

# 2

# Let's Begin Reading in English

## Learner's Material

### Unit 1

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

**We value your feedback and recommendations.**

**Department of Education  
Republic of the Philippines**

**Let's Begin Reading in English – Grade 2  
Learner's Material  
First Edition, 2013  
ISBN: 978-971-0468-21-8**

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Published by the Department of Education  
Secretary: Br. Armin A. Luistro FSC  
Undersecretary: Dina S. Ocampo, Ph.D.

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# Unit 1

## I Am Special



I have a brother,  
and a sister dear.  
A loving father and mother,  
friends here and there,  
I may be a bit like them,  
but I know . . .  
No one is exactly like me,  
Because . . . I am special!

## Week 1: I Have a Birthday

### Lesson 1

#### Let's Try

Introduce yourself. Say your complete name.  
Tell us how old you are.

Say: "My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old."

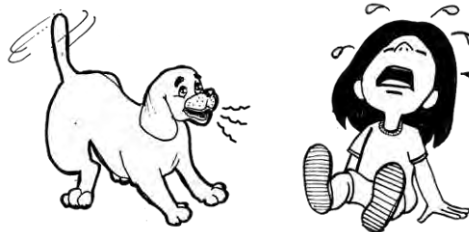
#### Word Study

I will read each word. Connect the word  
to the correct picture.

barked



yelled



#### Let's Recall

When is your birthday?

What does your family do for you on your birthday?

## Let's Aim

In the story that I will read, find out:

When is Ana's birthday?

What did her family do for her?

Listen as I read the story.

### Ana's Birthday

Ana woke up early. "It's June 15! It's my birthday today," she yelled. She ran to the kitchen. Mother is not there.

She ran to the backyard. Father is not there!

She went to her brother's room.

His brother Miko is not there.

"Bow, wow, wow!" barked Bingo.

"Bingo, where is everybody?" Ana asked.

"It's my birthday and nobody is around to greet me."

"Happy birthday, Ana!" yelled Miko.

"Happy birthday, Ana!" shouted Mama and Papa.

Mama, Papa, and Miko are in the garden. There is a table and a mat.

On the table there is food!

"We wanted to surprise you," said Miko. "Here is my gift."

“Lollipops! My favorite! Thank you Miko.”

“I cooked **pansit**,” said Mother.

“And I bought **ensaymada**,” said Father.

“And I have a cake with six candles because I am six years old!”

“Let’s sit on the mat and eat!”

“Bow, wow, wow!”

“Oh, Bingo. You can join us!”

## **We Can Do It**

Listen to my questions about the story and try to answer them.

1. When is Ana’s birthday?
2. Who was she looking for in the kitchen?
3. What do you think did she feel when she did not find her mother?
4. If you were Ana, would you feel sad too?
5. Where did she go next?
6. Who was she looking for in the backyard?
7. Where did she go next?
8. Who was she looking for in the room?
9. Who barked at her?
10. Where did she find Papa, Mama, and Miko?
11. What was their surprise for Ana?
12. What did Ana feel at the end?
13. Would you feel the same?

## Lesson 2

### Let's Recall

In our story yesterday, who had her birthday?  
When was her birthday?

### I Can Do It

Your classmate will ask you a question.  
Try to answer it. Then ask another classmate  
the question.

“When is your birthday?”

“My birthday is on \_\_\_\_\_.”

### Let's Aim

#### Naming Words

Listen as I read each sentence.

1. Ana woke up early.
2. Mother cooked **pansit**.
3. Father bought **ensaymada**.
4. Miko gave Ana some lollipops.

### We Can Do It

Write in your notebook and underline the answer  
to my questions.

1. Who woke up early?
2. Who cooked **pansit**?
3. Who bought **ensaymada**?
4. Who gave some lollipops to Ana?



Read the underlined words. What do you notice?  
Ana, Mother, Father, and Miko are names of persons.  
They are called naming words.

### Remember This

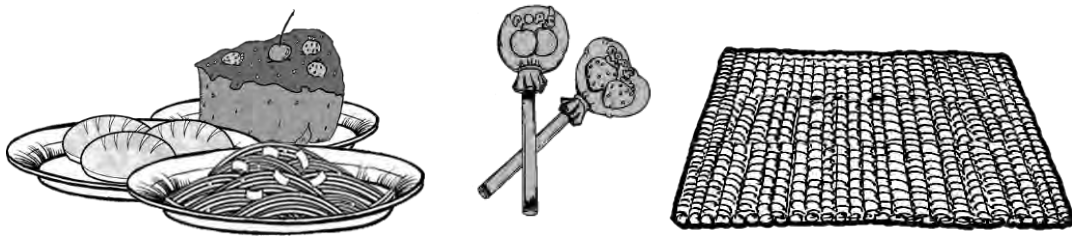
Names of persons are called naming words.  
They answer the question **Who**.

### We Can Do It

I will ask **Who** questions. Answer me with a name of a person.

### Let's Recall

It is Ana's birthday. She is six years old. Her father put a table and a mat in the garden. Mother prepared the food. Miko gave Ana some lollipops. Let us name the pictures.



6



## We Can Do It

### Reviewing the Letters

What letter sound do you hear at the beginning of:

food?

lollipop?

mat?

six?

table?

Let us read these letters.

<b>m, s, l, f, t</b>
----------------------

Let us give their sounds.

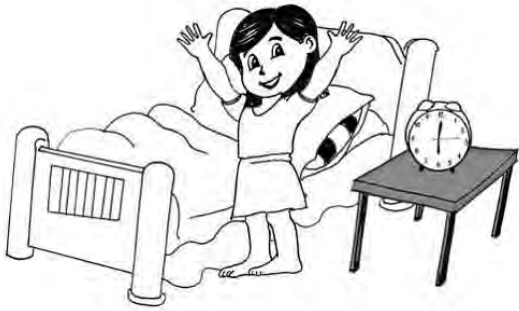
I will show a picture. Name it. Then give the beginning sound of its name.

(Give words that start in **m, s, l, f, t** such as monkey, sun, fan, and ten. Be sure that the words start with a single consonant. Flower and spoon are not good examples).

## Lesson 3

### Let's Recall

Here are three pictures. Tell me what happened in each picture.



## **I Can Do It**

Tell a story with the help of the pictures.

## **Naming Words: Persons, Things, and Animals**

### **Let's Answer**

Answer the following **Who** questions.

1. Who were in the garden?
2. Who woke up early?
3. Who was not in the kitchen?

What answer do we get when we ask **Who** questions?

### **Answering What Questions**

Listen as I read these sentences.

1. Papa put a table in the garden.
2. Miko gave Ana a gift.
3. There were candles on the cake.
4. Our pet dog is in the garden too.

Listen to my question. Underline a word in the sentence that gives the answer.

1. What did Papa put in the garden?
2. What did Miko give Ana?
3. What were on the cake?
4. What is our pet?

The words table, gift, and candles are names of things. The word dog is a name of an animal. They are naming words. They answer the question **What**.

### **Remember This**

Names of things and animals are called naming words. They answer the question **What**.

### **We Can Do It**

I will give some sentences. Then I will ask a question starting with **What**. Write the answer in your notebook.

1. Kim has a pencil.  
What does Kim have?
2. Pat has a red bag.  
What does Pat have?
3. Jim has a toy car.  
What is Jim's toy?
4. The bird is in the cage.  
What is in the cage?

### **I Can Do It**

Draw three objects that are names of things.  
Try to think of a sentence for each of them.

### **We Can Do It**

### **Reviewing Letters**

Give the name of each letter. Then give its sound.

**Mm**

**Ss**

**Ll**

**Ff**

**Tt**

Name each picture. Write the letter that begins its name in your notebook.



m s f



t f s



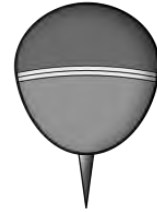
f l m



s t f



f l m



f t l

#### Lesson 4

#### Let's Try

1. Pretend that you are Ana's friend. Greet Ana happy birthday. Say "Happy birthday, Ana!"
2. Pretend that you are Ana. Say "Thank you \_\_\_\_\_."
3. You may also make a birthday card for Ana.
4. Draw something for her and write Happy Birthday Ana!

#### Let's Review

I will read some naming words. You may read with me if you can. Then tell me if the word names persons or things.

sister	eraser	cousin	ruler	desk
grandmother	cup	box	drum	

## Let's Aim

Listen as I read the sentences. Try to answer my questions.

1. Ana is in the room.      Where is Ana?
2. Ana went to              Where did Ana go?  
the backyard.
3. The family is in        Where is the family?  
the garden.

The words in the room, to the backyard, and in the garden answer **Where** questions. They name places.

### Remember This

Names of places are called naming words.  
They answer the question **Where**.

## We Can Do This

I will read each sentence. Write the words that name places in your notebook.

1. My grandfather lives in the farm.
2. My uncle works in Saudi Arabia.
3. The children are in school.
4. Mother goes to the market.
5. Every Saturday, we play in the park.

## I Can Do It

Draw your favorite place. Tell your classmates about it.

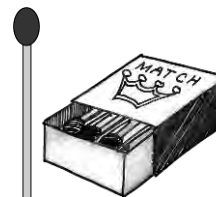
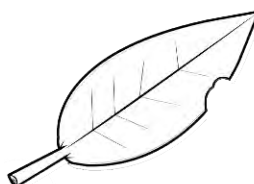
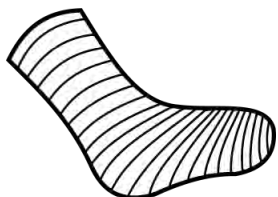
## We Can Do This

### The Letter Sounds

Name each picture. Write the beginning letter of its name in your notebook.



# 10



### I Can Do It

Draw something whose name starts with the letter in the box. Do this in your notebook.

Mm	Ss	Ll
Ff	Tt	



## Lesson 5

### Let's Try

Listen to my short story. Then try to answer my questions about it.

Sam and Mike are in the park. They are riding a bike. Their pet dog is following them. Their sister Lily is in the swing. She is holding her doll.

"Bow-wow-wow!" barks Bantay. It is chasing a kitten.

"Stop it Bantay," yells Lily.

1. Where are Sam and Mike?
2. What are they riding?
3. Who is in the swing?
4. What is Lily's toy?
5. What does Bantay chase?

Listen as I read the naming words.

