

English

Learner's Material

Unit 2

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We value your feedback and recommendations.

**Department of Education
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**English – Grade 4
Learner’s Material
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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 2

Science and Nature



Week 1 - Big or Small, Animals All Around



Think and Tell

Look at the bugs in the picture.
Can you name them?
Where can you find them?
How do bugs differ from one another?



Do you like bugs?
Tell us why.



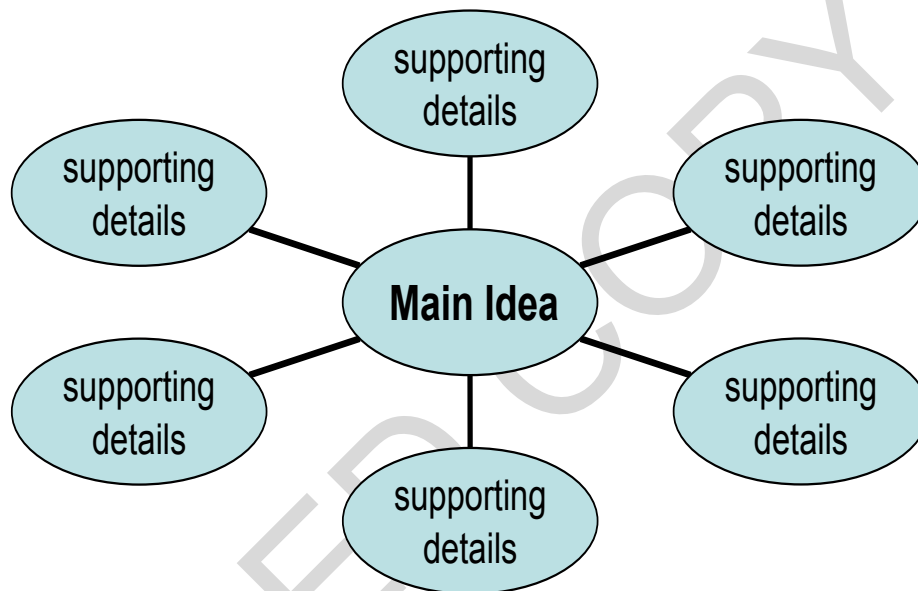
Talk about It

1. How can you tell a bug from other living things?
2. What are the body parts of a bug?
3. What bugs can you find at home? In the gardens?
4. Why do they stay in these places?
5. What do these bugs do?



Find Out and Learn

Copy the concept map in your notebook. Write the main idea of the poem “I Like Bugs!” read by the teacher. Then, provide the supporting details found in the poem.



Remember

Every story, poem, or paragraph has a main idea. The **main idea** tells what the story, poem, or paragraph is about. The supporting details tell more about the main idea. They give the important details and describe the main idea for better understanding.



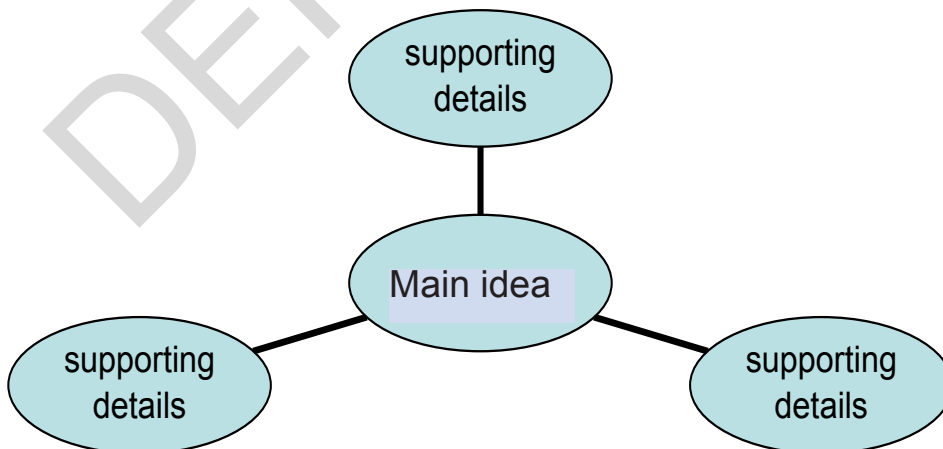
Do and Learn

Identify the main idea and the supporting details in each stanza and write them on the graphic organizer like the one below. Do this on a separate sheet of paper.

Insect Bodies
Victoria Smith

Every insect's body has three parts.
Yes, every insect's body has three parts.
Every insect has a head,
A thorax and abdomen,
Every insect's body has three parts.

Every insect's body has six legs.
Yes, every insect's body has six legs.
It has three legs on each side
And it walks on them with pride.
Every insect's body has six legs.





Learn Some More

Read the poem below. Identify the main idea and the supporting details. Write your answers on a separate sheet of paper.

Where is the Caterpillar?

Where is caterpillar hiding today?

We looked under the table.

We looked on the chair.

We looked out the window.

But he was not there.

Where is caterpillar hiding today?

We looked in the fishbowl.

We looked in the sink.

We looked in the flowers.

What did we see?

A beautiful butterfly looking at me.

Main Idea

Detail	Detail
---------------	---------------



Listen and Learn

Listen to the story.

The Grouchy Ladybug

Eric Carle

It was night and some fireflies danced around the moon.

At five o'clock in the morning, the sun came up. A friendly ladybug flew in from the left. It saw a leaf with many aphids on it, and decided to have them for breakfast. But just then a grouchy ladybug flew in from the right. It, too, saw the aphids and wanted them for breakfast.

“Good morning,” said the friendly ladybug.

“Go away!” shouted the grouchy ladybug. “I want those aphids.”

“We can share them,” suggested the friendly ladybug.

“No. They're mine, all mine,” screamed the grouchy ladybug. “Or do you want to fight me for them?”

“If you insist,” answered the friendly ladybug sweetly. It looked at the other bug straight in the eye. The grouchy ladybug stepped back. It looked less sure of itself.

“Oh, you're not big enough for me to fight,” it said.

“Then why don't you pick on somebody bigger?”

“I'll do that!” screeched the grouchy ladybug.

“I'll show you!” It puffed itself up and flew off.

At six o'clock, it met a yellow jacket. "Hey you," said the grouchy ladybug. "Want to fight?"

"If you insist," said the yellow jacket, showing its stinger.

"Oh, you're not big enough," said the grouchy ladybug and flew off.

At seven o'clock, it met a stag beetle. "Hey you," said the grouchy ladybug. "Want to fight?"

"If you insist," said the stag beetle, opening its jaws.

"Oh, you're not big enough," said the grouchy ladybug and flew off.

At eight o'clock, it came across a praying mantis. "Hey you," said the grouchy ladybug. "Want to fight?"

"If you insist," said the praying mantis reaching out with its front legs.

"Oh, you're not big enough," said the grouchy ladybug and flew off.

At nine o'clock, it almost flew into a sparrow. "Hey you," said the grouchy lady bug. "Want to fight?"

"If you insist," said the sparrow opening its sharp beak.

"Oh, you're not big enough," said the grouchy ladybug and flew off.

At ten o'clock, it saw a lobster. "Hey you," said the grouchy ladybug. "Want to fight?"

“If you insist,” said the lobster stretching its claws.

“Oh, you’re not big enough,” said the grouchy ladybug and flew off.

At eleven o’clock, it bumped into a skunk. “Hey you,” said the grouchy ladybug. “Want to fight?”

“If you insist.” said the skunk, starting to lift its tail. “Oh, you’re not big enough,” said the grouchy ladybug and flew off.

At twelve noon, it spotted a boa constrictor. “Hey you,” said the grouchy lady bug. “Want to fight?”

“If you insis-s-s-t,” said the snake, “right after lunch.” “Oh, you’re not big enough,” said the grouchy ladybug and flew off.

At one o’clock, it happened upon a hyena. “Hey you,” said the grouchy ladybug. “Want to fight?”

“If you insist,” said the hyena, laughing and showing its teeth.

“Oh you’re not big enough,” said the grouchy ladybug and flew off.

At two o’clock, it met a gorilla. “Hey you,” said the grouchy ladybug. “Want to fight?”

“If you insist,” said the gorilla beating its chest.

“Oh you’re not big enough,” said the grouchy ladybug and flew off.

At three o'clock, it ran into a rhinoceros. "Hey you," said the grouchy lady bug. "Want to fight?"

"If you insist," said the rhinoceros lowering its horn. "Oh you're not big enough," said the grouchy ladybug and flew off.

At four o'clock, it encountered an elephant. "Hey you," said the grouchy ladybug. "Want to fight?"

"If you insist," said the elephant, raising its big tusks.

"Oh, you're not big enough," said the grouchy ladybug and flew off.

At five o'clock, it met a whale. "Hey you," said the grouchy ladybug. "Want to fight?" But the whale did not answer at all. "You're not big enough anyway," said the grouchy ladybug and flew off.

At five fifteen, the grouchy ladybug said to one of the whale's flippers, "Hey you, want to fight?" But it got no answer. So it flew away.

At five thirty the grouchy ladybug said to the whale's fin, "Hey you, want to fight?" But got no answer so it flew away.

At a quarter to six the grouchy ladybug said to the whale's tail, "Hey you, want to fight?" And the whale's tail gave the grouchy ladybug such a SLAP... that it flew across the sea and across the land.

At six o'clock, the grouchy ladybug arrived right back where it had started from.

“Ah, here you are again,” said the friendly ladybug. “You must be hungry. There are some aphids left. You can have them for dinner.”

“Oh, thank you,” said the wet, tired, and hungry ladybug.

Soon all the aphids were gone. “Thank you,” said the leaf.

“You are welcome,” answered both ladybugs, and they went to sleep.

The fireflies, who had been sleeping all day, came out to dance around the moon.



Talk about It

1. What is the story about?
2. What happened when the two ladybugs landed on the same leaf? Why?
3. Why did the grouchy ladybug fly away?
4. If you were the grouchy ladybug, what would have you done?
5. Why does the ladybug want to fight?
6. What did the grouchy ladybug do that day?
7. What does the ladybug say to the animals? Why?
8. How can you describe the ladybug?
9. What happened when the ladybug met the whale?
10. What did the ladybug say to the whale?
11. What did the ladybug do when the whale would not answer her?
12. Do you think the whale could hear the ladybug? Why not?
13. What happened when the ladybug reached the whale's fin?
14. Where do we find the ladybug at the end of the story?
15. What do you think will happen to the grouchy ladybug after the day?



Learn Some More

1. Ladybug Circle of Friends (5 groups)

Draw faces that will show one who is grouchy and one who is friendly. Say something about your drawings.

2. Art Connection

Choose a part of the story that you like best. Draw and color your work. Talk about it in the class.

3. It's My Bug!

Make a replica or a model of a bug you like using some art materials.

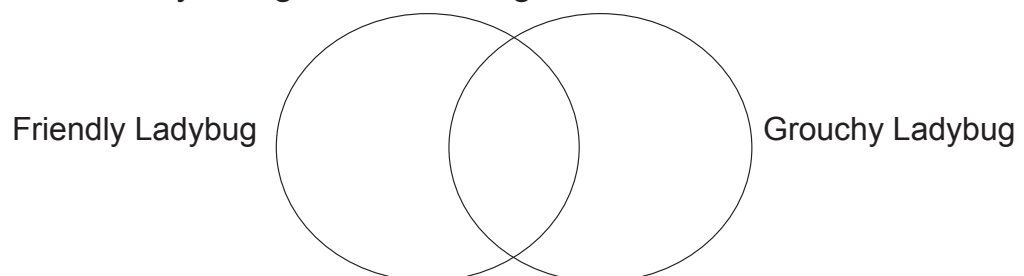


Find Out and Learn

Read the paragraph. Answer the questions that follow.

At five o'clock in the morning, the sun came up. A friendly ladybug flew in from the left. It saw a leaf with many aphids on it, and decided to have them for breakfast. But just then, a grouchy ladybug flew in from the right. It, too, saw the aphids and wanted them for breakfast.

1. When did the story happen? Read the part. Describe it.
2. Where did the story happen? Read the part. Describe it.
3. What do you call this part of the story?
4. Do all stories need a setting? Why?
5. Who are the characters of the story? Describe the two ladybugs in the story using the Venn diagram.



6. What do you call the persons/animals in the story?
 7. What did the ladybugs want?
 How did the ladybugs solve their problems?
 How did the story end? Answer these questions using the chart below.

Events	Problem	Ending
Event 1:		
Event 2:		
Event 3:		



Remember

- ✓ The elements of a story are setting, character, and plot.
- ✓ The **characters** are the people or animals in the story.
- ✓ The **setting** talks about the place and the time that the events in the story happened.
- ✓ The **plot** is made up of the events that happened in the story. It consists of the beginning, the middle, and the ending.
 - Beginning – It gives the problem faced by the main character.
 - Middle – It presents the actions made by the characters to solve the problem.
 - Ending – It gives the solution to the problem.



Do and Learn

Identify the elements in the story.

Buddy and the Cat

Little Buddy Cockroach is a house bug. Mother Bug always tells him to stay in dark places and hide. He listens to her with half an ear not really believing in what she says. “How could they not like me? I have beautiful, shiny wings, and long antenna. Surely, they would love me,” he thought. Then, Buddy saw a black cat and said, “I will show Mother Cockroach that she is wrong.” But when the cat saw him, it immediately jumped and started running after him with its sharp claws. Buddy ran as fast as he could to the dark place under the cabinet and never ever came out.

1. What is the setting of the story? Read the part where the setting is mentioned.
2. Who are the characters in the story? Describe each of the characters.
3. Identify the parts in the selection that helped you describe the character.

Fill out the graphic organizer and write the plot of the story.

Events	Problem	Ending
Event 1:		
Event 2:		
Event 3:		



Learn Some More

Read the selection and do the activity that follows.

Pablo and the Eggs

Pete, the grasshopper, and his friend Pablo, the praying mantis, were playing in the garden. One day, they found some small round objects in the grass. Pablo wanted to play with them because they looked like small balls.

He was about to pick them up when Pete stopped him, "Those are not playthings."

