

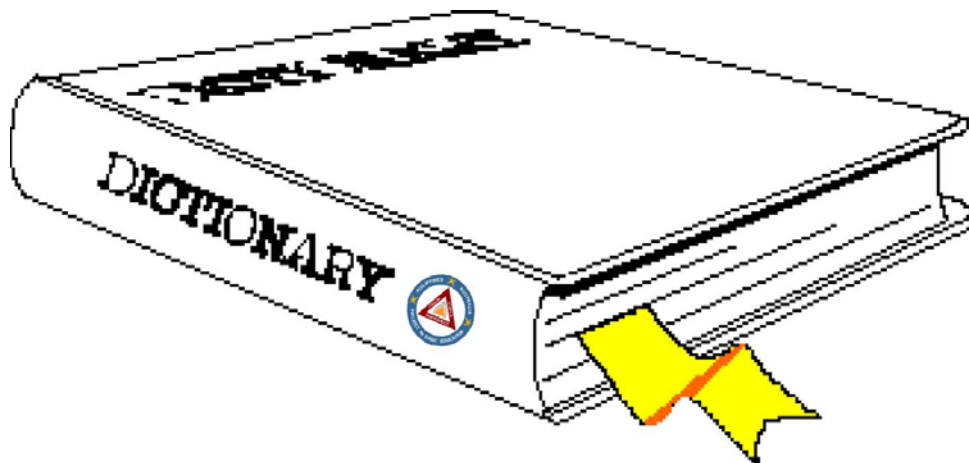
An Activity Booklet in English for Grade Five

# My Dictionary, My Friend

Facilitator's Guide

Presentation Plan

Master Set of Resources



**Reprinted**

by the Philippines - Australia Hastening the Impact of PROBE (HIP)  
under the AusAID Vulnerable Groups Facility (VGF)

**Revised**

by the Learning Resource Management and Development System (LRMDS) Region VII  
under the Strengthening the Implementation of Basic Education in Selected Provinces in the Visayas  
(STRIVE)



Philippine-Australia Project in Basic Education (PA-PROBE)  
Regional Learning Materials Center (RLMC VII)



*Published by the*  
**PHILIPPINES - AUSTRALIA PROJECT IN BASIC EDUCATION (PROBE)**  
**REGIONAL LEARNING MATERIALS CENTER VII (RLMC VII)**



Department of Education, Culture and Sports  
Region VII, Central Visayas  
Cebu City

Copyright © 1999 by PROBE

Reprint Edition 2002

Revised Edition 2010

### **COPYRIGHT NOTICE**

*Section 9 of Presidential Decree No. 49 provides:*

***“No copyright shall subsist in any work of the Government of the Republic of the Philippines. However, prior approval of the government agency of office wherein the work is created shall be necessary for exploitation of such work for profit.”***

This material has been developed within the Project in Basic Education (PROBE) implemented by the Educational Development Projects Implementing Task Force (EDPITAF) of the Department of Education (DepEd) in collaboration with the Bureau of Elementary Education, Bureau of Secondary Education and the Commission on Higher Education. Prior approval must be given by the PROBE Management Unit lodged at EDPITAF and the source must be clearly acknowledged.

**Susebia E. Cabrera**  
Writer/Editor (Elementary English)  
PA-PROBE RLMC VII  
*Writer*

This INSET package has been edited and produced by the PA - PROBE RLMC VII staff.

This edition has been revised for online distribution through the Learning Resource Management Development System (LRMDS) Portal by Region VII-Bohol under Project STRIVE for BESRA, a project supported by AusAID.

# Contents

Let's Read About	1
Getting Ready	
Activity 1	2
The Alphabetical Order	2
Thinking it over	3
Activity 2	4
Lesson One	
The Dictionary	5
Activity 1	5
Activity 2	8
Activity 3	8
Lesson Two	
Finding the Meaning of a Word	9
Activity 1	12
Activity 2	12
Lesson Three	
Reading A Dictionary Entry	14
Activity 1	16
Activity 2	16
Teaching Hints	4
Evaluation	4
Resource List	5



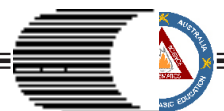
# References

Advanced Skills in Reading, Gainsburg, Joseph C.

Language Arts for the Filipino Learners, An Integrated Language and Reading Work-a-Text for Grade Five, Mendoza, Rebecca L.

Using the Dictionary, Level VI (SEAMEO INNOTECH-Project IMPACT, 1993)

Webster's Ninth New Collegiate Dictionary, Merriam Webster



Let's Read About



Hi! I'm a dictionary.  
Let's be friends,  
okey ?

## The Dictionary

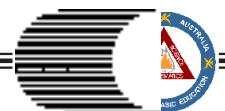
One of the important reference books every home should have is the dictionary. It is also found in many places outside the home. Offices and schools keep a copy of the dictionary ready for anyone who would like to know anything about any word.

The dictionary is a book with alphabetically-arranged list of words in a language, with definitions, meanings, pronunciations and other information about the words.

When you read, you will see unfamiliar word or words used in unfamiliar way. A dictionary will help you understand the meaning of the words you see.

