

# English

## Learner's Material

### Unit 1

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

We value your feedback and recommendations.

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To you Dear Learners,

This learner's material will help you express your ideas, thoughts, and feelings about yourself, family, friends, your home, school, and community.

This will also help you read with comprehension and apply critical thinking and reasoning skills. You will also learn how to write in different forms.

You will love to do and talk about many things at home, in school, and even in your community using what you learned from this learner's material.

Please do not write anything on this book as this will be used next school year by pupils like you. Use either your paper or test notebook to answer the different activities.

Have FUN learning!

The Authors

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# Quarter I

## Me and My World



## Week 1 - Special People, Special Days



### Think and Tell

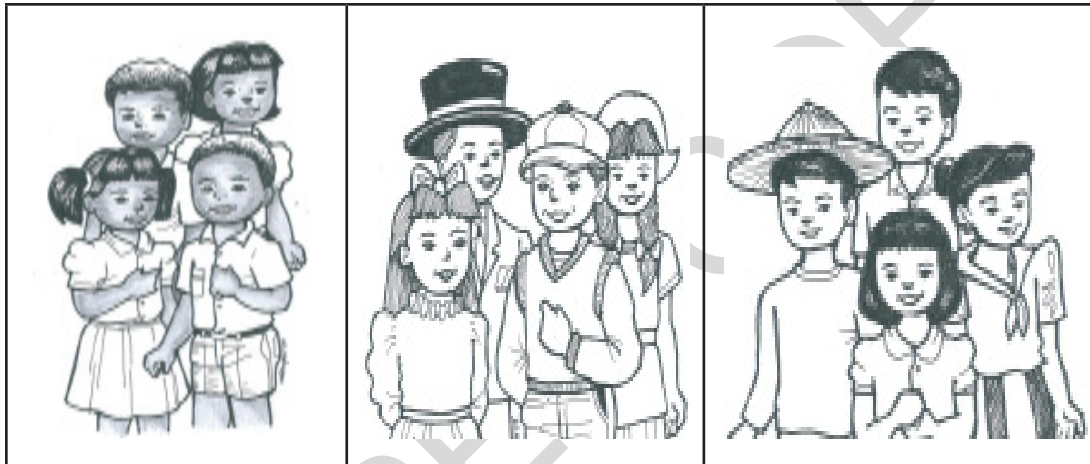
Look at the people in the drawing.

How are they similar?

How are they different?

Are you like them? In what ways are you like them?

In what ways are you different from them?



Tell us something about yourself.



### Find Out and Learn

Read the paragraph and look for the words with the long **a** sound.

When the sun came, Kabunian got some clay. He made a man. He wanted the man to take care of the earth. But the men Kabunian made were not the same. One was black, another was white, and the last one was brown.

Compare how the following words are pronounced:

mat + e = mate

man + e = mane

cap + e = cape

hat + e = hate

pan + e = pane

nap + e = nape

rat + e = rate

tap + e = tape

What is the sound of **a** when letter **e** is added at the end of the word?

Read the following words:

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



### Try and Learn



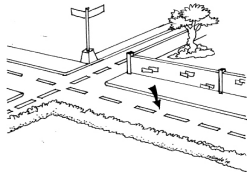




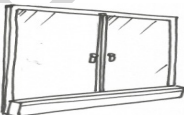
#### Exercise 1

Read the sentences. Answer the questions.

1. Jake takes the ape to the lake.  
Where does Jake take the ape?
2. Kate bakes a cake.  
What does Kate bake?
3. Rene is late for his game.  
Who is late for the game?
4. The lame man has a cane.  
What does the lame man have?
5. The cape is on sale.  
What is on sale?

## Exercise 2

Write the word for each illustration to complete the short story below. Rewrite the story in your notebook. Read the story then answer the questions that follow.

Jake has a . He put the   
on the . An  took the  
. The  put the   
on the window .

1. Who has a rake?
2. Where did he put the rake?
3. Who took the rake?
4. Where did the ape put the rake?





## Do and Learn

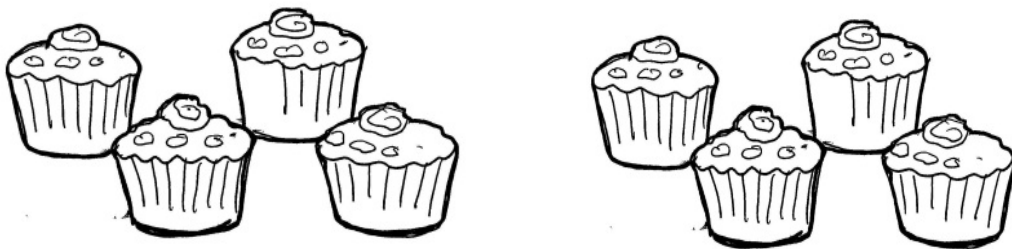
Read the poem with correct intonation and expression.  
Pronounce correctly the words with long **a**.

### Ice Cream Cakes

Collete Hiller

Ice cream cake, ice cream cake  
I could eat it all day from the minute I wake  
I wouldn't miss peas or carrots or grapes  
If I could eat loads of ice cream cake.

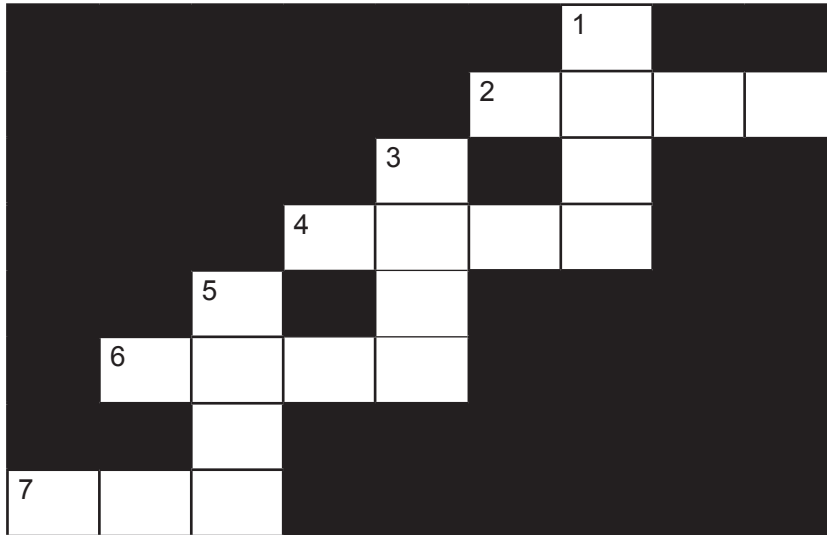
Ice cream cake, ice cream cake  
I could eat it all day, plate after plate  
I wouldn't miss apples or tuna paste  
If I could eat loads of ice cream cake.





## Learn Some More

Read the riddles and complete the puzzle.



### Across:

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

### Down:

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



## Read and Learn

What do you usually have when you celebrate your birthday?  
Do you also have a cake?  
How did Kate get a cake for her birthday? Find out as you read the story.

### A Cake for Kate

Gretel Laura M. Cadiong

Kate was turning ten. But she was not happy. Birthdays were ordinary days for her. She never had a birthday party. She never had a cake on her birthday. But she wished she could have one.



After school, she would stand near the gate to sell rice cakes that her mother made.

One late afternoon, Kate saw a big box on one of the benches. She picked it up and opened it. There were glasses, spoons, and forks. There were also boxes of wrist watches, a bag of marbles, chocolates, combs, and some dresses. She closed the big box. She brought it to the principal's office.

The next day, Mr. Basa, the school principal and a lady came to Kate's class. The lady was Mrs. Salas, the owner of the box. Mr. Basa looked for Kate and he told Mrs. Salas how Kate found the big box. Mrs. Salas thanked Kate.

"I just arrived from Cebu and the things inside the box are my *pasalubong* for my family," she said. "I was in your school because I had to fetch my nephew. Then, I forgot that box," she added.

Sunday came. It was Kate's birthday. After attending mass, Kate and her mother went home. They were surprised to see Mrs. Salas waiting for them.

"Happy birthday, Kate," Mrs. Salas said. "I brought you a gift. I asked your teacher about you and I am happy to know that you are not only a helpful daughter but an honest girl, too." She gave Kate a red box tied with a ribbon. Kate opened the box. What a surprise! It was a cake for her birthday!



## Talk about It

Answer the following questions.

1. What did Kate sell after her classes?
2. Why do you think did Kate sell rice cakes?
3. What did Kate see one afternoon?
4. What did she do with the box?
5. If you were Kate, what would you do with the box?
6. How did Mrs. Salas thank Kate for returning her box of *pasalubong*?
7. How do you think did Mrs. Salas learn about Kate's birthday?



## Write about It

Write at least two short sentences about the following persons.

a. Kate

1. \_\_\_\_\_
2. \_\_\_\_\_

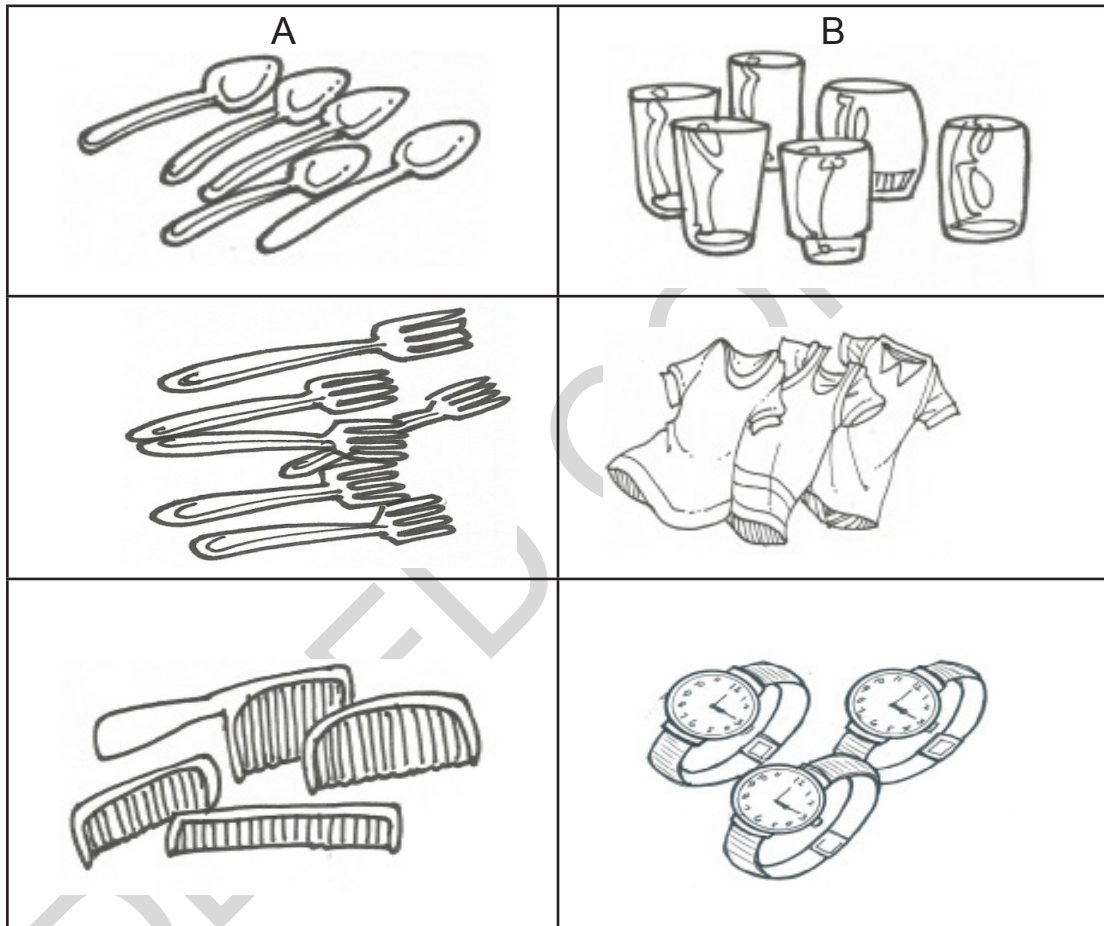
b. Mrs. Salas

1. \_\_\_\_\_
2. \_\_\_\_\_



## Find Out and Learn

Let us name the objects that Kate saw in the *pasalubong* box. Write the name of each picture on your paper.



1. What do you call the words you wrote?
2. Do they show more than one noun?
3. What do you call a noun which is more than one?
4. What letter or letters are added to the noun to mean more than one?
5. How do the nouns in column A form their plural?
6. How do the nouns in column B form their plural?