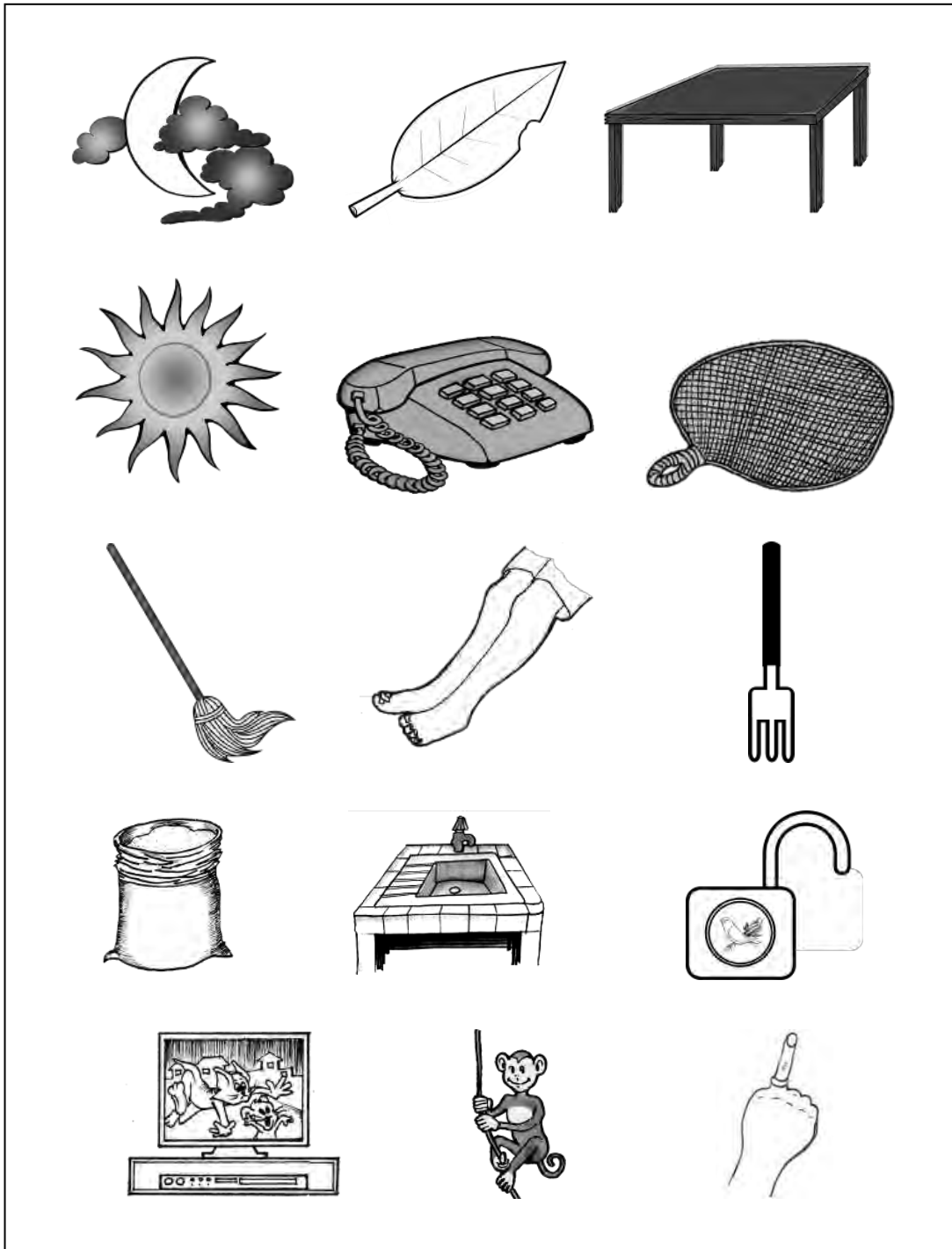
park	Mike	kitten
bike	Lily	Bantay
doll	swing	Sam

Write the naming words in the correct column.  
Do this in your notebook.

Person	Place	Thing	Animal
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

## We Can Do It

Name the pictures. Then draw them in the correct boxes.



Draw each picture in the correct row.  
Do this in your notebook.

Mm			
Ss			
Ll			
Ff			
Tt			

## Week 2: A New Friend

### Lesson 6

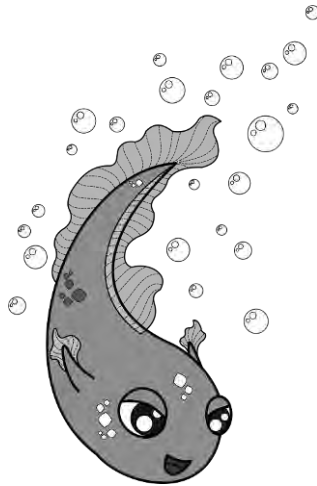
#### Let's Try

Who are your friends?

Tell your classmates about them.

Say: "My friends are \_\_\_\_\_ and \_\_\_\_\_.  
They are \_\_\_\_\_."

#### Learning a New Word



This is a tadpole. It is a baby frog.

## Let's Aim

How do you find a new friend?

In the story that I will read to you, how did Dindo find a new friend?

### A New Friend

Dindo and his mother are going to Laguna.

“Why are we bringing many clothes? Are we staying in Laguna for long?”

“Maybe. Lola Ela is sick. We have to visit her.”

“But I don't have friends in Laguna.”

“You will find new friends. Your cousin Anton is there.”

Soon they were in Laguna. He met his cousin Anton. He is much bigger. And he has big friends.

“I will see you later, Dindo,” he said.

Lola Ela is in bed. Dindo gave her Skyflakes and a can of Milo.

“Thank you Dindo,” she said weakly.

“These are my favorite biscuits.”

He met Uncle Ernie and Aunt Betty.

They are happy to see Dindo. But they were talking about things that he can't understand.

He went to the yard. A boy was playing.

"Hi! What's your name?" the boy asked.

"Dindo. What's yours?"

"Jerry. And I have a pet tadpole.

Would you like to see it?"

"This is Kiko."

We played with Kiko the whole afternoon.

"Mama, I have a new friend.

His name is Jerry."

### **We Can Do It**

Listen as I read the questions. Try to answer them.

1. Where did Dindo and his mother go?
2. Why did they go to Laguna?
3. What was Dindo worried about?
4. Would you feel the same?
5. Who was his cousin?
6. Who were his aunt and uncle?
7. What did they feel when they saw Dindo?
8. Was Dindo happy when they reached Laguna?
9. Who did he see when he went to the yard?
10. What did they play with?

11. What did Dindo tell his mother after playing with Jerry?
12. What did Dindo feel at the end of the story?

### **Who Said?**

The characters in the story tell us who are the people in it. In the story, the characters are Dindo, Mother, Anton, Jerry, and Lola Ela.

Write in your notebook the name of the character who said the following lines:

1. "Would you like to see my tadpole?"
2. "You will find friends there."
3. "I will see you later."
4. "These are my favorite biscuits."
5. "Mama, I have a new friend."

### **I Learned These**

1. Where will Dindo and his mother go?
  - a. to Laguna
  - b. to Bulacan
  - c. to Pampanga
2. What will they do in the province?
  - a. visit Lola Ela
  - b. attend a wedding
  - c. celebrate a town fiesta
3. Who is his cousin?
  - a. Jerry
  - b. Ernie
  - c. Anton
4. What did he give Lola Ela?
  - a. biscuits and Milo

- b. cookies and milk
  - c. bread and cheese
5. Who is Kiko?
- a. his cousin
  - b. the tadpole
  - c. his new friend

## Lesson 7

### **Let's Review**

Dindo found a new friend. His name is Jerry. They played together.

### **Let's Try**

Talk about your friend. You may start with these sentences:

My new friend is \_\_\_\_\_.

He / She is \_\_\_\_\_.

### **Let's Aim**

These are the names in the story:

Dindo, Mother, Aunt Betty, Uncle Ernie, Kiko, Anton, Jerry, Laguna, Milo, and Skyflakes, aunt, grandmother, uncle, cousin, friend, tadpole

Which of them are names of:

- 1. persons?
- 2. places?
- 3. things?
- 4. animals?

You will notice that some names start in big letters, while others do not.

For example:

cousin	Anton
province	Laguna
tadpole	Kiko
biscuits	Skyflakes

What do you notice about the naming words in the first column?

Yes, they are written beginning in small letters. They are common names of people, places, things, and animals.

What do you notice about the naming words in the second column?

Yes, they are written beginning in big letters. They are called proper names.

### **We Can Do It**

Find the proper name for the following common names.

<b>Common Names</b>	<b>Proper Names</b>
friend	
chocolate drink	
aunt	
uncle	



## I Can Do It

Tell the proper name for the following common names.

1. mother
2. classmate
3. school
4. cat
5. pencil

## Let's Try

### A Review of Letter Names and Sounds

Can you name the pictures in the box?



## I Can Do It

Read each letter. Then give its sound.

**Hh**

**Cc**

**Rr**

**Nn**

**Bb**

Name the pictures in each row. Write in your notebook the letter that begins their name.



**c**

**r**

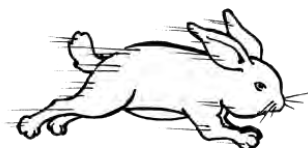
**h**



**n**

**c**

**b**



**r**

**n**

**h**



**c**

**r**

**n**



**b**

**c**

**h**

## Lesson 8

### Recalling Details

After the teacher reads a story, she will ask questions that start with **Who, What, Where**. Other questions could be **When, How, How many, or How much**. These questions ask for details.

Listen to the following short story.

Pam and Karen are sisters. Pam is eight years old while Karen is six years old. They are studying in Jose Rizal Elementary School. Pam has a red school bag, while Karen has a yellow school bag. They ride a school bus in going to school.

Note the details in the story. Answer these questions.

1. Who are sisters?
2. How old is Pam?
3. How old is Karen?
4. Where do they study?
5. What is the color of Pam's bag?
6. How do they go to school?

## We Can Do It

### Giving the Proper Names

From the story, give the proper names of the following.

1. sisters
2. school

Give the proper name for the following common names.

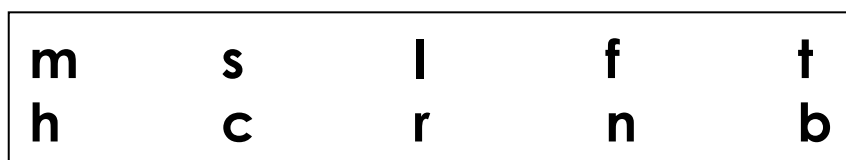
- |                |             |
|----------------|-------------|
| 1. teacher     | 6. hospital |
| 2. juice drink | 7. dog      |
| 3. city        | 8. mother   |
| 4. school      | 9. pencil   |
| 5. kitten      | 10. milk    |

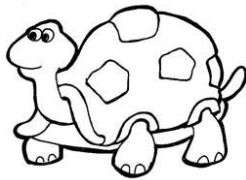
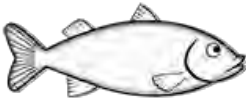
Give the common name of the following proper names.

- |                          |           |
|--------------------------|-----------|
| 1. Dr. Macario Maceda    | a. dog    |
| 2. Milaor Central School | b. milk   |
| 3. Anlene                | c. doctor |
| 4. Bantay                | d. book   |
| 5. My Math Book          | e. school |

### Reviewing Letters

Name each picture. Write the beginning letter of its name in your notebook. Choose from the letters in the box.





## Lesson 9

### Let's Review

Noting details answer the questions **Who**, **What**, **Where**, **When**, **How**, **How many**, and **How old**.

### Let's Try

Take turns asking your classmates using one of the questions above. The classmate who answers asks the next question.

Example: Who is your cousin?

## Let's Aim

Can you give a pair of common and proper nouns?

For example: boy - Carlo

## We Can Do It






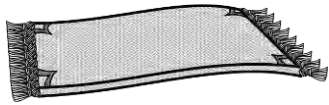
I will read the words in the box.


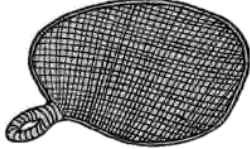



Pick a pair of common and proper names from the list.

city	singer	Inquirer
Adidas	cat	Sarah
shoes	doctor	Geronimo
Muning	Marikina City	newspaper
		Dr. Melchor Prado

## Beginning Sounds of Words

Name each picture. Write in your notebook the beginning letter to complete its name.

 ___ag	 ___at	 ___et
 ___op	 ___at	 ___ug

 __un	<b>10</b> __en	 __an
 __eg	 __op	 __an

**Lesson 10**

**Let's Review**

I will read a short story.

Mang Ador is a carpenter. He is fifty years old.  
 He works in Mariano's Shop.  
 Every day, he goes to work at seven o'clock.  
 He rides a tricycle.  
 He brings his hammer and saw.

**We Can Do It**

Ask a question that starts with:

- |                   |                     |
|-------------------|---------------------|
| 1. Who _____?     | 4. What time _____? |
| 2. How old _____? | 5. What _____?      |
| 3. Where _____?   |                     |

## Proper and Common Names

Read each naming word. Write **C** if it is a common name or **P** if it is a proper name. Do this in your notebook.

1. Mang Ador
2. carpenter
3. hammer
4. Mariano's Shop
5. tricycle

## I Can Do It

Write each proper name correctly.

1. Pasig city
2. Miss Carmen rosal
3. pepsi
4. Abad medical hospital
5. dr. Rizalino rosas

## I Can Draw

Read and sound each letter in the box.

Draw an object that starts its name in this letter.

Do this in your notebook.