When you write, you will be looking for the right words. A dictionary will help you choose the right words and use them correctly.

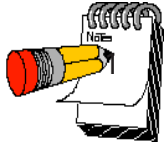
It is easy to use a dictionary. All dictionaries list words in alphabetical order. All you need is to know the alphabetical order well so that you can go quickly forward and backward from any letter of the alphabet. Your knowledge in alphabetizing will help you locate words easily. Besides, guide words will tell you what words can be found on the page.



## Getting Ready



How good are you in alphabetizing?  
Let's find out. Are you ready?



A. Directions: Here are groups of words below. Arrange them in alphabetical order. Write your answers in your answer sheet.

- |    |   |    |   |    |   |
|----|---|----|---|----|---|
| 1. | assure<br>adjust<br>alter<br>afford<br>arrive       | 2. | brick<br>beam<br>burn<br>barge<br>bobble              | 3. | chapter<br>cargo<br>confuse<br>club<br>celery |
| 4. | definite<br>doctor<br>disappoint<br>draft<br>damage | 5. | echo<br>election<br>engineer<br>essence<br>experience | 6. | fault<br>fight<br>feet<br>further<br>fruit    |



### The Alphabetical Order

In arranging words in alphabetical order, we must:

1. Look at the first letter of the word.  
Example:

broom	actor
actor	broom
cabin	cabin
2. If the first letter of the words are alike, arrange the words by the second letters.  
Example:

blouse	benefit
bride	blouse
boy	boy
building	bride
benefit	building



3. If the first two letters of the words are alike, arrange the words by the first two letters and so on.

Example:

clear	claim
cliff	clear
claim	cliff
cloth	cloth



### Thinking It Over

#### B. The Hyphen

1. Use a hyphen if part of a word must be carried over from one line to the next. Words are separated by a hyphen only between syllables.

Example:

The armory was patrolled by security guards.

Only words having two or more syllables can be broken by a hyphen. Never divide one-syllable words.

2. Use a hyphen in compound words from twenty-one to ninety-nine.

Example:

fifty-six boys  
twenty-two girls

3. Use a hyphen in fractions.

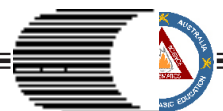
Example:

a three-fourths share  
one-third of the lot

4. Use a hyphen in certain compound words.

Example:

sister-in-law  
vice-mayor  
editor-in-chief



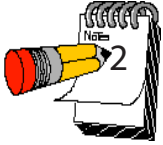
5. Use a hyphen or hyphens between words that make up a compound adjective used before a noun.

Example:

six-year old pupil

long-term loan

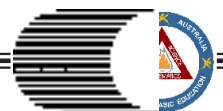
best -selling book



Directions:

Read the following sentences. Write the word or words that should be hyphenated. Add the necessary hyphens. Write your answers in your answer sheet.

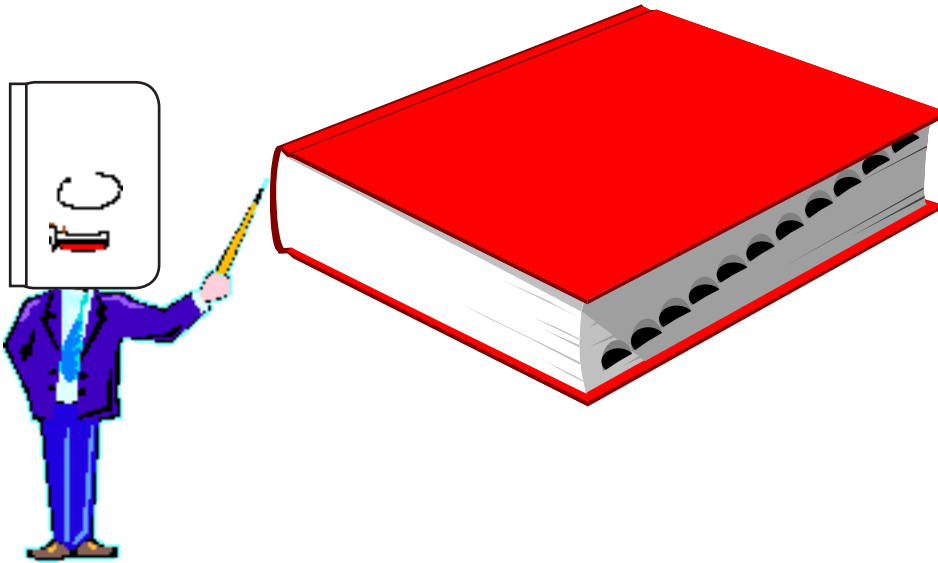
1. My three year old son got lost in the department store.
2. One fifth of the cake was eaten by the cat.
3. Susan wrote a letter to her mother in law.
4. The dancers wore a three piece costume.
5. The vice mayor will attend the PTA meeting tomorrow.
6. Over the hill came a strange looking animal.
7. The couple lives with their in laws.
8. The proofreader misspelled the name of the maid of honor.
9. The queen eats with her ladies in waiting.
10. Our class has forty three pupils.





