 4 have?
- 9. How many lines does stanza 6 have?
- 10. What are the rhyming words in each stanza? Copy the table and write your answers.

| Stanza | Rhyming Words |  |  |  |
|--------|---------------|--|--|--|
| 1      | and           |  |  |  |
| 2      | and           |  |  |  |
| 3      | and           |  |  |  |
| 4      | and           |  |  |  |
| 5      | and           |  |  |  |
| 6      | and           |  |  |  |

#### Elements of a Poem

Read the poem. Answer the questions that follow in your notebook.

#### Mother Earth

Before, Mother Earth was beautiful. With her rivers, mountains, and seas; Seas and rivers that were fish-full And mountains have strong and tall trees.

Now, Mother Earth is ugly. To us, she is dying slowly. Garbage and pollution are everywhere. But only few people are aware.

- 1. How many stanzas does the poem have?
- 2. How many lines does stanza 1 have?
- 3. How many lines does stanza 2 have?
- 4. What are the rhyming words in each stanza? Write them on the table.

| Stanza | Rhyming Words |  |
|--------|---------------|--|
|        | and           |  |
| 1      | and           |  |
|        | and           |  |
| 2      | and           |  |

#### Activity 281

A. Read the following phrases.

a flight at night a delight the blurry eyesight the brave knight enjoying the spotlight

when uptight fear of twilight a starlight at night a fright night

- B. Read the following sentences.
  - 1. Father is taking a flight at night.
  - 2. My mother's plants suffered from blight.
  - 3. My grandmother has blurry eyesight.
  - 4. A knight is a soldier serving under a king.
  - 5. Ana enjoys watching the starlight.

# Answering Yes-No Questions

Read each statement. Then, answer each question.

- 1. Bong thinks of planting more trees on their backyard. Does Bong think it's a good idea?
- Sonia is arriving on Tuesday to attend her sister's birthday party.
   Is Sonia arriving on Monday?
- Emer has made a copy of the poem he will recite the next day.
   Has Emer made a copy of the poem?
- 4. Emer and Bong offered help to a street child. Have Emer and Bong offered help?
- 5. Portia is reading the poem. Is Portia reciting the poem?

#### **Answering Yes-No Questions**

Read the passage. Then, answer the following questions below it in your notebook.

Rose lives in Cebu. She studies there. She can speak English, Filipino and Sinugbuanong Binisaya. Her parents are working in America. They plan to go on vacation in Cebu this summer.

| 1. Do | oes Rose live in Cebu?               |
|-------|--------------------------------------|
| 2. Is | she studying?                        |
| 3. Ar | re her parents working?              |
| 4. W  | /ill Rose go to America this summer? |
| 5. C  | an she speak Enalish?                |



Unit 4 - Lesson 29 The Future



### Activity 284

#### Literature: "The Future"

Listen as your teacher reads aloud the poem. Be ready to read the poem by group and individually.

| "The Future"   |
|--|
| What does the future hold for us?<br>Smog-filled skies and poison cars,<br>And broken land with useless dust<br>And nature's beauty behind bars. |
| Can I ever show my children,<br>(If they ever come my way)<br>The beauty of a sunset<br>At the end of the day?                                   |
| Can I walk into a forest,<br>and surround myself with trees,<br>Yet know that it will remain,<br>For me to visit as I wish.                      |
| I know that I can today<br>Do all the things I've said,<br>But when today is yesterday,<br>Will all these things be dead?                        |
| This problem is huge.<br>As we slowly see,<br>we must fix it quickly,<br>in words and thoughts and deeds.  |

#### Let Us Do This

- A. Role play what Grade 3 pupils like you can do to maintain the beauty of our environment.
- B. Write a note of advice to people who make our bodies of water dirty.
- C. Create a rap about ways on how to maintain the beauty of our environment.

#### Activity 286

Let us read the poem.

#### Mother Earth

Before, Mother Earth was beautiful. With her rivers, mountains, and seas; Seas and rivers were fish-full And mountains have strong and tall trees.

Now, Mother Earth is ugly. To us, she is dying slowly. Garbage and pollution are everywhere. But only few people are aware.

## Activity 287

#### -ough Words

A. Read the following words. What is the difference between the two sets of –ough words?

| /0/      | / / \] |
|----------|--------|
| bough    | cough  |
| dough    | tough  |
| although | rough  |
|          | enough |

B. Read the following phrases.
a light on a bough cough at daytime dough on the table a tough blow although busy a rough road through the night

#### Interrogative Sentences and –ough Words

Read the poem. Take note of the questions asked on the second stanza.

#### What Should I do?

By: Ma. Criselda G. Ocang

What should I do? The times are tough, the trees are gone The path is rough; the garbage is around we need to do something John What should I do?

Should I go and campaign though resources are limited Or plant a tree with a friend although time is restricted? Should I stand still and eat dough instead Or go and till the soil and let boughs grow?

Questions:

- 1. What should we do when the trees are gone and the garbage is around?
- 2. Should we go and plant a tree though time is restricted?

#### **REMEMBER:**

Alternative questions are linked by **or** and the answer is found in one of the choices or options. They are questions that provide two or more alternative answers. In other words, you're providing a choice.

Examples:

- Does Ben want a cat or a frog for a pet? This presents a choice between a cat or a frog.
- 2. Does Susan want to move to Cebu or stay here in Pangasinan?

This presents a choice between Cebu or Pangasinan.

3. Should I call or e-mail you? This presents a choice whether to call or to e-mail.

A. Read again the following phrases with -ough words.

| a light on a bough |
|--------------------|
| dough on the table |
| although busy      |
| through the night  |

cough at daytime a tough blow a rough road enough of the fight

B. Write 2 to 3 sentences in your notebook using any of the – ough words.

# Activity 290

#### -Ough Words

Read the following.

- 1. Time is tough.
- 2. It is difficult to run in a rough path.
- 3. My money is just enough to buy food for lunch.
- 4. Although Mother is busy, she still finds time to take care of us.

## Activity 291

# Writing sentences with –ough (sounded as $/\Lambda f/$ and /p)

Look at the picture below and write 2 to 3 sentences about it. Do this in your notebook.





