

# English

## Learner's Material

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

We value your feedback and recommendations.

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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 4

## Just for Fun



“Today is gone. Today was fun.  
Tomorrow is another one.  
Every day, from here to there,  
funny things are everywhere”

-Dr. Seuss

## Week 1 - Learning Is Fun



### Try and Learn

Listen to the teacher as she reads the following sentences. Draw a happy face before the number if it is a fact. Draw a sad face if it is an opinion.

- \_\_\_ 1. All boys enjoy kite flying.
- \_\_\_ 2. Reading is a worthwhile activity.
- \_\_\_ 3. I think playing online games is better than the traditional games like *sipa* and *patintero*.
- \_\_\_ 4. Baking is only for girls.
- \_\_\_ 5. Playing games like basketball, badminton, and volleyball helps keep our bodies healthy.



### Remember

- ✓ A **fact** is something that is true and supported by evidence.
- ✓ An **opinion** is only a belief. It is also an expression of a person's feelings. Clue words like think, believe, feel, probably, or seems signals an opinion.



## Do and Learn

The sentences that follow are taken from the paragraph in the box. In the space before each number, write FACT if the sentence states a fact. Write OPINION if it expresses a feeling or belief.

I like to take a walk everyday because it makes me feel more energetic. A vigorous walk makes my heart beats faster. A doctor told me that during exercise, the heart pumps more oxygen to the body.

Aside from this, I enjoy walking because it makes me appreciate nature more. The sights and sounds along the way make me really happy.

- \_\_\_\_\_ 1. I like to take a walk everyday.
- \_\_\_\_\_ 2. I feel more energetic after the walk.
- \_\_\_\_\_ 3. The heart pumps blood throughout the body.
- \_\_\_\_\_ 4. I enjoy walking because it helps me appreciate nature more.
- \_\_\_\_\_ 5. A vigorous walk makes the heart beat faster.



## Write about It

Write a sentence stating a FACT or an OPINION. Read your sentences to the class. Ask your classmates to identify whether it is a fact or an opinion.



## Read and Learn

Let us read the short story.



## Read and Learn

Lets read the short story below.

### Tessie and the Kittens

Tessie has nine kittens. Sometimes they are very naughty. They like to move around the house.

Trixy is asleep on the sofa. Topsy is playing with a ball of yarn. Topper is running after the mouse. Tammy is hiding under the table. Topsy is next to the fish bowl. Trixa is walking into the living room. Tinkle is jumping over the bin. Tally is standing in front of the door. Tommy is hiding behind the chair. Now that Tessie has found all the kittens, she puts them in a book.





## Find Out and Learn

Look at the underlined words from the story “Tessie and the Kittens.”  
Notice the words that come after the underlined words.

What kind of words are these?

What do the underlined words show?

What do we call them?

What other prepositions show location?

In the sentence “I went to the store before I made dinner,” what does the preposition before describe?



## Remember

- ✓ **Prepositions** are words that show the location of persons, animals or things.  
Examples: in, at, around, over, behind, by, along, inside, outside, and near.
- ✓ Some prepositions also show time relationships.  
Examples: before, after, for, from, during, through, and until

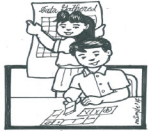


## Try and Learn

Choose the prepositions in each sentence. Write them in your notebook.

1. Dwight walked across the street.
2. Erin wandered into the pet store.
3. Michael left before lunchtime.
4. You have to wash your hands before you eat.

5. We went over the bridge in our new car.
6. The temperature yesterday was below zero.
7. I ran down the hill and rolled on the grass.
8. My sister ran past me to catch the school bus.
9. I always seem to daydream during class.
10. Tomorrow, I get to eat dinner at my friend's house.



### Do and Learn

Underline the correct preposition in each sentence.

1. Farmers, teachers, and pupils from different barangays or barrios drove (in, into) town for the Market Days.
2. Jeepneys, trucks, and carts were parked (around, above) the bend.
3. (Besides, Beside) the vegetable, flowers, and animal shows, there were cooking contests.
4. People learned about the local news and Market Day (from, off) each other.
5. People bought fruits and vegetables (from, off) the farmers.
6. Many people participated (to, in ) the Market Day celebration.
7. This year's Market Day is much different (off, from) last year's celebration.
8. People stayed (until, at) late in the afternoon to see plays and special events.



## Read and Learn

Last year, the Girl Scouts in our school celebrated their anniversary with a field trip. They explored the virgin forests of Palawan. They went around a place where a thick long line of trees were not yet touched by loggers.

The local officials told them that these forests help their community have a steady supply of water and electricity.

The girls appreciated how the people in the community work together in keeping their forests unspoiled. They learned the value of preserving nature and taking good care of our forests.



## Talk about It

1. Who celebrated their anniversary?
2. How did they celebrate their anniversary?
3. What was the purpose of their trip?
4. How would you describe a virgin forest?
5. Where do you think can we find a virgin forest?
6. What did the Girl Scouts learn about forests?
7. Why do we need to preserve our forests? How can you help in preserving our forests?



## Find Out and Learn

Read the story again and look for the meanings of the underlined words. Circle the word or words that explain their meaning.

How were you able to get the correct meaning of each word?

Did you analyze how it was used in context?

Did you study the words before or after the unfamiliar words?

Is there a word that signals the correct meaning?

How do we get the meaning of unfamiliar words through context clues?



## Remember

To get the meaning of an unfamiliar word through context clues, study how it is used in the sentence. The words before or after an unfamiliar word will help you get its meaning.



## Try and Learn

Read the sentences. Box the word/s that give/s the meaning of the underlined word.

1. Do you prefer mangoes to lanzones? If you like mangoes better than lanzones, then go to Cebu and have a fill of the best mangoes in the world!
2. Our community has a small population. The number of people living here is about 150 people.
3. True friends are rare or hard to find so if you find one, treasure him/her forever.
4. Do you think we will have sufficient supply of electricity by 2020? Everyone hopes we will have enough electricity by then.
5. We have an abundance of rice this year. When we have plenty of rice, we sell these to other countries.



## Do and Learn

Read the sentences carefully. Identify the meaning of the underlined words as used in each sentence. Choose the letter of the correct answer.

1. My cousin Roland is a seaman. One night, he told his family a tale about a huge blue whale that he saw in Pacific Ocean.  
A. poem  
B. secret  
C. story  
D. lie
2. A wonderful 68-year old woman is working day and night to knit scarves to be sent as gifts for her relatives. What a selfless person she is!  
A. selfish  
B. has no name  
C. likes to wear scarves  
D. cares more about others than herself
3. Mang Carding labors sixteen hours a day and never has the time for a vacation. He deserves better! Everyone should have at least one day in a week for rest and relaxation.  
A. plays  
B. works  
C. eats  
D. unions
4. The mouse scampered across the rice field and into the hole of a tree. It wanted to get home quickly and hide from its enemies.  
A. rolled  
B. walked  
C. ran  
D. jumped
5. Our new alarm system will wake up the entire neighborhood if an intruder gets in the house. We do not want anyone to intrude our house.  
A. be very noisy  
B. paint or repair old buildings  
C. wear ones shoes on the wrong feet  
D. go where one is not wanted or doesn't belong



## Think and Tell

Taking down notes is a good way to help you identify important ideas in class.

Have you ever taken down notes while reading a passage, an article, or a textbook? Why do you take notes? Think about the reasons for making notes and write them down to complete the mind map below.

Why take down notes?

- 1.
- 2.
- 3.



## Remember

Taking down notes helps you remember important points. In doing so, remember the following:

1. Jot down the key words and phrases.
2. Jot down only the main ideas and important details.
3. Use a word or a short phrase to explain an idea.
4. Use your own words so that you can understand them later.
5. Write legibly so that you can easily read your notes when you refer to them later.

Source: Skill Builders for Efficient Reading Wilhellmina Borjal, et. al



## Try and Learn

Read the following story. Take note of the important ideas and details. Answer the questions that come after.

### When I Grow Up

Riza, Joey, Charlie, and Freddie were walking home from school one afternoon. They were talking about their lesson on what they would like to be when they grow up.

“When I grow up, I’ll be a firefighter just like my dad,” said Joey. “I’ll help people with houses on fire. I’ll be a brave and strong firefighter. I’ll have my fire truck always ready.”

“When I grow up, I’ll be a police officer,” said Charlie. “I’ll do my best to keep our country peaceful and orderly. I’ll always be watching out for people who steal and I’ll run after them with my motorcycle.”

“I’ll be a mailman when I grow up,” said Ferdie. “I’ll deliver mail and packages to the people in our town everyday. I’ll see to it that my mailbag is emptied at the end of the day.”

“How about about you, Riza? What would you want to be when you grow up?” asked Joey.

“Oh, I’ll be a teacher like my mother. I’ll teach children how to read, write, and compute. Will you let me teach your children when we grow up?” asked Riza.

“Sure, Riza, we’ll do that,” said the three boys. “For sure, you will be one of the best teachers in our town, just like your Mother,” Charlie added.

Source: Stairway to English

1. What were the four children talking about on their way home?

\_\_\_\_\_

2. What does Joey want to be when he grows up?

\_\_\_\_\_

3. Who would like to be a policeman?

\_\_\_\_\_

4. What did Freddie promise to do if he becomes a mailman?

\_\_\_\_\_

5. Why does Riza want to be a teacher?

\_\_\_\_\_

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## Week 2 - Sharing Is Fun



### Read and Learn

There are different kinds of stories. We read legends, epics, fables, and others. Each may be classified as reality or fantasy. One of the qualities of an effective reader is to distinguish between reality and fantasy.



### Remember

- ✓ **Reality** refers to a situation that may happen in real life.
- ✓ **Fantasy** refers to situations that are magical or make-believe that could not happen in real life.



### Try and Learn

Can you tell which is real and which is a make-believe? Read the sentences about the sun. Write **Yes** if it is real and **No** if it is a make-believe.

- \_\_\_\_\_ The sun sleeps and goes to bed at night.
- \_\_\_\_\_ The sun rotates on its axis.
- \_\_\_\_\_ The sun is a star.
- \_\_\_\_\_ The sun eats the moon during a lunar eclipse.
- \_\_\_\_\_ Too much exposure to the sun may cause skin problems.
- \_\_\_\_\_ Astronauts will be sent to the sun to study it more closely.
- \_\_\_\_\_ The sun is bigger than the moon.
- \_\_\_\_\_ Human beings can live on the sun.
- \_\_\_\_\_ The sun is made up of burning gases.
- \_\_\_\_\_ All planets revolve around the sun.



## Do and Learn

Read the legend below. Use the chart to group the underlined sentences into reality or fantasy.

### The Legend of Locusts

There once lived a rich man named Lucoy who was very selfish. Although he had much rice in his house, he never shared any to the poor and needy.

One day, an old beggar came to his house to ask for food. Lucoy was rude to him and told him to go away. The beggar who was a bit deaf asked again for food. Lucoy pushed him roughly out of the house. The beggar stumbled and fell. When he got to his feet, he told Lucoy, "A great misfortune will soon happen to you," suddenly there was loud roaring thunder and a lightning flashed across the sky.

That evening, when Lucoy went home, he saw a swarm of insects around his house. The air was filled with the noise they made. He went outside and found that his rice had turned into insects which we now call locusts.

Reality


Fantasy




## Write about It

Interview your grandparents or any elder member of your family. Ask them about the different beliefs in your area/region. Write and identify these beliefs as real or fantasy.