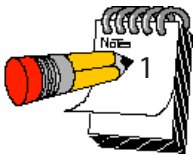
# LESSON ONE

## THE DICTIONARY



A dictionary is a useful reference book containing lists of words and information about the words. It gives the correct pronunciation, syllabication, accent, history and meaning of words.

All dictionaries have two guide words in large, bold print at the top of each page to help you locate words listed on the page.



Directions:

Answer the following questions. Write your answers in your answer sheet.

1. What is a dictionary?
2. What are found in a dictionary?
3. Is a dictionary helpful? Why?
4. How are words in a dictionary arranged?
5. What do you call the two words at the top of the page of a dictionary?



Look at the top portion of a dictionary page below.

**operator**

319

**orbit**

**op' er - a - tor** ( ap'a ra - tar ) n.

1. one who operates a machine
2. a person who engaged in commercial or industrial operations

**o - pin - ion** ( a - pin' yan ) n.

1. a belief not based on certainty but in what seems true or possible
2. an evaluation; estimation.

**op - po - site** ( ap' a zit ) adj.

1. set against, facing or back to back
2. entirely different

**op - tion** ( ad - shan ) n. 1. a choosing

2. the right of choosing

**o - ral** ( or' al ) adj.

1. uttered; spoken
2. of or near the mouth

**o - rate** ( o rat, or' at ) v. to make an oration

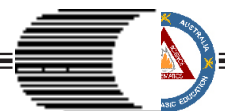
**or - a - tor** ( or - atar ) n. 1. an eloquent public speaker

**or - bit** ( or' bit ) n. the path of a heavenly body, artificial satellite, or spacecraft in its revolution around another body

The guide words of the dictionary page are operator and orbit. They are written in bold print. The left guide word is the same as the first word of the page. The right guide word is the same as the last word of the page.

Thus, guide words help us to determine if the word can be found on that page or not.

When you are looking for a word, shift through the dictionary until you find the page where your word comes alphabetically between the guide words.





Here are some samples of guide words.

---

chitter

235

choice

---

chitter

choice

---

fantasia

449

farm

---

fantasia

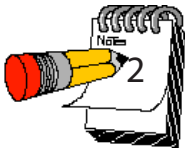
farm

A dictionary is a reference book that lists words alphabetically and explains each word.

At the top of a dictionary page, there are two words in bold print. These are called **GUIDE WORDS**. The first guide word is usually the first word on the page. The second guide word is usually the last word on the page.

The guide words show the words we are looking for on the page of a dictionary.





Directions:

PLUNK and POCKET are the guide words. Can you find six words on the same page below? Mark a check before the word found on this page.

PLUNK	906	POCKET
-------	-----	--------

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

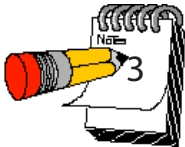
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

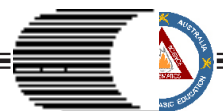
- plural
- poem
- plywood
- point
- plenty
- pneumatic
- poach
- please
- Pluto
- plush

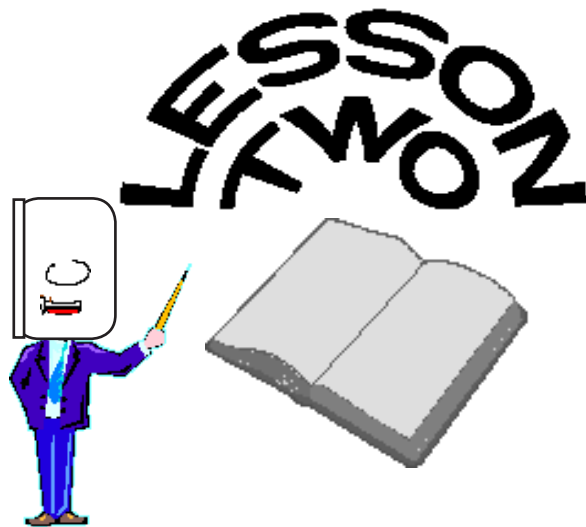


Directions:

Look up each word in a dictionary and write the guide words for that page.

1. adventure
2. beetle
3. carpenter
4. diamond
5. elderly
6. forbidden
7. graceful
8. history
9. imaginary
10. judgment





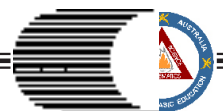
## FINDING THE MEANING OF A WORD

As you look through a dictionary, you will soon notice that many words have more than one meaning. Whenever you check a word in the dictionary, read all of its meanings. Find the meaning that fits the context in which you found the word or intend to use it.

For example, the single word turn has a lot of meanings. The WEBSTER'S NEW WORD DICTIONARY gives twelve entry or twelve meanings for turn as a verb. The same entry gives twelve meanings for turn as a noun, and a number of phrases that include the word.

In the following examples, notice how the word helps you determine the correct meaning.