Unit 4 - Lesson 30 Pappy and the Paper Bag

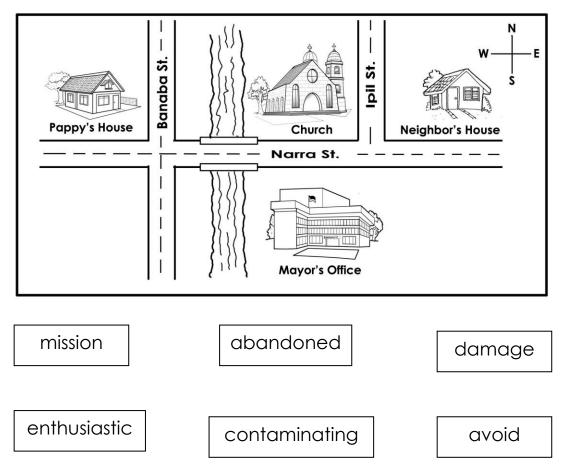


# Activity 292

# Learn About Words

A. Let us enjoy looking for and understanding the key words by doing the finger-walking activity. We will use an enlarged map for this activity. Try to look at its copy below.

You need to listen carefully to the directions that the teacher will give you. Enjoy finger-walking on the map as you also find the meaning of the following words:



B. Read this with your teacher and enjoy it along with the enlarged comic strips.

#### PAPPY THE PAPER BAG

Plastic bags are used all over the world to carry everyday items such as bread, clothes, toys, and lots of other things. But Pappy, the hero of our story, wasn't a plastic bag like all the rest- he was a very special paper bag. And Pappy had a mission to complete...

Pappy knew that all over the world there were millions of plastic bags that had been abandoned by people. These ended up floating in the seas and oceans and contaminating the water. These caused damage to the creatures that lived nearby.

Pappy didn't want things to go on this way. So he came up with a plan to put an end to plastic bags being thrown away. One day he went to visit a big supermarket to talk to the manager.

"Hello Mr. Manager, my name is Pappy and as you can see I'm a paper bag. I want to suggest an idea to avoid using plastic bags in shopping," Pappy declared.

"What? Have you gone mad? Where else would people put their things?" answered the manager, shocked.

"Very simple," smiled Pappy. "My plan is to replace plastic bags with paper ones like me because we don't pollute the environment. I'd also like to suggest something else: that we reuse both plastic and paper bags instead of throwing them away," Pappy went on, sounding very enthusiastic.

"That's not a bad idea. But why is it better to use paper bags and reuse them?" asked the manager, interested in what he was hearing.

"Well, because first it would mean fewer plastic bags spoiling the environment. But it would also save us money. We would be reusing all our bags without needing to buy new ones," Pappy explained.

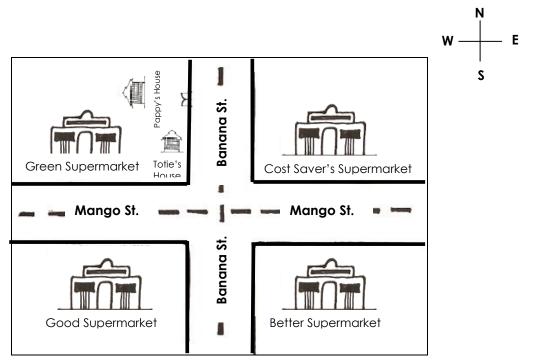
The manager of the big supermarket realized that they were wasting resources, and that this could be avoided. So the following week, only paper bags were given out to the shoppers. Pappy went all over the world – one supermarket at a time. He spread his message that we should always re-use our bags, encourage recycling and look after the planet.

C. In groups of five, you will make a picture story. You are going to draw on a coupon bond the flow of the story we read. Each of you will be given two paragraphs to work on. Be ready to share your output.

#### Activity 293

#### Finger-Walking Activity

You are going to finger-walk again and this time by following some directions.



#### **Directions for Finger-Walking activity**

1. Pretend to be Pappy. Walk to your gate, to Banana Street, and turn right. You are now facing south. Walk straight until you reach the corner.

To what direction did Pappy walk? Pappy was facing \_\_\_\_\_! 2. Wait for your friend Totie (one of your classmates should act as Totie who will finger-walk with Pappy) and turn right. You are now facing west. Walk straight to Green Supermarket.

To what direction did Pappy and Totie walk? Pappy and Totie were facing \_\_\_\_\_!

3. From Green Supermarket (Wait for your other classmates to finger – walk and pretend to be Pappy and Totie.) Face south and walk across the Mango Street to Good Supermarket. Allow twenty seconds for Pappy to talk to the manager of Good Supermarket. While he is talking to the manager, Totie should wait outside facing east.

| To what | direction  | does | Totie      | face? |
|---------|------------|------|------------|-------|
|         | _is facing |      | <u> </u> ! |       |

4. From Good Supermarket, Pappy and Totie walk facing east and walk straight to Better Supermarket. Allow twenty seconds for Pappy to talk to the manager of Better Supermarket. While he is talking to the manager Totie should wait outside facing north.

To what direction does Totie face? \_\_\_\_\_\_ is facing \_\_\_\_\_!

5. From Better Supermarket, you are now facing north, walk across the Mango Street to Cost Saver's Supermarket. Allow twenty seconds for Pappy to talk to the manager of Cost Saver's Supermarket. While he is talking to the manager, Totie should wait outside facing south.

To what direction does Totie face? \_\_\_\_\_!

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

7. Where will Pappy go now? What direction will he be facing? Why will he walk facing that direction? How about Totie? Where will he walk? What direction will he be facing as he walks home? Why will he walk facing that direction?

#### Draw and Tell

Go to your group. Make a location map of our school. Identify where the office of the principal and where your classroom are located. Be ready to present your output.

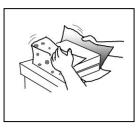
- 1. Where is your classroom? Show us by finger-walking to your classroom.
- 2. Where is the office of the principal? To what direction do you face when you walk from the gate to the office?