<b>Mm</b>	<b>Cc</b>	<b>Rr</b>
<b>Bb</b>	<b>Nn</b>	<b>Hh</b>
<b>Ff</b>	<b>Ll</b>	<b>Ss</b>

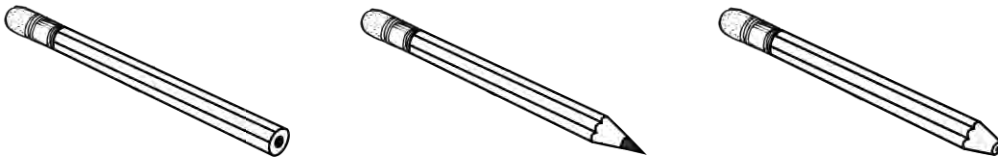


## Week 3: I Get Ready for School

### Lesson 11

#### Learning New Words

1. Which among the pencils is sharpened?



2. Who among the three boys is neat and tidy?



3. Which is a barber shop?



## Let's Aim

How did you get ready for the start of school?

In the story that I will read to you, find out.

How did Moses get ready for the start of school?

Listen to my story.

### Moses Gets a Haircut

"Moses, school starts next week," says Father. "Are you ready for school?"

"Yes, Papa. My notebooks are all covered. My pencils are sharpened," says Moses.

"But I think you need a new haircut," says Mother. "Your hair is long."

"But I want a long hair, Mama," says Moses.

It is Monday morning. The children are in the classroom.

"You are all neat and tidy," says Miss Lara. "Your uniforms are new. Your hair is well-combed."

Then Miss Lara looked at Moses. "Moses, your hair is nice, but I think it is a bit long.

Will you ask your father to take you to the barber shop this Saturday?"

"Please cut my hair, Mr. Cortes," says Moses. "Miss Lara says it is nice but long."

"Yes, Moses," says Mr. Cortes. "A short hair will look neat."

## **We Can Do It**

Listen to my questions and try to answer them.

1. What did Moses do to get ready for school?
2. Did you do the same?
3. What did Mother say about the hair of Moses?
4. Did Moses want a haircut? Why not?
5. What did Miss Lara tell the children?
6. What did Miss Lara tell Moses?
7. Did Moses tell Miss Lara that he wanted long hair?
8. Where did Moses and his father go that Saturday?
9. What did Moses tell Mr. Cortes?
10. What did Mr. Cortes say?
11. What do you think will Mother feel when he sees the new haircut of Moses?
12. What do you think will Miss Lara tell Moses?

## **I Can Do It**

1. One girl will pretend to be Mother. A boy will pretend to be Moses. Dramatize what Mother told Moses and the answer of Moses.
2. One girl will pretend to be Miss Lara. A boy will pretend to be Moses. Dramatize what Miss Lara told Moses and the answer of Moses.

## Lesson 12

### Let's Try

#### Remembering the Details

Let's answer some questions about the story I read to you yesterday.

1. Who was getting ready for school?
2. What is Moses' grade level?
3. Who was his teacher?
4. What did Miss Lara tell Moses?
5. Where did Moses and his father go that Saturday?
6. Who was the barber?

### We Can Do It

#### Proper Names

Listen as I read the sentences about yesterday's story.

1. Moses is a Grade 1 pupil.
2. His teacher is Miss Lara.
3. He studies in Mabini Elementary School.
4. The barber shop is Peter's Barber Shop.
5. Mr. Cortes is a kind barber.

### I Can Do It

Write in your notebook the answers to these questions.

1. In sentence 1, who is a Grade 1 pupil?
2. In sentence 2, who is the teacher?
3. In sentence 3, where does Moses study?

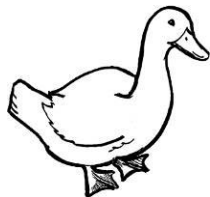
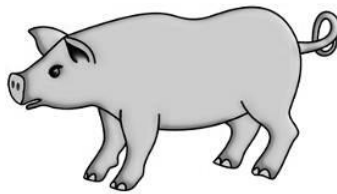
4. In sentence 4, what is the name of the barber shop?
5. In sentence 5, who is the barber?

Read your answers. What do we call these words?  
What kind of naming words are they?

## We Can Do This

### More Letters to Review

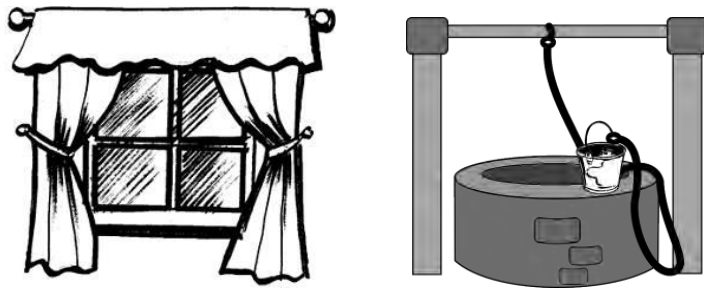
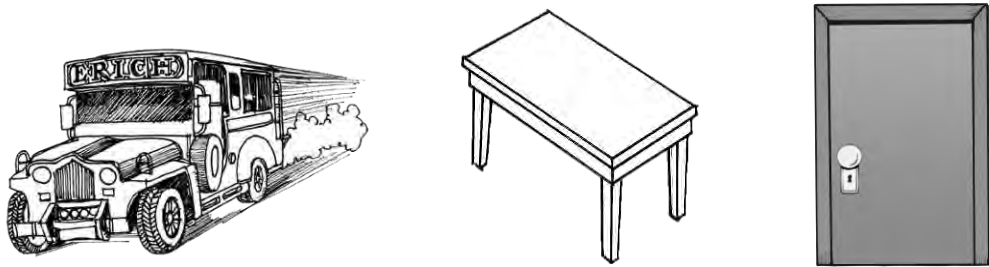
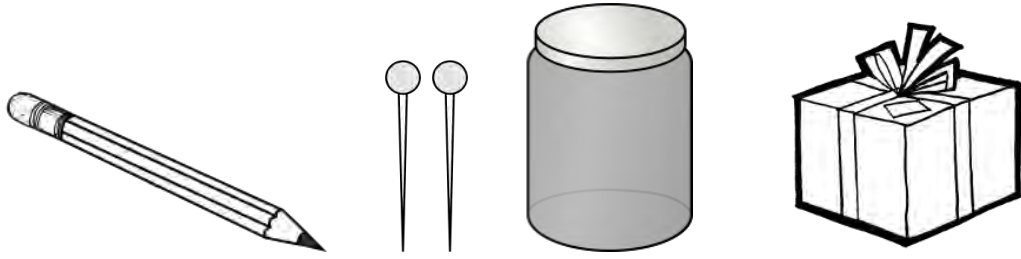
Let's name these animals.



Read these letters: **Gg Pp Dd**

1. Can we sound them?
2. What is the beginning sound of dog? goat? goose? pig? duck?

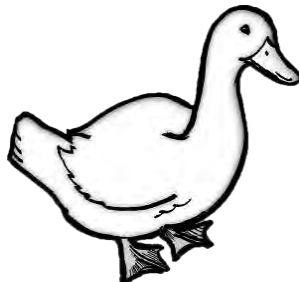
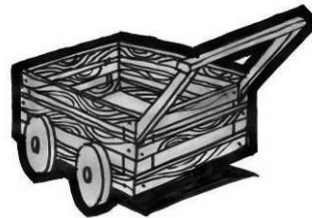
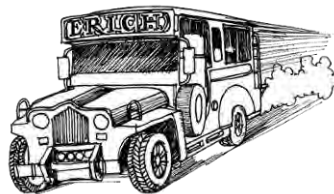
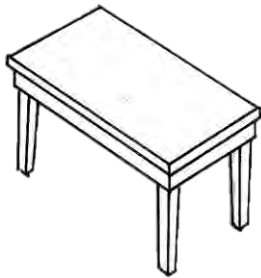
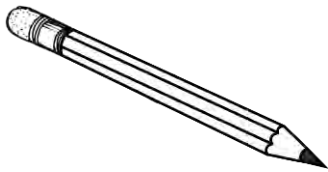
Name these pictures.



Read these letters. Then sound them.

<b>Gg</b>	<b>Pp</b>	<b>Jj</b>	<b>Dd</b>	<b>Ww</b>
-----------	-----------	-----------	-----------	-----------

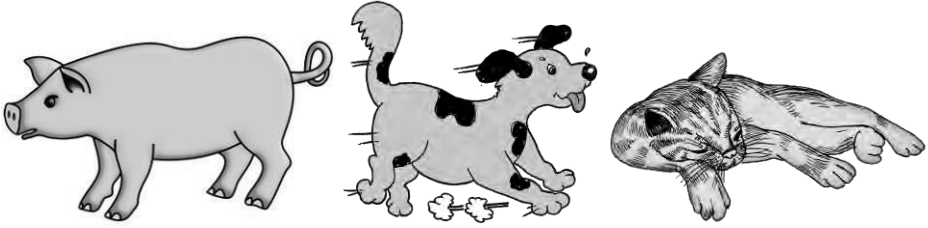

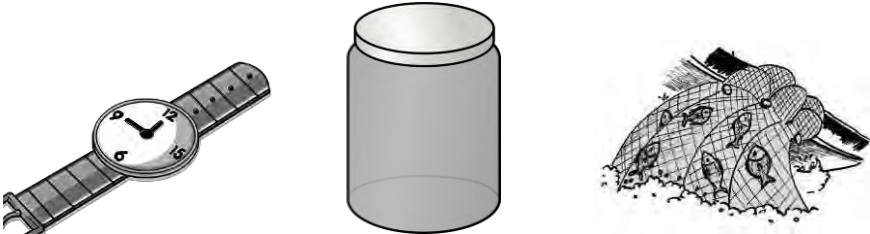

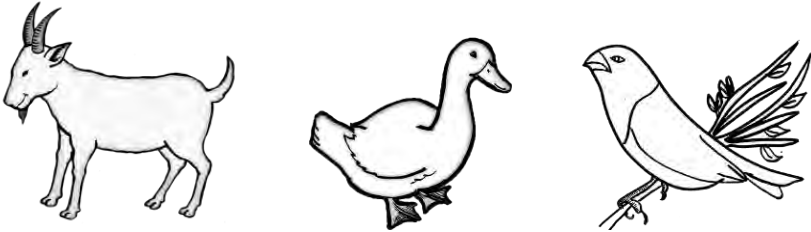
Can you give the letter that begins the name of each picture?



## I Can Do It

Sound each letter. Name the pictures.

Choose the picture whose name begins with the letter on the left.

Pp	
Gg	
Jj	
Ww	
Dd	



## Lesson 13

### Let's Recall

I will read the sentences that happened in our story last Monday.

Moses went to the barber shop.

Mother told Moses that his hair is long.

Miss Lara told Moses to go to the barber shop.

### Let's Aim

Today we will learn to arrange the events in a story from the first to the last that happened.

Events tell what happened in the story.

Are the events arranged from the first to the last that happened? Which is first? Number it 1.

Which is second? Which is third?

### We Can Do It

Read this short story.

First, Dan took a bath.

Next, he wore his pajama.

Then he went to bed.

The events in this short story follow an order.

The words first, next, and then tell us the correct order.

## **I Can Do It**

Read the short story.

Then it laid an egg.  
First the bird made its nest.  
Next it sat on the nest.

Copy these sentences in your notebook.  
Number these events 1, 2, and 3 to show  
the correct order.

- \_\_\_ Then it laid an egg.
- \_\_\_ First the bird made its nest.
- \_\_\_ Next it sat on the nest.

## **Let's Aim**

Write in your notebook the proper name  
in each sentence.

1. My grandfather is from Marikina.
2. Mr. Pascual is the principal.
3. I drink Milo every morning.
4. My sister has a Barbie doll.
5. I named my kitten Dana.

Copy the sentences in your notebook.  
Write the proper names correctly.

1. My sister is fiona.
2. My uncle lives in cotabato.
3. My doctor is dr. mendoza.

## We Can Do These

### More Letters to Sound

Sound these letters.

Copy these letters. Do this in your notebook.

