

# 2

# Let's Begin Reading in English

## Learner's Material

### Unit 4

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**

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**Learner's Material**  
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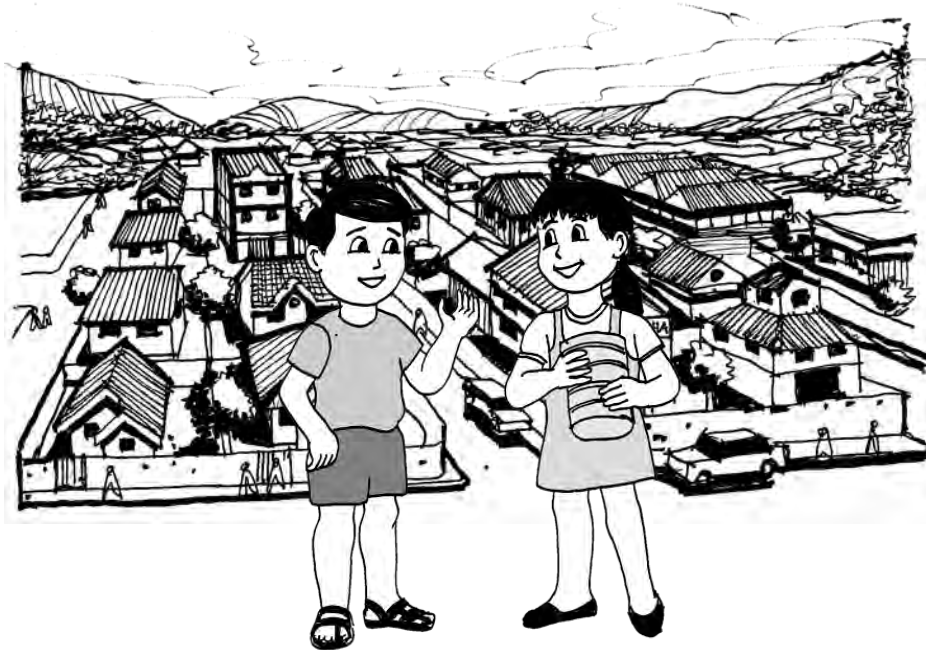
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# Unit 4

## I Am Part of a Community



I am part of a community!  
Different people all around,  
Different sights I see,  
Different sounds I hear,  
This is my community!  
I belong to this community!  
I help care for this community!

## Week 1: People in Our Community

### Lesson 1

#### Let's Try

Name some people you see when you go out of your house.

Say: "I see a \_\_\_\_\_."

Mime Game:

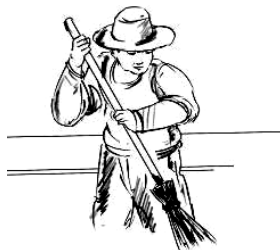
I will act out a community helper that we see around us. Guess the community helper I will act out. Choose your answer from the following pictures.

Say: "You are a \_\_\_\_\_."

Now it is your turn to act it out.  
Your classmates will guess.



vendor



street sweeper



gardener

## Let's Recall

Guess Who?

Listen to your teacher as she tells about a community helper. Name the community helper she is describing by choosing the correct picture shown in the following.



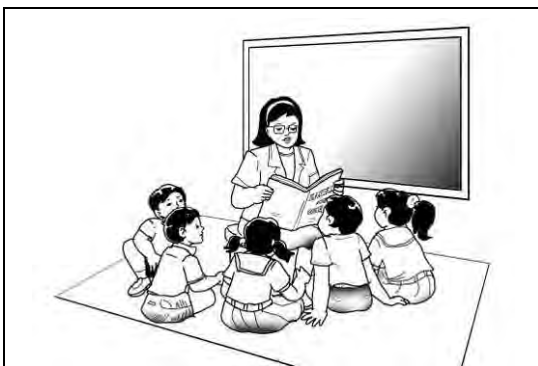
I trim the hair of men and boys.

I am a \_\_\_\_\_.



I tell the sick the right pill to take so they will get well.

I am a \_\_\_\_\_.



I teach pupils to read, count, and write.

I am a \_\_\_\_\_.



I help keep peace and order in the community.

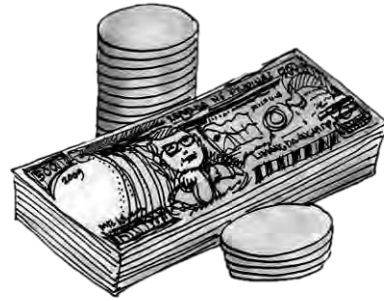
I am a \_\_\_\_\_.

## Word Study

I will read each word and the sentence for it.  
Connect the word to the correct picture.

cash

I can buy what I need  
because I have cash.



pickpocket

The pickpocket got  
the wallet of the rich man.



## Let's Aim

The title of our story today is "The Red Bag with Cash." Guess or predict what will happen in our story.

Say: "I think \_\_\_\_\_."

"Maybe \_\_\_\_\_."

"Probably \_\_\_\_\_."

Listen as your teacher reads the story,  
"The Red Bag with Cash."

## **The Red Bag with Cash**

by Teacher Nong

One day, Sister Rica left the convent. She planned to go to the market. She had a red bag with cash in it. The cash was in a black wallet.

Suddenly, a pickpocket ran away with her wallet. Sister Rica yelled, "Oh no! No more cash to buy food for the nuns."

A fat cop quickly ran after the pickpocket. "I will get that man," he said.

The pickpocket jumped inside a cab. He told the cab driver to drive away fast.

"This is bad! There is so much traffic in here! I should not be caught by that cop," said the pickpocket.

In a rush, he got out of the cab and ran very fast. The cab driver yelled at him. Suddenly, he looked at the back seat of the cab. He was surprised to find a black wallet on the seat. He checked it and found a lot of cash and some cards in it. He was very glad.

"Just the cash that I need," he said to himself. But he thought of the poor owner of the wallet. The wallet was not his.



The cab driver decided to bring the wallet to the police station. Later that day, Sister Rica was so thankful that she got her wallet back.

### **We Can Do It**

Let us find out if your guess or prediction about what will happen in our story is correct. Listen to my questions about the story and try to answer them.

1. Who went to the market?
2. What will she do in the market?
3. What happened on her way to the market?
4. What did the pickpocket do after he got the wallet?
5. Why did he leave the cab?
6. Why do you think was the wallet left in the cab?
7. What did the cab driver do with the wallet?
8. What words can describe the cop? The cab driver?

### **I Can Do It**

Draw in your notebook the people who helped Sister Rica. In what way did each one help Sister Rica?

## Lesson 2

### Let's Recall

#### Act It Out

Who said the following lines in our story yesterday?  
Dramatize the following events in the story.  
Let your classmates guess the character in the story who said each line.

1. "Oh no! No more cash to get food for the nuns."
2. "I will get that man!"
3. "This is bad! There is so much traffic in here! I should not be caught by that cop."
4. "Just the cash that I need."

#### Let's Try

What is a Wanted poster?

Who are the people we usually see in a Wanted poster? What did they do?

Why do we put up their picture there?

In our story yesterday, is there anyone we can put in a Wanted poster?

### We Can Do It

#### Learning How to Follow Directions

Copy the poster shown in the next page in your notebook. Follow the three-step direction.

1. **First**, let us write the title of our story yesterday on the first line.

2. **Then**, let us draw the WANTED character in the story.
3. **Finally**, let us fill out the blanks that follow.

Title of the Story: \_\_\_\_\_



Which community helper can help us catch a WANTED person?

A \_\_\_\_\_ can help us catch a WANTED person.

### **Remember This**

Signal words like first, then, and finally tell us the order of events or things to follow in directions.

### **Let's Aim**

#### **Phrases and Sentences**

Listen as I read the following groups of words.

1. a pickpocket
2. cash in a black wallet
3. Sister Rica went to market.
4. The cop ran after the man.

#### **We Can Do It**

Try to answer my questions after I read each item above.

1. In item number 1, what does it say about the pickpocket? Does it express a complete thought? How does it start and end? Do the same with item number 2.
2. Item numbers 1 and 2 are groups of words without a complete thought. Each is called a **phrase**.
3. In item number 3, what does it say about Sister Rica? Does it express a complete thought? How does it start and end? Do the same with item number 4.
4. Item numbers 3 and 4 express a complete thought. Each is called a **sentence**.

Now let's see if you can follow directions.  
Answer item numbers 1 to 4 in the previous page.  
Write **S** if the group of words is a **sentence** and **P** if it is a **phrase**.

### **Remember This**

A **sentence** is a group words which has a complete thought. It starts with a big letter and ends with a punctuation mark like a period.

A **phrase** is a group of words which does not have a complete thought. It does not start with a capital letter. It does not end with a punctuation mark.

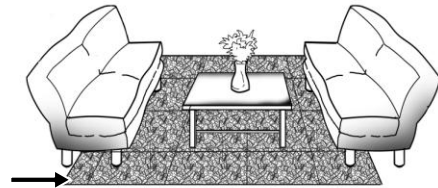
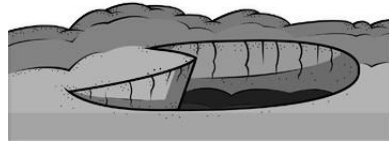
### **I Can Do It**

Listen as I read the following group of words.  
Write **S** if the group of words is a sentence and **P** if it is a phrase. Do this in your notebook.

1. the cab
2. The man got in a cab.
3. in the market
4. The pickpocket got the cash.
5. Sister Rica was in the convent.

## Reading Words

Listen as I name each picture. Then, repeat after me.



Read the words in the box.

Point to the picture for each word.

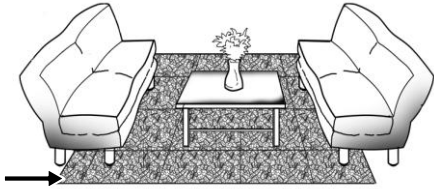
bug  
dug  
hug  
jug  
mug  
rug  
tug

## We Can Do It

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

## I Can Do It

Draw a line to connect the picture to its name.



mug



rug



tug



bug



hug



jug

**Lesson 3**

**Let's Recall**

What was the title of our story the other day?  
Was there anything that was lost? What was taken from Sister Rica?

**We Can Do It**

**Following Directions: Making a Lost Chart**

Copy the chart shown in your notebook. Follow the three-step direction.

1. **First**, write the title of the story on the first line.
2. **Next**, draw what was lost in the story in the box.
3. **Last**, let us fill out the blanks that follow.

Title of the Story: \_\_\_\_\_

**LOST**

What: \_\_\_\_\_  
If found, contact: \_\_\_\_\_  
Tel. number: \_\_\_\_\_  
Reward: \_\_\_\_\_



### Remember This

Signal words like first, next, and last tell us the order of events or things to follow in directions.

### I Can Do It

Listen as I read the group of words. Then, write **S** if the group of words is a sentence and **P** if it is a phrase. Do this in your notebook.

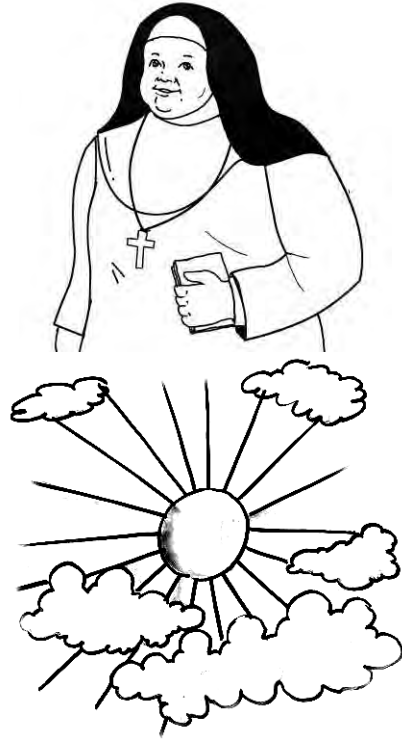
1. lost wallet
2. The pickpocket got the black wallet.
3. Sister Rica lost her cash.
4. got away fast
5. Sister Rica is a nun.