# Activity 294 Phonics

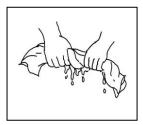
## **Read and Learn**

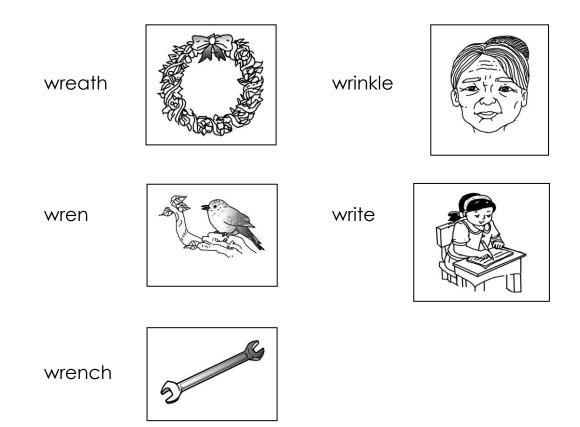
A. Read the following words. Take note of the pictures for these words.

wrap



wring





Complete each sentence using the words above.

- 1. Grandmother has <u>s</u> on her face.
- 2. I can see a \_\_\_\_\_ during Christmas.
- 3. My sister will \_\_\_\_\_ a gift for Mother.
- 4. I need to \_\_\_\_\_\_ the towel to remove the water from it.
- 5. Karen will \_\_\_\_\_ a letter to her friend.
- 6. I want to have a \_\_\_\_\_ as my pet.
- 7. Father used a \_\_\_\_\_\_ to turn a bolt.
- B. Read the following.
  - wraps and taps wreath for Christmas a flying wren needs a wrench wrings the towel wrinkle in an old woman's face to write a letter

C. Match the words or phrases in Column A to the words and phrases in Column B to form sentences that make sense.

| Column A               | Column B                      |
|------------------------|-------------------------------|
| 1. Brenda              | a. wrong to love our          |
|                        | neighbor.                     |
| 2. Grandmother         | b. wraps a box of chocolate   |
|                        | for grandmother.              |
| 3. The school receives | c. a wreath for Valentine.    |
| 4. The pupils          | d. wrings the towel for Ben.  |
| 5. It is never         | e. write a letter to Teacher. |

#### Activity 295

You will be grouped into 3. Read the assigned paragraphs of the story and write as many Wh-questions as you can ask from what you have read. Be ready to share the outputs.

| Group 1 - fifth to sixth paragraphs    |   |
|--|---|
| Group 2 - seventh to eighth paragraphs |   |
| Group 3 - ninth to tenth paragraphs    |   |
| Who                                    | ? |
| Where                                  | ? |
| Why                                    | ? |
| When                                   | ? |
| What                                   | ? |

| REMEMBER:       |                            |   |
|-----------------|----------------------------|---|
| Wh-<br>Question | Answer/Response            | Example   |
| Who             | person                     | Who is that? (That's Nancy.)                                    |
| What            | object, idea, or<br>action | What is on the table? (It is an atis.)                          |
| When            | time                       | When do you go to work?<br>(At 7:00 in the morning)             |
| Where           | place                      | Where do you live? (In<br>Binmaley, Pangasinan)                 |
| Why             | reason                     | Why do you sleep early?<br>(Because I need to get up<br>early.) |

#### **Read and Learn**

A. Read the following.

never wrong write a letter than her wrinkle

wrap a gift a wreath or a wren wring a shirt

B. Read the following poem.

#### It Is Never Wrong to Say I Love You

By: Ma. Criselda G. Ocang

It is never wrong! I just really love her I want to wrap a gift or write a letter. I want to give a Valentine wreath or a wren or whatever. It is never wrong I want to tell grandmother My love for her is deeper than her wrinkle I want to tell her I love her.

> It is never wrong! To say I love her. It is never wrong to say I love you grandmother!

Questions:

- 1. What is never wrong?
- 2. Is it all right to say 'I love you'?
- 3. Have you ever given a gift to anyone? Why did you give them a gift?

# Activity 297

#### Story Grammar

Go to your group and read the story '*Tina, the Lost Bird*' so that you will be able to fill up the following story grammar frame.

Focus on the frame below so that you will be able to give the correct answer. Be ready to retell the story to class using your story grammar frame.

| Categories                       |  |
|----------------------------------|--|
| Setting                          |  |
| Initiating Event                 |  |
| Initial Response                 |  |
| Attempt                          |  |
| Consequence<br>(Outcome/ Result) |  |
| Reaction                         |  |

#### Tina, the Lost Bird

By: Ma. Criselda G. Ocang

Once upon a time, there was a bird named Tina who was lost in the forest.

Dino, a boy scout, saw her shed tears. He asked her, "Why are you crying little bird?"

"I don't know my way back home." answered Tina.

Dino took Tina on his palm and they both looked for Tina's home-nest. On a leafy tree, they found her home.

They became friends from then on.

# **REMEMBER**:

A **simple story** has the following parts:(Aulls 1982; Vacca and Vacca, 1986).

## Initiating event:

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

#### Internal response:

The character's main reaction to the initiating event, in which the character sets a goal or attempts to solve a problem

## Attempt:

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

#### Consequence:

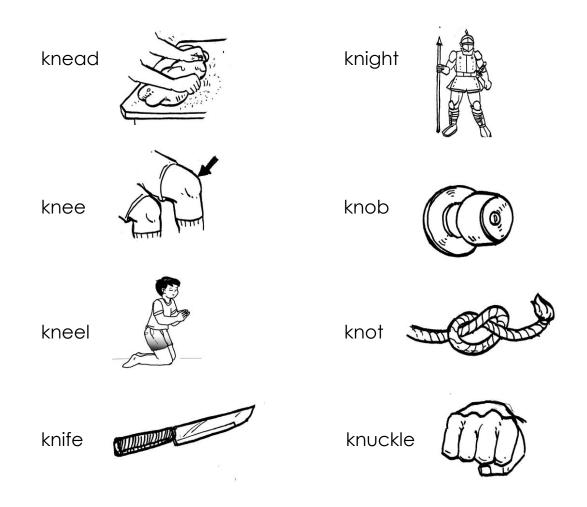
An action or illustration that results from the characters success or failure to reach the goal or to solve

## **Reaction:**

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

#### **Read and Learn**

A. Read the following words.



B. Read the following phrases.

knead the dough pain on her left knee to kneel down a knife in the kitchen mighty knight at night a door knob a tight knot a painful knuckle

#### Let Us Write A Story

Go to your group so that you can start writing your own story by answering some questions. We are going to talk first about animal heroes and those animals could be your heroes in your stories.