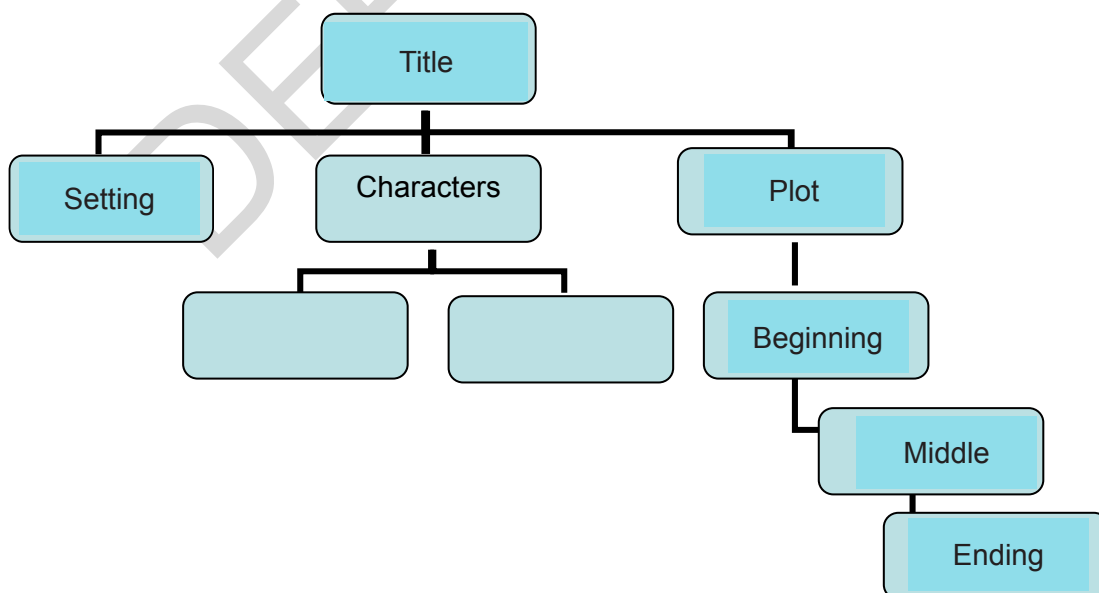
"They look like small eggs," Pete said.

"No, they are not eggs. I am going to play with these balls." Pablo insisted. He got two and prepared to throw them. Suddenly the eggs broke and out came little bugs.

Pablo was surprised. "Oh! They're alive!" he said as each one ran in different directions.

Pete laughed at the frightened Pablo, "See, I told you."

Identify the elements of the story by filling in the graphic organizers. Write the answers on a separate sheet of paper.





Write about It

Write a short story following the three story elements. Then, share your story to the class.

Setting : _____

Characters : _____

Plot

Beginning : _____

Middle : _____

Ending : _____



Find Out and Learn

Read the sentences.

1. The ladybugs landed on a leaf one early morning.
2. They wanted aphids for breakfast.
3. The grouchy ladybug saw a stag beetle and wanted to fight with it.
4. The praying mantis prepared to fight with the ladybug.
5. The one-day old aphids were eaten by the bugs.

Questions:

- What are the underlined words in the sentence?
- What can you say about these words?
- What two words can you find in these words?
- Can you think of other words which are combinations of two words?

Study the examples below.

Column 1	Column 2	Column 3
baseball handshake newspaper sunshine rainbow	report card fairy tale love letter	one-half twenty-one sister-in-law

- What can you say about the compound words in each sentence?



Try and Learn

Identify the compound words in the paragraph. Say if it is a one-word compound, two-word compound, or a hyphenated compound word.

Janna loves to visit her grandmother in her farmyard on weekends. She loves to sit with her Lola Marta on the rocking chair and watch the fireflies at night. Lola Marta always reads fairy tales to Janna before bedtime. She also shows her how to cook pancakes in the frying pan. Janna proudly claims that she made forty-four cookies one weekend and shared one-half of them with the vice-president of their homeowners' club.



Do and Learn

A. Match the words in Column 1 with the words in Column 2 to form one-word compound words. Then, complete the sentences using the words formed. Do this on a separate sheet of paper.

Column 1	Column 2
birth air class	mates day port

1. We attended my cousin's _____ party.
2. Their house was near the _____. We saw a lot of planes.
3. Most of those who were in the party were her _____.

B. Combine the words in the parentheses to form hyphenated compound words. Write your answers on a separate sheet of paper.

1. Mr. Cruz is the _____ of my teacher.
(father + in + law)
2. Riding the _____ (merry + go + round) is really fun.
3. We saw Peter going to the store to buy an _____
medicine. He said he hurt his foot. (over + the + counter)

C. Complete the sentences with two-word compound words. Rewrite the sentences in your notebook.

1. The _____ helped Mr. Cruz by giving him a wheelchair. (security + guard)
2. The man brought Mr. Cruz to the _____.
(emergency + room)
3. He was in such a hurry that he did not see the _____
blocking his way. Mr. Cruz told him to be careful.
(trash + can)



Learn Some More

Identify the compound words used in the poem. Write these on the table given.

<p style="text-align: center;">In the Beehive Author Unknown</p> <p style="text-align: center;">Here is the beehive but where are the bees? Hidden inside where nobody sees. Watch as they come out of their hives, one, two, three bees, four bees, five!</p>	<p style="text-align: center;">Animal Homes Author Unknown</p> <p style="text-align: center;">A spider lives in a cobweb. A dog in the dog house. A worm in the tunnel underground While horses stay in a barnyard No bedroom, nor bed Just a cozy place to sleep.</p>
<p style="text-align: center;">Firefly Hi Helen Moore</p> <p style="text-align: center;">What's that? In the summer evening sky? Again it goes! Fly-flashing by! It's here, it's there, it's... A firefly.</p>	<p style="text-align: center;">Ladybug Rhyme Maria Fleming</p> <p style="text-align: center;">Ladybugs all dressed in red Strolling through the flower bed. If I were tiny just like you I'd creep among the flowers, too.</p>

One-word Compound Words	Hyphenated Compound Words	Two-word Compound Words



Read and Learn

Read the selection below. Answer the questions that follow.

Charles and Charlie are twins. They have neighbors named Sally and Molly. They all ride the school bus to their school in the city. One day, the bus driver waited for them at the parking lot. They did not come on time. He looked for them in the playground. He looked for them around the building. He tried calling them on his cellphone but the battery was drained. So, he went back to the bus. He found them waiting for him on the bus.

1. Who are the twins?
2. Who are the twins' neighbors?
3. How do they go to school?
4. Why did the bus driver look for them?
5. What do you think happened?
6. What other words in the selection refer to the twins? To Sally and Molly? To the driver? Read these parts in the selection and underline the words that replaced the nouns.
7. What do you call these words?



Try and Learn

Rewrite the paragraph by replacing the underlined nouns with personal pronouns.

Mother went to the grocery one day. The saleslady smiled at Mother in welcome. Mr. Reynoso asked what Mother needs. Mr. Reynoso said that Mr. Reynoso and the saleslady are willing to help Mother. Mother said Mother wants to buy some fresh milk. "Fresh milk is healthier than softdrinks," said Mr. Reynoso. The saleslady went inside the store. The saleslady came back with a box of fresh milk.



Remember

- ✓ **Personal pronouns** are words used in place of nouns in sentences.
- ✓ The following are personal pronouns:
 - Singular
I, me, he, she, it, him, her, you
 - Plural
you, we, they, them, us



Do and Learn

A. Replace the underlined words with personal pronouns.

1. My sister Carla and brother Ben walk to school everyday.
2. Carla carries a blue backpack. The backpack has flower prints on it.
3. Ben has a trolley bag that Ben pulls around.
4. Carla and Ben are never late.
5. Mother sees to it that Carla and Ben sleep early because mother wakes Carla and Ben up early, too.

B. Identify the personal pronoun in each sentence.

1. Manny asked if he could join the badminton club.
2. “Do they accept only those who know how to play the game?” Charlie asked Manny.
3. Miss Candido, the coach, accepts those who don’t know the game because she encourages everyone to try.
4. Michael, Santa, and Clark are also interested. “We will see Miss Candido tomorrow,” they said.
5. “I saw the team practiced yesterday. I would love to play with them someday,” Manny said.



Learn Some More

Choose the correct personal pronouns to complete the paragraph.

Mika and Nena are friends. _____ are neighbors and classmates, too. _____ enjoy playing badminton. They say _____ is an exercise and a fun way to spend their time. Coach Sara invited them to join the badminton team. _____ said it will be fun. Mr. San Luis, the class adviser, said _____ will allow them to join.



Try and Learn

Arrange the following words alphabetically. Write the answer on your notebook.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

- ladybug
- yellow jacket
- stag beetle
- praying mantis
- sparrow
- lobster
- boa constrictor
- hyena
- gorilla
- elephant



Remember

- ✓ To alphabetize a list of words or names, you start by placing them in A-B-C order according to the first letter of each word.
- ✓ If you have two or more words that begin with the same letter, you will look at the second letter. Ask yourself: "Which of the second letters comes first in the alphabet? If the first and second letters are the same, proceed to the third letters.



Do and Learn

Arrange the given words in alphabetical order on a separate sheet of paper.

Group 1	Group 2	Group 3
bug whale grouchy beak aphids screeched puffed insist fight insect	round thorax abdomen compound beehive animal head mean map fin	whale compound puffed ladybug beetle yellow animals feelings neighbor hyena



Learn Some More

Read the poem carefully. Copy the underlined words in your notebook or on your paper. Arrange the words in alphabetical order.

The Elephant Who Forgot What He Was

Christopher Ronald Jones, UK

The elephant sat on the telephone wire
and sang with all the birds.
“Am I just like you?” he asked
But they only said one word “NO.”

The elephant climbed up the church tower
and was hiding in the bell.
“Maybe I’m a snail,” he thought
“and this could be my shell.”
“NO.”

The elephant swung from tree to tree.
Until his legs went limp
“Maybe this is where I belong”
“I think I must be a chimp.”
“NO.”

The elephant sniffed at all the flowers
and he began to cry
“I thought I was a bee,” he said
Then realized “I can’t fly.”

The elephant went home and sat on his stool
and sorted through all of his junk.
“This is good and this is bad
and this goes in the trunk.”

“Trunk!” he cried. “I know at last!”
“How could I have been such a dumbo.”
“I know exactly what I am
and I know my name, it’s Jumbo!”

Week 2 - Making a Difference



Listen and Learn!

Listen to the news report.

Good morning to all our radio listeners. This is Ann Mendoza for the weather news.

A powerful typhoon will enter the Philippine Area of Responsibility on Monday, June 15. PAGASA said, Typhoon Pablo will pass through parts of Visayas and Mindanao tomorrow at 8:00 o'clock in the morning and will possibly leave the country on Tuesday evening. According to PAGASA, typhoon Pablo is a Signal no. 2 typhoon.

Classes from preschool to secondary levels will be suspended in all affected areas. Alert is up for all those living near rivers and coastal areas. Evacuation is advised to those in the danger zones because of possible floods and landslides due to the amount of water typhoon Pablo is set to release.



Talk about It

1. Who is giving the news report?
2. What is the news report about?
3. When will the typhoon enter the country?
4. Where will the typhoon hit?
5. What could the typhoon cause in the affected area?
6. Why do you think there is a need to suspend classes?



Try and Learn

Read the telephone conversation.

Carla heard the news over the radio. She called her friend on the telephone.

Sandra : Hello, this is Reynoso residence. This is Sandra speaking.

Carla : Hello, Sandra. This is Carla, your classmate.

Sandra : Oh, hello, Carla. How may I help you?

Carla : Have you heard the news? Typhoon Pablo is coming tomorrow at 8:00 a.m. PAGASA said it's going to be a Signal no. 2 typhoon.

Sandra : How did you know that? It's bright and sunny outside.

Carla : I just heard it over the radio.

Sandra : Thank you, Carla. There's a big river at the back of our house. We are in the danger zone.

Carla : That's why I called. The local officials have already suspended classes on Monday. Those in the danger zones need to be alerted.

Sandra : Thanks a lot for the information, Carla. We really appreciate it.

Carla : You're welcome. Goodbye for now and take care.



Talk about It

1. Who did Carla call?
2. Why did she call Sandra?
3. How can you describe Carla?
4. What information did Carla give Sandra? List the answers using the organizers with the wh- question words.

Details from the News Report

Who : _____
What : _____
Where : _____
When : _____
Why : _____
How : _____

5. What do you think Sandra will do after the conversation?
Why?



Find Out and Learn

1. What things should you remember when listening to a news report?
2. What question should you ask yourself to check whether you got the important details from the news report?
3. If you were to retell or restate information to someone, what details should you include?



Remember

- ✓ Retelling information correctly from what you have read or listened to is an important skill to learn.
- ✓ When retelling news reports, remember to include answers to wh-questions: who, what, where, when, why, and how.



Do and Learn

Read the following news report and note the important details by answering the wh- questions. Write the answers on a separate sheet of paper.

Two Pupils Receive Awards

Ana Gonzaga and Grace Ramos, both Grade 4 pupils of Tandang Sora Elementary School, were awarded gold medalists for their honesty during the celebration of *Buwan ng Wika*.

The said pupils returned a bag containing ten thousand pesos, a cellphone, and other valuable items to the Principal's Office. The bag, owned by an American tourist, Golda Prince, was left at the canteen when her group visited the school. The children found the bag and immediately brought it to the principal to help them find the owner. Miss Prince was very happy that her bag was returned and praised the children for their honesty.

Details from the News Report

Who : _____
What : _____
Where : _____
When : _____
Why : _____
How : _____



Learn Some More

1. Work with a partner.
2. Think of a news item to share with your partner.
3. Come up with a dialogue where retelling of the news item is demonstrated.
4. Be ready for a one-minute presentation of the output.



Read and Learn

Read the story.

A Jar of Lollipops

Gretel Laura M. Cadiong and Victoria D. Mangaser

Three days had passed since the world's strongest typhoon of 2013, Yolanda, hit the City of Tacloban. There was no electricity. There was little food and water. The family of Mang Nilo and Aling Gloria had to leave the two-story house which saved them from the water that covered the entire city.

"We have to walk to the bus terminal." Mang Nilo announced early in the morning.

"But it's a long way from here," Aling Gloria said, worried.

"God kept us safe during the storm. He will help us get there," Mang Nilo answered.

All around they saw roofless houses and buildings destroyed by the typhoon. Lifeless bodies of men, women, children, and animals were scattered along the way. Mylene and Andrei held each other's hands. Little Annie held Aling Gloria's hand tightly.

"Hurry everyone," Mang Nilo said. "We have a long way to go to reach the bus terminal."

“Can we rest a little? We have been walking since morning,” Mylene begged.

“I’m hungry and thirsty. We only had one piece of bread for breakfast and nothing else,” Andrei said.

Aling Gloria prayed silently. They had nothing left but a bottle of water and five slices of bread. “Here, each one, have a slice of bread and drink a little water,” she said, knowing it was their last supply of food.

“Look, Mother!” Annie shouted. On the muddy street was a plastic jar covered in mud. Mylene and Andrei ran to it. It was a jar of lollipops, muddy but sealed.

“No, don’t pick it up, Mylene. It’s unsafe,” warned Father. “It is not good to eat.”

The children were unwilling to let go of the jar. “Please Father, let us keep those lollipops,” Mylene and Andrei pleaded. Andrei picked the jar up. He cleaned it with rain water. “It’s still good!” he cried and carried it along happily.

They walked for several hours. It was almost dark when the family reached the bus terminal. But lo! Not a single bus was there. That night, they stayed in the bus terminal waiting for a ride that would bring them to safety.

Hungry, wet, and tired, the family huddled together and prayed. Then, Aling Gloria looked around them. It broke her heart to see the little children crying in hunger. Suddenly, she remembered the jar of lollipops!