### We Can Do It

#### Reading Words

Name the pictures with your teacher.





Read the words in the box.

Point to the picture for each word.

bun
fun
gun
nun
run
sun

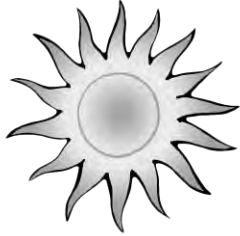
## We Can Do It

### Act It Out

I will show a word card. Read it and make the action for it.

## I Can Do It

Write in your notebook the correct word for each picture.



run sun nun



bun sun run



fun sun nun



bun fun nun



bug nun bun



bug nun gun

### Lesson 4

## Let's Recall

What was the title of our story the other day?

Who were the characters?

Who among the characters deserve an award?

Why? What word would best describe him?

## We Can Do It

### Following Directions: An Award Chart

Copy the chart shown in your notebook. Follow the three-step direction.

1. First, write the title of the story on the line.
2. Then, draw the character that deserves an award in the box.
3. Finally, let us fill out the blanks that follow.

Title of the Story: \_\_\_\_\_

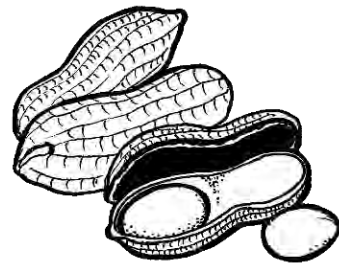
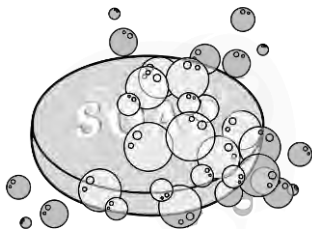
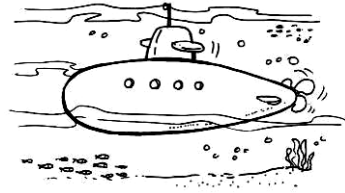
**Certificate of Award**

This certificate is given to \_\_\_\_\_  
for being \_\_\_\_\_.  
Given on this \_\_\_\_ day of  
\_\_\_\_\_, \_\_\_\_.

# We Can Do It

## Reading Words

Name the pictures with your teacher.



$$10 + 5 = 15$$



Read the following words.

Point to the picture on page 382 for each word.

cub

mud

nut

rub

suds

gum

sub

cut

hum

tub

hut

sum



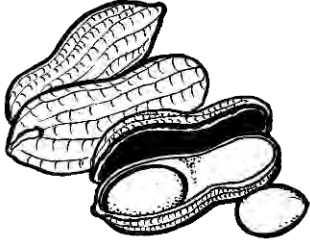
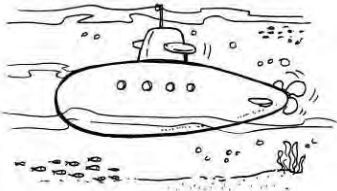


## We Can Do It




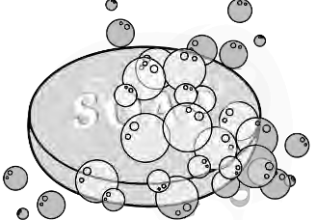


### Act It Out

Get a partner. I will show a word card. Read it and make the action for it. Check if the action of your partner is correct.

### I Can Do It

Write in your notebook the correct word for each picture.

 <p>tub sub rub</p>	 <p>nut hut cut</p>	 <p>hut cut nut</p>
 <p>rub sub cub</p>	 <p>mug mud hum</p>	 <p>bun bug bud</p>

 <p>run rug rub</p>	 <p>tug cub cut</p>	 <p>hum hut nut</p>
 <p>tub suds rub</p>	 <p>cub rub cut</p>	 <p>gun gum hug</p>

## Lesson 5

### Let's Recall

What was the title of our story the other day?

Listen as your teacher reads the following questions.

Choose the letter of the correct answer.

- Where is the setting of the story?  
The story happened \_\_\_\_\_.
  - in a city
  - in a market
  - in a police station
- Which of the following happened first in the story?
  - The cop helped Sister Rica.
  - Sister Rica got her cash back.
  - Sister Rica lost her black wallet.

3. Which of the following happened last in the story?
  - a. The nun lost her cash.
  - b. The pickpocket jumped in a cab.
  - c. The cop ran after the pickpocket.
4. Who DID NOT help Sister Rica?
  - a. the cop
  - b. the nuns
  - c. the cab driver
5. Which of the following is a good title for the story?
  - a. The Lost Cash
  - b. Sister Rica in the Market
  - c. The Cop and the Pickpocket

### **I Can Do It**

Read the following groups of words. In your notebook, draw a 😊 if the group of words is a sentence and ☹️ if it is a phrase.

Make each sentence correct by beginning it with a big letter. End it with a period.

1. the cop ran after the man
2. sister Rica is a nun
3. a cop and a doctor
4. a vendor is in the market
5. a man in a cab



## I Can Do It

Name each picture. Choose the correct word for each picture from the box.

Then, write the correct word in your notebook.

hum

hug

hut



mud

jug

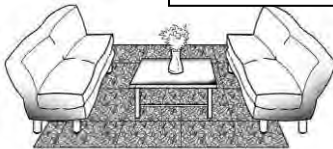
mug



run

rug

rub



bun

bug

bud

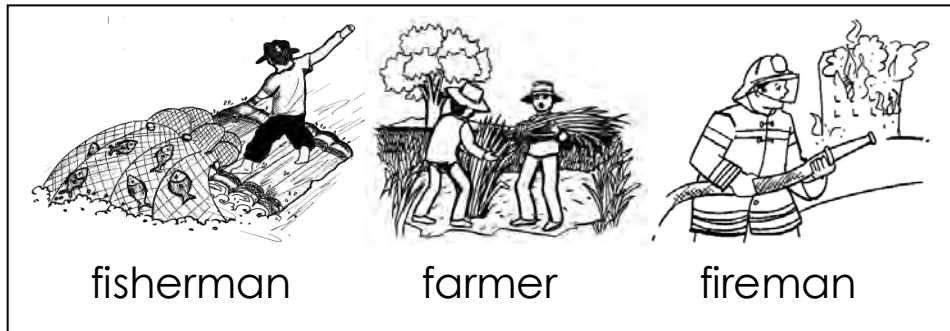


## Week 2: More Community Helpers All Around

### Lesson 6

#### Let's Try

Can you name other community helpers?  
Listen as your teacher describes a community helper.  
Choose your answers from the box. Write the name  
of the community helpers in your notebook.



1. I put out the fire in burning houses. Who am I?

I am a

--	--	--	--	--	--	--	--

2. I go to the sea to catch fish. Who am I?

I am a

--	--	--	--	--	--	--	--	--

3. I plant vegetables and fruits for people to eat.

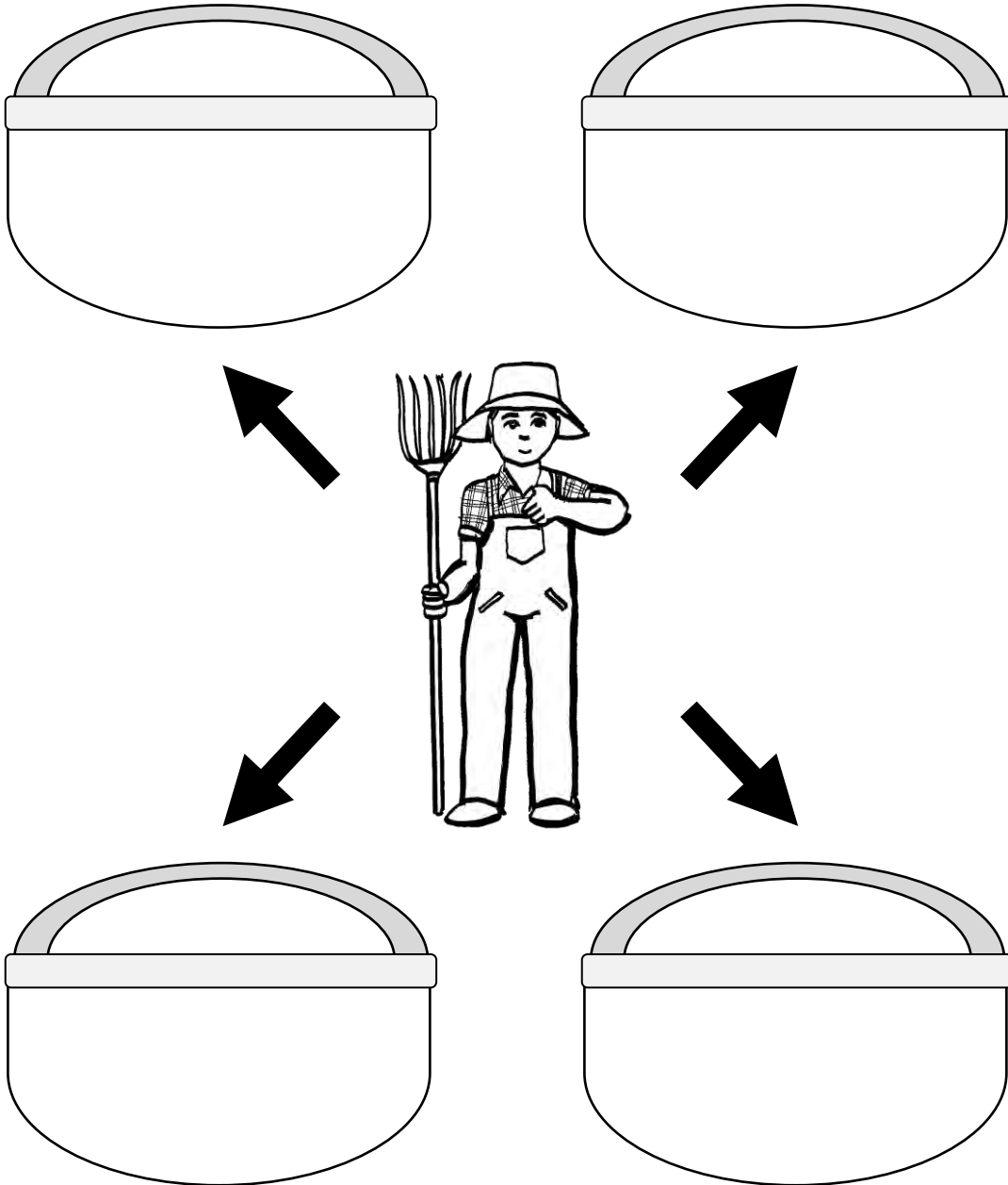
Who am I? I am a

--	--	--	--	--	--

## Let's Aim

If you were given a chance to interview a farmer, what would you ask him / her? Write your questions or asking sentences inside each basket.

What I Would Like to Know about Farmers



Listen as I read the following story.

### **The Farmer and the Seed**

by Amcy M. Esteban

The farmer plants a seed:  
First, a seed,  
Then, a sprout,  
and the leaves,  
Slowly, the buds come out!  
They grow bigger and bloom with fragrance.

But why do animals and insects go near them?  
Butterflies and bees come  
to enjoy the sweet smell.  
Animals, insects, and the wind  
help spread their new seeds  
to the new garden where...  
the other seeds are planted again.

### **We Can Do It**

Listen to the questions I will read. Try to answer the questions.

1. Who plants the seed?
2. What happens to the seed?
3. What happens to the bud?
4. Why do butterflies and bees go near the flowers?
5. What do some insects, animals, and the wind do to the seeds?
6. In what ways can farmers help us?

7. Which of your questions were answered by the story?

**Lesson 7**

**Let's Recall**

Let's recall how the farmer plants the seed.  
Can you remember the sequence of events?  
Dramatize as I read the story again.

**I Can Do It**

**The Life Cycle of a Plant**

Listen as I read each sentence. Which happens first?  
Show the correct order of events.  
Write the numbers 1, 2, 3, or 4 inside each small box.