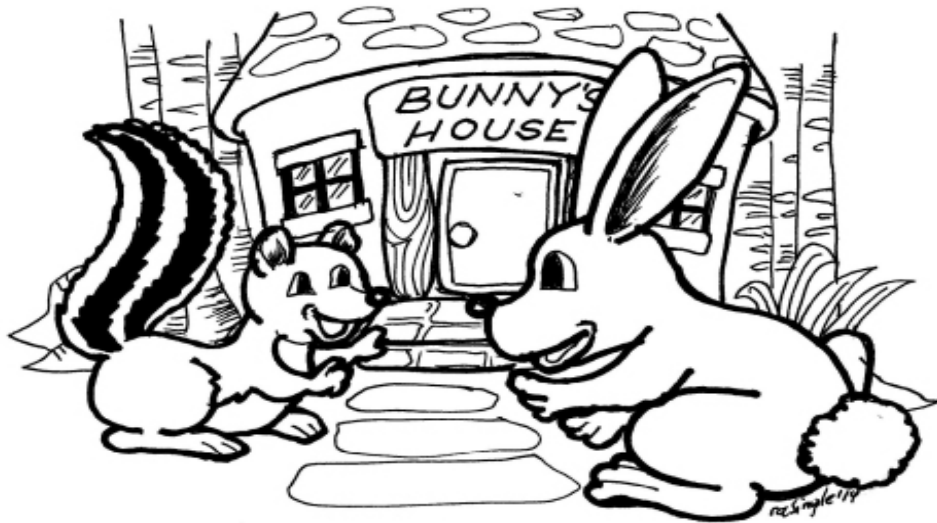


## Find Out and Learn

There is something in the bag that the bunny has not given to the other animals. Let's find out what it is. Let us read their dialogue.

### The Visitor

Rosalina B. Mejorada



One day, a squirrel visited the bunny.

**Squirrel:** Good morning, Bunny.

**Bunny:** Good morning, Squirrel. What a pleasant surprise! What can I do for you?

**Squirrel:** I heard that you have a magical bag. I was hoping if you can help me.

**Bunny:** Why? What is your problem?

**Squirrel:** My baby did not sleep well last night. He had fever and cough.

**Bunny:** What did he do during the day?

**Squirrel:** He went to the forest and played the whole day. When he arrived home, he was perspiring. He went to sleep. When he woke up last night, he was crying and complaining of headache.

Bunny went inside to get his magic bag. He got something inside the bag and gave it to the squirrel.

**Bunny:** Here, take this bottle and paper. Read and follow the instruction written on the paper.

**Squirrel:** Thank you very much, Bunny!

**Bunny:** You're welcome, Squirrel.

Squirrel read what was written on the paper.

Read what is written on the piece of paper given by Bunny to Squirrel.

Rx. MAGIC SYRUP  
One bottle 80 mL  
Sig. 5 mL (1 tsp)  
3x a day for 6 days

What Bunny gave to squirrel is called a prescription.

- 1) What medicine was prescribed?
- 2) How long will the squirrel's baby take the medicine?
- 3) How many times a day must he take the medicine?
- 4) What do you think is the best time for him to take the medicine?
- 5) If the squirrel follows the instructions written on the prescription, what will happen to his baby?



### Remember

In interpreting direction, do the following:

- ✓ Read and understand the directions carefully.
- ✓ Take note of the important words.



### Try and Learn

Below is the example of a pancake recipe. Study it well and answer the questions that follow.

#### Pancake

Estimated time of preparation: 15 minutes

Estimated time of cooking: 20-30mins

Good for 4-6 servings

Ingredients:

1 cup all purpose flour

1 tablespoon sugar

1 1/2 tablespoons baking powder

2 eggs beaten

1 cup evaporated milk

1/4 cup melted butter

1/8 teaspoon salt

Procedure:

- a. Combine flour, sugar, baking powder, and salt In a bowl. Mix well.
- b. In another bowl, combine the eggs, milk and butter.
- c. Let it stand for five minutes and combine the two mixtures.
- d. Heat a non-stick pan in a low heat, grease using melted butter.
- e. Scoop and pour 1/3 cup of batter in the pan.
- f. Flip when the bubbles on edge break. Flip and cook the other side until golden brown.
- g. Repeat the steps for the remaining batter.
- h. Spread some butter and sprinkle some sugar before serving.

1. How many cup of all purpose flour should you use?
  - a. one
  - b. two
  - c. three
  - d. four
2. What will be used to measure the salt?
  - a. cup
  - b. bowl
  - c. teaspoon
  - d. tablespoon
3. How much time do you need in preparing all the ingredients?
  - a. 10 minutes
  - b. 15 minutes
  - c. 20 minutes
  - d. 25 minutes
4. What should you do with eggs before combining them with milk and butter?
  - a. beat them
  - b. boil them
  - c. fry them
  - d. slice them
5. If you want to change the recipe to make 8-12 servings, what should you do?
  - a. Do not beat the eggs
  - b. Use a bigger pan
  - c. Sprinkle more sugar
  - d. Double all the ingredients



## Do and Learn

Read the directions inside the box. Then, answer the questions that follow.

**DOSAGE:**

Children 4-6 years old: 5 mL (1 teaspoon) 3 times a day

Children 6 -12 years old: 15 mL (1 tablespoon) 3 times a day

Adults: 30 mL (2 tablespoons) 3 times a day

1. If your brother is 5 years old, how many times will you give him this medicine?
2. What will you use to measure the medicine you will must take?

Skin Ointment - best for itching due to insect bite, skin allergy, and other minor irritations

Directions: Apply on affected parts three or four times a day. Do not apply on fresh wounds or on bleeding parts of the body. If a red rash occurs on the affected part, stop using it.

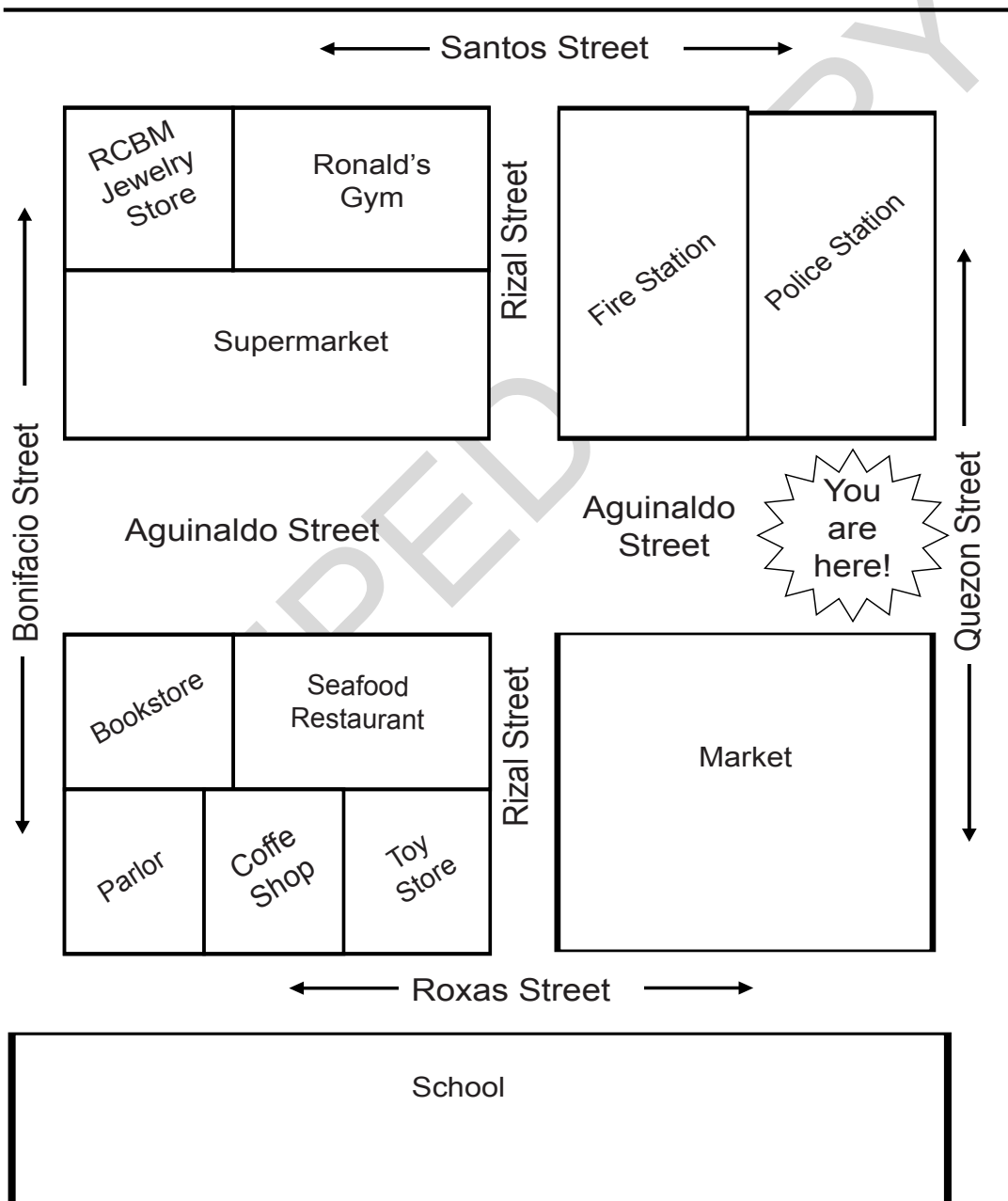
3. What is this ointment for?
4. How many times a day shall you use this ointment?
5. When is this ointment not applicable for skin irritations?



## Write about It

Using the given map below, write the directions in going to three different places. Take note of your starting point.

1. Ronald's Gym
2. Bookstore
3. Toy Store







## Remember

- ✓ **To** and **from** are prepositions.
- ✓ **To** indicates a movement toward a direction or place.
- ✓ **From** indicates a place where something or someone comes from.



## Talk about It

Talk about your latest toy/gadgets, best friend, or favorite place. Tell something about it using the prepositions to and from.

Example:

My mother gave me a new cellphone. She gave it to me on my birthday. She bought it from a store in Korea. I was so happy when I received it. I showed it to my friends in school the following day. They told me it was the latest model from a Korean Company. I really liked my new cellphone.



## Try and Learn

Circle the correct preposition.

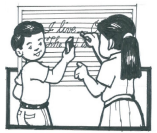
1. The books fell (to, from) the table.
2. The Reyes family is going (to, from) Laguna this weekend.
3. Father just arrived home (to, from) Manila.
4. Please give this note (to, from) your teacher.
5. Where did you come (to, from)?



## Find Out and Learn

Read and analyze the sentences. Find the opposite meaning of the underlined word as used in the sentence.

1. There was a drought in the place where the bunny lived. After he used the magic present, rain fell and then there was plenty of food for everyone.
2. The wizard offered the bunny a bag full of little bouquets of flowers. After he used them, the bag became empty.
3. Bunny was about to pull out the final bouquet, when his little brother arrived home, crying with hunger. He gave him the bouquet. His brother left, laughing with joy.



## Try and Learn

Read the underlined word in the first sentence. Encircle its antonym in the second sentence.

1. Edna could not buy the expensive dress. She just bought the cheap one.
2. The Philippines is known for its abundance of natural resources. However, people still experience shortage of food and basic necessities.
3. No person is completely bad. Everyone is capable of doing good.
4. Several business establishments do not gain much. Many lose thousands of pesos because of economic problems.
5. Failures in life are not permanent. We experience success every now and then.



## Do and Learn

Read the sentences and identify the antonym of the underlined words. Write your answer on the blank before each number.

The pupils of Mrs. Lilia Perez display different kinds of behavior.