“Andrei, where’s the jar of lollipops?” she asked. Andrei handed it to her. She opened the jar and gave some to Mylene, Andrei, and Annie. The children started eating the sweet lollipops happily. It was the most delicious food they had that day!

Aling Gloria shared the rest of the lollipops with the people around. Everyone gladly ate the only food they had that night.

The next morning, rescue buses arrived and brought all of them to a safer place. Aling Gloria smiled as she was about to ride the bus with her family. "After all," she thought, "There is God and . . . a jar of lollipops."



Talk about It

1. What is the story about?
2. What can you say about the family in the story?
3. Where is the family going? Why?
4. What kind of journey did the family take?
5. How did the jar of lollipops help the family?
6. Why did the family ride a bus away from the city?
7. How did the family stay safe? What did they do?
8. Can we know if a typhoon is coming? How?
9. Can we prepare for the coming of typhoons? How?



Learn Some More

Knowledge is Power!

1. Interview any of the following:
 - a. your parents
 - b. barangay leader
 - c. school principal
2. Ask them what they do before, during, and after a typhoon.

3. Copy the chart in your notebook and write the information needed. Present it to the class.

Name of person interviewed: _____		
Typhoon preparedness for _____ (name of family/barangay/school)		
What they do . . .		
before a typhoon	during a typhoon	after a typhoon



Find Out and Learn

Read the following sentences:

1. “No, don’t pick it up, Mylene. It’s unsafe,” warned Father.
2. The children were unwilling to let go of the jar.
3. All around they saw roofless houses and buildings destroyed by the typhoon.
4. Lifeless bodies of men, women, children, and animals were scattered along the way.

Study the following words. What did you observe?

- unsafe = un + safe
- undo = un + do
- roofless = roof + less
- lifeless = life + less



Remember

- ✓ **Affixes** are word elements added to a root word that changes its meaning. There are affixes that are added at the beginning or ending of a root word.
- ✓ The affix un- means “not.”
Example: Unsafe means “not safe.”
- ✓ The affix -less means “without or none.”
Example: Lifeless means “without life.”



Try and Learn

Change the underlined words to new words with affixes. Rewrite the sentence with the new word formed.

1. The story of the flying monkey is not believable.
2. The storyteller also looked not sure of his details.
3. Many believe it was not true.
4. The storyteller looked without hope because no one believed him.
5. But some admired him because he was without fear to try and tell the story.



Do and Learn

Fill in the blanks with the correct word from the box that will complete the sentences. Write the answers on a separate sheet of paper.

shoeless untied unhappy clueless careless

Shirley is _____. She did not know where her left shoe is. She can't go to school _____. Everyone at home was _____ where it is. The last thing she remembers was that she _____ it before going up the house. Her mother said she was _____.



Read and Learn

Read the poem and answer the questions that follow.

Bugs at Home

Helen H. Moore

There was once a tick
Whose name was Tock.
He made his home
Beneath a rock.

There was once an ant
Whose name was Jill,
She made her home
Inside a hill.

There was once a family of bees
Whose name was Clive
They made their home
Inside a hive.

Rock, hive, and hill
You can believe me or not as you will,
If they are not gone, they are living there still.
Family Clive, Jim, and Jill!



Talk about It

1. According to the selection, what do you call the home of a tick? An ant? A bee?
2. Do they need these homes? Why? Why not?



Try and Learn

- Copy one stanza of the poem “Bugs at Home” on a separate sheet of paper.
- Circle the personal pronouns in the stanza.
- Connect the personal pronoun with the noun it refers to or replaces.



Remember

- ✓ **Antecedents** are nouns that are replaced by pronouns in sentences.
- ✓ Personal pronouns should agree with their antecedents in number and gender.
 - Masculine – he (singular), they (plural)
 - Feminine – she, (singular), they (plural)
 - Neutral – it (singular), they (plural)



Do and Learn

Fill in the blanks with a personal pronoun to complete the idea of the sentence. Answers will be written on a separate sheet of paper.

Like people, animals have homes. (He, She, They) _____ live in special places where (he, it, they) _____ can be safe. These homes are close to where (she, it, they) _____ get food. A mother bird lives on a nest where (she, he, it) _____ keeps her babies while father bird searches for food. A spider spins a web for home. (It, she, they) _____ traps food in this web, too.



Learn Some More

Fill in the blanks with the correct pronoun that will complete the story. Write your answers in your notebook.

Johnny Bee lives in a hive together with a swarm of bees. _____ work together to keep the hive safe and full of honey except for Johnny Bee. _____ always hides when _____ is time for work. His sister, Jenny Bee often tells him that the swarm needs his help. _____ tells Johnny what to do to help but _____ never listens. _____ flies away with his friends to play.

One day, Johnny Bee flew away very early. _____ wanted to escape work. _____ looked at where Jenny Bee was. _____ was still asleep. He went with his friends. _____ played far away from the hive. It was getting dark when _____ returned to the hive. Where was the hive? _____ was not on the tree!

A man walked away from the tree. _____ was carrying with him the bee hive with all the bees in a net. The swarm of bees lost the fight to protect their hive. _____ needed the help of Johnny and his friends but _____ were far away.



Read and Learn

Read the poem.

The Shape of Things

Melsh Goldish

What is a circle? What is round?
A quarter rolling on the ground.
A wheel is a circle, so is the moon
A bottle cap or a big balloon.

What is a square, with sides the same?
The wooden board for a checker game.
A slice of cheese, a TV screen
A table napkin to keep you clean.

What is a rectangle, straight or tall?
The door that stands within your wall.
A dollar bill, a loaf of bread,
the mattress lying on your bed.

What is a triangle, with sides of three?
A piece of pie for you and me.
A musical triangle, ding, ding, ding,
A slice of pizza with everything!

These are the shapes seen everywhere:
a triangle, rectangle, circle, square.
If you look closely where you've been,
You'll surely see the shapes you're in!



Talk about It

1. What shapes are mentioned in the poem?
2. What are the objects that have the shapes mentioned in the poem?
3. What shape do you like most? Why?
4. Are shapes of things important? Why or why not?



Try and Learn

Complete the chart below. Write your answers on a separate sheet of paper.

Things mentioned in the poem	Things that can be added to the list



Remember

Classifying is arranging or sorting things according to their similarities and characteristics.



Do and Learn

Read the following paragraphs. Classify the underlined words into two groups. Give a name to each group.

- A. Mario, Jean, and Carla are from the same class in Grade 4. Luis and Lando, his twin brothers, are their friends who are also in Grade 4. They play soccer after class hours. Lanie, a Grade 6 pupil from Section B, also joins them in the game together with her Grade 4 brother, Paul.

Name of the Group	Name of the Group

- B. Teacher Paula gave Charlie ten packs of seeds. There were seeds of jackfruit, petsay, mango, patola, guava, raddish, kangkong, atis, chico, and watermelon. Help Charlie classify these seeds into two groups.

Name of the Group	Name of the Group



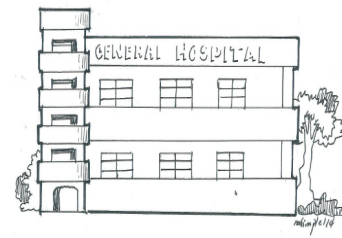
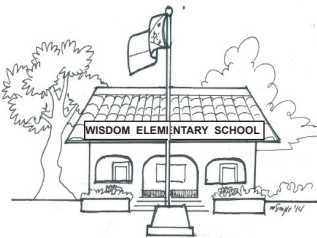
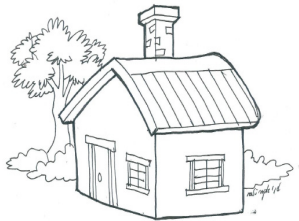
Learn Some More

A. Read the words in each row. Three of the words belong to one group. Identify the word that does not belong. Write your answer on a separate sheet of paper.

- | | | | |
|----------|---------|-------|---------|
| 1. bread | car | candy | soup |
| 2. blue | rainbow | green | red |
| 3. arm | three | four | fifteen |
| 4. plane | house | bus | bike |
| 5. tree | plant | ant | flower |

B. Classify the following words into three columns. Write the words under the correct heading. Write the answer on a separate sheet of paper.

classmates	teacher	mother
medicine	sala	desk
books	ambulance	bedroom
clothes	doctor	divan



C. List the things that you can find at home. Then, classify them in the following categories. Write your answers on a separate sheet of paper.

bedroom	kitchen	bathroom

Week 3 - Fun in the Rain



Sing and Learn!

Sing the poem to the tune of “Twinkle, Twinkle Little Star.”

Cloud Song

Floating clouds up in the sky,
Changing shapes as you pass by.
Floating by without a sound.
Won't you come and touch the ground?
Floating clouds up in the sky,
Changing shapes as you pass by.



Talk about It

1. What is the song about?
2. What is the cloud doing according to the song?
3. What did the child want the cloud to do? Why?



Find Out and Learn

1. How can you understand poems or stories better?
2. What questions should you ask to know if you understood what you heard or listened to?
3. What answers will you have if you ask these wh- questions?



Remember

Noting details is an important reading skill for children to learn. We note details by asking wh- questions who, what, where, when, and how.



Listen and Learn

Get information from the paragraph below by asking wh- questions. Write wh- questions for the selection below. Write these questions on a separate sheet of paper.

Clouds are formed as part of the process called the water cycle. Water from the land and seas goes up in the sky and forms clouds. When clouds are already heavy, they release water in the form of rain.



Read and Learn

Read the poem.

Little Cloud

Eric Carle

The clouds drifted slowly across the sky.
Little Cloud trailed behind.
The clouds pushed upward and away.
Little Cloud pushed downward and
touched the tops of the houses and trees.

The clouds moved out of sight
Little Cloud changed into a giant cloud.
Little Cloud changed into a sheep.
Sheep and clouds sometimes look alike.

Little Cloud changed into an airplane.
Little Cloud often saw airplanes
flying through the clouds.

Little Cloud changed into a shark.
Little Cloud once saw a shark
through the waves of the ocean.

Little Cloud changed into two trees.
Little Cloud liked the way trees never
moved and stayed in one place.

Little Cloud changed into a rabbit.
Little Cloud loved to watch rabbits
dash across the meadows.

Then Little Cloud changes into a hat.
Because . . .
Little Cloud changed into a clown
and needed a hat.

The other clouds drifted back.
They huddled close together.
“Little Cloud, Little Cloud,” they called.

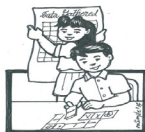
“Come back.”
Little Cloud drifted toward the clouds.

Then all the clouds changed into one big cloud and . . . rained!



Talk about It

1. What is the poem about?
2. What different shapes did Little Cloud form?
3. What happened when Little Cloud joined the other clouds?
4. How was rain formed according to the poem?
5. Based on lessons in Science, how is rain formed?



Do and Learn

Read the poem “Little Cloud” again. Write five wh- questions that you can ask to check if you can remember details from the poem. Write the answers beside the questions you have written.

Questions	Answers
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____



Read and Learn

Read the story.

Mushroom in the Rain

Mirra Ginsburg (1974)

One day, an ant was caught in the rain.

“Where can I hide?” he wondered. He saw a tiny mushroom peeking out of the ground in the clearing and hid under it. He sat there waiting for the rain to stop. But the rain came down harder and harder.



A wet butterfly crawled up to the mushroom.

“Cousin ant, let me come in from the rain. I am so wet, I cannot fly.”

“How can I let you in?” said the ant. “There is barely enough room for one.”

“That does not matter,” said the butterfly. “Better crowded than wet.” The ant moved over and made room for the butterfly.

The rain came down harder and harder.

A mouse ran up.

“Let me in under the mushroom. I am drenched to the bone.”

“How can we let you in? There’s no more room here.”

“Just move a little closer.”

They huddled closer and let the mouse in.

And the rain came down and came down and would not stop.

A little sparrow hopped up to the mushroom, crying.

“My feathers are dripping, my wings are so tired!

Let me in under the mushroom to dry out and rest until the rain stops.”

“But there is no room here.”

“Please! Move over just a little!”

They moved over and there was room enough for the sparrow.



Then a rabbit hopped into the clearing and saw the mushroom.

“Oh! Hide me!” he cried. “Save me! A fox is chasing me!”

“Poor rabbit,” said the ant. “Let’s crowd ourselves a little more and take him in.”

As soon as they hid the rabbit, the fox came running.

“Have you seen the rabbit? Which way did he go?” he asked.

“Oh! We have not seen him.”

The fox came nearer and sniffed.

“There is a rabbit smell around. Isn’t he hiding here?”

“You silly fox! How could a rabbit get in here?

Don’t you see there isn’t any room?”

The fox turned up his nose, flicked his tail, and ran off.
By then, the rain was over.
The sun came out from behind the clouds.
And everyone came out from under the mushroom, bright
and merry.

The ant looked at his neighbors.
“How could this be? At first, I had hardly room enough under
the mushroom just for myself, and in the end, all five of us
were able to sit under it.”

“Qua-ha-ha! Qua-ha-ha!” somebody laughed loudly behind
them.

They turned and saw a fat, green frog sitting on top of the
mushroom, shaking his head at them.

“Qua-ha-ha!” said the frog. “Don’t you know what happens to
a mushroom in the rain?” And he hopped away still laughing.

The ant, the butterfly, the mouse, the sparrow, and the rabbit
looked at one another, then at the mushroom. Suddenly they
knew why there was room enough under the mushroom for
them all.

Do you know?

Can you guess what happens to a mushroom when it rains?

It grows!





Talk about It

1. What is the story about?
2. Why did the butterfly, the mouse, and sparrow go under the mushroom?
3. How did the animals fit in the mushroom? What did they do?
4. What did the rabbit want from the animals? Why?
5. Why was the fox chasing the rabbit?
6. How did the animals help the rabbit escape the fox?
7. What can you say about the animals in the story? What are their character traits?
8. How was the mushroom able to shelter all of the animals during the rain?
9. What happens to a mushroom during the rain?
10. What lesson did you learn from the story?
11. What would you do if you were one of the animals in the story? Why?



Try and Learn

Read each sentence with correct expression. Tell the feeling expressed based on the dialog of the character in the story.

1. “Cousin Ant, let me come in from the rain. I am so wet I cannot fly.”
2. “Please! Move over just a little!” the sparrow said.
3. “Oh, hide me!” he cried. “Save me! A fox is chasing me!”
4. “There is a rabbit smell around. Isn’t he hiding here?” said the fox.



Remember

Characters in the story express their mood and feelings in what they say and do. In oral reading, it is important to read these lines with correct expressions to convey the moods and feelings expressed by the characters in the story.

Examples of moods and feelings:

sad	happy	angry	jealous
doubtful	fearful	afraid	



Do and Learn

Read the following lines with correct expression and give the mood expressed. Express the emotions (angry, happy, sad, wondering) to show the moods for each sentence.