It becomes a sprout.



It grows into a plant.



The farmer plants the seed.



The flower blooms.

## Kinds of Sentences: Telling and Asking Sentences

Listen as I read the following sentences.

<b>A</b>	<b>B</b>
What does the farmer plant?	The farmer plants the seed.
What happens to the seed?	It becomes a sprout.
What happens to the sprout?	It grows into a plant.
Why do insects go near the buds?	The insects smell the buds.

### We Can Do It

Try to answer my questions.

1. What do you notice about the sentences in column A? How do the sentences end? The sentences in column A ask something. These are called **asking sentences**. Asking sentences need answers. They usually start with **Wh-** questions and they end with a question mark.
2. What do you notice about the sentences in column B? How do the sentences end? The sentences in column B tell something. These are called **telling sentences**. Telling sentences start with a capital letter and they end with a period.

3. Now go back to the table on page 391. Tell whether the sentences in column A and B are Telling Sentences or Asking Sentences.

### **Remember This**

A **telling sentence** tells about something. It starts with a capital letter and ends with a period (.).

An **asking sentence** asks something. It needs answers. It usually starts with a **Wh-** question and ends with a question mark (?).

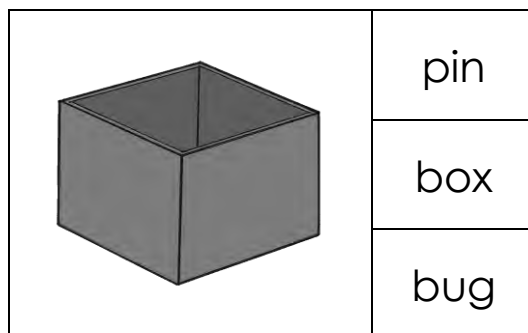
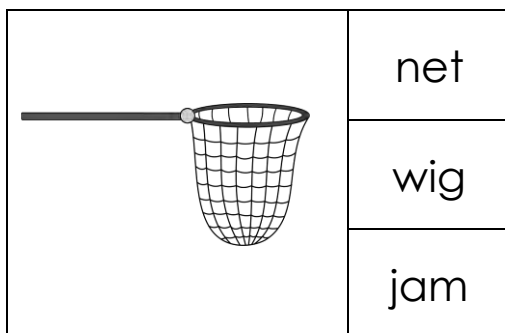
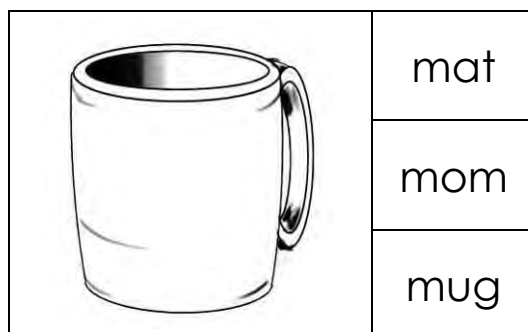
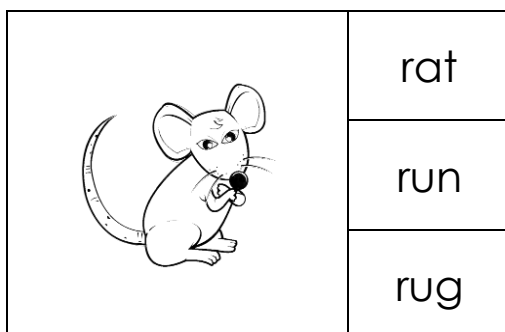
### **I Can Do It**

Listen as your teacher reads each sentence. Put a check mark ( ✓ ) after the number if it is a telling sentence. Put a question mark (?) if it is an asking sentence. Do this in your notebook.

1. Who is in the farm?
2. Farmers plant the seeds.
3. Farmers water their crops every day.
4. What does the farmer use in the farm?
5. Do farmers have time to rest?
6. We eat the fruits and vegetables from the farm.
7. Where do we buy the food from the farm?

## I Can Read Many Words

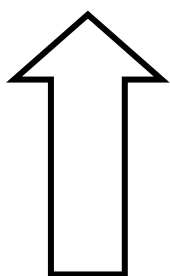
Look at the pictures. Choose the correct answer.



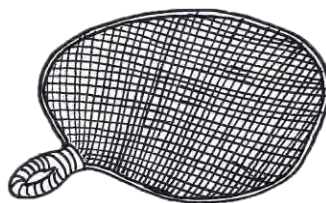
## I Can Do It

Give the missing letter to name the pictures.

Write the words in your notebook.



\_p



f\_n



w\_g



## Lesson 8

### Let's Aim

In the poem that I will read, guess the community helper being described.

### Who Do I See?

Who do I see?

I see a man who has a whistle.

I see him direct cars on the streets.

Who do I see? I see a \_\_\_\_\_.

Who do I see?

I see a woman who sells my favorite ice cream.

I see her almost everywhere every day.

Who do I see? I see a \_\_\_\_\_.

Who do I see?

I see a man who knocks on our door.

I see him give mom or dad a letter.

Who do I see? I see a \_\_\_\_\_.

Who do I see?

I see a woman who helps me get well.

I see her write the right pill for me to take.

Who do I see? I see a \_\_\_\_\_.

Who do I see?

I see a man with a hammer.

I see him build shelves and big houses.

Who do I see? I see a \_\_\_\_\_.

## Act It Out

Let us recite the poem together. We will call on your classmates to act out the community helpers being described.

## Let's Recall

Listen as I read the following sentences. Name if it is a telling sentence or an asking sentence.

Then, let us write the sentences with the correct punctuation mark in your notebook. Is it a period or a question mark?

1. Who do I see
2. I see a man with a hammer
3. What does the cop have
4. Where is the vendor
5. I see a woman who keeps the streets clean

### Remember This

A **telling sentence** tells about something. It starts with a capital letter and ends with a period (.).

An **asking sentence** asks something. It usually starts with **Wh-** questions like who, what, or where. It ends with a question mark (?).

## We Can Speak Up

Study the picture with a partner.

Take turns giving asking and telling sentences about the it. You may use the following words in your sentences: mug, bun, rug, jug, bud, bug, hum, fun.



## I Can Do It

Listen as your teacher reads each sentence.

Put a check mark (✓) after each number if it is a telling sentence. Put a question mark (?) if it is an asking sentence. Then, write the sentences with the correct punctuation marks in your notebook.

1. Did the mailman deliver a letter \_\_
2. The cop directs the cars to go and stop \_\_
3. Where is the street sweeper \_\_
4. What does the vendor sell \_\_
5. The carpenters built our nice house \_\_

## Lesson 9

### Let's Try

What sounds do you hear around? I hear \_\_\_\_\_.

### Let's Aim

Listen as I read the story. Find out the different sounds in the story.

Tak, tak, tak, tak, tak.

What is that I hear?

I hear hammer sounds all around.

Many carpenters are in our house.

Swish, swish, swish, swish, swish.

What is that I hear?

I hear the paint brushes glide all around.

House painters are in our house.

Creak, creak, creak, creak.

What is that creaking sound?

I hear that dangerous creaking sound.

Someone's climbing the creaking ladder.

Crash! Crash! Crash! Crash!

What is that crash I hear?

Oh no! Someone's hurt!

Someone fell off the ladder.

Quick! Quick! Quick!

What is that sound I hear?

Help! Help! Now! Now! Now!

C'mon! Let's check it out!

## We Can Do It

Listen to the asking sentences I will read about the poem. Try to answer the questions.

1. What are the different sounds in the poem?
2. Where is the setting of the poem?
3. What is happening in the poem?
4. What is the cause of the crash?
5. What do you think happened in the crash?  
How can you tell?
6. Who do you think is speaking in the poem?
7. What does the speaker feel at the end of the poem? How do you know that?
8. What do you think will be the ending of the poem?
9. What good title can you give for the poem?

## Let's Aim

### Different Kinds of Sentences

Listen as I read the sentences from the story.

<input type="checkbox"/>	1. I hear hammer sounds all around.
<input type="checkbox"/>	2. What is that I hear?
<input type="checkbox"/>	3. What is that crash I hear?
<input type="checkbox"/>	4. Oh no!
<input type="checkbox"/>	5. Help!

## **We Can Do It**

Try to answer my questions after I read each sentence in "Let's Aim."

1. What kind of a sentence is in number 1? Notice how it begins and ends. Look at the punctuation mark at the end of the sentence. Yes, it is a telling sentence.
2. What kind of sentences are in numbers 2 and 3? Notice how each begins and ends. Look at the punctuation mark at the end of each sentence. These are asking sentences. Each ends with a question mark.
3. Notice the sentences in numbers 4 and 5. What does each sentence express? What is the emotion or feeling in each sentence? How does each sentence end? Look at the punctuation mark at the end of each sentence. These are called exclamatory sentences. Each sentence expresses a strong emotion. Each ends with an exclamation point.

## **We Can Speak Up**

### **Exclamatory Sentences**

Listen as your teacher reads the following exclamatory sentences. Can you also say these exclamatory sentences with a strong feeling?

1. What a great man!
2. Fire! Fire! Please call the fireman!
3. Help! My mother fell! I need a doctor!
4. Hurry! We are late! The bus driver is already here!
5. Yipee! I am so happy! I got a high grade!

### Remember This

There are different kinds of sentences.

A **telling sentence** tells about something.

It starts with a capital letter and ends with a period (.).

An **asking sentence** asks something. It usually starts with Wh- questions like who, what, or where. It ends with a question mark (?).

An **exclamatory sentence** expresses a strong emotion. It shows feelings like being very happy, too excited, very scared, very angry, or too sad. It ends with an exclamation point (!).

### I Can Do It

Listen as I read these sentences. Copy the sentences in your notebook. Write the correct punctuation mark in the  after each sentence. Write a question mark  if it is an Asking Sentence, a period  if it is a Telling Sentence, and an exclamation point  if it is an Exclamatory Sentence.

1. Carpenters build houses
2. How many bank tellers are there in a bank
3. How high the pilot flies his jet
4. Who delivers the letters to houses
5. Oh no  My test score is so low

## Lesson 10

### Let's Aim

How does your father go to work?

Say: "He goes to work by \_\_\_\_."

Find out in the story how Mang Berto goes to work. Listen as I read a short story to you.

Mang Berto is a factory worker. He works in a candy factory in Laguna. He wakes up early and walks every morning to go to work. How hard Mang Berto works in the factory!

Then, he walks back to his house to eat dinner with his family. Why does he walk every day? Mang Berto wants to save money for his family. What a great man! Do you also save money like Mang Berto?

Which do you think happened first? Arrange the events below from 1 to 5. Write the correct answers on the blank. Do this in your notebook.

- \_\_\_ 1. Mang Berto eats his breakfast.
- \_\_\_ 2. Mang Berto goes home.
- \_\_\_ 3. Mang Berto walks to the factory.
- \_\_\_ 4. Mang Berto eats his dinner.
- \_\_\_ 5. Mang Berto works inside the candy factory.



## I Can Do It

Listen as I read these sentences in the story.  
Tell what kind of sentence each one is. Do this  
in your notebook. Give your answers by writing:

**TS** if it a Telling Sentence

**AS** if it an Asking Sentence

**ES** if it is an Exclamatory Sentence

1. Mang Berto is a factory worker.
2. He works in a candy factory in Laguna.
3. How hard Mang Berto works in the factory!
4. Why does he walk every day?
5. What a great man!
6. Do you also save money like Mang Berto?

## I Can Read

Write the word that the teacher will say in each  
column. Draw each word in your notebook.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
cot	sun	hat	cap
cat	sand	hit	cop
cut	sin	hat	cup
can	son	hut	cab

## Week 3: Sights in Our Community

### Lesson 11

#### Let's Try

What do you like to do with your friends? Tell us.