1. Turn the television set away from the door.  
( Turn means " to change the position or direction of".)
2. My son Jade just turned twenty.  
( Turn means " to reach or pass".)
3. Her fall off the ladder gave us a turn.  
( Turn means " sudden, brief shock". )
4. Allan turned several designs in his mind.  
( Turn means " to think about, to ponder". )
5. It is your turn to render a song number.  
( Turn means " the right chance to do something". )
6. The disc jockey turned the record.  
( Turn means " to reverse". )



7. The ice in the glass turned into water.  
( Turn means "to change or transform". )
8. The girl scout made a good turn.  
( Turn means "an action". )
9. Hot weather will turn milk.  
( Turn means " to make sour". )
10. Our leader told us to turn around.  
( Turn means "to go around". )

From these examples, it is clear that many meanings can be contained in a single word depending on how it is used in context.

Sometimes, you can find a word in a dictionary entered twice.

For example, the word lean. Lean is entered in the dictionary twice. If the word is entered twice, it is indicated by a number.

Lean<sup>1</sup>, a verb means " to bend from an upright position" or " to depend on for help".

Lean<sup>2</sup>, an adjective means, " thin, containing little or no fat" (lean meat).

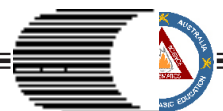
These words are called homographs. Homographs are words that have the same spelling, although they may have different pronunciation.



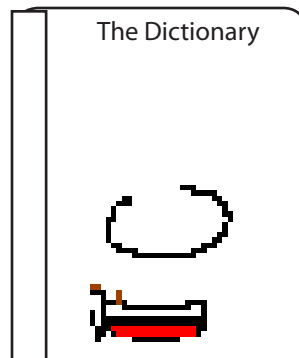
Here are some examples of a dictionary entry.

ash<sup>1</sup> (ash) n. [OE aesce] 1. the grayish powder left after something has burned 2. the gray color of wood ash 3. fine, volcanic lava

ash<sup>2</sup> (ash) n. [OE aesc] 1. a shade tree of the olive family 2. its tough wood



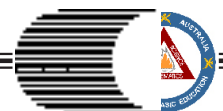
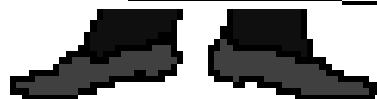
- blow<sup>1</sup> (blo) vt.      blew, blown, blowing [ < OE. blawan ]  
 1.      to move with some force, as the wind. 2.      to send forth air,  
 as with the mouth      3.      to be carried away by the wind
- blow<sup>2</sup> (blo) n.      [ ME    blowe ]      1.      a hard hit, as with the fist  
 2.      a sudden attack      3.      a sudden calamity; shock
- blow<sup>3</sup> (blo) [ OE    blowan ]      [ Poet. ]      to bloom; blossom  
 -n.      a mass of blossoms
- ray<sup>1</sup>    (ra) n. [ See Radius ] 1.      any of the thin lines or beams  
 or light that appear to come from a bright source  
 2.      any several lines radiating from a center      3.      a beam  
 of radiant energy, radioactive particles, etc. 4.      a tiny amount
- ray<sup>2</sup>    (ra) n. [ L.    raia ]      a fish with a broad, flat body, widely  
 expanded fins at each side and a whiplike tail.

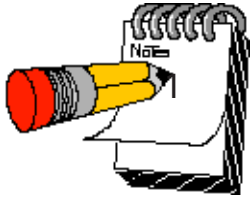


**Remember:**

When you look up a word in the dictionary, determine which meaning fits the context.

Sometimes, a word has more than one entry, with a different meaning and origin of each.





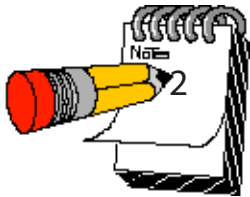
Directions: Read the following dictionary entries. Then, answer the question that follows. Write your answers in your answer sheet.

match<sup>1</sup> ( mach ) n. [ prob. Gr. myxa, lamp wick ] a slender piece of wood, cardboard, etc. tipped with a composition that catches fire by friction

match<sup>2</sup> ( mach ) n. [ OE, ( ge ) maecca, a mate ] 1. one that is equal or similar. 2. two that go well together 3. a contest or game 4. a marriage or mating vt. 1. to join in marriage; mate 2. to put in opposition 3. to be equal or similar to 4. to make or get the counterpart or equivalent of 5. to suit or fit ( one thing ) to another. vt. to be equal, similar, etc.

Answer the following:

1. Which definition of match fits the context of the sentence?  
My parents came to my basketball match.
2. From what language is match'? match'?
3. Which of the meanings of match are most familiar?

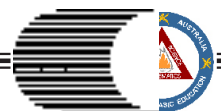


Directions: Read the following dictionary entries and sentences. Determine which meaning of pound fits the context of each sentence and write your answer in your answer sheet. No. 1 is done for you.

pound<sup>1</sup> ( pound ) n. pl. pounds [ < L. pounds, a weight ]  
1. a unit of weight equal to 16 oz. avoirdupois or 12 oz tray abbrev. lb. 2. the monetary unit of the United Kingdom and of various other countries as in Israel, Ireland, etc.