1. Everyone came out from under the mushroom, bright and merry.
2. The fox turned up his nose, flicked his tail, and ran off.
3. "How could this be? At first, I hardly had room enough under the mushroom, and in the end, all five of us were able to sit under it!"



Learn Some More

Choose parts from the story "Mushroom in the Rain" that you like best. Create your own dialog to show at least one (1) of the following moods or feelings. Do this in your notebook.

- | | |
|----------|-------------|
| 1. happy | 4. doubtful |
| 2. sad | 5. afraid |
| 3. angry | |



Find Out and Learn

Read the letter written by the rabbit to the ant and other animals.

235 Plant Garden St.
Mt. San Antonio,
Zamboanga City
June 23, 2013

Dear Mr. Ant,

Thank you for saving me from Mr. Fox. I am very lucky that even when there was barely enough space, you and your friends hid me from him.

Now, I can tell all my rabbit friends about how you became my heroes.

Your friend,

Reggie Rabbit



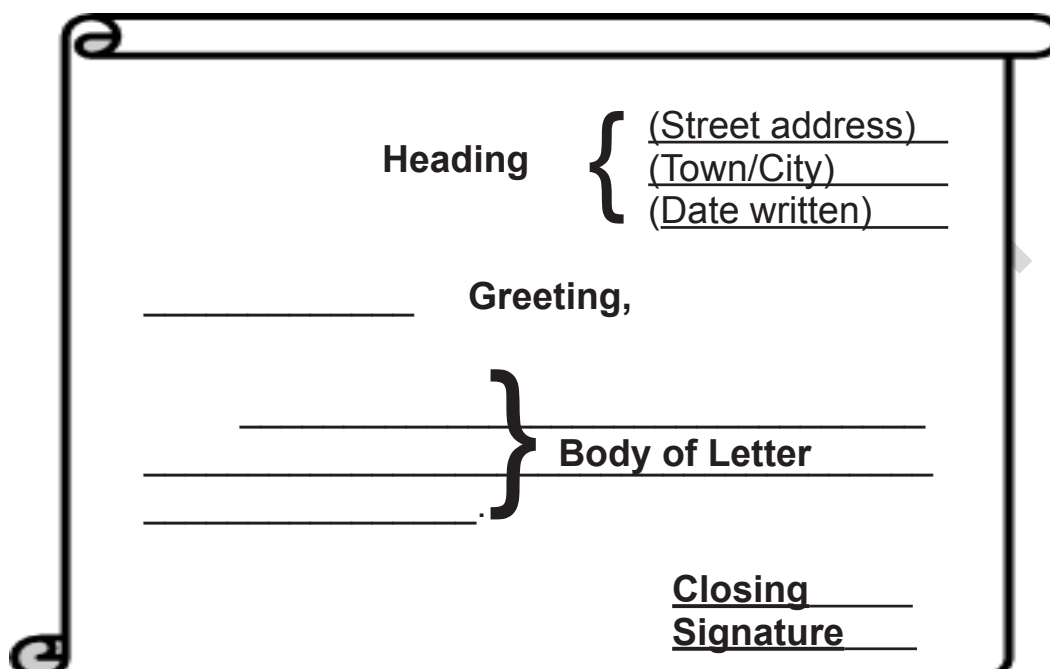
Talk about It

1. What kind of letter did Reggie Rabbit write?
2. To whom is the letter addressed?
3. What is the message of the letter?
4. Why did Reggie Rabbit write the letter?
5. What mood does the letter give?
6. When do you write letters?
7. Why do you write letters?



Remember

A letter has different parts.



- The **heading** contains the address of the sender and the date the letter was written.
- The **greeting** starts the letter and usually begins with the word “Dear.”
- The **body of the letter** contains the message of the sender.
- The **closing marks** the end of the letter.
- The **signature** tells the name of the letter sender.



Write about It

Think of someone from your class you would like to thank. Write a letter to him/her using the correct format in writing a letter. Do this on a clean sheet of paper.

Check your letter. Use the following checklist to find out if you have followed the different guidelines in letter writing.

Parts of the Letter	Yes	No
Heading		
1. Do the names of the street, town/city, and the date appear in the letter?		
2. Are they aligned with the closing and signature?		
Greeting		
1. Does the greeting begin with a capital letter?		
2. Does the name of the receiver of the letter also begin with a capital letter?		
3. Is there a comma after the greeting?		
Body of the Letter		
1. Is the first line of the letter indented?		
2. Do the sentences end with punctuation marks?		
3. Does the letter have left and right margins?		
Closing		
1. Does the first letter of the closing begin with a capital letter?		
2. Is there a comma after the closing?		
Signature		
1. Is the name of the letter sender written correctly?		
2. Is the first letter of the name capitalized?		



Read and Learn

Read the paragraph and answer the questions that follow.

Ana **walks** to school everyday. She **brings** her yellow umbrella when she go to school. She **keeps** it in her bag. Rain or shine, Ana **loves** walking to school with her yellow umbrella.

1. What is being talked about in the selection?
2. What does Ana do every day according to the selection?



Try and Learn

Read the sentences below:

1. Rose **walks** to school everyday.
2. She **brings** her yellow umbrella with her.



Remember

- ✓ The present tense of the verb is used to express an action that happens regularly or habitually.
- ✓ Time expressions like everyday, every week, once a month, and yearly show present tense.
- ✓ Singular subjects and pronouns he, she, or it use the present singular form of the verbs. When we talk about a singular subject, -s or -es added to a verb.
- ✓ Plural subjects take the base form of the verb when expressing present tense.



Do and Learn

Choose the verb that will best complete the sentence. Write your answers on a separate sheet of paper.

1. The horse (run, runs) fast.
2. Anton (dance, dances) gracefully.
3. Mother (cooks, cook) delicious dishes.
4. Our dog (wag, wags) his tail when he is delighted.
5. In the morning, Mr. Samson (deliver, delivers) the freshly baked pastries in town.
6. The story (tell, tells) us about kindness and helpfulness.
7. The sun (shine, shines) brightly today.
8. Grandfather (open, opens) his house to those who are in need.
9. Birds (sit, sits) on their eggs until they hatch.
10. My sister (drink, drinks) tea in the morning.



Learn Some More

A. Rewrite the paragraph on a separate sheet of paper. Choose the correct form of the verb.

Alice (greet, greets) the morning in her garden. Her rose garden (make, makes) her smile. She (enjoy, enjoys) the sweet scent of the flowers. She (take, takes) good care of them because she (love, loves) giving them to her mother.

B. Write sentences using the following verbs.

- | | |
|--------------|--------------|
| 1. closes | 6. laughs |
| 2. cares | 7. exercises |
| 3. computes | 8. sleeps |
| 4. decorates | 9. wears |
| 5. changes | 10. thinks |



Read and Learn

Read the following words carefully.

Column A	Column B	Column C
helps walks talks loves uses	opens rains finds brings grabs	wishes touches kisses brushes quizzes

- What final sound do you hear at the end of the words in Column A? In Column B? In Column C?
- Do they have the same final sound?



Remember

- ✓ Verbs ending in -s have three different final sounds: **/s/**, **/z/** and **/iz/**
- ✓ The final sound is **/s/** if the verb ends with vowels a, e, i, o, u, and the letters p, t, and k.
- ✓ The final sound is **/z/** if the verb ends with the letters m, n, l, b, d, and g.
- ✓ The final sound is **/iz/** if the verb ends with the letters s, z, sh, and ch.



Do and Learn

A. Read the following sentences. Give emphasis on the words with the /s/.

1. Sandra helps Mother clean the house.
2. Marlon walks every morning.
3. She talks in a very sweet manner.
4. Ana loves to read books.
5. The teacher uses her laptop in teaching.

B. Read the following words with the /z/. Then, give a sentence using the verb.

1. shares
2. rains
3. finds
4. brings
5. grabs

C. Complete the sentences using the words with the /iz/. Then, read aloud the sentences.

wishes	touches	rises	brushes	quizzes
--------	---------	-------	---------	---------

1. The boy _____ to see a mushroom grow.
2. He _____ the mushroom figurine on display in the school library.
3. The figurine has a little fairy who _____ from a mushroom.
4. Sarah saw a blue dust on the fairy's hair. She _____ it away.
5. The librarian _____ the two kids about the broken figurine.



Learn Some More

A. Copy the following verbs on a separate sheet of paper. Put an X mark on the verb that has a different final sound.

- | | | |
|-----------|---------|---------|
| 1. saves | passes | keeps |
| 2. runs | lands | touches |
| 3. flicks | falls | begs |
| 4. turns | crushes | kisses |
| 5. grabs | tries | brings |

B. Use the following words in sentences. Be ready to present your sentences to the class.

1. passes
2. touches
3. flicks
4. turns
5. tries

Week 4 - At the Countryside



Read and Learn

Read the selection below.

Bamboos

The bamboo is the giant of the grass family. Some bamboos can grow as tall as trees. They can grow in the lowlands or in rolling hills. There are different kinds of bamboos.

The bamboo has many uses. The most important use of bamboo is for building houses. Whole bamboo is used for posts and beams of houses. Split bamboo is used for roofs, walls, and floors. It is also used in fishing and farming. Different kinds of fish traps are made from bamboo. The farmer uses the bamboo as a fence for his garden and farm.

The bamboo has many other uses. It can be made into toys, furniture, and utensils. It is a very useful plant.



Talk about It

Answer the following questions.

1. What are bamboos?
2. Where do bamboos usually grow?
3. What are the different uses of bamboo?
4. How many paragraphs does the selection have?
5. What is the topic of the first paragraph? The second paragraph?
6. Read the sentence that tells the topic of the second paragraph. The third paragraph?
7. What is the selection about?



Remember

An **outline** is a brief summary of a particular topic that helps you organize ideas. It has two parts.

- ✓ The **topic** is written in Roman numerals.
- ✓ The **subtopics** that give the details are marked with capital letters.



Do and Learn

A. Identify the topic of the given details. Choose your answer in the box and write them on your paper.

1. Plants grow everywhere.
Some grow in the pond.
Some grow in the ground.
Others grow in rocky soil.

Plants have many uses.
Plants grow in different places.

2. Maria plants different kinds of seeds.
She plants guava, mango, and papaya.
After a few days, a baby plant grows.
It has a stem and small leaves.

Plants grow from seeds.
Maria has plenty of seeds.

3. Birds fly with their wings.
Fish swim with their fins.
Dogs and cats walk with their feet.

Animals move in different ways.
They have different body parts.

- B. Write the subtopics about the paragraph below. Write your answers on a separate sheet of paper.

Tree

A tree is a home to animals. Birds build their nests on its branches. Bees make their hives in its holes. Rabbits live underneath it. Animals stay with their families in the tree.

- I. A tree serves as a home to animals.

- A. Subtopic _____
- B. Subtopic _____
- C. Subtopic _____
- D. Subtopic _____



Learn Some More

- A. Identify the topic and the subtopics for the paragraph below. Follow the given template.

The queen bee is the most important member of the hive. She is the ruler of the colony. Her job is to lay eggs. She lays at least two thousands eggs everyday.

- I. _____
A. _____
B. _____
C. _____

- B. Choose a topic from the following. Think of interesting details about your chosen topic. Write your answers on a separate sheet of paper.

- a. Food that we eat for breakfast
- b. Things we bring to school



Write about It

A. Write a two-level sentence outline in your notebook.

Dogs help people in a lot of ways. They help blind people find their way. Others help the policemen solve a crime. They alarm the house owners when there are strangers around.

- I. _____
A. _____
B. _____
C. _____

B. Go back to informational text entitled “Bamboos.” Write a two-level sentence outline about it. Use the template below.

Bamboos

- I. _____
A. _____
B. _____
C. _____
- II. _____
A. _____
B. _____
C. _____



Find Out and Learn

Read the sentences below.



A

The bamboo **grows** as tall as big trees.



B

Some bamboos **grow** as big as trees.



C

The farmer **uses** bamboo as a fence for his garden and farm.



D

Farmers **use** bamboo as a fence for their garden and farm.

Study the chart below.

Singular	Plural
The bamboo grows	Some bamboos grow
The farmer uses	Farmers use



Remember

- ✓ **-s** or **-es** is added with the base form of the verb to talk about singular subject.
- ✓ The **base form of the verb** is used to talk about plural subject.



Do and Learn

- A. Choose the correct form of the verb in the parentheses to complete the sentence. Write your answers on a separate sheet of paper.

Animal Beds

Edie Adams

A bat (sleep, sleeps) in a cave

The bird (rests, rest) in a tree

Rabbits (stay, stays) in a tunnel underground

and fish (sleep, sleeps) in the sea.

- B. Write sentences about the picture. Use the present tense of the verb. Write your answers on a separate sheet of paper.



1. _____



2. _____



3. _____



4. _____



5. _____

C. Use the following subjects in sentences. Write your answers on a separate sheet of paper.

1. butterflies and other insects
2. all creatures
3. tall trees
4. a chick
5. his father



Learn Some More

Some of the stanzas are not complete. Fill in the blanks with verbs in the present tense. The first one is done for you. Practise reading the part of the poem. Recite it to the class.

Over in the Meadow

All: Over in the meadow
Under the shady tree,
Live some little creatures
And their families.

Group 1

“Hop,” says the mother frog;
“Hop?” say her little ones:
So she _____ and _____
In the sand, in the sun.

Group 2

“Swim,” says the mother fish;
“Swim?” say her babies two:
So they _____ and _____
In the river so blue.

Group 3

“Shine,” says the mother firefly;
“Shine?” say her babies three:
So they _____ and _____
In the leaves of the tree.

Group 4

“Walk,” says the mother crab;
“Walk?” say her babies four:
So they _____ and they _____
In the sand, on the shore.

Group 5

“Fly,” says the mother bee;
“Fly?” say her babies five:
So they _____ and they _____
In the air, near the hive.

Group 6

“Sing,” says the mother bee;
“Sing?” say her babies six:
So they _____ and _____
In their nest built of sticks.

Group 7

“Chirp,” says the mother cricket;
“Chirp?” say her babies seven:
So they _____ and _____
In their little cricket heaven.

Group 8

“Crawl,” says the mother lizard;
“Crawl?” say her babies eight:
So they _____ and _____
By the old wooden gate.

Group 9

“Eat,” says the mother spider;
“Eat?” say her babies nine:
So they _____ and _____
In their cobweb so fine.

Group 10

“Quack,” says the mother duck;
“Quack?” say her babies ten:
So they _____ and they _____
And they _____ once again.



Write about It

A. Here is a paragraph. Write a two-point outline in your notebook.

Spiders catch food in different ways. They spin silk to catch insects. Some leap into the air to catch their prey. Some spiders use sheets of silk to wrap their prey like mummies.

B. Read the paragraph below. Write a two-level outline of the selection using the template on the next page. Write your answers on a separate sheet of paper. The following questions will guide you in writing the paragraph.

- What is the topic of each paragraph?
- What sentences say something about the topic?