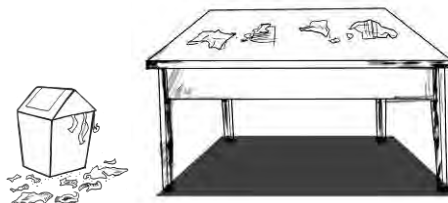
Say: "I like to \_\_\_\_\_ with my friends."

#### Word Study

I will read and use the following groups of words in sentences. Connect them to the correct picture with a line.

get rid of

I want to get rid of the trash on the table. I want a clean table.



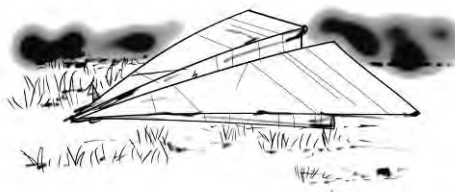
making her rounds

The nurse was making her rounds in the hospital.



landed on the ground

My paper plane landed on the ground.



basketball star

My favorite basketball star  
made the most points  
in the game.



### **Let's Aim**

Have you been in a plaza or a park? What did you see there? What did you do there?

Listen to my story.

### **Biking in the Plaza**

by Teacher Nong

“Mama, I would like to ride my bike. May I go to the plaza?” Mina asked.

“Who will you go there with you, Mina? Ask some of your friends to join you.”

“Simon and Nikki will ride their bikes, too. We promise to be careful. We will go home before it gets dark,” said Mina.

The three friends got on their bikes and went to the plaza. Many children were in the playground. Five boys were in the swing. Two kids were on the slide. And some were on the seesaw. Laughter could be heard everywhere.

They saw the gardener planting beautiful plants around. A street sweeper was putting all the leaves in the trash can. A cop in a motorbike was making his rounds.

After biking for more than an hour, Mina got tired. "Come on. Let's buy some ice cream." They approached the vendor. The ice cream was perfect for a hot, tiring day! Simon threw the ice cream wrapper on the ground.

"Pick that up Simon! Let us help the street sweeper. He must be tired cleaning up this place all day."

"Ooops, sorry! I did not think about that! I just wanted to get rid of the wrapper," said Simon.

"There is a trash can over there. Just shoot it there. We need to help keep this place clean," said Nikki.

Simon pretended he was a basketball player. He turned around many times to shoot the wrapper in the trash can. He landed on the ground. He was not moving.

"Oh, no! Simon, are you hurt? Hurry, Nikki let us bring him to the barangay clinic," yelled Mina.

The clinic was just beside the plaza.

The nurse washed the cut on Simon's knee. She put medicine and band-aid on it.

"That is just a small cut, brave boy," said the nurse.

"Thank you," said Simon. "I am a brave basketball star. And I did shoot the wrapper in the trash can. Great shot!"

"And great cut," said his two friends. They laughed as they all left the clinic.

### **We Can Do It**

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

1. Who went to the plaza?
2. Why did they go there?
3. What did Mina promise Mama before she left?
4. Why did they get some ice cream?
5. What did Simon do with the wrapper?
6. What did his friends tell him?
7. If you were Simon, what would you do if your friends tell you that?
8. What words describe the girls in the story?
9. What happened to Simon as he turned around to throw the wrapper?
10. Where did the girls bring him?
11. Who helped Simon in the clinic?

### **I Can Do It**

Draw in your notebook what the three friends saw in the plaza.

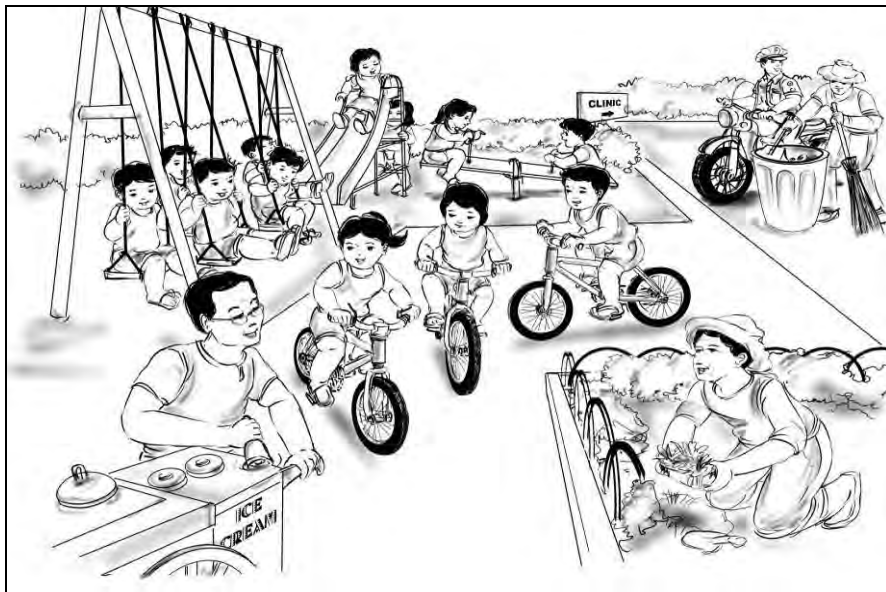
## Lesson 12

### Let's Try

#### Main Idea

Look at the picture about our story yesterday. What is happening in the picture?

What is each one doing?



#### We Can Do It

Speak Up Time

Use the sentence pattern to say what you see in the picture.

With my beautiful eyes, I see \_\_\_\_.

## We Can Do It

### Describing Words: Words that Tell about the Number

Listen as I read these sentences.

1. Three friends rode their bikes to the park.
2. Five boys were in the swing.
3. Two kids were on the seesaw.
4. A cop was in a motorbike.
5. A vendor sold ice cream.

Look at each sentence. What describing word is used for:

1. friends
2. boys
3. kids
4. cop
5. vendor

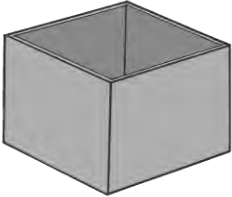





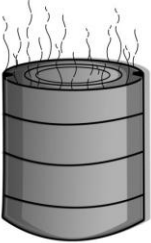
Write the word in each sentence that shows the number of people being described. Do this in your notebook.

#### **Remember This**

Describing words are words that describe persons, animals, places, things, or events.  
We can use numbers to describe something.

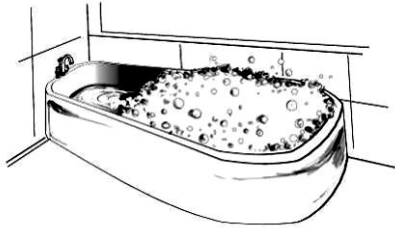
## I Can Read Phrases

Look at these pictures. Write in your notebook the correct phrase that tells about each picture.

	<p>a big mug a big pen a big pot</p>		<p>get a ham get a bud get a wig</p>
	<p>in the mud in the box in the pan</p>		<p>rub the leg rub the jar rub the pup</p>
	<p>sell a mat sell a pig sell a mop</p>		<p>a fat man a fat cat a fat dog</p>
	<p>a big gem a big gum a big van</p>		<p>a bad lad a bad hag a bad cat</p>
	<p>a hot cup a hot mug a hot can</p>		



Choose the phrase which describes each picture.  
Write your answers in your notebook.



mug in the tub

suds in the tub

bug in the cub



mud in the truck

bud in the truck

fun in the sun



bus in the mud

cat in the mud

boy in the mud

### Lesson 13

#### Let's Recall

Can you remember what happened in our story  
"Biking in the Plaza"?

Who said the following? Choose your answer from  
the box.

Mina      Simon      Nikki

1. "Come on. Let's buy some ice cream."
2. "Pick that up Simon! Let us help the street sweeper. He must be tired cleaning up this place all day."
3. "Ooops, sorry! I did not think about that! I just wanted to get rid of the wrapper."
4. "There is a trash can over there. Just shoot it there. We need to help keep this place clean."

### **Let's Aim**

Listen again as I read the previous sentences. What are all the sentences about? What are the sentences trying to say? Choose from the following.

- |   |
|---|
| <ol style="list-style-type: none"><li>A. In the Plaza</li><li>B. Let's Eat in the Plaza</li><li>C. Let's Keep the Plaza Clean</li></ol> |
|---|

Letter C tells about the sentences I read. It is called the main idea or big idea.

### **We Can Do it**

Listen to my short story and think about the main idea.

## Getting the Main Idea

Listen to the story. Choose the letter that best gives the main idea of the short story.

My mom goes to the market every day. She buys fish, vegetables, meat, and fruits from the vendors. She loves to go to the market to buy our food. She goes home happy to cook our meals.

- a. Our Meals
- b. Vendors in the Market
- c. Mom's Day in the Market

### Remember This

The main idea of the story tells us what the story is about. It is called the big idea.

## I Can Do This

Listen to the stories carefully and think about the main idea. Choose the best answer and write it in your notebook.

We wake up early. My brother is excited. My mother prepares our clothes. Dad cleans the car. We will watch "Iron Man."

1. Going on a picnic
2. Watching a movie
3. Cleaning the car

When I grow up, I want to be an actor.  
I can perform on T.V. and act on stage plays.  
All my friends will watch me perform.

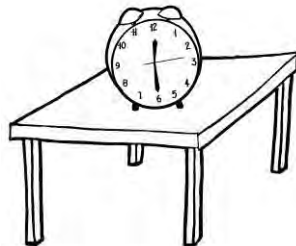
1. What I Want to Be
2. How to Be Healthy
3. My Manners

### I Can Do It

Our school is a sight in our community. Be ready for a walk inside our school. Your teacher will take you around the campus and you will list all the things that you see. Use the sentence pattern below. Bring your notebook and pencil and use describing words like number, size, and shape to complete the sentence.

I see \_\_\_\_\_ ( things).  
(size)

Example:



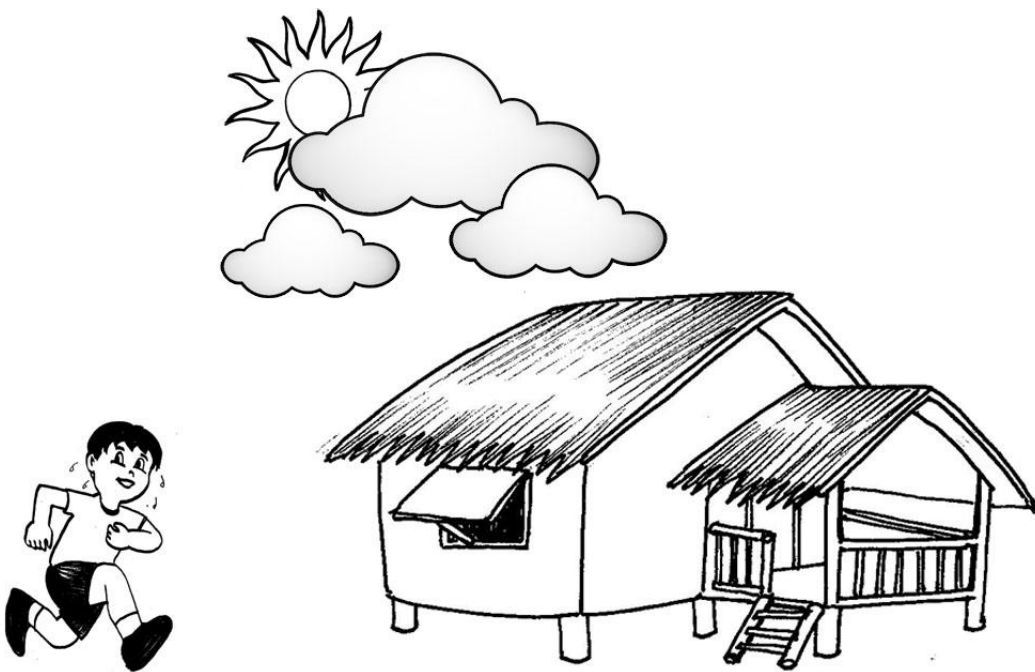
I see small trash cans.  
I see large rooms.