pound<sup>2</sup> ( pound ) vt. [ OE, punian ] 1. to beat to a pulp, powder, etc.; pulverize 2. to hit hard vl. 1. to deliver repeated, heavy blows at or on 2. to move with heavy steps 3. to throb

pound<sup>3</sup> ( pound ) n. [ OE, pund. ] an enclosure for stray animals

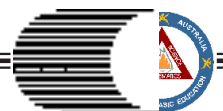




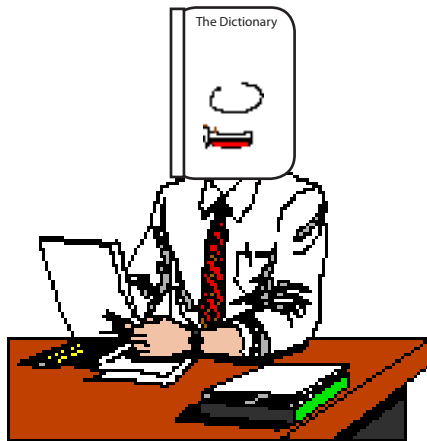
1. The farmer pounded the rice.  
Answer: pound<sup>2</sup>
2. Have you ever seen a British pound note?
3. They found the lost dog at the city pound.
4. I weigh 125 pounds.
5. The loud noise cause my heart to pound.
6. The peanut must be pounded for the lumpia.



Use a dictionary to find an example of a word with many different meanings. For each example, copy three definitions. Then, write a sentence using each of the meanings you have written. Write your sentences in your English notebook.



# LESSON THREE



## READING A DICTIONARY ENTRY

Each dictionary entry contains much more than the meaning of a word. It also has information to help you understand a word and use it correctly.

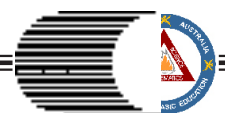
The entry word itself appears in bold print and is divided into syllables. The word disaster for example, is entered dis - as -ter. Always refer to the entry word whenever you need to divide a word at the end of a line in writing.

The pronunciation of a word is given in parentheses. Use the symbols and accent marks in reading the words.

The part of speech of a word is indicated by an abbreviation in bold print. Noun for example is abbreviated n. and adjective is adj.

If a word has a special form or ending, it is also included in the entry. For example, the plural form of irregular verbs such as saw, seen, seeing.

The origin or history of a word is given next, usually in brackets. The symbol , means "came from". Abbreviations such as GR. and L. stand for the languages from which words came means Greek and Latin. This abbreviation can be found at the front of the dictionary. Complete list of abbreviations used in the dictionary can be found at the front.





## Here are some abbreviations used in the dictionary entry.

### Examples:

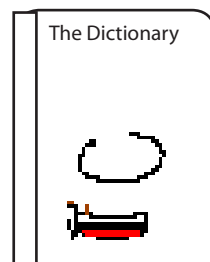
OE	-	Old English	adj.	-	adjective
ME	-	Middle English	adv.	-	adverb
Gr.	-	Greek	prep.	-	preposition
L.	-	Latin	conj.	-	conjunction
Du.	-	Dutch	Ex.	-	example
Fr.	-	French	e.g.	-	for example
n.	-	noun	i.e.	-	that is
v.	-	verb			

Definitions are given next. The most common definition of a word is often given first. When a word has a special meaning that meaning will be noted.

Sometimes a word may have a special meaning in casual conversation and informal writing. This is called colloquial meaning.

Some dictionaries also list synonyms and antonyms at the end of certain entries.

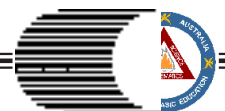
From all these examples, you can see how useful is the dictionary. It contains all the information needed in a certain word.

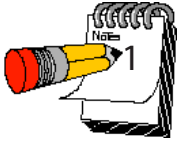


### REMEMBER:

A dictionary entry contains the succession of meaning of a word and other useful information.

It also gives the correct syllabication and pronunciation of words.





Directions: Read the dictionary entry below. Then, answer the questions that follow. Write your answer in your answer sheet.

par - ty ( par ' te ) n. pl. ties [ < L. pars, part ] 1. a group working to promote a political platform or slate, a cause, etc. 2. a group acting together to accomplish something [ a surveying party ] 3. a gathering for social entertainment 4. one concerned in action, plan, lawsuit , etc. [ a party to the action ] 5. ( colloq. ) a person. vi. - tied, - ty, - ing to attend social parties. vt. to give a party for

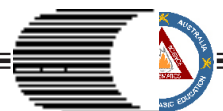
Answer the following:

1. How many syllables are there in party?
2. From what language did party come from?
3. What parts of speech can party be?
4. What definition of party is most familiar to you?
5. Is there a synonym for party?
6. What informal expression is used for party?



