

English

Learner's Material

Unit 1

This book belongs to:

Name: _____

Grade and Section: _____

School: _____

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.

**English – Grade 2
Learner’s Material
First Edition, 2013
ISBN: 978-971-9990-82-6**

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

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education and UnionBank of the Philippines

DepEd Secretary:
Br. Armin A. Luistro FSC

DepEd Undersecretary:
Yolanda S. Quijano, Ph.D.

DepEd Assistant Secretary:
Elena R. Ruiz

UnionBank Chairman/CEO:
Justo A. Ortiz

UnionBank President:
Victor B. Valdepeñas

UnionBank Executive Director:
Maria Gonzalez-Goolsby

Developmental Team of the Learner’s Material

Chairman: Luz S. Almeda, Ph.D.

Assistant Chairman: Rizalino Jose T. Rosales

Team Leader: Victoria R. Mayo

Writers: Myrna J. Hipolito, Magdalena S. Rosopa, Porfiria B. Santos, Marimel Jane H. Polita, Elisa O. Cerveza, Rose Ann B. Pamintuan, Nerissa R. Lomeda, and Amcy M. Esteban

Contributors: Leah N. Bautista, Ana Lou N. Caspi, Ivy M. Romano and Praxedes F. Mendoza

Editors: Victoria R. Mayo and Violeta M. Gonzales

Consultant: Norma A. Adamos, Ph.D.

Encoders: Eduardo A. Abutal and Christianne C. Quemado

Illustrator: Jose Miguel T. Tejido

Layout Artist: Ernanie S. Gonzales

Printed in the Philippines

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

Office Address: 2nd Floor Dorm G, PSC Complex
Meralco Avenue, Pasig City
Philippines 1600

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

E-mail Address: imcsetd@yahoo.com

The gift of learning is made possible only through the hard work, dedication, and commitment of individuals who, over the last few years, have participated, in one way or another, to create this worthwhile project.

The Department of Education and UnionBank of the Philippines extend their heartfelt gratitude for their participation in this undertaking.

UnionBank Learning System Credits

Conceived, Produced and Published by: Maria Gonzalez-Goolsby

Written by: Adalia D. Soriano

Illustrations and Activity Pages by: Jose Miguel T. Tejido

Layout by: Ernanie S. Gonzales

Copy Editing by: Nancy Pe-Rodrigo

Acknowledgment

Almario, Ani Rosa
Almeda, Luz S.
Arce, Joseling L.
Asprer, Merlie J.
Baltazar, Teresita D.
Barro, Mary Margaret M.
Batalla, Sally G.
Belena, John M.
Borgonia, Recaredo G.
Bragado, Rosebie J.
Dimaano, Marilyn D.
Domalanta, Teresita G.
Dulangon, Carmelita T.
Estigoy, Susana Teresa B.
Evaristo, Ma. Luz F.
Francisco S.J., Fr. Manoling
Hael, Elizabeth H.
Hidalgo, Fe A.
Hipolito, Myrna J.
Ilagan, Cesar G.
Lapus, Jesli A.
Lastimoza, Zeny B.
Lee, Marcy D.
Magtibay, Januel M.
Magtibay, Maria Elena A.
Mayo, Victoria R.
Muyot, Alberto T.
Ng, Therese
Niega, Josephine C.

Novido, Dolores G.
Pado, Felicitas E.
Pilor, Socorro A.
Quemado, Christianne C.
Quijano, Yolanda S.
Reyes, Lourdes C.
Reyes, Neil
Rosales, Rizalino Jose T.
Ruivivar, Ilene R.
Ruiz, Elena R.
Ruiz, Jean Marie E.
Salvaña, Josefina Atienza
Santos, Daisy O.
Soto, Cornelia C.
Tang, Elizabeth C.
Tay, Dexter A.
Teves, Gerard Jude F.
Tirado, Kenneth C.
Tolentino, Maria Teresa A.
Torrevillas, Zonito
Valarao, Carlos V.
Valencia, Joven M.
Varela, Francisco M.
Vidanes, Hector A.
Villanueva, Roberto P.
Villanueva, Victor A.
Villaruel, Othello T.
Vispo, Marilou G.

FOREWORD

In our quest to make a difference in our community, we are guided by *Magis* – the relentless drive to look for something more in every opportunity with a heroic attitude and to engage our ideas, talents, and energies on endeavors that may at first seem undistinguished, but are in fact required. For us at UnionBank, this means a corporate philanthropy and social responsibility agenda that can best leverage our resources and capabilities to develop our nation and our people.

For us, this means taking the less travelled path of values formation.

It is thus that we have endeavored to focus on youth development and to align our values formation efforts with the public school curriculum. Through the UnionBank Learning System, we have succeeded in developing learning materials that are designed to integrate values formation – in particular, the time-honored values enshrined in the Philippine Constitution – with the crucial area of reading. Knowing fully that reading is a survival skill – *if you cannot read, you cannot learn* – our learning system endeavors to help produce independent readers among our young.

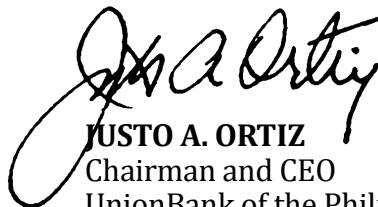
Having launched the program in 2006, we have provided students' workbooks to over 2.5 million pupils and teachers' guides to 13,000 Grade 2 teachers in 5,200 public schools throughout the country. Over the years, we have received various awards and commendations for this philanthropic undertaking, as well as excellent impact evaluations that show proof of its immense worth to Philippine education.

Now, through this partnership with the Department of Education, we are embarking on the institutionalization of the program in the public school system, with each and every Grade 2 pupil to be given a copy of this book – revised in accordance with the new basic education curriculum – beginning school year 2013-2014!

For UnionBank, this marks the end of a long yet fruitful journey.

With hope and confidence in the future, it is our joy and privilege to give this book – through this monumental partnership with the Department of Education – as a gift to the Filipino child.

May it continue to serve as an effective learning tool, one that can help empower each Filipino child with the capabilities required by the emerging global village. And may it continue to inspire others to participate in the noble struggle for nation building and, to be reminded that “besides the earth, man's principal resource is man himself,” for the transformation of each individual.



JUSTO A. ORTIZ
Chairman and CEO
UnionBank of the Philippines

INTRODUCTION THE JOURNEY

This book has been eight years in the making. As the culminating output of the flagship program in Corporate Philanthropy and Social Responsibility of UnionBank of the Philippines, the UnionBank Learning System (UBLS) is the embodiment of the bank's corporate creed – To Make a Difference in the Community – realized through programs and projects that focus on the all-important area of values formation, like the UBLS.

Launched on June 19, 2006, auspiciously the 145th birth anniversary of our national hero, Dr. Jose Rizal, the UBLS is the brainchild of UnionBank Chairman and CEO Justo A. Ortiz and UnionBank Corporate Philanthropy and Social Responsibility (CPSR) Executive Director Maria Gonzalez-Goolsby.

Recognizing the importance of addressing the Millennium Development Goal of achieving universal primary education (MDG 2), and responding to the call for volunteerism and private sector participation in Philippine public education through the Adopt-A-School Program, UnionBank embarked on a journey to help Filipino children read, write, and speak English and, at the same time, learn to become good and productive Filipino citizens.

The Foreword of the first UBLS book reads—

We want to give the Filipino child the solidarity of love, a guiding moral compass, pride in our Filipino heritage, and the capability to participate in the equalizing global village.

As pointed out by Ortiz, “At the end of the day, values formation becomes a very important foundation for the future, and that’s why more investment should be put into it.”

In 2006, UnionBank commissioned Marcy Dans-Lee to write and illustrate the storybook *As A Filipino*, as conceptualized by Goolsby. Likewise, Dr. Felicitas E. Pado of the University of the Philippines was commissioned to write a self-instructional Teacher’s Handbook using the Four-Pronged Motivational Approach and a corresponding Student’s Workbook based on the storybook, while Ms. Lourdes Colina-Reyes, M.A., veteran teacher of De La Salle Zobel and author of a values formation book, was commissioned to write the Values Education component of the book series.

The UnionBank *“As a Filipino” Learning System: Developmental Reading Integrated with Values Education for Good Citizenship (As A Filipino)* was born.

Compliance with the learning competencies set by the Department of Education was a primary consideration in developing the entire UnionBank program.

The *As a Filipino* book introduced pupils to the 16 values enshrined in the preamble of the Philippine Constitution – Faith in God, Unity, Patriotism, Work, Respect for Life, Respect for Law and Government, Truth, Justice, Freedom, Love, Equality, Peace, Promotion of the Common Good, Concern for Family and Future Generations, Concern for the Environment, and Order.

In 2007, the program was launched in the National Capital Region (NCR), in coordination with then DepEd NCR Director Teresita G. Domalanta, where it was rolled out in all its public elementary schools that year. Recognizing the Filipino teacher’s noble mission and dual roles as mentor and model of the Filipino child, UnionBank paid tribute to all the 5,000 Grade 2 public schools teachers of NCR, who were also the first to use the *As a Filipino* books, through a massive teacher training event on October 24-25 at the Philippine International Convention Center that preceded the region-wide rollout.

To validate the program’s effectiveness, UnionBank commissioned Dr. Cornelia C. Soto of the Ateneo de Manila University’s Ateneo Teacher Center (ATC), an acknowledged Assessment and Evaluation of Learning Expert, to conduct the 2007-2008 census study “*The Impact of the UnionBank Learning System: Developmental Reading Integrated with Values Education for Good Citizenship As a Filipino on Pupil Achievement in the National Capital Region (NCR).*”

Based on the performance results of 200,000 Grade 2 pupils, the study concluded that there was a 41.59% increase in Reading Achievement. In assessing Values Knowledge and Feelings, a significant increase was also observed towards Love for Reading (p=.002) and Behavior Towards Family (p=.015) and School (p=.008). It further stated that, in general, both quantitative and qualitative data indicated that the UBLS was substantially successful as a cognitive instrumental system. Its affective impact was also substantially beneficial to teachers and pupils, with the Observational, Interview, and Survey results showing the following: The principals (N=29) and teachers (N=168) selected from 450 schools felt that the UBLS’ goals and objectives of developing reading skills and values integration were achieved. Both respondents gave the UBLS a high rating (principals’ mean = 4.38, teachers’ mean = 4.32 on scale of 1-5). They believed the UBLS was relevant, useful, and helpful to both teachers and pupils. They found the content logical and well organized, with values properly integrated and applicable to the pupils’ daily life at home and in school, and correlated with other subjects such as Filipino, Makabayan, and Character Education.

Under the continuing conceptualization, direction, and management of UnionBank CPSR head Goolsby, with CPSR officers Ilene R. Ruivivar and Mary Margaret M. Barro, the program evolved in 2008 into the *UnionBank Learning*

System: Development Reading Integrated with Values Education for Good Citizenship, an integrated program for teaching Literacy, English Proficiency, and Values Education for pupils in the primary grade level.

The five editions of the UBLS were written by Adalia D. Soriano, a highly regarded Language Arts specialist with three masters degrees (General Education, Elementary School Administration, and Language Teaching) and 35 years of teaching experience at the elementary level. Jose Miguel “Jomike” T. Tejido, architect, artist, and author of children’s books, magazines, and comics, enlivened the workbook with his illustrations and activity pages, engaging the pupils and motivating them to interact with the text.

Composed of a Student’s WorkText for every pupil, a Teacher’s Edition of the WorkText for every teacher, a Teacher Training Video, and the *As a Filipino* Audio CD for every school, the UBLS Program was used 90 minutes daily for 32 weeks in participating public elementary schools.

Since its launch in 2007, the UBLS has benefited over 2.5 million primary public school pupils and 13,000 teachers in 5,200 public elementary schools nationwide. Covering the main regions of NCR, Region VII (Central Visayas), and Region XI (Davao), the Divisions of Sarangani, Tawi-Tawi, Isabela City and Lamitan City, and the Districts of Maluso and Tipo-Tipo, Basilan and San Isidro, Nueva Ecija, the UBLS was effectively a nationwide program.

Coverage expanded in school year 2008-2009 to the Visayas and Mindanao, and ATC’s Soto did a study in these areas using the same evaluation protocol used in 2007-2008. Despite difficult logistics that allowed complete data gathering in only a few schools, the study showed encouraging results. In Metro Cebu, for instance, the sample of 2 schools, 9 teachers, and 466 pupils indicated a 16.54% increase in pupils’ reading achievement. In the Autonomous Region of Muslim Mindanao, the sample of 29 schools, 36 teachers, and 1,786 pupils yielded an increase of 34.03%.

In school year 2011-2012, then DepEd NCR Director Elena R. Ruiz initiated a DepEd Impact Study, again independently conducted by the Ateneo Teacher Center. This was administered by ATC’s Soto in collaboration with DepEd NCR Education Supervisor Victoria R. Mayo. The study focused on the rich source of data from Grade 2 NCR teachers (N=1592) evaluation of the UBLS Student’s WorkText and Student’s WorkText Teacher’s Edition. The “Teacher Evaluation of the *UnionBank Learning System: Developmental Reading Integrated with Values Education for Good Citizenship* A Content Analysis” Study showed the value of the UBLS to both pupils and teachers.

The teachers’ evaluation of the UBLS resource materials was overwhelmingly positive in terms of general impact, characteristics, and content and that these

materials were “useful and helpful because of their development of cognitive competencies such as the integrated skills of reading, writing, listening, and speaking, values education and integration, and their development of psychomotor skills and the arts.”

Teachers felt that the focus on values education and integration was quite significant since pupils were exposed to “poems, stories, and activities which contain values and virtues that are essential for children to become good persons, [and which are] essential in strengthening and fortifying their character.” Teachers thought that the inclusion of non-language arts skills and content such as art activities, puzzles, and games “challenged the pupils to think, to question, and to be more creative and imaginative.” The activities “help increase their motivation” and made them “more participative and attentive.” The UBLS was given credit by teachers for the perceived change in attitude and behavior of pupils: they were more attentive, participative, independent, critical, imaginative, and creative. Similarly, teachers expressed that they learned new strategies and techniques, by using the new instructional materials. They also became more creative, resourceful, patient, and imaginative.

The Bureau of Elementary Education (BEE) under Director Marilyn D. Dimaano, also conducted an evaluation of the UBLS in 2012, which showed that the UBLS student’s workbook “designed to strengthen literacy skills and instill values, is a complete package that will be of great help to both the teachers and the pupils. Thus, it is highly recommended for use in Grade 2.”

It should be noted that the UBLS has earned several awards of distinction for UnionBank, including the Anvil Award for Excellence in Education (2008), the Anvil Award for Excellence in Responsible Citizenship (2008), the Management Association of the Philippines (MAP) Special Award for Best in Education (2009), and *Finance Asia* Top Ten Companies in Asia for CSR (2010).

With the onset of the new basic education curriculum, the Department of Education saw the value of capitalizing on the strengths of the UBLS.

“The UnionBank Learning System has been a great help to all our pupils and teachers for the past five years,” wrote DepEd-NCR Director Luz S. Almeda in her October 23, 2012 request to UnionBank to allow the DepEd Learning Resource Writing Team (LRWT) to use materials from the UBLS for the new DepEd Learner’s Material (LM) and Teacher’s Guide (TG).

“This is an opportunity for the UBLS seeds to grow and bear more fruits as they will be sown in all parts of the country,” Almeda added. “It is high time that [UnionBank’s] advocacy on reading and good citizenship spread throughout the land.”

Having been granted permission by UnionBank through CPSR head Goolsby, Almeda requested clearance from Ruiz, who by then had been promoted to the position of DepEd Assistant Secretary for Programs and Projects, to use the UBLS in the development of the LM and TG for Grade 2 English. The matter was eventually elevated to then DepEd Undersecretary for Programs and Projects Yolanda S. Quijano, and after several meetings with UnionBank's Goolsby and other DepEd officials, among them Undersecretary for Finance and Administration Francisco M. Varela, Undersecretary for Legal and Legislative Affairs Alberto T. Muyot, Instructional Materials Council Secretariat Director Socorro A. Pilor, Adopt-A-School Program Operations Manager Merlie J. Asprer, BEE's Dimaano, and NCR's Almeda and Mayo (the latter serving as team leader of the DepEd-NCR LRWT), the integration of the UBLS in DepEd's Grade 2 English LM and TG and its institutionalization in the public school curriculum was assured.

At this point, the final chapter of UnionBank's journey with the UBLS was already near at hand.

With DepEd formally "acknowledging and recognizing the proven usefulness and impact of the UBLS" in providing schools with literacy, English proficiency, and Values Education for character formation, and having "examined, checked, and cleared it for adoption and use" in the Grade 2 English LM and TG for all public elementary schools in the country, selected materials from the UBLS were used in combination with materials provided by DepEd, using the UBLS template, as developed by the DepEd-NCR LRWT.

In completing its journey with the UBLS, UnionBank agreed to assign to DepEd its rights and interests and allow its use and adoption in the public school system.

Thus, on February 6, 2013 a Memorandum of Agreement was signed by Education Secretary Br. Armin A. Luistro FSC and UnionBank Chairman/CEO Justo A. Ortiz to formalize the turnover of the UBLS to the Department of Education.

Under this agreement, UnionBank granted DepEd, at no cost, permission to adopt, integrate, and use in the Grade 2 English LM and TG selected exercises and materials from the UBLS. UnionBank also gave DepEd the right to use all components of the learning system – Student's WorkText, Student's WorkText Teacher's Edition, Teacher Training Video, *As a Filipino* Audio CD, and Corporate Philanthropy and Social Responsibility (CPSR) Audio-Visual Presentation – free of charge.

These LMs will be disposable, on a 1:1 ratio for all Grade 2 public school pupils nationwide, with every child entitled to bring home the LM at the end of the

school year. The TG, however, will be reusable, on a 1:1 ratio, for Grade 2 English public school teachers nationwide. The Grade 2 English LM will be printed by DepEd in time for school year 2013-2014 and then every year thereafter.

Under this agreement, UnionBank and DepEd are copyright co-owners of the Grade 2 English Learner's Material.

According to Secretary Luistro, "The LM is like a student's worktext which every pupil can study, answer and write on, and bring home as their own."

In the coming school year, it will be given to all 2.5 million Grade 2 pupils in public elementary schools nationwide.

"This particular engagement comes at a very important segment in our journey towards reforms," Luistro explains. "We are thankful to UnionBank for the learning system that will enable us to integrate and use the Learning Materials and Teachers Guides in the context of K to 12."

On behalf of UnionBank, Ortiz notes –

"We are happy to join DepEd in this historic, enabling, and noble project – a book for every child – for the benefit of all the 2.5 million Grade 2 pupils and the 60,000 Grade 2 teachers nationwide. We share [DepEd's] vision of creating a better Philippines through the commitment of a better educational system."

This is UnionBank's Gift to the Filipino Child. And now, through this partnership with the Department of Education and this book collaboration, it is for all Filipino children to own, learn from, and enjoy.