I see a round clock.  
I see a square table.

Describing words are words that describe the naming words. They tell about the number, size, or shape of the person, animal, place, or thing.

### I Can Read More Phrases

Read the following phrases. Copy and then color the pictures.



a hut under the  
hot sun

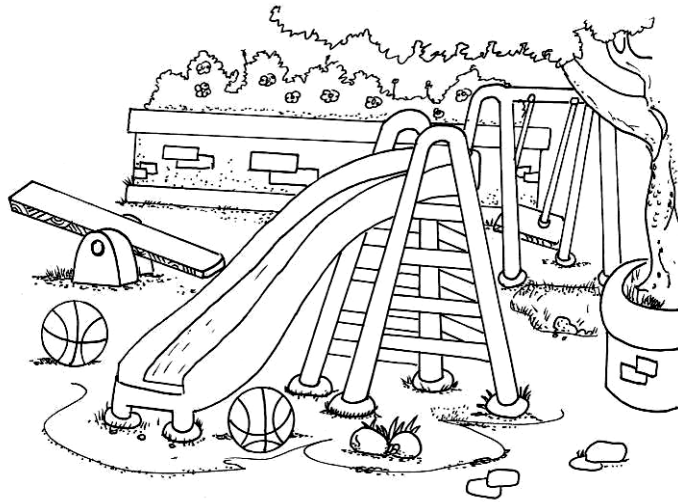
runs to the hut

the hot sun

a lucky lad

## Lesson 14

### Let's Try



The children went to the playground. They rode the seesaw. Some tried the swing. Others went up and down the slide. They played all day and had so much fun in the playground.

Read and listen to clues to get the main idea of the short story. What is the main idea of the short story? Choose the best answer and write it in your notebook.

Planting Is the Best

Having Fun  
in the Playground

Going Home

School Is Cool

## Let's Aim

Imagine that you are in a playground.  
What do you see? Describe the size of the things  
that you see.

The slide is \_\_\_\_\_.

The swing is \_\_\_\_\_.

The seesaw is \_\_\_\_\_.

How did you describe the things that you see  
in a playground? You described the size of the things  
that you see.

## We Can Do It

Get some things in your bag then describe their size.  
Describe them to your partner.

My pencil is long.

The ruler is \_\_\_\_\_.

My bag is \_\_\_\_\_.

My notebook is \_\_\_\_\_.

### Remember This

We can describe naming words by telling  
about their size like large, small, big, long,  
short, wide, narrow, and many more.

## I Can Do It

Complete each sentence in your notebook. Fill in each blank with the correct describing word about the size of the naming word.

1. The building is \_\_\_\_\_.
2. The mall is \_\_\_\_\_.
3. The bus is \_\_\_\_\_.
4. The hut is \_\_\_\_\_.
5. The restaurant is \_\_\_\_\_.

## I Can Read

the letter	the magnet	the ruler	the barber
the cotton	the hammer	the carpenter	the hamper
lucky dog	lucky bug	lucky cub	lucky men

## I Can Do It

Write in your notebook the phrase that the teacher says.

1. the river	the rubber	the hammer
2. the popcorn	the pop star	the lollipop
3. Harry Potter	Harry Rotter	Harry Popper
4. a laptop	a ladder	a present
5. calendar	coconut	cabinet



## Lesson 15

### Let's Try

What is the main idea of the poem? Find out as the teacher reads it.



### Sights and Shapes

Look, look, look at the shapes and sights of our environment.

See the **round sun** shining like a ball of fire.

Look at the **diamond kite** which shines up in the sky.

Yes, I love the **oval petals** of flowers because they are so pleasant to the eyes.

How lovely the triangular roof of the nipa hut

But it is nothing compared to the **cone-shaped mountain,**

Oh how grand these beautiful sights and shapes!

What is the big idea of the poem? Choose from the following:

1. The Boy in a Farm
2. The Sights and Shapes in Our Community
3. I Love to Fly My Kite

A story has main ideas or big ideas.

## Let's Aim

### Describing Words: Shapes

Look at the poem again. Do you notice the highlighted words? I will read them again. Answer my questions.

- |                           |                                |
|---------------------------|--------------------------------|
| 1. round sun              | What is round?                 |
| 2. diamond kite           | What is the shape of the kite? |
| 3. oval petals of flowers | What is oval?                  |
| 4. cone-shaped mountain   | What is cone-shaped?           |

What are the words round, diamond, oval, and cone-shaped? They are shapes. They are used to describe naming words.

### Remember This

Describing words describe people, animals, places, and things.

When we describe objects, we can describe them by looking at their shapes, number, and sizes.

## I Can Do It

### I Can Read More Phrases

Draw each phrase in your notebook.

a fast car	a fast van	a fast bus
a big collar	a dirty market	a big cart
the sunset	a summer day	a sunny day
the carnival	the carpet	the cat naps
a hamburger	a hammer	a hamburger bun
the bananas	the banner	the barber
a hospital	a doctor	a helicopter

## Lesson 16

### Let's Try

#### Places in the Community

Talk about the places you love to go to in the community.

Pupil A will ask and Pupil B will answer. Then you will switch roles. Pupil B will ask and Pupil A will answer.

Time limit: 5 minutes only.

“What is your favorite place in your community?  
“My favorite place in our community is the \_\_\_\_\_.  
I like to go there because \_\_\_\_\_.”

### Get Set

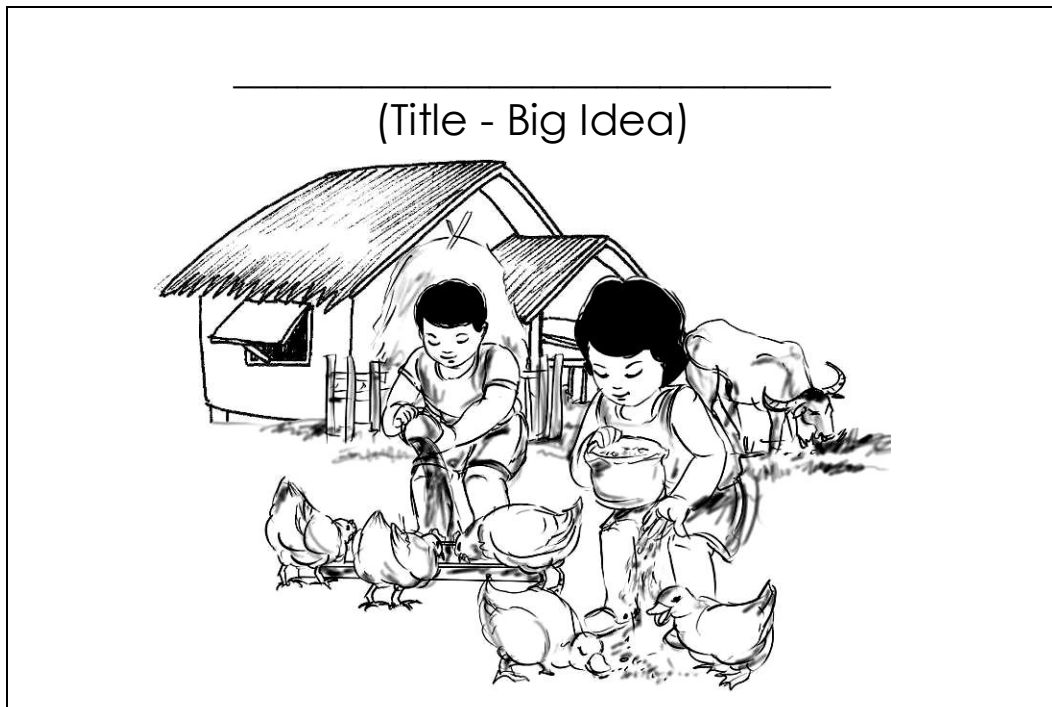
Listen as your teacher uses the word/s in the box in a sentence. Listen to the clues which will be given to you and look at my action, too.

Let us try to find out what the words mean.

enjoyed	visit	swam
went home	caught	harvest

In our story, find out where the main characters went and how they felt in their grandfather's community.

### Let's Aim



Mat-Mat and Erica went to Batangas to visit their grandma and grandpa. Lolo Ricardo showed them several farm animals like the carabao, hens, pigs, horses, and goats, too. They enjoyed feeding and playing with the animals. They had fun watching bugs and insects like lady bugs, beetles, spiders, and grasshoppers.

The next day, Mat-Mat and Erica went to the cool river. They swam in the crystal clear river. Mat-Mat and his grandfather went fishing. Erica and her grandmother swam happily in the river. Mat-Mat caught a big fish so Lola Adela immediately went home to cook it.

Erica harvested fresh round tomatoes and other vegetables in the backyard. She picked the sweet fruits and went to the kitchen to help Lola Adela. They all ate the delicious food for lunch.

Mat-Mat and Erica had a wonderful time in the farm with their grandpa and grandma.

Listen to the questions about the story and try to answer them:

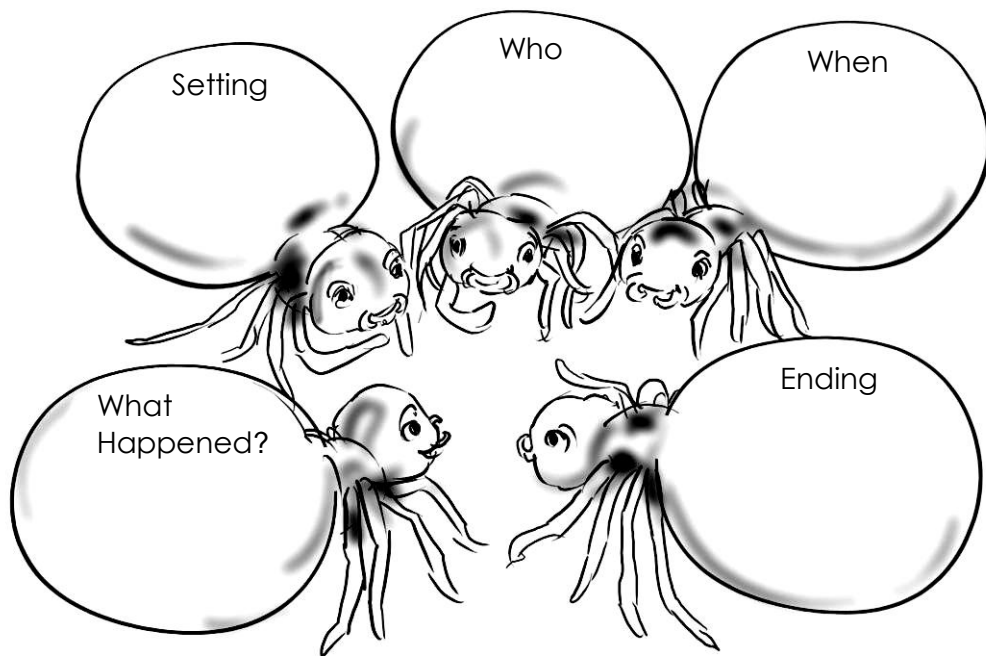
1. Describe the things that Mat-Mat and Erica saw in the farm.
2. What did they see in the farm?
3. Based on the story, how does the river look like?
4. Was the water of the river hot or cool?

5. What did Mat-Mat catch? What was the size of the fish?
6. How did Lola Adela feel when she saw the big fish? What did she do with it?
7. How did Erica help her Lola Adela?
8. What did Erica harvest?
9. What was the taste of the fruits?
10. How did Mat-Mat and Erica feel in the farm?

## Lesson 17

### Let's Try

Try to recall the story. Answer the spider chart. Do this in your notebook.



## Let's Aim

Which of the three titles or main headings is the main idea or big idea of the story?

- The Water Animals that I See
- Fun Moments in Our Grandparents' Farm
- Matthew and Erica Went to Market

## Describing Words

Listen as I read each sentence.

1. There were many animals in the farm.
2. Mat-Mat caught a big fish.
3. Erica harvested the round tomatoes.
4. Mat-Mat and Erica saw small bugs in the backyard.
5. They saw the oval body of the spider.