Here are more examples. Read them.

trees

potatoes

benches

boys

tomatoes

boxes

umbrellas

mangoes

classes



### Remember

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

Examples:

egg – eggs  
table – tables  
pen – pens

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

Examples:

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

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

Examples:

tomato – tomatoes  
potato – potatoes

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

Examples:

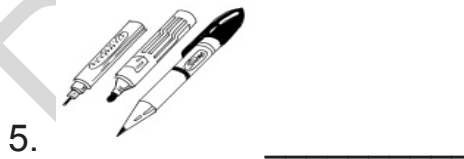
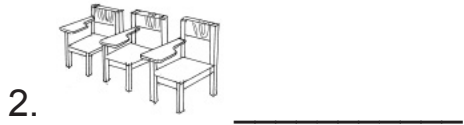
radio – radios  
piano – pianos



## Try and Learn

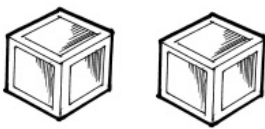
### Excercise 1

Write the words for the following images.



## Exercise 2

Complete the sentence with the correct form of the noun. The pictures will help you.


1. Mother needs  \_\_\_\_\_ for our unused clothes.

2. The  \_\_\_\_\_ are in school.

3. We made  \_\_\_\_\_ in class.

4. During the Holy Week, our family visited different

 \_\_\_\_\_.

5. The boys brought their  \_\_\_\_\_ to the camp.

6. There were two  \_\_\_\_\_ on the stage.

7. Helen has  \_\_\_\_\_ on her hair.

8. The  \_\_\_\_\_ are in the field.

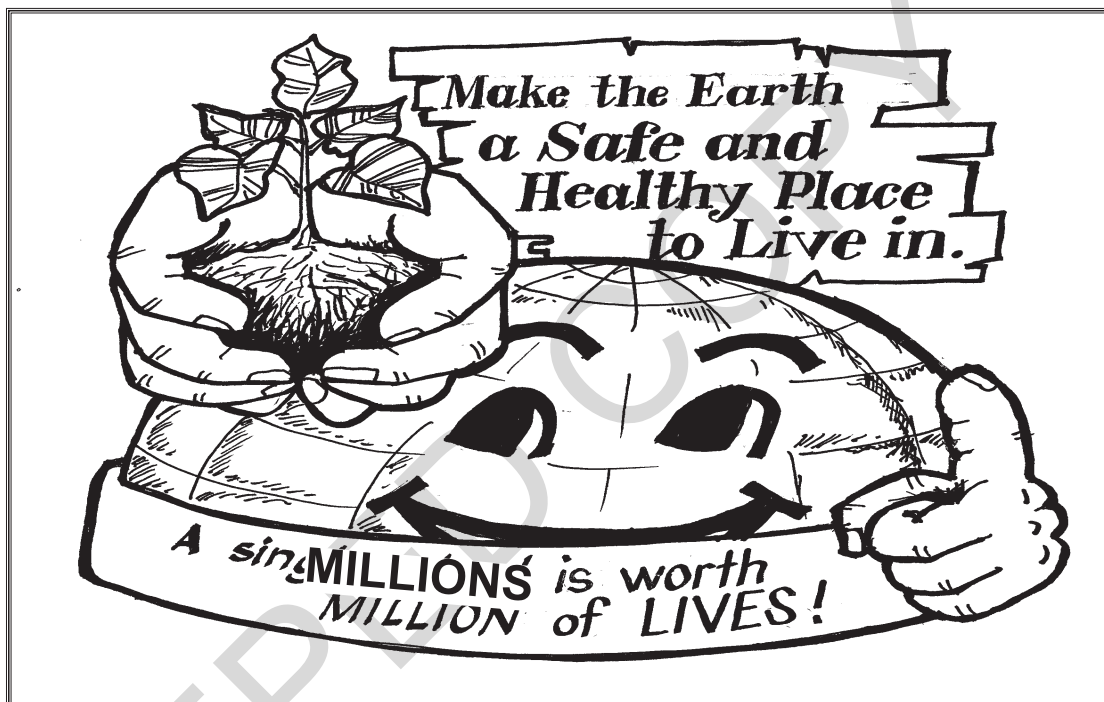


## Week 2 - Caring Ways



### Think and Tell

Look at the poster. Can you tell the class something about it?



Use the following statements to guide you in saying something about the poster.

This poster is about

---

It tells us that

---

This poster will make the people

---



## Find Out and Learn

Read the following sentences. Take note how the underlined words are read.

1. Androcles saw a lion with a bleeding wound.
2. The king freed Androcles.
3. The lion got near its victim.
4. He would feed the lion with some meat.
5. The lion was lying on some dried leaves.

How are the underlined words pronounced?  
Notice how we group the underlined words.

Words with <b>-ee</b>	Words with <b>-ea</b>
feed	meat
freed	near
bleeding	leaves

What is the common vowel sound in the words?  
How is it pronounced? What letters produce the long **e**?

Read more words with long **e**.

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



## Try and Learn

### Exercise 1

Read the phrases.

feel the heat

the seed of a weed

hear the beat

the heels of the feet

feed the eagle

a neat seat

### Exercise 2

Read the sentences and answer the questions.

1. The seal feeds on meat.  
What does a seal feed on?
2. There's a seed on the seat.  
What is on the seat?
3. I hear the beat of the drum from the east.  
Where does the beat of the drum come from?
4. The leaves are green.  
What is the color of the leaves?
5. The eagles fly to the east.  
What flies to the east?

### Exercise 3. Word Search Puzzle

Find words with long **e** sound in this puzzle. Write the words on your paper.

m	s	b	e	a	d
b	e	e	f	b	e
s	e	a	t	d	e
g	b	k	t	f	r
g	r	e	e	n	c
m	e	a	t	y	w



### Do and Learn

Read the short story and answer the questions that follow.

Teddy is an eagle. He loves to fly to the east. One day, he found a green bead on a leaf. The eagle thought the bead was a seed. So he ate the bead. Teddy did not like the bead. He could feel the hard bead. "Meat is better," he said. "I will fly to the east to look for some meat."

1. What is Teddy?
2. What did Teddy find?
3. What did he do with the green bead?
4. Why did he not like the green bead?
5. Why did Teddy fly to the east?
6. If you had a pet eagle, what would you feed it? Why?



## Learn Some More

### What's the Word?

Figure out the words using the clues provided.

1. The 1st letter is the 19th letter of the alphabet. The next two letters are twins that follow the 4th letter of the alphabet. The last letter is the beginning letter of the word "did." What's the word?

Clue: A new plant can grow from this.

2. Write the 12th letter followed by the 5th letter of the alphabet. The 3rd letter is the 1st letter of the alphabet. The last letter is also the last letter of the word "beef."

Clue: This is the green part of the plant.

3. Write the letter that follows the letter "o." The 2nd and the 3rd letter is similar to the 2nd and 3rd letter of the word "meat." What's the word?

Clue: This is a small, round, green seed.

4. Start with the 2nd and 3rd letters of peas. Next, write the 7th letter of the alphabet. Then, follow the 12th letter and end it with the 5th letter. What's the word?

Clue: This is a flying bird.

5. The 1st letter is the sound that snakes make. The 2nd letter follows letter D. The 3rd letter is the beginning letter of "ape." The last letter is also the last letter of "bell." What's the word?

Clue: This is a sea mammal with big flippers.



## Read and Learn

How did the big man help the little girl? Find out in the story.

### **Big Feet – Bigger Heart**

(Adapted from Chicken Soup for the Soul)

by Jack Canfield and Mark Hanser

It was a very hot day. Everybody was looking for some kind of relief, so an ice cream store was a natural place to stop.

A little girl, holding her money tightly, entered the store. But before she could buy the ice cream, the store clerk told her to go outside and read the sign on the door. “Stay out until you put on some shoes,” he said. The little girl went out slowly, and a big man followed her out of the store.



He watched as the little girl stood in front of the store and read the sign: “No Bare Feet.” Tears started rolling down her cheeks as she walked away from the store. Just then the big man called her. He was sitting on a bench while he took off his size-12 shoes and put them in front of the girl. “Here,” he said, “You won’t be able to walk in these but if you can slide along, you can get your ice cream.”

Then he lifted the girl up and set her feet into the shoes. “Take your time,” he said. “I get tired of moving them around and it will feel good to just sit here and eat my ice cream.” The girl’s eyes lit up. She immediately went to the counter and ordered her ice cream.

He was a big man, all right. Big belly, big shoes, but most of all, he had a big heart.



### Talk about It

1. Why did the little girl want an ice cream?
2. Where did she go to buy the ice cream?
3. Did the girl have a lot of money? How do you know?
4. Why did the store clerk send the little girl outside?
5. How did the big man help the little girl?
6. Who is referred to in the title “Big Feet – Bigger Heart?” Why is he called such?
7. Where could this story have happened? Could this incident happen in our country? Why?



### Write about It

Imagine the place where the little girl bought the ice cream. Would you like to visit the place, too? Write at least two sentences about the place.

1. \_\_\_\_\_  
\_\_\_\_\_.

2. \_\_\_\_\_  
\_\_\_\_\_.



## Find Out and Learn

Read and act out the dialog.

Mother:	Vicky, please help me prepare the things we will bring to the picnic.
Vicky:	Of course, Mother! What will I do?
Mother:	Put some spoons and forks and two knives in that basket. Make sure to put plates and table napkins, too.
Vicky:	Should I also put some glasses, Mother?
Mother:	Yes, please. There are loaves of bread on the table. Please put them in the basket, too. I'll put the mangoes and strawberries in another basket.
Vicky:	Could we bring some candies, Mother? I'm sure Susie and Tom will like them.
Mother:	Not too many, Vicky. Children should eat fruits more than candies.
Vicky:	Okay, Mother. Everything is ready for the picnic.

What are the things that Vicky and Mother prepared for the picnic? Are these nouns singular or plural? How are plural nouns formed?

Study this chart.

A		B	
Singular Noun	Plural Noun	Singular Noun	Plural Noun
spoon	spoons	knife	knives
plate	plates	glass	glasses
fork	forks	strawberry	strawberries

How do the nouns in Group A form their plural?

How do the nouns in Group B form their plural?

In the word knife, what do we do with the letters **f/fe** before adding **-es**?

In the word strawberry, what do we do to the letter **y** before adding **-es**?

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





## Remember

Here are some more rules to remember when forming the plural of regular nouns:

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

Examples:

leaf – leaves

life – lives

elf – elves

wife – wives

hoof – hooves

Exceptions:

handkerchief – handkerchiefs

roof – roofs

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

Examples:

candy – candies

sky – skies

berry – berries

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

Examples:

boy – boys

key – keys

tray – trays



## Try and Learn

### Exercise 1

Write in your notebook the correct form of the plural nouns in the following sentences.

1. Mother bought some (blackberrys, blackberries) at the market.
2. She baked some (loafs, loaves) of blackberry bread.
3. We divided the bread into (halfs, halves).
4. Eric, my brother, won't eat them because someone told him that blackberry bread is for (fairys, fairies) only.

### Exercise 2

In the story below, the nouns in parentheses are in their singular form. Use the plural form of each noun in parentheses. Rewrite the story in your notebook.

Ina loves to write (story). She writes about (fairy) and (elf). She wrote a story about a boy who ate (loaf) of bread because he wanted to grow big and touch the sky. She also wrote a story about a girl who got lost in the forest while picking some wild (berry). But what she loves most is her story about two (lady) who quarreled because of their (baby). There is a good lesson to be learned in this story.



## Do and Learn

Write a sentence using the plural form of the following nouns:

- |               |                 |
|---------------|-----------------|
| 1. key        | 5. trolley      |
| 2. wolf       | 6. handkerchief |
| 3. calf       | 7. half         |
| 4. strawberry | 8. roof         |

## Week 3 - The World in My Eyes



### Think and Tell

What places in the world would you like to visit? Complete the sentence that follows.



I want to visit \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.



### Find Out and Learn

Read the paragraph. Note how the underlined words are pronounced.

Mike and Spike are mice. They wanted to go on a trip. They had to find time to make money. They picked ripe limes and made wine. They made money to buy a bike. They biked miles and miles and had a nice time.

What is the common sound of the underlined words?

Compare how the following words are pronounced:

rid + e = ride      pip + e = pipe  
kit + e = kite      bit + e = bite

What is the sound of **i** when letter **e** is added at the end of a word?  
What is the sound of the long vowel **i**?