**Pp**

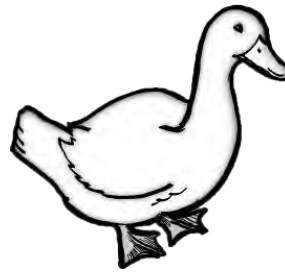
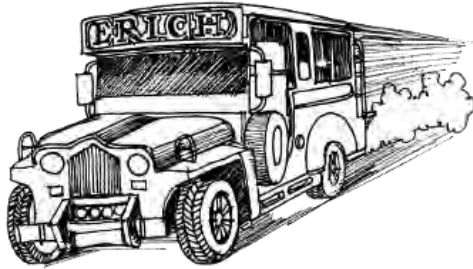
**Gg**

**Jj**

**Dd**

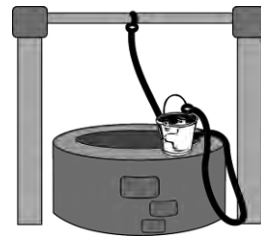
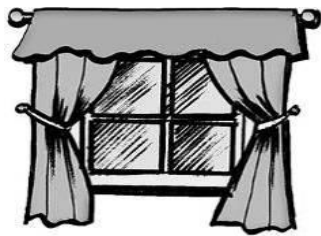
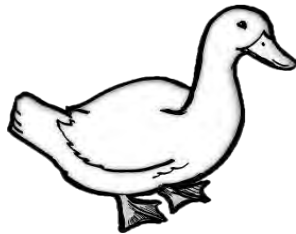
**Ww**

Write the letter that begins the name of each picture. Do this in your notebook.



## I Can Do It

Name the pictures. Write the letter that begins their name. Do this in your notebook.



## Lesson 14

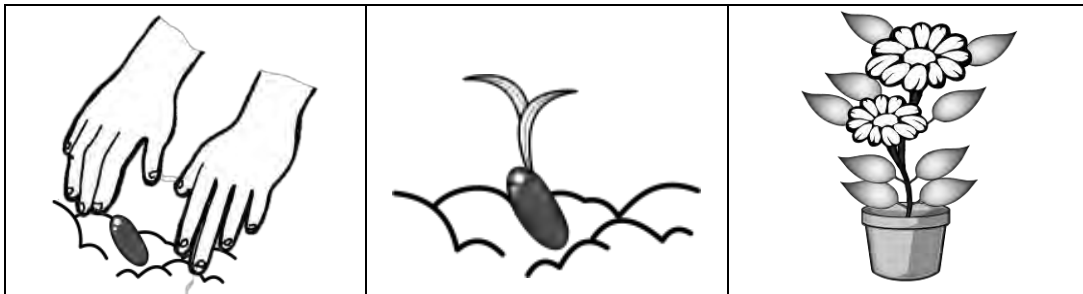
### Let's Recall

Do you remember how we arranged three events in the order that they happened? What words do we use to tell about these events?

The words first, second, third, then, last, and finally help in arranging the events in order.

### We Can Do It

Tell about the three pictures. Use first, second, and third.



### I Can Do It

Number the events 1, 2, and 3. Then tell about these sentences. Do this in your notebook.



## Try It

What do you do in the morning before going to school? Tell about it. Use the words first, second, then, and last to help you in telling them in order.

## Let's Aim

### Common and Proper Names

Let us give a proper name for the following common names.

- |            |               |
|------------|---------------|
| 1. town    | 6. street     |
| 2. father  | 7. girl       |
| 3. mayor   | 8. soap       |
| 4. volcano | 9. biscuit    |
| 5. singer  | 10. classmate |

### We Can Do It

Let's have a contest. I will say a common name; the players will give a proper name. The first to give a correct answer wins.

- |              |              |
|--------------|--------------|
| 1. actress   | 6. school    |
| 2. president | 7. principal |
| 3. river     | 8. province  |
| 4. city      | 9. mountain  |
| 5. book      | 10. hospital |

## Let's Try










### Beginning Letter and Its Sound

I will give a word. Write its beginning sound in your notebook.

1. ball
2. wand
3. ring
4. doctor
5. jet
6. gift
7. candle
8. window
9. pillow
10. hammer

### We Can Do It

Name the pictures. Write in your notebook the word with its beginning sound to complete the names.

 ___en	 ___at	 ___et
 ___oll	 ___un	 ___op
 ___eb	 ___op	 ___en

## Lesson 15

### Let's Try

Arrange the pictures in the correct order.



### We Can Do It

Form a group of three. Think of three things that you do before leaving school. Each pupil in the group will say a sentence about it.

### We Learned This

Listen as your teacher reads the sentences. Number them 1, 2, and 3 according to the order that they happened. Do this in your notebook.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wear my uniform.	I go to school.	I take a bath.

### I Learned These

Write **P** if the underlined word or words is a proper name. Write **C** if the underlined word or words is a common name.

1. I have a red bag.

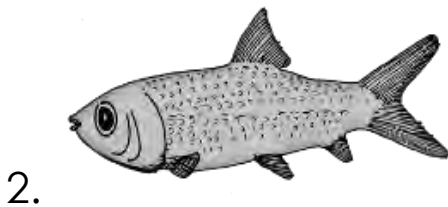
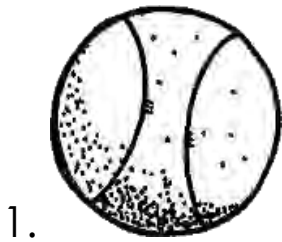


2. My teacher is Miss Tan.
3. Grandma gave me a doll.
4. My father is in Cebu.
5. The children are in the park.

Write the proper names correctly.

1. mrs. cadiz
2. national supermarket
3. dr. maceda
4. davao city
5. blackie

Write in your notebook the beginning letter for the pictures.



## Week 4: My Things

### Lesson 16

#### Learning New Words

Listen as your teacher reads the words.  
Look at the pictures for them.



a pair of shoes



a small boy and a grown man



a fitting shoe

## Let's Aim

Have you tried wearing your father's or your mother's shoes? What did you feel?

In the poem that I will read, find out:  
What did the boy say about his father's shoes?

Listen as I read the poem.

### Shoes

by Tom Robinson

My father has a pair of shoes  
So beautiful to see!  
I want to wear my father's shoes,  
They are too big for me.  
My baby brother has a pair  
As pretty as can be!  
My feet won't go into that pair –  
They are too small for me.  
There's only one thing I can do  
Till I get small and grown.  
If I want to have a fitting shoe,  
I'll have to wear my own.

## We Can Do It

Try to answer my questions about the poem.

1. Who is talking in the poem?
2. What did he say about his father's shoes?
3. Why can't he wear his father's shoes?
4. What do you think did he feel when he couldn't wear his father's shoes?

5. Would you feel the same?
6. Which shoes did he try wearing next?
7. Why can't he use his brother's shoes?
8. What must he do if he wants a shoe that fits him?

I will read the poem again. Read it with me.

### Let's Try

#### Stanzas, Lines, and Rhyming Words

The poem has 3 stanzas. Each stanza has 4 lines. I will read the first stanza again. Then let's read the words at the end of each line.

shoes
see
shoes
me

See and me sound the same.  
We call them rhyming words.

#### We Can Do It

Listen as I read the second stanza. The words at the end of the lines are:

pair
be
pair
me

Which word rhymes with be?

Listen to the third stanza. The words at the end of the lines are:

do  
grown  
shoe  
own

Which word rhymes with do?  
Yes, do and shoe rhyme.  
Which word rhymes with grown?

### More Letters to Sound

**Zz**      **Yy**      **Vv**

Let's try to name the pictures.

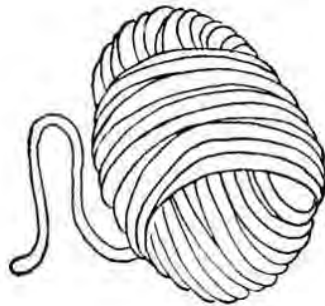
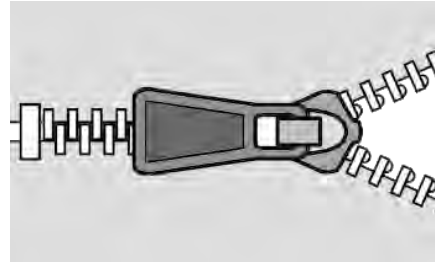


Read and sound the letters.

**Zz**      **Yy**      **Vv**

## We Can Do It

Name each picture. Write in your notebook the beginning letter of its name.



## I Can Do It

Draw something whose name starts with the letter below the box. Do this in your notebook.



**Yy**



**Zz**



**Vv**

## Lesson 17

### Let's Review

Let's read together the poem **Shoes**.

Let's do some action as we recite the poem.

### Let's Try

Do you remember our lesson on rhyming words?

Listen as I recite some rhymes.

Tell me the rhyming words that you hear.

Twinkle, twinkle little star  
How I wonder what you are.  
Up above the world so high.  
Like a diamond in the sky.

What rhymes with star?

What rhymes with high?

## We Can Do It

Read with me the words in each line.

Write in your notebook the word that rhymes with the word in the left box.

food	foot	nod	hood
try	night	high	tray
rain	ran	train	ray
line	slide	pin	mine
pen	pan	pin	hen

## I Can Do It






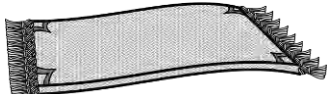
Read with me each pair of words. Put a ✓ after the number if the two words rhyme; X if they don't.

Do this in your notebook.

1. bat, hat
2. pen, pet
3. line, shine
4. road, rode
5. smile, spin
6. town, brown

## Let's Review

Write in your notebook these words with the beginning sound of the name of each picture.

 __an	 __op	 __en
 __ot	 __ar	 __ug



 __ell	 __up	 __uck
 __ix	 __un	 __in

**Lesson 18**

**Get Set**

Choose the girl who wears a uniform.



A pet is not allowed in school.

- a. A pet may be in school.
- b. A pet should not go to school.
- c. A pet should attend class.

**Let's Aim**

1. What does your pet do when you are leaving for school? In the story that I will read, let's find out.
2. What did Lida's pet do when she was leaving for school?

Listen to the story that I will read.

### **Where Is Mingming?**

“Mingming, I will go to school tomorrow,” Lida said to her pet cat. “Be good while I’m in school.”

“Meow,” answered Mingming.

“Look at my bag. I have three pencils and two erasers. I have six notebooks. And look, I have one long ruler and one book.”

“You better sleep early, Lida,” Mother said. “The bus will come early tomorrow.”

“Let’s sleep, Mingming,” said Lida.

The next day, Lida woke up early. “Wow, my uniform looks good,” she said.

“Yes, you are a big girl now,” Mama said. “Come, eat your breakfast.”

She ate her breakfast: two eggs, two slices of bread, and a glass of milk.

Poot, poot!

“Lida, the school bus is here,” Papa said. “Goodbye.”

“Where is Mingming?” asked Lida. “I will say goodbye to her.”

But Mingming was not in the room. She was not in the kitchen. She was not on the sofa.

When Lida reached the classroom, she opened her bag to get her notebook and pencil.

“Meow.”

“Oh, Mingming,” Lida said softly. “Why did you come with me? Pets are not allowed in school.”

### **We Can Do It**

Answer my questions about the story.

1. Who is getting ready for school?
2. Who is Mingming?
3. What did Lida put in her bag?
4. Why should Lida sleep early?
5. What did she eat for breakfast?
6. How will Lida go to school?
7. Who did Lida look for before going to school?
8. What do you think did she feel when she did not see Mingming?
9. Where did she find Mingming?
10. What do you think did she feel when she found Mingming in her bag?
11. What do you think will she do with Mingming?

### **I Can Do It**

Choose the word that answers each question.

Write them in your notebook.

- |           |         |         |        |
|-----------|---------|---------|--------|
| 1. Who?   | Lida    | book    | bus    |
| 2. What?  | mother  | eraser  | school |
| 3. Where? | bedroom | uniform | driver |
| 4. Who?   | father  | eggs    | milk   |
| 5. Where? | book    | Ming    | sofa   |

## Lesson 19

### Let's Try

I will begin part of the story that we had yesterday.  
Add a sentence or two to complete the story.  
Do this in your notebook.