Write the word in each sentence above to answer the questions correctly.

1. How many animals were in the farm?
2. What is the size of the fish?
3. What is the shape of tomatoes?
4. What is the size of the bugs?
5. What is the shape of the spider?

Read the words you wrote. What do the words talk about? These words tell something about the naming words. They tell the number, size, and shape of animals and things. Many, big, round, small, and oval are called describing words.

What does many tell us?

It is a describing word that tells about the number.

What are big and small? These words tell about what we see, hear, or feel.

Oval and round are describing words that tell about the shapes.

### **Remember This**

There are many ways to describe people, animals, places, and things. Describing words tell us how a person, a place, or something looks like. Describing words can tell about the number, size, and shape of things. We can also describe by using words that tell about what we see, hear, taste, smell, or feel.

## **We Can Do It**

### **Grab from the Bag Game**

Get anything inside a bag which you would like to describe. Tell about its number, size, and shape. You may also give words that tell what you see, smell, taste, feel, or hear.

Use this sentence to describe what you are holding.

It is \_\_\_\_\_.

Grab and say something about the following:

candy

ball

3 stones

2 toy blocks



Can you think of other possible titles or headings for our game?

What was our game all about? What was the big idea of our game?

My Title for Our Activity: \_\_\_\_\_

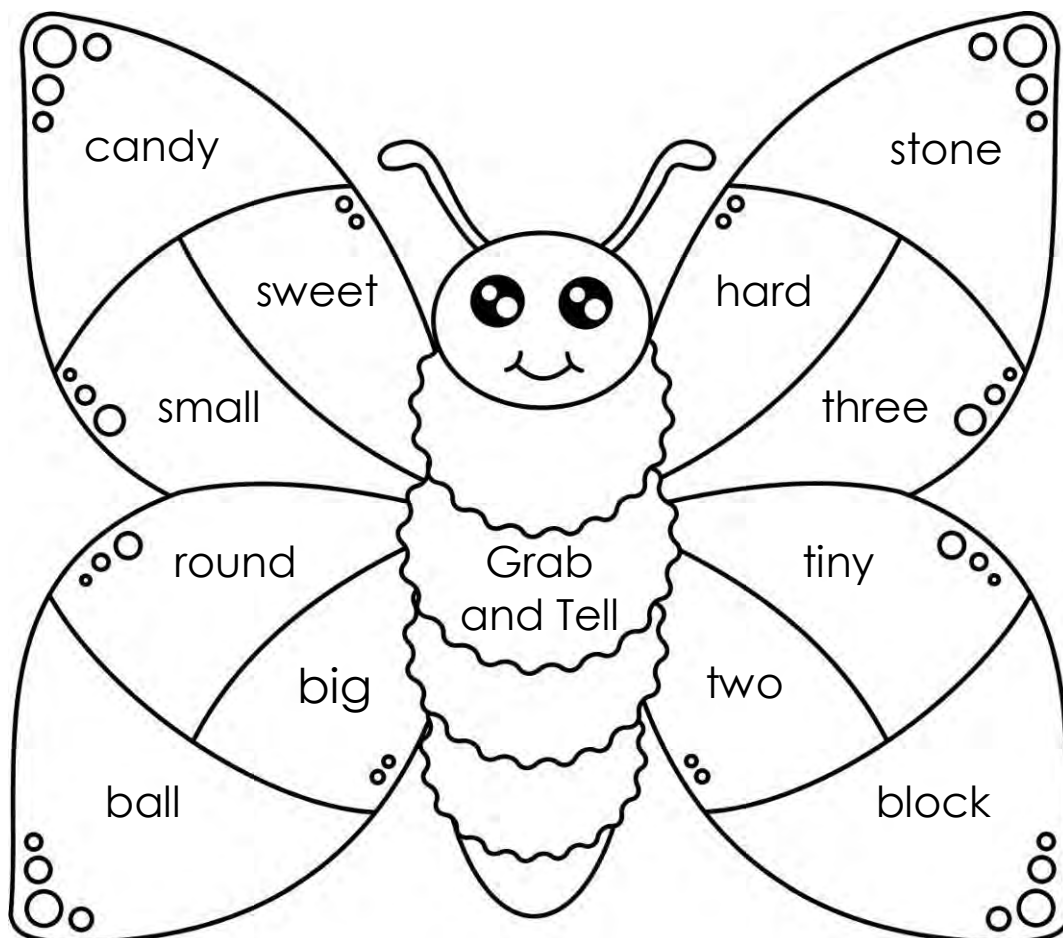
### **We Can Do It**

I also have a nice title for our game, "Grab and Tell."

Why do you think did I choose this title?

Let us support the main heading with small ideas.

Let's read the other sentences which talk about the big idea. Look at describing words in our butterfly chart.



### **Remember This**

A story has a main idea or big idea.  
It also has small ideas. The small ideas are supporting ideas that talk about the main idea or big idea.

### **More Sentences to Read**

Read the story and answer the questions.



1. This is Rendel the cub.  
Who is the cub?
2. Rendel is in the hot tub.  
Where is Rendel?
3. Rendel rubs his armpit.  
What does Rendel do?  
What does Rendel rub?
4. The tub is full of suds and bubbles.  
What is the tub full of?
5. Rendel felt happy in the tub.  
How did Rendel feel in the tub?

## Lesson 18

### Let's Try



They fed and played with the farm animals.



Matthew and Erica swam in the river.



They looked at the spider.

## Let's Aim

### **The Bug on the Barber's Bed**

by Amcy M. Esteban

(Let's sing to the tune of Eensy-Weensy Spider)

The barber was on the bed  
when an ugly insect crawled.  
Down crept the bug,  
and went on his back.  
Out came the bug  
and scared the barber up.  
Now, the little baby bug  
slept happily on his bed.

1. Where was the barber?
  - a. on the bed
  - b. in the garden
  - c. in the yard
2. What crept on the barber's back?
  - a. a bug
  - b. a dog
  - c. a cat
3. Where do you think did the barber go?
  - a. on the bed
  - b. in the mall
  - c. outside
4. What did the bug do on the bed?
  - a. slept happily
  - b. followed
  - c. ran

5. How did the barber feel when the bug crawled on his back? He felt\_\_\_\_\_.
- a. scared
  - b. sad
  - c. happy

Think of the main idea of the song and then change its title.

### **We Can Do It**

Look for two describing words mentioned in the song. Write them in your notebook.

Read the questions to get a clue.

1. How does the insect look like?  
It is \_\_\_\_\_.
2. What is the size of the baby bug?  
It is \_\_\_\_\_.

The describing word ugly tells how the insect looked like.

The word little tells the size of the bug.

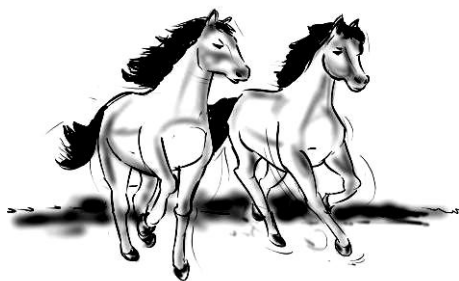
Can you use other describing words to describe the baby bug?

1. How many bugs were mentioned in the story?  
There was \_\_\_\_\_ bug on the bed.
2. What do you think is the shape of the bug?  
I think it was a \_\_\_\_\_ bug.

## I Can Do It

Listen as I read the sentences. Complete each sentence by writing a describing word for each picture. You may use number, size, or shape to describe the picture.

1.



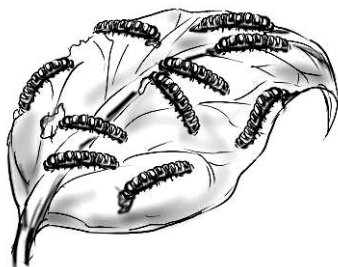
\_\_\_\_\_ horses run quickly.

2.



Dad is \_\_\_\_\_.

3.



\_\_\_\_\_ caterpillars crawl.

4.



I see a \_\_\_\_\_ wheel.

## Let's Try

### More Sentences to Read

Read the sentences and answer the questions.  
Write your answers in your notebook.



Run, run, run!  
Run under the sun.

Run to the bus driver.

Run in the hot tub.  
It is fun to run in summer.

1. Where did the boy run?
2. What is fun to do?
3. When is it fun to run?

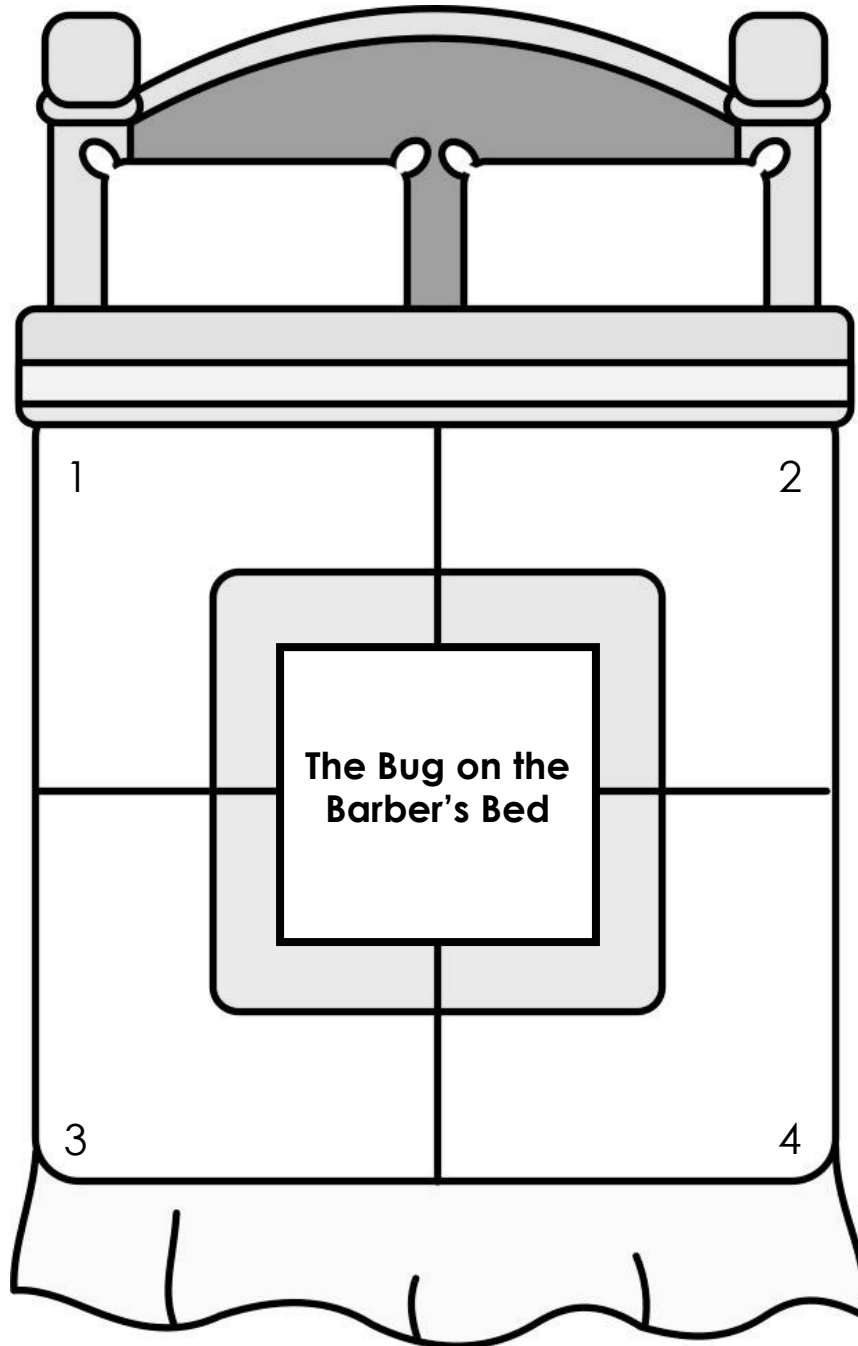
Read the sentences and then answer the questions.