Read the words.

dine	fine	dike	five	bike	ride
mice	hide	line	nice	bite	side
wide	time	ripe	nine	kite	tide



### Try and Learn

#### Exercise 1

Read the phrases.

five nice mice	dine with wine	a nice ride
a wide dike	ride a bike	side by side
time to dine	fly nine kites	hide the dice

#### Exercise 2

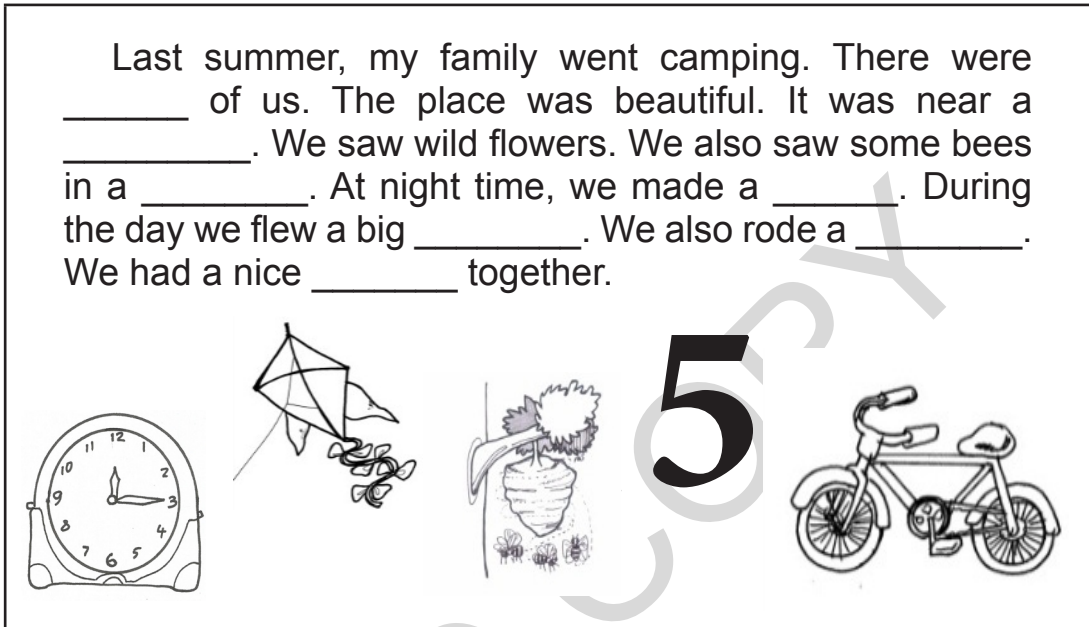
Read the sentences. Answer the questions after each sentence.

1. The five nice mice will ride a bike.  
Who will ride a bike?
2. It's time to dine after five.  
When is the time to dine?
3. We will fly nine kites in the countryside.  
What will we do in the countryside?
4. We saw a wide dike.  
What did we see?
5. Mike had a nice ride.  
Who had a nice ride?

### Exercise 3

Complete the story with words having long i. Some pictures in the box will help you.

Last summer, my family went camping. There were \_\_\_\_\_ of us. The place was beautiful. It was near a \_\_\_\_\_. We saw wild flowers. We also saw some bees in a \_\_\_\_\_. At night time, we made a \_\_\_\_\_. During the day we flew a big \_\_\_\_\_. We also rode a \_\_\_\_\_. We had a nice \_\_\_\_\_ together.



### Do and Learn

Read the following story. Answer the questions that follow.

Mike has a kite and a bike. He rides on his bike to the dike. He flies his kite by the dike. One day, the kite fell in the dike. Mike was sad. He had no more kite.

1. Who had a kite?
2. Where does Mike fly his kite?
3. How does Mike go to the dike?
4. What happened to the kite?
5. If you had a kite, would you fly it by the dike? Why?



## Learn Some More

Tell a story about the picture.  
Write at least three sentences about it.  
Use the words below to make your sentences.  
Be ready to share your story with the class.

bike  
kite  
hike  
dike  
line of pine trees





## Read and Learn

What do children all over the world do? Find out in the poem.

### We Are One World

Meish Goldish

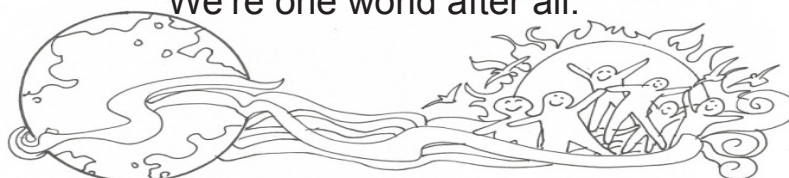
Pierre lives in Canada,  
Marla lives in Spain.  
But both like to ride their bikes  
Along the shady lane.

Liv lives in Norway,  
Ramon is in Peru.  
But both laugh with the giraffe  
When visiting the zoo.

Anwar is Egyptian,  
Kim is Japanese.  
But both run beneath the sun  
And fly kites in the breeze.

Jack is from the U.S.A.,  
Karintha is from Chad.  
But both can write a poem at night  
Upon a writing pad.

Children live all over,  
The world's a giant ball.  
But far and near, it's very clear  
We're one world after all.





### Talk about It

1. In what ways are the children all over the world alike?
2. In what ways are they different?
3. Would you like to have a friend from another country? Why?
4. What would you tell your friend about your country?
5. What would you ask your friend about his/her country?



### Write about It

Write a letter to your friend. Tell him/her things you love doing as a Filipino. Ask your friend about what children in their country love doing.



### Find Out and Learn

Read the short poem.

#### Help!

Gretel Laura M. Cadiiong

I wonder why English words are not fixed  
If root is roots then why is foot, feet?  
I have one tooth but when many they are teeth,  
Please answer me for I cannot wait.

House becomes houses but mouse is mice,  
Blouse to blouses but louse is lice,  
A boy or a girl is a child but both are children  
Add one more man and it will become men.  
Are these words true?  
Help me, please do.





## Remember

Nouns that form their plural by changing their spelling are called **irregular nouns**.

- ✓ Some nouns form their plural by changing their spelling.

Examples:

goose – geese

man – men

child – children

- ✓ Some irregular nouns have the same singular and plural form.

Examples:

deer

sheep

news



## Try and Learn

Complete each sentence with the correct plural noun.

1. Father caught three (mouse) \_\_\_\_\_ in the rice field.
2. One mouse had long (tooth) \_\_\_\_\_ that stuck out from its mouth.
3. Another mouse had very long (foot) \_\_\_\_\_.
4. When the (child) \_\_\_\_\_ saw the three (mouse) \_\_\_\_\_, they felt afraid.
5. Louna said they might bite her (foot) \_\_\_\_\_.



## Do and Learn

With a partner, change the nouns inside the parentheses into plural forms. Present the dialog to the class.

Pupil A: Hello, \_\_\_\_\_. I heard some great (news) today.

Pupil B: Oh, and what is the (news)?

Pupil A: There were three (deer) caught by some (man) in the forest.

Pupil B: What happened to the (deer)?

Pupil A: Some scientists will study them. The news said, the (deer) have extraordinary long (foot), long shiny antlers and sets of long, pointed (tooth). They are rare kind of (deer).

Pupil B: Oh, it's really great news. I wish they would bring them to a zoo so many (child) can see them.

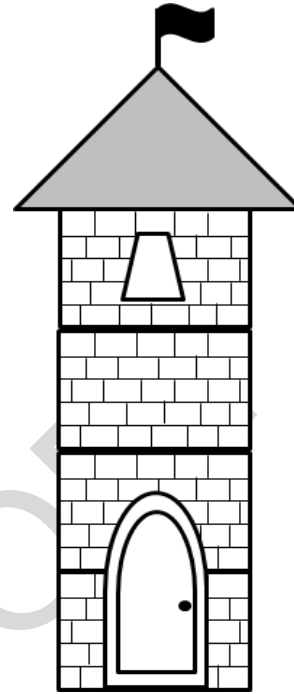
## Week 4 - Dreams and Wishes



### Think and Tell

Draw your work tower. Write your wishes and dreams in your tower. Share it with your classmates.

What do you wish for yourself?  
What do you wish for your family?



### Try and Learn

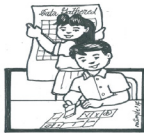
Arrange the events as they happened in the story “Tower to the Moon” that your teacher read.

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



## Remember

The sequence is the order in which events take place. Understanding the sequence of events can help you know what is happening and why it happens.



## Do and Learn

Write 1-5 to sequence the events as they happened in the story “In a Minute.”

- \_\_\_\_\_ Mother told Juana to close the door of the room. Juana said, “In a minute.”
- \_\_\_\_\_ Mother asked Juana to get a glass of water. She said, “In a minute, Mother.”
- \_\_\_\_\_ Juana saw the feathers scattered all around the room.
- \_\_\_\_\_ The cat entered the room and saw Juana’s pet parrot.
- \_\_\_\_\_ Juana cried and cried. She no longer said “In a minute.”



## Find Out and Learn

Read the paragraph. Pay attention to the words in boldface. Pronounce them the way your teacher did when he/she read the story.

The king sits on a high **throne**. He wants to **go** to the moon. **So** he commands a carpenter and his men to build a tower for him. They think of a way to build a tower. They **post** a **notice** to gather all the boxes in the kingdom. The carpenter and his men know that the boxes will not be enough to build a tower.

Where does the king sit?  
What does he want to do?  
What do they post to gather all the boxes?  
Could they build a tower with the boxes? Why? Why not?



## Try and Learn

### Exercise 1

Read other words with long o.

go	code	bone	rope	throne
so	rode	cone	stove	notice

### Exercise 2

Read the phrases.

the dog's bone  
an ice cream cone  
use the code  
rode to a cove  
poke with a pole

### Exercise 3

Read the sentences.

- I gave my dog a bone.
- Don't drop the ice cream cone.
- Use the code to open the door.
- We rode to the cove. It was fun!
- Poke him with a pole, so he can move.

## Exercise 4

Read the rhyme.

### Who's Afraid?

Grace U. Rabelas

One day I heard a different tone  
It woke me up  
It chilled me to the bone  
"What could it be?" I spoke alone.  
Will I open  
Or close tightly my door?  
After a while I heard it no more  
Well, I hope it's just Rome  
With a brand new joke  
Every time he comes home.

Recite the rhyme in unison, by groups, or individually.  
Do a choral recitation of the poem afterwards.



### Do and Learn

Fill in each blank with the correct word to complete the rhymes.

joke      open      code      rope

Tie a \_\_\_\_\_.  
To \_\_\_\_\_ the door.  
Or try the \_\_\_\_\_.  
It's not a \_\_\_\_\_.

alone      bone      cone      home

Give the dog a \_\_\_\_\_.  
Eat the ice cream \_\_\_\_\_.  
Clean your room \_\_\_\_\_.  
And be happy to be \_\_\_\_\_.



## Read and Learn

Read the poem.

### Cooking in the Kitchen

When you're cooking  
in the kitchen,  
You're learning all the while —  
To pour and measure,  
mix and stir  
And sift flour into a pile.

Wash your hands  
before you start  
Then gather up the gear -  
Like pots and pans and  
measuring cups  
That you use throughout  
the year.

Go over the recipe,  
step-by-step,  
So you'll know just what to do.  
By carefully following  
the directions,  
It won't be hard for you.

Have a hot pad handy  
And a grown-up standing by—  
So you won't hurt yourself  
When using the stove or baking  
a pie.

Besides the fun and learning,  
There's always cleaning up  
to do,  
And even though it's quite  
a chore,  
It's part of cooking, too.

But after all the work is done,  
It will soon be time for dinner.  
And when someone asks  
for seconds,  
You'll know you've cooked  
a winner!

<http://www.canteach.ca/elementary/songspoems77.html>

1. List down three reminders when cooking

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. What other reminders can you add to the list?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_



### Think and Tell

Say something about each picture.



### Try and Learn

Arrange the set of activities as mentioned in the poem.

Clean up.

Go over the recipe step-by-step.

Wash your hands.

Prepare the pots, pans, and other needed materials.

Serve the dinner.





## Do and Learn

A. Arrange the steps in baking a cake.

1. Put the mixture in the oven.
2. Mix all the ingredients.
3. Let the cake cool down.
4. Put some icing or frosting on the cake.

B. Number the sentences in the order a sandwich is made.  
Susan made a peanut butter and jelly sandwich.

- \_\_\_\_\_ Finally, she ate it.
- \_\_\_\_\_ Next, she spread jelly on another slice of bread.
- \_\_\_\_\_ After spreading the jelly, she put the two slices of bread together.
- \_\_\_\_\_ First, she spread peanut butter on one slice of bread.