Honey Bees

Honey bees are insects about $\frac{3}{4}$ of an inch big. They are reddish-brown and black with yellow stripes in the abdomen. The head, legs, and antennae are black. Their thorax is covered with thick pale hair.

They live in a hive. A hive accommodates at least 80,000 bees, most of which are worker bees. The hive is sometimes built in a hole of a tree. It is ruled by a queen bee. She is the biggest bee in the hive. Along with her live the bee workers. They do all the work in the hive. Their tasks include caring for larvae, making wax, building honeycomb, cleaning the hive, and storing pollen.

Honey bees collect nectar and pollen from different types of flowers to make honey. The worker bee sucks the nectar from the flower. It brings the nectar to the hive and passes it on to the other worker bee. The worker holds the nectar in her tongue until the water evaporates. She is left with honey on her tongue. The honey will be stored in the hive and eaten in the winter.

www.fcps.edu/islandcreekes/ecology/honey-bee.htm

Title

- I. _____
 A. _____
 B. _____
 C. _____
- II. _____
 A. _____
 B. _____
 C. _____
- III. _____
 A. _____
 B. _____
 C. _____

Check your outline using the checklist below. Write your answers on a separate sheet of paper.

Checklist for Assessing Outline Writing

	Yes	No
1. Is the title written in the middle?		
2. Are Roman numerals used to signal the main idea?		
3. Are the supporting details clearly stated?		
4. Are the supporting details written in capital letters?		
5. Do the sentences begin with a capital letter and end with a period?		
6. Are the words correctly spelled?		
7. Has the format in writing an outline been followed?		

Week 5 - Friendly Creatures



Read and Learn

Read the story.

Fish Is Fish

Adapted

At the edge of the woods, there was a pond, and there a minnow and a tadpole swam among the weeds. They were inseparable friends. They were always together.

One morning, the tadpole discovered that during the night he had grown two little legs. “Look,” he said triumphantly. “Look, I am a frog!”

“Nonsense,” said the minnow. “How could you be a frog if only last night you were a little fish, just like me!”

They argued and argued until finally the tadpole said, “Frogs are frogs and fish is fish and that’s that!”

In the weeks that followed, the tadpole grew tiny front legs and his tail got smaller and smaller. And one day, a real frog now, he climbed out of the water and onto the grassy bank. The minnow had grown and had become a full-fledged fish. He often wondered where his four-footed friend had gone. But days and weeks went by but the frog did not return.

Where do you think had the frog gone?

Then, one day, with a happy splash that shook the weeds, the frog jumped into the pond. “Where have you been?” asked the fish excitedly.

“I have been about the world—hopping here and there,” said the frog “and I have seen extraordinary things.”

“Like what?” asked the fish.

“Birds,” said the frog mysteriously.

“Birds?” And he told the fish about the birds that had wings, and two legs, and many, many colors. As the frog talked, his friend saw the birds fly through his mind like a large feathered fish.

“What else?” asked the fish impatiently.

“Cows,” said the frog. “Cows?”

“They have four legs, horns, eat grass, and carry pink bags of milk.”

“And people! Men, women, children!” And he talked and talked until it was dark in the pond.

But the picture in the fish’s mind was full of lights and colors and marvelous things and he couldn’t sleep. Ah, if he could only jump about like his friend and see that wonderful world.

And so the days went by. The frog had gone and the fish just lay there dreaming about birds in flight, grazing cows, and those strange animals all dressed up that his friend called people.

One day, he finally decided that come what may, he too must see them. And so with a mighty whack of the tail he jumped clear out of the water onto the bank.

What do you think will happen to the fish? Why?

He landed in the dry, warm grass and there he lay gasping for air, unable to breathe or move. “Help,” he groaned feebly.

What do you think will happen? Guess the ending of the story.



Talk about It

Answer the following questions.

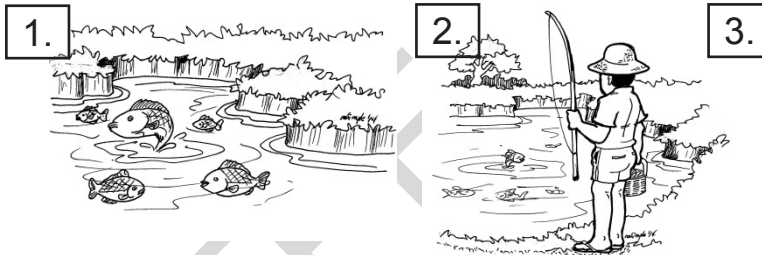
1. Who are the characters in the story?
2. What did the fish and the frog argue about?
3. What happened to the fish one day?
4. What is a good ending for the story?



Do and Learn

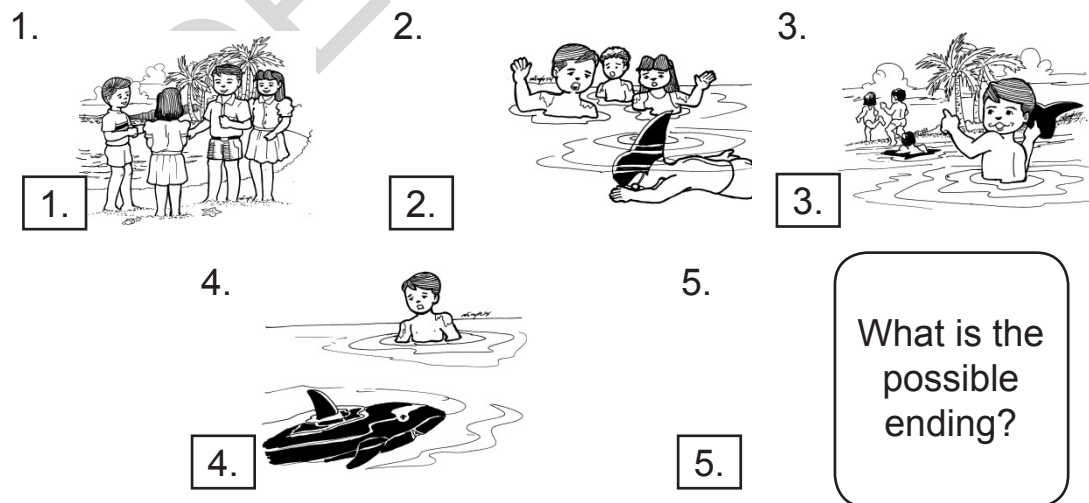
Draw the possible ending.

A.



What could happen next?

B.



What is the possible ending?

C. Tell the possible ending.

Joy was feeding her fish in the aquarium. She loves her koi so much. She did not notice her little brother playing with his basketball near her. Suddenly, she heard a loud crash.



Remember

In giving an ending to a story, consider these important things:

- a) It may suggest a solution to the character's problem; or
- b) It may come out of the character's action.



Learn Some More

Read the story and give a possible ending. Act it out.

One Sunday morning, Aleeza went to her grandmother's farm. She was so excited because grandmother said there were plenty of butterflies in the meadow that day. Aleeza liked butterflies so much. She went to the meadow with her dog Bantay. Aleeza saw a beautiful orange butterfly. This was the first time that she has seen this. She chased the butterfly until it landed on a big gumamela plant. Aleeza was about to catch the butterfly when Bantay barked loud. Little did she know that there was a big snake nearby. What do you think is a possible ending to the story?



Find Out and Learn

Read the following sentences from the story “Fish Is Fish.” Study the underlined words.

1. They were inseparable friends. They always go together.
2. As the frog talked, his friend saw the birds fly through his mind like a large feathered fish. “What else?” asked the fish impatiently.



Remember

A **prefix** is a letter or group of letters added before a word. It changes the meaning of the word. Among the commonly used prefixes are **in-** and **im-** which both mean “not.”



Do and Learn

A. The underlined words in the sentences below have the prefix which means “not.” Choose the meaning of the underlined words from the words in the box.

wrong	indirect	rude	timeless
-------	----------	------	----------

1. Jason’s score in the English test was almost perfect. He has one incorrect answer.
2. While the teacher was talking, Jason called out his friend. He is impolite.
3. Ben thought he was immortal.

B. Complete the chart below using the prefix in- or im-.

Root word	New word	Meaning of the New Word
1.expensive		cheap
2. sufficient		scarce
3. moderate		too much
4. patient		short-tempered

C. Add the correct prefix to form the new words. Give the meaning of the newly formed words.

Root word	New word	Meaning of the New Word
1. appropriate		
2. sane		
3. active		
4. direct		
5. perfect		
6. proper		
7. possible		
8. material		

D. Choose three words from the with prefixes im- or in- and use them in sentences.

1. _____
2. _____
3. _____



Try and Learn

Exercise 1

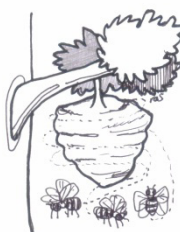
Look at the pictures. Use possessive pronouns. The first one is done for you.



Dolphin's ball - its ball



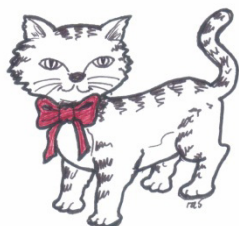
Monkey's red cap - _____



Bees' beehive - _____



Birds' bills - _____



Cat's red ribbon - _____

Exercise 2

Rewrite the sentences by replacing the underlined words with possessive pronouns.

1. Butterfly's wings are big. The butterfly's wings have different colors. As the butterfly grows, the wings' colors fade.
2. Butterfly's body is made up of three parts: the head, thorax, and abdomen.
3. Butterfly's life span is only about a week.



Remember

A possessive pronoun shows possession or ownership.

a) Singular Possessive Pronouns

his hers its

b) Plural Possessive Pronouns

ours theirs



Do and Learn

Read the poem below. Note the words in bold face: I, its, my, and mine.

It Is about My Pet Dog

I have a pet dog. Its name is Jack.
It is **my** dog. The dog is **mine**.

The poem has another version. Change the word **I** into **You**.

You have a pet dog. Its name is Jack.
It is **your** dog. The dog is **yours**.

Continue replacing the pronouns with the other pronouns.

- a. They
- b. We

Recite the poem made.

Change the word pet dog to other objects.

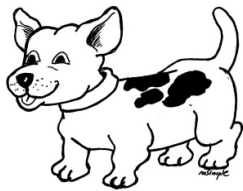
Example:

I have a pen. It is new.
It is my pen. The pen is mine.

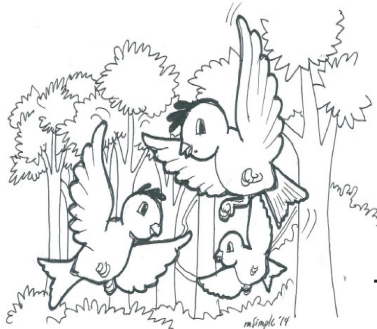


Learn Some More

A. Construct sentences about the pictures using possessive pronouns.







B. Choose the possessive pronoun that best completes each sentence.

(My, Mine) brother planted a mango tree in (our, ours) backyard. Jaren's brother trims (its, it's) branches every week. They take good care of the mango tree.



Find Out and Learn

Read the paragraph taken from the story "Fish Is Fish."

(1) Luckily, Frog, which had been hunting butterflies nearby, saw Fish, and with all **its** strength pushed Fish back into the pond. (2) Still stunned, Fish floated about for an instant, then it breathed deeply, letting the clean cool water run through **its** gills. (3) Now, Fish felt weightless again and with an ever-so-slight motion of **his** tail, it could move to and fro, up and down, as before.

Luckily, Frog, which had been hunting butterflies nearby, saw Fish and with all **its** strength pushed Fish back into the pond.

To whom does the word **its** refer to in the sentence?

antecedent
↓
Luckily, **Frog**, which had been hunting butterflies nearby, saw Fish, with all **its** strength pushed Fish back into the pond.
↙
The pronoun that refers to the antecedent



Remember

- ✓ A pronoun agrees with its antecedent in number and gender.
- ✓ Agreement in Number – If the antecedent of a pronoun is singular, a singular pronoun is required. If the antecedent is plural, a plural pronoun is required.

Example: Lei has a red umbrella. Her umbrella is red.

- ✓ Agreement in Gender – Masculine gender is indicated by he, his, and him. Feminine gender is indicated by she, her, and hers.

Example: This dog is Jose’s pet. This dog is his pet. This dog is his.

Neuter gender is indicated by it and its.



Do and Learn

- A. Identify the pronouns in each sentence and the antecedent it refers to.
- a. In a field one summer day, a grasshopper was hopping about, chirping and singing to its heart’s content.
 - b. An ant passed by with its burden of a kernel of corn.
 - c. The red ant went on her way and continued her toil.

pronoun	antecedent
a.	
b.	
c.	

B. Underline the antecedent and circle the pronoun that it agrees with.

1. A reporter interviewed Alice Mayer after (her, their) home was struck by a tornado.
2. Her son Angelo spent most of (his, their) time cleaning up the yard.
3. Angelo's brothers are staying in (his, their) grandmother's home tonight.
4. After the interview, the reporter submitted (her, their) assignment to the editor.
5. The newspaper featured her articles on tornadoes on (its, their) front page.



Learn Some More

Read the paragraphs below. In each sentence, underline the antecedent and box the pronoun that refers to it.

1. Athena and her family will visit grandmother today. They will be using their brand new car. Athena thought of bringing ripe guavas she harvested for her grandmother. Arman will be giving his winning painting as a surprise to his loving grandmother. Athena and Arman love their grandmother that much.
2. One day, Mario and Jose were on their way to school. They saw something on the street. "Somebody must have dropped his wallet," said Mario. He picked the wallet and hurried to school. Along the way, they met Katelyn. "The girl must be looking for her wallet," said Jose. Mario gave the wallet to Katelyn. "Thank you so much," Katelyn said.

3. The children were busy in school one Monday morning. Mary and Paul studied their spelling words. Josie played with her guitar. Anthony talked to his judo coach about the upcoming tournament. Suddenly, they heard a loud bang! Everyone in the room turned to where the sound came from.



Write about It

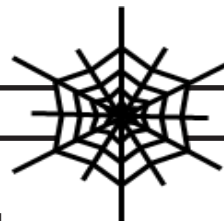
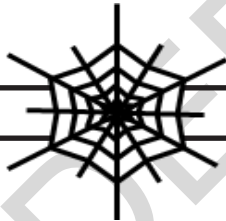
- A. Read the selection and write a two-level sentence outline.

Spiders

Cecilia B. Corsino

Spiders are tiny animals that spin silk to catch insects. Some spiders spin silk webs to trap food. Such webs are sticky that when an insect flies into one, it cannot escape. Some spiders leap into the air, to catch their prey, and float to the ground on a dragline or silk thread. Some spiders use sheets of silk to wrap their prey like mummies.

Source: English This Way 4, p. 290



How spiders catch food

- A. _____
B. _____
C. _____

- B. Here is another paragraph. Write an outline using the following format.