- \_\_\_\_\_ 1. Samantha is a very quiet girl.  
Jasmine, on other hand, is very talkative.
- \_\_\_\_\_ 2. Russel is generous, always ready to give financial help to his classmates unlike Jerome who is selfish and doesn't even care for the needs of others.
- \_\_\_\_\_ 3. The class valedictorian, Nicole is very humble.  
She is not proud of herself and achievements.
- \_\_\_\_\_ 4. Bryan is a polite boy. He is never rude to his teachers, classmates, and even to strangers.
- \_\_\_\_\_ 5. Monique is industrious while Jason is lazy.

## Week 3 – Kite Flying Is Fun



### Remember

Some events in stories are likely to happen in real life.



### Do and Learn

Read the following short stories carefully and examine if they could really happen in real life.

- \_\_\_\_\_ 1. Etong is a mountain boy. He lived in a house near a forest. There were wild pigs in the forest. When he was ten years old, his father gave him hunting gadgets as a gift. He used them in hunting wild animals.
- \_\_\_\_\_ 2. Mother found hair floating on the water. In the bottom of the pool of water were soft snails or ginga. These were the boy's skin and muscles. She also found hard-shelled snails or katan, the boy's former bones. Sadly, she realized that her son turned into a snail. "My son! My poor son had become a snail."
- \_\_\_\_\_ 3. Peter dove into the ocean with a spear. Suddenly the king of whales swallowed him. Inside the mouth, Peter put the spear between the whale's jaw so it could not close its mouth.
- \_\_\_\_\_ 4. Gab went to Tagaytay for the first time. He was delighted to see the Taal Volcano from the People's Park. He was thrilled to visit the Puzzle Mansion and try the rides in Sky ranch. He liked the cool breeze and the beautiful flowers. Most of all he enjoyed the company of his family.
- \_\_\_\_\_ 5. The group of thrill seekers laughed and shouted whenever their seats wound up and down the roller coaster rails.



## Find Out and Learn

Let us read the sentence taken from the selection “Kite Flying.”

### sign

- a) to affix signature
- b) symbol used in a mathematical operation
- c) an event or action which shows that something else will happen

### star

- a) heavenly body of burning gases that can be seen in the sky
- b) a figure with ten sides
- c) an outstanding talented performer



## Remember

Some words have multiple meanings. The specific meaning can be identified through context clues.



## Try and Learn

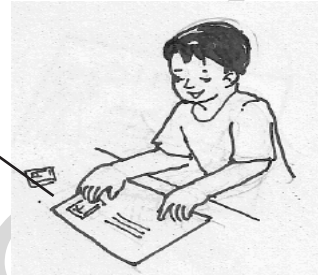
Study the words in bold face. Find a related word in the sentence which explains their meaning. Draw a line from its each sentence to the correct picture. Study the given example.

1 – 2



The boy puts a **stamp** on his letter.

**Stamp** your foot twice.

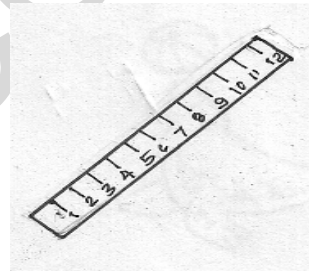


3 – 4



This ruler is one **foot** long.

The athlete hurt his **foot**.



5 – 6

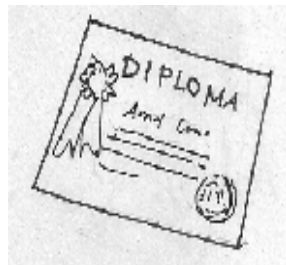


The **leaves** are falling.

Mother **leaves** for work every morning.



7 – 8

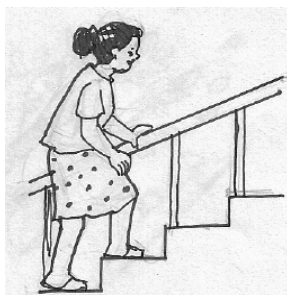


A diploma carries the **seal** of the school.

The **seal** can do many tricks.



9-10



Grandma goes up the **steps** slowly.

The farmer **steps** on the twig.



### Do and Learn

Choose the correct meaning of the underlined word in each sentence. Write the letter of the correct answer in your notebook.

#### A. station

- \_\_\_\_\_ 1. Christ commands us to love one another whatever our station in life is.
- \_\_\_\_\_ 2. The cadet took his station at the Rizal Shrine.
- \_\_\_\_\_ 3. The suspects were brought to the police station.
- a) a social position  
b) a place to stand in  
c) a building for a definite purpose

#### B. range

- \_\_\_\_\_ 1. The rebels hid in the Sierra Madre ranges.
- \_\_\_\_\_ 2. The buffaloes roam on the range.
- \_\_\_\_\_ 3. There's a wide range of sports shoes to choose from.
- a) a land for grazing  
b) a row of mountains  
c) a set of different things of the same general type

### C. habit

- \_\_\_\_\_ 1. Nowadays, nun wears a more modern habit.
- \_\_\_\_\_ 2. It's Henry's habit to shout with joy in the morning.
- \_\_\_\_\_ 3. Monks follow strict habits.
  - a) a regular practice
  - b) a condition of body or mind
  - c) the dress of a person belonging to a religious order

### D. court

- \_\_\_\_\_ 1. Max will court trouble if he continues to challenge a passerby into a fight.
- \_\_\_\_\_ 2. The teams paraded around the court.
- \_\_\_\_\_ 3. The deposed ruler was brought to court for trial.
  - a) risk incurring misfortune
  - b) a place marked off for a game
  - c) a place where justice is administered



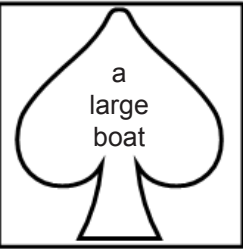
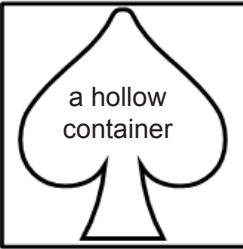
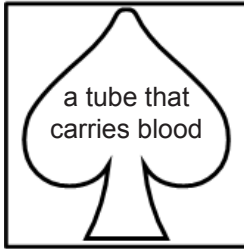
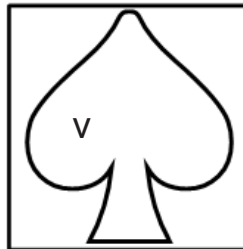
### Learn Some More


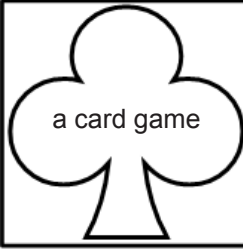
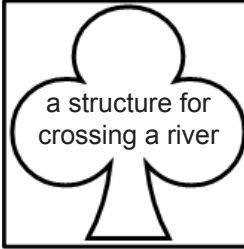
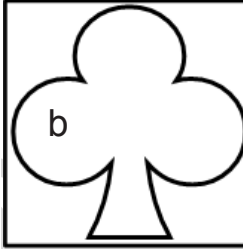
Look at the multiple meaning cards. Given is a set of meanings for a certain word. Guess the word and write it on a blank card. The first letter of the missing word is given.

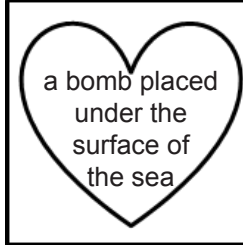
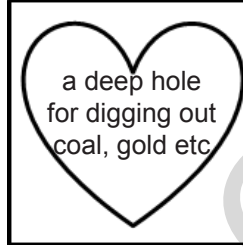
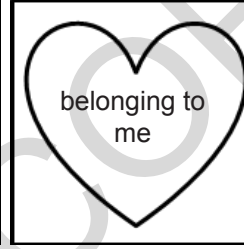
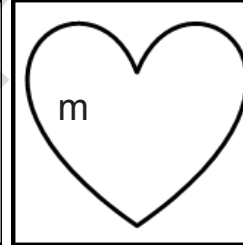
1. 


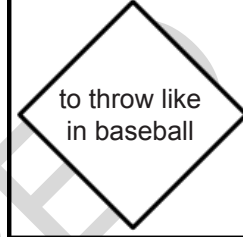
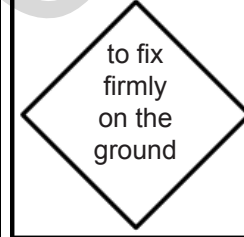
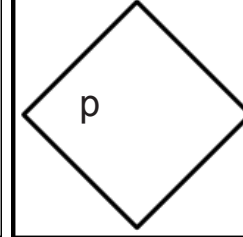
an open space in the city	a figure with four equal sides	to agree in every point	S
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2.  a large boat      a hollow container      a tube that carries blood      v

3.  the upper part of the nose      a card game      a structure for crossing a river      b

4.  a bomb placed under the surface of the sea      a deep hole for digging out coal, gold etc      belonging to me      m

5.  the degree of highness and lowness of sound      to throw like in baseball      to fix firmly on the ground      p



### Find Out and Learn

Study the pictures and sentences below.

A.



The kite is between the two boys.



- B. Anthony shared his kite among all his friends.



- C. She distributes the cake among all the visitors.



- D. He walked between the two lines of soldiers.

1. What are the underlined words?
2. Look at the encircled words. What part of speech are they?
3. How do the words among and between relate to the encircled words?
4. Take a look at sentences numbers 1 and 4. How many persons are referred to? When do we use between?
5. Look at numbers. 2 and 3? How many persons are referred to? When do we use among?



### Remember

- ✓ A **preposition** is a word written before a noun or pronoun. It connects a noun or pronoun to the other words in the sentence.
- ✓ **Between** is used when referring to two persons or objects.
- ✓ **Among** is used when referring to more than two persons or objects.



## Try and Learn

Read the following sentences. Fill in each blank with between or among.

Our family watched a concert last Friday. I sat \_\_\_\_\_ my mother and my father. \_\_\_\_\_ all the singers, I liked Sarah Geronimo the most. We enjoyed the performance of the singers. After the concert, we ate in a restaurant.

Each of us ordered delicious food. I chose \_\_\_\_\_ a beef or chicken dish. Mother also ordered fruits in season. All the fruits were sweet but the mango was the sweetest \_\_\_\_\_ them.



## Talk about It

Look carefully at the pictures. Make your own sentences based on the pictures using among and between.

1.



2.



### Write about It

Make your own sentences using the guide words and the suggested prepositions.

1. money – among – group members
2. fruits – between – Johnny and Bryan
3. secret – between two of us
4. motorcycle – among – all vehicles
5. Mr. Reyes – among – all male teachers



## Find Out and Learn

Study the entries in the glossary below.

<b>ailerons</b>	movable flaps on each side of the wings of an airplane
<b>air</b>	a mixture of several gases
<b>air pressure</b>	the force of air upon all surfaces
<b>anopheles</b>	a kind of mosquito that carries malaria germs
<b>barometer</b>	an instrument for measuring air pressure
<b>biplane</b>	an airplane with two supporting surfaces one above the other
<b>cancer</b>	a disease caused by the unusual growth of cells in the body
<b>centrifugal force</b>	the tendency of whirling bodies to move away from the center
<b>centripetal force</b>	the tendency of whirling bodies to move toward the center
<b>comet</b>	a heavenly body that has a luminous tail
<b>dermis</b>	the inner layer of the skin
<b>dinosaur</b>	a group of huge reptiles which are now extinct

In which part of the book can we find a glossary?

What information does it contain?

How are the words listed?

What is another name for a glossary?



## Remember

The glossary is a special dictionary. It is an essential part of the book that helps us understand the meaning of the difficult terms/words used in the book.



## Try and Learn

Refer to the sample glossary in the previous page to answer the questions.