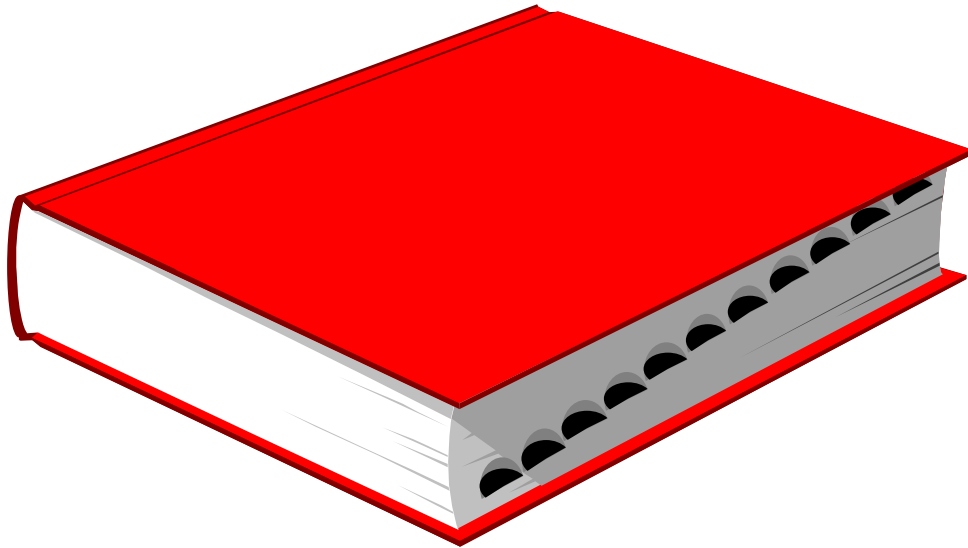
Directions: Use a dictionary to find how many syllables are the following words. Write the correct syllabication of the word. Write your answer in your English notebook.

- |                |                |
|----------------|----------------|
| 1. patriotic   | 6. appear      |
| 2. persevere   | 7. favorite    |
| 3. completion  | 8. suggestion  |
| 4. cooperative | 9. trustworthy |
| 5. environment | 10. luxurious  |



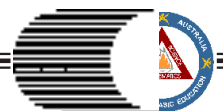
# USING

## The Dictionary



# Table of Contents

Title	1
Description	1
Target Audience	1
Subject Matter/Learning Competency	1
Duration	2
Objectives	2
Procedure	
General Instructions	2
Let's Read About	2
Thinking It Over	
Lesson One - The Dictionary	
Activity 1	3
Activity 2	3
Activity 3	3
Lesson Two - Finding the Meaning of a Word	
Activity 1	3
Activity 2 and Activity 3	3
Something to Do	3
Lesson Three - Reading A Dictionary Entry	
Activity 1	4
Activity 2	4
Teaching Hints	4
Evaluation	4
Resource List	5



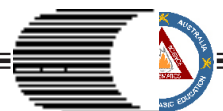
# References

Advanced Skills in Reading, Gainsburg, Joseph C.

Language Arts for the Filipino Learners, An Integrated Language and Reading Work-a-Text for Grade Five, Mendoza, Rebecca L.

Using the Dictionary, Level VI (SEAMEO INNOTECH-Project IMPACT, 1993)

Webster's Ninth New Collegiate Dictionary, Merriam Webster



# TEACHER'S GUIDE

## Title

MY DICTIONARY, MY FRIEND

## Description

This is a series of three lessons that aim to equip pupils with the basic skills in using the dictionary.

Lesson 1	The Dictionary
Lesson 2	Finding the Meaning of a Word
Lesson 3	Reading a Dictionary Entry

These lessons seek to develop pupils in using the dictionary independently and effectively. Each lesson starts with explanations which give the pupils information about the use of a dictionary. After each lesson, interactive and suitable exercises, both oral and written, are provided for adequate practice.

A separate teacher's guide states the purpose of the lessons and provides detailed procedures for each activity.

## Target Audience

Grade Five Pupils

## Subject Matter/ Learning Competency

Study Skill: PELC Grade V, "Using the Dictionary" F. 1; F. 1.1  
Third Rating Period



## Duration

One hundred and twenty minutes

## Objectives

At the end of the lessons, the pupils will be able to:

- locate words in the dictionary using the guide words
- identify the different information given to a word in a dictionary
- select the meaning of a word that fits its context.

## Procedures

### General Instructions

- ***Organize pupils into ten groups.***
- ***Each group chooses a leader and a recorder.***
- ***Distribute one booklet to each group.***



### Let's Read About

Allow pupils to spend ample time on Let's Read About. After reading, conduct a class discussion.



### Getting Ready Activity 1

1. To measure the prerequisite skill needed in using the dictionary, let each member of the group answer activity 1.
2. Conduct the checking of pupils' answers by providing them with an answer key.
3. Provide further exercises to develop those who are not ready to learn the new lessons.
4. Have a class discussion for each rule on arranging words in alphabetical order.



### Thinking It Over Activity 2

1. Let each member of the group answer Activity 2.
2. Conduct the checking of pupils' answers by providing them with an answer key.
3. Have a class discussion of each rule on the use of hyphens.

## Lesson 1 - The Dictionary



### Activity 1

1. Encourage pupils to read the given information.
2. Have a class discussion about the information given.
3. After the discussion, let group members take turns to answer each question.
4. Pupils record responses on their answer sheets.
5. When they finish, ask representatives from each group to take turns in answering each question.



### Activity 2

1. Let each group do this activity by following the given directions.
2. When they finish, invite pupils to publish their work.
3. Allow pupils to mill around and exchange brief comments about the published answers of the other groups.
4. Check pupils' published answers.