## Learn Some More

What are the steps in cooking scrambled eggs? Complete the process by supplying the missing steps.

1. Break one or two eggs in a bowl and add a pinch of salt.
2. \_\_\_\_\_
3. Heat a little oil in the pan.
4. \_\_\_\_\_



## Find Out and Learn

Read the paragraph.

Gabbie helped her mother bake their favorite cake. First, they prepared the baking tin, spoon, bowl, and other utensils. Then, they gathered all the ingredients for the cake like flour, sugar, butter, milk, chocolate, and some eggs. After everything was ready, they mixed all the ingredients in the bowl. Next, Mother poured the mixture in the baking tin. Then, she placed it inside the oven. After an hour, the cake was ready. Gabbie added some icing and fruits on top of the cake. Everybody enjoyed Gabbie's special chocolate cake.

Answer the questions.

1. What did Gabbie and her mother bake?
2. What did they prepare before baking the cake?
3. What ingredients were used to bake the cake?
4. What did Gabbie add on top of the cake?
5. Why do you think everybody enjoyed the cake?
6. Which nouns can be counted? Which nouns cannot be counted?



## Remember

**Count nouns** are nouns which can be counted as one or more.  
**Mass nouns** are nouns which cannot be counted. Generally, they cannot be pluralized.



## Try and Learn

Read the poem. Identify the count nouns and mass nouns.

### I Love the Market

Grace U. Rabelas

Today I will visit the old market  
Buy some goods and fill my basket  
Tomatoes, potatoes, and a kilo of meat  
For the soup and stew that I love to eat.

I would care for some apples and bananas, too,  
Peanuts, rice, and corn, a kilo of them will do  
Then a bottle of vinegar and a jar of spices.  
Cabbage, lettuce, vegetables of all sorts and sizes.

If there will be coins left in my pocket,  
I will buy my favorite box of chocolate.  
Going to the market I simply love to do.  
I think you'll love doing it, too.



## Learn Some More

Your mother sent you to the market/grocery store. With a partner, prepare a list of things you are going to buy.



### Market List

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



## Do and Learn

Listen as the teacher says the steps and shows you how to prepare fruit salad.

First, wash the fruits.

Next, peel the fruits.

Then, slice the fruits into small cubes or pieces.

Then, mix the fruits together with milk or cream.

Lastly, share the salad with everyone.



## Remember

The words first, next, then, and lastly are called **signal words**. Signal words introduce the steps in a process or a sequence of events.



## Write about It

Here are three tasks for you. Write the directions for each task.

- A. Write directions for crossing the street.
- B. Write directions for brushing one's teeth.
- C. Write directions for cooking rice.

First, \_\_\_\_\_

Next, \_\_\_\_\_

Then, \_\_\_\_\_

Finally, \_\_\_\_\_

## Week 5 - Giving Care, Getting Wise




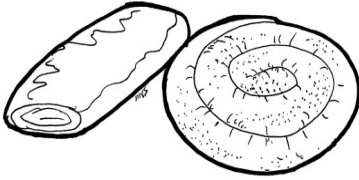




### Think and Tell



What do you notice about the girl in the picture? How do you know that the girl is sick? Have you ever been sick? What made you feel better when you were sick?

Listen to your teacher as he/she reads the story “Haluhalo Espesyal.”

A. 	B. 
C. 	D. 
E. 	F. 

Which of the six events happened first?

What happened second? What happened last?



## Try and Learn

A. Recall how Lola Itang prepared the *haluhalo*. Arrange the steps in preparing the *haluhalo*.

Pour the milk. Add a spoonful of *ube* and a slice of *leche flan*.

Mix everything using a long spoon.

Fill half of the tall glass with the following sweets: beans, banana, *nata de coco*, *gulaman*, and jackfruit.

Add sugar, and then fill the remaining half of the glass with shaved ice.

B. Listen to your teacher as he/she reads another short story. Arrange the pictures of the events as they happened in the story.

A.



B.



C.



D.





## Find Out and Learn

This is Lola Itang's special *haluhalo*. Name the ingredients of Lola Itang's *haluhalo* and classify them as count nouns or mass nouns.



Count Nouns	Mass Nouns



## Read and Learn

Read the paragraph.

Lola Itang is busy in the kitchen. She is busy preparing Jackie's favorite treats. She has just finished baking the rice cakes. Lola Itang's rice cakes have a sprinkling of coconut shreds. They have slices of cheese on them. Then, she cooked a pot of *champorado*. While cooking *champorado*, she took out from the oven the *ensaymada* that she also baked. She spread a teaspoon of butter and a spoonful of sugar on the *ensaymada*.

Lola Itang has the best *haluhalo*. She mixes all sorts of nice things in her glasses of *haluhalo*. She puts slices of *nata de coco*, spoonfuls of *ube jam*, and slices of *leche flan*. Then she adds a half cup of milk and shaved ice. The *haluhalo* looks delightful with its swirl of colors.

- What is placed on top of Lola Itang's rice cakes?
- What else are placed on the rice cake?
- What did Lola Itang cook?
- What did she spread on the *ensaymada*?
- What food did Lola Itang prepare?
- What ingredients did she put in the *haluhalo*?
- What made the *haluhalo* look delightful?



### Try and Learn

Read the phrases.

sprinkling of shredded coconut  
 slices of cheese  
 a pot of *chamorado*  
 a dab of butter  
 a spoonful of sugar  
 glasses of *haluhalo*  
 bits of *nata de coco*  
 slices of *leche flan*  
 spoonful of *ube* jam  
 a half cup of milk  
 shavings of ice  
 a swirl of colors



### Remember

**Quantifiers** or **counters** are expressions of quantity. We use quantifiers to tell us how much or how little the mass nouns are. Some quantifiers are **much, many, lots of, a little of, a bit of, a piece of, a glass of, a kilo of, or a pound of.**

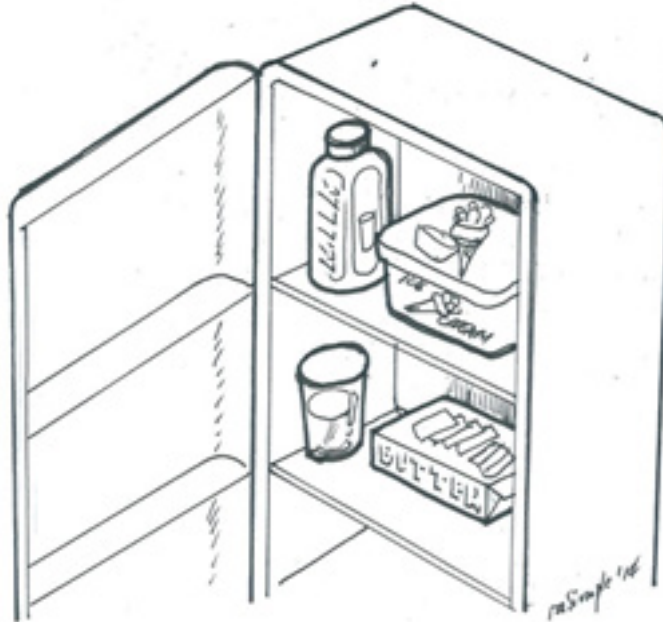




## Do and Learn

What's in the Refrigerator?

A. List down the food items inside the refrigerator. Use quantifiers for the mass nouns.



B. Complete the lines of the poem with the appropriate counter or quantifier. Choose the quantifier from the box.

Today I will bake my favorite pie.  
A treat for mother and my Aunt Sie.  
First, I will sift a \_\_\_\_\_ of flour.  
Add a \_\_\_\_\_ of yeast. Mix and leave the dough for an hour.  
Later, I will put two \_\_\_\_\_ of sugar.  
A \_\_\_\_\_ of milk, I'll be sure it's not vinegar.  
A couple of eggs would add some flavor.  
A \_\_\_\_\_ of vanilla and honey would do me a favor,  
Of making my pie the best that they could savor.

spoonful   cup   kilo   teaspoon   can



## Learn Some More

Choose the correct counter/quantifier for the mass nouns from the box to complete the phrases.

handful  
bottle  
plateful

box  
bowl  
basket

cup  
jar

1. A \_\_\_\_\_ of chocolates



2. A \_\_\_\_\_ of peanuts



3. A \_\_\_\_\_ of grapes



4. A \_\_\_\_\_ of fries



5. A \_\_\_\_\_ of water



6. A \_\_\_\_\_ of soup



7. A \_\_\_\_\_ of coffee





## Find Out and Learn

Read the words.

pure  
sure

sugar  
cure

What is the common sound in these words?

Read other words with the long **u** sound.

cube  
use

fuse  
amuse

excuse  
muse

cute  
tube

huge  
tune



## Try and Learn

### Exercise 1

Read aloud the following sentences.

1. **Sugar** is sweet. What do you use sugar for?
2. A bus is **huge**. Name other things which are huge.
3. I feel good when I hear my favorite **tune** on the radio.  
Do you have a favorite **tune**? What is your favorite **tune**?
4. I want a **cube** of ice in my glass of water.
5. I will **use** a long spoon for the *haluhalo*.
6. Father needs to change the **fuse** so he can turn on the lights.
7. The children were **amused** by the clown's magic tricks.
8. I will be absent from class. So, I wrote an **excuse** letter.
9. The pretty girl was chosen to be the **muse** of the class.
10. Hello Kitty looks **cute**.

## Exercise 2

Read the phrases.

tune of the piano  
pure sugar  
the huge cube  
excuse letter  
clean utensils

## Exercise 3

Read the sentences.

The tune of the piano makes me sad.  
Pure sugar is really sweet.  
The huge cube fell from the roof.  
The teacher signed the excuse letter.  
We use clean utensils.

## Exercise 4

Read the rhymes.

1. Huge Uncle Luke looks like a real duke.  
Yesterday he was in the news.  
For the old pipe he blew  
Played a tune no one knew.
2. The cute little muse ate a cube of sugar  
And drank a tube of pure juice.  
She thought it's a sure cure  
For the fume that made her mute.



## Read and Learn

### The Milkmaid

Mutya, the Milkmaid, was going to the market carrying a huge pail of pure milk on her head. She hummed a happy tune while walking. As she went along, she began thinking of what she would do with the money she would get for the milk. "I'll buy some chicken from Mang Tomas," said she, "and they will lay eggs each morning, then I will sell the eggs to the mayor's wife. With the money that I will get from the sale of the eggs, I'm sure I can buy myself a cute dress and a hat; and when I go to the market I would be a muse. Won't all the young men come up and speak to me! Ana will be that jealous, but I don't care. I shall just look at her and toss my head like this." As she spoke, she tossed her head back, the pail fell down, and all the milk was spilled. She had to go home and tell her mother what happened.



## Talk about It

1. What did Mutya plan to buy with her money?
2. When did she stop thinking about her plans?
3. How did she feel about the spilt milk?
4. How do you think her mother feel?
5. What advice do you think did her mother give her?
6. If you were Mutya, what would you do?
7. How can Mutya realize her plans?
8. How can you realize your own plans?



## Do and Learn

Using the events in the story, write or draw in each box to show the story sequence.

### Storyboard

In the beginning...	And then...
Suddenly...	And then...
And then...	In the end...



## Remember

**Graphic organizers** are charts or visuals which are used to represent what we think of. They can help us understand what we read. In sequencing events, we use organizers like the storyboard, flow chart, story train, chain of events chart, and sequence chart.



## Learn Some More

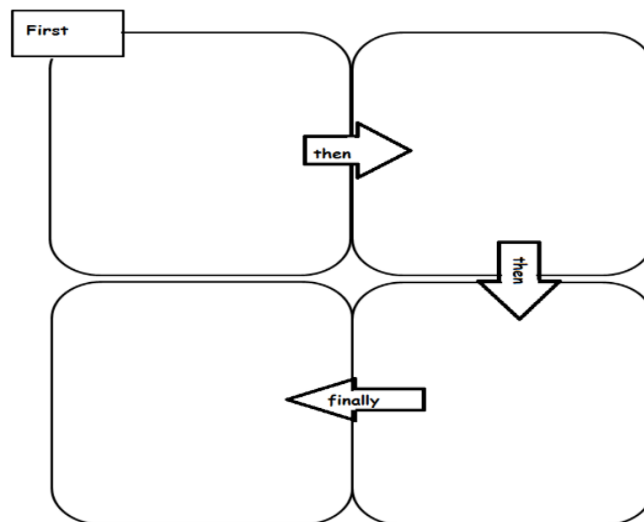
Arrange the events to form a story. Write each event in the appropriate box in the chart. Be guided by the signal words.