CARLOS V. VALARAO
March 13, 2013

CONTENTS

Foreword.....	iv
Introduction.....	v
UNIT 1 – I Can Get Along	1
Lesson 1: Sounds Around.....	2
Lesson 1: Sounds Around (Day 2).....	5
Lesson 2: Animal Sounds.....	7
Lesson 3: Sounds of Musical Instruments.....	10
Lesson 4: Sounds in the Environment.....	14
Lesson 5: The Alphabet - Medial /e/.....	16
Lesson 6: Elements of the Story.....	20
Lesson 7: Speech Sounds Medial /e/, Rimes /-et/ and /en/.....	23
Lesson 8: Speech Sounds Medial /e/, Rimes /-eg/ and /-ed/.....	27
Lesson 9: Speech Sounds Medial /e/, Rimes /-em/, /-ell/, and /-eb/.....	30
Lesson 10: Bat Cat and Fat Rat.....	32
Lesson 11: Speech Sounds Medial /a/, Rimes /-am/, /-an/, and /-at/.....	33
Lesson 12: Speech Sounds Medial /a/, Rimes /-ag/, /-ad/, and /-ap/.....	36
Lesson 13: The Pink Wig.....	38
Lesson 14: Rhyming Words.....	41
Lesson 15: Speech Sounds Medial /i/, Rimes /-it/, /-ip/, and /-ig/.....	43
Lesson 16: Speech Sounds Medial /i/, Rimes /-id/, /-in/, and /-ill/.....	48
Lesson 17: Being Courteous.....	51
Lesson 18: Naming Words.....	53

Lesson 19: Working Together Is Best *	55
Lesson 20: Sequencing of Events *	59
Lesson 21: Words Showing Order of Events *	63
Lesson 22: Plural Form of Nouns by Adding -s *	65
Lesson 23: More Rules: Plural Form of Nouns	67
Lesson 24: Doing It Right *	69
Lesson 25: More on Naming Words	74
Lesson 26: Specific Naming Words *	77
Lesson 27: Differentiating Common from Proper Nouns	81
Lesson 28: Having Faith in God *	84
Lesson 29: For the Sake of Honey *	89
Lesson 30: Knowing Myself Better *	93
Lesson 31: Befriending Others	99
Lesson 32: I Love Naming Words	100
Lesson 33: My Body and the Letter B	104
Lesson 34: Speaking Well in Dialogues *	106
Lesson 35: Using Personal Pronouns *	112
Lesson 36: Rap the Letter C	116
Lesson 37: Learning the Letter C as in /s/	118
Lesson 38: More Fun With the Letter C as in /s/	120

** Activities and Exercises adopted from the UnionBank Learning System Student's WorkText (2012) and revised by DepEd National Capital Region – Learning Resource Writing Team*

UNIT 1

I Can Get Along

We hear different sounds around us.

At home, we hear sounds from the radio and the television. We hear the sounds made by animals in the yards.

When we go out in the streets, we hear the sounds made by cars, jeeps, buses, tricycles, and many others.

Yes, we hear sounds that are loud, soft, high, or low.

In Lessons 1 to 4 you will learn about the different sounds you hear around you. You will listen to these sounds, identify them, and try to imitate them.

Moreover, in the next lessons, you will gain skills on how to properly introduce yourself to others and know them well, too.



UNIT 1

I Can Get Along

Lesson 1: Sounds Around

Let's Try

- I. Listen to the sound made by what you see in the pictures. Put a check (✓) on the blank if it is the correct sound and cross (x) if it is not correct.



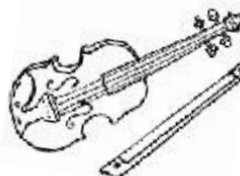
___ ding-dong-ding-dong



___ aw-aw-aw-aw



___ ting-ting-ting-ting



___ eeeng-eeeng-eeeng



___ pok-pok-pok-pok



___ tic-tac-tic-tac



___ brrroom-brrroom-brrroom



___ krrring-krrring- krrring



___ moo-moo-moo



___ krrra-krrra-krrra

II. Draw a line to connect the object with the sound it makes.



tweeet-tweeet



ding-dong, ding-dong



meeooow-meeooow



wheeeng-wheeeng



kleng-kleng

III. Put a cross (x) on the line to mark objects that make loud sounds and check (✓) for those that make soft sounds.

_____ telephone

_____ crying baby

_____ drum

_____ tiger

_____ bus

_____ mosquitoes

Get Set

How do you go to school? Do you walk?
What kind of transportation do you take?

Let's Aim

As you listen to the story, find out the answers to be given by the teacher.

I Can Do It

Who said the following lines? Label the speech bubbles.

I am sorry Lito,
there's a traffic
jam again!

Yes, and there are
trucks, vans, and
taxis, too.

Oh, there the
signal light turned
green.



Measure My Learning

Encircle the correct answer.

1. Who went to school?
(Lito, Kuya Ben, Mario)
2. What sounds did Lito hear?
(brrroom-brrroom, meow-meow, krrring-krrring)
3. What time did Lito go to school?
(8:00 a.m., 7:00 p.m., 7:00 a.m.)
4. Who is Kuya Ben?
(tricycle driver, truck driver, Lito's father)
5. What time would Kuya Ben see Lito again?
(evening, noon, tomorrow)

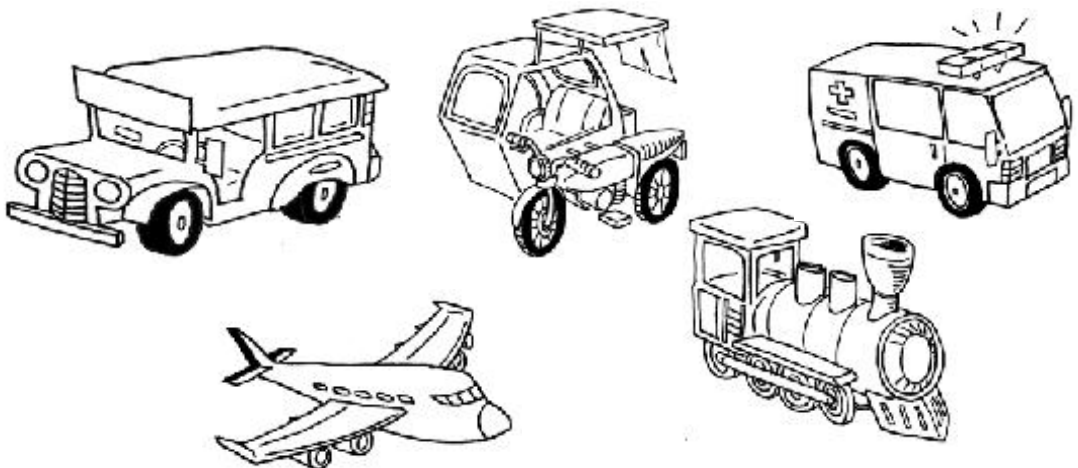
Lesson 1: Sounds Around (Day 2)

Get Set

Mimic the sounds of the transportation and ask your seatmate to identify the transportation.

We Can Do It

Mimic the sounds of the transportations below. Classify the sound they make as loud or soft.









Remember This

Transportations make different sounds.
They make loud or soft sounds.

I Can Do It

Look at the pictures. Put a check (✓) if the sound is loud or soft.

Pictures	Loud	Soft	Pictures	Loud	Soft
					
					
					

Lesson 2: Animal Sounds

Get Set

- What kind of pets do you have?
- What tricks can they make?
- What sounds do they make?
- When do they make these sounds?

Let's Aim

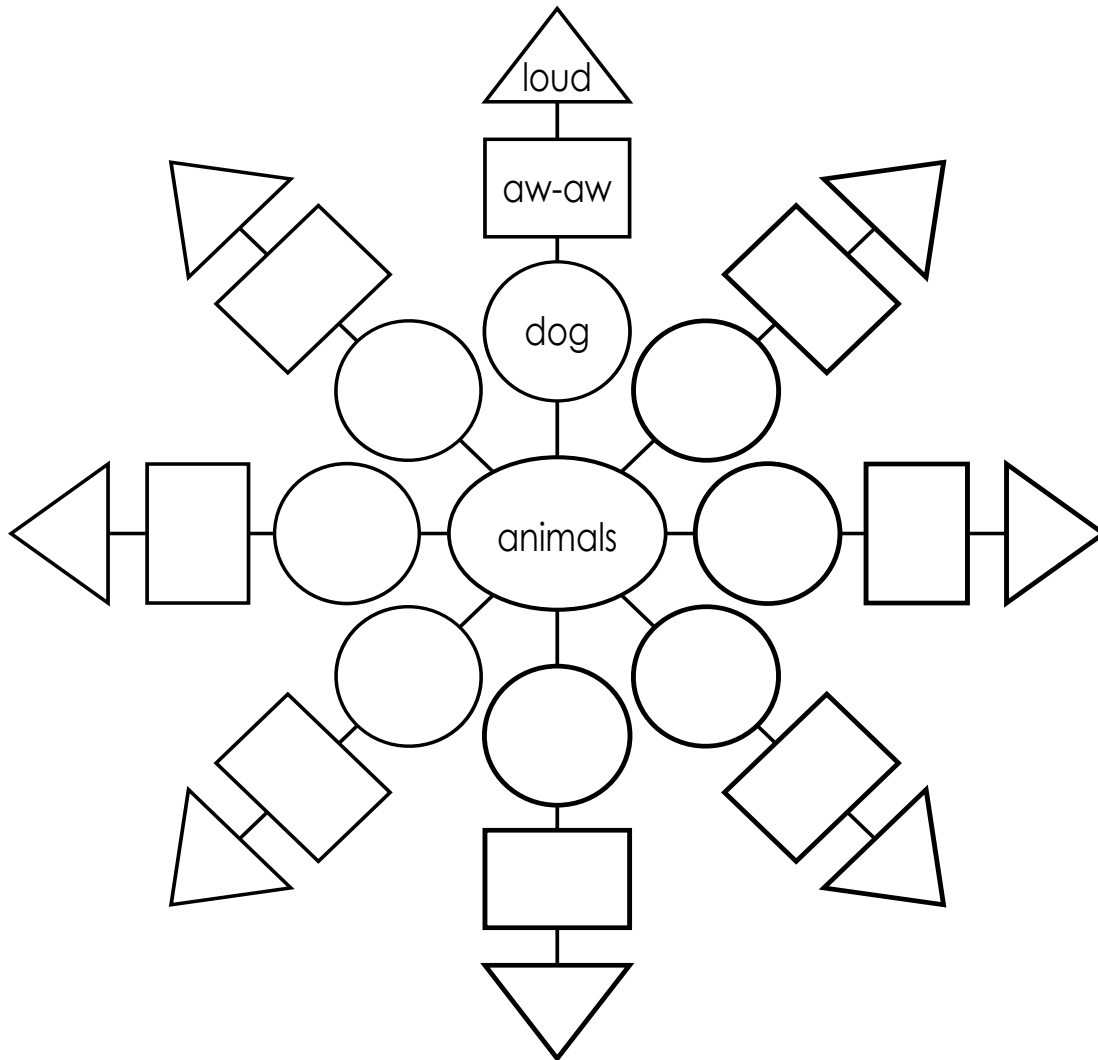
What animal is mentioned in the story?

Let's Answer

1. Where did the first goat go?
2. Which goat had nothing to eat?
3. How did the goat cry?
4. Why did the fifth little goat cry?
5. What sound did it make?

I Can Do It

In the map, list down names of animals in the circle. Write the sound they make in the rectangle. Write in the triangle if the sound they make is loud or soft.



Remember This

Different animals produce different sounds.
Their sounds could be loud or soft.

Measure My Learning

Draw a line to connect the animals with the sounds they make.



meeeow, meeeow



meee-meee, meee-meee



neigh-eeeh, eeeh



mooooo, moooooo



ungaaaaa, ungaaaaa



tweeet, tweeet

Lesson 3: Sounds of Musical Instruments

Get Set

What musical instrument can you play or would like to play? Draw it and write the sound it makes.

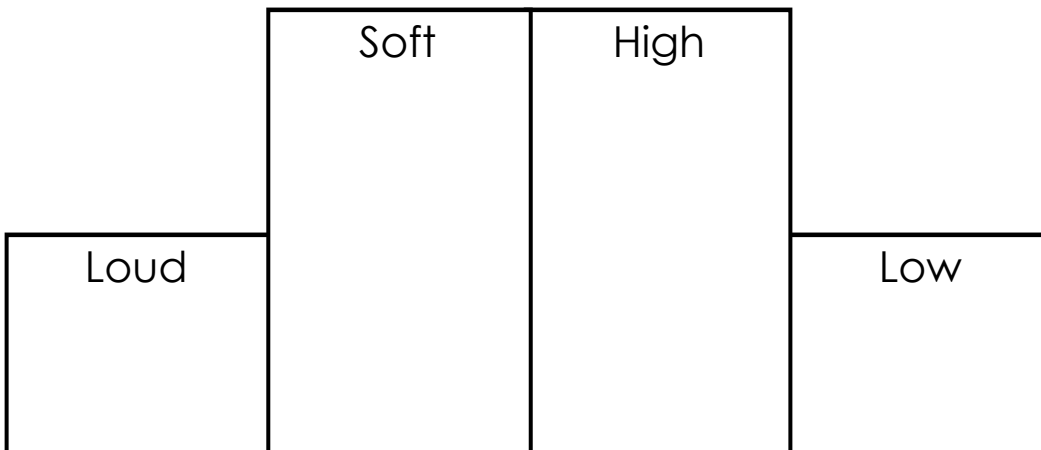
Draw Here.



Let's Aim

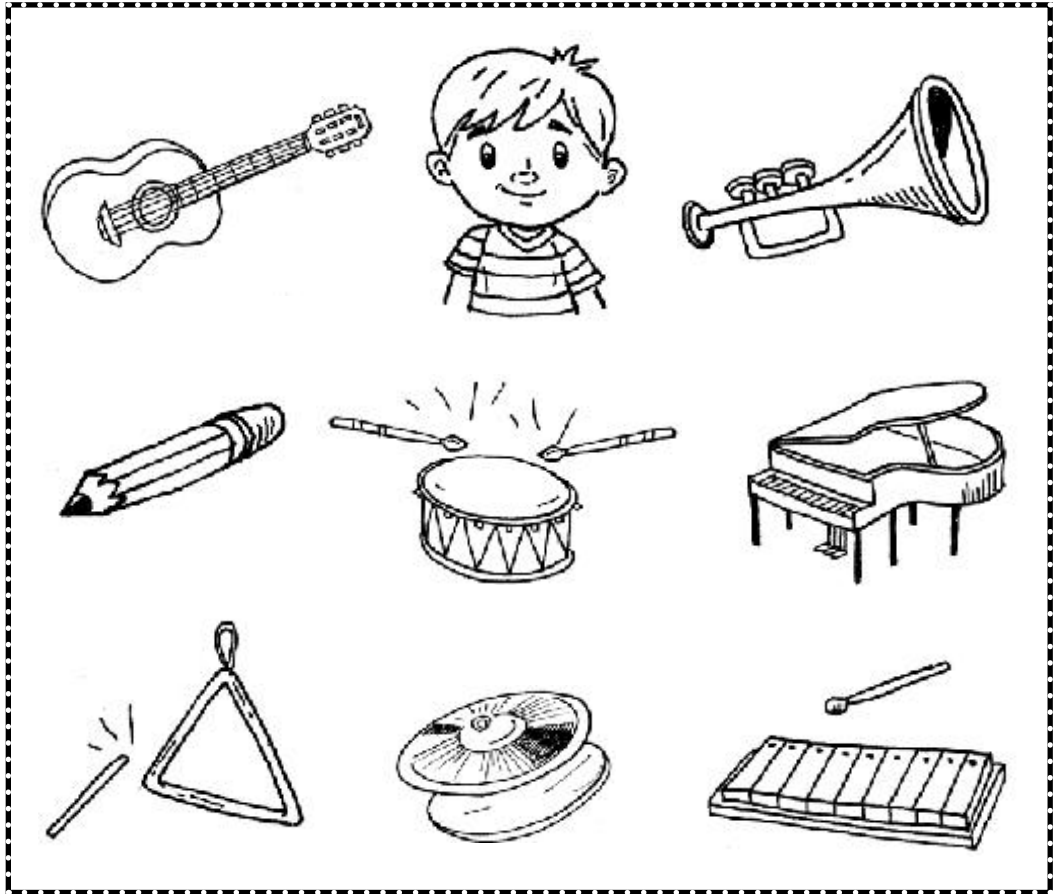
Draw the musical instruments that produce loud/soft, high/low sounds in the chart.

	Soft	High	
Loud			Low



We Can Do It

Encircle the musical instruments.









Remember This

Musical instruments have different sounds.
Some musical instruments produce loud/soft,
high/low sound.

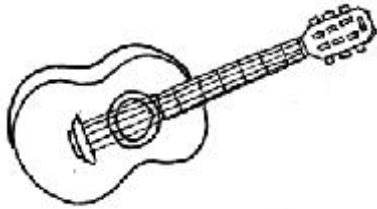
I Can Do It

Put a check (✓) if the musical instrument makes a loud, soft, high, or low sound.

Musical instruments	Sounds produced	loud	soft	high	low
	sheek-sheek				
	eng-eng				
	kleng-kleng				
	tot-tot-tot				
	boom-boom				
	tac-pararak				

Measure My Learning

Draw a line to connect the musical instrument to the sound it makes.



sheek -- sheek -- sheek



kleng -- kleng -- kleng



tot -- tot -- tot



boom -- boom -- boom



tic -- tic -- tic

Lesson 4: Sounds in the Environment

We Can Do It

Write down on the chart the sounds you heard.
Put a check (✓) if it is loud/soft or high/low.

Sounds in the Environment	Loud	Soft	High	Low
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Remember This

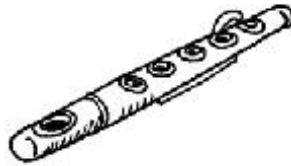
Sounds in the environment differ from one another. They can be loud/soft, high/low.

I Can Do It

Encircle the correct answer. What kind of sound does the object in the picture produce?



high, low



high, low



high, low



high, low



high, low

Measure My Learning

Listen to the sounds. What makes the sound? Is it loud or soft? Encircle the correct answer.

Sound	Source of Sound		Quality of Sound	
1. neigh-neigh	cow	horse	loud	soft
2. arf-arf	puppy	dog	loud	soft
3. whooooo	ghost	wind	loud	soft
4. wheeeee	ambulance	fire truck	loud	soft
5. bzzz-bzzz	butterfly	bees	loud	soft

Lesson 5: The Alphabet

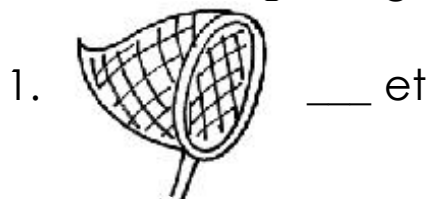
Medial /e/

Let's Try

- I. Encircle the letters which belong to both the English and Filipino alphabets. Box the letters which belong to the Filipino alphabet only.