Lida placed her things in the bag.  
She placed \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

### We Can Do It

Add words to complete the story. Do this  
in your notebook.

Lida ate her breakfast. She ate \_\_\_\_\_  
and \_\_\_\_\_ and she drank \_\_\_\_\_.

Lida could not find Mingming. She was not  
in the \_\_\_\_\_. She was not in the \_\_\_\_\_.  
And she was not on the \_\_\_\_\_.

### Let's Aim

#### Names That Mean More Than One

Read these sentences from the story.

1. Lida has three pencils.
2. She has six notebooks.
3. She has two erasers.
4. She has one ruler.
5. She has one book.

What school thing does Lida have in number 1?  
In number 2? In number 3?

Let's read the words that you wrote: pencils, notebooks, erasers.

What school thing does Lida have in number 4?  
In number 5?

Let's read the words that you wrote: ruler and book.  
What do you notice at the end of pencil, notebook, and eraser? Why?

Is there an **s** at the end of ruler and book? Why?

### Remember This




We add **-s** to the naming word if there is more than one. We don't add an **-s** to the naming word if there is only one.



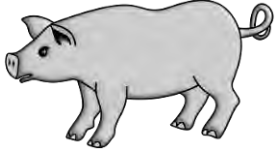
### We Can Do It

Let's have a game. I will show objects / pictures.  
Tell me if you will add **-s** or not to their names.  
(Teacher may show objects / pictures of marbles, pins, erasers, pupils, . . .)

### I Can Do It

Look at the picture in each box.  
Write the correct name for it. Do this in your notebook.

		
flower    flowers	cup        cups	dog        dogs

		
bag      bags	hen      hens	pig      pigs

## Let's Try

### Ending Sounds of Words

Listen as I say each word. Tell me the sound that you hear at the end.

- |        |         |          |
|--------|---------|----------|
| 1. bus | 6. red  | 11. buzz |
| 2. rat | 7. web  | 12. boy  |
| 3. ham | 8. leaf | 13. cow  |
| 4. car | 9. bell | 14. map  |
| 5. van | 10. tag | 15. pad  |

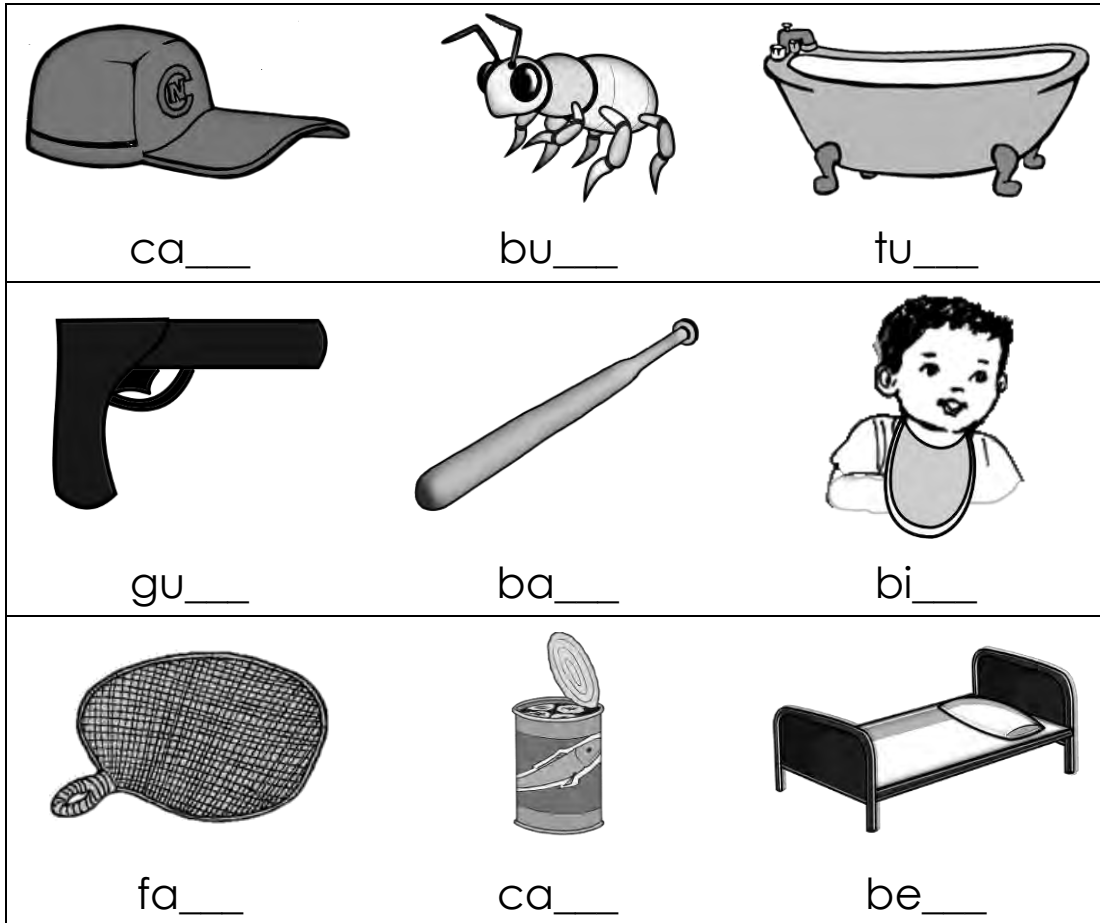
### We Can Do It

Listen as I say each word. Complete its name by adding the ending letter. Do this in your notebook.

- |               |                |
|---------------|----------------|
| 1. (big) bi__ | 6. (mop) mo__  |
| 2. (cob) co__ | 7. (rod) ro__  |
| 3. (men) me__ | 8. (ram) ra__  |
| 4. (pet) pe__ | 9. (toy) to__  |
| 5. (bow) bo__ | 10. (mug) mu__ |

### I Can Do It

Complete the name of each picture by adding the ending letter. Do this in your notebook.



**Lesson 20**

**Let's Aim**

Do you remember the story of Lida and her pet cat? Let's retell it using these questions as your guide.

**We Can Do It**

Who will go to school?	_____ will go to school.
What did she place in her bag?	She placed _____, _____, _____, and _____ in her bag.

How did she go to school the next day?	She went to school by _____.
Where did she look for Mingming?	She looked for Mingming in the _____, in the _____, and on the _____.
Where did she find Mingming?	She found Mingming in _____.


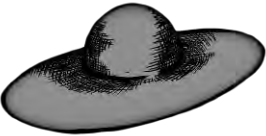




### I Can Do It

Now I will call some pupils to retell the story.  
The questions that I will ask will be your guide.

### I Learned



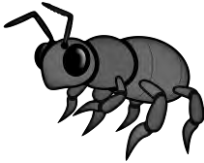

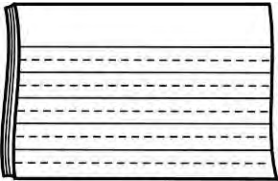

#### Beginning and Ending Sounds

Name each picture. Write its beginning letter.  
Do this in your notebook.

 __op	 __at	 __et
 __en	 __up	 __eg



Name each picture. Write its ending letter.  
Do this in your notebook.

 ca__	 ha__	 bu__
 bi__	 pa__	 to__

## Week 5: I Have Wishes

### Lesson 21

#### Learning New Words

Listen as I read the sentences. Look at the picture for each sentence.

My bag has a tag.



My skirt and blouse match.



My mother hugs me.



### Let's Aim

I wish that I will have many friends.

What is your wish?

In the poem, what is the speaker's wish?

Listen as I read the poem.

### Wishes

What is your wish?

I wish to have a bag with  
a pretty pink tag.



What is your wish?

I wish to have a watch  
with a gold ring to match.



What is your wish?

I wish to have two dresses.  
I will pay you with hugs  
and kisses.



What is your wish?

I wish that you will be my  
friend and our friendship  
won't end.



## We Can Do It

Listen to my questions and try to answer them.

1. What was the first wish of the speaker?
2. What should be on the bag?
3. What was her second wish?
4. What should match the watch?
5. What was her third wish?
6. What will she give if she gets two dresses?
7. What was her last wish?
8. Who do you think is making the wish?
9. Why did you say so?
10. Which among her wishes do you like best? Why?

## We Can Do It

Listen as I read the poem again. You may follow reading what I read.

## Let's Try

### Rhyming Words

I listed down the pair of words at the end of the lines of the poem. Let's read them.

bag tag	watch match	dresses kisses	friend end
------------	----------------	-------------------	---------------

1. What do we call each pair of words?
2. Can you give another pair of rhyming words?

## Lesson 22

### We Can Do It

Read the poem again by groups.  
Do some actions as you read the lines.

### Let's Try

#### One and More Than One

Read each pair of sentences.

1. The girl has one wish.  
I have two wishes.
2. She wants one watch.  
I will wish for two watches.
3. I want a dress.  
She wants two dresses.
4. I will pay mother with a kiss.  
She will pay with many kisses.

In pair 1, what did the girl have?

what did the "I" have?

In pair 2, what did she want?

what did the "I" wish for?

In pair 3, what did the "I" want?

what did she want?

In pair 4, what will the "I" pay mother?

what will she pay mother?

Read the pair of answers in the box.

wish	wishes
watch	watches
dress	dresses
kiss	kisses

1. Which column has words that mean one?
2. Which column has words that mean many?
3. What are the letters that end the first word?  
The second word? The third word?  
The fourth word?
4. If the naming words end in **-sh**, **-ch**, and **-ss**,  
what letters do we add to make them mean  
more than one?

### **Remember This**

For the naming words that end in **-ss**, **-sh**, and **-ch**, add **-es** if they mean more than one.

### **We Can Do It**

Let's have a game. I will say a word. Make it mean more than one.

- |          |          |
|----------|----------|
| 1. glass | 4. patch |
| 2. match | 5. bench |
| 3. dish  |          |

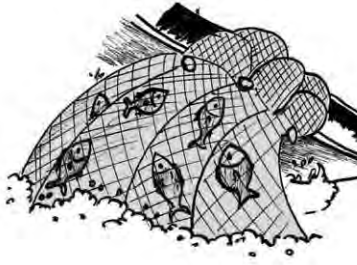
### **I Can Do It**

Make each word mean more than one.

- |          |          |
|----------|----------|
| 1. match | 4. wish  |
| 2. kiss  | 5. bench |
| 3. dress |          |

## Reading Words

Name the pictures.



Sound the first letter of each word.

Sound the ending **-et**.

Read the words.

net  
jet  
pet  
vet  
met  
get  
yet  
wet

## We Can Do It

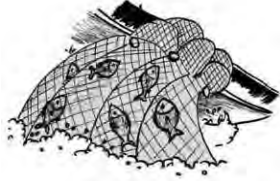
I will point a picture. Get the word card that names it.

## I Can Do It

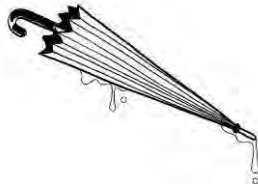
Draw a line to connect the picture to its name.



wet



pet



met



jet



net

## Lesson 23

### Let's Try

Look at the copy of the poem in the chart.

Let's try to read it.

Each group will recite one stanza.

## We Can Do It

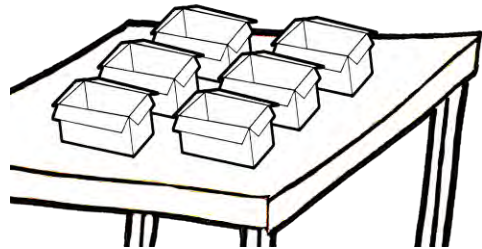
Can I call for a pair of children who will recite the poem?

## Let's Try

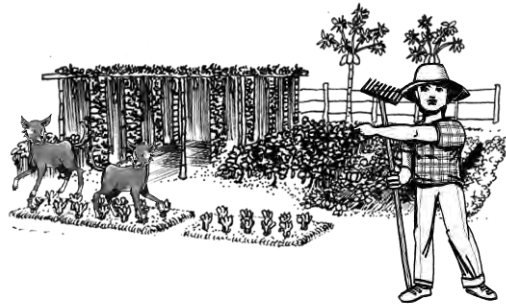
### Words That Mean More Than One

Listen as I read the sentence for each picture.