Tarsier

Tarsiers can be found in Southeast Asia. In the Philippines, they are in the islands of Samar, Leyte, and Bohol. They live in trees and in the roots of plants like bamboo.

The tarsier is one of the smallest primates; it is no larger than an adult man's hand. It has brown and gray fur covering its body. Its hind legs and feet are elongated. It has big round eyes.

The tarsier is nocturnal. It sleeps during the day and finds food at night. It mainly eats insects.

Tarsier (Outline)

I. Tarsiers can be found in Southeast Asia

- A. _____
- B. _____
- C. _____

II. It is one of the smallest primates.

- A. _____
- B. _____
- C. _____
- D. _____

III. It is nocturnal.

- A. _____
- B. _____

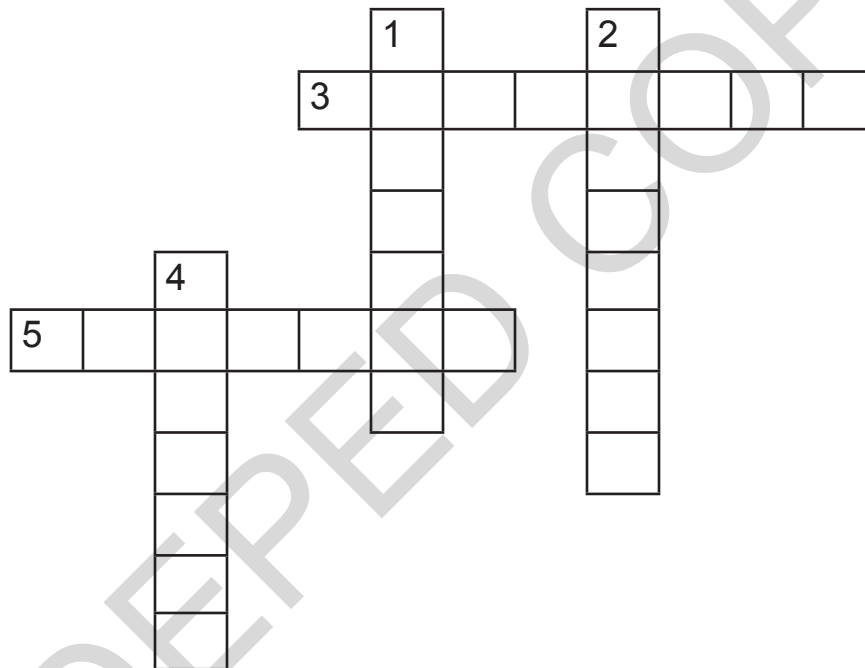
Week 6 - A Place to Remember



Read and Learn

Solve the word puzzle. Choose the word from the box to complete the puzzle.

seaweed	peaceful	helpless	boulder	turmoil
---------	----------	----------	---------	---------



Across:

- 3. calm
- 5. rock

Down:

- 1. kind of algae in the sea
- 2. weak
- 4. chaos

Read the story below.

Bing, the Little Whale Shark

Jomike Tejido

The bay of Sorsogon is home to large whale sharks. Here, they freely feed, grow, and play everyday. There's a young whale who loves to play hide-and-seek. "Where could Bing be?" his playmates would ask. And today, he's not within the corals; he's not among the seaweeds or even under the sand. Bing hides very well. And he startles others when he comes out of his hiding place.

"Boo!" Bing would shout. He suddenly appears everywhere.

One night while the whale sharks were playing, unexpected workers came. The whale sharks were scared. "Bing! You have to come out now! It's too dangerous to play!" they shouted. But Bing was nowhere to be found.

Where do you think could little Bing have gone?

After a few moments, Bing finally appeared. "Boo!" he shouted. But he was surprised with what he saw. His playmates were hiding behind a boulder and their elders were in flurry.

"What's happening?" Bing worried.

What do you think happened?

The grownups shouted and pleaded back. They were trying to free themselves from the traps. They endured the pain. But they were helpless against the visitors.

Bing thought of something. He gathered all his playmates. "We're going to play hide-and-seek!" Bing said. "Why are we playing when everything's a mess?" asked his playmates.

“Trust me, this will be different. I’ll tell you where I hide!” Bing answered.

“Wag your tails as hard as you can, look up at the moon, and flap your fins like a bird,” Bing said. His playmates followed him. Because the sea was in turmoil that night, the visitors did not notice what was happening behind them.

“Your hiding place is great!” his playmates said to Bing. “Will we stay hidden here?” “No, I’ll tell you now how to go back!” replied Bing. “Juuuuuuump!” the whale sharks shouted in unison.

“The moon and stars are falling from the sky!” the visitors said in fear. “Let’s get out of here!”

That night the sea became peaceful once more. The grownups thanked the little ones for saving them. “Let’s play *patintero* this time!” Bing invited his playmates.



Talk about It

Answer the following questions.

1. Who are the main characters in the story?
2. Where did the story take place?
3. Where does Bing hide?
4. What kind of shark is Bing? Why?
5. What happened one day?
6. How did Bing save his friends?
7. If you were Bing, would you do the same? Why?
8. Have you ever saved others from danger? Share it with the class.



Find Out and Learn

Here are parts of the story. Read each part. Guess what will happen next.

One night while the whale sharks were playing, unexpected workers came. The whale sharks were scared. “Bing! You have to come out now! It’s too dangerous to play!” they shouted. But Bing was nowhere to be found.

Where do you think did little Bing go?

Bing thought of something. He gathered all his playmates and told them that they are going to play a different game. He asked them to wag their tails as hard as they could and jump.

What do you think happened? Why did the whales do this?

“The moon and stars are falling from the sky!” the visitors said in fear. “Let’s get out of here!”

Why do you think they said this? What could have been done? Why?



Remember

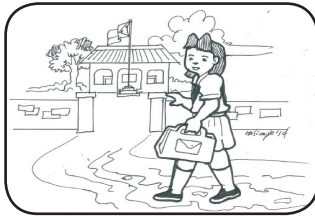
Predicting is giving possible outcomes or events that could happen in the story based on the situations or ideas presented. It is important to listen/read the details carefully. Look for clues and use what you know to predict outcomes.



Do and Learn

Read each situation below and predict the outcomes.

1. It rained so hard the night before. The road on her way to school was slippery. Lana hurriedly ran to school. What do you think happened?



2. In school, Joey is worried because the weather is not good. It is about to rain. He lives near the river bank. What do you think happened?



3. It is Sunday. Alice and her family are going to the beach. Alice is so excited. It is her first time to go to the beach with her entire family. When everyone was finally ready, it began to rain hard. What do you think Alice and the family will do?
4. It was raining heavily. Athena was in school. She was about to go home, but she had no umbrella, and it was getting late. What do you think Athena will do?
5. Lester and his friends went to the beach to swim despite the heavy rain. He went further and further into the water. Then his friends heard him shouting for help. What do you think happened to Lester?



Try and Learn

Continue predicting outcomes. Read the selection and act out what will happen next.

Ted, Maya, and Ben were playing inside their house on Sunday morning. They laughed, shouted, and ran around their house. Ted bumped the center table. A loud clashing sound followed. Mother came in. Act out what happens next.



Find Out and Learn

Read the sentences taken from the story. Notice the underlined words. Give the meaning of the words.

1. The sea became peaceful once more.
2. The whales were helpless against the visitors.

How did you find the meaning of the word?

In the first sentence, the word peaceful is from the word peace. The suffix **-ful** is added at the end. The new word formed is peaceful which means “full of peace.”

In the second sentence, the word helpless has a suffix **-less** which means without. What do you think is the meaning of the word helpless?



Remember

Suffixes are syllables added at the end of a word which changes the meaning of the root word.

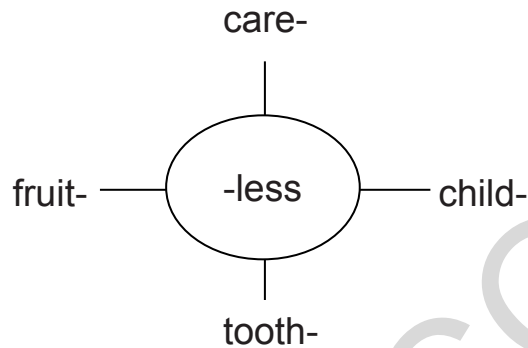
Examples: -less, -ful, ness, etc.



Try and Learn

Exercise 1

Form new words by adding the suffix -less to the words outside the circle. Give the meaning of the newly formed words.



What words were you able to form?
What is the meaning of the newly formed words?

Exercise 2

Complete the chart. Write down the words asked for. Use the suffix -less or -full. The first one is done for you.

Word	New word	Meaning
fear	fearless	without fear
hope		
home		
child		
help		
cheer		
boast		
thank		
grace		
peace		



Do and Learn

Change the words inside the parentheses by using correct suffixes to complete the meaning of the sentences. Write the words on a separate sheet of paper.

1. Ryan loves being outdoor. He likes to sleep in his tent. He loves star gazing. However, tonight the sky is _____ (no stars).
2. The plants in the yard are _____ (no flowers). The trees are _____ (no fruit).
3. It is a _____ (full of beauty) day. Angelo is going to see his grandparents. He will help them harvest mangoes today.



Read and Learn

Read the selection below. Give the time expressions that denote the present tense.

A Day in the Farm

Everyday Father goes to the farm to plant vegetables. Today, Lia and Jose go with him. In the farm, Jose plays with the animals. He enjoys horseback riding. Edna gathers ears of corn and boils them.

There is a big activity in the farm today. It is time to harvest the mangoes. Lia and Jose are excited. They help Father gather the mangoes and put them in the baskets. .

It is really fun to go with Father to the farm.



Do and Learn

A. Read the sentences and fill with the correct time expression.

1. Ryan and Athena are friends. They play in the park _____.
2. I feel wonderful _____. My mother will take me to the movie house.
3. My Father reads the newspaper _____.
4. The gumamela plant needs a great amount of water. Elsa and Ana water it _____.
5. A growing gumamela needs plenty of nutrients. The sisters put fertilizer _____ month.



Remember

The words today, every morning, and every afternoon are time expressions in the present tense. They denote that actions are done regularly.



Learn Some More

A. Read the sentences carefully and write the correct time expression in your notebook.

1. Fish and Frog are friends. They play in the pond _____.
2. _____, they meet at the pond.
3. And _____ the tadpole discovers that he has two legs.
4. _____ the fish did not believe that the tadpole has legs.
5. _____ they quarrel. In the end, agree that “fish are fish and frogs are frogs.”

B. Answer the following questions using sentences with verbs and time expressions.

What do you do every morning?

What does your family usually do on weekends?

What do you do before going to school?

Where does your family spend the summer vacation?

Week 7 - On Earth and Under the Sea



Read and Learn

Read the story.

How the Jellyfish Lost His Bone

Reader's Theater

Narrator: Long ago, the jellyfish had bones just like all the other fish. At that time, the king of the fish was getting old. One day, he married a pretty little princess. But the princess was so unhappy with the old king. She made believe that she was very sick and that only a monkey's liver could cure her.

Little Princess: Get me a monkey or I will die!

King: My Queen, monkeys could only be found on land and it would be very hard to get one.

Little Princess: I don't care! I must have a monkey!

Narrator: The king called the brave fish and ordered him to look and bring back a monkey's liver. After a long swim, the fish found the monkey seated on a tree.

Monkey: Who are you? What do you want?

What do you think the brave fish did to get the monkey's liver?

Brave Fish: I've just swam around the world. And I am going back to the finest land I've ever seen. It has beautiful trees for climbing and plenty of fruits for eating.

Monkey: I want to go, too.

Brave Fish: Climb on my back!

Narrator: The Brave Fish smiled and off they went. When they could not see land anymore, the monkey became afraid.

Monkey: I've changed my mind. This land is too far; please bring me back to my tree.

Brave Fish: I have to bring you to my Queen who is sick. Only a monkey's liver can cure her.

Monkey: Why didn't you tell me sooner? I am very honored; but you see, my liver is quite big and heavy, so I keep it on a branch of the tree. We'll have to go back and get it.

What do you think happened to the fish and the monkey?

Narrator: They turned around to get the liver. When they reached the tree, the clever monkey quickly jumped to safety and looked around.

Monkey: Somebody must have taken it. I'll have to find another one. You'll have to tell first the king that I'm looking for my liver. Come back to fetch me.

Brave Fish: That's a good idea. I'll do that. The king will be so happy for that.

What do you think happened to the brave fish?

Narrator: When the brave fish returned home with nothing, the king was so angry. He ordered the brave fish punished. The poor fellow was beaten up until he had no bones left. And when it was over, the brave fish was all pale and soft like jelly and no one could hurt him anymore. The queen went on pretending to be sick and asked her silly, old king for all sorts of new cures.



Tell and Learn

A. Retell the story using pictures.



B. Give the possible endings.

If you were to decide on another ending of the story, which of the following endings would you choose? Explain why.

- The King will give the brave fish a second chance.
- The brave fish will fight the king.
- The brave fish will kill the king.



Talk about It

Answer the following questions.

- Why did the king call the brave fish?
- Did the brave fish follow the king's order? Why?
- What happened when the brave fish found the monkey?
- What can you say about the monkey's trick?
- If you were the brave fish, would you believe the monkey? Why?
- What did the king do to the brave fish? Why?

7. If you were the king/fish, what would you do?
8. Why did the jellyfish lose his bones?
9. Do you like the ending of the story? How would you like to end the story?
10. What lesson does this story give?



Read and Learn

Read the poem.

In the Forest

Tall trees growing on a mountain top
To me like a queenly crown I see
Wild animals running so swiftly
As lively children full of glee.

Wild plants and animals are treasures to us,
Giving us food and shelter that we may live
If we take good care of them each day
No floods will happen in our community.

Men and hunters come as cruel enemies
Destroying priceless riches that abound
God-given nature so carelessly destroyed
Bringing us floods and other calamities.



Talk about It

Answer the following questions.

1. What can we see in the forest?
2. How do trees look like?
3. How do animals run?
4. What are our treasures in the forest?
5. Why do we consider plants and animals our treasures?

6. What would happen if there were no more trees in the forest?
7. How do we take care of them?
8. As pupils, what can you do to preserve our plants and animals in the forest?
9. What does this poem teach us?



Remember

A **simile** is a figure of speech used to compare two different ideas or objects using “as” or “like.”



Try and Learn

Exercise 1

Write S if the sentence has simile and X if it has not. Do this in your notebook.

1. We see stars in the sky at night.
2. She is the apple of her parents' eyes.
3. He is as slow as a turtle.
4. Her brother runs as fast as the wind.
5. Her teacher talks like a newscaster.

Exercise 2

Match Column A with Column B to complete the sentence. Write the letter of the correct answer in your notebook.

- A
- ___ 1. Mariel swims _____.
 - ___ 2. He is as tall _____.
 - ___ 3. Rica slept _____.
 - ___ 4. Richard is as thin _____.
 - ___ 5. Peter eats _____.

