“IT’S FUNTIME”
Section 9 of Presidential Decree No. 49 provides:

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

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

Aliena Quimque
ISF - Elementary English
Mandaue Division
Writer

The production of this Teacher Support Material (TSM) has been made possible with the assistance of the P - A PROBE RLMC VII Staff.

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

Education as a form of entertainment is becoming popular. With this learning material, interaction of humor in classroom instruction is observed utilizing picture cues.

Furthermore, this takes cognizance of the educational thrust on traffic education thus intensifying English program through its integration.

Target Audience

Grades III- VI pupils

Subject Matter/Learning Competencies

• Using simple subject and simple predicate
• Answering questions using picture cover
• Using descriptive words
• Identifying statements using personification
• Inferring traits of characters

Duration

15 minutes per worksheet

Objectives

After studying the comic strips and pictures, pupils will be able to:
• use with simple subject and simple predicate
• answer questions using picture cues
• use words that describe persons, places, ideas, events
• identify statements using personification
• infer traits of characters as to what they say or do.
Preparation

Before using this material, it is expected that pupils have been given lessons on simple subject and simple predicate, descriptive words, regular and irregular adjectives and traits of characters. A brief review of these topics would be beneficial before embarking on the use of this material.

Procedure

Humor in the Street - Picture No. 1

1. Divide the class into groups. (Number of groups depends upon the size of the class.)
2. Give a copy of Picture No. 1 to each group. (Teacher reminds each group to observe roles of group members.)
3. Tell the groups to study the picture for five minutes. Allow them group to talk about the pictures.
4. Distribute Worksheets 1 and 2 to each pupil.
5. Have individual pupils answer the exercises.
6. Peer checking follows with the supervision of the teacher.
7. Each group will keep a record of the total scores for the group.

Note: Repeat procedures 1-7 for LAUGH STUFF (Picture Nos. 2-4 and Worksheets Nos. 3 - 5).
Teaching Hint

This material is to be used as a reinforcement activity for the specified skills.

Evaluation

The success of the material will be measured by the pupils’ ability to:

• construct sentences with simple subject and simple predicate
• answer questions using picture cues
• use words that describe persons, places, ideas, events
• identify statements using personification
• infer traits of characters as to what they say or do.

Resource List

Teacher’s Guide
Picture Nos. 1 - 4
Worksheet Nos. 1 - 5
Answer Key

Worksheet No. 1
1. Totoy
2. wanted
3. This
4. was

Worksheet No. 2
1) b 4) c
2) a
3) a

Worksheet No. 3
A. Descriptive Words
1. several 5. happy
2. unexpected 6. king
3. one, careless 7. rainy
4. big

B. Figurative Language
1. No 4. No
2. Yes 5. Yes
3. No
One weekend, ________ went to the city. He ________ to visit his cousins. ________ was his first trip alone from the province. Totoy ________ in trouble when he arrived in the city.
Worksheet No. 2

Skill: Answer questions about others using picture cues.

Directions: Read the questions carefully. Write the letter of the best answer.

1. What was Totoy’s purpose in going to the city?
   a. to visit his classmates
   b. to visit his cousins
   c. to visit his friends

2. What happened to Totoy in the city?
   a. detained in a cell
   b. got lost in a school
   c. met a swindler

3. How did Totoy feel after the incident?
   a. regretful and sad
   b. satisfied and happy
   c. scared and excited

4. If we go to places not familiar to us, it is a must to:
   a. ask anybody to find our way
   b. go anywhere we like
LAUGH STUFF
(Picture No.2)

SKILLS: Use words that describe persons, places, ideas and events Identify statements using personification.

Directions: A. Read the story carefully. Underline the words that describe persons, places, events and ideas in the situations given.

Oh No!

1. For several days, a colony of hungry ants positioned themselves at the sidewalk every morning. 2. They waited there patiently for some unexpected meal. 3. One morning, a careless biker drove his bike with a basketful of bread. 4. The ants annoyed the biker that he stumbled over a big rock. Unknowingly, the biker dropped a bag of bread. 5. The happy ants carried the bag of bread to their place. They happily shared with each other the success of their plan. 6. It was skillfully planned by the king ant. From then on, they patiently gathered mounds of dirt for another ambush. But rainy days came and the mound of dirt was washed away.

Directions: B. Read the following statements. Write Yes on the blank before the number if the sentence shows personification and write No if it does not.

______ 1. A careless biker drove his bike with a basketful of bread.
______ 2. A colony of hungry ants positioned themselves at the sidewalk.
______ 3. Little by little dirt was gathered by the laborers in the middle of the road.
______ 4. Unknowingly, the biker dropped a bag of bread.
______ 5. The happy ants carried the bag of bread to their place.
Skill: Infer traits of characters as to what they say or do.

Directions: Identify emotional reaction, feeling or thought of the character in the given situation. Copy the letter of the correct answer.

1. The crocodile was so confident to win the race. “I’m a good swimmer you know.”
   a. boastful
   b. certain
   c. hesitant

2. A swamp in the forest was in trouble. It was almost dried up due to the very hot sun. The animals saw a truck loaded with soft drinks passing by.
   a. calm
   b. delighted
   c. sad

3. A band of animals raced towards the truckload of milk products.
   a. adventurous
   b. excited
   c. humorous

4. The crocodile and the turtle were left behind still thirsty.
   a. contented
   b. envy
   c. sad
Worksheet No. 5 - Picture No. 4

Directions: Study Picture No. 4. Then, fill in each blank of the picture interpretation with the correct form of adjective in the parenthesis.

Looking at the picture, we can compare that one animal is (small) 1.______ than the other. Mother Hen looked up at the clinging worm on the twig and said, “This is the ( good ) 2.______ breakfast I’ll ever have with my brood.”

Suddenly the (swift) 3._____ bird came and swallowed the worm. Then she exclaimed, “This is the (sad) 4.______ morning I ever had with my brood.”
PICTURE NO. 1 - HUMOR IN THE STREET