Simple Story Writing Questions:

- 1. What is the title of your story?
- 2. Who is/ are the characters in the story and when and where is the story happening? (You they may start with the phrase -Once upon a time \_\_\_)
- 3. What is the first event? What does the animal do that could start the action in your story?
- 4. What does the main character do in response to the enemy's action? What else does he/she do to put a little excitement in the story? Was he able to protect his/her friend/s? himself? herself?
- 5. What does the main character do next that may cause a learning instance for the enemy of your main character?
- 6. What do you want the enemy of your main character to learn from the story? What do you want him to realize?



# Unit 4 - Lesson 31 The Little Rose Plant



# Activity 300

# Learn About Words

- A. Each word has a missing letter. Put the correct letter on the blank to complete the word. Write your answers in your notebook.
  - 1. haught\_\_\_ly
  - 2. droo\_\_\_ing
  - 3. t\_\_\_pping
- B. Write a word to complete each sentence. Get the word from the words in A above.
  - 1. The Rose plant is \_\_\_\_\_because it has no water and sunshine.
  - 2. The boy\_\_\_\_\_ answered back to his friend.
  - 3. We make sounds by \_\_\_\_\_our tables.

# Activity 301

## The Little Rose Plant

Adapted from www.shortstories.com

A little Rose Plant lived inside a dark damp room. One day she heard a soft tapping on her door.

"Who's there?" she asked.

"I am little Raindrop. Please let me in," cried the visitor.

"No way!" said the Rose Plant angrily.

Little Raindrop was very sad for being turned away. After sometime, the Rose Plant heard a soft rustle near the door.

"Who's there now?" she asked.

"I am Sunny Sunshine," said the new visitor.

"I don't have time for sunshine," said the Rose Plant haughtily.

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

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

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

#### Activity 302

#### Draw and Write to Learn Activity

Draw a picture of the rose plant.

| At the Start of the Story | At the End of the Story |
|---------------------------|-------------------------|
|                           |                         |
|                           |                         |
|                           |                         |
|                           |                         |

#### My Sentence:

Write 1-2 sentences about "The Little Rose Plant."

#### Activity 303

#### Irregularly Spelled Words

#### Remember:

**Irregularly spelled words** are read differently. Not all letters are sounded. Let us read each word. Write the word in your notebook and cross out the letters that are not sounded.



# Activity 304

# Writing to Learn Activity

Let us have a spelling activity on irregularly spelled words.

# Activity 305

Read and complete the following dialogue using the appropriate tag questions.

Complete first the sentences with tag questions. Then, Group A will be Pupil 1 and Group B will be Pupil 2.

# A Day in School

Pupil 1: Hi classmate! How are you?

Pupil 2: I'm fine!

Pupil 1: How do you find the story "The Little Rose Plant?"

Pupil 2: Very interesting!

Pupil 1: The main character is the Rose Plant, \_\_\_\_\_?

Pupil 2: Yes it is! What about the setting?

Pupil 1: The setting is in a damp room, \_\_\_\_\_?

Pupil 2: Correct! Who are the other characters?

Pupil 1: Raindrop and Sunshine are the other characters,

\_\_\_\_\_Ś

Pupil 2: Now I remember!

- Pupil 1: You know what? I learned that plants need water and sunshine to survive.
- Pupil 2: Yeah right! These are the basic needs of plants!
- Pupil 1: So you are going to take good care of our plants,

\_\_\_\_Ś

Pupil 2: Of course, I will, because plants are important to us!

- Pupil 1: It was great sharing ideas with you!
- Pupil 2: Yeah! I also learn things from you! Until next time.

## Activity 306

Answer the following questions based on the dialogue you read.

- 1. What is the title of the dialogue?
- 2. Who are talking in the dialogue?
- 3. What is the dialogue all about?
- 4. What new information did you learn from the conversation? What sentence from the dialogue tells you that?

# Activity 307

## Elements of a Story

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

#### А

- 1. Who are the persons in the story?
- 2. Where did the story happen?
- 3. What happened in the story?
- 4. What is the name of the story?

- В
- A. setting B. characters C. title D. plot



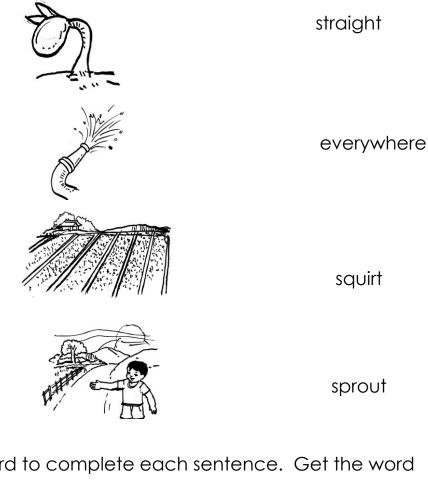
# Unit 4 - Lesson 32 I Will Plant a Garden



#### Activity 308

## 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.



- B. Write a word to complete each sentence. Get the word from A.
  - 1. We can plant \_\_\_\_\_
  - 2. The vegetable garden is planted in a
  - \_\_\_\_\_ row.
  - 3. The lemon \_\_\_\_\_s in my eye.
  - 4. The seeds show some \_\_\_\_\_\_s.

#### I Will Plant a Garden

http://edugreen.teri.res.in/misc/poem/poem.htm I will plant a garden green, Then I'll watch it grow. I'll dig some holes here in the dirt, In a nice straight row. With a dig-dig here, And a dig-dig there, Here a dig, there a dig, Everywhere a dig-dig, I will plant a garden green, Then I'll watch it grow. I will plant a garden green, Then I'll watch it grow. In the hole I'll drop a seed, Then each seed I'll sow With a drop-drop here, And a drop-drop there, Here a drop, there a drop, Everywhere a drop-drop, I will plant a garden green, Then I'll watch it grow. I will plant a garden green, Then I'll watch it grow. I'll water each plant one by one, They'll sprout up in a row. With a squirt-squirt here, And a squirt-squirt there, Here a squirt, there a squirt, Everywhere a squirt-squirt, I will plant a garden green, Then I'll watch it grow.