- B
- a. like a dog
 - b. as hard as stone
 - c. as a giant
 - d. like a log
 - e. as a stick
 - f. like a fish



Learn Some More

Write sentences using the similes in the box.

as red as gumamela
as fast as horse
as busy as a bee

like an old man
like an angel



Read and Learn

Read the following conversation.

- Rica : Good morning, Lina? How are you?
Lina : Good morning too, Rica! I am fine.
Rica : How was your birthday?
Lina : Very memorable!
Rica : What made it memorable?
Lina : My aunt in America greeted me.
My uncle promised to send me a walking doll.
Rica : What about your mother, what did she give you?
Lina : She didn't give me anything but she cooked my favorite food.
My father harvested fruits in the farm. Everybody enjoyed eating the fruits.
Rica : That's wonderful! I'm happy for you. Belated happy birthday!
Lina : Thank you, Rica.
Rina : You're welcome.



Talk about It

Answer the following questions.

1. What are the underlined sentences in the dialog?
2. What are the verbs in the sentences?
3. When did the actions happen?
4. What are the simple forms of the verbs greeted, promised, cooked, harvested, and enjoyed?
5. What letters are added to form the past tense?



Remember

Regular verbs use -ed or -d to tell past action. The spelling changes when we add -ed or -d.



Try and Learn

Exercise 1

Complete the sentences by writing the past form of the verb on your notebook.

1. Last vacation, my mother ___ (receive) a gift box from her sister in America.
2. She ___ (open) it with great joy.
3. My sister ___ (dance) with joy because of her new bag.
4. My brother ___ (look) for his pair of shoes in the box.
5. We ___ (call) my Aunt to thank her for the surprises.

Exercise 2

Complete the story using the verbs found in the box.

called shouted laughed stopped cleaned

One day, Mother and Mario _____ the house. Mother _____ because she saw a snake. Mario _____ Father because he was afraid of it. Father _____ at them because it wasn't real, it was only a toy. All of them _____ working.

Exercise 3

From the list below, pick out the five misspelled verbs in the past tense. Write them on your paper. Then write the correct spelling on the right side of each word.

- | | | | | |
|-------------|--------|---------|------------|---------|
| 1. prepared | danced | missed | cleaned | helped |
| 2. pushed | sleepd | roasted | remembered | passt |
| 3. buildt | asked | swam | deliver | visited |



Read and Learn

In the Farm

My vacation in the farm is perfect. The whole family stayed there for one month. We helped our father in harvesting fruits. We also helped our mother in cooking our food. I learned many things about cooking.

I enjoyed my vacation very much. Next year, the whole family will stay there again. I hope my parents will allow me to swim in the river.



Remember

A **paragraph** is made up of sentences that explain or present the details of a topic.

- ✓ A good paragraph has three parts.
 1. The beginning sentence, which usually states the main idea
 2. The middle sentences, which support the main idea
 3. The ending sentence, which summarizes the idea
- ✓ Remember to observe the following tips in writing a paragraph:
 1. Focus on one topic.
 2. Complete the paragraph with an ending sentence, which may be an idea, a decision, or a conclusion.
 3. Indent the first sentence of the paragraph.
 4. Begin the first word of a sentence with a capital letter.
 5. End each sentence with the correct punctuation mark.



Write about It

Write a paragraph about your experience during a summer vacation. Use the following questions as your guide in writing the paragraph. Do this on a separate sheet of paper.

1. What was your experience? Describe your feelings.
2. Where did it happen?
3. When did it happen?
4. Who were your companions?
5. What did you do?
6. What would you like to happen next time?



Read and Learn

Read the news article below.

KSPEDS broadcasting team bags award in NSPC 2014

The Kalamay Special Education School (KSPEDS) Radio Broadcasters won third place in Best in Infomercial, Filipino category, during the Annual National Schools Press Conference (NSPC) in Subic, Olongapo City.

The members of KSPEDS broadcasting team were Dhea Denlaza, Lady Lou Sandoval, Sheena Heart Jumangit, Felicity Fiona Wooton, Cev Ellis Calunsag, Moonyeen Sofia Sabdula, and Schwar Clifford Mascariña. Their coaches were Mr. Randy Devis and Mrs. Cheryl Velasco. Both are teachers in the school.

“That was the most memorable experience of the group. Everyone was so excited to see other journalists from different places in the country. Our group jumped for joy when the announcer mentioned our group as one of the winners. We are very proud to have brought prestige to our school,” Dhea Denlaza said during the interview.



Talk about It

Answer the following questions.

1. What is the news about?
2. When did the event happen?
3. Where did it happen?
4. Why do you think they were chosen as one of the winners?
5. How did they feel when their group was mentioned as winners?



Find Out and Learn

1. What is the headline of the news?
2. What is the primary lead?
3. What is the secondary lead?
4. Which are less important statements?



Remember

Basic Structure of News:

1. Straight news follows the traditional structure of news writing. It is written in an inverted pyramid form. The most important facts are placed at the beginning which is called “Lead.” The other less significant details and background are given in succeeding paragraphs.
2. Primary lead is a short paragraph which answers at least four of the Ws and one H questions.



Do and Learn

Read the article below and answer the questions that follow.

KSPEDS pupils receives school supplies from Gov. Salud

All pupils of Kalamay Special Education School (KSPEDS) received a bundle of school supplies from Governor Wilfredo Y. Salud on December 5, 2014 at KSPEDS Conference Hall. The pupils were very pleased to accept the gifts. Each of them received notebooks, pad paper, pencil, ballpen, and a box of crayons. They considered the school supplies as an early Christmas gift from the governor. KSPEDS Principal, Mr. Joselito Palos, distributed the supplies on behalf of the governor.

1. What is the headline of the news?
2. What is the primary lead of the news?
3. What is the secondary lead?
4. Which statements are less important?



Learn Some More

Look for news papers/school papers.
Browse the news page and copy the primary lead.

Week 8 - Forest Adventures



Try and Learn

Exercise 1

Arrange the pictures as they happened in the story. Write first, second, third, and fourth below the picture.

The King of the Forest and His Three Advisers



a.



b.



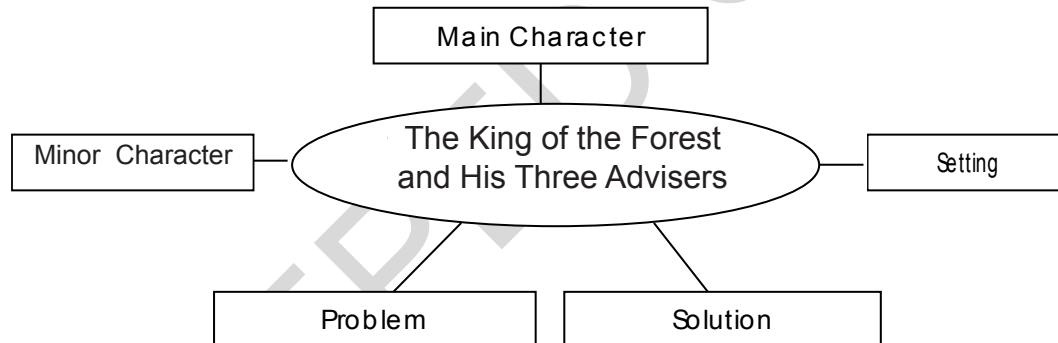
c.



d.

Exercise 2

Complete the story map.



Exercise 3

Arrange the sentences as they happened in the story. Write 1 to 9 on the space provided.

- _____ The goat was torn to pieces.
- _____ The king called the goat.
- _____ The king called the horse.
- _____ The queen told the king that his breath was unpleasant.
- _____ The horse was sent home to take a rest.
- _____ The king was in an irritable mood.



Read and Learn

Read the story.

The Green Bird

There was a small Green Bird, as green as a leaf, that lived in a forest. He had a long tail that bobbed up and down when he sang. The crest on his head spread like a tiny fan when he was alarmed. He was just a little bigger than a sparrow but more slender.

In the morning when the sun came up, he sang: "Tweet! Tweet! Tweet! Hello! Hello! Hello!" And in the evening when the sun went down, he sang: "Tweet! Tweet! Tweet! So long! So long! So long!" He sang his songs over and over. He never grew tired of singing the same thing.

One day, the little Green Bird sang to his Ladylove: "Tweet! Tweet! Tweet! Come here! Come here! Come here!" And Ladylove came. They built a nest at the end of the branch. She laid two green eggs, not very big. She sat and sat all day long until, "Tap! Tap! Tap!" The birdlings hatched from the eggs and popped out.

What do you think happened next?

"Tweet! Tweet! Tweet! I'm here! I'm here! I'm here!" and they opened their mouths wide to be fed. The Green Bird and his Ladylove fed their chicks until they were old enough to fly.

One day, Green Bird got sick, so Ladylove went out to look for food. After two days, Green Bird called his Ladylove. "Tweet! Tweet! Tweet! Come home! Come home! Come home!"

Did Ladylove come back home?

But Ladylove did not come. He called again: "Tweet! Tweet! Come here! Come here!" But still she did not come. The next day, Green Bird felt good. He flew to the tallest tree in the forest and sang. "Tweet! Tweet! Tweet! Come here! Come here! Come here!" and still she did not reply.

After singing several times, he knew she would never come again. So the little Green Bird flew into the air, higher and higher. He soared into the blue sky, singing and singing to his Ladylove: "Tweet! Tweet! Tweet! Come home! Come home! Come home!"



Talk about It

Answer the following questions.

1. How does Green Bird look?
2. What does he do every morning? Every evening?
3. What does he do to make his Ladylove come near?
4. What did Green Bird and Ladylove build at the end of the branch?
5. How many eggs did they have?
6. What did they do to hatch the eggs?
7. When the birdlings opened their mouths, what did Green Bird and Ladylove do?
8. What kind of parents were they?
9. What happened when Green Bird got sick?
10. What did Green Bird do when his Ladylove did not come back?
11. When Green Bird felt good, what did he do?

12. What did you feel when his Ladylove did not come back?
13. What do you think happened to his Ladylove?
14. If you were his Ladylove, would you go away and leave Green Bird?
15. How did Green Bird know that his Ladylove will not come back anymore?
16. How did he feel when his Ladylove did not come back?
17. If you were Green Bird's friend, how would you comfort him?
18. What did he do when he knew his Ladylove would not come back anymore? Did he stop looking for her?
19. What lesson does this story tell us?



Read and Learn

Underline the simile in the poem.

Rain comes in various sizes
Some rain is as small as mist.

It tickles your face with surprises,
And tingles as if you'd been kissed.

Some rain is the size of sand
And doesn't put out all the sun.

You can see the drops sparkle and twinkle,
And a rainbow comes out when it's done.



Do and Learn

Match the following parts of sentences by writing the letter of the correct simile.

- | | |
|------------------------------------|-----------------------|
| 1. The rose bush had thorns _____. | a. as high as the sky |
| 2. The star athlete ran _____. | b. as old as ice |
| 3. His kite climbed _____. | c. as black as coal |
| 4. The burned bread was _____. | d. as fast as a horse |
| | e. as sharp as pin |



Remember

A **simile** is a figure of speech used to compare two different ideas or objects using “as” or “like.”



Learn Some More

Read each sentence carefully. Fill in the blanks with the words that will complete the sentence. Write your answers on a separate sheet of paper.

- One's manners are like a mirror of one's self.
_____ and _____ are compared.
- You are like an angel from above.
_____ and _____ are compared.
- Writing is like swimming in a calm sea.
_____ and _____ are compared.
- A child is as precious as a jewel.
_____ and _____ are compared.
- Father is as funny as a clown.
_____ and _____ are compared.



Read and Learn

Read the dialog below.

Noe : Hi, Rico! You have a nice cellphone.
Rico : Yes, it is. My grandparents bought it for me as my birthday gift.
Noe : Cellphones are really useful. You can call up anybody, anywhere.
Rico : That's true. When I got lost in a mall, I called up my grandmother and told her where I was. In a matter of minutes, she found me near the bookstore.

Study the table below.

Present	Past
begin	began
build	built
break	broke
creep	crept
deal	dealt
drink	drank
drive	drove
eat	ate
feel	felt
feed	fed
fly	flew
give	gave

Present	Past
grow	grew
hide	hid
keep	kept
leave	left
lend	lent
meet	met
ride	rode
run	ran
send	sent
sleep	slept
sit	sat
tell	told

Present	Past
bet	bet
broadcast	broadcast
cost	cost
cut	cut

Present	Past
hit	hit
hurt	hurt
put	put
read	read



Remember

Most **irregular verbs** change their spelling when they form the past tense. A few have the same form in both present and past tense. (Examples: put-put; read-read)



Try and Learn

Exercise 1

Give the correct past form of the verbs inside the parentheses. Write your answers in your notebook.

Once upon a time, a hen ____ (find) strange-looking pellets while scratching the ground. "Aha!" she said, "What special corn grits for me to eat!" Suddenly, Aling Maria ____ (come) with a basket of corn grits to feed the chickens. She ____ (see) the glittering pellets. She ____ (run) towards the golden pellets hurriedly. She ____ (take) them and ____ (leave) at once.

Meanwhile, the hen ____ (eat) the corn grits Aling Maria ____ (leave) behind. The hen ____ (is) happy she ____ (has) corn grits to eat the whole day.

Exercise 2

Choose the correct answer from the words in the parentheses. Write your answers in your notebook.

1. Maria (spend, spent) her vacation in the city last year.
2. They (slept, sleep) outside the house last night.
3. During my birthday, my father (drink, drank) wine.
4. We experienced brownout last night. I was afraid so I (hide, hid) under the table.
5. Mother (forget, forgot) to close the door a while ago.

Exercise 3

Complete the sentences using the correct form of the verbs. Write your answers on a separate sheet of paper.

lend say feed tell buy

1. She was absent that is why I ___ her my notebook.
2. She ___ I woke up early.
3. Yesterday he ___ the dogs.
4. I ___ mother to stay calm.
5. Maria ___ a new dress.



Read and Learn

Read the following slogans. Talk about what it means.

1. You're What You Eat
2. Water is life, don't waste it.
3. Our earth is the only thing we've got, save it.
4. This nation can be great again.
5. Save a tree for life.



Remember

A **slogan** is a phrase which is easily remembered. It is used for political, commercial, religious, and other purposes. It is usually a repetitive expression of an idea or purpose.