1. Which term refers to the “inner layer of the skin?”
  - A. cancer
  - B. dermis
  - C. exercise
  - D. epidermis
2. What type of aircraft has two supporting surfaces?
  - A. airplane
  - B. biplane
  - C. barometer
  - D. comet
3. What does a barometer measure?
  - A. air pressure
  - B. humidity
  - C. temperature
  - D. wind direction
4. Which of the following tends to move whirling bodies away from the center?
  - A. gravity
  - B. air pressure
  - C. centripetal
  - D. centrifugal
5. In which group of animals do dinosaurs belong?
  - A. mammals
  - B. reptiles
  - C. amphibians
  - D. birds



## Do and Learn

Read the article and look for the meaning of the underlined words in the glossary.

### A Craze For Loom Bands

Justin Parkinson

Why are “loom bands” one of the most popular toys in the world at the moment?

In this generation of babies playing with the tablets and young teenagers living and breathing social media, it seems curious to find that rubber bands are a big thing.

Playgrounds and living rooms are invaded with these from colored bands.

Children are spending hours weaving them into bracelets. Parents are getting tired of picking them up from behind sofa and off the floor. Some schools have even banned them after finding out that some children used loom bands to hurt others.

The Rainbow Loom, a plastic device for turning small rubber bands in jewellery, has been sold worldwide.

Children use the looms with their own fingers, to weave colored bands into items such as bracelets, necklace and charm. They use dozen of different designs, “dragon scale” and the “inverted hexafish.” Most ambitious project include skipping ropes, animal shapes, and even a suit worn by US TV host Jimmy Kimmel.

Source: BBC News Magazine, June 25, 2014

## GLOSSARY

### A

acrobatics /ak'rə-bat'iks/

the tricks played by an expert on trapeze, tightrope, gymnastics, or tumbling

adios /ä-dyos'/

Spanish for goodbye; farewell

antics /an'tiks/

clownish, foolish acts

### B

ballad /bal' ad/

a romantic or sentimental song with the same melody for each stanza

ban /'ban/

to forbid people from using

boon /bōon/

a welcome benefit; blessing

### C

cardinal /kar' d' nəl/

bright red

chili /chil i/

the dried pod of pepper; a very hot seasoning

cockeye /kok' ī/

squinting eye

craze / 'krā/

something that is very popular for a period of time



<b>D</b>	
defraud /di-fród/	to cheat
demure /də'myoor/	affectedly modest
<b>E</b>	
epilogue /ep-ə-lóg/	conclusion; final scene of a play or a literary piece
ethnic /'et-nik/	having or originating from racial, linguistic, and cultural ties with a specific group
<b>F</b>	
flay /flā/	to strip off the skin or hide; to criticize or scold mercilessly
fray /frā/	noisy quarrel; brawl

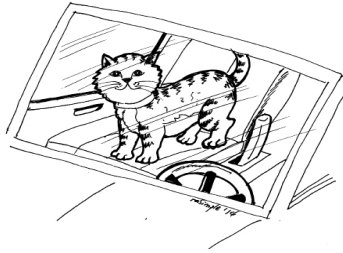
- \_\_\_\_\_ 1. What is another word for brawl?
- \_\_\_\_\_ 2. What is a cockeye?
- \_\_\_\_\_ 3. What do you call someone who is affectedly modest?
- \_\_\_\_\_ 4. What is a romantic or sentimental song with the same melody for each stanza?
- \_\_\_\_\_ 5. What does antics mean?
- \_\_\_\_\_ 6. What is another word for bright red?
- \_\_\_\_\_ 7. How many syllables does the word cardinal have?
- \_\_\_\_\_ 8. What word means a welcome benefit or blessing?
- \_\_\_\_\_ 9. What do you call a very hot seasoning?
- \_\_\_\_\_ 10. What is the Spanish word for farewell?

## Week 4 - Fun with Tubby

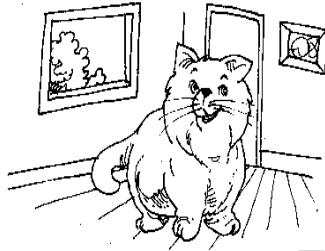


### Read and Learn

Read each sentence. Refer to the picture above each sentence.



a. Andy's family loaded the cat in the car.



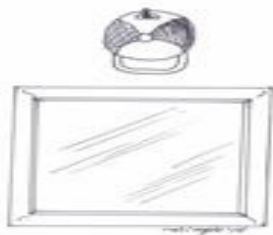
b. Andy was surprised when he saw Tubby in his room.



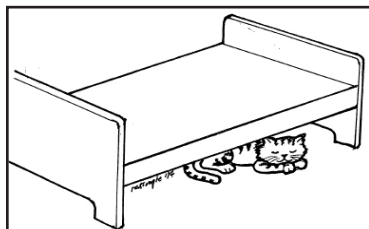
c. Tubby sleeps on Andy's bed.



d. Andy understood that if he wants to sleep on his bed, he must get into it before Tubby did.



e. Andy put his cap on the hook above the mirror.



f. After a few days, Tubby started sleeping under Andy's bed.



### Remember

The commonly used prepositions of place are **on**, **in**, **over**, **above** and **under**.

We use **on** to refer to streets, avenues, etc.  
Example: She lives **on** Acacia Street.

We use **in** to refer to land areas.  
Examples: She lives **in** Barangay Mayumi.  
Rosario is **in** Pasig City.  
Tagaytay is **in** the province of Cavite.

We use **over** to indicate a path of motion.  
Example: The fox jumps **over** the fence.

We use **above** to refer to a higher level or higher in vertical line.  
Example: There were birds **above** the trees.

We use **under** to refer to a lower level. Something is above it.  
Example: How long can you stay **under** the water.



## Try and Learn

Fill in the blanks with prepositions that show position or location.

1. Mother asked me to set the plates \_\_\_\_\_ the table.
2. My little brother sits \_\_\_\_\_ me when he wants to be cuddled.
3. We do not put our elbows \_\_\_\_\_ the table when we eat.
4. The number \_\_\_\_\_ the line in a fraction is called the numerator.
5. They keep some blankets \_\_\_\_\_ the bed to save space.
6. We keep our clothes \_\_\_\_\_ a closet.
7. Girls keep their sewing materials \_\_\_\_\_ a sewing box.
8. Dogs usually stay \_\_\_\_\_ the table when people are eating.
9. It is fun to play \_\_\_\_\_ the rain.
10. We waited \_\_\_\_\_ the shade of the tree.



## Do and Learn

### A. Work in Pairs

1. Work with a partner. One of you will act out a sentence with a preposition while the other one will guess the sentence.

Example:

Pupil A: What am I doing?

Pupil B: You are putting your book in your bag.

2. Present your conversation in front of the class.

## B. Work in Groups

Write three to five sentences about the pictures using prepositions of position or location.

1.



2.



3.



4.



## C. Work on Your Own

Use in, on, under, above, below, or over to complete the sentences.

1. We came to a narrow stream and jumped \_\_\_\_\_ it.
2. Her mother told her to put her things \_\_\_\_\_ the cabinet.
3. I am sorry, my pet left some paw prints \_\_\_\_\_ your new carpet.
4. My teacher advised me to stay \_\_\_\_\_ my chair when an earthquake occurs.
5. My little brother hangs his picture \_\_\_\_\_ the television set.



## Do and Learn

Study the following sentences.

1. Andy was inattentive of his parents' advice.
2. It was impossible for Andy to lie on his bed because Tubby was totally sprawled out on it pot belly in the air and snoring loudly.
3. His parents could not believe the change in his behavior. It was unbelievable.
4. They misunderstood why Andy went to bed on time, without complaint.
5. Andy replaced his blanket after Tubby slept on his bed.



## Read and Learn

Study the chart.

Word	Root word	(Prefix) Syllables added  before the root word	Meaning of the prefix	Meaning of the word
inattentive	attentive	in	not	not attentive
impossible	possible	im	not	not possible
unbelievable	believable	un	not	not believable
misunderstood	understood	mis	not	not understood
replaced	placed	re	again	placed again



## Find Out and Learn

Study the chart. Fill in each box with the correct answers. The first row was done for you.

Words	Root Words	Prefix	Meaning of the Prefix	Meaning of the Word
untrue	true	un	not	not true, false
disobedient			not	not obedient
disrespectful		dis	no, not	rude
misbehave		mis	not	
unprepared	prepare		not	
immature				
incorrect	correct		not	



## Try and Learn

Decide whether to add the prefix im-, dis-, or -un to the following root words. Make sure the new words are the opposite of the given word.

1. decided      undecided
2. partial      \_\_\_\_\_
3. moral      \_\_\_\_\_
4. material      \_\_\_\_\_
5. measurable      \_\_\_\_\_
6. able      \_\_\_\_\_
7. connected      \_\_\_\_\_
8. tamed      \_\_\_\_\_
9. continue      \_\_\_\_\_
10. respect      \_\_\_\_\_



## Do and Learn

Add a prefix to the root word in the parentheses to make the sentence correct. Write the newly formed word on the blank.

1. Alden was a strange boy. He is an (usual) \_\_\_\_\_ boy.
2. Richelle does not listen to her Music teacher. She is (attentive) \_\_\_\_\_.
3. Many pupils did the wrong thing because they (understood) \_\_\_\_\_ the instructions.
4. He was not neat. He is (tidy) \_\_\_\_\_.
5. A four-year old child is (capable) \_\_\_\_\_ of going to school alone.



## Learn Some More

Study the prefix of the words in the box. Write each word under the proper column. Study the given example.

im	un	dis	re	in	mis
immortal					

unusual	discomfort	misspell	impolite
unpaid	disobey	misplace	incorrect
untidy	incomplete	immature	unreal
immortal	invalid	impatient	rewrite
disconnect	misuse	reuse	recycle





## Remember

An **index** is placed at the end of the book and lists all the major topics in alphabetical order and their corresponding page number.



## Do and Learn

A. Study the data in the Index below. What is wrong with this Index, copy this in your notebook and do the necessary changes.

Pollution, 109 – 120  
    Effect, 111 – 114  
Craters, 336 – 338  
Butterflies, 77 – 79  
Animals, 20 – 46  
    Habitats, 21 – 23, 34, 40  
    Life cycles, 24, 26, 29  
Clouds, 310 – 315  
    Kinds, 312 – 314  
Climate, 253 – 268  
Earth, 387 – 406  
    Air, 400 – 404  
    Land, 389 – 394  
    Water, 395 - 399

B. From the given book information. Make an Index following the correct format. Do this in your notebook.

1. Kinds of Sentences: command page 73, declarative pages 65 – 66, exclamatory page 74, interrogative pages 67 – 68
2. Syllables: stress pages 10 – 11, unstressed pages 10 – 11
3. Adjectives: comparison pages 146 – 148, order of adjectives pages 149 – 150

4. Nouns: count nouns page 57, mass nouns page 56, singular and plural pages 50 -54
5. Adverbs: manner pages 174 – 176, 178, place pages 172 – 173, 176, time pages 170 – 171, 176
6. Prepositions pages 183, 185 – 187
7. Telephone conversations pages 33 – 35
8. Verbs pages 120 – 135



## Do and Learn

Study the following index and answer the questions that follow.

<p><b>Adjectives</b>, 149</p> <p>    comparison, 155-164</p> <p>    making descriptions, 147; 153</p> <p>    order of adjectives, 149-150</p> <p><b>Adverbs</b></p> <p>    Time and place, 166-171</p> <p><b>Agreement of subject and verb</b>, 121-122</p> <p><b>Expressions denoting quantity</b>, 46</p> <p><b>Nouns</b></p> <p>    Count nouns, 47</p> <p>    Mass nouns, 46-48</p> <p>    Singular and plural, 40-44</p> <p><b>Prepositions</b>, 224-229</p>
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1. On which page can you find about the topic on comparison of adjectives?  
A. 149                      B. 155-164                      C. 147; 153
2. What topic is found on pages 166 to 171?  
A. count nouns                      C. adverbs of time and place  
B. mass nouns
3. If you want to read on the correct order of adjectives, what pages of the book are you going to open?  
A. 40-44                      B. 155-164                      C. 149-150

4. Your assignment is on how to form the plural of nouns ending in **o**. What topic in the index does it refer to?
- A. count nouns
  - B. mass nouns
  - C. singular and plural
5. If you want to study more on prepositions, what page of the book are you going to read?
- A. 121-122
  - B. 166-171
  - C. 224-229

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## Week 5 - Fun Day with Grandma



### Read and Learn

Read the following sentences.