#### Draw and Tell Activity

Draw your dream garden and tell something about it.

#### Activity 311

#### Drawing a Pictograph

Draw your favorite vegetable in a form of a pictograph. Vegetables I Eat in a Week

#### Activity 312

Let us have the game "**Pass the Baton**". Trace the name of each letter while saying the letter names. Write the word again on the air while spelling the letter names. Repeat until all words had been read and spelled.

#### Activity 313

#### Irregularly-spelled Words

Copy the following sentences in your notebook. Then encircle the irregularly-spelled words in each sentence.

- 1. Please, give me a glass of water.
- 2. Mother said that we are going to the market tomorrow.
- 3. His money is just enough for lunch.
- 4. My sister will be home soon.
- 5. I love my family very much.

#### Activity 314

Yes/No Alternative Questions

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

#### Examples of yes/no interrogative sentences:

- Mother, are you going to the market?
- Did you walk to school this morning?

Alternative interrogatives are questions that provide two or more choices as answers.

- Examples of alternative interrogative sentences:
- Do you like to study or to play?
- Do you like to eat meat or vegetables?

# Game It Right!

Raise your right hand if the question is a Yes/No Alternative; your left hand if the question is an alternative question.

- 1. Do you like ice cream or chocolate?
- 2. Did you brush your teeth this morning?
- 3. What subject do you like, English or Math?
- 4. Giselle, are you going to the market?

# Activity 315

# Write on our Own!

Write 2 sentences using Yes/No Interrogatives and 2 sentences using Alternative Question. Do this in your notebook.

# Activity 316

Wh-interrogative Sentences

#### Remember:

Wh-interrogative sentences begin with a wh-word and end with a question mark.

Examples: Who is your favorite teacher? What does Ana do? Where do you live? When is your birthday? Why are you sad today? Write the correct wh-word to complete each interrogative sentence based on the first statement.

- 1. | like fish. \_\_\_\_\_ do | like?
- 2. Roy is sad today. \_\_\_\_\_ is sad today?
- 3. My family lives in Pangasinan. \_\_\_\_\_ does my family live?
- 4. Lara is going to Manila on Saturday. \_\_\_\_\_\_ is Lara going to Manila?
- 5. Ana got a high score in the test because she studied hard.

\_\_\_\_\_ did Ana get a high score in the test?

# Activity 317

# Writing Activity

Write 2 wh-interrogative sentences based on the given statements. Do this in your notebook.

Maria studies at Tambis Elementary School. She is in Grade 3.



# Unit 4 - Lesson 33 The Garden Walked Away



# Activity 318

# Learn About Words

Do you remember the words you learned today? Read the words aloud. Let us use them in sentences.

pluck clever thorn bark

# Activity 319

# Cause and Effect

- A. Let us study more examples of sentences using cause and effect.
  - 1. Kelly studied her spelling words so he got an A on the test.

Cause: Kelly studied her spelling words Effect: \_\_\_\_\_

2. David quickly learned how to play the guitar because he signed up for guitar lessons.

Cause: \_\_\_\_\_\_ Effect: David quickly learned how to play the guitar

3. I didn't water the tomato plants so their leaves started to turn brown.

| Cause:  |  |
|---------|--|
| Effect: |  |

B. Form sentences showing the cause-effect relationship by matching sentences in column A with sentences in column B. Write the sentences in your notebook. Underline the cause and encircle the effect.

| Raymond reviewed his     | because he always read      |
|--------------------------|-----------------------------|
| lessons last night       | his books.                  |
| Joan writes well         | because they all worked     |
|                          | together.                   |
| I watered the plants     | because she practices       |
| everyday                 | every day.                  |
| The kids submitted their | so he got an excellent      |
| project on time          | score on his test.          |
| Rodel was able to answer | so they grow with beautiful |
| his teacher's question   | flowers.                    |

В

#### Activity 320

- A. Copy the following sentences in your notebook. Underline the owner in each sentence. Then, write the correct possessive pronoun on the blank.
  - 1. Jon owns the bag. It is <u>bag</u>.

А

- 2. Almirra owns the ball. It is \_\_\_\_\_ ball.
- 3. Luis, is this your blue car? It is \_\_\_\_\_ blue car.
- 4. We own the house. It is \_\_\_\_\_ house.
- 5. Den owns the toy house. It is \_\_\_\_\_ house.
- 6. We own the pictures. They are \_\_\_\_\_ pictures.
- 7. I own the black pen. It is \_\_\_\_\_ pen.
- 8. We own the cat. It is \_\_\_\_\_ cat.
- 9. I own the old note. It is \_\_\_\_\_ old note.
- 10. Carlo, is this your art? It is\_\_\_\_\_ art.
- B. Listen as your teacher reads the sentences. Name the owner in each sentence. Then give the correct possessive pronoun in each sentence.
  - 1. Marie reads the book. That is <u>book</u>.
  - 2. Jon writes using a pen. That is \_\_\_\_ pen.
  - 3. Luisa gets a stick. That is \_\_\_\_\_ stick.

- 4. I have a bag. This is <u>bag</u>.
- 5. We go to school everyday. This is \_\_\_\_\_ school.

Practice reading this poem in groups. The first group will ask the questions while the second group will answer.

#### Are These Mine, Yours, Hers or His?

By: Ma. Criselda C. Ocang

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

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

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

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



# Newly Learned Words

Write the appropriate words to complete the sentences. Choose the words inside the box. Do this in your notebook.

| guests      | crown  | visitors |
|-------------|--------|----------|
| hospitality | flower | bouquet  |

1. Mother held a party for Mil for winning in a singing contest.

There were many \_\_\_\_\_ who came to the party.

- 2. Portia gave Mil a \_\_\_\_\_ of flowers. It has 20 roses.
- 3. A rose is a \_\_\_\_\_.
- 4. Mil saw a picture of a king. The king wore a \_\_\_\_\_.
- 5. Mother and Mil treated the guests with \_\_\_\_\_.

# Activity 323

You will be grouped into 4. Each group will do one of the following activities.