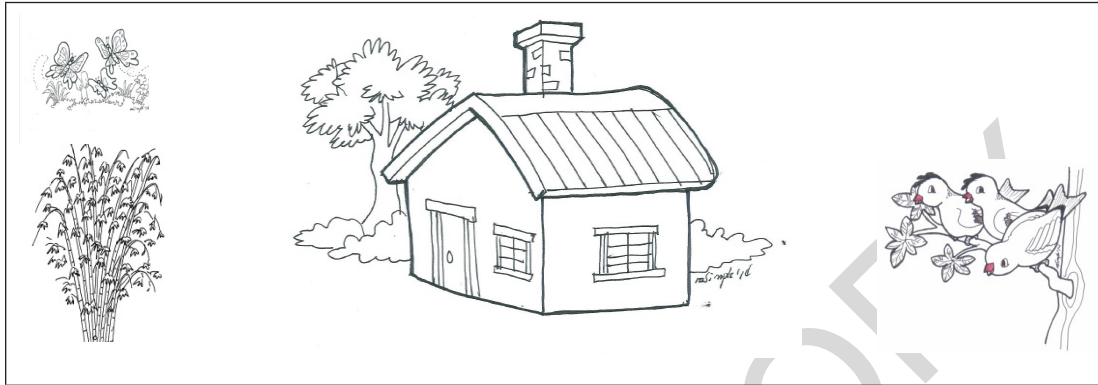
Tips in making a slogan:

1. KISS - Keep it simple and short.
2. Should be catchy
3. Should focus on the big idea
4. Should impart positive feelings



Write about It

Write a slogan about the picture below.



Try and Learn

Match each word in Column A with its meaning in Column B. Write the answer on a separate sheet of paper.

A	B
1. atmosphere	a. genuine and original
2. autopsy	b. having no trees or other growing plants
3. blush	c. the mixture of gases that surrounds an astronomical object such as the earth
4. authentic	d. to turn red in the face because of emotion, especially embarrassment, shame, modesty, or pleasure
5. barren	e. medical examination of a dead body in order to establish the cause and circumstances of death



Remember

A **dictionary** is a reference book that contains alphabetically arranged words with their meanings, often with information about grammar and pronunciation.

- ✓ The pair of words on the topmost part of the dictionary is called the **guide words**.
- ✓ The first guide word found on the left is the first word on the page. The second guide word is the last word on the page.



Learn Some More

Using a dictionary, get the meanings of the following words. Write the answers in your notebook.

1. bookish
2. bountiful
3. brainwash
4. erroneous
5. evasion

Week 9 - All about Life



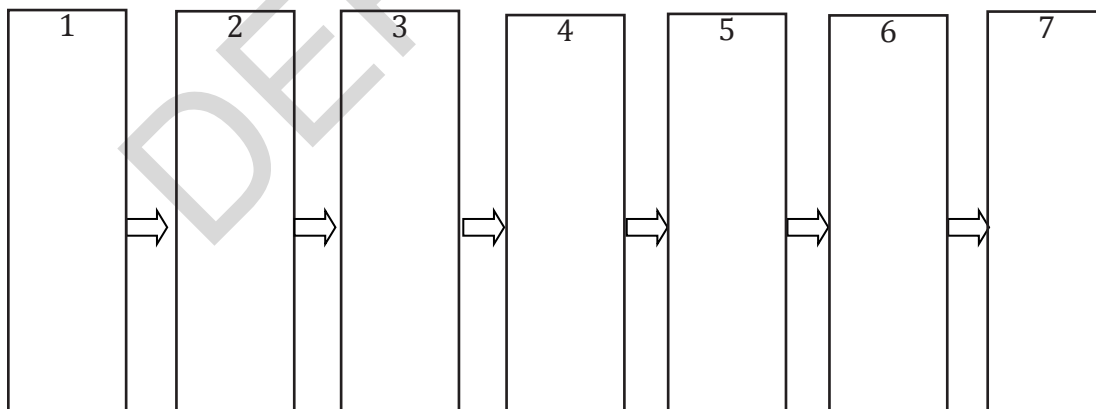
Try and Learn

Copy the Chart Sequence in your notebook. Then write the sentence numbers in the boxes to show the correct sequence of events.

Why the Tortoise's Shell Is Not Smooth

- a. They prepared for a feast in the sky.
- b. Tortoise fell to the ground.
- c. Tortoise and the birds flew up in the sky.
- d. Tortoise's shell broke into pieces.
- e. Tortoise's wife brought out all the sharp things outside their house.
- f. Tortoise had eaten the most delicious food while other birds had eaten the bones thrown on the floor.
- g. The medicine man gathered all the bits of shells and put them together.

Chart Sequence





Do and Learn

Arrange the events as they happen in the story. Write your answers in your notebook.

- ___ a. The Tortoise asked the birds to allow him to join their group in going to the feast.
The birds painted their bodies beautifully.
- ___ b. Tortoise told the birds to have new names.
Tortoise was happy as he flew among the birds.
- ___ c. Tortoise ate the most delicious food.
Tortoise stood up and thanked the host.
- ___ d. Birds took back the feathers Tortoise had borrowed.
Tortoise requested the birds to send his message to his wife.
- ___ e. Tortoise let himself fall to the ground.
Tortoise's wife brought out her husband's hoes, knife, and guns outside.



Learn Some More

Number the events below from 1 to 5 to show the correct order in making fruit salad. Write your answer on a separate sheet of paper.

- ___ They peeled and sliced the bananas and mixed them with other fruits.
- ___ After freezing the mixture in the refrigerator, they ate the delicious fruit salad.
- ___ Liza and her brothers helped Mother prepare the salad.
- ___ They poured milk, cream, and sugar over the fruits in the bowl.
- ___ They washed and peeled the mangoes, apples, and pineapples.



Read and Learn

Read the selection below.

Coconut - The Tree of Life

Unknown

The coconut is the most useful tree known in our country. All its parts are usable in one way or the other, from its leaves down to its roots.

The roots of the coconut tree are used in making dye. The trunks are used as posts for buildings and the hard outer part of the trunk is cut into boards. On the other hand, the innermost part of the trunk top is edible. It is called *ubod* and is used in cooking fresh *lumpia*, salad, and pickles.

The coconut fruit has many uses. The outer covering of the fruit is called husk. The husks are turned into coir which is used in making mattresses. It is also used for scrubbing the floors and sinks. It is used as fuel. The shells are dried and turned into charcoal. Some people prefer to use charcoal in cooking and ironing clothes. The shells are also polished to be made into buttons, vases, pot holders, buckles, toys, and decorative articles.

Inside the dark shell is the coconut meat which is eaten in a variety of ways. The meat when young is called *buko* and is eaten fresh. It is also an important ingredient for preparing fruit salad or *buko* gelatin. The matured coconut meat is grated to get coconut cream which is used in cooking native cakes and native dishes. The water inside the coconut is a great thirst quencher.

The most important commercial product of the coconut is dried coconut meat called copra. It is pressed to get coconut oil. One hundred nuts can produce fifty pounds of copra which in turn will yield 60% oil. After pressing the oil, the left-over copra

is made into cattle feed because it contains sugar, protein and vitamins. Coconut oil, which is taken from copra, is used in making soap, candles, cosmetics, ink, margarine, and bakery products.

The leaves are dried and used in making mats, hats, baskets, bags, and placemats. The midribs are made into trays, baskets, and stick brooms.

The flower clusters are sliced open to get the sap which makes good vinegar, sugar, and an alcoholic drink called tuba.

Are you now aware of the many uses of the coconut tree? It is easy to propagate and grow. It lives long and can withstand rough weather.

Now you can see why it is called the Tree of Life.



Talk about It

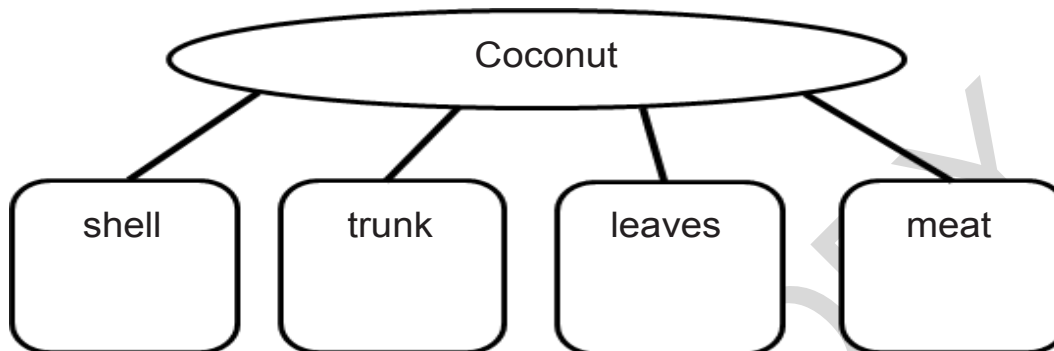
1. Why do we call the coconut tree “the tree of life?”
2. What are the parts of a coconut tree?
3. What are the uses of the roots, trunk, husk, shells, leaves, meat, and midribs?
4. Are there other parts of the coconut tree not mentioned in the story?
5. Which part of the coconut tree has many uses?
6. Do you think we can survive if we only have coconut trees around? Why?



Try and Learn

Exercise 1

Write the uses of the shell, trunk, leaves, and meat in your notebook.



Exercise 2

Draw a coconut tree and label each part.



Read and Learn

Change the underlined verbs into past tense.

Old Mother Hubbard

Old Mother Hubbard
go to the cupboard
To get her poor dog a bone;
When she get there
The cupboard was bare.
She go to the market
And bring him some fish
When she come back,
He wash the dish.

She run to the grocery
And buy him some fruit.
When she come back,
He play the flute.
She go to the shoemaker's
And buy him some shoes.
When she come back,
He read the news.



Talk about It

1. What are the underlined words in the first stanza? Second stanza? Third stanza?
2. Which are regular verbs? Irregular verbs?
3. How do we form the past tense of regular verbs? Irregular verbs?



Try and Learn

Complete My Diary.

My Diary	
Sunday	Mother and I _____ on a train and _____ to Manila.
Monday	We _____ to the zoo and _____ at the animals. When I _____ at the big lion, it _____. How frightened I was!
Tuesday	We _____ to Luneta and sat near the bench. I _____ some ice cream.
Wednesday	We _____ to the park and _____ on a swing. When I was playing, I _____ a new friend. She _____ me an apple and _____ me stories.
Thursday	We _____ home early to my aunt's house. We _____ to the radio and _____ TV.
Friday	We _____ up early. We _____ on a bus and _____ home.



Learn Some More

Give the past form of the words inside the parentheses. Write the answers in your notebook.

I Went Fishing

I (spend) my vacation on a farm. I (ride) on carabaos and (climb) trees. I (swim) in rivers and (ride) in *bangka*. One day, I (wade) in a brook when I (see) a big fish. I quickly (run) home and (get) a hook and line.

My aunt (smile) and (pat) me on the back. "We'll see," she (say).

I (run) back to the brook and (sit) on a big stone. I (put) some bait on the hook and (throw) the line into the water. Then, I (watch) and (wait) for the big fish.



Write about It

Write three to five sentences about what you did last Saturday and Sunday. Do this in your notebook.



Read and Learn

Read the poem.

The Leaves

The leaves had a wonderful frolic
They danced to the wind's loud song
They whirled and they floated, and scampered.
They circled and flew along.

The moon saw the little leaves dancing.
Each looked like a small brown bird
The man in the moon smiled and listened
And this is the song he heard.

The North Wind is calling, is calling,
And we must whirl round and round,
And then, when our dancing is ended,
We'll make a warm quilt for the ground.



Talk about It

Answer the following questions.

1. How were the leaves described in the poem?
2. Who saw the leaves dancing?
3. If you were the moon, what would you do?
4. What feeling did the moon show?
5. Why do you think he was happy?
6. After whirling and dancing in the wind, what did the leaves plan to do?
7. What does warm quilt for the ground mean?



Try and Learn

Underline the part of the sentence which is personified.

1. The stars danced playfully in the moonlit sky.
2. The bees played hide and seek with the flowers as they buzzed from one to another.
3. The wind howled its mighty objection.
4. The snow swaddled the earth like a mother would her infant child.
5. The river swallowed the earth as the water continued to rise higher and higher.
6. Time flew and before we knew it, it was time for me to go home.
7. The ocean waves lashed out at the boat and the storm continued to brew.
8. My computer throws a fit every time I try to use it.
9. The thunder grumbled like an old man.
10. The flowers waltzed in the gentle breeze.



Remember

Personification is another figure of speech. Things and objects are treated as though they had life and were like people.



Learn Some More

A. Write **P** if the sentence uses personification and **N** if it does not. Do this on a separate sheet of paper.

1. The sun glared down at me from the sky.
2. The moon winked at me through the clouds above.
3. The wind sang through the meadow.
4. She looks like the brightest star.
5. He is the black sheep in the family.
6. The window panes were talking as the wind blew through them.

B. Copy the sentences in your notebook. Then underline the object that is personified and circle the word that tells what the object does that makes it seem like a person.

1. The flowers nodded as the breeze blew.
2. The moon is smiling down at us.
3. The wind whispered secrets to the trees.
4. The brook gossiped with the stones along the way.
5. The clouds chased each other across the meadows in the sky.



Read and Learn

ADJARANI receives outstanding secondary school paper adviser award 2014

Lovelet Caracol-Adjarani, Master Teacher-1 of Naga National High School received the award of Outstanding Secondary School Paper Adviser for this school year during the National Schools Press Conference (NSPC) at Subic, Olongapo City on April 10, 2014.

Driven by determination and dedication, she was chosen by a group of panelists from the Department of Education (DepEd). Adjarani has won various awards in journalism. She served as treasurer for six years in the Zamboanga Sibugay School Paper Advisers Guild (division level), and four years in the Regional School Paper Advisers Association (Zamboanga Peninsula). She also served as assistant treasurer for the National School Publication Association for more than two years.

“My greatest contribution to journalism is time. Despite my hectic schedule, I see to it that commitment to my work is there all the time. The experiences that I had made me discover my strengths and weaknesses which shaped me into a better person”, Adjarani said after receiving her award.

“Everyone who has exerted efforts for the glory of God is worthy to be honored,” she added.



Remember

- ✓ News report should be able to answer the question wh, what, when, where, why, and how.
- ✓ The news should be able to answer at least four of these questions. However, all news must answer the who and the what questions.



Write about It

Group Activity

Write a news report based on the following facts. Do this on a separate sheet of paper.

- The plane was going to Cebu City on a test flight.
- Mayor Romeo Lopez, who rushed to the crash site found the pilot, Rene Concepcion and his passenger Lito Amorsolo, both safe despite the plane's damage.
- A two-seater plane with pilot Rene Concepcion and passenger Lito Amorsolo crashed in a rice field at Barangay Caditaan, on July 15 this year.
- Concepcion said the plane's engine stopped 30 minutes after it took off at Legaspi Airport.
- Plane crashes in Cebu, no one hurt.



Do and Learn

Write a news report in your notebook. Use the facts below.

- Teacher Induction Program is a training given to the newly hired teachers. One of its purposes is to let them understand their roles and responsibilities.
- The Division of Solera, through the leadership of the superintendent, Melanie Roxas, EdD. conducted the Teacher Induction Program to 320 newly hired teachers at Lisa's Resort, Zamboanga Sibugay on July 2 to 4 this year.
- Education Program Supervisors who were trained on TIP were their facilitators.
- Division of Solera conducts Teacher Induction Program to 320 newly hired teachers