1. The old woman was so powerful that she could swallow a lot of animals.
2. The old woman was careless to swallow a fly.
3. The old woman is beautiful.
4. She had a sleepless night when she swallowed the fly.

Word	Root Word	(Suffix) Syllable after the root word	Meaning of the Suffix	Meaning of the Word
powerful	power	-ful	full of	full of power
careless	care	-less	without	without care

1. What is the root word of the word powerful?
2. What syllable was added at the end of the root word?
3. What does the suffix -ful mean?
4. What is the meaning of the new word?
5. In what way does a suffix change the meaning of a word?
6. What words with suffix -ful do not have counterpart with suffix -full?

Notice the suffix used in the following examples.

1. joy (happy)                      joyful (full of joy)
2. power (strength)                powerless (without power)
3. hand (part of the body)        handful (enough to fill a hand)



## Try and Learn

Circle the words with the suffixes -ful and -less.

It was summertime. The children are excited to visit their grandparents in the farm. The children had a sleepless night. They were imagining of the wonderful things they do in the farm. They play and eat in a peaceful meadow near the lake. They sometimes catch fish with the help of grandpa and their cousins. They sometimes swim in the lake with their cousins. Their cousins were helpful to make things easy for them. In the afternoon, they were so eager to help in feeding grandpa's animals while grandma is watchful and reminds them to be careful. The children can't wait for another summer to come. They wish they could do these things this summer and for the next summers to come.



## Find Out and Learn

Match the words in Column A with their correct meaning in Column B.

### Column A

1. careful
2. faithful
3. hopeful
4. hopeless
5. limitless
6. merciful
7. truthful
8. seedless
9. useless
10. restless

### Column B

- a. full of hope
- b. without hope
- c. full of truth; honest
- d. full of mercy
- e. without seeds
- f. full of faith; loyal
- g. without use
- h. without limit
- i. full of care
- j. without rest
- k. without hope



## Do and Learn

A. Add the suffix -less or -ful to the word inside the parenthesis to make the sentence correct. Write the newly formed word on the blank.

- \_\_\_\_\_ 1. Boy Scouts are having a (wonder) time.
- \_\_\_\_\_ 2. They are (rest) for the whole day.
- \_\_\_\_\_ 3. There are (count) activities ahead of them.
- \_\_\_\_\_ 4. The scout master taught them to be (faith) to God.
- \_\_\_\_\_ 5. They were taught to be (help) to other people.
- \_\_\_\_\_ 6. They must be (truth) at all times.
- \_\_\_\_\_ 7. Being (respect) to humans and nature is one of the values they learned.
- \_\_\_\_\_ 8. They visited needy and (hope) people.
- \_\_\_\_\_ 9. They assisted fire victims who were left (home) in going to evacuation center.
- \_\_\_\_\_ 10. The troop that won a game received a (hand) of candies.

B. Study the following sentences. Underline the prepositional phrase in each sentence.

1. The old woman drives away the flies around the table.
2. She watched the food until her children and grandchildren arrived.
3. While waiting, she heard the screech of the car from the garage.
4. The children happily got out of the car.
5. It was about seven o' clock in the evening when they started eating.
6. Her son told the family that they saw a beggar along the road.
7. The children told grandmother that they gave all the food at the back of the car to the beggar.



## Remember

A **prepositional phrase** is a phrase that starts with a preposition and ends with a noun or pronoun.

Example: to the market  
P N



## Do and Learn

### How to Make a Stick Puppet

1. Get a stiff paper like a carton or cartolina. It must be big enough for your puppet.
2. Choose one character from the animals mentioned in the poem, “The Old Woman who Swallowed a Fly.” Draw the front and back of your character on the carton.
3. Color your drawings. Cut them out.
4. Glue the front piece and the back piece together. Place a stick in between the cartons. Hold the puppet with the stick.



### Write about It

Recall the character in the poem “The Old Woman who Swallowed a Fly?” Give at least three to four sentences to show what could happen at the end of the poem or give a possible conclusion to the poem. You may use the following phrases:

The old woman swallowed \_\_\_\_\_  
\_\_\_\_\_.

If she swallowed a fly or a spider, she must \_\_\_\_\_  
\_\_\_\_\_.

She might \_\_\_\_\_ if she swallowed  
the \_\_\_\_\_.

She must be \_\_\_\_\_  
\_\_\_\_\_.



## Week 6 - Fishing Is Fun



### Read and Learn

Read the following:

1. The five fishermen went to the sea to fish.
2. When they got back, they counted themselves.
3. Maybe one of us fell into the sea.
4. They must be very happy.

Answer the following questions:

1. Which sentences express facts?
2. Which sentences express opinions?



### Remember

- ✓ A **fact** is a true piece of information.
- ✓ An **opinion** is a view, judgment or belief about an information.



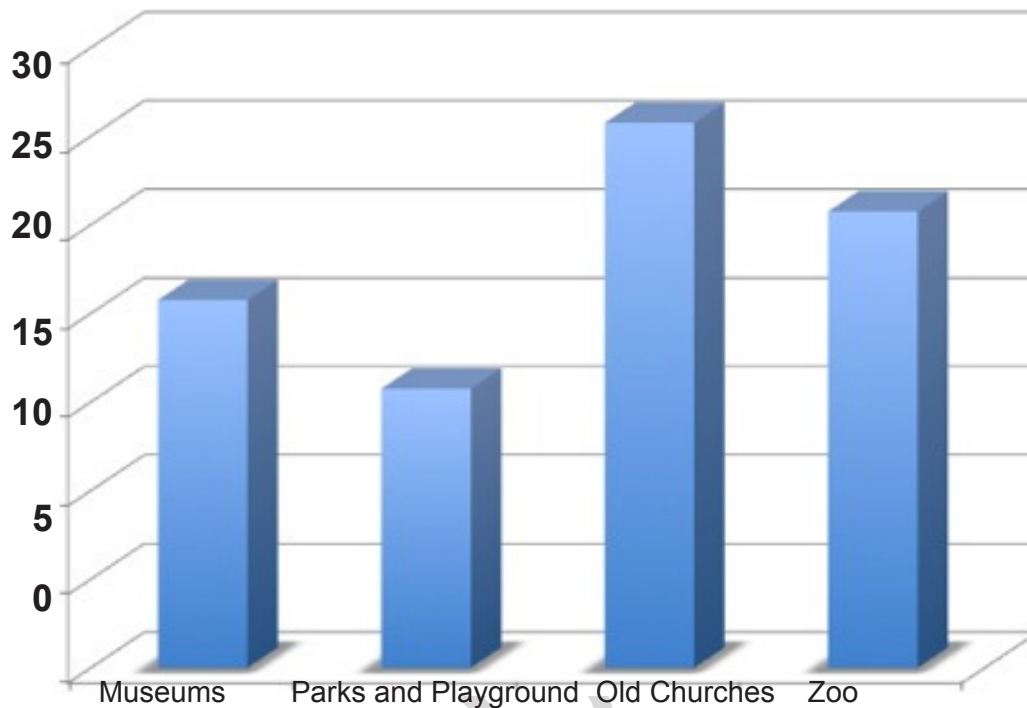
### Try and Learn

Read the following paragraph and answer the questions that follow.

Richelle joined the educational tour of Grade Four Aguinaldo in Bulacan, Pampanga and Olongapo. They visited the old churches, museums, zoos, parks and playgrounds. After the tour, an evaluation was given to each participant. Richelle, the Supreme Pupil Government president facilitated the evaluation of the activity. One of the questions was, which among the places we visited captured your interest? She made a graph to show their answers.

Study the bar graph and answer the questions that follow:

### The Place that Captures Children's Interest



1. How many pupils answered museum as the best place?
2. How many pupils prefer parks and playgrounds?
3. What places have the same number of preference?
4. What place was most preferred by children?
5. What is the total number of pupils who joined the educational tour?



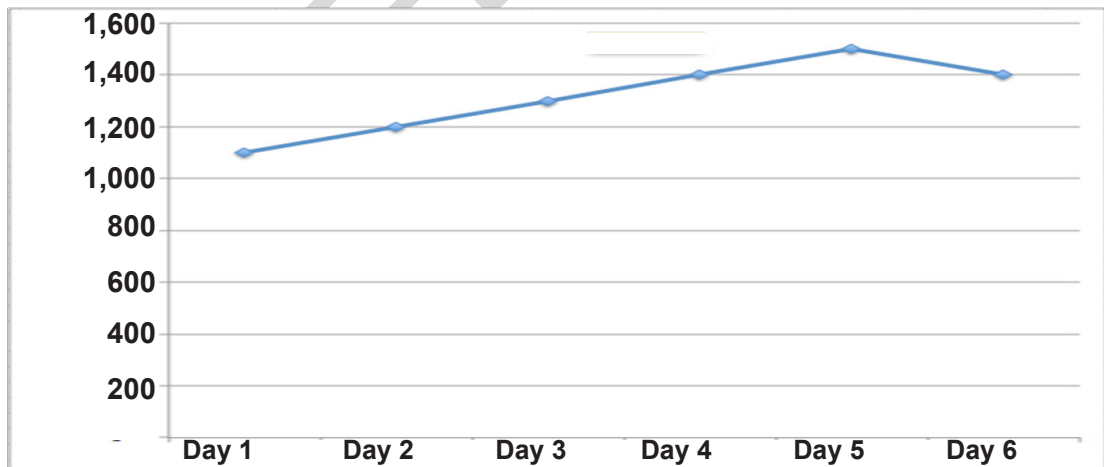
## Do and Learn

A. Read the paragraph and answer the questions that follow.

Dwayne and his family went to Rainforest Park, Pasig City. They had fun watching the different animals and they enjoyed the different rides in the amusement park. Dwayne was also amazed at the number of people visiting the place. So, he encouraged his parents to sell canned juices in front of the park. They sold all the canned juices and earned Php1,100 on the first day. They add more canned juices on the second day and earned Php1,200.

Study the line graph and answer the following questions:

**Amount of Earnings in Selling Canned Juices**



1. How much did Dwayne's family earn on Day 1?
2. How much did they earn on Day 2?
3. On what day has the highest earnings?
4. On what day has the lowest earnings?
5. How much is their total earnings for six days?



## Learn Some More

Read the paragraph. Pick out the sentences that express opinions and write them on a piece of paper.

Many Filipinos love to play basketball. In every corner, big or small there seems to be a basketball area. Young and adult love to play this game. They even love to watch basketball games local or international, live or over the television. They feel this is the most exciting game. Some must imitate some of the star players. They copy the moves, hairstyle, and the jersey number of their idols. Basketball is probably the game of Filipinos.



## Find Out and Learn

Study the following sentences.

1. The five foolish fishermen went to the sea to fish.
2. The girl is right.

Underline the subject and circle the predicate in each of the sentences.

What is the subject in sentence 1?

What is the predicate in sentence 1?

How many subjects are in sentence 1?

How many predicates are in sentence 1?