### Story A

- Pepito saw an old woman who was having a hard time crossing the street.
- He approached the old woman and offered help, and the latter gladly accepted the offer.
- When the two reached the other side of the street, the old woman gave Pepito a big seed. It was her way of thanking him.
- When Pepito got home, he planted the big seed. The next morning he found a money tree in the place where he had put the seed!

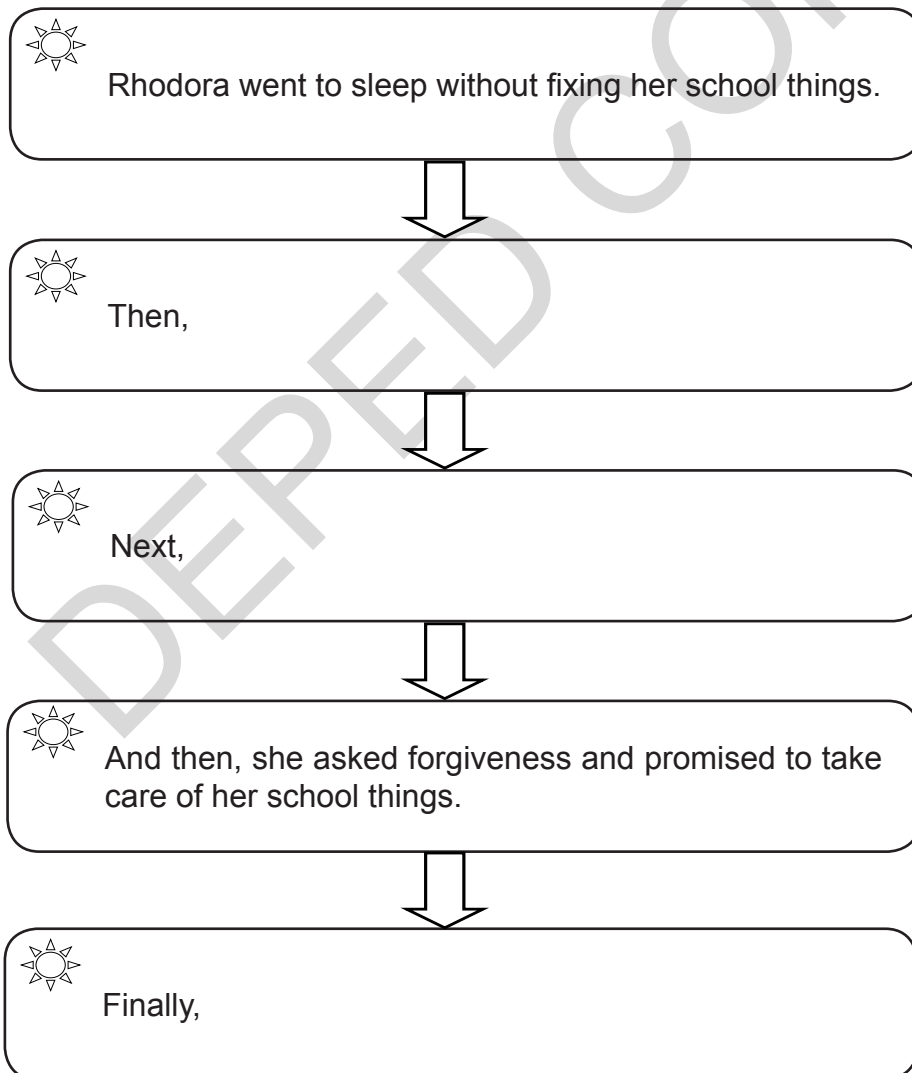
Name: \_\_\_\_\_

### Here's What Happened



## Story B

- One evening, Rhodora went to sleep without fixing her school things. While she was sleeping, she was interrupted by some noises.
- Those were her school things – the bag, books, notebooks, pens, and papers. They all came alive!
- Her school things were mad at her for not fixing them.
- Rhodora asked forgiveness from her school things and promised to take care of them. Suddenly, she opened her eyes realizing everything was just a dream.





## Story C

Retell the story by sequencing the events in the chain of events organizer.

### **The Bundle of Sticks**

(Aesop)

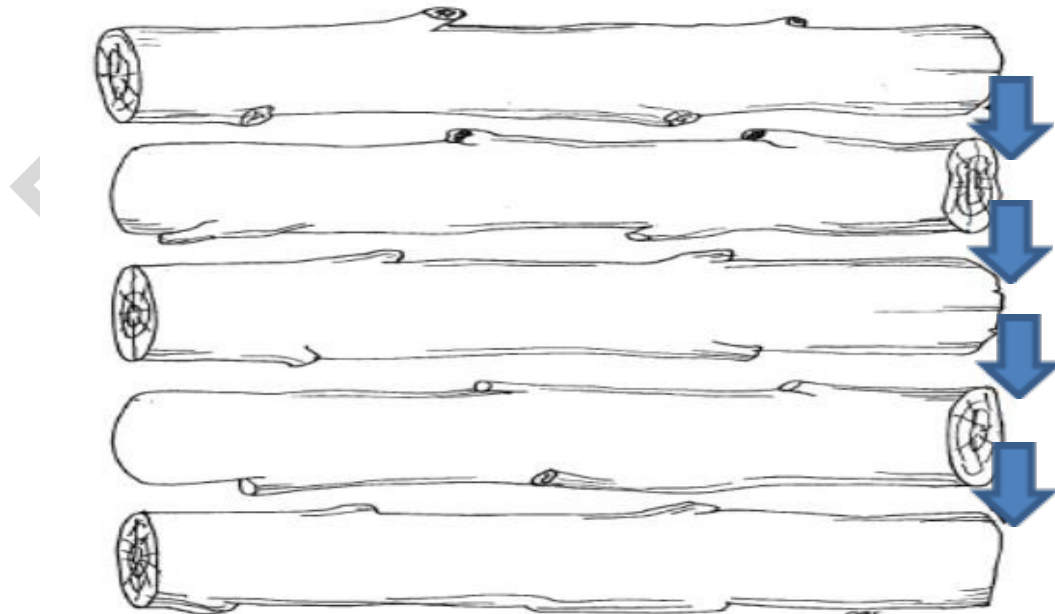
An old man who was about to die called his sons to give them some parting advice. He ordered his servants to bring in a bundle of sticks, and he told his eldest son, "Break it."

The son strained and strained, but with all his efforts, he was unable to break the bundle. The other sons also tried, but no one of them was successful.

"Untie the sticks," said the father, "and each of you take a stick."

When they had done so, he called out to them:

"Now, break," and each stick was easily broken. "Do you see what I mean?" asked their father.



## Week 6 - Feeling Happy about Oneself



### Think and Tell



When do you feel happy?  
When do you feel sad?  
When do you feel excited?  
Tell something about it.

You may start your statement with-

*I feel happy when...*

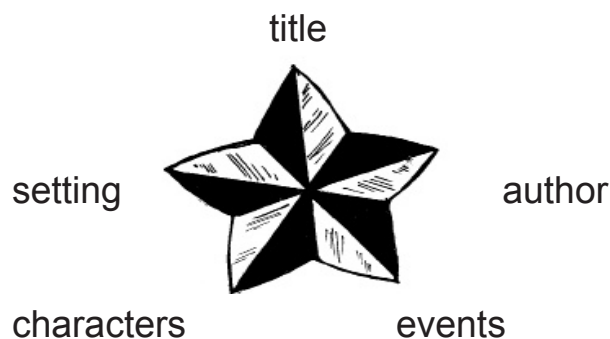
*I feel sad when...*

*The last time I felt excited was when...*



### Do and Learn

Listen to your teacher as he/she reads the story “The Old Man, His Son and the Donkey.” Retell the story using the story star. Say something about the feelings and traits of characters in the story from the sentences your teacher will read.





## Remember

We can **infer** or guess the traits and feelings of characters by what they say, what others say about them, by what they think and feel, and by what they do.



## Try and Learn

Listen to the story “The Lion and the Mouse.”

Choose the best word that completes the sentence.

1. The lion roared at the mouse, put his paw over her and said, “I will eat you.” The lion was \_\_\_\_\_.  
A. playful      B. powerful      C. tearful
2. The mouse was \_\_\_\_\_ the lion.  
A. afraid of      B. angry with      C. ashamed of
3. The lion laughed and said, “I am strong. How could you ever help me?” The lion thought that the mouse was \_\_\_\_\_.  
A. foolish      B. selfish      C. serious
4. The lion tried to break the net, but the rope was strong. The lion felt \_\_\_\_\_.  
A. careless      B. friendly      C. helpless
5. “You saved my life. Thank you,” said the lion to the mouse. The lion was \_\_\_\_\_.  
A. cheerful      B. thankful      C. thoughtful



## Do and Learn

Tell the feeling or trait of the character.

- “You must be very tired, Father. You have worked all day. May I help you row the big boat?” said the child. What does the child feel? (angry, sad, worried). We can tell that the child is (respectful, concerned, kind).
- “Snake! Snake!” cried Blanca who jumped out of the barn. Blanca was (happy, afraid, angry).
- “Oh! Father,” said the little frog. “I just saw the biggest animal in the world. You have never seen an animal that was as big as a hill. It had horns on its head.” The little frog was (surprised, tired, ashamed).
- “I can make myself as big as he is,” said the old frog. The old frog is (excited, proud, terrific). We can tell that the old frog was (helpful, boastful, shameful).
- “I cannot fly! I shall fall! I know I shall fall!” said the little hawk. The little hawk was (sad, weak, nervous).



## Find Out and Learn

A. Read the paragraph.

A man wanted to sell his son’s donkey. He needed money for his wife’s medicine who had been sick for a week. He brought the donkey to the market. First, he went to a friend’s store.

“Could you buy my donkey?” he asked.

“I’m sorry I have no use for a donkey,” the friend replied. So, the man went to Francis’ bookshop. “Could you buy my donkey?” he asked.

“No, I have a truck that carries my goods,” Francis said. Then, he went to an old lady’s pet shop. “Your donkey is too old for a pet,” complained the old lady.

As the man was looking for somebody to buy his donkey, he met the baker’s wife. “My husband is looking for a donkey to carry the sacks of flour from the port,” she said. The man went to the baker and sold his son’s donkey. He said, “Now I have money for my wife’s medicine.”

1. What did the man want to sell?
2. What was the money for?
3. What kind of husband was he?
4. Where did the man go first?
5. Where did he go next?
6. Where did he go after the bookshop?
7. Whom did he meet?

B. Read the phrases.

son’s donkey  
wife’s medicine  
friend’s store  
Francis’ bookshop  
old lady’s pet shop  
baker’s wife



### Remember

**Possessive nouns** express ownership or possession.

- ✓ To make most singular nouns show possession, add an apostrophe s. (’s)
- ✓ However, for singular nouns that end with -s, add an apostrophe after -s to show possession. (s’)
- ✓ For plural nouns that end in -s, add an apostrophe after the s to show possession. (s’)



## Try and Learn

### Exercise 1

Match the community helpers with their possessions. Write the correct form. The first one is done for you.

camp	police officer	<u>police officer's whistle</u>
pen	writer	_____
net	fisherfolk	_____
Bible	Boy Scouts	_____
baskets	firefighter	_____
license	clerk	_____
hose	priest	_____
blackboard	driver	_____
keys	teacher	_____
	vendors	_____

### Exercise 2

Read each sentence. Change the underlined phrase to show ownership or possession.

1. The bike of Kobi was bought by his father.
2. The doll of my sister was a gift from her godmother.
3. The basketball of my cousin got lost yesterday.
4. The toy house of the twins looks exciting.
5. The toy car of Jess is new.

### Exercise 3

Write the correct possessive form of the given noun in the blank.

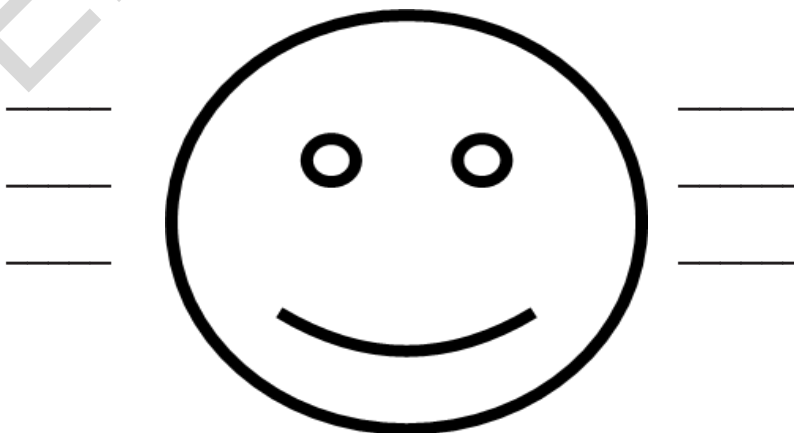
It will be (birthday of Mika) \_\_\_\_\_ next Saturday. Her parents are preparing a party for her. Mother ordered the birthday cake at (the bakeshop of Agnes) \_\_\_\_\_. She has the invitations printed at (the Print House of Macy) \_\_\_\_\_.