### Activity 3

1. Provide each group with three dictionaries.
2. Allow the group to read and analyze the directions before answering the activity.
3. Let them interact with their classmates.
4. Ask them to write their answers on a manila paper.
5. Have them publish their answers.
6. Check published answers with the pupils.

## Lesson Two - Finding the Meaning of a Word



### Activity 1

1. Invite pupils to read the given information.
2. Conduct a class discussion about the information given. The focus is participatory session through interactive activity.
3. Then, lead the pupils to answer the questions about the lesson orally.



### Activity 2 and Activity 3

Present activities 1 and 2 on sheets of manila paper, one copy per group. Pupils work cooperatively on the activities in their small groups.



### Something to Do

Encourage the group to read and analyze the directions before performing the activity. Then, have each group post their answers on the board for discussion.



## Lesson 3 - Reading a Dictionary Entry

### Activity 1

1. Let the pupils take ample time to read the given information.
2. Through interactive activity, conduct a whole class discussion. To prove that pupils are receptive while listening to the discussion, they should ask questions, make worthwhile remarks, give comments and enter into lively discussions.
3. Let the pupils answer the questions orally using the Fishbowl technique.

Fishbowl technique:

( Organize pupils into groups of eight. Eight pupils sit together in a circle to discuss the answers to each question. Another group of eight pupils position themselves on the outside of the circle as listeners. The listeners ask questions or give reactions/clarity of the answers to each question. The pupils in the inner and outer circles can reverse positions to carry on the discussion.



### Activity 2

1. Divide the class into two groups.
2. Instruct each group to read and follow the directions correctly.
3. Groups take turns in writing the answer of each number on the board.
4. When a pupil gives the correct answer, their group earns a point.

### Teaching Hints

1. Set a time limit for each activity, a maximum of 20 minutes. The suggested time allotment is flexible, depending upon the varying needs and pace of the learners.
2. One day prior to the lesson, instruct pupils to bring a dictionary.
3. Expose the pupils how to locate words using the guide words.

### Evaluation

Learning outcomes will be measured by observing:

- completed work samples
- pupils' participation in all the activities.

3. pupils' ability to locate words in a dictionary using guide words
4. pupils' ability to identify the different information given to a word in a dictionary
5. pupils' ability to select the meaning of a word that fits its context.

### Resource List

- Teacher's Guide
- 3 dictionaries per group
- 2 sheets of manila paper per group
- 1 copy of the booklet "My Dictionary, My Friend" per group

## Title

MY DICTIONARY, MY FRIEND

## Description

This is a series of three lessons that aim to equip pupils with the basic skills in using the dictionary.

Lesson 1	The Dictionary
Lesson 2	Finding the Meaning of a Word
Lesson 3	Reading a Dictionary Entry

These lessons seek to develop pupils in using the dictionary independently and effectively. Each lesson starts with explanations which give the pupils information about the use of a dictionary. After each lesson, interactive and suitable exercises, both oral and written, are provided for adequate practice.

A separate teacher's guide states the purpose of the lessons and provides detailed procedures for each activity.

## Target Audience

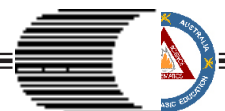
Grade Five Pupils

## Subject Matter/ Learning Competency

Study Skill: PELC Grade V, "Using the Dictionary" F. 1; F. 1.1  
Third Rating Period

## Duration

One hundred and twenty minutes



## Objectives

At the end of the lessons, the pupils will be able to:

- locate words in the dictionary using the guide words
- identify the different information given to a word in a dictionary
- select the meaning of a word that fits its context.

## Procedure

### General Instructions

- Organize pupils into ten groups.
- Each group chooses a leader and a recorder.
- Distribute one booklet to each group.

### Let's Read About

Allow pupils to spend ample time on Let's Read About. After reading, conduct a class discussion.

### Getting Ready

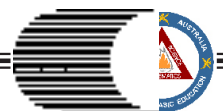
#### Activity 1

1. To measure the prerequisite skill needed in using the dictionary, let each member of the group answer Activity 1.
2. Conduct the checking of pupils' answers by providing them with an answer key.
3. Provide further exercises to develop those who are not ready to learn the new lessons.
4. Have a class discussion for each rule on arranging words in alphabetical order.

### Thinking It Over

#### Activity 2

1. Let each member of the group answer Activity 2.
2. Conduct the checking of pupils' answers by providing them with an answer key.
3. Have a class discussion of each rule on the use of hyphens.



## Lesson 1 - The Dictionary

### Activity 1

1. Encourage pupils to read the given information.
2. Have a class discussion about the information given.
3. After the discussion, let group members take turns to answer each question.
4. Pupils record responses on their answer sheets.
5. When they finish, ask representatives from each group to take turns in answering each question.

### Activity 2

1. Let each group do this activity by following the given directions.
2. When they finish, invite pupils to publish their work.
3. Allow pupils to mill around and exchange brief comments about the published answers of the other groups.
4. Check pupils' published answers.

### Activity 3

1. Provide each group with three dictionaries.
2. Allow the group to read and analyze the directions before answering the activity.
3. Let them interact with their classmates.
4. Ask them to write their answers on a manila paper.
5. Have them publish their answers.
6. Check published answers with the pupils.