A	B	C	D	E	F
G	H	I	J	K	L
M	N	Ñ	Ng	O	P
Q	R	S	T	U	V
W	X	Y	Z		

- II. Write the beginning letter of the following:



III. Read the sentences and answer the questions.
Encircle the correct answer.

Sentences	Choices
1. Ben fed the hens. Who fed the hens?	Ted Ben Rem
2. The hens are in the coop. Where are the hens?	coop pen farm
3. Ben fed the hen at 8:00 a.m. What time did Ben feed the hen?	8:00 a.m. 9:00 a.m. 10:00 a.m.
4. Ben went to school. Where did Ben go?	clinic school canteen
5. Ben greeted Miss Lara. Who did Ben greet?	Ben Teacher Miss Lara

Get Set

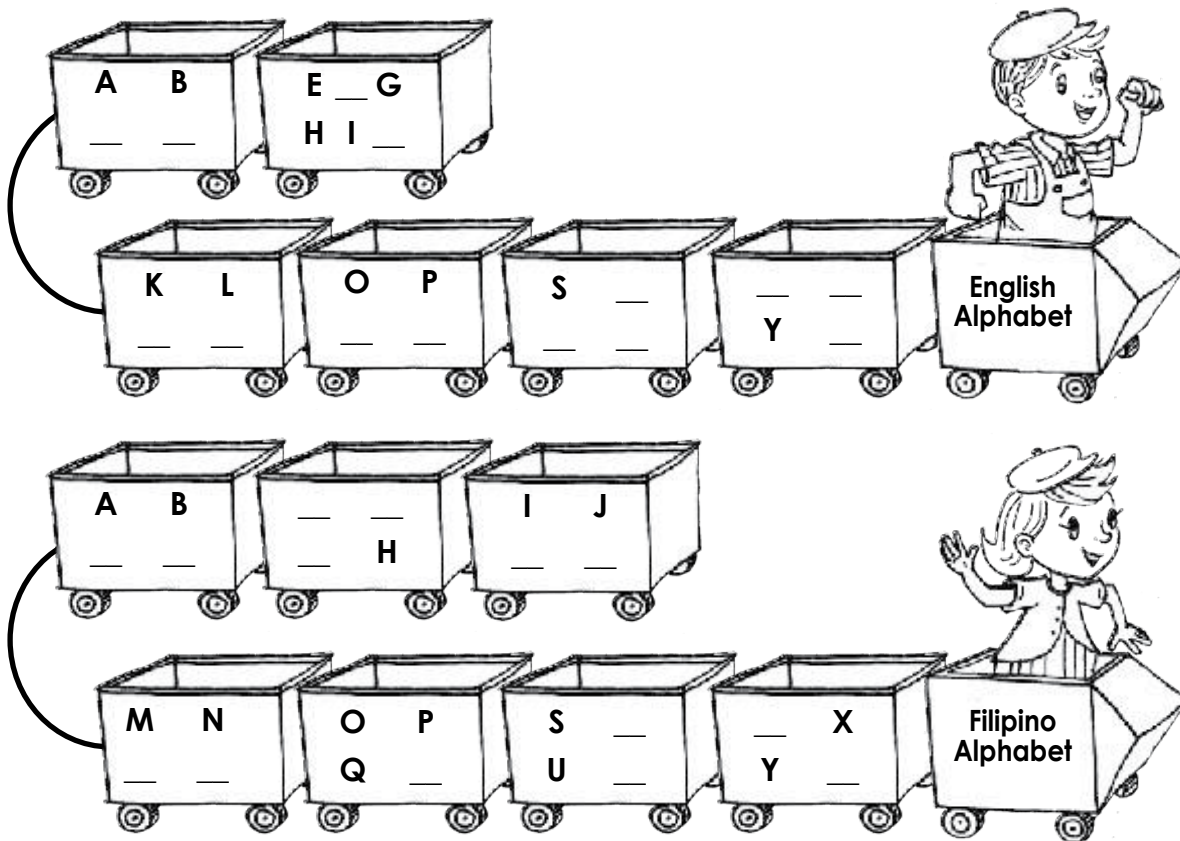
You have learned the alphabet song in Grade One. Get your partner; sing the alphabet song in English then in Filipino. As you sing with your partner, take turns in writing the letters of both alphabets in the boxes provided below.

English Alphabet:

Filipino Alphabet:

We Can Do It

Write on the blanks the missing letters of the alphabet.



Remember This

The English alphabet has 26 letters.
The Filipino alphabet has 28 letters.
There are letters in the Filipino alphabet which are not present in the English alphabet.
ñ and **ng** in the Filipino alphabet are not found in the English alphabet.

I Can Do It

- I. On the blanks, write the missing letters in the English alphabet order.

_____	_____	C	D
_____	_____	G	H
_____	_____	K	L
_____	_____	O	P
_____	_____	S	T
_____	_____	W	X
_____	Z		

- II. On the blanks, write the missing letters in the Filipino alphabet order.

A	_____	_____	_____
E	F	_____	_____
I	J	_____	_____
M	_____	_____	_____
O	P	_____	_____
S	_____	_____	V
_____	X	_____	_____

Measure My Learning

In which alphabet are the following letters found?
Encircle the correct answer.

1. c (English, Filipino) alphabet
2. ñ (English, Filipino) alphabet
3. j (English, Filipino) alphabet
4. ng (English, Filipino) alphabet
5. z (English, Filipino) alphabet

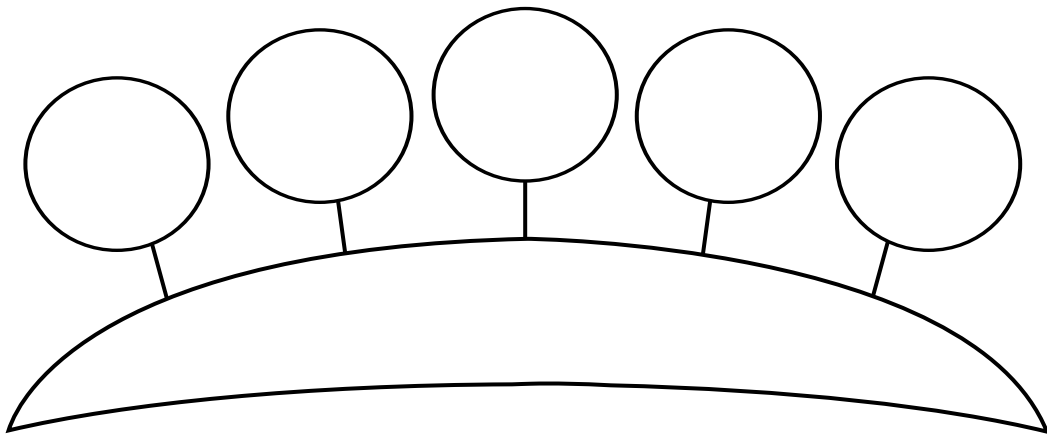
Lesson 6: Elements of the Story

Get Set

What do you do to help at home? You are going to listen to a story about a very helpful boy. Find out what he does to help at home.

Let's Aim

Write your name in the middle of the crescent. Fill up the bubbles with what you do to help at home.



Let's Answer

- I. Encircle the correct answer.
 1. Who owns the hens? (Ben, Tem, Ren)
 2. How many hens are there? (seven, nine, ten)
 3. Who feeds the hens? (Tem, Ben, Pen)
 4. What does Ben do before going to school?
(feed, seed, weed) the hens
 5. Where was Ren-ren? in the (ten, pen, hen)
 6. Why was Ben happy?
He (found, met, lost) Ren-ren.

II. Answer the following questions.

1. Where did the story happen?

Setting: _____

2. Who were the characters in the story?

Characters: _____

3. What was Ben's problem?

Problem: _____

4. How was Ben's problem solved?

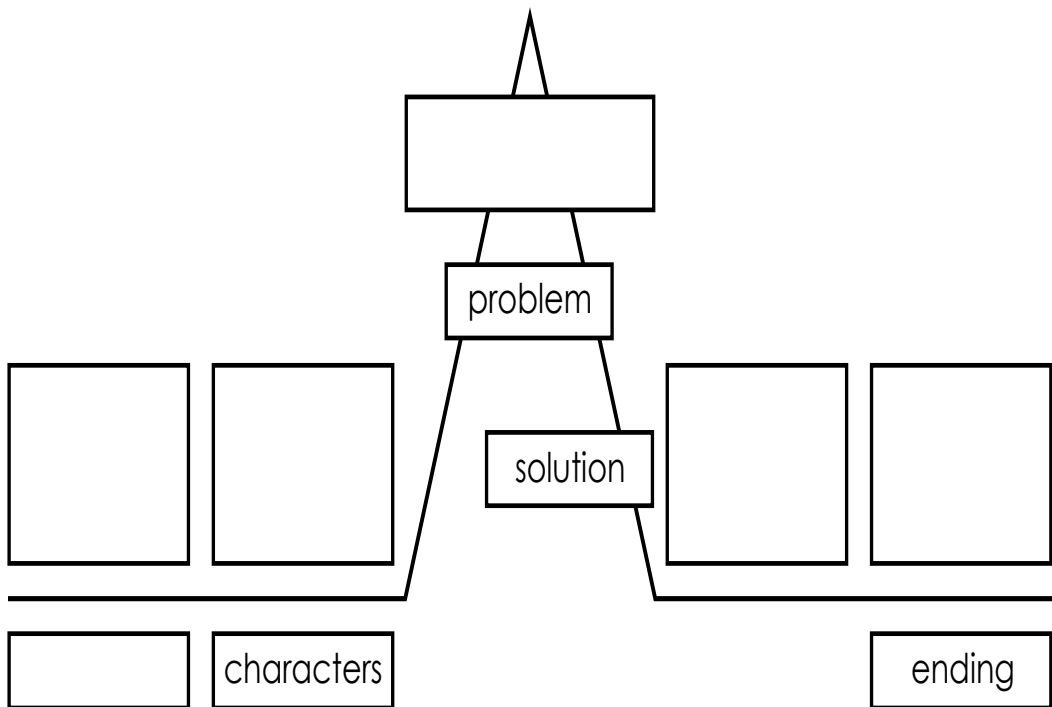
Solution: _____

5. How did the story end?

Ending: _____

We Can Do It

Below is an illustration of a story map. The map shows the elements of a story. Recall the story, "The Tenth Hen," and identify its elements. Write them in the story map provided.



Remember This

The elements of the story are:

Setting – tells where the story happened

Character – tells who are the persons/animals in the story

Problem – tells what the problem is

Solution – tells how the problem is solved

Ending – tells how the story ends

I Can Do It

Identify the elements of the story. Encircle the correct answer.

1. Completed the hens.	character	ending	problem
2. Ren-ren is in the pen.	solution	climax	setting
3. The tenth hen is missing.	solution	problem	ending
4. Ben found the tenth hen.	setting	character	solution
5. Tem	character	setting	problem
6. Ben's house	setting	solution	ending
7. Ben	solution	ending	character

Measure My Learning

Match and connect the elements of the story.

- | | |
|--|--------------|
| 1. Mario, the polite boy | a. problem |
| 2. in the school | b. character |
| 3. Mario lost his wallet. | c. solution |
| 4. The school helper found the wallet. | d. ending |
| 5. Mario was able to have his recess. | e. setting |

Lessons 7: Speech Sounds

Medial /e/, Rimes /-et/ and /en/

Get Set

You have learned how to read the letters of both Filipino and English alphabet in Grade 1. You shall learn how to put the sounds of letters together to come up with new words.

Let's Aim

Identify the pictures. With what letter sound do they begin? Fill the blanks with the missing beginning letters. Then, write the whole word in the blanks at the right.



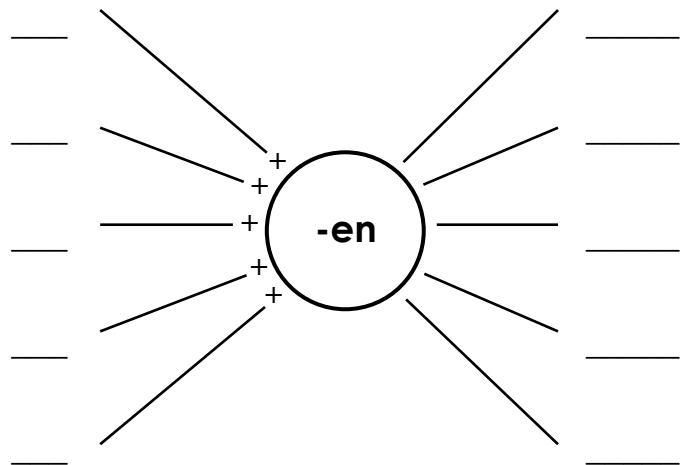
10



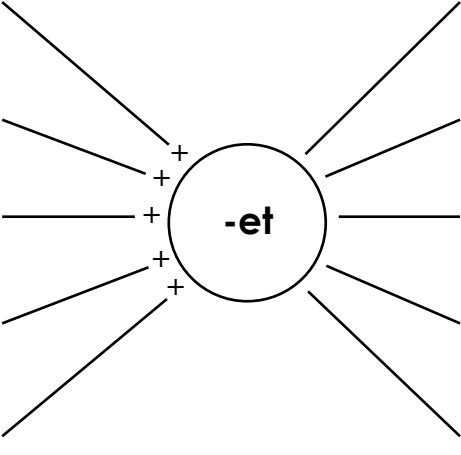





beginning
consonant
(Onsets)

two letter
sounds

whole
word

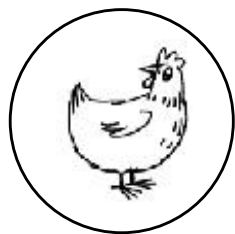
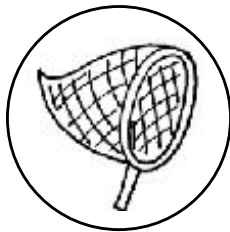
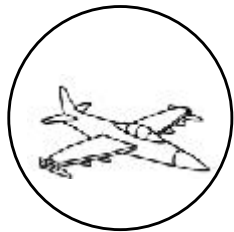


	beginning consonant (Onsets)	two letter sounds	whole word
	—		—
	—		—
	—		—
	—		—
	—		—

We Can Do It

Write the name of each picture below. Choose the answer from the words in the box.

net	jet	wet	hen	men	pen
-----	-----	-----	-----	-----	-----



I Can Do It

Write the correct beginning letter to form the word.



e t



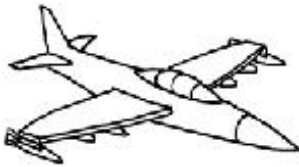
e n



e t



e n



e t



e n



e t



e n



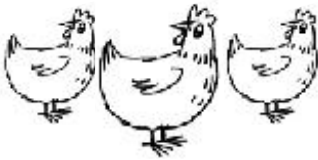
e t






e n


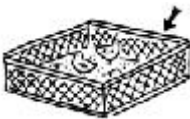
Measure My Learning



Complete the phrases and sentences.



10 ___en  ___ens

 ___ens in the  ___en

Ren-ren, the 10th ___enth  ___en

The tenth  ___en is in the  ___en

Bet  ___et met Net by the  ___et

Tet  ___ets the  ___et

Let  ___et the wet  ___et

Lesson 8: Speech Sounds

Medial /e/, Rimes /-eg/ and /-ed/

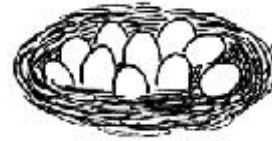
We Can Do It

I. Identify the pictures. Write the beginning letter to form the whole word.

II. Identify the pictures. Write the beginning letter to form the whole word.

III. Practice reading.

1. Ten big eggs in the nest



2. Ted weds Meg.



3. Color the bed red.



4. Ben fed the hens.



5. The well is near the big bell.



I Can Do It

Encircle the correct ending letters.



1. b ___ (- ed eg en)



2. k ___ (- ed eg en)



3. p ___ (- ed eg en)



4. l ___ (- ed eg en)



5. w ___ (- ed eg en)

Measure My Learning

Listen as the teacher says each word.
Encircle the word that you hear.



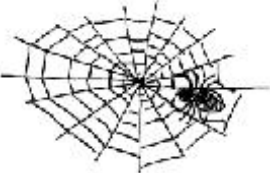



bed	net	web	hen
sell	gem	well	red
beg	pet	keg	Rem
Ted	led	wed	met
beg	leg	keg	Meg

Lesson 9: Speech Sounds

Medial /e/, Rimes /-em/, /-ell/, and /-eb

We Can Do It

Look at the pictures. With what sounds do they begin? Join them with the correct ending sounds. Write them on the blanks.

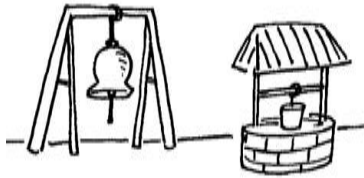
	Beginning	ending letters	whole word
	___ +	<div style="border: 1px solid black; border-radius: 50%; padding: 20px; display: inline-block;"> <p>-ell</p> <p>-em</p> <p>-eb</p> </div>	= ___ell
	___ +		= ___ell
	___ +		= ___eb
	___ +		= ___em
	___ +		= ___ell
	___ +		= ___em

I Can Do It

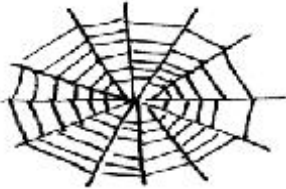
Draw a line to connect the pictures to the phrases/sentences.



Pem is near the well.



The spider's big web



The farmer sells a big hen.



the bell and the well

Measure My Learning

Fill in the boxes with the correct word.



1.



4.



2.



5.



3.

Lesson 10: Bat Cat and Fat Rat

Let's Aim

Guess what the story is all about. The title is "Bat Cat and Fat Rat." Listen to your teacher as he/she reads the story.

Let's Answer

Answer the following questions after listening to the story.

1. What did Bat Cat have?
2. What is in the can?
3. Where did Bat Cat sit?
4. Where was the can of jam?
5. What did Fat Rat do? Why?
6. What did Bat Cat do with Fat Rat? Why?
7. What do you think will Bat Cat do with Fat Rat? Why?
8. What do you think happened to Fat Rat?

Measure My Learning

Write YES if the statement is correct and NO if it is incorrect.

- ___ 1. Bat Cat and Fat Rat are friends.
- ___ 2. Bat Cat guarded his can of jam.
- ___ 3. Fat Rat ran to the can of jam.
- ___ 4. Bat Cat hit Fat Rat.
- ___ 5. Bat Cat was angry with Fat Rat.

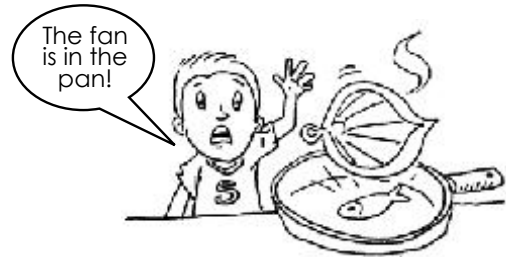
Lesson 11: Speech Sounds

Medial /a/, Rimes /-am/, /-an/, and /-at/

Let's Try

- I. Draw a line to connect the picture with the sentence.

1. The Bat Cat ran after the rat.



2. Fat Rat ran in the van.



3. Dan and Pam ate the jam and the ham.



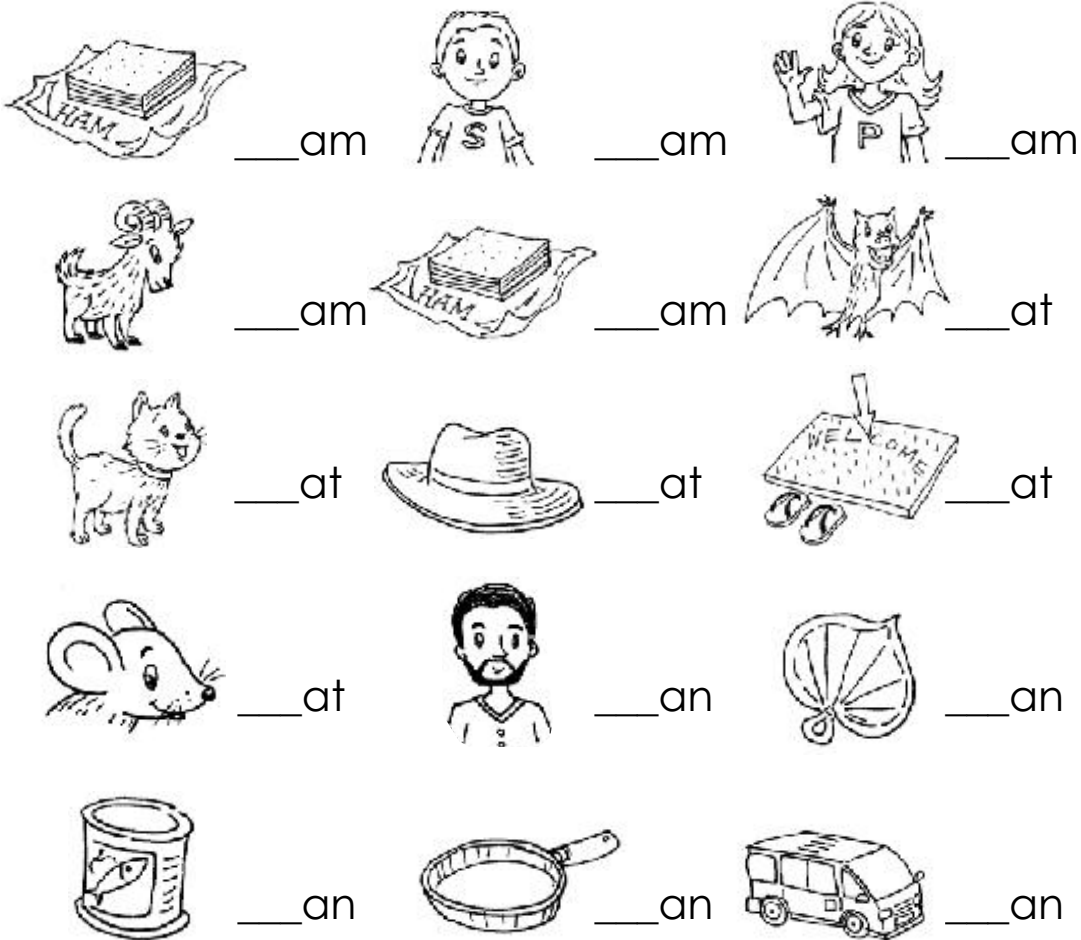
4. Ban the ram from the dam.