She will be preparing (favorite of Mika) \_\_\_\_\_ party food. Meanwhile, Father bought some pink and white balloons at (the Toy Balloons of Coco) \_\_\_\_\_. All of the (friends of the children) \_\_\_\_\_ are invited. Mika cannot seem to wait for Saturday. She is very excited.



### Think and Tell

Write words that you associate with the word "happiness" around the smiley.





## Read and Learn

### Happiness

(from the 1985 TV special You're a Good Man, Charlie Brown)

Happiness is finding a pencil  
Pizza with sausage  
Telling the time  
Happiness is learning to whistle  
Tying your shoe for the very first time!  
Happiness is playing the drums in your own school band  
And happiness is walking hand in hand.

Happiness is two kinds of ice cream  
Knowing a secret  
Climbing a tree  
Happiness is five different crayons  
Catching a firefly  
Setting him free.

Happiness is being alone every now and then  
And happiness is coming home again.

Happiness is morning and evening  
Daytime and nighttime, too.  
For happiness is anyone and anything at all,  
That's loved, by you!

Happiness is having a sister  
Sharing a sandwich  
Getting along!

Happiness is singing together when day is through  
And happiness is those who sing with you.  
Happiness is morning and evening  
Daytime and nighttime too.  
For happiness is anyone and anything at all,  
That's loved by you!





## Talk about It

A. Answer the following questions.

- According to the poem, what is happiness?
- Why does the poem say that all of these make people happy?
- What makes you happy? Why do these make you happy?
- What do you do when you are happy?
- Does everything that you love make you happy?
- Do you love doing the things that make you happy? Why? Why not?
- Who makes you happy?
- How can you make others happy in return?

B. Present the poem in a choral recitation.



## Find Out and Learn

Write an acrostic poem about happiness. Think of a word or phrase using the letters in the word “happy.”

H  
A  
P  
P  
Y



## Remember

An **acrostic** is a poem in which the first letter of each line spell out a word or phrase.



## Do and Learn

### Group Poem

1. Write an acrostic about a feeling or trait (kind/kindness, honest/honesty, surprise, sadness etc.)

Example:

**K**eeping a friend  
**I**n good times and  
**N**ever leaving them  
**D**uring bad times

2. Recite your poem in class.



## Write about It

Write an acrostic using the letters of your name. Write something about yourself or how you feel.

Example:

**A** friend  
**N**ice and great  
**A**lways happy



## Find Out and Learn

Read aloud the sentences. Notice the underlined words.

Happiness is two kinds of ice cream,  
It is sharing a sandwich and catching a firefly.

Happiness is daytime and nighttime.  
It is anyone and anything loved by you.



## Remember

A **compound word** is made up of two words. Its meaning is different from the meaning of each word that makes up the compound word.

- ✓ Some compound nouns are made up of two short words that appear as one.

Examples:

backyard  
wallpaper

grandmother  
doormat

- ✓ The hyphenated compound noun is formed when two or more words are connected by a hyphen.

Examples:

commander-in-chief

father-in-law

- ✓ Some compound nouns are written as two words.

Examples:

lawn tennis

water lily

fairy tale



## Try and Learn

### Exercise 1

Read the poems. Identify the compound nouns.

1. My house is at the hillside.  
Where a tree nearby has a beehive  
One day, a careless passerby

Bumped into it and let the bees fly  
 Why he did it  
 I don't know why.

- I'm always happy to take a walk with my Lola  
 Near her house is a path that leads to marvelous sights:  
 Grasshoppers jumping on a sea of sunflowers  
 Butterflies fluttering over bluebells, buttercups, and sweet peas  
 A sunbeam catching a ladybug hiding in a rose bush  
 A pair of love birds playing in a bird bath

## Exercise 2

Form compound words from the word pairs.

- class + mate =
- tooth + paste =
- meat + balls =
- sugar + cane =
- home + work =



## Do and Learn

- A. Form compound words from the words in box A and box B.  
 Write the words in your notebook.

Example: passer + by = passerby

A			B		
bake	fire	heart	shop	robe	fan
fairy	bath	table	cloth	by	room
passer	soy	you	man	book	bud
role	rose	swimming	beat	bean	tube
			tale	pool	play

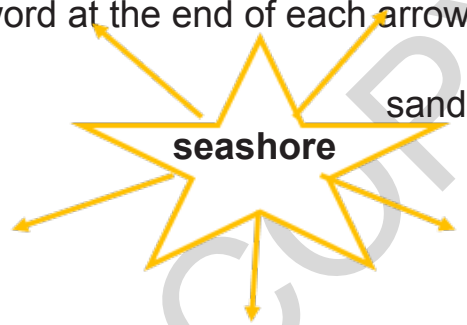
B. Choose five (5) compound words and use each in a sentence.

## Week 7 - Fun Outside



### Think and Tell

What comes to mind when you see the word seashore? What do you see in it? Write a word at the end of each arrow. An example is given.



### Find Out and Learn





## Try and Learn

Read the words. Figure out the meaning of these words/phrase as used in the sentences.

journey      decided      seashore      bruised and bloodied

It was summer. The Solomon family wanted to go on a journey. Dad wanted to go to Cebu. Mom wanted to go to Bohol. Mark and Benedict wanted to go to Boracay. They love going to the ocean.

In the end, the family decided to go to Boracay. They went to the seashore right away. The sand on the beach was fine and white. There were boats with white sails on the blue sea.

Mark built a sand castle. Benedict decided to ride a bike but he bumped into a rock and fell. He got all bruised and bloodied.

Benedict was sad. He could not swim that day.



## Read and Learn

### Mouse at the Seashore

Arnold Lobel (slightly simplified)

A mouse told his mother and father that he was going on a trip to the seashore.

“We are very alarmed,” they cried. “The world is full of terrors. You must not go!”

“I have already decided,” said the Mouse firmly. “I have never seen the ocean, and it is high time that I did. Nothing can make me change my mind.”

“Then we cannot stop you,” said Mother and Father Mouse, “but do be careful.”



Early the next day, the Mouse began his journey. Even before the morning had ended, the Mouse came to know trouble and fear.

A cat jumped out from behind a tree. "I will eat you for lunch," he said.

It was a narrow escape for the Mouse. He ran for his life but he left part of his tail in the mouth of the cat.

By afternoon, the Mouse had been attacked by birds and dogs. He had lost his way several times. He was bruised and bloodied. He was tired and frightened.

At evening, the Mouse slowly climbed the last hill and saw the seashore spreading out before him. He watched the waves rolling onto the ocean, one after another. All the colors of the sunset filled the sky.

"How beautiful," cried the Mouse. "I wish that Mother and Father were here to see this with me."

The moon and the stars began to appear over the ocean. The Mouse sat silently on top of the hill. He felt very happy and peaceful.



### Talk about It

Answer the following questions.

1. Who was going on a trip to the seashore?
2. What did his parents say?
3. Did he still push through with his plan? What did he say to his parents?
4. What happened to him on his journey to the seashore?  
What happened in the first light of dawn?  
What happened by afternoon?
5. When and how did he reach the ocean he has been

- dreaming to see?
6. What kind of mouse is he? If you were the mouse, would you take same action as he did? Why or why not?
  7. What have you learned from the story “The Mouse at the Seashore?”
  8. Do you have a dream/an ambition in life? What is it?
  9. What will you do to achieve your dream/ambition?
  10. If you meet some challenges along your way, will you give up? Why? Why not?



### Think and Tell

Listen as the teacher reads the following sentences. Notice how the underlined words are read.

- a. Mouse had one big wish.
- b. He wanted to go to the seashore.
- c. His parents could not change his mind.



### Find Out and Learn

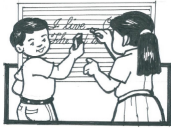
How are the underlined words pronounced?  
How are the letters **sh** in the words pronounced?  
How are the letters **ch** in the word pronounced?



### Remember

A **digraph** has two consonants that make one sound.  
(sh, ch, sh)





## Try and Learn

Compare how the following words are pronounced.  
Listen as the teacher reads the word. Then, read after the teacher.

/sh/	/ch/	/k/	/sh/
shore	change	choir	chemise
wish	church	chorus	chic
shoreline	chores	choral	parachute
shell	children	chaos	chandelier
shop	chant	school	Chantal
shepherd	chart	schedule	Chicago



## Do and Learn

Read the phrases and underline the words with **sh** and **ch** properly.  
Tell whether the word has /ch/, /k/, and /sh/ sound.

a wide shoreline  
 change for the better  
 studious children  
 a choir of angels  
 a parachute ride

wish for the best  
 a good shepherd  
 a hectic schedule  
 an old church  
 a beautiful school



## Learn Some More

Read the sentences and underline the words with **sh** and **ch** properly.

1. I was fascinated by the wide white shoreline I've seen in Boracay island.
2. There is also an old church located in the place.
3. I love to watch a parachute ride by a group of experts.
4. Chantal took photographs of schoolchildren inside their beautiful school.
5. We had a hectic schedule on that day yet it was fun and enjoyable.



## Read and Learn

Read the following poems. Pay attention to the words with **sh** and **ch**.

### Shakira Shepherd

Brook Pieri

Shakira Shepherd counted sheep:  
one sheep two sheep three sheep four,  
shuffling through her bedroom door.  
And when she drifted off to sleep,  
she dreamed of those four shaggy sheep:  
one sheep two sheep three sheep four,  
eating shortcake off her floor!

### The “Ch” Food Song

I like cheese, yes, I do.  
And my tummy loves it too.  
I like cherries, yes I do.  
And my tummy loves it too.  
I like Chinese food, yes, I do.  
I like chicken, yes, I do.  
And my tummy loves it too.

### Shiela Sells Seashells

Shiela sells seashells  
by the seashore.  
The shells that she sells  
are seashells, I’m sure.  
So, if she sells seashells  
by the seashore,  
I’m sure that the shells  
are seashore shells.



## Talk about It

Look for words in the poem with sh and ch sounds. Classify these words according to their sound. Write them on the appropriate column.

sh sound	ch sound



## Think and Tell

Read the words inside the box.

What do you call these words?

Which nouns can be seen, heard, smelled, tasted?

Which words can be felt?

beach	mouse
cat	tree
dogs	peace
fear	seashore
trouble	birds



## Remember

- ✓ **Concrete Nouns** are nouns that can be seen, heard, smelled, tasted, or felt.

Examples: cat      birds      stone      water

- ✓ **Abstract Nouns** show virtues, traits, characteristics, or qualities. They cannot be seen, heard, smelled, or tasted.

Examples: peace      contentment      happiness



## Try and Learn

### Exercise 1

Pick out the concrete nouns in each sentence. Write your answers in your notebook.

1. On Benedict's 7th birthday, he received a new bicycle, a remote control toy car, and a ball.
2. John Mark's mother bought apples, grapes, and mangoes for him and his brother.
3. Miss Datuin loves reading books, magazines, and newspapers.
4. Which do you prefer to eat— a banana cake or a chocolate cake?
5. Do plants need good soil, water, and sunlight in order to grow?

### Exercise 2

Look for the abstract noun in each sentence. Write them in your notebook.

1. I should have patience while waiting for Christmas.
2. Bogart had a happy childhood.
3. Humility is seen in her words and actions.
4. Alberto has much pride in his heart.
5. My grandfather Solomon has great wisdom.



## Do and Learn

Tell whether the underlined word is an abstract noun or a concrete noun. Write your answer in your notebook.

1. I will bring a glass of milk and cookies for my morning snacks tomorrow.
2. A new baby brings joy to a family.
3. "Juan Tamad" is a story that speaks of the laziness of the main character.
4. Courtesy and discipline should be observed when we go to sacred places.
5. The team Gilas Pilipinas won a trophy for being the first runner-up during the FIBA Asia Championship 2013 competition.