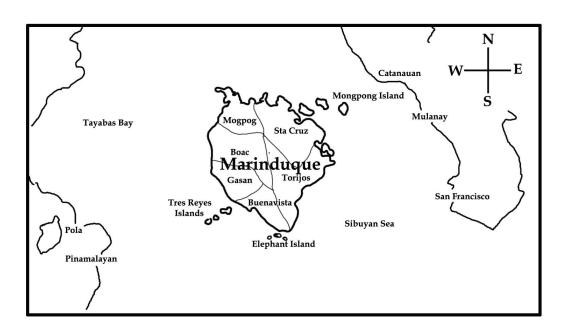
Group 1: Plan a different way of welcoming guests. Group 2: Imagine that you were a guest in Marinduque and were given a Putong Ceremony. Thank the Marinduqueños by writing a short note.

Group 3: Act out the Putong ritual.

Group 4: Draw your favorite part of the Putong ritual. Write sentences about your drawing.

# Interpreting Simple Maps

Let us find Marinduque in the map below. Try to locate important places around Marinduque.



Let's answer the following questions:

- 1. Based on the map, what are the places around Marinduque?
- 2. What bay is at the west of Marinduque?
- 3. What are the towns in Marinduque?

# Activity 325

Look at the map of Marinduque. Answer the following questions.

- 1. How many towns are there in Marinduque?
- 2. If you are from Catanauan, which part of Marinduque will you reach first?
- 3. Why is San Francisco not part of Marinduque?

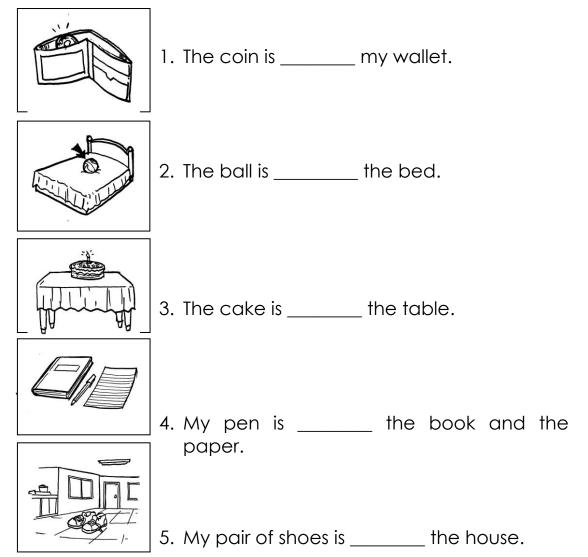
Look at the map of Marinduque. Answer the following questions.

- 1. What is at the south of Gasan?
- 2. What is at the east of Gasan?
- 3. If you were from Buenavista and you will go to the Northeast of Marinduque, which place in Marinduque will you be in?

# Activity 327

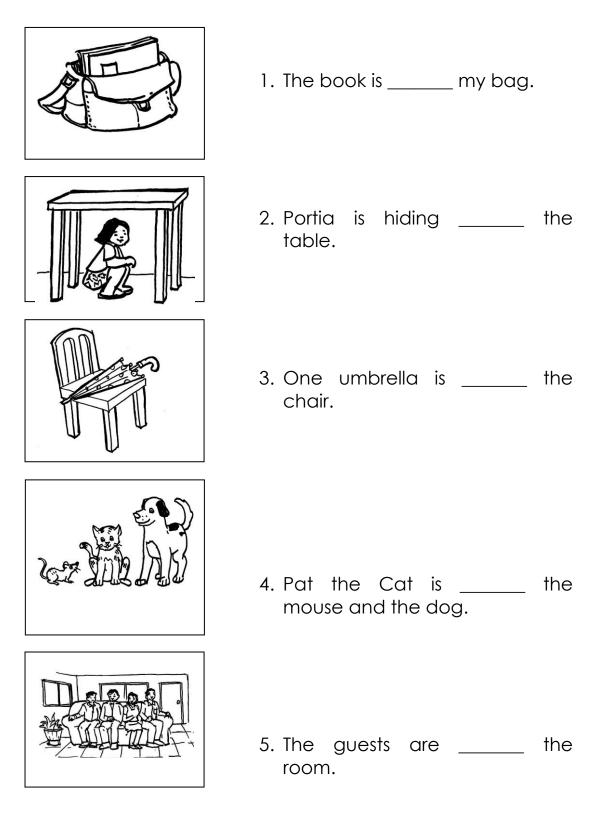
# **Prepositions of Place**

Study the pictures. Complete the sentences about the pictures with the appropriate prepositions. Do this in your notebook.



# **Prepositions of Place**

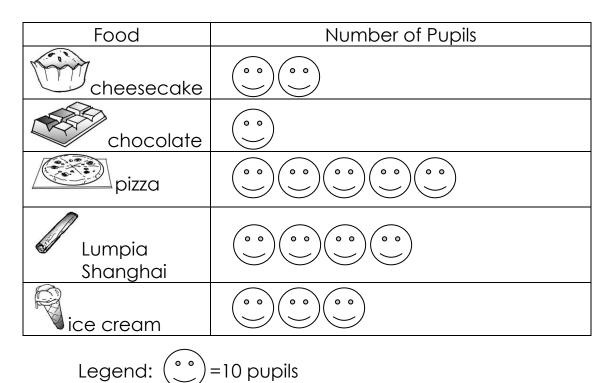
Study the pictures. Complete the sentences about the pictures using the appropriate prepositions. Do this in your notebook.



# Interpreting a Pictograph

Interpret the pictograph by answering the questions that follow.

Favorite Food of Grade 6 Section 1 Pupils of San Mateo Elementary School



Questions:

- 1. What is the pictograph about?
- 2. What is meant by the given legend?
- 3. What are the favorite food of the pupils?
- 4. What are the symbols used in the graph?
- 5. What is their most favorite food? How many likes this?

#### Interpreting a Pictograph

#### Runners in Marinduque

| Runners | Distance |
|---------|----------|
| Allen   | &&&      |
| Kris    | &&       |
| Kenneth | &&&&&&   |
| Joel    | &&&&     |

Legend: & is equal to 10meters

Questions:

- 1. What is the pictograph about?
- 2. Who is the best runner in Marinduque? How far can he run?
- 3. What is the symbol used in the graph?
- 4. Who is the best runner among the boys?