5. Sam said, "The fan is in the pan!"



II. Look at the pictures. Write the beginning letter to complete the word.



Let's Read

1. Bat Cat and Fat Rat ran.
2. The cat sat on a mat.
3. Bat Cat has a hat.
4. Bat Cat has a can of jam.
5. Pam and Dan ran to the van.
6. Sam bought ham and jam.
7. Mat ran to the dam.

Measure My Learning

Complete the words to form phrases and sentences.



___am and ___am



___am and ___am



___an's ___am



___at and small ___at



___at sits on a ___at

Lesson 12: Speech Sounds

Medial /a/, Rimes /-ag/, /-ad/, and /-ap/

Get Set

You have learned how to put sounds together to form words. You have listened to stories, read words, phrases, and sentences, too. You shall have more of the ending sounds today. They are /-ag/, /-ad/, and /-ap/.

Let's Read

1. cap on my lap



2. lad on Mama's lap



3. sad face



4. The sad lad has a big bag.



5. The lad's cap is on the rag.



6. The lad took a nap on Mama's lap.



I Can Do It

Your teacher will give you pictures, beginning sound and ending sound cards. Come up with a word that matches each picture. Work with your partner.

We Can Do It

Read each phrase and draw a line to connect it with the correct picture on the right.

1. sad lad



2. a big map



3. nap on mama's lap



4. sat on the rag



5. a rag bag



Measure My Learning

Encircle the correct word.



nap gap lap



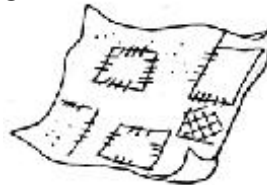
sap cap gap



bad lad mad



bag hag nag



wag rag bag

Lesson 13: The Pink Wig

Let's Aim

Today, you are going to listen to a very exciting story. The title is "The Pink Wig." Have you seen a wig? As the teacher reads, find out why Winnie, a character in the story, wore the wig.

Let's Answer

Encircle the correct answer.

1. What does Winnie do as she wakes up?
(fixes her bed, brushes her teeth)
2. How is Winnie called in school?
(Hard Headed Winnie, The Winning Winnie)
3. What does Winnie love to do?
(bullying, playing tricks)

4. What trick does Winnie do?
(wearing a pink wig, doing magic)
5. How did Tinny/Winnie reveal herself?
(took off the pink wig, said her names)
6. How did her teacher and classmates feel about it? (angry, happy)
7. Where did the story happen?
(in the classroom, in the playground)
8. What would you do if you were Winnie's classmate? Winnie's teacher?
(get mad, laugh, be happy, be sorry)
9. What can you say about Winnie?
(lively, disobedient)

I Can Do It

Encircle the letter of the correct answer.

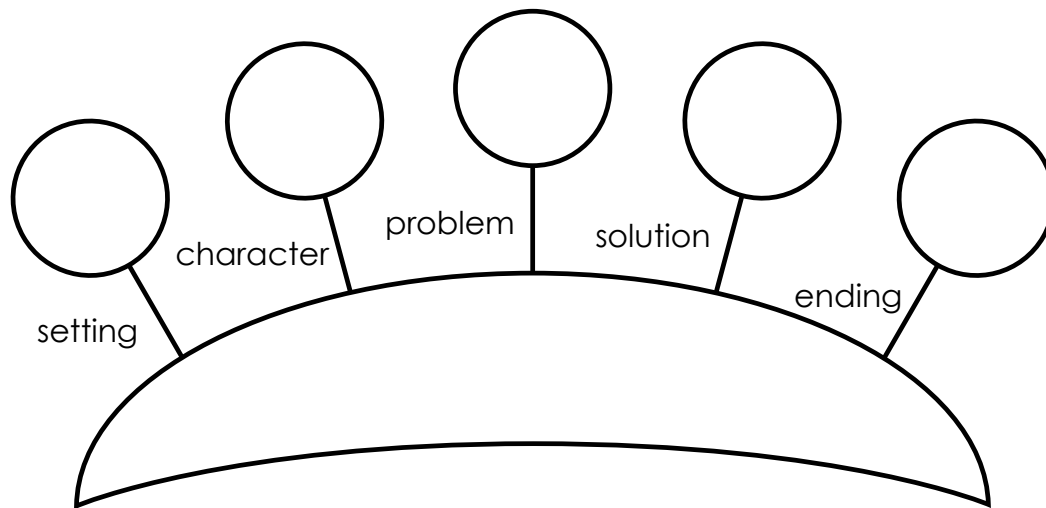
1. Where did the story happen?
 - a. classroom
 - b. garden
 - c. in the playground
2. Who are the characters in the story?
 - a. Winnie, Miss Lim, and the pupils
 - b. Tinny and Miss Lara
 - c. Winnie and Tinny
3. What was Miss Lim's problem?
 - a. Who the new pupil was?
 - b. Where Winnie is?
 - c. Where Tinny is?

4. How was it solved?
 - a. The pupils took the pink wig off.
 - b. Tinny/Winnie took off the pink wig.
 - c. Miss Lim took off the pink wig.

5. How did Winnie, her classmates, and Miss Lim feel at the end of the story?
 - a. happy
 - b. sad
 - c. scary

Measure My Learning

Identify the elements of the story, "The Pink Wig."
Write them in the Crescent Organizer.



Lesson 14: Rhyming Words

Get Set

Read **Star Light Star Bright**.

Star light star bright,
The first star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

Let's Read

Piggy Wiggy

By Myrna J. Hipolito

Wiggily, wiggily hip hop
Piggy Wiggy is out of the trap

Jiggidy, jiggidy bip bop
In the bin it hips and pops

Riggidy, riggidy dip dop
Big Piggy Wiggy dig up.

Let's Answer

1. Who was in the trap?
2. How did the pig get out of the trap?
3. What did the pig do in the bin?
4. What was the last thing he did?
5. What words in the rhyme have the same sound?

Let's Read

hop and pop
riggidy and jiggidy
ham and ram
Pam and Sam
tan and can

hip and dip
bag and lag
cat and bat
fat and rat
wed and bed











bop and dop
bad and sad
Ben and Ten
lap and cap
hen and pen

Remember This

Words that have the same ending sounds are called rhyming words.

Measure My Learning

Say the names of the pictures. Write **yes** on the blank if they rhyme and **no** if they don't.

_____ 1.		
_____ 2.		
_____ 3.		
_____ 4.		
_____ 5.		

Lesson 15: Speech Sounds

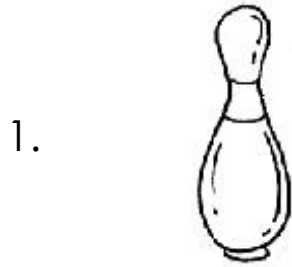
Medial /i/, Rimes /-it/, /-ip/, and /-ig/

Let's Try

- I. Write the letter of the correct answer on the blank before the number.

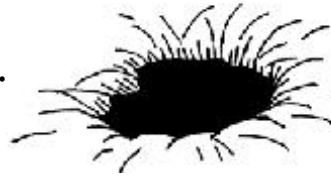
- _____ 1. It's 12:00 noon. The class is over. The pupils are ready to go home, what will they say?
a. See you later, teacher.
b. So long, teacher.
c. Good bye, teacher.
- _____ 2. Mika and Nikki are leaving for the school. What will they say to Father and Mother?
a. Good morning Mother, Good morning Father.
b. Good bye Father, Good bye Mother.
c. Thank you Father, Thank you Mother.
- _____ 3. The pupils are inside the classroom. The morning class is about to start, what will the pupils say?
a. Good bye, Teacher.
b. Good morning, Teacher.
c. Thank you, teacher.
- _____ 4. A pupil is going to the comfort room. How will he ask permission from the teacher?
a. I'm sorry teacher.
b. May I have a seat?
c. May I leave the room, Teacher?
- _____ 5. A pupil will borrow a book from the library, what will he say to the librarian?
a. May I borrow a book, Ma'am?
b. Thank you, Ma'am.
c. Welcome Ma'am.

II. Name the pictures, say the words, and write the beginning letters on the blank.



___ in

5.



___ it



___ ig

6.



___ ig



___ ig

7.



___ ig



___ it

8.



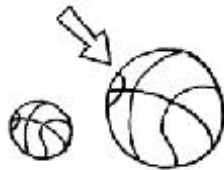
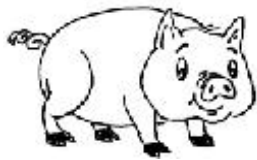
___ ig

Get Set

You have learned to do word attack skills in the past lessons. You did well! There are three more word families: -it, -ig, and -ip. These interesting families will add more to your reading skills and knowledge. Welcome to the world of /i/.

Let's Aim

Look at the following pictures and identify them.



Let's Answer

Look at the pictures and write the beginning letter of each to complete the words.



_____ + _____



_____ + _____



_____ + _____



_____ + _____



_____ + _____



_____ + _____



_____ + _____



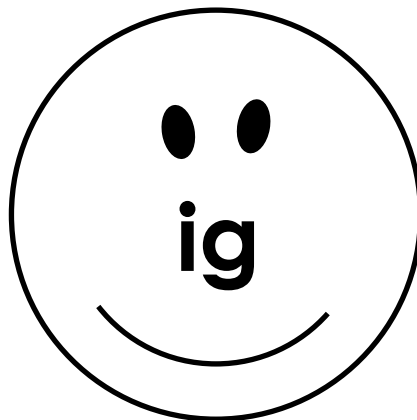
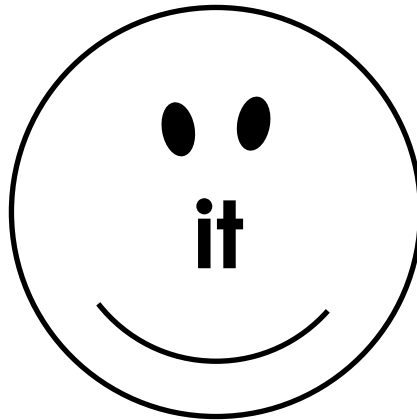
_____ + _____

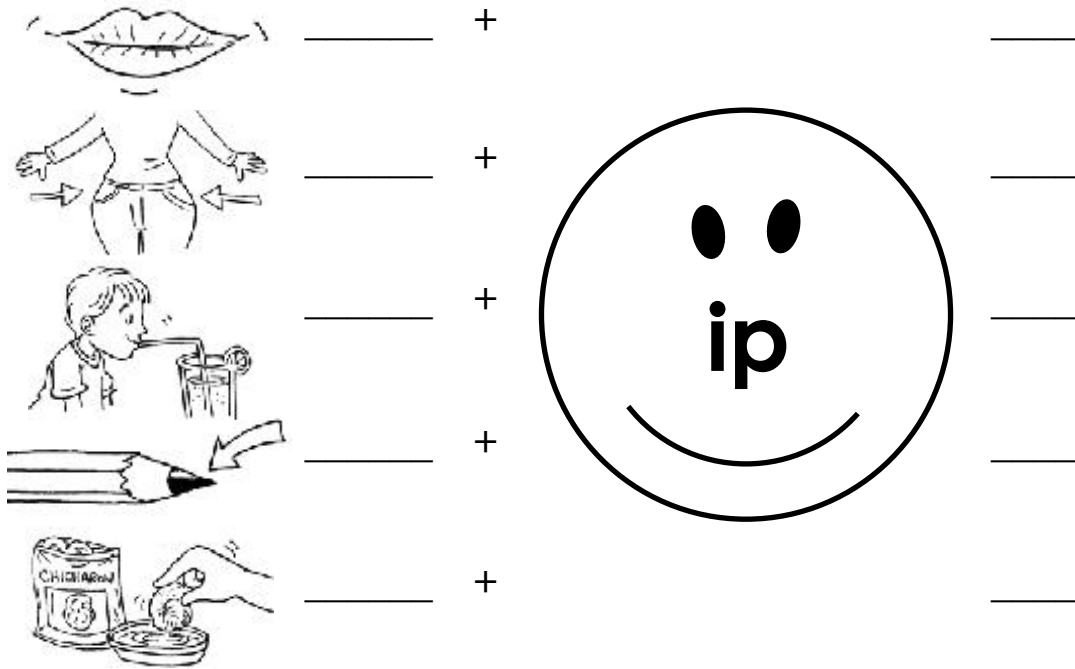


_____ + _____



_____ + _____





Measure My Learning

Encircle the correct word for the picture.



tip

rip

nip



kit

hit

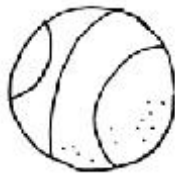
sit



pig

wig

fig



dig

big

rig



pit

hit











sit

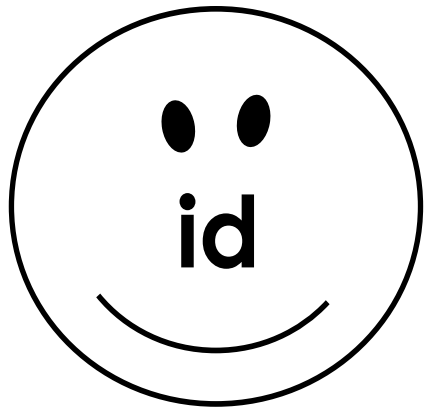
Lesson 16: Speech Sounds

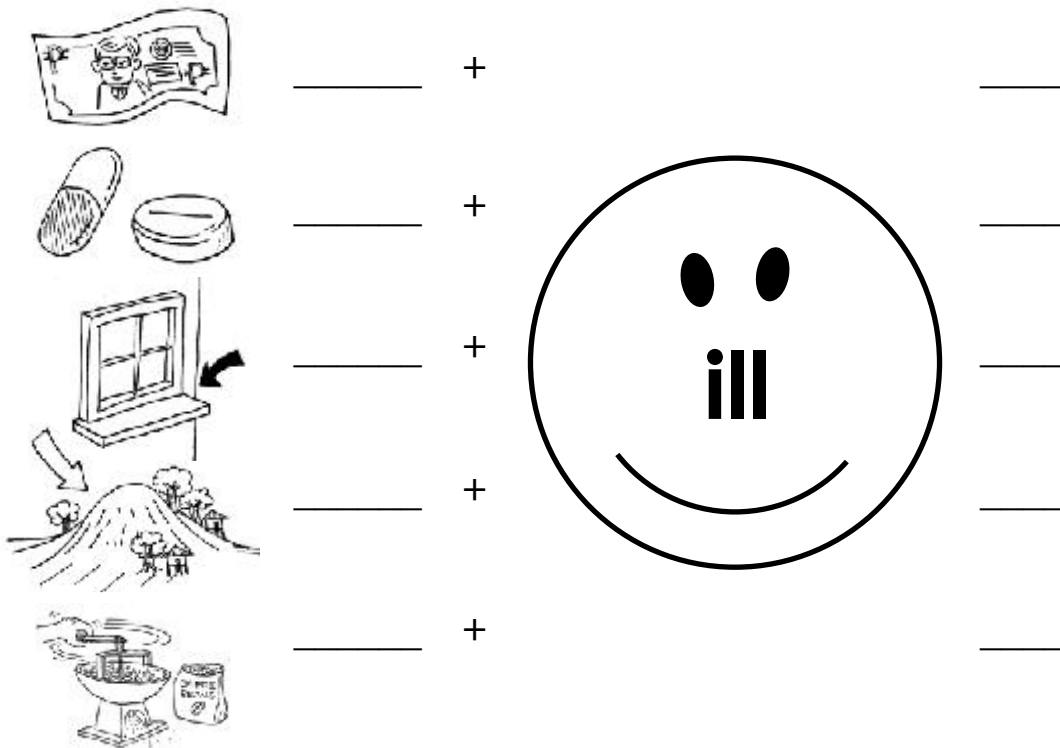
Medial /i/, Rimes /-id/, /-in/, and /-ill/

Let's Aim

Look at the pictures and write the beginning letter of each to complete the words.

	_____ +	_____
	_____ +	_____
	_____ +	_____
	_____ +	_____
	_____ +	_____
	_____ +	_____
	_____ +	_____
	_____ +	_____
	_____ +	_____
	_____ +	_____





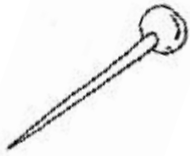





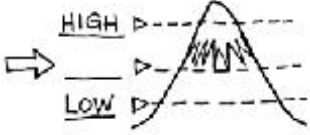

Let's Read

Practice reading the phrases/sentences.

1. fin in the bin
2. Tin and Bin
3. The kid took the pill.
4. Bill hid the pill.
5. bid and win
6. Vin hid the pin.
7. The fin is in the bin.
8. pill in the bin
9. Spin the pin.
10. Nill, go to the hill.

I Can Do It


Fill up the configured clues.