## Lesson Two - Finding the Meaning of a Word

### Activity 1

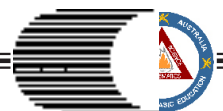
1. Invite pupils to read the given information.
2. Conduct a class discussion about the information given. The focus is participatory session through interactive activity.
3. Then, lead the pupils to answer the questions about the lesson orally.

### Activity 2 and Activity 3

Present activities 1 and 2 on sheets of manila paper, one copy per group. Pupils work cooperatively on the activities in their small groups.

### Something to Do

Encourage the group to read and analyze the directions before performing the activity. Then, have each group post their answers on the board for discussion.



## Lesson 3 - Reading a Dictionary Entry

### Activity 1

1. Let the pupils take ample time to read the given information.
2. Through interactive activity, conduct a whole class discussion. To prove that pupils are receptive while listening to the discussion, they should ask questions, make worthwhile remarks, give comments and enter into lively discussions.
3. Let the pupils answer the questions orally using the Fishbowl technique.

### Fishbowl Technique:

(Organize pupils into groups of eight. Eight pupils sit together in a circle to discuss the answers to each question. Another group of eight pupils position themselves on the outside of the circle as listeners. The listeners ask questions or give reactions/clarity of the answers to each question. The pupils in the inner and outer circles can reverse positions to carry on the discussion.

### Activity 2

1. Divide the class into two groups.
2. Instruct each group to read and follow the directions correctly.
3. Groups take turns in writing the answer of each number on the board.
4. When a pupil gives the correct answer, their group earns a point.

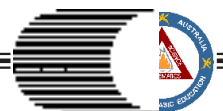
### Teaching Hints

1. Set a time limit for each activity, a maximum of 20 minutes. The suggested time allotment is flexible, depending upon the varying needs and pace of the learners.
2. One day prior to the lesson, instruct pupils to bring a dictionary.
3. Expose the pupils how to locate words using the guide words.

### Evaluation

Learning outcomes will be measured by observing:

- completed work samples
- pupils' participation in all the activities

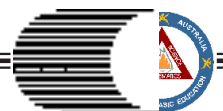




- pupils' ability to locate words in a dictionary using guide words
- pupils' ability to identify the different information given to a word in a dictionary
- pupils' ability to select the meaning of a word that fits its context.

## Resource List

- Teacher's Guide
- 3 dictionaries per group (assigned to the pupils)
- 2 sheets of manila paper per group
- 1 copy of the booklet "My Dictionary, My Friend" per group



## Answer Key

### Getting Ready

#### Activity 1

1. adjust  
afford  
alter  
arrive  
assure

2. barge  
beam  
bobble  
brick  
burn

3. cargo  
celery  
chapter  
club  
confuse

4. damage  
definite  
disappoint  
doctor  
draft

5. echo  
election  
engineer  
essence  
experience

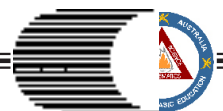
6. fault  
feet  
fight  
fruit  
further

### Thinking it Over

#### Activity 2

1. three-year old  
2. One-fifth  
3. mother-in-law  
4. three-piece costume  
5. vice-mayor

6. strange-looking  
in-laws  
maid-of-honor  
ladies-in-waiting  
forty-three pupils



## Lesson One - The Dictionary

### Activity 1

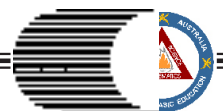
1. A dictionary is a book with alphabetically-arrange list of words with definitions, meanings, pronunciations and other information about the words.
2. A dictionary has the pronunciation, syllabication, accent, history and meaning of words.
3. Yes. It will help us understand the meaning of unfamiliar words.
4. The words in a dictionary are arranged alphabetically.
5. guide words

### Activity 3

- \_\_\_\_\_ plural
- \_\_\_\_\_ poem
- \_\_\_\_\_ plywood
- \_\_\_\_\_ point
- \_\_\_\_\_ plenty
- \_\_\_\_\_ pneumatic
- \_\_\_\_\_ poach
- \_\_\_\_\_ please
- \_\_\_\_\_ Pluto
- \_\_\_\_\_ plush

### Activity 3

(Answers may vary.)



## Lesson Two - Finding the Meaning of a Word

### Activity 1

1. a contest or game
2. match<sup>1</sup> - Greek language  
match<sup>2</sup> - Old English
3. a.) a slender piece of wood tipped with composition that catches fire by friction  
b.) contest or game

### Activity 2

- |                       |                       |
|-----------------------|-----------------------|
| 1. pound <sup>2</sup> | 4. pound <sup>1</sup> |
| 2. pound <sup>1</sup> | 5. pound <sup>2</sup> |
| 3. pound <sup>3</sup> | 6. pound <sup>2</sup> |

## Lesson Three - Reading a Dictionary Entry

### Activity 1

1. two
2. Latin language
3. noun and verb
4. answer may vary
5. yes
6. a person

### Activity 2

1. four
2. three
3. three
4. five
5. four
6. two
7. three
8. three
9. three
10. four