## Remember

A **simple sentence** is composed of one subject and a simple predicate

Examples:

1. Tubby is a cat.  
S P

2. Tubby sleeps on the bed.  
S P



## Read and Learn

Read the fable “The Tortoise that Wanted to Fly.” Afterwards, answer the questions that follow.

### **The Tortoise that Wanted to Fly**

Nilda Anayo

There was once a tortoise who was never satisfied. He lived on the sweet grass by the forest pool but he felt very bored.

One day, he noticed a large eagle flying overhead. He looked very graceful, flying so easily that the tortoise decided he would learn how to fly too.

When the eagle came to rest on a rock near the pool, the tortoise got his chance and said, “Oh, handsome eagle, you fly so well. Please teach me how to fly.”

The eagle was surprised. “What? Teach you how to fly? You have no wings or feathers!”

Again the tortoise pleaded, “Oh please eagle, I’m sure I can learn.”

The tortoise continued asking the eagle to teach him how to fly. Finally, the eagle agreed.

He picked up the tortoise with his claws and they flew high in the sky. Then he let go off the tortoise and told him to flap his legs and fly.

The tortoise flapped his legs as hard as he could, but he fell like a stone towards the ground. Luckily, he fell into a bush.

He was badly shaken but he had no serious injuries.

1. What did the tortoise want to do?
2. Who taught him how to fly?
3. Why can't he fly?
4. What happened when he fell to the ground?
5. What lesson did he learn?
6. What is a likely ending of the story?



### Talk about It

Work in groups. Read the story. Pick out simple sentences with a simple subject and a simple predicate.



### Do and Learn



Look at the pictures above. Construct a simple sentence for each picture.



## Read and Learn

Read the poem.

**Work**  
An Adaptation

My mother is a police officer.  
My father is a taxi driver.  
They work and help people in many ways.  
I'd like to be like them one day.

My sister is a zookeeper.  
My brother is an actor.  
They work and help people in many ways.  
I'd like to be like them one day.

My grandmother is a teacher.  
My grandfather is a sailor.  
They work and help people in many ways.  
I'd like to be like them one day.

- Hitomi Sakamoto

Pick out the words with the suffixes -er or -or. Write them on the chart. The first one has been done for you.

How do the suffixes -er/-or help you get the meaning of a word?

Word	Root word	Suffix	Meaning of the suffix	Meaning of the word
driver	drive	-er	one who	one who drives





## Week 7 - Fun in Summer



### Think and Tell

Study the pictures. What can you say about the pictures?





## Read and Learn

Read and understand the selection.

### Will You Go to School this Summer?

Many schools find that pupils learn better and remember more when they go to school all year long.

Does that mean pupils won't get a vacation? No. It means that pupils will get many short breaks instead of just a long one.

What do pupils say about a year-round school?

It's good!

- I can remember more of what I learned.
- I like having more short breaks.
- Summer gets boring, and I miss my friends.

It's bad!

- I can't go to summer activities.
- I like to play outside.
- I like to play outside and swim in the warm weather.
- It's too hot to be in school in summer.

Source: ReadWorks.org



## Talk about It

Answer the following questions.

1. What are many schools finding out?
2. What does going to school all year long mean?
3. Why do some pupils say a year-round school is good?
4. Why do some pupils say a year-round school is bad?
5. Is going to school in summer good or bad? Why? Why not?



## Try and Learn

Choose another partner to whom you will read your paragraph.  
Read and answer the Individual Assessment Test.

Name _____	Date _____
<b>INDIVIDUAL ASSESSMENT SHEET</b>	
Topic _____	
Respond to each statement below by checking yes or no.	
How did I do reading this article?	
I discovered three things in this article.	
<input type="radio"/> Yes	<input type="radio"/> No
I found two interesting things in this article.	
<input type="radio"/> Yes	<input type="radio"/> No
I thought of one question I still have about this topic.	
<input type="radio"/> Yes	<input type="radio"/> No
I liked reading this article.	
<input type="radio"/> Yes	<input type="radio"/> No
I want to read more about this topic.	
<input type="radio"/> Yes	<input type="radio"/> No
Additional Fact:	
_____	
Additional Opinion:	
_____	

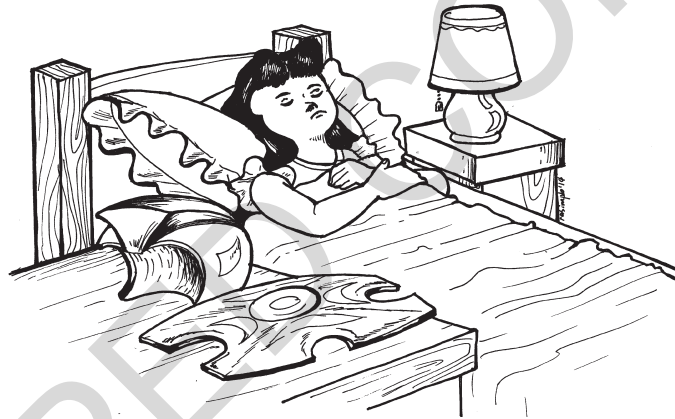


## Do and Learn

### Exercise 1

Read the short story then answer the questions.

Charlie's niece, Jackie, learned in Science class that pieces of moon rock fall from the sky. That is why she keeps a helmet and a shield by her bedside at all times. She also keeps her eyes on the ceiling until she falls asleep.



1. Who is Charlie's niece?
2. What did Charlie's niece learn in class?
  - a) pieces of moon rock fall from the sky
  - b) pieces of moon dust fall from the sky
3. What does Jackie keep by her bedside all the time?
  - a) sword and shield
  - b) helmet and shield
4. If you know that a typhoon is coming, what are you going to keep by your bedside?

## Exercise 2

Look for the words with /ie/ and /ei/ in the story. Write them in the chart.

Words with <b>ie</b>	Words with <b>ei</b>

## Exercise 3

A. Read and study the diary.

Dear Diary,

Today is Saturday. It is a sunny day. My family and I will go to the beach. My brother and I feel very excited. I love the beach because my brother and I can play along the shore. We also enjoy building sand castles. We are leaving the house early so we can get there while it's not yet too hot. I will let you know more about our day at the beach later.

B. Copy the sentences from the diary. Identify each sentence as facts or opinions.

Sentences	Fact or Opinion

C. Read the short story then answer the questions.

Ronnie's dream is to be a policeman like his father. His father is the chief of police in their town. When Ronnie grows up and becomes a policeman, he can catch robbers and thieves and put them in jail.

1. What is Ronnie's dream?
2. Why does he dream to become a policeman?
3. What will he do when he becomes a policeman?
4. What are the **ie/ei** words in the short story?
5. Can you think of other words with **ie** or **ei** sounded as /iy/?



### Find Out and Learn

Read the statements from the selection.

A.

1. I can remember more of what I learned.
2. I like having more short breaks.
3. I can't go to summer activities.

B.

1. Ana and Jane can remember more of what they learned.
2. Martin and Joseph like more short breaks.
3. The girls and the boys can't go to summer activities.

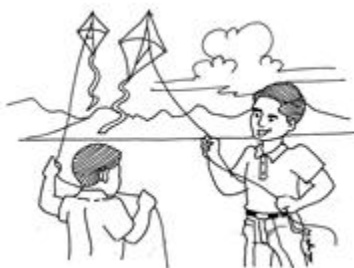


## Try and Learn

Study the pictures of activities during summer. Write a simple sentence with a compound subject about them.



1. \_\_\_\_\_ are playing.



2. \_\_\_\_\_ are flying kites.



3. \_\_\_\_\_ and are swimming.





4. \_\_\_\_\_ are riding their bicycles.



5. \_\_\_\_\_ are jogging.



### Remember

If a sentence has only one subject, it is called a **simple subject**.

If a sentence has only one predicate, it is called a **simple predicate**.

If there is one simple subject and one simple predicate, it is called a **simple sentence**.

Example:

can remember more of what I learned.

If there are two subjects, it is called a **compound subject**.

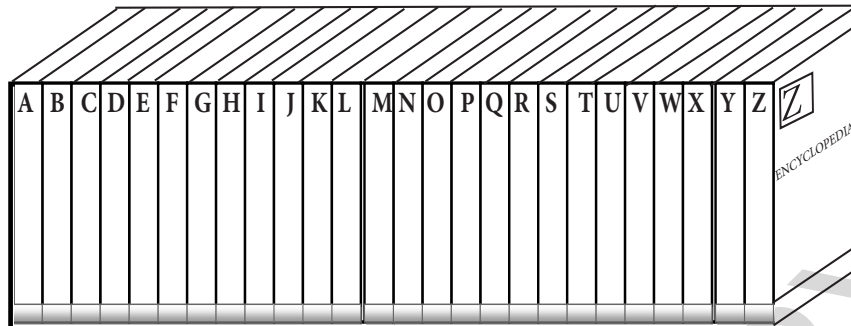
If there is a compound subject and simple predicate, it is still a **simple sentence**.

Example:

and  can remember more of what they learned.



## Find Out and Learn



Examine a set of encyclopedia.  
What information can we find in an encyclopedia?  
How are different kinds of information presented in an encyclopedia?



## Remember

An encyclopedia is reference work (such as a book, series of books, and CD ROM) that contains information about a particular subject.



## Do and Learn

Read each pair of sentences, then, combine them to form a compound subject in the sentence. Write your new sentence in your notebook.

1. Karla played with dolls. Ginna played with dolls.
- 

2. Their homes are in the Philippines. Their families are in the Philippines.
-

3. Mario read a story. Karl read a story.

---

4. Families help each other. Friends help each other.

---

5. Roses are beautiful. Lilies are beautiful.

---



### Find Out and Learn

Read the words in the chart.

Words with ie		Words with ei	
achieve	hygiene	ceiling	deceive
believe	pierce	conceit	perceive
brief	priest	conceive	receipt
chief	thief	deceit	receive
grief			

Sometimes it is difficult to remember whether a word is spelled with **ie** or **ei**.



### Remember

The words on the left column have **ie** sounded as /iy/.  
The words on the right column have **ei** sounded as /iy/ also.

There is a very simple rule about this:

Use **i** before **e** except after **c**.

Read the sentences. Look for the word/s that will explain or describe the meaning of the underlined word in each sentence.

1. You will achieve good grades if you get good scores in tests and participation.
2. They support you because they believe you can do it. They know you can make it.
3. Our teacher asked us to give a brief summary of the story. The summary should be short.
4. She was full of grief when her husband died. She feels so sad losing him.
5. The policemen obey their chief. They respect their leader.

Read the phrases and sentences with **ie** and **ei** words.

Phrases:

1. the chief of police
2. to dream and believe
3. health and hygiene
4. a parish priest
5. a ceiling fan
6. an official receipt

Sentences:

1. The chief of police caught the thief.
2. Believe that you will achieve your dream.
3. The sermon of the priest is brief.
4. We will receive the lecture on proper hygiene later.
5. The store clerk gave me the receipt for the ceiling fan.



## Do and Learn

Read the selection. Study the sentences in the boxes. Copy each sentence in your notebook. Identify each sentence as a fact or opinion.

### Summer is the Best Season

Adapted

I like summer most of all. Summer is the warmest time of the year. In summer, the days become longer and the nights become shorter. People can work more and be out for longer.

People can do lots of things during summer. Some like going outdoors to enjoy nature. Others like playing outdoor games. They can go for a ride on a horse or a motor bike. They can also go swimming, boating, hiking, or playing frisbee and other ball games.

Everybody waits for summer. They plan in advance by having their work done months ahead and saving money for vacation. Some families stay home and have some fun doing summer activities while others spend their summer in other places on a vacation. What is important is that summer is spent with families and friends.

That's why summer is the best season of all.