	<input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/>
	<input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/>
	<input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	<input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Measure My Learning

Put a check (✓) to the correct picture for the given word.


bin




bid



bill



fin

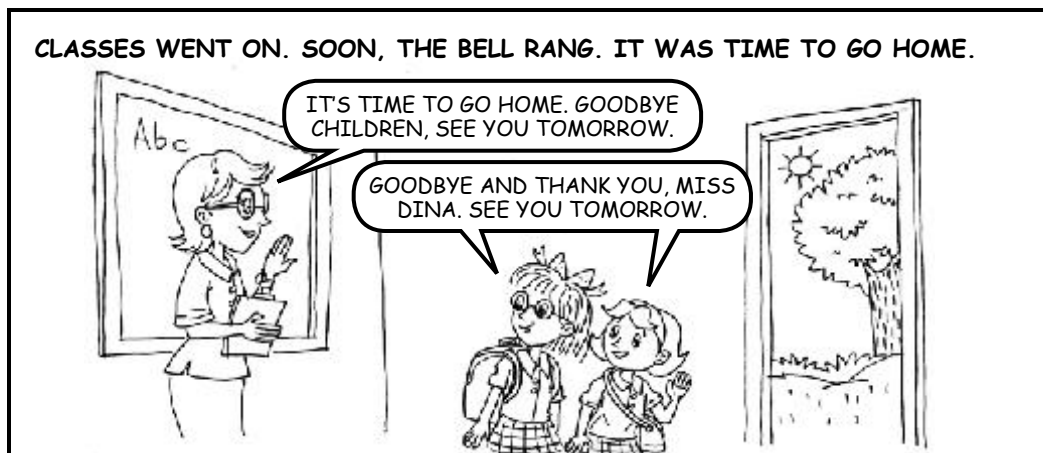
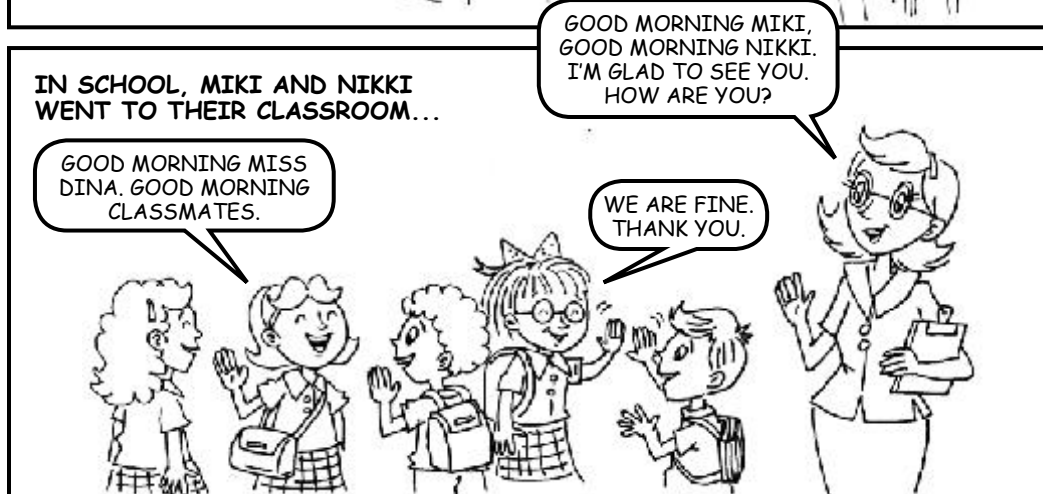
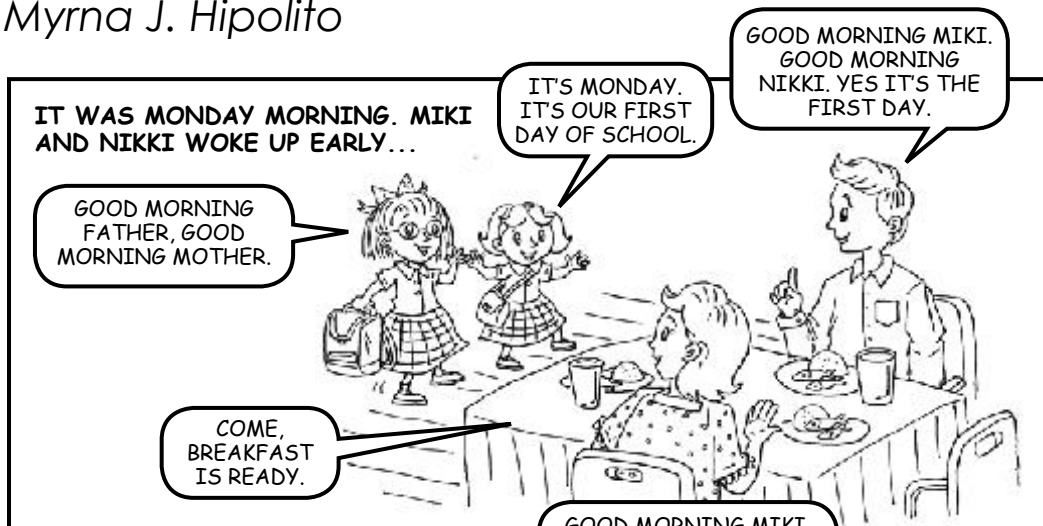


Lesson 17: Being Courteous

Let's Aim

Miki and Nikki

By Myrna J. Hipolito



Answer the following questions:

1. How did Miki and Nikki greet Mother and Father?
2. How did Mother and Father greet Miki and Nikki?
3. How did Miss Dina greet Miki and Nikki? The class?
4. What did the children say before they left?

I Can Do It

Act out and say the correct expressions.

1. One morning you meet the principal on your way to your classroom.
2. One afternoon you meet your new classmate on your way to school.
3. One sunny morning you meet your school helper on your way to the canteen.
4. On a rainy afternoon you went to the school clinic for treatment.
5. Your Father arrived from work before dinner.
6. Mother woke you up to get ready for school.

Follow the pattern below:

A: Good _____, Miss/Mrs./Mr._____.

B: Good _____, (How are you?)

A: I'm (fine, thank you. How about you?)

B: I'm (fine too. Thank you.)

Lesson 18: Naming Words

Get Set

What are the things that you like?

What are the important events in your lives?

What places do you want to see?

I Can Do It

After listening to the story “At the School Yard,” complete the T-Map below.

- | | |
|---|--|
| <ol style="list-style-type: none">1. Who met Sam?2. Where did Pam and Sam meet?3. What new things did Pam have?4. Who bought Pam's new things?5. Who told Pam to make a thank you card?6. How did Pam feel about Sam's idea? | |
|---|--|

Remember This

Nouns are naming words. They are names of persons, animals, places, things, and events.

I Can Do It

Draw a line to connect the noun to its category.

Person	Christmas
Animal	Pasig City
Place	Manny Pacquiao
Thing	dog
Event	ball

Measure My Learning

Encircle the correct category for the given picture.



1. thing, animal, person, place



2. event, animal, person, place



3. thing, animal, person, place



4. thing, animal, person, place



5. thing, animal, person, place

Lesson 19: Working Together Is Best

Let's Try

- I. Complete each sequence using a word from the box.

December four	third large	Tuesday year
--------------------------------	------------------------------	-------------------------------

1. small medium _____
 2. day month _____
 3. October November _____
 4. Sunday Monday _____
 5. first second _____
- II. Write the singular form of each noun on the lines below.

1.  cherries _____

2.  babies _____

3.  boxes _____

4.  churches _____

5.  wheels _____

III. Write the plural of each noun to complete the sentences below.

1. I am going to attend two birthday (*party*) _____ this week.
2. Lia bought some (*strawberry*) _____ for her mother's salad.
3. At the pet store, we saw lots of (*bunny*) _____ for sale.
4. San Juan and Mandaluyong are small (*city*) _____ in Metro Manila.
5. All the (*lady*) _____ baked cookies for the street children.

Get Set

Have you seen a school of fish swimming in the river / aquarium / pond?
Talk about it with a partner.

Let's Aim

Listen as your teacher reads the story about "Swimmy."
Find out how the little fish became happy again.

Let's Answer

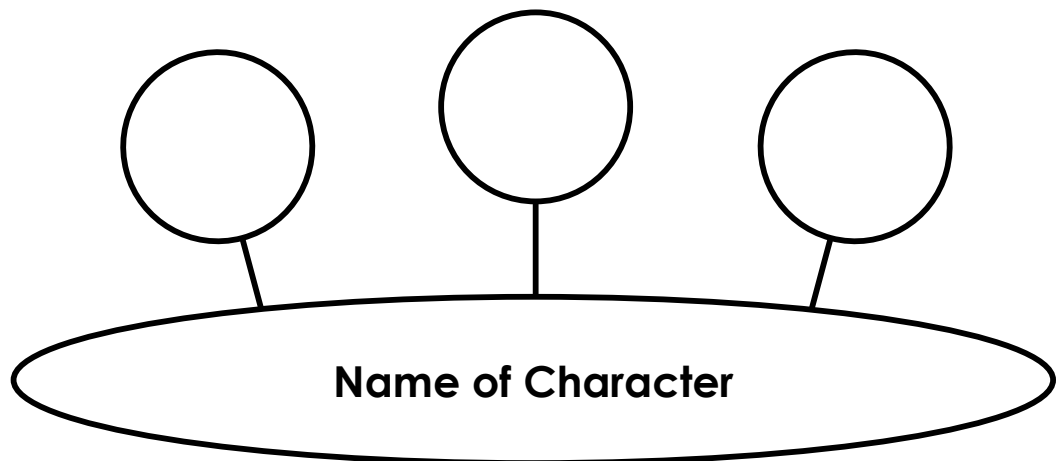
- a. Who is the character in the story?
- b. What is the color of Swimmy?
- c. Where does he live?
- d. Who did he see one bad day?
- e. What other sea creatures did he see?
- f. What did he see under a rocky corner?
- g. Why were they hiding under the rock?

- h. What did they do together?
- i. How did the group of little fish and Swimmy drive away the big fish?
- j. If you were the little fish, will you do the same? Why or Why not?
- k. Did you have the same experience as the little fish in the story?

Example: During their group work, what should they do so that they can make their work better? How can they make a project as a group?

We Can Do It

Describe the traits of the character you liked best in the story. Use the web to do this.

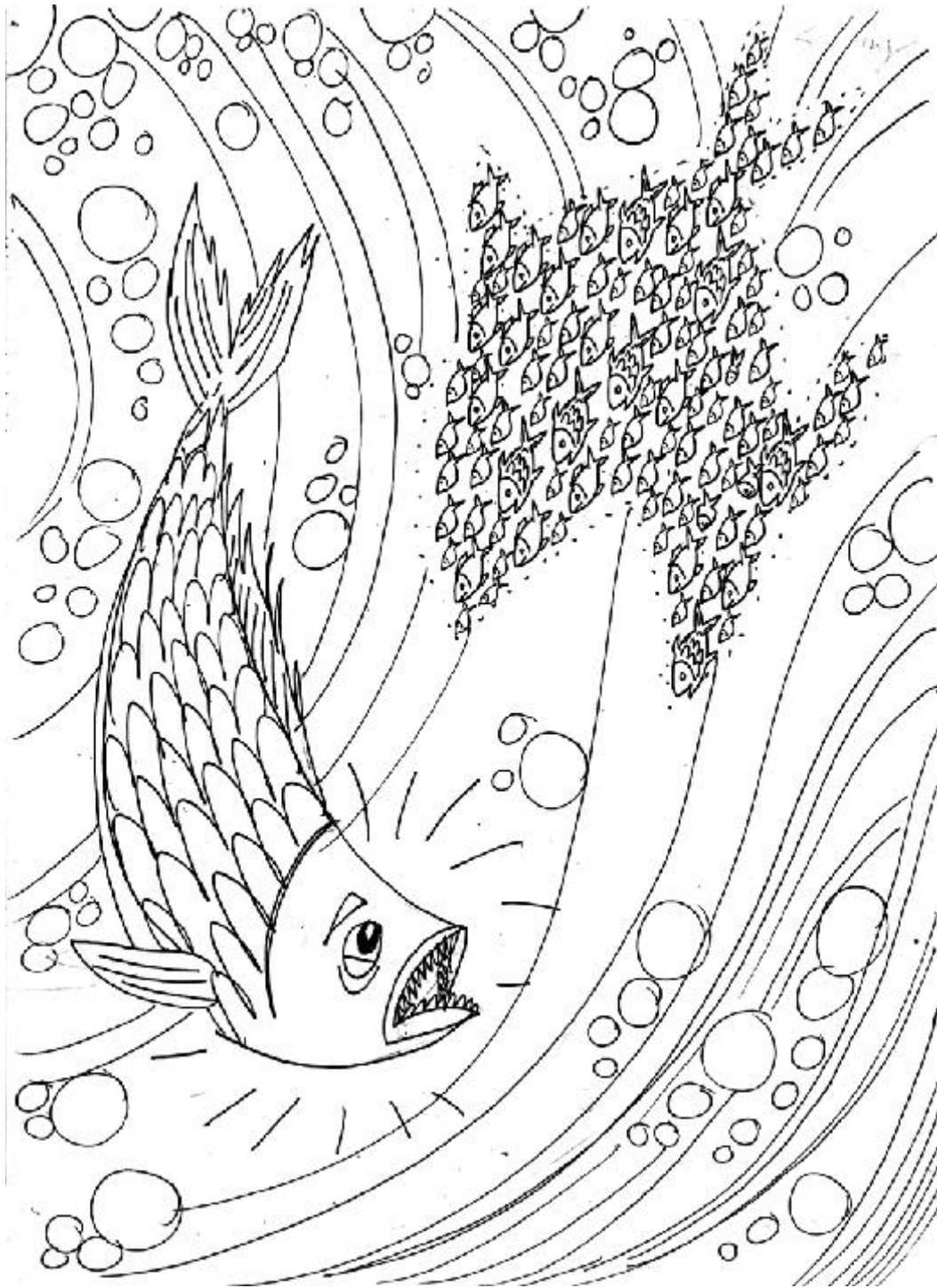


Remember This

Character refers to the people in the story who carry out the actions. Characters can be real or make believe. They can also be animals or things.

I Can Do It

Draw and color Swimmy as you picture him from the story heard.



Measure My Learning

Using the Character Map, draw the character in the story.

Character Map

Name of Character _____	How the character looks _____
	Where the character lives _____

Lesson 20: Sequencing of Events

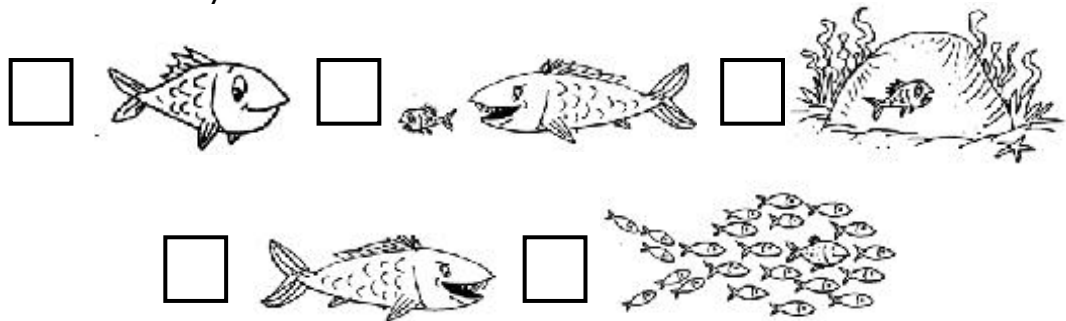
Get Set

What are the events that happened in the story?
Pick a picture and talk about it.



Let's Answer

Number the picture 1 to 5 as they happened in the story.



We Can Do It

- Group 1 Act out Swimmy getting away from the tuna fish
- Group 2 Act out Swimmy hiding behind the big rock
- Group 3 Act out a school of fish forming a giant fish
- Group 4 Act out a very hungry tuna fish

I Can Do It

What comes next?

Read each paragraph and the sentences below it. Number the sentences in the order that they happened in the story.

Last week, my older brother, Mark, got some pieces of wood. He made a doghouse for his dog, Dori. Last night, Dori slept in his new house.

He made a doghouse for Dori.



Dori slept in his new house.



Mark got some wood.



This morning, Mela's class went on a trip to the park. Then, they ate lunch. After lunch, they went to the zoo. Lastly, they went back to school.

They went back to school.



They went to the zoo.



They went to the park.

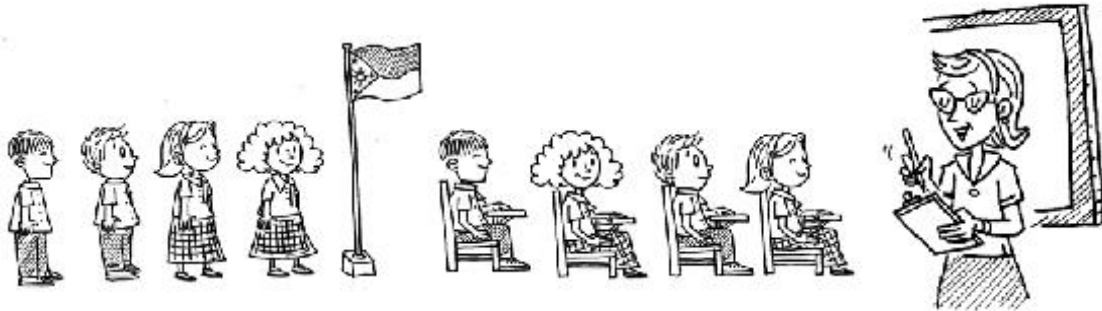


They ate lunch.



Measure My Learning

Read the paragraph and answer the questions below.



Every Monday morning, we line up first in the schoolyard for the flag ceremony. After the flag ceremony, we all go inside our classrooms. When everyone is seated, the teacher checks the attendance. Next, we learn about mathematics.

1. What do you usually do in school first thing in the morning?

2. What happens after the flag ceremony?

3. When does the teacher check the attendance?

4. What happens next?

Lesson 21: Words Showing Order of Events

Get Set

Listen as your teacher retells the story “Swimmy.”
Look at the picture of the events in the story.
What happened first?
What happened next? and then next?
What happened last ?

Let’s Aim

How do we make peanut butter sandwich?
Number the sentences in correct order to show
how it is done.

- Next, spread peanut butter on one slice of bread.
- First, take two slices of bread.
- Last, carefully wrap the sandwich.
- Then, put the two pieces of bread together.

We Can Do It

Look for a partner. Tell your partner the things that you do before going to school. Use the words **first**, **next**, **and then**, and **last** in telling your story.

Remember This

Sequencing is the order of events in a story. Stories have a beginning, a middle and an end. Use the words first, next, and then, last to denote sequences.

Measure My Learning

Draw a picture in each box to tell a story.
Draw what happens first, next, and last.

Before Going to Bed



First



Next



Last

Lesson 22: Plural Form of Nouns by Adding -s

Let's Try

Listen to your teacher as she reads the story "Swimmy" again.

What are the nouns in the story?

Write them in the columns below.

Column A (Singular Nouns)	Column B (Plural Nouns)

Let's Listen

Listen and repeat after your teacher.

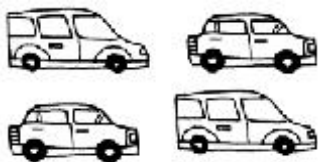
plant	plants
chair	chairs
fork	forks
room	rooms
row	rows

What letter is added to the noun to make it plural?

What letters come before -s, consonant or vowel?

Let's Answer

Write the plural of each of the following nouns.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

Remember This

Singular nouns ending in consonant sounds except y, x, f, s, h form their plural by adding -s.

Measure My Learning

Underline the nouns in the sentence.

Tell whether the noun is a singular or plural.

- _____ 1. Three of the plates are round.
_____ 2. My grandmother is very kind.
_____ 3. Joushua's crayons are broken.
_____ 4. That map is old.
_____ 5. Birds flew in the sky.

Lesson 23: More Rules: Plural Form of Nouns

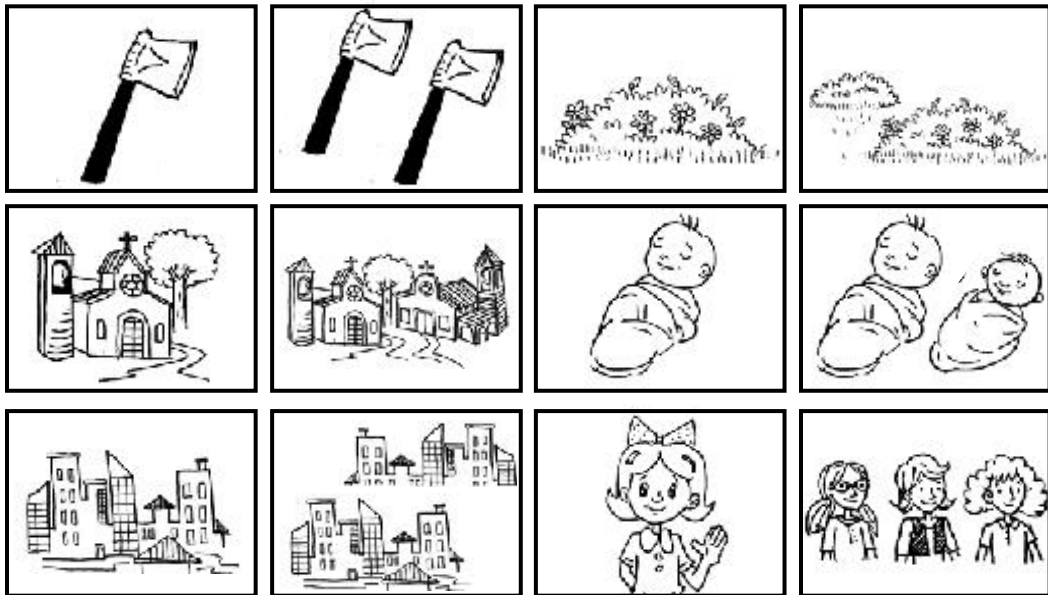
Let's Try

Let's play a game name "The Longest List."
Go to your group and fill out each column with as many nouns as you can think of. Share your lists with the class. You will be given two to three minutes to do the task.