1. The bug is in the puddle.
  - a. What is in the puddle?
  - b. Where is the bug?
2. The carpenter has a big coconut.
  - a. What does the carpenter have?
  - b. Who has a coconut?
3. Jessica has a basketful of red ribbons.
  - a. What does Jessica have?
  - b. Who has a basketful of ribbons?

## Lesson 19

### Let's Try

Let us try to recall the story in the song, "The Bug on the Barber's Bed" by remembering and drawing the events of the story. Do this in your notebook.

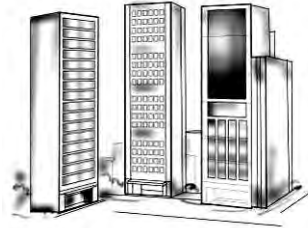




## We Can Do It

Listen as I read the following sentences. Match each sentence with the correct picture.

1. The farmer has five hens in the farm.



2. We planted the tall trees.



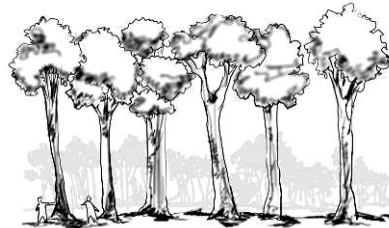
3. There are several buildings in Makati.



4. They love to watch the playful clowns.



5. She wears her heart-shaped pendant.



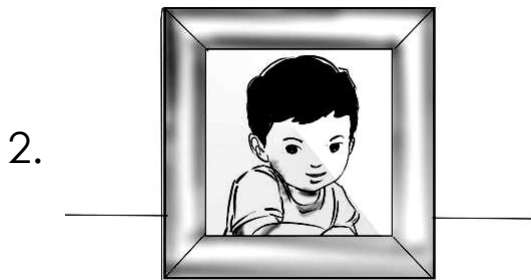
Write in your notebook the describing word that talks about the underlined word in each sentence.

## I Can Do It

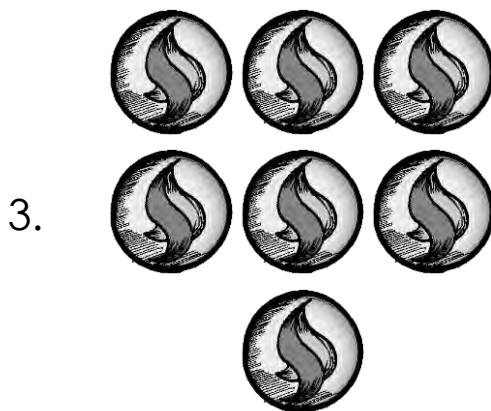
Think of a describing word for each picture.  
Read the questions to help you complete  
each sentence. Write the answers in your notebook.



There are \_\_\_\_  
policemen.  
How many policemen  
are there?



Milo has a \_\_\_\_ picture  
frame.  
What is the shape of  
the picture frame?



Ted has \_\_\_\_ marbles.  
How many marbles are  
there?

## More Sentences to Read

Write the sentence the teacher says.

Read aloud the following sentences.

The helicopter of Rodrigo is different from the rest.
---

The big animals are in the carnival.
--------------------------------------

Teresa lit the lanterns.
--------------------------

Veronica visits the gardener in the hospital.
---

## Lesson 20

### Let's Try

Listen to me and give the big idea. Choose the letter of the best answer.

Conrad's hair is too long. His teacher told him that he needed a haircut. Conrad went to his mom because he would like to go to his barber. He asked for money and then he went out.

- a. Conrad Goes to the Bakery
- b. Conrad Goes to the Barber
- c. Conrad Stayed Home

### We Can Do It

Listen to me and give the big idea. Choose the letter of the best answer.

The teacher asked the children to get their bags. Then, the children started to line up. The teacher reminded everyone to do their homework.

- a. The class was starting.
- b. The class was ready to go home.
- c. They are going on a field trip.

## I Can Do It

### Describing Words

Listen as I read each sentence.

Write the correct describing word for each picture.

Do this in your notebook.



- 1. The cake is  
(large, circle, one).



- 2. The man has  
(little, four, square)  
lamps.



- 3. Rita has  
(wide, rectangular, 7)  
rabbits.



- 4. Jenny has a  
(old, 5, big) doll.

## More Sentences to Read



Read the sentences and answer the questions.  
Write your answers in your notebook.

1. Isabel helps the sick.  
Who helps the sick?
2. The doctor gives some medicine  
to the sick man.  
What does the doctor give?  
Who gives the medicine?
3. The boy gave the basket of canned goods.  
What did the boy give?  
Who gave the canned goods?
4. Teacher Anabel packed the old clothes.  
Who packed the old clothes?  
What did Teacher Anabel pack?
5. The poor family was so thankful.  
Who was thankful?  
How did the poor family feel?

## Week 4: In the City and in the Country

### Lesson 21

#### Let's Try

Talk about where you live. Describe to us what you see around.

Say: "I live in \_\_\_\_\_.  
I see \_\_\_\_\_."

#### Learning New Words

Listen as your teacher uses the word/s in the box in a sentence. Look at the pictures that will be shown, too. Find out what the words mean.

fireflies	adorn
groove	dark
calm	city and country

#### Let's Recall

What do you see in the place where you live? Name some things that you hear in this place.

#### Let's Aim

In the poem you are about to hear, you will find out what the speaker sees and hears where he/she lives in. Listen as I read the poem.

## I Like It Where I Live

by Teacher Nong

I like it in the city!  
Bright lights all around me,  
Red lights, green, blue,  
and yellow, too!  
The music makes me sing  
and move.  
Listen! Fun music makes  
me groove!  
And when city lights  
adorn the dark nights,  
Oh! The nights are not  
so dark after all!



I like it in the country!  
The nights may be dark,  
But fireflies adorn the  
gardens,  
Frogs croak in the night  
so calm.  
Listen! Fun music makes  
me hum!  
And when the music plays  
in the quiet night,  
Oh! The nights are not  
so quiet after all!



## **We Can Do It**

Listen to the questions about the poem and answer them.

1. In the poem, what can one see in the city?
2. What does one hear in the city?
3. Based on the poem, what can you see and hear in the country?
4. Who do you think is speaking in each stanza?
5. How does the one in the city feel? Which lines tell you how he/she feels?
6. How does the one in the country feel? Which lines tell you how he/she feels?

## **I Can Do It**

Where do you like to live, in the city or in the country? Draw where you like to live in your notebook. Write the following sentence below your picture.

I like to live in the \_\_\_\_\_.

## **Lesson 22**

## **Let's Recall**

In our poem yesterday, we learned how it looks like in the city and in the country. I will read the poem again. Make actions as I read the poem. You may recite the poem with me the second time I read it.



## Describing Words

Listen as I read each sentence.

1. The lights are green and red.
2. The lights are blue and yellow.
3. The lights are bright.
4. The music is fun.
5. The night is dark.
6. The night is quiet.

Write the word in each sentence above that answers the question that I will read.

1. What color are the lights? (Numbers 1 and 2)
2. What word tells about the lights? (Number 3)
3. What word tells about the music? (Number 4)
4. What word tells about the night? (Numbers 5 and 6)

Read the words you wrote. What do the words talk about? These words tell something about the underlined words.

Green, red, blue, yellow, fun, dark, and quiet are all describing words.

What are green, red, yellow, and blue?

Describing words can tell about colors.

What are fun, dark, and quiet? These words tell about what we see, hear, or feel.

### **Remember This**

Describing words tell about how a person, place, or something looks like. Describing words can tell about the color of things. We can also describe by using words that tell about what we see, hear, or feel.

### **We Can Do It**

Give describing words for the thing or picture I will show or say. You may tell about its number, size, shape, or color. You may also give words that tell what you see or hear. Use the sentence form in the box when you answer.

It is \_\_\_\_\_.

Say something about the following:

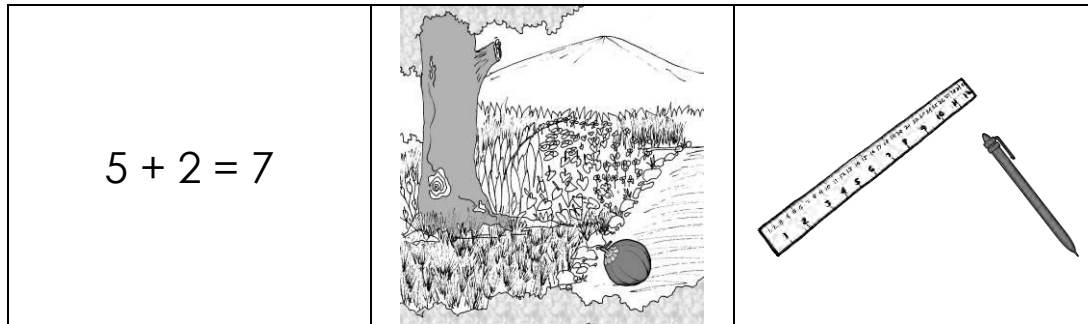
- Show a pencil.
- Show a school bag.
- Point to the blackboard.
- Point to the light in the ceiling.
- Play loud music from a radio.
- Show a picture of a room at night when the lights are off.

## Let's Aim

### Reading Sentences

Study the following pictures.

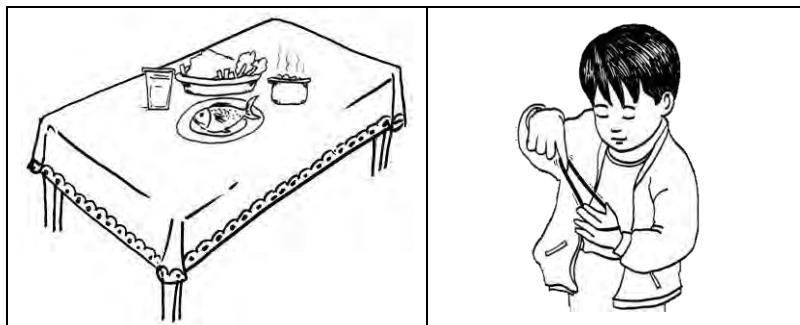
Say something about each picture.



A

B

C



D

E

Let us read these sentences.

Look for the correct picture in the boxes above for each sentence. Write the letter of your answer in your notebook.

1. I have a ruler and a pen.
2. Supper is also dinner.
3. There is a coconut in the garden.
4. I get the sum when I add numbers.
5. Nelson has a rubber band.

## **We Can Do It**

Find a partner. Read each sentence to your partner.

Act out what each sentence says.

1. The coconut is on the rug.
2. The nun has a ruler.
3. It is hot during summer.
4. Ten and six are numbers.
5. There is coco jam on the bun.

## **Lesson 23**

### **Let's Aim**

Yesterday, we recited a poem about how it looks like in the city and in the country. I will read the poem again. Make actions as I read the poem. You may recite the poem with me.

### **Outline: Big Ideas and Small Ideas**

The poem talks about two big ideas. First, it tells what it is like in the city. Second, it talks about what it is like in the country. You will find these two big ideas in Part I and Part II of the outline. I will read these two big ideas.

There are small ideas under the big ideas in the poem. You can see the small ideas in A, B, and C. I will read the small ideas under each big idea. Copy the following in your notebook.