#### Activity 331

#### Words with Inflectional Endings

What are Inflectional Endings? Do the words change their meaning when we add a letter or group of letters to them?

#### **REMEMBER:**

An **inflectional ending** is a group of letters added at the end of a word to change its meaning. An example of an inflectional ending is adding an -s or an -es to the end of a word to make the word plural.

- -s makes a noun mean "more than one"
- -es makes a noun mean "more than one"

#### Rules on Capitalization

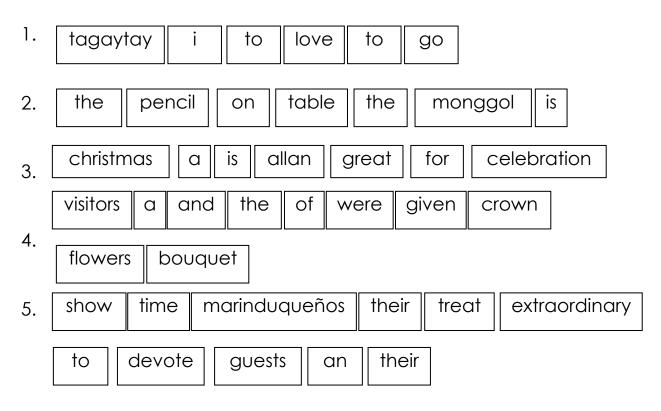
When do we capitalize? Do we need to capitalize every beginning letter of all words in a sentence? Read the following.

#### **REMEMBER:**

#### Capitalize

- 1. the first letter of first word of every sentence.
- 2. the first-person singular pronoun, I.
- 3. the important words in a title.
- 4. proper nouns (specific)
  - a. names of persons
  - b. names of places
  - c. names of things
  - d. days of the week, months and holidays

**Directions:** Make a simple sentence using the following jumbled words and capitalize the words that need to be capitalized. Do this in your notebook.



### Rules on Capitalization

Write 2 questions and 3 statements in your notebook. Apply the rules on capitalization.

### Activity 334

What connectors are used to show cause and effect in a sentence?

# REMEMBER

Connectors or linkers are words or group of words that help us connect words, phrases or sentences.

**So** signals that the effect follows in the sentence. **As** and **because** signals that the cause follows in the sentence.

- 1. It is Carla's birthday today, **so** they are celebrating a party for her.
- 2. We have to prepare for the party **because** Carla's friends and classmates will be coming over.
- 3. **As** the party started, her friends and classmates arrive.



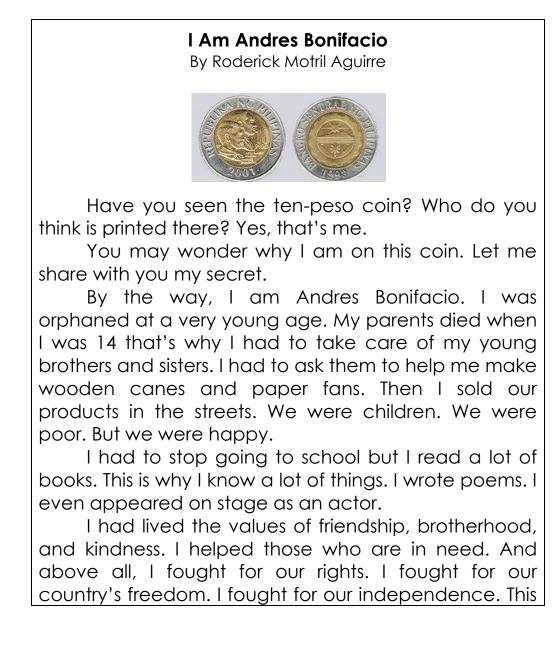
# Unit 4 - Lesson 35 I Am Andres Bonifacio



### Activity 335

# I Am Andres Bonifacio

Read the following selection orally. Enjoy it on the second reading by reading it silently. Be ready to answer the questions below.



is the reason why I am considered one of the Filipino heroes. This is also the reason why I am in the ten-peso coin. What do you think?

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

#### Activity 336

#### Letter Writing

Write a letter to a friend telling him/her of what you have read about Andres Bonifacio.

| Dear | , |              |
|------|---|--------------|
|      |   |              |
|      |   |              |
|      |   |              |
|      |   | Your friend, |
|      |   |              |

# Inflectional Endings

A. Remember that when we add –d or ed on a verb, the word changes its meaning. The form denotes that the time of action is in the past.

#### REMEMBER:

#### Inflectional Endings –d or -ed

The **-d or -ed** when added to the base form of the verb denotes that the action happened in the past.

- B. Add –d or –ed to the following verbs to give the correct past form of the verbs. Write your answers in your notebook.
  - 1. talk
  - 2. dance
  - 3. agree
  - 4. bake
  - 5. share

- 6. love
- 7. walk
- 8. answer
- 9. plant
- 10. donate

#### Activity 338

#### Adverb

Learning adverbs is fun. This time you are going to write sentences using adverbs by answering the following questions. Do this in your notebook.

# **REMEMBER:**

#### Adverb

An adverb describes a verb, an adjective or another adverb.

- 1. How do you walk? I walk
- If you are very tired, how slow would you be in eating your breakfast? I would \_\_\_\_\_\_ eat my breakfast.

3. If you would be receiving a mobile phone on Christmas, how happy you might be? I might be \_\_\_\_\_.

# Activity 339

Read the following story and take note of the highlighted words in the text.

#### A Plan

By: Jeanette V. Sison

"Yehey, it's vacation time," shouted Miguel.

"School days are over," added Samantha.

"Let us start planning our Summer Vacation!" Father **shortly** added.

**Suddenly**, Mang Cardo the postman called **loudly** outside for Mother. "Aling Martha, you have a letter from your brother," he yelled.

Mother **eagerly** went outside to get the letter from him.

"I seldom receive a letter from Anton," she wondered.

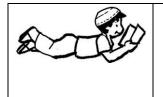
"Anton is inviting us to have a vacation in Baguio City. We never had a chance to visit him and his family," she smiled.

"That is good! It will be a treat for all of us," Father warmly added. Samantha and Miguel giggled happily about the good news.