Person	Place	Things	Animals

Let's Listen

Look at the pictures.
Listen and repeat after your teacher.



How are the plural nouns in Group A formed?
How are the plural nouns in Group B formed?

We Can Do It

Write the plural form of each noun.

- | | |
|---------------|----------|
| 1. city | 6. tax |
| 2. church | 7. bus |
| 3. cherry | 8. watch |
| 4. strawberry | 9. story |
| 5. injury | 10. sky |

Remember This

Nouns that end with **-s**, **-ch**, **-x**, **-ss** form their plural by adding **-es**. Nouns that end in **y** preceded by consonants form their plural by changing **y** to **i** and adding **-es**.

I Can Do It

Write the plural forms of the following nouns.

- | | | | |
|----------|-------|------------|-------|
| 1. fox | _____ | 6. box | _____ |
| 2. bunny | _____ | 7. fly | _____ |
| 3. dress | _____ | 8. wish | _____ |
| 4. shoe | _____ | 9. bench | _____ |
| 5. match | _____ | 10. cherry | _____ |

Measure My Learning

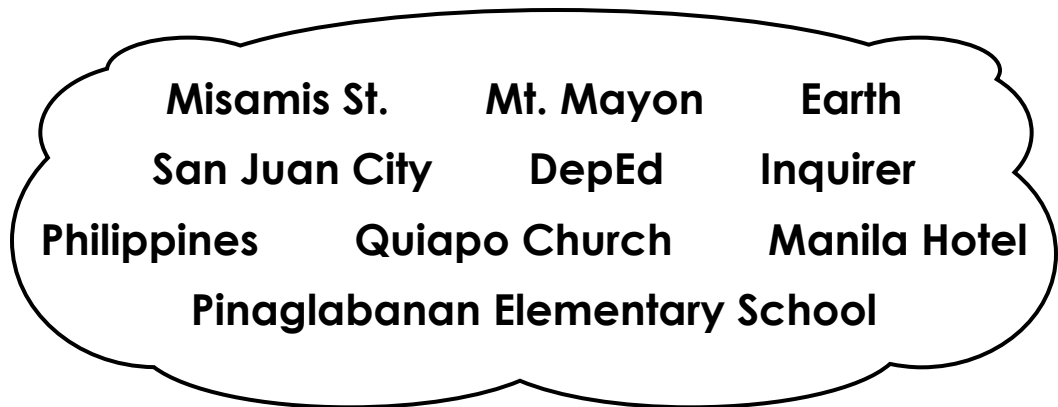
Match column A with column B by writing the letter before each number.

- | | A | | B |
|-------|---------------|--|-----------------|
| _____ | 1. box | | a. fairies |
| _____ | 2. strawberry | | b. boxes |
| _____ | 3. fairy | | c. glasses |
| _____ | 4. glass | | d. strawberries |
| _____ | 5. lady | | e. ladies |

Lesson 24: Doing It Right

Let's Try

- I. Give a proper noun for each common noun.
Choose the answer from the Word Bank.



1. church _____
2. country _____
3. newspaper _____
4. office _____
5. planet _____
6. street _____
7. hotel _____
8. volcano _____
9. city _____
10. school _____

- II. Listen to your teacher as he/she reads the paragraph. Encircle the letter of the correct answer.

Ekob and His Friend Uno

I really love my cute, little gray puppy named Uno. He is really great! He would run around, jump on me, lick my face, and bark endlessly. When he gets naughty, he would play in the mud and sprinkle dirt on my shirt. But Uno can really be an angel, too. He would sit on my lap, brush his head on my arms, and look at me as if to say "I'm sorry." Most of all, Uno loves to eat. At home, he would sleep under my bed, and anywhere else. He will always be my special friend.

1. Who is Ekob's best friend?
 - a. Puti
 - b. Uno
 - c. Brownie
2. What words are used to describe Uno?
 - a. cute, little gray
 - b. hairy, little gray
 - c. big ears
3. Where does the puppy play when it gets naughty?
 - a. in the garden
 - b. under the bed
 - c. in the mud
4. Where does the puppy sleep after it eats?
 - a. under the bed
 - b. under the table
 - c. in the kennel
5. Why will he always be a special friend?
 - a. He laughs and wags his tail.
 - b. He makes me happy all the time.
 - c. He would sit on my lap and brush his head.

Get Set

Do you remember a story that your parents told/ read to you? Share it to your classmates.

Let's Aim

Listen to your teacher as she reads the story "Mary and Martha on Duty."



Mary and Martha On Duty

Mary and Martha are on class duty today. Mary sweeps the floor. She throws all the garbage into the trash bin. After that, she empties the trash bin into the big garbage can outside the classroom. Martha wipes the desks. She wipes the blackboard clean. The two girls neatly arrange all the desks and chairs. The classroom is now clean and tidy. Mary and Martha are very happy and proud of themselves.

Main idea: What is the story about?

Copy the main idea of the paragraph in the box below.

- Mary and Martha clean the classroom.
- The classmates leave the room.
- Mary and Martha are on duty today.

Details: Who are the characters in the story? What did they do? From the paragraph, copy one sentence that tells what each one did.

Who	What she did

We Can Do It

Each group will act out the scenes in the flash cards.

Group 1 –

children arranging the chairs and desk inside the classroom

Group 2 –

children sweeping the dried leaves in the yard of the school

Group 3 –

children throwing garbage into the big garbage can outside the classroom

Group 4 –

a pupil erasing the writings on the blackboard

Remember This

Main Idea tells what the story is all about.

Measure My Learning

Listen to your teacher as she reads the paragraph. Underline the main idea of the paragraph listened to.

1. Animals help us in many ways. They give us food. Some give us clothing. Other animals help us in our work. Some become our friends.

What is the paragraph about?

2. Glenda washed the clothes this morning. She was very glad because the sun was shining. Glenda wanted the sun to shine all day long. The clothes dried fast and they smelled good.

What is the paragraph about?

3. Books are our good friends. They make us bright. They tell different stories. Others teach us about many things in the world. Books live long if we take good care of them. We should not tear their pages. We should not write on their pages, too.

What is the paragraph about?

Lesson 25: More on Naming Words

Let's Try

What is the title of the story you listened to yesterday?

What is the story about?

What did you learn from the story?

Let's Answer

Fill up the table with the common nouns found on the story.

Persons	Things	Places	Animals

What do you notice with the nouns listed in the table?

How are they written?

What do we call them?

We Can Do It

Identify common nouns.



Remember This

Common nouns are common names of people, things, places, animals, or events. They start with small letter.

I Can Do It

Classify the following common nouns.
Put a check (✓) under the proper heading.
The first one was done for you.

Nouns	A Thing	A Place	A Person
tree	✓		
doctor			
table			
church			
shoe			
teacher			
school			
market			

Measure My Learning

Underline the common nouns in the following sentences.

1. The girl wears a pink dress.
2. My teacher is going to take us to the museum.
3. The baker makes delicious bread.
4. The clown is doing magic tricks in the circus.
5. My father works in an office.

Lesson 26: Specific Naming Words

Let's Try

What are common nouns?

Fill out the table. Write the nouns under their proper column.

teacher
pencil
street
mall

classroom
shoes
carabao
wedding

cat
school
dog
holidays

Persons	Places	Animals	Events

Get Set

Look at the pictures. Give a specific name for each picture.



teacher _____



street _____



day _____



holiday _____



actor _____



month _____



actress _____



beach _____

What do you notice with the nouns beside the common nouns. How are they written? What do we call them?

We Can Do It

Draw a star (☆) if the word is a proper noun.

_____ 1. Boracay

_____ 6. Philippines

_____ 2. library

_____ 7. slippers

_____ 3. doctor

_____ 8. bag

_____ 4. Uncle Tony

_____ 9. Miss Cruz

_____ 5. clinic

_____ 10. Toyota

Remember This

Proper nouns are specific names of people, things, places, animals, or events. They always start with a capital letter.

I Can Do It

I. Write a proper noun for each given common noun.

1. teacher _____
2. month _____
3. day _____
4. doctor _____
5. ocean _____
6. river _____
7. school _____
8. country _____
9. restaurant _____
10. tree _____

II. Read the sentences and look for the words that are not correctly written. Write these correctly on the blank.

It's new year's day. The first month of the year is january.



june 12, wednesday, is independence day.



Today, tuesday, is all saints' day. It's the first day in november.

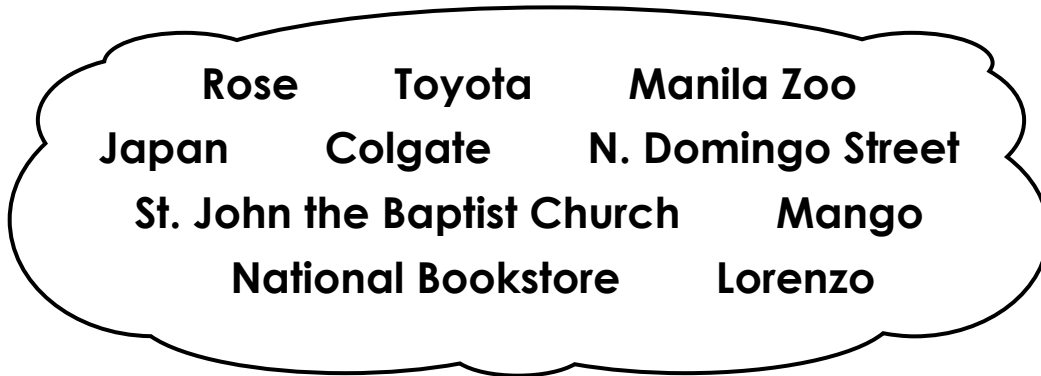


christmas is on december 25 and it's on a sunday.



Measure My Learning

Look for a proper noun for each common noun.
Choose the answer from the word bank.



1. church _____
2. country _____
3. car _____
4. street _____
5. bookstore _____
6. boy _____
7. flower _____
8. fruit _____
9. zoo _____
10. toothpaste _____

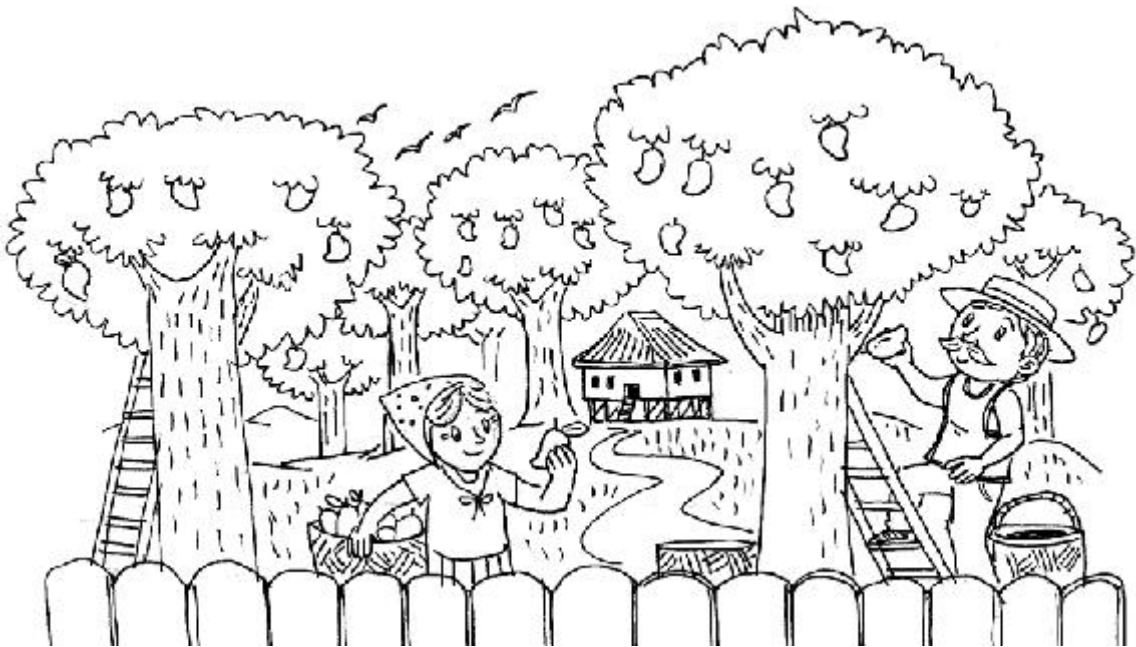
Lesson 27: Differentiating Common from Proper Nouns

Let's Try

Look at the picture.

What do you see in the picture?

What is it all about?



Let's Listen

Listen to your teacher as she reads the dialogue.

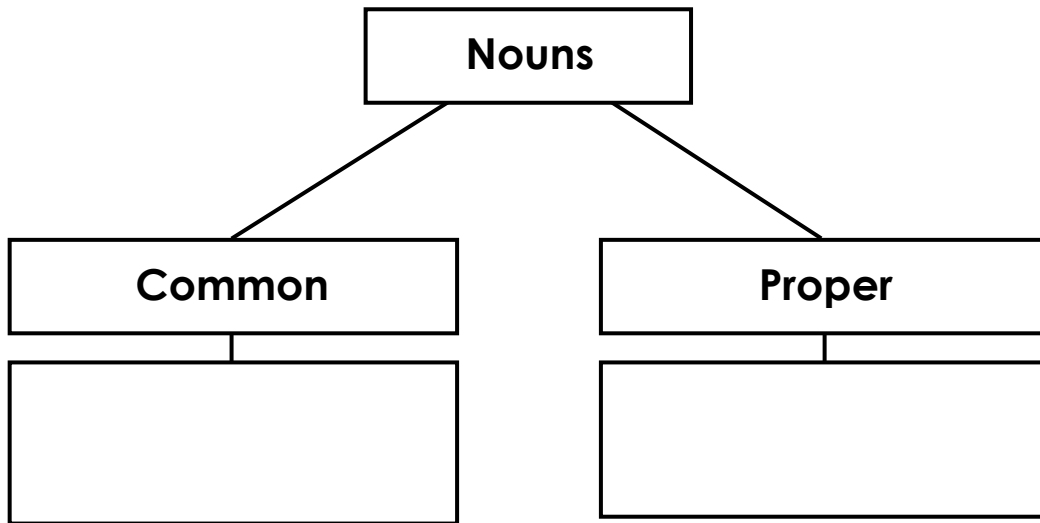
Answer the following questions.

Who are the characters in the dialogue?

Where did they go?

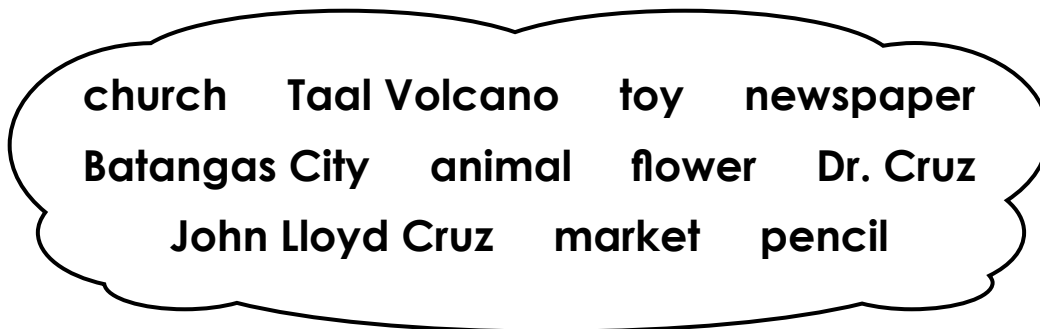
What are the things that they saw ?

Let's group them by using a Tree Map.



We Can Do It

The common nouns and proper nouns got mixed together in the cloud. Write each noun under the proper heading.



Common Nouns	Proper Nouns

Remember This

Common nouns are common names of persons, things, places, animals, or events. They start with a small letter.

Proper nouns are specific names of persons, things, places, animals, and events. They always start with a capital letter.

I Can Do It

Color the proper nouns red. Color the common nouns yellow.

Rose	Miss Reyes	girl	toothpaste
friend	planet	MMDA	April
Pinaglabanan Street	bird	Boracay	store

Measure My Learning

Write **C** for common nouns and **P** for proper nouns.

- | | |
|---------------------------------------|---------------------------|
| ___ 1. teacher | ___ 6. doctor |
| ___ 2. Pinaglabanan Elementary School | ___ 7. April |
| ___ 3. restaurant | ___ 8. National Bookstore |
| ___ 4. Pasig River | ___ 9. Luneta Park |
| ___ 5. day | ___ 10. book |

Lesson 28: Having Faith in God

Let's Aim

Look at the picture below.



What is the girl doing?
When do you pray?
How do you pray.

Let's Listen

Listen to your teacher as she reads "The Lord's Prayer," the prayer Jesus taught us.

The Lord's Prayer

Our Father who art in heaven,
Hallowed be Thy name, Thy kingdom come,
Thy will be done on earth as it is in heaven.
Give us this day our daily bread.
And forgive us our trespasses, as we
Forgive those who trespass against us.
Lead us not into temptation but deliver us from evil.
For Thine is the kingdom and the power and the glory,
Forever
Amen.



Let's Answer

To whom are you talking when praying?
Should we ask for blessings right away?
Who gives the food that you eat every day?
What is the meaning of the line, "Give us today our daily bread"?

Do you believe that God can help you in any of your problems/needs? Explain.

If a friend invites you to a church different from yours, how would you show your respect?

Identify naming words used in the prayer.
Why are some capitalized, while the others are not?

Remember This

We believe that God, no matter how He is called, is the most powerful, and the provider of all our needs. We must show respect to others' beliefs.

We Can Do It

Group yourself according to your belief/faith or the church you go. What do you do inside your worship place?

I Can Do It

Complete the prayer.

Blessed be You, O God, for having
created me.

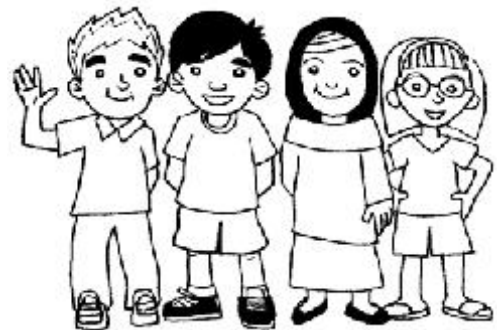
Thank you for _____.

I am sorry for _____.

Please help me _____
_____. I love you.