## Learn Some More

Complete the sentence with concrete or abstract nouns from the box.

lunch	typhoons	children	chores	honesty
faith	shores	peace	ball	happiness

1. Teach the young \_\_\_\_\_ to work in the house.
2. Tropical cyclones are sometimes called \_\_\_\_\_.
3. \_\_\_\_\_ is the best policy.
4. Don't let your mother do all the household \_\_\_\_\_.
5. The wild cat wanted a bigger mouse for its \_\_\_\_\_.
6. The waves from the Pacific race hug the \_\_\_\_\_.
7. If you have \_\_\_\_\_ in God, then everything will be fine and wonderful.
- 8-9. I don't want to receive any material thing for Christmas, all I want are \_\_\_\_\_ and \_\_\_\_\_.
10. Be sure to catch the \_\_\_\_\_ that I'm going to throw.



## Read and Learn

Have you seen an ark?  
Have you heard the story of Noah?

Noah is one of the most obedient men that had ever lived. Do you know why? God ordered him to make an ark and he followed obediently. Building an ark was a difficult job to do during that time, but Noah obeyed because he loved God and he knew God didn't want him to be disobedient.



## Talk about It

1. If you were Noah, would you build an ark? Why or why not?
2. What would have happened if Noah did not obey God's will?
3. Have you ever disobeyed an elder? What did you feel?  
What did you do?



## Write about It

Write a letter of apology to your parents saying how sorry you are for disobeying them.

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## Week 8 - Caring for the World



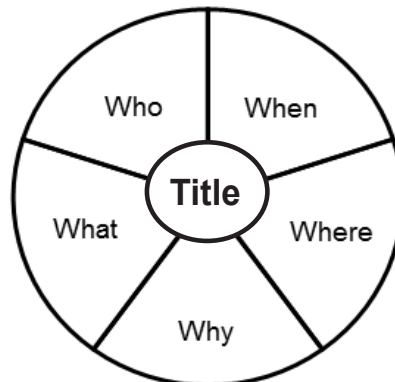
### Think and Tell

Look at the picture. Get a partner and talk about it.



### Try and Learn

Complete the story wheel with the details from the story listened to.



Who are the characters in the story?

When did the story happen?

Where did the story happen?

What is the conflict/problem in the story?

How was the problem solved?



## Find Out and Learn

Listen as the teacher reads the paragraph. Notice how he/she pronounces the words in boldface.

Pol Putol is a big **boy**. He is one of the three brats. Instead of playing with **toys**, he **destroys** things around him. He cuts trees in a **row**.

He does not **know** about taking care of the environment. He does not **show** concern for it.

One day, he learned a big lesson. He started to change his ways. He no longer **spoils** other people's days. People smile at his ways. He now **enjoys** being with people. He has learned to help Mother Earth **grow** trees.



## Read and Learn

Read the words with **oy**, **ow**, and **oi** sounds.

/oy/	/ow/	/oi/
boy	row	spoil
enjoy	know	voice
toy	show	choice
Roy	grow	soil



## Remember

A **diphthong** is a vowel sound that begins with the sound of one vowel and ends with the sound of another vowel as in **/oy/**, **/ow/**, **/oi/**.





## Try and Learn

Read the phrases with **oy**, **ow**, and **oi** sounds aloud.

A	B	C
a boy and his toy	a long row	spoiled brat
Joy and Roy	don't know how	fertile soil
Roy the young boy	a good show	right choice
Joy the young girl	plants to grow	golden voice



## Learn Some More

Read aloud the sentences. Pronounce the words with **oy**, **ow**, and **oi** sounds correctly.

1. Roy, the young boy has a new toy car.
2. Show your smile to everyone.
3. Poy told his friends that he has seen a long row of trees.
4. Now you can make a choice to join our club.
5. Plants grow well in fertile soil.

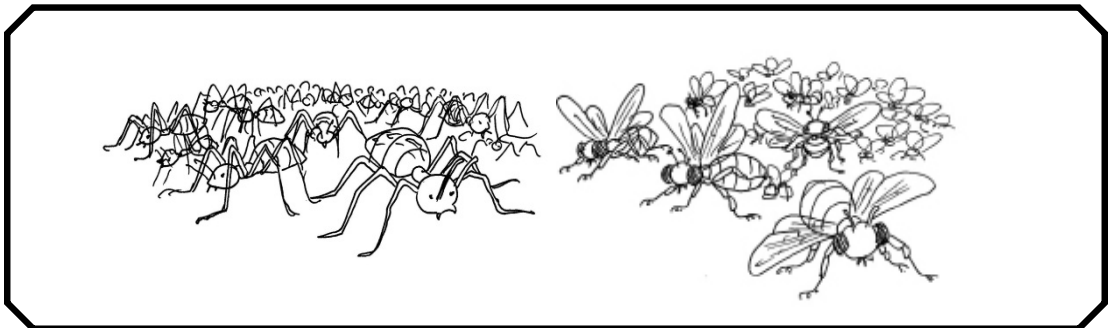
What words in the sentences have **oy**, **ow**, and **oi** sound?

What other words have **oy**, **ow**, and **oi** sounds?



## Think and Tell

Group into five and talk about the picture.





## Read and Learn

### The Flies and the Ants

Anonymous

Adapted by Jennalyn S. Datuin

A squadron of flies appeared one day  
In the ant village where all the ants stay.  
Upon hearing the sound, the soldiers got their guns  
Went to the palace of King Ant, where they were having fun.

In the king's palace was a very big feast,  
For the ants had killed the cruel fly beast.  
Some soldier ants broke into the King's room  
Informed the King that the ant kingdom was doomed.

The raging flies began a powerful attack;  
The unprepared ants were taken aback.  
"Run to the nearest hole," King Ant ordered.  
"So that none of you would be hurt and murdered."

A battalion of ant soldiers was ready to fight,  
The swooping squadron of flies was full of spite.  
The King ordered his ants to fill the ground with glue.  
The flies would be trapped, they can never let go.

When the squadron of flies swooped down to attack,  
All of them were trapped; they couldn't get back.  
The ants were joyful; for they knew they had won.  
They ran back to the palace to continue their fun.

The ant band played; a choir of ants sang.  
There was music and dancing; fireworks went BANG!  
Then King Ant spoke; there was silence in the hall:  
"We are all united. Congratulations to all!"

-Experiencing Language (Quezon City: Ateneo de Manila University Press, 1984)



## Talk about It

Answer the following questions.

1. Why is it important to be united in times of emergency?
2. What could have happened if the ants did not cooperate with the King?
3. Are you cooperative? How do you show it?



## Try and Learn

What do these words mean?

squadron

band

kingdom

battalion

choir



## Remember

- ✓ A **collective noun** refers to a group or a whole unit of persons, animals, places, or objects.
- ✓ **Squadron, battalion, band, and choir** are examples of **collective nouns**.

Examples of collective nouns:

an **army/battalion** of ants

a **set** of dishes

a **rank** of sailors

a **swarm** of bees

a **parliament** of owls

a **chain** of mountains/islands

a **series** of victories

a **bed** of oysters

a **squadron** of flies

a **pride** of lions

a **flock** of tourist/guest

a **flock** of birds

a **choir** of angels/singers

a **bouquet** of roses

a **tribe** of monkeys

a **school** of fish/whales

a **gang** of hoodlums

a **bunch** of bananas

a **bunch** of grapes

a **cast/troupe** of actors



**Do and Learn**

A. Which sentence has collective nouns?

1.

- A. The waiter served us fruit juice and oatmeal.
- B. A crowd of children and adults watched the street dancing.
- C. Her gems are expensive.

2.

- A. The students were amazed at the performance of the orchestra.
- B. The secretary is responsible for writing the minutes of the meeting.
- C. The tourists love to visit Hundred Islands in Pangasinan.

3.
  - A. Summer vacation is a fun time for everyone.
  - B. I love watching movies, collecting old coins, and travelling abroad.
  - C. A battalion of soldiers marched to the gate.
  
4.
  - A. Rence, Mark, and Benedict like watching Gilas Pilipinas basketball team play.
  - B. Teachers aim the best for their pupils.
  - C. As Bambina hears the bell ringing, she enters the room immediately.
  
5.
  - A. At last, I found my diamond ring.
  - B. Renato reviewed for the examinations last night.
  - C. Mr. Romyrick Dela Cruz taught Music in our class last Friday.

B. Read the words inside the box. Use these collective nouns to complete the paragraph below.

audience	crowd	choir	band	troupe
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A big \_\_\_\_\_ of people were in the open theater in the Rizal Park. They were watching a musical performance. Everyone in the \_\_\_\_\_ was so quiet as the \_\_\_\_\_ of musicians played a lilting number. This was followed by some songs sung by a \_\_\_\_\_ of singers. The dance \_\_\_\_\_ presented some folk dances. All the numbers were well applauded. The people enjoyed the show.



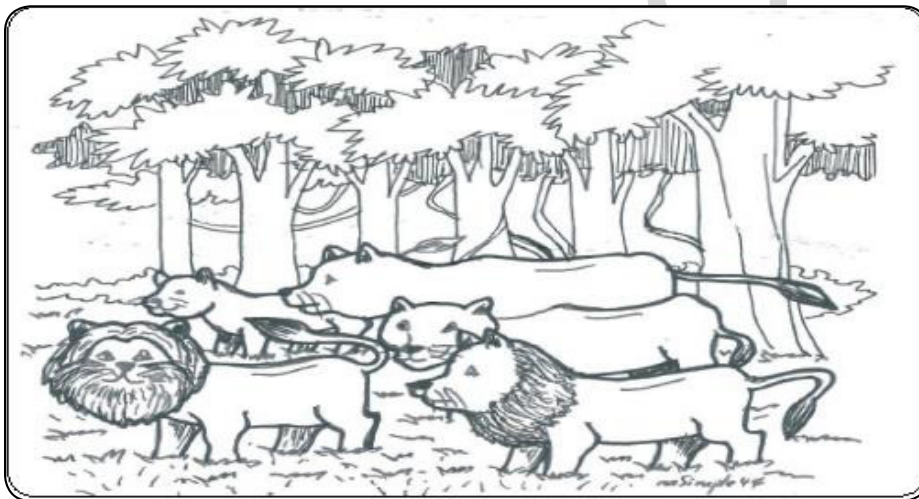
## Learn Some More

A. Fill in the blanks with the appropriate collective nouns.

1. a \_\_\_\_\_ of lions
2. a \_\_\_\_\_ of oxen
3. a \_\_\_\_\_ of cattle/goats
4. a \_\_\_\_\_ of gorillas
5. a \_\_\_\_\_ of soldiers

B. Use a collective nouns to describe the pictures. Do this in your notebook.

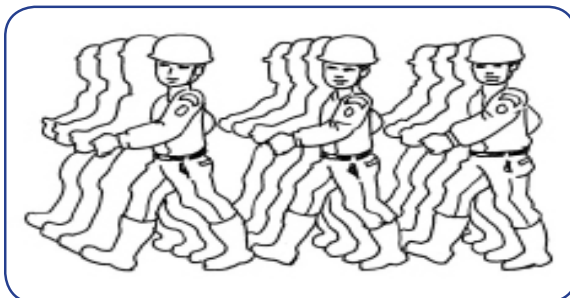
Example:



Say:

1. This is a **pride** of lions.
2. They are wild animals.
3. They live in the jungle.

1.



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2.

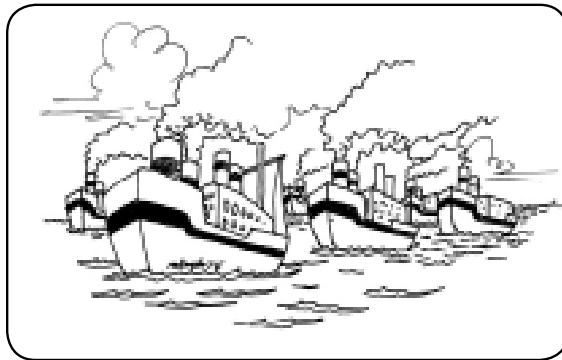


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3.



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4.

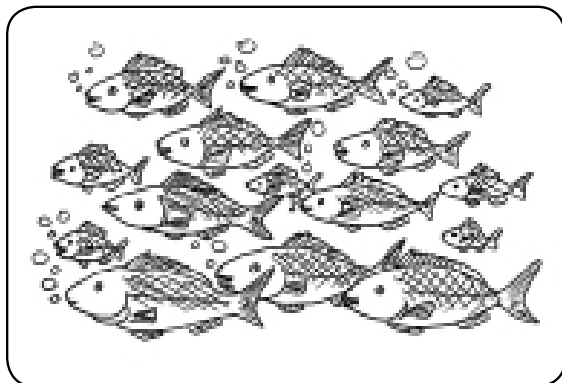


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5.