#### REMEMBER

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

- A. Circle the adverb of manner in each sentence. Do this in your notebook.
  - 1. Justine listens carefully.
  - 2. The boy ran quickly.
  - 3. Jona did her work quietly.
  - 4. The teacher sits nicely.
  - 5. My friend sings beautifully.
- B. Change the underlined words into adverbs of manner. Do this in your notebook.
  - 1. "I got a low score in the test," Ana <u>sad</u> told her mother.
  - 2. The singer sings soft.
  - 3. Father called us <u>loud</u>.
  - 4. Karen writes her sentence meaningful.
  - 5. She <u>quick</u> cooked the food.



Unit 4 - Lesson 36 What Grade Three Pupils Like to Eat



# Activity 341

# Adverbs of Frequency

Read the following story. Take note of the highlighted words.

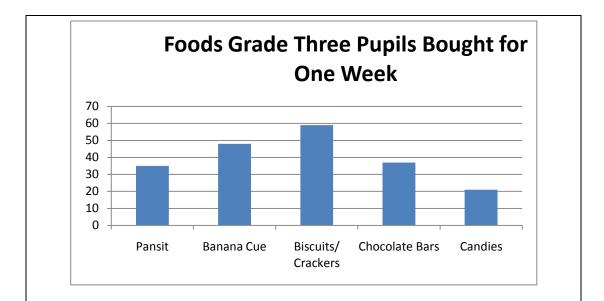
# What Grade Three Pupils Like to Eat

By: Ma. Criselda G. Ocang

I have **always** wondered what kinds of food kids, like me, buy from the school canteen during recess. So, as a project for our Math class, I did a mini-survey. For five days, I recorded what Grade Three pupils bought at the canteen. This table shows the results.

| Foods Bought by Grade Three Pupils for One Week |        |         |           |          |        |       |
|---|--------|---------|-----------|----------|--------|-------|
| Food  | Monday | Tuesday | Wednesday | Thursday | Friday | Total |
| Pansit  | 7      | 10      | 2         | 12       | 4      | 35    |
| Banana  | 10     | 8       | 8         | 10       | 12     | 48    |
| Cue   |        |         |           |          |        |       |
| Biscuits/                                       | 13     | 10      | 10        | 10       | 16     | 59    |
| Crackers  |        |         |           |          |        |       |
| Chocolate                                       | 6      | 7       | 12        | 8        | 4      | 37    |
| Bars  |        |         |           |          |        |       |
| Candies   | 4      | 5       | 8         | 0        | 4      | 21    |

I also made a bar graph about the results shown in the table. It looks like this.



Wow! Grade Three pupils **often** eat biscuits or crackers for their snacks. Other snacks they **usually** eat are banana cues and chocolate bars. They **seldom** eat pansit. And they **rarely** buy candies. That's a surprise! I've **always** thought kids love candies.

One thing is for sure, though. The kids in my school are **never** hungry.

#### Activity 342

# Adverbs of Frequency

How often do you brush your teeth? How often do you go to your dentist? How often do you comb your hair? How often do you wash your hair? How often do you buy a comb? How often do you drink water? How often do you drink milk? How often do you drink wine? How often do you go to a mall? How often do you go to the market? How often do you eat bananas? How often do you eat ampalaya?

REMEMBER: Adverbs of Frequency are used to say 'how often' you do things.

#### Pre-Writing and Writing the First Draft

It is writing time. We are going to review our written work. Let us not forget this Writing Checklist before we start writing. Let us read the first one.

|   | Yes | No |
|---|-----|----|
| CAPITALIZATION                                  |     |    |
| Do the important words in the title begin with  |     |    |
| a capital letter?                               |     |    |
| Does each sentence begin with a capital         |     |    |
| letter?   |     |    |
| Did you write the word I with a capital letter? |     |    |
| Do the names of persons and places begin        |     |    |
| with a capital letter?                          |     |    |
| Do the names of weeks, months and holidays      |     |    |
| begin with a capital letter?                    |     |    |
| PUNCTUATION                                     |     |    |
| Do the questions end with a question mark?      |     |    |
| Do the statements (declarative and              |     |    |
| imperative sentences) end with a period?        |     |    |
| Do the exclamatory sentences end with an        |     |    |
| exclamation point?                              |     |    |
| Do the series of things or events that were     |     |    |
| enumerated use a comma?                         |     |    |
| SPELLING  |     |    |
| Are the words used in the write-up spelled      |     |    |
| correctly?                                      |     |    |
| SENTENCES                                       |     |    |
| Do the paragraphs start with an indention?      |     |    |
| Do the sentences have a complete thought?       |     |    |
| Is the write-up written legibly?                |     |    |
| Return the write-up with the checklist.         |     |    |

You are given time to talk about how you can keep our environment clean and green. Do not forget to write the important details of what you are going to talk about. After that, you will return to your seats and start writing on the topic '**How I Can Make My Place a Better Place to Live In**'.

# Peer-Review and Revising of the First Draft

What did you write about yesterday? Do you think you have a good write-up already? Go to your group and review each other's work. Be guided by the Writing Checklist.

Write your second draft and have it reviewed using the checklist.

### Activity 345

# Generating a Final Copy

This time review your own work using the checklist. Write your final draft.

# Activity 346

# Listening Time: (Author's Chair)

#### Activity 347

Assignment: Bring a pair of scissors, coupon bond, linen paper, flower cutouts if available, coloring materials, folder, and paste for the next-day activity

# Compilation of Write-ups

You are going to compile the write-ups as your project. Please remember the following guidelines before starting with your work.

| Parts of the<br>Compilation | Contents of the Part  | Remarks |
|-----------------------------|---|---------|
| Cover Page                  | <ul> <li>A poster or a drawing<br/>reflecting the topic<br/>developed in the write-<br/>up and the Group Name</li> </ul>              |         |
| Table of<br>Contents        | <ul> <li>Title of the Write-up with<br/>the name of the author/<br/>writer and page number</li> </ul>                                 |         |
| Write-Ups                   | <ul> <li>All the work of the<br/>members of the group<br/>with illustrations (at least<br/>3 including the cover<br/>page)</li> </ul> |         |