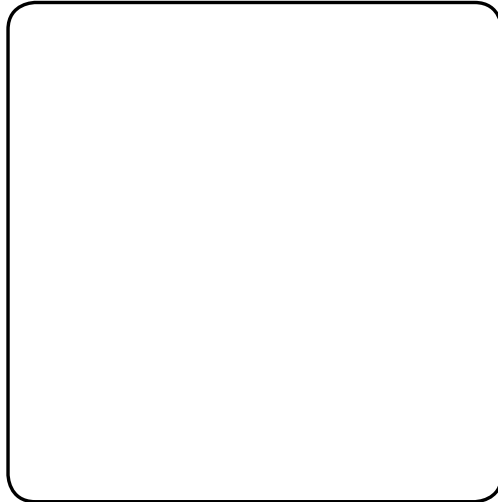
Your faithful and obedient child,

Name



Measure My Learning

A good way to learn to draw is to observe how artists draw people and copy what you see. Here is a picture of a girl walking with her pet dog. Try to copy the drawing on the blank square beside it.



Draw the same girl praying to God for a beautiful day. Observe how your family prays and draw it on the space below using a pencil.

Keep practicing!



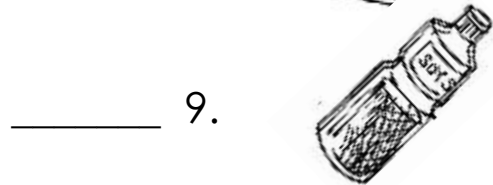
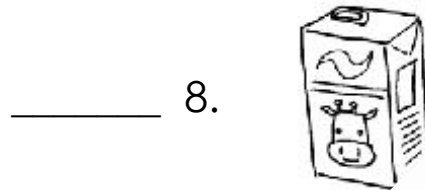
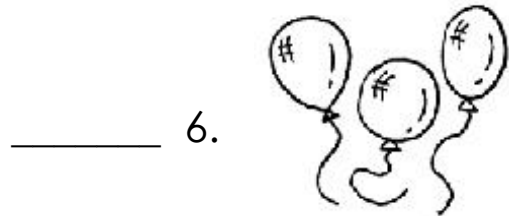
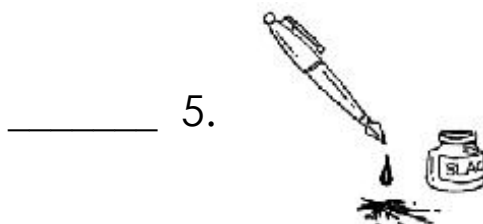
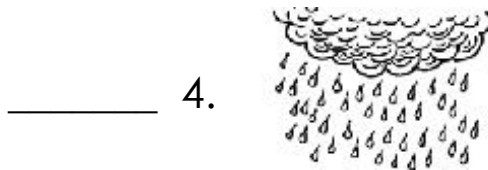
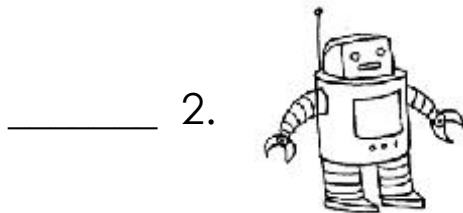
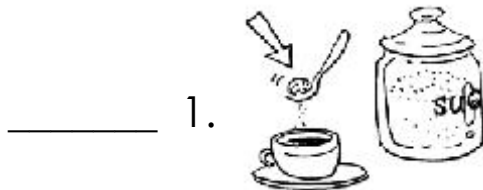
Lesson 29: For the Sake of Honey

Let's Try

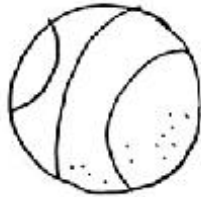
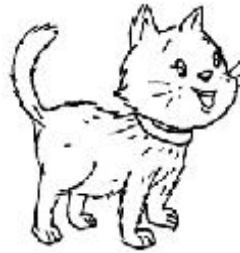
I. Answer the questions below.

1. Who is your father? _____
2. Where do you live? _____
3. What is your favorite color? _____
4. When is your birthday? _____
5. What is your name? _____

II. Tell whether the pictures are count nouns and mass nouns. Write CN for count nouns and MN for mass nouns on the blank before the picture.

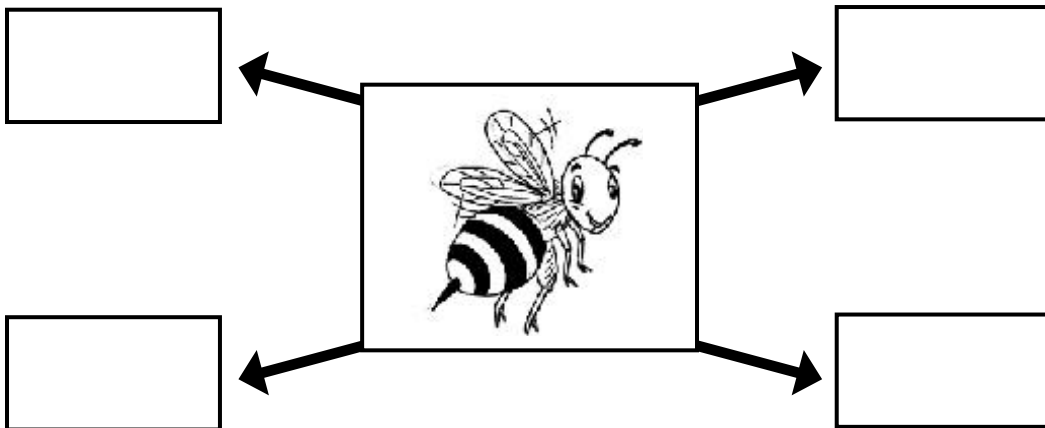


III. Color the pictures which begin with the letter B?



Get Set

What do I know about bees?

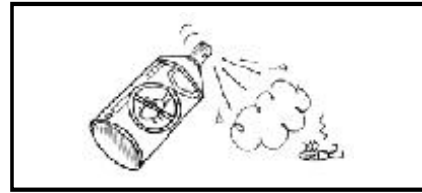


I know that bees _____

Let's Aim

Draw a line to connect the picture with its name.

honey



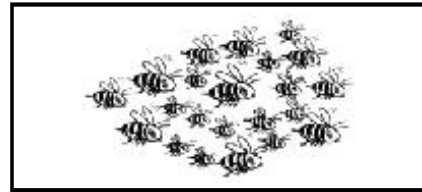
swarm
of bees



busy people



insecticide



Let's Read

An Excerpt from "For the Sake of Honey"

By Donald G. Anderson

Retold by Dali Soriano

Are you busy as a bee? The truth is bees work so hard that they actually kill themselves working. A worker bee often works six weeks and then dies. Then a young worker bee takes his place. Now, no one ever wants to work hard and then die.

Bees give people a delicious food called honey. For thousands of years people have used honey to sweeten their food. It is also used in preparing cough medicines, soft drinks, and even insecticides.

Let's Answer

Answer the following questions:

1. What is the title of the story?
2. What insect is being talked about in the text?
3. How many weeks does a bee work?
4. What happens to the bee after weeks of working?
5. What do bees give?

We Can Do It

Pretend that you are bees. Imitate how they move and work.

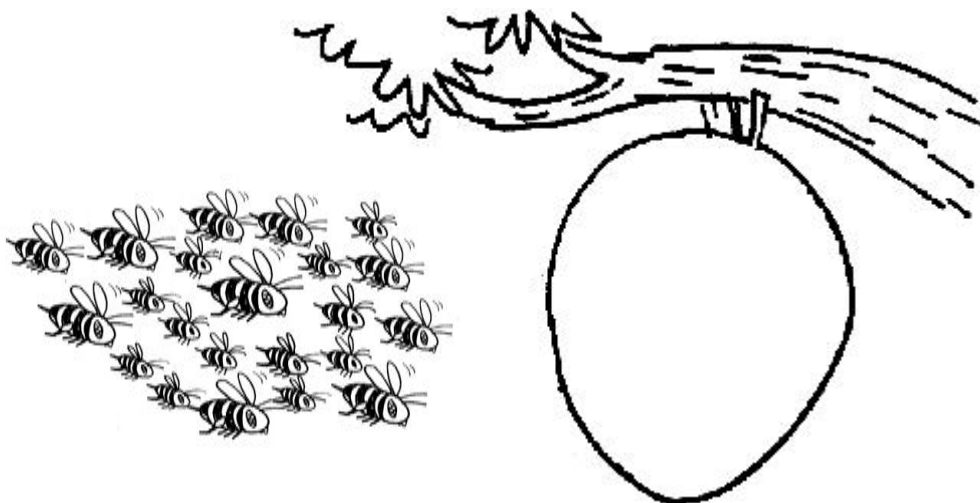
Remember This

Bees are important because they give us honey. Honey is used for medicines.

I Can Do It

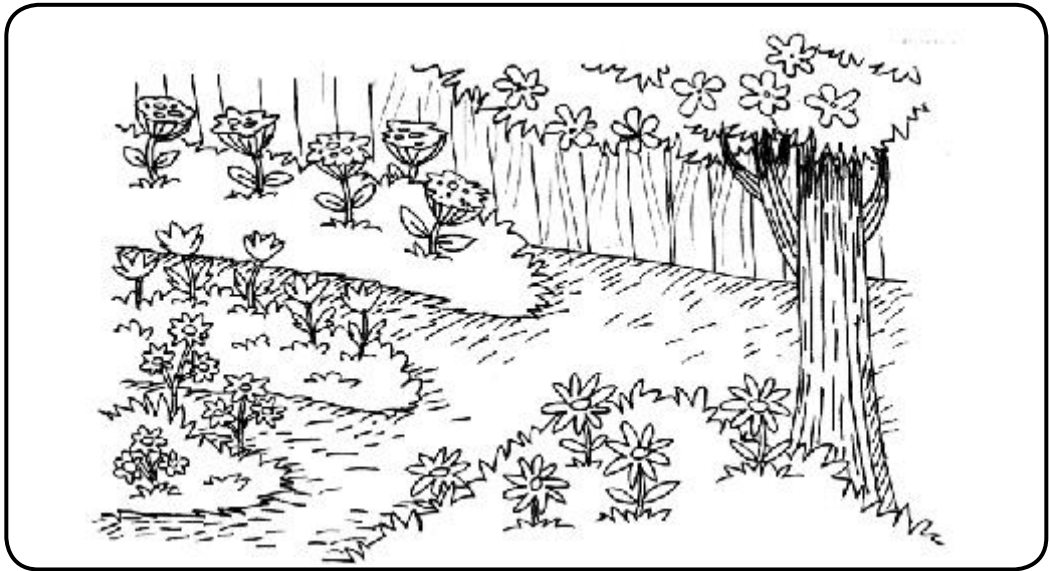
Read the story again and write the uses of honey inside the beehive.

What good trait of bees should we follow? Why?



Measure My Learning

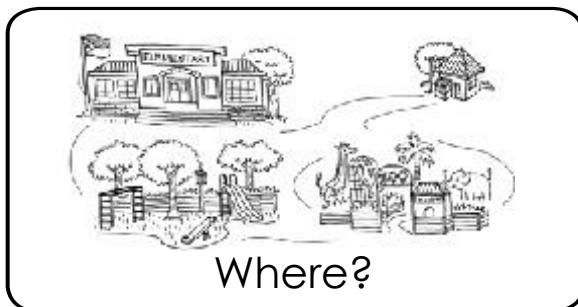
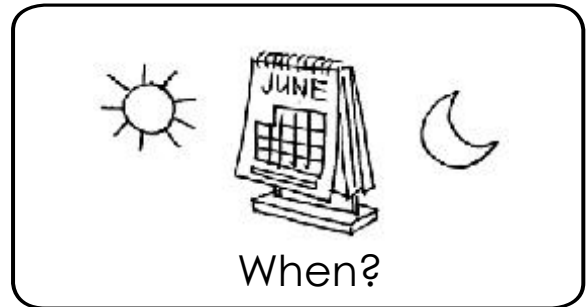
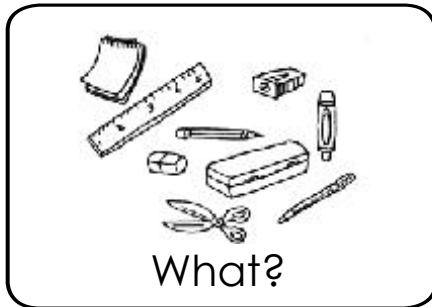
Draw a hardworking bee in the flower garden below.



Lesson 30: Knowing Myself Better

Get Set

Explain how to use the **Wh-** questions through pictures.



Let's Aim

What street game do you play? Have you ever played patintero? How do you play it?

Listen to your teacher as she reads the comic strip.

PATINTERO

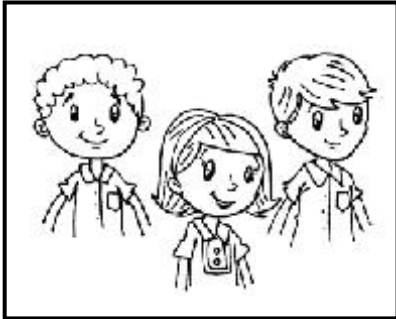
By DALI SORIANO

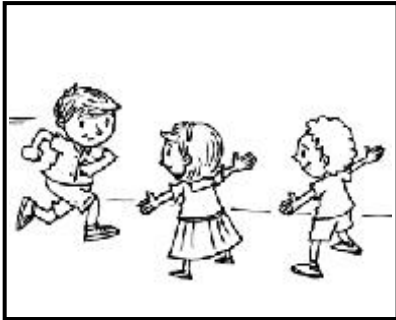


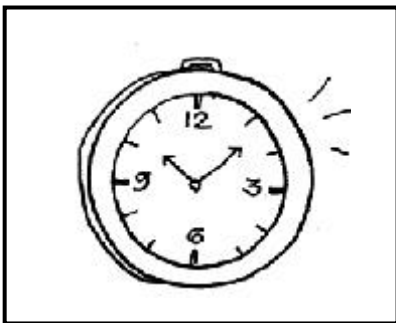


I Can Do It

Look at the pictures, then ask a question.







Remember This

Who – is used when asking about a person

What – is used when asking for information about something

When – is used when asking about time

Where – is used when asking about a place

We Can Do It

I. Alphabet Soup

Select one letter of the alphabet and answer the questions. All your answers must begin with your chosen letter.

	Sample answer	Your answer
a. Who is your mother? (person)	C ecile	_____
b. Where does she work? (place)	c linic	_____
c. What is in her hand? (thing)	c otton	_____
d. What does she do?	c leaning	_____

II. Write a story using your answers.

Example: She is Cecile. She works at the clinic. She has cotton in her hand. She is thinking of cleaning a patient's wound.

Your story: _____

III. Read your sentences aloud one at a time. Your classmates should guess the question word for each answer.

Measure My Learning

If you want to know the name of a person, what question will you ask?

How will you ask your sister if you want to know where your parents are?

You will visit your grandmother, what question will you ask?

You want to know who the teacher in English is, how will you ask?

Lesson 31: Befriending Others

Let's Aim

Write as many questions you want to ask God (your parents or teachers).

QUESTION WALL

Measure My Learning

Find friends who will answer these questions. Then, write their names below.

What is your favorite show?

Name: _____

Who is your best friend?

Name: _____

Where will you spend your summer vacation?

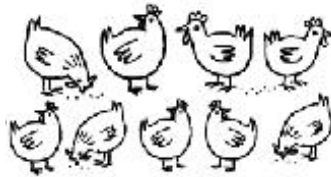
Name: _____

Lesson 32: I Love Naming Words

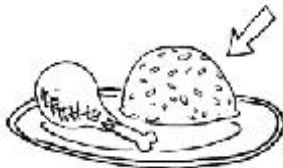
Let's Aim

Look at the following pictures.

COUNT NOUNS

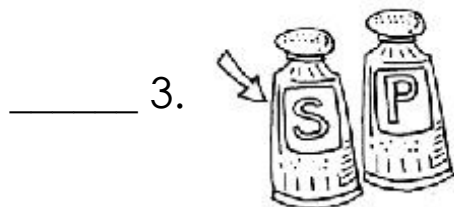
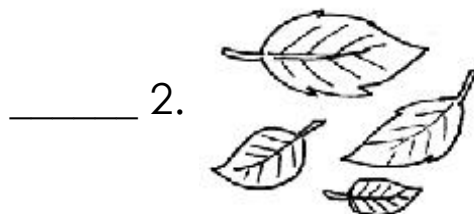
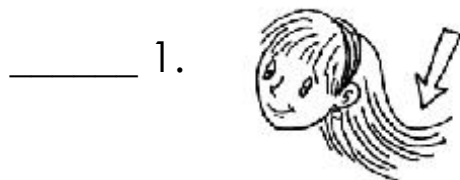


MASS NOUNS



Let's Answer

Tell whether the noun is countable or not.
Write CN for count nouns and MN for mass nouns
on the blank before the picture.



Remember This

Count nouns name anyone or anything that can be counted and whose plural form can be formed by adding **-s** or **-es**.

Examples: cup, bag, computer, tree, house, chair, pupil, boy, toy, girl, teacher

The cup is clean.

The cups are new.

Mass nouns or **non-countable nouns** refer to things which cannot be counted like water, sugar, etc. They usually do not have a plural form so we add quantifiers or determiners to make them plural.

Example: 1 glass of water

Examples: dirt, ink, pepper, sand, sugar, powder, sugar, rice, flour, wheat, rain, ice, water, soup, softdrinks, juice, tea, vinegar, soy sauce, milk, syrup, oil, sauce, mud, food, grass, hair, oxygen, smoke

The water is cold.

Quantifiers: a pinch of, a spoonful of, a teaspoon of, a tablespoon of, a bottle of, a slice of, a sack of, a can of, a box of

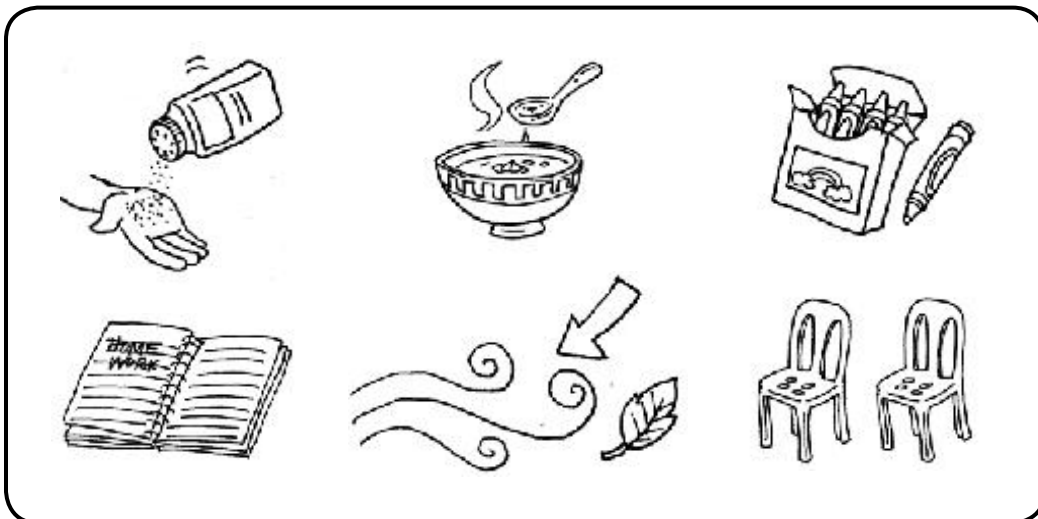
I will put a pinch of salt in my soup
Please carry the sack of rice.

Determiners: many, a few, both, some, much, a lot of, most of, a little of

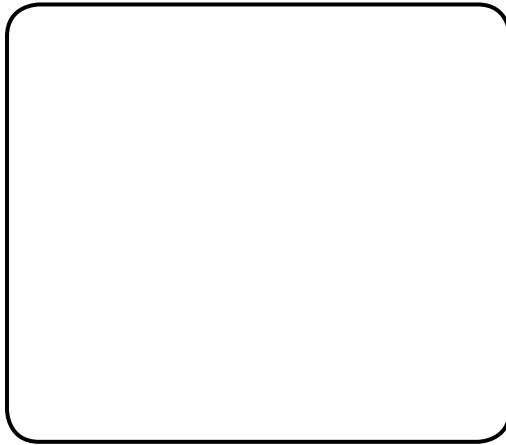
She puts a little of sugar in my coffee.
Much of the grass was watered by the gardeners.