Source: <http://sirajibir.blogspot.com/2012/11/summer-is-best-season.html>

Sentences	Fact or Opinion
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____



## Do and Learn

Think of activities that you can do during vacation so that your learning activities will continue even during summer. Answer the chart in complete sentences.

### Activities I can do this summer:

1. This summer I can \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.



## Try and Learn

Use the encyclopedia to learn more about the following topics. Write the volume number where you can find the given topic.

A-B Vol. 1	C-D Vol. 2	E-F Vol. 3	G-H Vol. 4	I-J Vol. 5	K-L Vol. 6	M-N Vol. 7
---------------	---------------	---------------	---------------	---------------	---------------	---------------

O-P Vol. 8	Q-R Vol. 9	S-T Vol. 10	U-V Vol. 11	W-X Vol. 12	Y-Z Vol. 13
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1. Automobiles                      Volume \_\_\_\_\_
2. Solar System                      Volume \_\_\_\_\_
3. Volcanoes                      Volume \_\_\_\_\_

4. Buddhism Volume \_\_\_\_\_

5. Democracy Volume \_\_\_\_\_



### Do and Learn

Choose the correct topic for each item then write the volume number in the box.

A-B Vol. 1	C-D Vol. 2	E-F Vol. 3	G-H Vol. 4	I-J Vol. 5	K-L Vol. 6	M-N Vol. 7
O-P Vol. 8	Q-R Vol. 9	S-T Vol. 10	U-V Vol. 11	W-X Vol. 12	Y-Z Vol. 13	

1. I want to learn more about the formation of the stars.

- A. constellation      B. universe      C. Earth

Volume <input type="text"/>
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2. I want to learn more about roses, chrysanthemums, and daisies.

- A. flowers      B. vegetables      C. trees

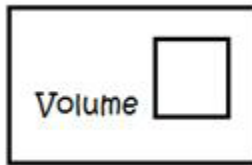
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1. I want to learn more about the leaders of nations.

A. saints

B. presidents

C. Asia

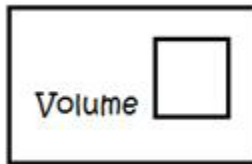


4. I want to learn more about energy from the sun.

A. water vapor

B. solar energy

C. galaxy

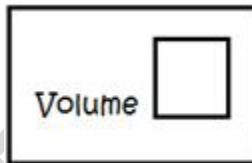


5. I want to learn more about Mars, Jupiter, Neptune, and the Earth.

A. planets

B. meteors

C. satellites



### Remember

- ✓ The prefix **de-** means “to do the opposite of the action” or “to do a completely different action.”
- ✓ The prefix **dis-** means “not to” or “do not.”





## Find Out and Learn

Study the following words.

design	display	decode	disallow
deny	disco	deflate	disown
dear	distance	deplane	disband
debut	discuss	derail	disengage

B. The words in the second box have prefixes while the words in the first box do not have prefixes. Let us identify the prefixes and the root words.

Word	Prefix	Root Word
decode	_____	_____
deflate	_____	_____
deplane	_____	_____
derail	_____	_____
disallow	_____	_____
disown	_____	_____
disband	_____	_____
disengage	_____	_____



## Try and Learn

Add dis- to the root words. Write each new word and its meaning. Use the meaning of the root word to help you.

1. **believe** (accept as true)

New Word \_\_\_\_\_

Meaning \_\_\_\_\_

2. **respect** (give regard)

New Word \_\_\_\_\_

Meaning \_\_\_\_\_

3. **similar** (same)

New Word \_\_\_\_\_

Meaning \_\_\_\_\_

4. **appear** (to be seen)

New Word \_\_\_\_\_

Meaning \_\_\_\_\_

5. **continue** (to go on)

New Word \_\_\_\_\_

Meaning \_\_\_\_\_



## Do and Learn

Choose the word from the box that best completes each sentence.

deform      debone      dethrone      declog      defrost

1. The plumber will \_\_\_\_\_ the sink because it is overflowing with water.
2. We need to \_\_\_\_\_ the freezer when the ice becomes one-inch thick.
3. Mother asks the fish vendor to \_\_\_\_\_ the milk fish.
4. The oppressed people want to \_\_\_\_\_ the corrupt king.
5. Too much heat and pressure will \_\_\_\_\_ the clay pot.

## Week 8 - Fun with Friends



### Read and Learn

## The Three Little Wolves and the Big Bad Pig

Eugene Trivizas

Characters:	Narrator 1	Narrator 2	Narrator 3
	Narrator 4	Narrator 5	Narrator 6
	Mother	Wolf 1	Wolf 2
	Wolf 3	Pig	Kangaroo
	Beaver	Flamingo	

- Narrator 1 : The Three Little Wolves and the Big Bad Pig by Eugene Trivizas.
- Narrator 2 : Once upon a time, there were three cuddly little wolves. They had soft fur and fluffy tails. They lived with their mother. The first was black, the second was gray, and the third was white.
- Narrator 3 : One day, the mother called the three little wolves around her and said...
- Mother : My children, it is time for you to go out into the world. Go and build a house for yourselves. But beware of the big bad pig!
- Wolf 1, 2 & 3 : Don't worry, Mother, we will watch out for him.
- Narrator 4 : Said the three little wolves, and they set off.
- Narrator 5 : Soon they met a kangaroo who was pushing a wheelbarrow full of red and yellow bricks.
- Wolf 1, 2 & 3 : Please, will you give us some of your bricks?

- Kangaroo : Certainly.
- Narrator 6 : Said the kangaroo and she gave them lots of red and yellow bricks.
- Narrator 1 : So the three little wolves built themselves a house of bricks.
- Narrator 2 : The very next day, the big bad pig came prowling down the road. He saw the house of bricks that the little wolves had built. The three little wolves were playing croquet. This is a game played by knocking wooden balls through melt windows with mallets or short handled hammers. They were playing in the garden. When they saw the big bad pig coming, they ran inside the house and locked the door.
- Narrator 3 : The pig knocked on the door and grunted...
- Pig : Little wolves, little wolves, let me come in!
- Wolf 1, 2, & 3: No, no, no. By the hair on our chinny-chin-chins, we will not let you in. Not for all the tea leaves in our china teapot!
- Narrator 4 : Said the three little wolves.
- Pig : Then I'll huff and I'll puff and blow your house down!
- Narrator 5 : Said the pig. So he huffed and he puffed and he puffed and he huffed. But the house didn't fall down.
- Narrator 6 : But the pig wasn't called big and bad for nothing. He went and fetched his sledgehammer, and he knocked the house down.

Narrator 1 : The three little wolves managed to escape before the bricks crumbled. They were very frightened indeed.

Wolf 1, 2, & 3: We shall have to build a stronger house.

Narrator 2 : They said. Just then they saw a beaver that was mixing concrete in a concrete mixer.

Wolf 1, 2, & 3: Please, will you give us some of your concrete?

Narrator 3 : Asked the three little wolves.

Beaver : Certainly!

Narrator 4 : Said the beaver, and he gave them buckets and buckets full of messy concrete. So the three little wolves built themselves a house of concrete.

Narrator 5 : No sooner had they finished than the big bad pig come prowling down the road. He saw the house of concrete that the little wolves had built.

Narrator 6 : They were playing battledore and shuttlecock, a game from which badminton originated, in the garden. When they saw the big bad pig coming, they ran inside their house and shut the door.

Narrator 1 : The pig rang the bell and said...

Pig : Little frightened wolves, let me come in!

Wolf 1, 2, & 3: No, no, no.

Narrator 2 : Said the three little wolves.

Wolf 1, 2, & 3: By the hair on our chinny-chin-chins, we will not let you in. Not for all the tea leaves in our china teapot!

Pig : Then I'll huff and I'll puff and I'll blow your house down!

Narrator 3 : Said the pig.

Narrator 4 : So he huffed and he puffed and he puffed and he huffed, but the house didn't fall down.

Narrator 5 : But the pig wasn't called big and bad for nothing. He went and fetched his pneumatic drill and smashed the house down.

Narrator 6 : The three little wolves managed to escape, but their chinny-chin-chins were trembling and trembling and trembling.

Wolf 1, 2, & 3: Something must be wrong with our building materials. We have to try something different. But what?

Narrator 5 : They said. At that moment they saw a flamingo coming along pushing a wheelbarrow full of flowers.

Wolf 1, 2, & 3: Please, will you give us some flowers?

Narrator 6 : Asked the three little wolves.

Flamingo : With pleasure.

Narrator 1 : Said the flamingo, and he gave them lots of flowers. So the three little wolves built themselves a house of flowers.

- Narrator 2 : One wall was of marigolds, one of daffodils, one of pink roses, and one of cherry blossoms. The ceiling was made of sunflowers, and the floor was a carpet of daisies. They had water lilies in their bathtub and buttercups in their refrigerator. It was a rather fragile house and it swayed in the wind, but it was very beautiful.
- Narrator 3 : Next day the big bad pig came prowling down the road. He saw the house of flowers that the three little wolves had built.
- Narrator 4 : He rang the bluebell at the door and said...
- Pig : Little frightened wolves with the trembling chins, let me come in!
- Wolf 1, 2, & 3: No, no, no!
- Narrator 5 : Said the three little wolves.
- Wolf 1, 2, & 3: By the hair in our chinny-chin-chins, we will not let you in. Not for all the tea leaves in our china teapot!
- Pig : Then I'll huff and I'll puff and I'll blow your house down!
- Narrator 6 : Said the pig.
- Narrator 1 : But as he took a deep breath. Ready to huff and puff, he smelled the soft scent of the flowers. It was wonderful. And because the scent was so lovely, he took another breath and then another. Instead of huffing and puffing, he began to sniff.



Narrator 2 : He sniffed deeper and deeper until he was quite filled with the fragrant scent. His heart grew tender, and he realized how horrible he had been. Right then he decided to become a big good pig. He started to sing and to dance the tarantella.

Narrator 3 : At first the three little wolves were a bit worried. It might be a trick. But soon they realized that the pig had truly changed. They came running out of the house. They started playing games with him.

Narrator 4 : First they played pig-pog and then piggy-in-the-middle. When they were all tired, they invited him into the house.

Narrator 5 : They offered him tea, strawberries, and wolf berries, and asked him to stay with them as long as he wanted.

Narrator 6 : The pig accepted, and they lived happily together ever after.

Source: [www.timelessteacherstuff.com](http://www.timelessteacherstuff.com)

1. What did the Mother Wolf tell the three little wolves to do?
2. How did the three little wolves build their first house? Second house? Third house?
3. Who helped them build their houses?
4. Why did they have to build their second and third houses?
5. Why did the big bad pig did not destroy the third house?
6. How did the big bad pig become good?
7. What trait did the three little wolves show?



## Try and Learn

Read and identify the facts and opinions in the paragraph.

Once upon a time, there were three cuddly little wolves. They had soft fur and fluffy tails. They lived with their mother. The first was black, the second was gray, and the third was white.

Sentence	Fact or Opinion
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____



## Find Out and Learn

Read the problems of the big bad pig. Write the pig's solution for each.

### Problem 1

The big bad pig could not blow down the house of concrete.

### Problem 2

The big bad pig could not blow down the house of bricks.

First, identify the problem.

Next, find ways to solve the problem.

Then, choose the best solution to the problem.

#### **Solution for Problem #1:**

The pig \_\_\_\_\_ and  
\_\_\_\_\_.

#### **Solution for Problem #2:**

The pig \_\_\_\_\_ and  
\_\_\_\_\_.



## Remember

A **problem** is something that is difficult to deal with: something that is a source of trouble or worry.

A **solution** is something that is used or done to deal with and end a problem: something that solves a problem.



## Try and Learn

Write on chart the problems encountered by the three little wolves and the solutions they made.