1. There are six boxes on the table.



2. The farmer saw two foxes in his farm.



What is the ending letter of box? fox?

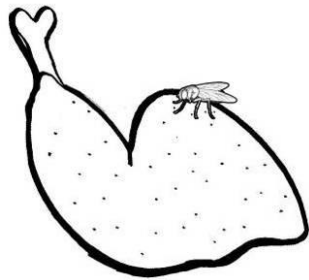
What was added to the words to make them mean more than one?

### Remember This

For the naming words that end in **x**, add **-es** if it means more than one.



Listen as I read the sentences for the pictures.



1. There is a fly on the food.  
There are many flies in the trash can.



2. My teacher reads a story to us.  
My mother reads two stories every night.



3. I ate a strawberry.  
My sister ate several strawberries.

What is the ending letter of the words fly, story, and strawberry?

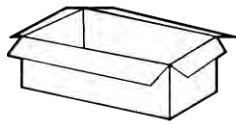
How did these words change when there was more than one?

### Remember This

For the naming words that end in **y**, change **y** to **i** and add **-es**.

### We Can Do It

Write in your notebook the name of each picture.



box, boxes



fly, flies



strawberry, strawberries

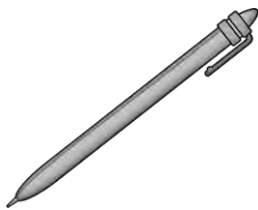


lady, ladies

### Let's Try

#### Reading Words

Name these pictures.



10

## **We Can Do It**

Read the names by sounding the beginning letter and the ending **-en**.

hen
men
pen
ten

## **I Can Do It**

I will point a picture. Get the word card that names it.

## **Lesson 24**

## **We Can Do It**

Recite the poem with me.

Talk about your wish. Draw it in your notebook.

## **One or More Than One**

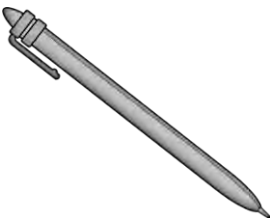
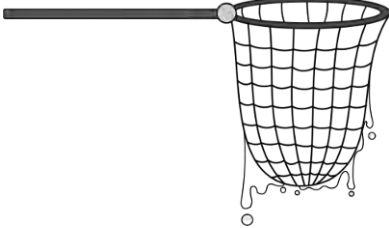

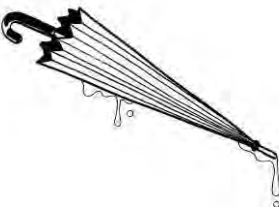


Listen to my sentences. Tell me the correct naming word.

1. I gave my mother three (kiss, kisses).
2. Myrna washed one (glass, glasses).
3. There were six (lady, ladies) in the room.
4. There is a (fox, foxes) in the zoo.
5. Father bought a (watch, watches) for my brother.
6. I know three (story, stories).
7. There are many (butterfly, butterflies) in the garden.
8. I will make three (wish, wishes) on my birthday.

9. There are many (bus, buses) on the road.  
10. There is one (bench, benches) in the park.

### Reading Words

Draw a line from the picture to the word.

1.		net
2.		wet
3.		jet
4.		pen
5.		ten
6.		hen

## Lesson 25

### We Can Do It

#### More Rhyming Words

I will read three words. Write in your notebook two words that rhyme.

- |         |       |        |
|---------|-------|--------|
| 1. ball | bat   | fall   |
| 2. fine | shine | bright |
| 3. best | bend  | west   |
| 4. dry  | fly   | stay   |
| 5. bike | bind  | alike  |

#### See What I Have Learned

Choose the pair of words that rhyme.

- |                 |                |
|-----------------|----------------|
| 1. rain – again | 6. seen – been |
| 2. sun – fun    | 7. led – let   |
| 3. fat – hat    | 8. bug – rug   |
| 4. sky – by     |                |
| 5. book – look  |                |

### We Can Do It

#### Naming Words That Mean More Than One

Give the word that means more than one.

- |              |          |
|--------------|----------|
| 1. candy     | 6. bench |
| 2. fly       | 7. match |
| 3. story     | 8. wish  |
| 4. butterfly | 9. lady  |
| 5. sky       | 10. fox  |

## See What I Learned

Write the word that means more than one. Do this in your notebook.

1. kiss
2. box
3. dish
4. baby
5. watch

## I Can Do It

### Reading Words

Read each word. Draw what it says. Do this in your notebook.

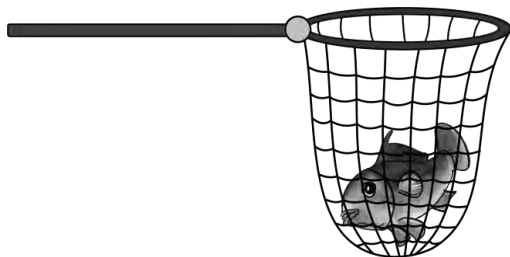
pen	net	hen
jet	ten	men

### Let's Try

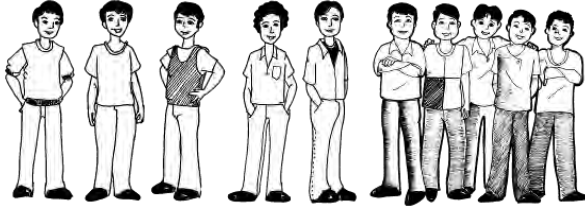
Read these words.

in	on	the	has
----	----	-----	-----

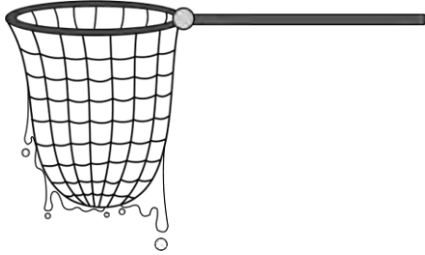
Look at each picture. Read the group of words about it.



in the net



the ten men



a wet net



has a pen

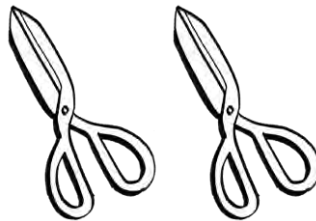
## Week 6: I'm Growing!

### Lesson 26

#### Let's Try

#### Learning New Words

Look at the pictures. Listen as your teacher reads their names.



## Let's Aim

What do you do with old dresses or pants that don't fit you anymore?

What did mother do with the old pants that did not fit the boy anymore?

### My Pair of Shorts

Jed wants to play in the park. He got his bat and ball. He wore his rubber shoes. He got his cap.

Mother gave him two shirts. "You may wear the red one. Put the other shirt in your bag. Change your shirt to this yellow one after playing. And I prepared five sandwiches. Share them with your friends."

He was starting to wear his pants, but there was a problem.

"Look Mama. My pants are short for me," said Jed.

"Oh, yes. You are growing taller. We can give the pants to your brother Tom."

"But I love my pants Mama. Can't I still use them?"

"Hmmm, let's see. I need a pair of scissors, thread, and needle."

Rip, rip, rip. Cut, cut, cut.

"Look, Jed, you have a pair of shorts!"

"Oh. It looks good on me. Thank you Mama. I will use this now while I play with David, Benny, Ric, and Dan."



## Let's Try

Listen to my questions about the story.

Try to answer them.

1. What will Jed do?
2. Where will he play?
3. What things did he prepare?
4. Why did Mother ask him to bring two shirts?
5. What was his problem with his pants?
6. What was Mother's first solution to his problem?
7. Why didn't Jed want to give it to his brother?
8. What was Mother's second solution?
9. What happened to Jed's pants?
10. What did he tell his mother?
11. What did Jed feel when he wore the shorts?

## We Can Do It

What I will do with my old clothes:

1. Make two boxes in your notebook.
2. In the first box, draw a dress, pants, or shirt that you don't use anymore.
3. In the second box, draw what you will do with it.

## Lesson 27

## Let's Try

### Words That Mean One or Many

Try reading the sentences with your teacher.

1. Jed has two shirts.
2. He has a cap.
3. Mother made five sandwiches.

4. He has a bat and a ball.
5. He has four playmates.

### **We Can Do It**

Write in your notebook the answer to each question.

1. How many shirts did Jed bring?
2. How many caps did he use?
3. How many sandwiches did his mother make?
4. How many bat and ball did he have?
5. How many playmates did he have?

#### **Remember This**

The words two, four, five, and many are called **counters**. They tell us that there is more than one naming word.

The words a and one are also called counters. They tell us that there is only one naming word.

### **I Can Do It**

Listen as I read each sentence. Write in your notebook the counter. Beside each word, write **O** if it means one and **M** if it means many.

1. Grandma has ten grandchildren.
2. I have many cousins.
3. I have one sister.
4. Uncle Vic gave me a doll.
5. He gave my brother two puppies.

## Let's Try

### Reading New Words

Study the pictures. Read their names.



bed



wed



fed



led

Sound the beginning letter and the ending **-ed** to read the words.

bed  
fed  
led  
red  
wed

Med  
Ned  
Jed  
Ted

## Lesson 28

## Let's Try

### Thanking Mama

Jed wants to thank his Mama for fixing his shorts. Let us help him. Do this in your notebook.

Dear Mama,

Thank you for fixing my \_\_\_\_\_.

I like wearing it.

Love,

\_\_\_\_\_

## **We Can Do It**

### **One or Many Naming Words**

Listen to my sentences. Take note of the counters. Tell if the counters mean one or many.

1. There are forty pupils in class.
2. There is a table in the room.
3. The janitor placed many desks.
4. There are three blackboards.
5. We have one teacher.

### **I Can Do It**

Listen as I read the sentences. Write the counters in your notebook. Beside each counter, write the correct naming word.

1. Nan has two (flower, flowers).
2. Jed has a (bat, bats).
3. I have one (pencil, pencils).
4. Mother has many (dress, dresses).
5. There are six (glass, glasses) on the table.

## I Can Do It

### Reading Words

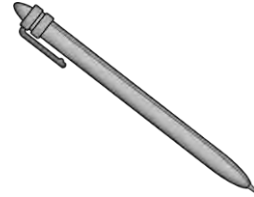
Name each picture. Write in your notebook the correct name.



bed  
red  
fed



wed  
led  
red



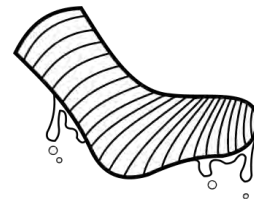
men  
pen  
ten



met  
jet  
net



hen  
men  
pen



pet  
yet  
wet

### Let's Try

Read the sentences.

1. Ben has a net.
2. Jed has a pen.
3. Den fed the hen.
4. Pet is in the den.
5. The men are in the jet.

Read and answer the questions that start with **Who**.

1. Who has a net?
2. Who has a pen?
3. Who fed the hen?

4. Who is in the den?
5. Who are in the jet?

### I Can Do It

Read each sentence. Draw what it says. Do this in your notebook.

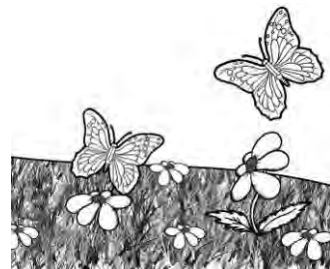
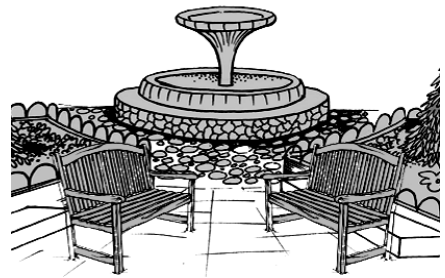
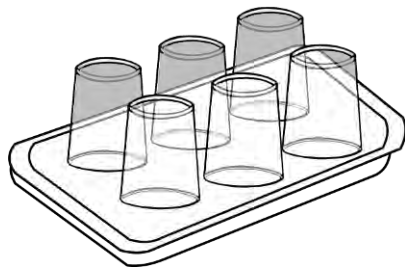
1. Jen has a net.
2. Ben has a net.
3. Pet is on the bed.