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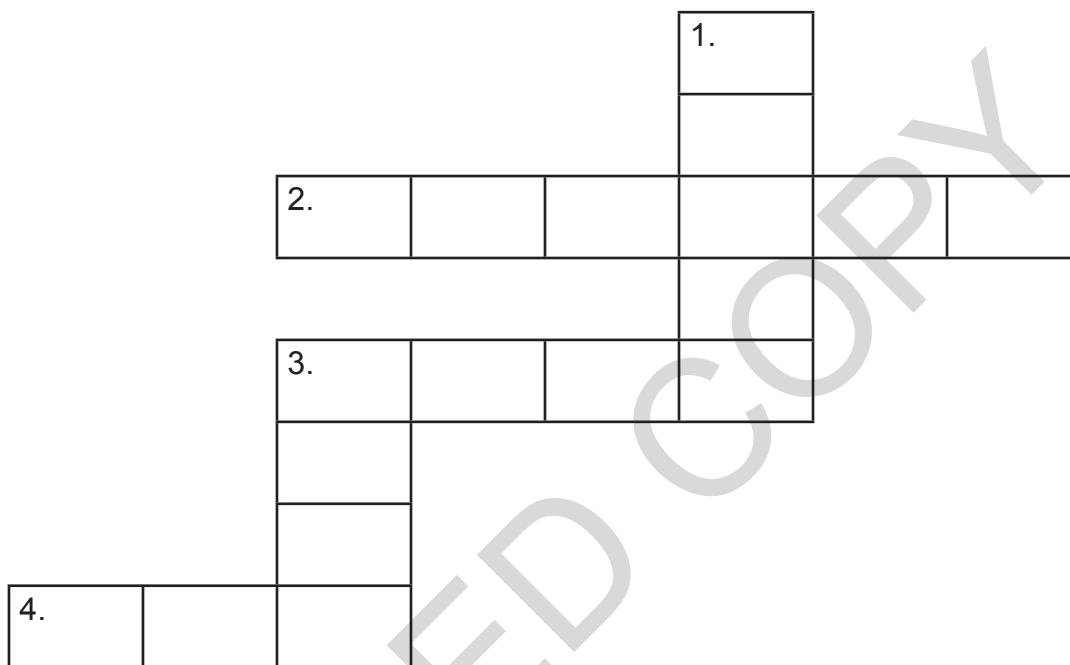
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## Talk about It

Complete the puzzle on your paper using the given clues.



### Across

2. a \_\_\_\_\_ of fish

3. a \_\_\_\_\_ of asteroids

4. a \_\_\_\_\_ of oysters

### Down

1. a \_\_\_\_\_ of gorillas

3. a \_\_\_\_\_ of ducklings





## Try and Learn

Supply the missing letters to complete the word. Then, use it to complete the sentence. Do this in your notebook.

c   s s

1. The English IV \_\_\_\_\_  
won in the choral reading  
competition.

t e  m

2. Did all of you cheer for our \_\_\_\_\_  
in volleyball?

u  i  n

3. The labor \_\_\_\_\_ was allowed to  
enter the Malacañang Palace.

c  a i

4. I already saw a \_\_\_\_\_  
of mountains in the northern part of  
the Philippines.

c o   e c   i o n

5. I have a \_\_\_\_\_ of  
old coins.

## Week 9 - Helping Around



### Find Out and Learn

Complete the story by choosing from the words inside the box. Write your answers on a separate sheet of paper.

**nutritious food    junk food    processed food    hospital**

Mother prepares \_\_\_\_\_ for my snacks. These are boiled bananas, a bottle of milk, and slices of mango. She doesn't like to give me money as my *baon*. She knows that I will buy \_\_\_\_\_ from the store. She doesn't prepare \_\_\_\_\_ either. Based on her experience, eating processed food like *tocino*, ham, and hotdog has once put her life in danger. She had a kidney problem and was confined in the \_\_\_\_\_ for a week. She promised not to eat those food anymore.



### Try and Learn

Read the following words with silent letters **h** and **gh**.

#### Words with silent letter **gh**

eight  
weight  
height  
sight  
delight  
bright  
fright  
light  
right  
frightful  
thoughtful  
brought

#### Words with silent letter **h**

honor  
honors  
honorable  
honest  
honesty  
heir  
hour  
heirloom



## Do and Learn

A. Read aloud the phrases. Underline the words with the silent letters **h** and **gh**.

1. the eight bright pupils
2. a heavyweight boxer
3. a beautiful sight
4. an honest girl in town
5. a frightful scene
6. three honorable guests
7. a thoughtful son
8. a right answer
9. a bright light
10. one's height

B. Read the following sentences carefully. Identify the words with the silent letters **g** and **gh** in each item. Write them in your notebook.

1. Bogart gives the right answer to my question.
2. He is the brightest pupil in my class.
3. He is also a very thoughtful son.
4. He loves and honors his father and his mother.
5. He travels abroad with his eight friends and they visit historical places around the world.



## Learn Some More

Identify the words with silent letters **h** and **gh**.

### Haira, the Honest Girl

Jennalyn S. Datuin

Haira found a wallet,  
while she was in the market.  
Honest as she is,  
She gave it to the police.

“Little girl, where did you find this?  
Come, have a seat in my office.”  
“Oh! There is no name on it,” said the police  
We don’t know whom to return this.

Haira answers, “You’re right”  
We need to return this tonight.  
It’s still broad daylight;  
I hope we can find the owner before midnight.



## Talk about It

Answer the following questions:

1. What kind of girl is Haira?
2. Why do you say that she is honest?
3. If you find something, are you going to return it? Why?
4. What did Haira do to the wallet?
5. Where did Haira go when she found a wallet?
6. What did the police say to her? What did she tell the police?
7. What did she want the police to do with the wallet she found?
8. If you were Haira, would you do the same thing? Why? Why not?



## Do and Learn

Read aloud the assigned paragraph. In the box, select the words with silent letters **h** or **gh** that will complete the paragraph. Copy the paragraphs in your notebook.

1. honest thoughtful brightest height eight

John Mark D. Cruz is an \_\_\_\_\_ year old boy. He is a Grade 4 pupil. He is the smallest pupil in class. His \_\_\_\_\_ is only 2 feet and 8 inches. Though he's small, he is the \_\_\_\_\_ pupil in their class. Moreover, he is \_\_\_\_\_ and \_\_\_\_\_ according to Mr. Gelido, his adviser.

2. delighted honest thoughtful bright

Pangasinan is one of the progressive provinces in the country. You will be \_\_\_\_\_ to see and visit the place because of its beauty and grandeur.

The people are open-minded with \_\_\_\_\_ ideas to improve the province. Aside from that, they are industrious and \_\_\_\_\_.



## Find Out and Learn

Read the sentences.

- a. He recites poems that he learned in school.
- b. They go to the hospital for a medical checkup.
- c. He gets weaker and weaker every day.
- d. The doctor shakes his head slowly.
- e. I always buy those food near my school.



## Remember

### Subject–Verb Agreement

- ✓ Verbs are action words.
- ✓ We use the s form of the verb with singular subjects.  
Examples:
  - Mama Annie cuddles her baby with much love and care.
  - Jovie reads her favorite book.
- ✓ We use the base form of the verb with plural subjects.



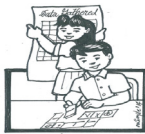
## Try and Learn

Choose a picture and tell something about it.

a.



b.



## Do and Learn

A. Read the sentences below. Identify the subject and the verb in each item.

1. John Mark cleans his feet before going to bed.
2. He thanks God for all the blessings he receives.
3. His mother reads him his favorite story until he falls asleep.
4. He wakes up early in the morning.
5. He eats his breakfast with his family.

Singular Subject	Singular Verb
1. John Mark	cleans
2.	
3.	
4.	
5.	

B. Read the sentences below. Write the subject and the verb in each sentence in the correct column.

1. The pupils conduct a research on the life cycle of a mosquito.
2. They also study the metamorphosis of a butterfly.
3. They compare the transformational growth of these two insects.
4. They like to present their research study systematically.
5. Rence and Marifer volunteer to represent their group.

Plural Subject	Plural Verb
1. pupils	conduct
2.	
3.	
4.	
5.	



### Learn Some More

Copy the sentences on your paper and underline the correct verb form in each sentence.

1. Vince (eat, eats) his breakfast at exactly six o'clock in the morning.
2. He (drink, drinks) a glass of milk every day.
3. He (ride, rides) his new bicycle to school.
- 4-5. As he (arrive, arrives) in school, he (go, goes) directly to the classroom and puts his bag on his chair.
6. His friends Marylyn and Alicia (clean, cleans) the classroom.



7. Renato and Romyrick (arrange, arranges) the chairs.
8. They (help, helps) one another in cleaning the classroom.
9. They also (weed, weeds) their vegetable garden.
10. They (form, forms) their line straight in front of the flagpole.



### Try and Learn

Choose the sentence that is correctly written.

1. A. Jenny takes her breakfast before going to school.  
B. Jenny take her breakfast before going to school.
2. A. She wear clean clothes and shoes.  
B. She wears clean clothes and shoes.
3. A. She walks together with her friend Yanjel to school.  
B. She walk together with her friend Yanjel to school.
4. A. They share their snacks with each other.  
B. They shares their snacks with each other.
5. A. The girls also eat lunch together in their school canteen.  
B. The girls also eats lunch together in their school canteen.



## Think and Tell

What do you see in the picture?



Answer the following questions.

1. Who teaches the children?
2. Who cleans the room?
3. Who wipes the dirt off the table?
4. Who reads their Science books?
5. Who arranges and fixes the chairs properly?



## Try and Learn

Write the correct form of the verb that agrees with the subject. Do this in your notebook.

prepare      feed      help      work      live

1. My friend \_\_\_\_\_ in the province.
2. His uncle \_\_\_\_\_ in the farm everyday.
3. He \_\_\_\_\_ the animals in the farm.
4. The other farm workers \_\_\_\_\_ him in taking good care of the farm.
5. They \_\_\_\_\_ food for the farm animals.



## Do and Learn

Write a new sentence using the given subject. Make sure the verb agrees with the new subject. Number 1 is done for you. After completing the sentences, write them in a paragraph form.

1. The community worker helps us in special ways.  
The community workers help us in special ways.
2. The farmer plants rice, sweet potatoes, corn, and vegetables.  
The farmers \_\_\_\_\_.
3. The dentist keeps our teeth healthy and strong.  
The dentists \_\_\_\_\_.
4. The teacher teaches children how to read, write, and count.  
The teachers \_\_\_\_\_.
5. The dressmaker sews dresses that women wear.  
The dressmakers \_\_\_\_\_.

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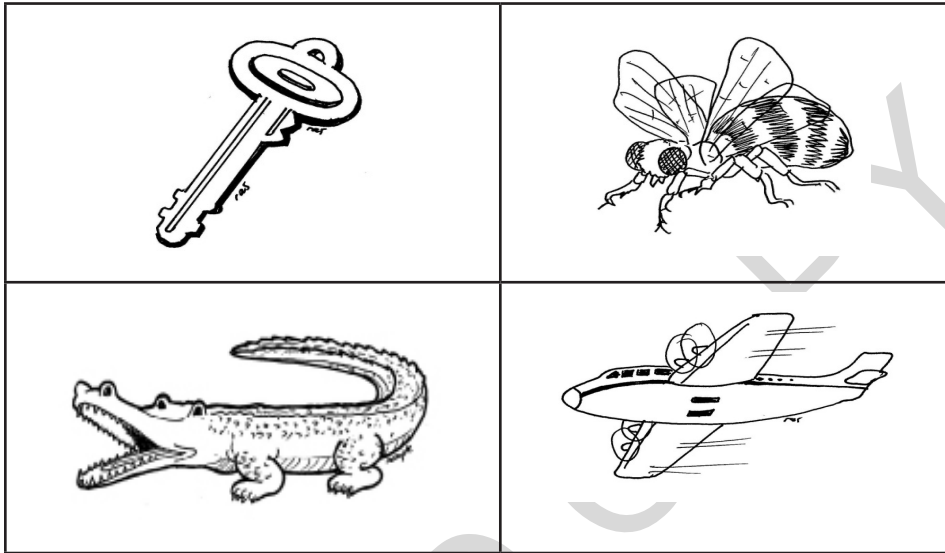
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## Learn Some More

A. Read the riddles. Use the picture clues in answering these riddles.  
Write your answers in your notebook.



- \_\_\_\_\_ 1. What opens the door but never says  
"Hello?"
- \_\_\_\_\_ 2. What thing flies and sometimes buzzes?
- \_\_\_\_\_ 3. What swims on water and sometimes  
walks on land?
- \_\_\_\_\_ 4. What thing flies but never gets hungry?

B. List down the verbs used in each riddles.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_