The three little wolves must build a house
The three little wolves asked the kangaroo to give them red and yellow bricks and built their first house.
The big bad pig destroyed their first house.
The three little wolves asked the beaver to give them concrete and built their second house.
The big bad pig destroyed their second house.
The three little wolves asked the flamingo to give them flowers and built their third house.

### Problem-Solution Chart

Problem	Solution



## Remember

If there are two predicates in a sentence, it is called a compound predicate.

Simple Predicate + Simple Predicate =  
Compound Predicate

If a sentence has a simple subject and a compound predicate, it is still a simple sentence.

Simple Subject + Compound Predicate =  
Simple Sentence



## Learn Some More

Write a Letter of Advice to the three little wolves or to the big bad pig using simple sentences with compound predicates.

### Letter of Advice

Dear \_\_\_\_\_,

I am writing because I want give some advice.

Your new friend,  
\_\_\_\_\_



## Find Out and Learn

Read and answer the survey questionnaire.

Test takers need to **get plenty of rest.**

How many hours of do you usually sleep at night?

Do you think that's enough rest? \_\_\_\_\_ Why? Why not?

Test takers need to **eat a nutritious breakfast.**

Do you usually eat breakfast?

If so, what do you eat?

Do you think this is a good breakfast for you to eat?

\_\_\_\_\_ Why? Why not?

Test takers need to **wear comfortable clothes.**

What do you usually wear to school?

Are you comfortable in the clothes you wear to school?

\_\_\_\_\_ Why? Why not?

Test takers need to **arrive in school on time.**

What time do you usually get to school?

Are you ever late for school?

Why do you think it's important to be in school on time?



## Remember

The Test Taking Tips are preparations you should do before a test. Here are other strategies that you may use in taking tests.

1. Find out what types of questions are being asked.
2. Read the directions carefully. Make sure you understand them.
3. Answer easy questions first. Do not take too long answering difficult questions. You may go back to them after you answer all the easy questions.
4. For multiple-choice items, read all the choices first before you choose the best/correct answer.



## Do and Learn

- A. Read the questions about how to take a test. Shade the circle beside the correct answer.

### Test Taking

1. What is the first thing you should do before taking a test?

- Answer all the questions you are sure you know.
- Read the directions carefully.

2. What should you do before answering multiple-choice questions?

- Read all the answer choices.
- Spend time on questions you are not sure of.

3. When should you answer multiple-choice questions you are not sure of?

when you begin the test

after you answer all the multiple-choice questions you know

4. Why should you look over the test before you begin?

to find out what kind of questions are on the test

to figure out how long it will take you to take the test

B. Read each set of statements. Two are correct in each set. Put a check (✓) before the correct statements.

1. \_\_\_\_\_ It is not important to prepare for a test.

\_\_\_\_\_ Study in a quiet, comfortable place.

\_\_\_\_\_ It is important to learn how to take a test.

2. \_\_\_\_\_ You should read the directions carefully.

\_\_\_\_\_ You should know how to mark your answers.

\_\_\_\_\_ Always circle the correct answer.

3. \_\_\_\_\_ Be sure you understand the directions.

\_\_\_\_\_ Never ask your teacher for help with directions.

\_\_\_\_\_ If directions are unclear, ask your teacher for help.

4. \_\_\_\_\_ Answer all the questions you are sure of first .

\_\_\_\_\_ Answer difficult items Last.

\_\_\_\_\_ Don't answer any questions you're not sure of.



C. Write a paragraph about your experiences in taking a test.

_____
_____
_____
_____



### Find Out and Learn

Read the words with suffixes -ly and -y.

orderly	properly	sunny	rainy
sweetly	clearly	foggy	stormy
quickly	loudly	windy	cloudy
quietly	slowly	chilly	smoggy
kindly	smoothly	misty	breezy



### Remember

- ✓ The root words in the first box are adjectives. By adding **-ly**, the adjectives become adverbs ( these indicate how an action happened or is done).
- ✓ The root words in the second box are nouns. By adding **-y**, the nouns becomes adjectives (these indicate having or like something).



## Try and Learn

Choose from the box the correct word to complete the sentences.

sunny

rainy

windy

quietly

loudly

1.



Bring your umbrella because it will be a \_\_\_\_\_ day.

2.



It is more fun to fly a kite on a \_\_\_\_\_ day.

3.



It's a perfect day to go to the beach on a \_\_\_\_\_ day.

4.



My brother and I play \_\_\_\_\_ because our baby sister is sleeping.

5.



We were awakened in the middle of the night by a dog barking \_\_\_\_\_.



## Do and Learn

Answer the questions using words with -ly.

Example: What can you do quickly?  
I can comb my hair quickly.

1. What can you do easily?

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2. What can you do patiently?

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3. What can you do loudly?

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4. What can you do slowly?

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5. What can you do clearly?

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## Week 9 - Fun at Play



### Read and Learn

Read the selection about the bicycle.

#### **Bicycle, a Wonderful Machine**

Lorna B. Castillo, et.al.

##### **Bicycles Today**

Do you have a bicycle? How does it look like? How will you describe a bicycle? The bicycles today that we see are light, safe, and fast. One can exercise using them. Young and old people enjoy riding bicycles.

##### **Bicycles Before**

But do you know that bicycles a long, long time ago were different? They were heavy and slow.

They were dangerous to ride. They were made of wood. Their wheels were made of wood, too. One should push the bicycle forward so it could run.

Later on, inventors added foot pedals. Then a front wheel was added, it was much larger than the back wheel. As years passed, other inventors improved the bicycle as we see it now. Today, it is safe and comfortable to ride.

Cyclists all over the world enjoy it. Let's thank the inventors who did all these changes.

It is a wonderful machine used for transportation and for exercise.

## Safe Bike Ride

Bike riding is a lot of fun. But sometimes accidents happen. What must we do to avoid this? How can we safely ride a bicycle?

Wear bike helmets to have a safe ride. Always wear this even if you are going for a short ride. Your bike helmet should fit you properly. Ask your Dad and Mom to get one that fits your head. A bike helmet has straps. These should always be fastened.

There are other safety rules that your Dad and Mom can help you follow.

- Make sure your seat, handlebars, and wheel fit tightly.
- Check the chain of the bicycle. Oil it regularly.
- Check the brakes to be sure they are working well.
- Check also the tires. Check if these have enough air.

Are you ready to ride a bike now?

Source: Vision 2 Integrated Reading and Language for Communication Arts in English, Sunshine Interlinks, Publishing House, Inc. 2012



### Talk about It

1. How are the bicycles today different from before?
2. What changes did the inventors do to the bicycles before?
3. Why is the bicycle a wonderful machine?
4. How can we be safe in riding the bicycle?



## Find Out and Learn

Read the sentences. Identify whether they are facts or opinions.

Before	Fact or Opinion
1. Bicycles were heavy and slow.	_____
2. They were dangerous to ride.	_____
3. They were made of wood.	_____
4. Their wheels were made of wood, too.	_____
5. One should push the bicycle forward so it could run.	_____
<b>Today</b>	
1. The bicycles are light, safe, and fast.	_____
2. One can exercise using them.	_____
3. Young and old people enjoy riding bicycles.	_____
4. They are safe and comfortable to ride.	_____
5. They are wonderful for transportation and for exercise.	_____



## Try and Learn

Identify the facts and opinions from the following paragraph.

**Puppets as Actors**  
Susan Jan  
(an excerpt)

Puppets can bring great joy not only to kids, but also to adults, all over the world. Puppets were first introduced to the world of entertainment thousands of years ago. It originated from Greece as the Greeks then were known to be fond of theatrical presentations. Though they enjoyed theater, they found supporting the actors financially rather expensive, so that they turned to the use of puppets in plays.

They soon discovered that puppets were just as able as actors to elicit positive response from the audience. So, they continued to patronize the use of puppets in stage shows and presentations. Soon stage puppet shows became many people's favorite pastime.

Source: <http://www.creativityinstitute.com/puppets-adding-humor-and-laughter-to-your-life.aspx>

**Facts:**

**Opinions:**



### Read and Learn

A. Read and study each sentence.

#### Safety Tips in Bike Riding

1. You should wear a bike helmet and it should fit you properly.
2. A bike helmet has straps and they should always be fastened.
3. The chain must be oiled and the brakes must be checked regularly.

How many thoughts make up each sentence?

What word/words connect these thoughts?



## Remember

A **compound sentence** consists of two simple sentences. They are connected by the conjunctions:

**and** - used to connect similar ideas

**or** - used to show choices

**but** - used to show opposite ideas



## Try and Learn

Put the two sentences together to form a compound sentence. Use conjunctions: and, but, or.

1. The boy ate chips. The girl ate cakes.
2. We drew stars. We drew hearts.
3. Can you run? Can you jump?
4. Pam likes dogs. Leslie likes cats.
5. Max can read. Dennis can write.





## Do and Learn

Here are two pictures of an old bicycle and a bicycle made in the present. Write three compound sentences comparing the two bicycles.



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



## Read and Learn

B. Read the selection.

### Sock Puppets

Written by Liza Webber

You can make a puppet. It is easy to do. Get some old socks. You will need markers and cotton balls. You will also need string and glue. Put a sock on your hand. The toe of the sock is the face. Glue cotton balls to the outside to make a lamb. Use markers to draw a face. You can make people, too. You can even make yourself. Put a few cotton balls inside. Wrap a string around it and tie a knot. This will make the neck. Draw your face and some clothes. Once you have people and animals, you can put on a puppet show.

Source: [www.cjohnson.myexpose.com](http://www.cjohnson.myexpose.com)



## Remember

- ✓ **Process** means a way of doing something
- ✓ **Steps** show the order in which you complete the process.
- ✓ Following the steps in a process is important because it helps us complete the task.
- ✓ Signal words like **first**, **next**, **then**, **lastly**, and **finally** are used to introduce steps in a process.



## Do and Learn

Below is a list of things you can do or some that follow steps. Choose one and list down the steps in doing it.

- A. How to Cook Scrambled Egg
- B. How to Make a Paper Plane
- C. How to Solve Math Problems
- D. How to Make Pastillas



## Find Out and Learn

A. Read the words with -able and -ible.

allowable	bendable
climbable	collectible
enjoyable	comfortable
fixable	irresistible
lovable	noticeable
playable	sensible
singable	questionable
valuable	workable

B. Choose from the box above the word that tells about:

1. something that can be sung
2. something that is of value
3. something that can be fixed
4. something that may be collected
5. something that can be allowed



### Remember

The suffixes **-able** and **-ible** are added to the end of some words to mean “capable of,” “can be,” or “able to be.”

Examples:

**Lovable** means able to be loved.

Something **breakable** can be broken.



### Try and Learn

Choose the words from the box to complete the sentences in the paragraph.

bendable

enjoyable

playable

climbable

lovable

sensible

Homer loved playing the piano. It was \_\_\_\_\_ for him. But he couldn't take his piano with him. It wouldn't fit through the doors, and it wasn't \_\_\_\_\_. Now, Homer was a nice, \_\_\_\_\_ boy. But he wasn't very smart or \_\_\_\_\_. He tried to make a piano out of rubber! He forgot that a rubber piano just isn't \_\_\_\_\_! But it is soft. Homer slept on his piano every night and dreamed of beautiful music.



## Do and Learn

Find the -able or -ible word in each sentence and write it on the blank. Choose a root word from the box and write it next to the -able or -ible word formed from it. The first one is done for you.

comfort	notice	question	sense	work
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1. The old man was not comfortable wearing his new leather shoes.

comfortable

comfort

2. He thought his plan to have a big celebration was workable.  
3. Her reason for joining the program is questionable.  
4. It was sensible of the class president to tell the teacher what happened.  
5. She thought the stain was not noticeable on her blue skirt.