## Lesson 29

### We Can Do It

#### More Naming Words That Mean One or Many

I will group you into four. Each group will choose a picture and make a sentence about it.



## I Can Do It

I will read each sentence.

Write in your notebook the correct naming word.

1. I have a pet (cat, cats).
2. Pat makes three (wish, wishes).
3. Mama has a (baby, babies).
4. Five (lady, ladies) are in the car.
5. There are ten (bug, bugs) in the jar.

## Let's Try

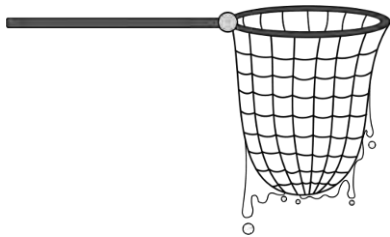
### I Can Read

Read each sentence. Answer the **What** question.



The hen is on the bed.

What is on the bed?

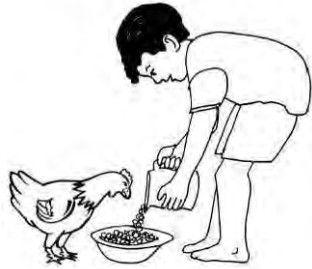


The net is wet.

What is wet?

## I Can Do It

Read each sentence. Answer the questions.



Ben has a pet hen.  
Who has a pet hen?  
What is Ben's pet?



Den has a wet net.  
Who has a net?  
What is wet?



Ted has a red pen.  
Who has a pen?  
What is red?

## Lesson 30

### Measure My Learning

#### One or Many

Read each word with your teacher.

Write in your notebook the word that means many.

- |         |           |          |
|---------|-----------|----------|
| 1. bag  | 5. bed    | 9. watch |
| 2. box  | 6. dish   | 10. bus  |
| 3. baby | 7. animal |          |
| 4. hen  | 8. fly    |          |



Read each sentence. Write in your notebook the correct counter for the naming word.

1. I have (one, two) dolls.
2. Father gave me (a, many) kiss.
3. There are (six, one) boxes in the cabinet.
4. Miss Tina tells us (a, many) stories.
5. Nena has (a, two) brother.

## We Can Do It

### I Can Read

Read each sentence and answer the **Where** question.

1. The pen is on the bed.  
Where is the pen?
2. The men are in the jet.  
Where are the men?
3. The hen is in the net.  
Where is the hen?

### I Can Do It

Look at each picture. Answer the **Where** question.



Where is Ted?  
Ted is \_\_\_\_\_.



Where are the men?  
The men are \_\_\_\_\_.



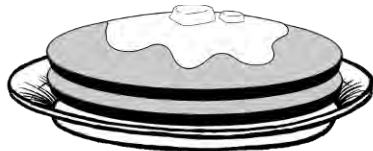
Where are the hens?  
The hens are \_\_\_\_\_.

## Week 7: I Have a Grandmother

### Lesson 31

#### Let's Try

Look at each picture as your teacher reads words about it.



I love pancakes.  
I spread butter  
and put syrup on it.



I pour the flour in a cup.



Eggs, flour, sugar, and milk are ingredients  
in cooking pancakes.

## Let's Aim

Do you like pancakes?

Do you know how to cook pancakes?

In the story that I will read, find out:

1. Who likes pancakes?
2. How are pancakes cooked?

### Cooking Pancakes with Grandma



Grandma visits us once a month. When she comes, she cooks many things.

One Saturday, I said "Lola, I like pancakes for breakfast."

"Okay, I will cook pancakes," she said.

"May I help, Lola?" I asked.

"Yes you may, Jana. Let's prepare the things that we need."

"I need a can of milk and a cup of flour," she said.

"Here, I got them from the grocery cabinet," I said.

"Do we have eggs?" she asked.

"There are ten eggs in the ref," I answered as I got six of them.

"I need several teaspoons of sugar."

I got the jar of sugar.

Grandma showed me how to mix the ingredients in a bowl. Then she heated the pan and poured the mixture.

"Oh, I can see the round pancakes. They smell good," I said.

"Now, we need butter and syrup."

My brother came to the kitchen.

"Something smells good!" And he ate the pancake on my plate.

"Nick, that's my pancake," I said.

"Nick, you should have waited for this other pancake," said Grandma.

"Oh, I'm sorry. May I help in cooking the other pancake?" said my brother.

### **We Can Do It**

Listen to my questions and try to answer them.

1. Who loves pancakes?
2. Who cooked pancakes?
3. Who helped Grandma cook pancakes?
4. What ingredients did Grandma use in cooking pancakes?
5. What do you think did Jana feel when she saw the cooked pancake?
6. Who came to the kitchen?
7. What did Nick do with the cooked pancake?
8. What did Jana feel when her brother ate the pancake?
9. What did Grandma tell Nick?
10. What did Nick do at the end of the story?

## Lesson 32

### Let's Try

#### Writing a Thank You Letter

Jana would like to thank Grandma for cooking pancakes for her. Continue her Thank You letter. Do this in your notebook.

Dear Lola,  
Thank you for \_\_\_\_\_.  
Next time, let's cook \_\_\_\_\_.  
Love,  
\_\_\_\_\_

#### Learning Mass Nouns

Here is a list of ingredients for making pancakes. Let's read them.

a cup of flour  
a jar of sugar  
a can of milk  
three eggs

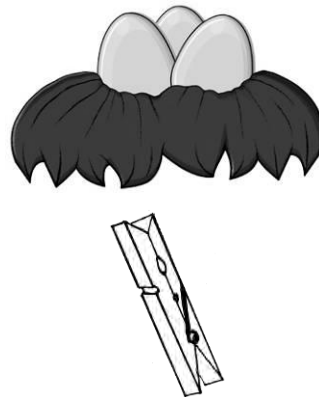
1. What words were used before flour, sugar, and milk?
2. Why do you think did we use a can of, a cup of, and a jar of? Can we count flour, sugar, and milk?
3. What word was used before eggs? Can we count eggs?

### Remember This

Naming words that cannot be counted are called **mass nouns**. Naming words that can be counted are called **count nouns**.

### Reading Words

Let's name these pictures.



Read the names of the pictures.

beg

eggs

legs

peg

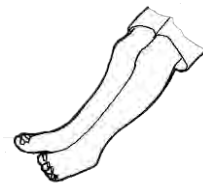
Write in your notebook the correct name of each picture.



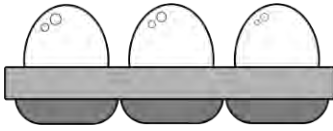
bed  
beg



pen  
peg



led  
legs



eggs  
hens



wet  
wed



pet  
peg

### Lesson 33

#### I Can Do It

Listen as your teacher reads the sentences.  
Put number 1 on the sentence that tells what happened first, 2 on the sentence that happened next, and 3 on the sentence that happened last. Do this in your notebook.

- \_\_\_\_\_ Jana got the flour, milk, eggs, and sugar.
- A. \_\_\_\_\_ Grandma gave Jana a cooked pancake.  
\_\_\_\_\_ Grandma poured the mixture in the pan.  
\_\_\_\_\_ Nick helped Grandma cook the pancake.
- B. \_\_\_\_\_ Nick ate the pancake on the plate.  
\_\_\_\_\_ Nick said "I'm sorry" to Jana.

#### Let's Recall

#### Naming Words: Count or Mass

1. What do we call the naming words that can be counted?
2. What do we call the naming words that cannot be counted?

## We Can Do It

I will say a group of words. Tell me if it is a mass or count noun.

- |            |           |
|------------|-----------|
| 1. juice   | 6. books  |
| 2. bottles | 7. chicks |
| 3. girls   | 8. oil    |
| 4. water   | 9. rice   |
| 5. coffee  | 10. meat  |

Read each sentence. Draw a line to connect it to the picture.

1. Pem has pegs.



2. My pet begs.



3. Ted weds Meg.



4. Den has wet legs.



5. Ben has ten eggs.





## Lesson 34

### **We Can Do It**

Give an example of a mass noun.

Give an example of a count noun.

### **I Can Do It**

Make two boxes in your notebook. In Box A, draw 5 count nouns; in Box B, draw 5 mass nouns.

### **I Can Do It**

### **Reading Sentences and Answering Questions**

Read each sentence. Write the answer to each question.

1. The pegs are on the bed.  
Where are the pegs?
2. Ben led the men.  
Who led the men?
3. Meg is in the jet.  
Who is in the jet?
4. The hen has eggs.  
What does the hen have?
5. Jed and Den met.  
Who met?

### **We Can Do It**

### **Reading a Short Story**

Read the following short story by groups. Then answer my questions about them.

## Ben and His Hen

Ben has a hen.

His hen is red.

His hen sits in a basket.

“Oh, there is an egg in the basket.

Pet Hen, thank you for this egg.”

1. Who has a hen?
2. What is red?
3. Where did the hen sit?
4. What is in the basket?
5. What did Ben tell the hen?

## Lesson 35

### I Have Learned Them

I will read the words in the big box. Copy the following table. List in the first column the count nouns. List in the second column the mass nouns.

eggs	sugar
boys	father
milk	flower
bed	gasoline
sand	salt

Count Nouns	Mass Nouns

## I Can Draw Them

Read each sentence. Draw what it says. Do this in your notebook.

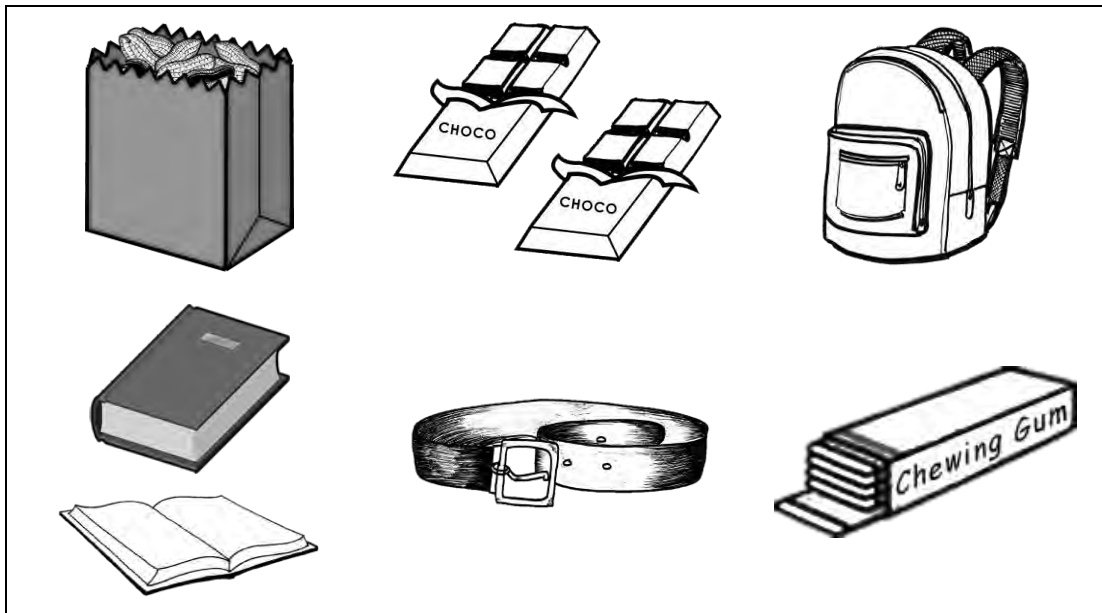
1. The pet hen is wet.
2. Pem met Den.
3. The peg is on the bed.
4. Jen has a red pen.
5. Ken has a net.

## Week 8: I Get Gifts

### Lesson 36

### Let's Try

Look at the pictures. I will read their names.  
Point the picture for the name that I will read.



a bag  
a belt  
a bag of nuts


two books  
two bars of chocolates  
a pack of gums

## Let's Aim

1. Who is your uncle?
2. What gifts does he give you?
3. In the story, what did the uncle send the children?

Listen as I read the story.