I Can Do It

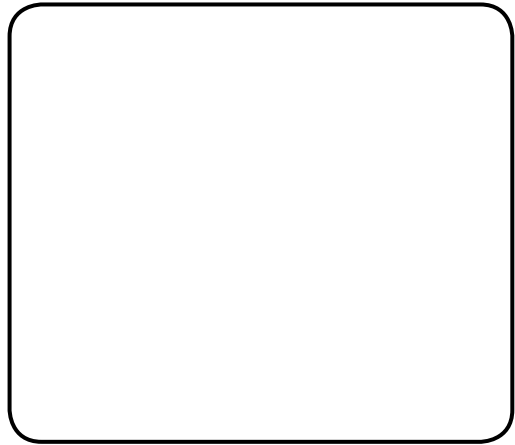
Name the count and mass nouns in the box below. Then, write their names under the correct heading.



Count Nouns

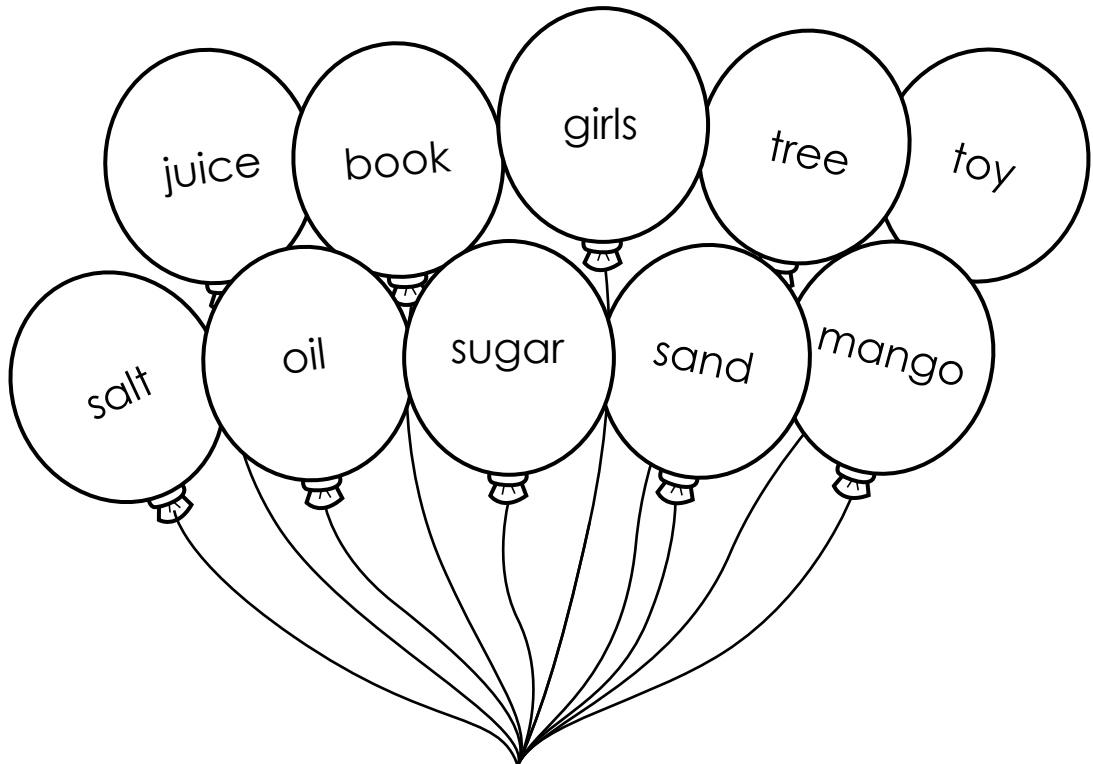


Mass Nouns



Measure My Learning

Color the balloon red if the noun is a count noun and blue if it is a mass noun.



Lesson 33: My Body and the Letter B

Let's Aim

Let's Do the Rap

My Body Parts that Start with the Letter B

By Amcy M . Esteban

All: Sound of the letter Bbbbbbbbbb.....
(Beat & sound of B)

Body parts, body parts with the letter B
Know them, know them and you will see
Letter B, letter B is the best for me!
Here are the body parts with the letter B...

Brain, back, bones and belly
Brows, blood, breast and biceps
They all start with the letter B.
Now, say the sound of the letter B

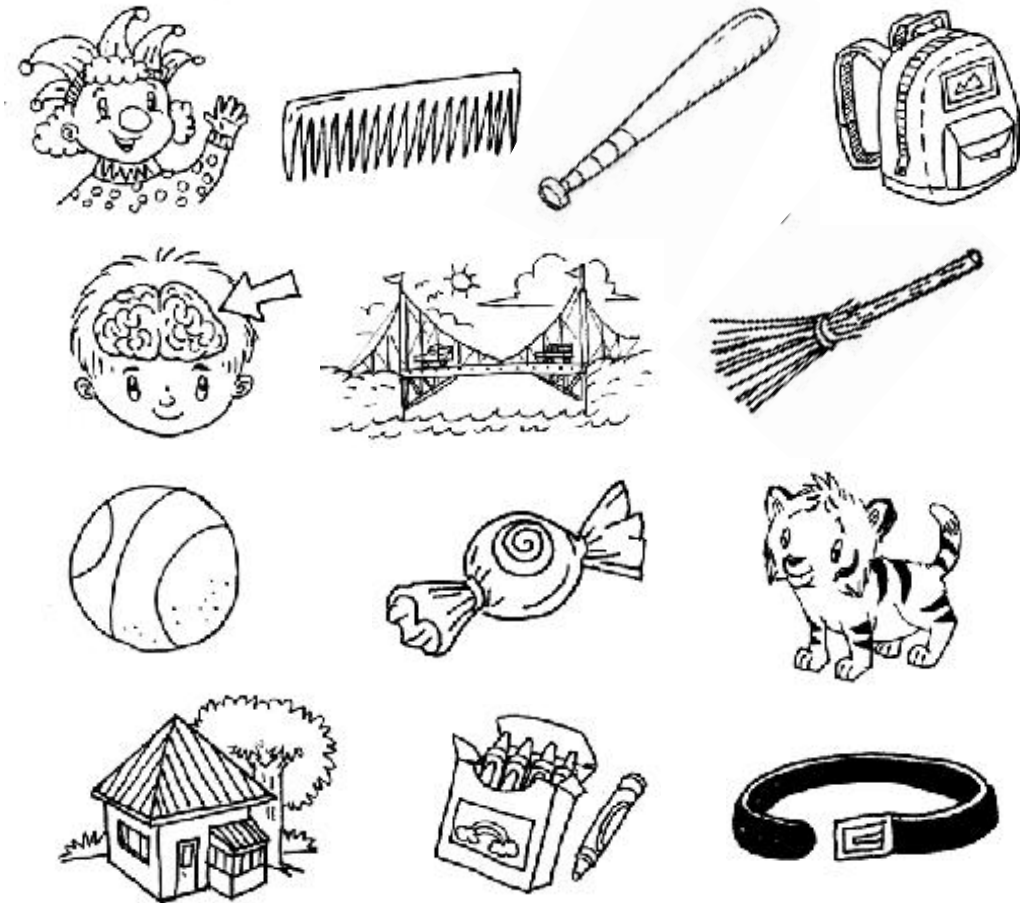
B,B,B,B,B,B,B,B,B,B,B,B,B,B,B,B,B,B....

Body parts that start with letter B

brain	back
bones	belly
brow	blood
breast	biceps

We Can Do It

Encircle the pictures with the beginning sound of /b/.



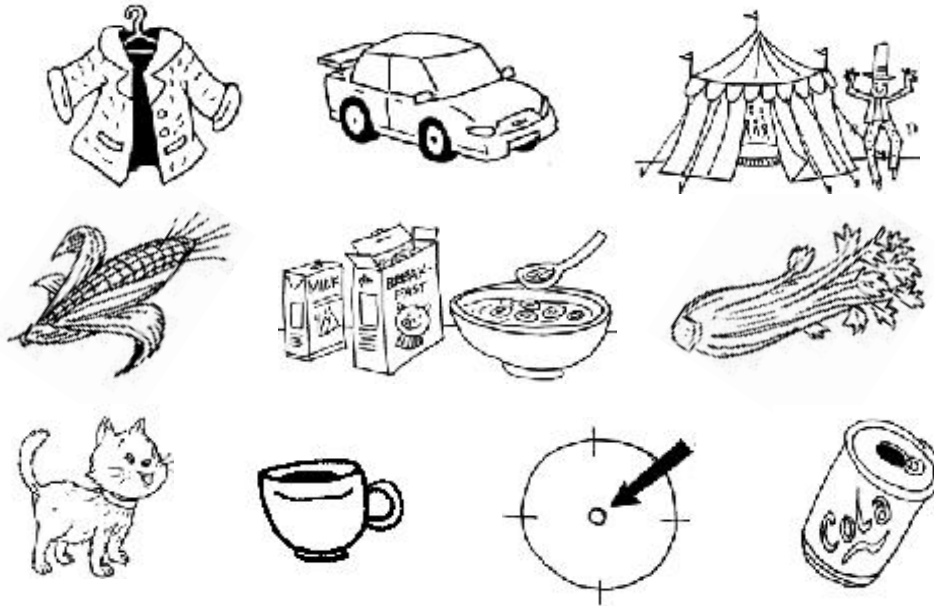
Can you think of other things starting with the letter B?

My List of B-Things

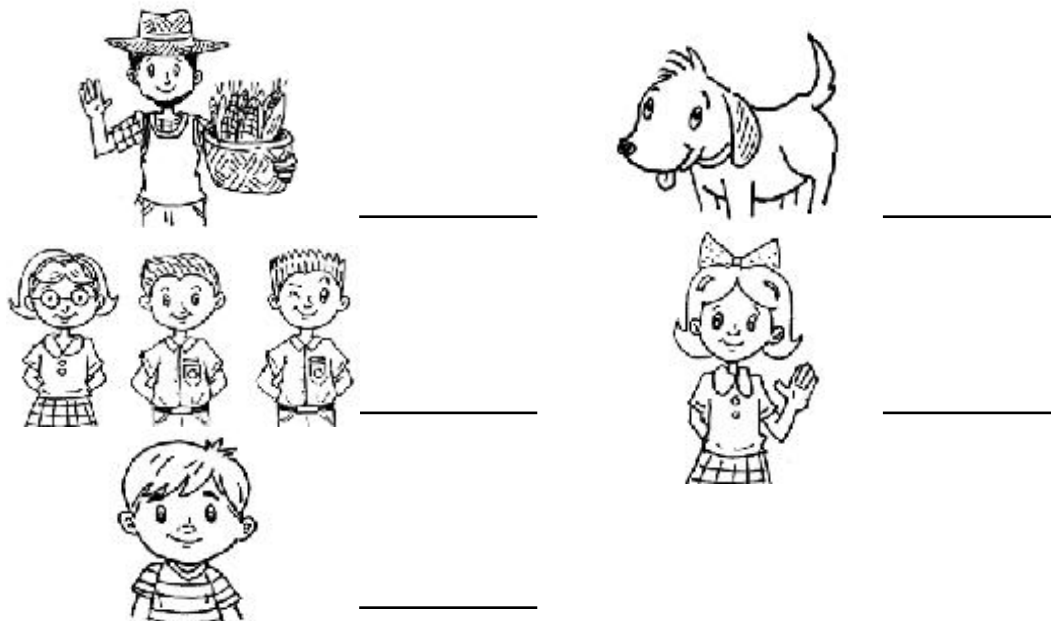
Lesson 34: Speaking Well in Dialogues

Let's Try

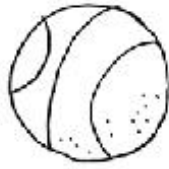
- I. Encircle the picture that begins with C as in /k/, and underline if begins with C as in /s/.



- II. Give the correct personal pronouns. Write **He**, **She**, **It**, and **They** on the blank.



III. Use **He**, **She**, and **It** in a sentence.



1. This ball is round.
_____ is round.



2. This rose is red.
_____ is red.



3. My father is a farmer.
_____ is a farmer.



4. My mother is a dressmaker.
_____ is a dressmaker.



5. Puti is my dog.
_____ is my dog.

Get Set

This lesson will teach you how to introduce the different members of your family. Look what I got! This is my family picture. Do you want to meet my family?

Let's Aim

Listen to your teacher as he/she reads the story.
Let's find out who are the members of my family.

My Family



Hi! I am Lia
and I am here
to introduce
my family.



This is Jacob.
He is my little brother.
He is one-year old.



This is my brother.
His name is Joshua,
but we call him "Kuya."
He wears eyeglasses.



This is my big sister,
Raine. She loves dresses.
She has a long hair.
We call her "Ate."



This is my mother.
She works in an office.
She washes our clothes
and cleans the house.



This is my father.
He works in a hotel.
He takes us to
the park.



These are my
grandparents. They
visit us every Christmas
and New Year. They
also come during
our birthdays.

This is my family.
We love and respect
each other.



Let's Answer

Who are the members of Lia's family?

What are the pronouns used in the monologue?

What nouns are substituted by the pronouns I, He, She, It, They, and We?

Jacob, father	–	He
Raine, mother	–	She
grandparents	–	They
dog	–	It

We Can Do It

Each group will make a dialogue using personal pronouns in introducing their family.

Remember This

We use I, He, She, It, We, and They when we talk about people, animals, and things.

He for a boy

She for a girl

They for more than one person

I talking about yourself

It for animals or things

I Can Do It

Personal Pronouns

Change the word or words in the parentheses () with the correct pronouns **he**, **she**, or **they**.

Remember to begin your sentence with a capital letter. The first one was done for you.



1. **(Gloria and Roy)** They went to the beach.
2. **(The boy)** _____ had many shells.
3. **(Gloria)** _____ found a starfish.
4. **(Roy)** _____ picked up a seaweed.
5. **(Gloria)** _____ will carry my basket of shells.
6. **(Roy)** _____ wants to jump into the water.
7. **(Gloria and Roy)** _____ should return the shells to the beach.
8. **(Gloria and the boy)** _____ agreed.

Measure My Learning

Replace each crossed out word/groups of words with the pronoun in the box.

I	He	She	It	They	We
---	----	-----	----	------	----

1. ~~Our class~~ went to the recycling plant.
2. ~~Mrs. Santos~~ told us about pollution.
3. ~~Pollution~~ can be garbage, chemicals, or smog.
4. ~~These garbage, chemicals or smog~~ can spread over land, air, and water.
5. ~~Pollution~~ kills some fish and birds.
6. ~~Recycling~~ makes new things from garbage.
7. ~~Robert and I~~ will help stop pollution.
8. ~~The man who runs the plant~~ said it's our earth.

Lesson 35: Using Personal Pronouns

Let's Aim

Fill in the blanks with the correct pronoun.
Choose from the list in the box.



I	He	She	It	They
---	----	-----	----	------

This is Jackie. _____ is my classmate.



My name is Brian. _____ am 7 years old.



This is my dog. _____ loves bones.



These are Sally, Cindy, Mj, Kim, Jacky, and Nicky. _____ go to the same school together.



This is Mico. _____ is my brother.

Let's Answer

Listen to the dialogue as your teacher reads.
What is the title of the dialogue?
What are the personal pronouns used in the dialogue?

We Can Do It

Create a dialogue using personal pronouns.

- Group 1 Introducing a new friend to a group of friends
- Group 2 Buying in the supermarket
- Group 3 Introducing your cousin in your friend's birthday party

I Can Do It

Complete the sentences with the personal pronouns **I**, **you**, or **we**.

Ana,
are _____
a Filipino?

_____ am a
Filipino. My parents
are both Filipinos.

Yes, _____ am.
How about
_____?

Yes,
what shall
_____ do?

Then you and I are
Filipinos. _____ have a duty
to our country.

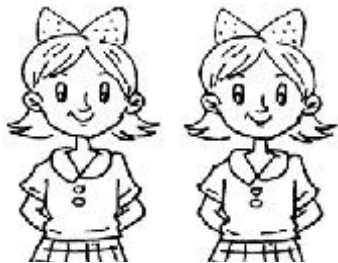


Measure My Learning

Write the pronouns **I**, **She**, **He**, **They**, **You**, **We**, and **It** on the blanks.



1. _____ is a teddy bear.



2. _____ are twins .



3. _____ is from Baguio.



4. _____ are pupils.



5. _____ is an athlete.

Lesson 36: Rap the Letter C

Let's Aim

How many of you know how to rap? Let us try rapping by tapping the desk.

Let's go....1...2...3...and 4.



The Letter C Rap

C is a consonant, a letter sound /k/

C as in clown

C as in car, and

C as in cat

/k/, /k/, /k/

/k/ when it's cold, and

/k/ as in can

Come! Come! Come!

Candy! Color! Crayon!

Oh, so fun!



Let's Answer

What is the beginning letter of the pictures?

What sound does the letter C make?

Repeat /k/ 3x.

Give words that begin with /k/.

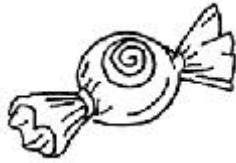
We Can Do It

Recite the rap with your group.

Change the word in the rap that begins with /k/.

I Can Do It

Fill in the blank with the correct letter and sound of the word, with an emphasis on C as in /k/.



___ andy



___ an



___ lip



___ ub



___ or n



___ om b



___ ab

Measure My Learning

Complete each sentence with a word from the word box.

can	crown	calf	
car	candles	cooking	cake



The chef is _____.



The princess is wearing a _____.



We are riding on a _____.



A baby cow is called a _____.



My bother bought me a _____
with _____ on top .

Lesson 37: Learning the Letter C as in /s/

Let's Aim

Let's recite the rap that you learned yesterday.
Today we will rap it with words that begin
with C as /s/.

Let's Answer

What sound does the letter C make?
Repeat after me C /s/.

circus city
center centavos

Remember This

When the letter C is followed by **e**, **i**, or **y**, it is
sounded /s/.

I Can Do It

Draw a line from the word across the correct picture.

Cellar

Circle

Cinema

Cereal

Cinnamon



Measure My Learning

Select the letter of the beginning sound you hear.
Encircle it.



s c f



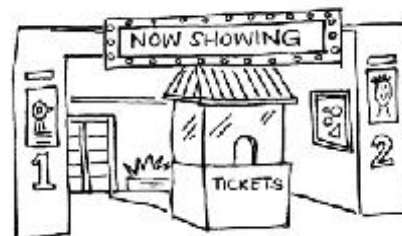
b g s



h c s



f c s



c s b

Lesson 38: More Fun With the Letter C as in /s/

Let's Aim

Let's do the rap in groups.
Each group will present a chant or a yell.

Let's Answer

How many sounds does C produce?
Give words that begin with C /k/ and C /s/.

I Can Do It

Raise one hand if you hear the letter C with the sound of /k/ and raise two hands when you hear the C with the sound of /s/.

cart celery cactus cinema cinnamon
circle cloud cereal carabao cane

Measure My Learning

Put a cross on the word which has a different sound of C as the given word:

- | | | | | |
|------------|---|---------|----------|---------|
| 1. century | – | center | centavos | custard |
| 2. costume | – | ceramic | came | card |
| 3. circus | – | casual | cinnamon | citrus |
| 4. cup | – | clay | crayon | cereal |
| 5. crown | – | cinema | carrot | crab |