**Uncle Ed's Gifts**



Uncle Ed sent a big box. The box said "For Timmy and Tina."  
What could be in this box?  
"There are two bars of chocolates," says Tina. "I love chocolates."  
"There's a bag and a belt," says Timmy. "I think the belt is for me. And look, the bag has a tag. It says Tina."  
"There is a bag of nuts and a big pack of gums," says Mother.

“And there are two storybooks,” says Tina. “I can read the first one, while you read the other one. Then let’s exchange.”

“Good idea,” says Mother. “Both of you will read the books.”

“Meow! Meow!”

“Oh, Muning is inside the box. She can’t get out,” laughed Timmy.

“Oh Muning,” says Tina. “This box is not your bed.”

“Let’s send a card to Uncle Ed. Let’s thank him for all the goodies.”

## **We Can Do It**

Answer my questions about the story.

1. Who sent a big box?
2. For whom did he send the box?
3. What were inside the box?
4. What do you think did Tina and Timmy feel when they saw the things in the box?
5. Would you feel the same?
6. What did they hear as they were getting the goodies in the box?
7. How do you think did Muning get inside the box?
8. What will Tina and Timmy send Uncle Ed?
9. What do you think will they tell Uncle Ed?
10. If you were Tina and Timmy, what would you tell Uncle Ed?

## Lesson 37

### **We Can Do It**

Pretend that you are Tina and Timmy. What will you write in the card for Uncle Ed?

### **I Can Do It**

Make a card for Uncle Ed. On a sheet of paper, draw something on the left side. Write your Thank You letter on the right side.

### **We Can Do It**

### **Count and Mass Nouns**

Here are the things that Uncle Ed sent.  
Which are count nouns? Which are mass nouns?  
Make a list in your notebook similar to the one below.

a bag

two books

a belt

two bars of chocolates

a bag of nuts

a pack of gums

## Let's Try

### Reading Words

Name the pictures in the box.



Read the words.

bell  
fell  
sell  
tell  
well  
yell

Read each sentence. Draw what it says. Do this in your notebook.

1. Nell fell into the well.
2. Del sells pens.
3. The bell is on the bed.
4. The pen is on the bed.
5. I yell at Sel.

## Lesson 38

### Let's Try

#### What Did They Feel?

Sometimes you are happy. Sometimes you are sad. I will read what happened in the story. Tell me what the character felt.

1. Tina got a bag from Uncle Ed.
2. The children got books.
3. Muning cannot get out of the box.
4. Uncle Ed got a card from Tina and Timmy.
5. Muning got out of the box.

#### We Can Do It

Tell me: When do you feel sad?

When do you feel happy?

#### Let's Recall

What do we add to a naming word when it means many?

Sometimes we add **-s**; sometimes we add **-es**.

For example, we say eggs, bags, wishes, boxes, benches.



## Let's Aim

### Counters for Mass Nouns

Mass nouns cannot be counted. Instead of adding **-s** or **-es** at the end, we use counters.

Read the following mass nouns found in our stories.

a bag of flour

a can of milk

a jar of sugar

a bar of chocolate

a pack of nuts

a teaspoon of syrup

### We Can Do It

Write in your notebook the counters in the following mass nouns.

1. a glass of juice
2. a teaspoon of sugar
3. a box of soap
4. a sack of rice
5. a liter of oil

To tell if the mass noun means many we add **-s** to the counters. Read these mass nouns.

1. a gallon of water – two gallons of water
2. a kilo of meat – seven kilos of meat
3. a slice of cheese – two slices of cheese
4. a bottle of perfume – two bottles of perfume
5. a jar of cream – three jars of cream

## We Can Do It

Listen as I read the following mass nouns.

Make them mean many. Do this in your notebook.

1. a can of sardines
2. a kilo of sugar
3. a slice of meat
4. a pot of **kare-kare**
5. a bowl of soup

## We Can Do It





### More Words That I Can Read


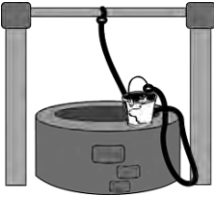

Read these words.

pen	ten	men	hen	den
net	wet	set	get	jet
bed	red	fed	wed	led
leg	beg	leg	peg	Meg

## I Can Do It

Write in your notebook the name of each picture.

	pen pet peg		bed beg bell
	led leg let		wet wed web

	bed beg bet	10	ten tell Ted
	wet wed well		pet pen peg

**Lesson 39**

**We Can Do It**

Listen to the sentences that I will read.

In your notebook, draw a happy (☺) or a sad (☹) face after the number of each sentence.

1. My dog bit the pages of my book. \_\_\_\_\_
2. Mother made a sandwich for me. \_\_\_\_\_
3. My friend and I played. \_\_\_\_\_
4. Grandma cooked hotdog for me. \_\_\_\_\_
5. My brother got my toy. \_\_\_\_\_

**Let's Aim**

The counter of the mass noun should be correct.  
For example, it is not correct to say:

a bottle of meat

a sack of water

## I Can Do It

Listen as I read the mass nouns.

Write in your notebook the correct counter.

1. (a glass of, a sack of) juice
2. (a bar of, a bottle of) chocolate
3. (a kilo of, a liter of) gasoline
4. (a cup of, a box of) hot milk
5. (a can of, gallon of) water

## I Can Read

Read the two sentences in each box.

Answer the questions about them.

Ben has a pet hen.  
The hen fell into the well.

1. Who has a pet?
2. What is his pet?
3. Where is his pet?

Del has a red bell.  
Her bell is on the bed.

1. Who has a bell?
2. What is red?
3. Where is the bell?

Ned has a wet net.  
The net is in the well.

1. Who has the net?
2. What is wet?
3. Where is the net?

## Lesson 40

### Let's Try

Make two boxes in your notebook.

In the first box, draw when you feel sad.

In the second box, draw when you feel happy.

I am happy.	I am sad.
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### I Can Do It

Write **One** if the underlined mass noun means one;

**Many** if it means many. Do this in your notebook.

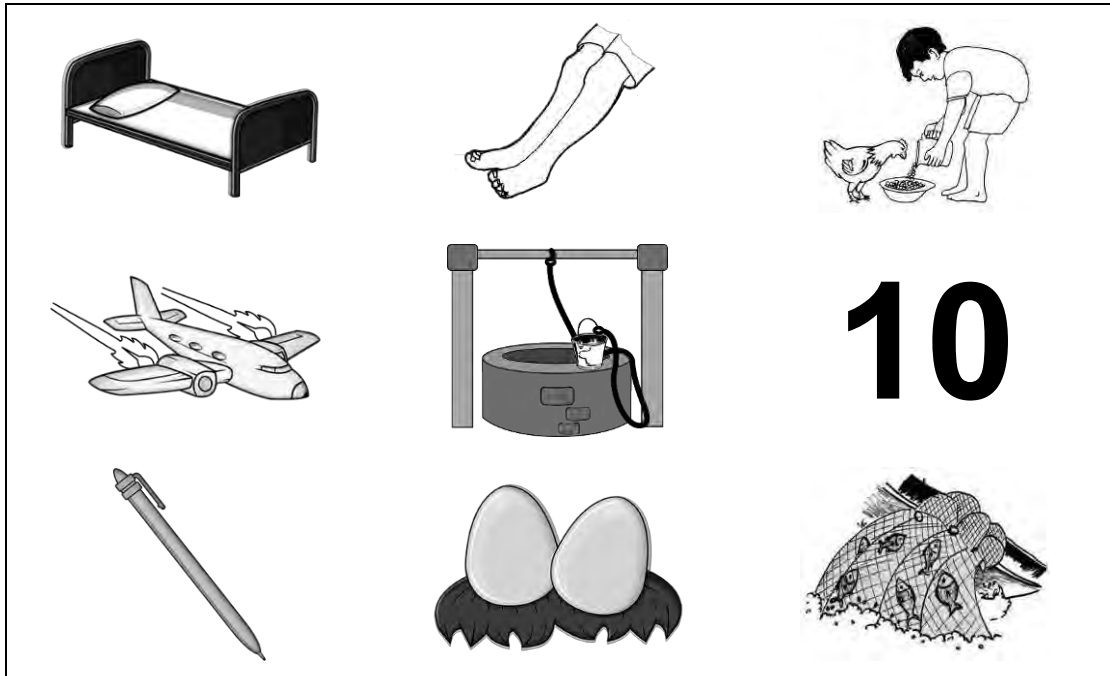
1. She bought a kilo of rice.
2. We ate two bars of chocolates.
3. Mother served six bottles of water.
4. I drank a cup of hot tea.
5. The visitors ordered two glasses of juice.
6. Mother cooked a bowl of soup.
7. She ate two slices of cake.
8. He drank a bottle of softdrinks.

### I Learned These

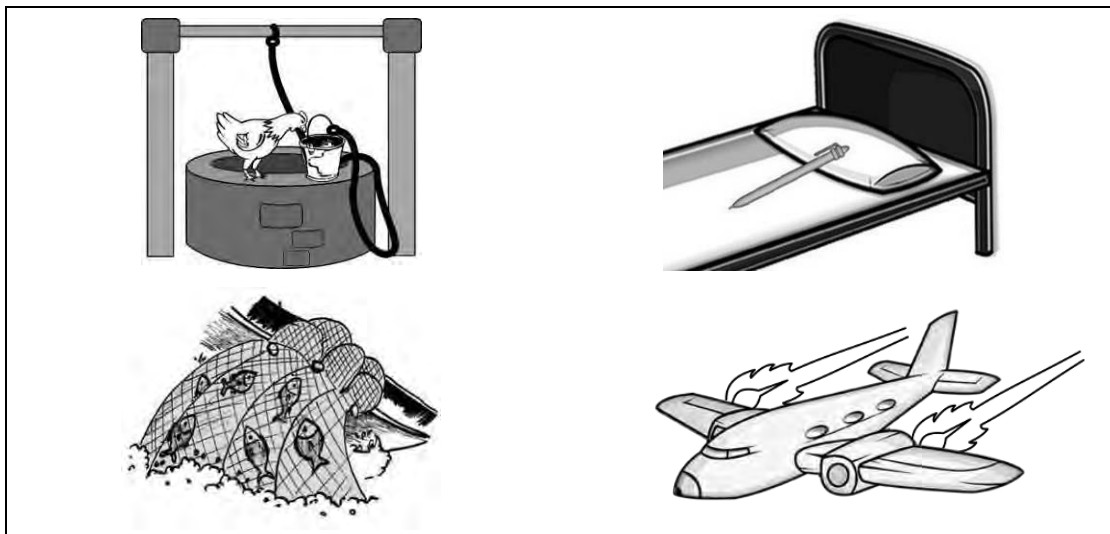
Read the words in the box.

ten	leg	bed	bell	jet
pen	egg	fed	well	net

Write the name of each picture in your notebook.  
Choose from the words in the box.



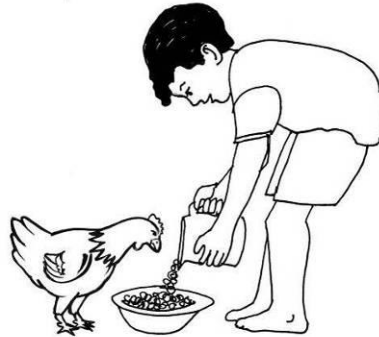
Write a sentence for each picture. Do this  
in your notebook.



Read the story.

### Ted's Pet

Ted has a pet.  
His pet is a hen.  
He feeds his pet hen.  
"Red Hen, don't go  
to the well."  
But Red Hen runs.  
"Red Hen," Ted yells.  
"Oh, Red Hen falls into the  
well!"  
Ted gets a net.  
He gets Red Hen out of the  
well.



Write the correct answer in your notebook.

1. Who has a pet?
  - a. Jed
  - b. Ted
2. Who is his pet?
  - a. Red Pet
  - b. Red Hen
3. Where did Red Hen go?
  - a. to the pen
  - b. to the well
4. What did Ted get?
  - a. a pen
  - b. a net
5. Did Ted get Red Hen out of the well?
  - a. Yes
  - b. No