## In the City and in the Country

- I. I like it in the city.
  - A. There are bright lights.
  - B. The music makes me dance.
  - C. \_\_\_\_\_
  
- II. I like it in the country.
  - A. There are fireflies.
  - B. Frogs croak at night.
  - C. \_\_\_\_\_

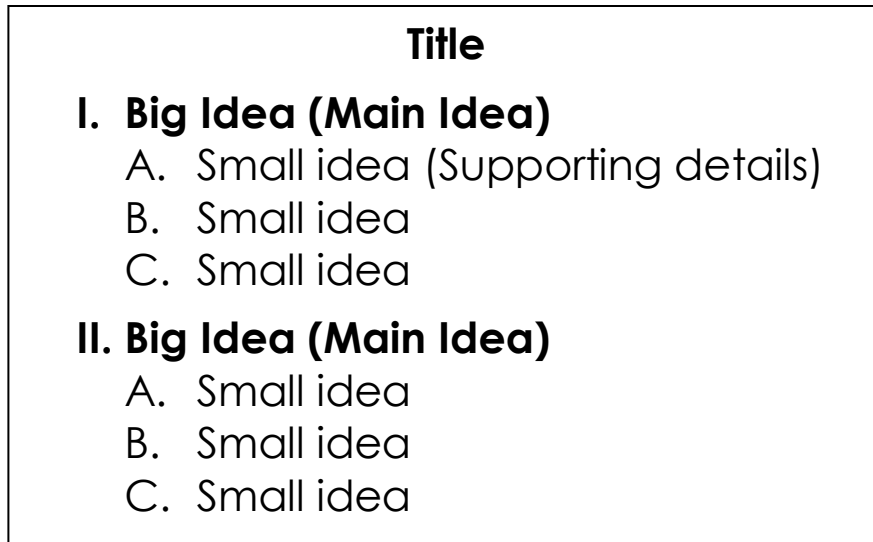
## We Can Do It

I will read the small ideas in the box. Let us write each sentence on the blank under the correct big idea. Do this in your notebook.

The night is not so quiet.  
The night is not so dark.

We just made an outline. An outline has big or main ideas. Small ideas or supporting details are written under the big ideas. An outline helps put ideas that talk about the same things together. Then, we have a well-written paragraph.

An outline looks like the one in the box below.



### **We Can Do It**

Work with a partner. Think of other small ideas that you can add under the big ideas below. What do you like in the city or in the country?

I like it in the city.  
I like it in the country.

### **Remember This**

An outline has main ideas or big ideas and small ideas. The small ideas or supporting ideas are written under each main idea.

All the small ideas should talk about the main idea where they belong.

## I Can Do It

Listen as I read the poem in the big box. I will read each stanza at a time. Then, draw in your notebook what each stanza talks about.

In the city, \_\_\_\_\_  
I hear the noise so loud,  
I feel the air so warm,  
And the air is not so clear!

In the country, \_\_\_\_\_  
I hear the sounds so soft,  
I feel the breeze so cool,  
And the air is just so fresh!

There is something missing in the poem.  
The main idea in each stanza is not there.  
I will read the sentences in the box below.  
Where should each main idea go?  
Copy the poem in your notebook and write the correct sentence on the blank above.

I see buildings so high.  
I see huts so low.

Now, I will read each line in the poem.  
Encircle the describing word in each line in the poem.

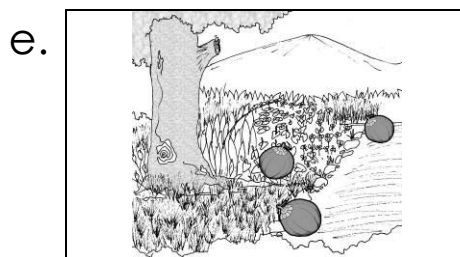
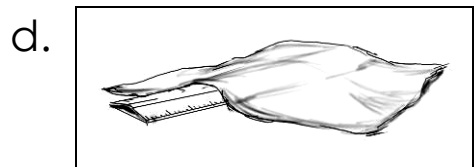
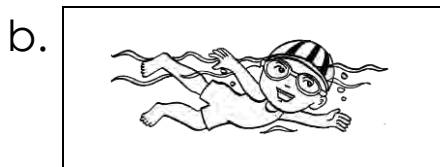
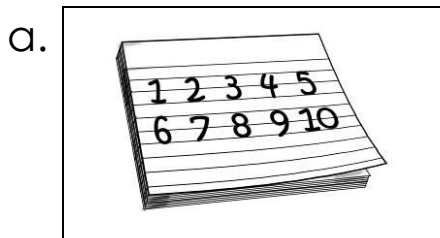
## Let's Aim

### Reading Sentences and Answering Questions

Let us read these sentences. Make a picture in your mind as we read each sentence.

Can you find the correct picture in the box?

Answer the questions that follow orally.



1. The nuns are in the convent.  
Who are in the convent?
2. The ruler is under the rug.  
What is under the rug?
3. Number the pad one to ten.  
What will we number one to ten?
4. The coconuts are all over the garden.  
Where are the coconuts?



5. Samson is in the river during summer.  
When is Samson in the river?

You can now read sentences and answer questions about them. Let us try to read some more.

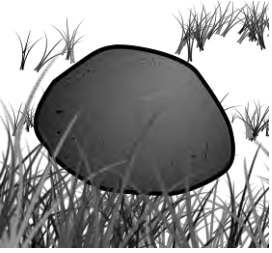
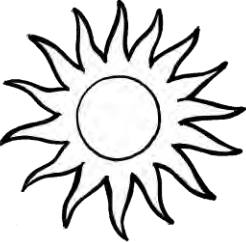


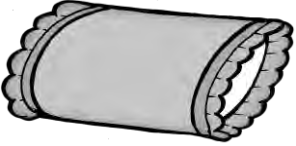
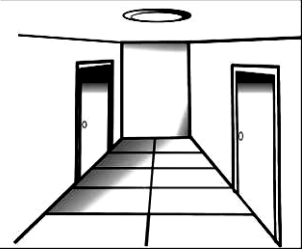
### We Can Do It

Find a partner. Take turns reading the sentences and questions in the previous page. Then, your partner will answer. He/She will then read and ask the next question. Make sure that each one reads and answers properly.

## Lesson 24

### Let's Aim

Listen as I read these sentences. Match each sentence with the correct picture.

a. 	b. 	c. 
d. 	e. 	f. 

- \_\_\_1. The pillow is soft.      \_\_\_4. The sun is hot.  
\_\_\_2. The rock is hard.      \_\_\_5. The corridor is shiny.  
\_\_\_3. The music is loud.      \_\_\_6. Len is beautiful.

Write in your notebook the describing word that talks about the underlined word in each sentence.

### We Can Do It

Think of a describing word for each picture. Complete the sentence for each picture orally.

1.



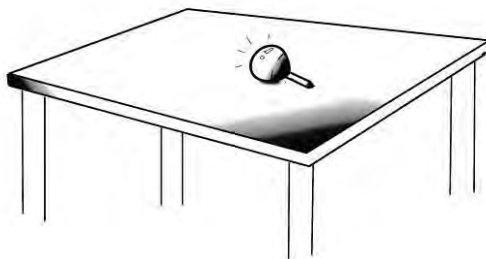
The kids are \_\_\_\_\_.

2.



Mom is \_\_\_\_\_.

3.



The top on the desk is \_\_\_\_\_.

4.



The night is \_\_\_\_\_.

5.

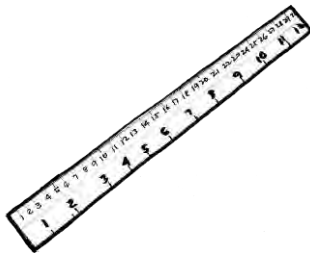


The summer is \_\_\_\_\_.

### I Can Do It

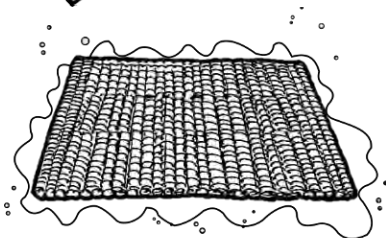
Listen as I read the sentences. Choose the correct describing word for each picture. Write the complete sentences in your notebook.

1.



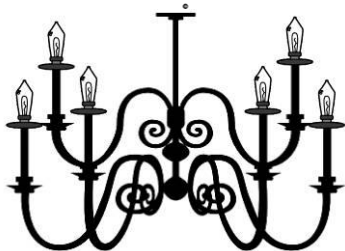
The ruler is  
(soft, long, hot).

2.



The mat is  
(wet, warm, hot).

3.



The lights are  
(bright, dark, hard).

4.



The night is  
(bright, dark, noisy).

5.



The milk is  
(wet, hot, soft).

## Lesson 25

### Let's Try

#### Making an Outline

Read the sentences in the box. Each sentence is a small idea. Write each sentence on the blanks under the correct main idea. Do this in your notebook.

We jog in the park.  
The doctor is in the hospital.  
We water the garden.  
The farmer has a hammer.  
The cop has a gun.  
The vet helps our sick pet.  
We get bananas from the market.  
We visit the sick.

1. Things We Do in Our Community

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

2. Our Community Helpers

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

**I Can Do It**

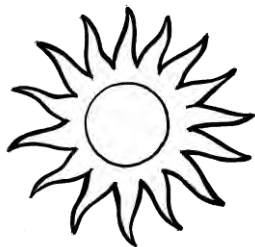
I will read the describing words in the box.

Use each word to write a sentence for each picture.

Do this in your notebook.

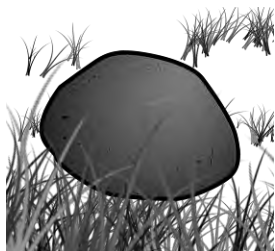
hard	hot	soft	fat	wet
------	-----	------	-----	-----

1.



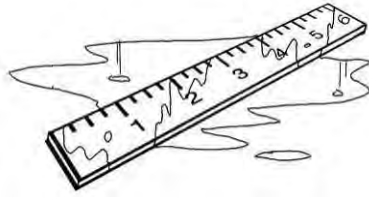
\_\_\_\_\_

2.



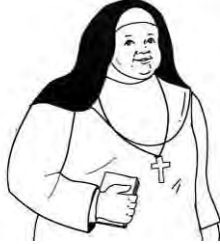
\_\_\_\_\_

3.



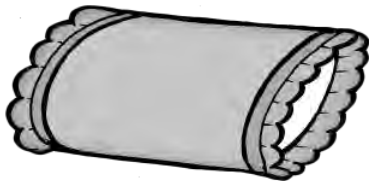
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4.



---

5.



---

## Week 5: People I Admire in the Community

### Lesson 26

#### Get Set

Is there someone that you really like? Perhaps that person does things that you like. Maybe he/she does something very well. Then you admire that person.

#### Let's Try

Who do you admire?

Why do you admire that person?

Say: "I admire \_\_\_\_\_."

I admire him / her because \_\_\_\_\_."

## **We Can Do It**

Look for a partner. Take turns asking the questions on the previous page and in answering them. When you hear the word STOP, everyone keeps quiet. It means it is time to look for a new partner.

## **Let's Aim**

In the poem you are about to hear, you will find out about different people in the community.

Find out whom the speaker admires in the poem.

Listen as I read the poem aloud.

Try to create pictures in your mind as I read each line of the poem.

### **Lots of People around Me**

by Teacher Nong

Lots of people around me,  
Lots of people in my community!  
I see the farmer in the field,  
Busy and working so hard.  
I see the vendor in the streets,  
Tired from selling the whole day.  
I see my teacher in school,  
Always greeting me with a smile.  
I see the doctor in the clinic,  
Helping me get well when I am sick.  
Lots of people around me,  
Lots of people I admire in my community!

## I Can Do It

Listen to the questions about the poem and try to answer them. Choose the letter of the correct answer. Write the answers in your notebook.

1. Who is NOT mentioned in the poem?
  - a. a doctor
  - b. a farmer
  - c. a carpenter
2. Who is the vendor in the following pictures?



A



B



C

3. Where did the poem take place? (setting)



A



B

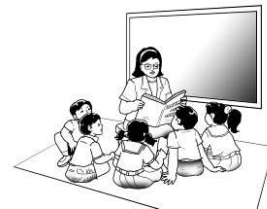


C

4. Who do you think is speaking in the poem?



A



B



C



5. What does the speaker feel in the poem?



A



B



C

6. What is another good title for the poem?
- Many People Here and There
  - Happy People in the Community
  - People I Admire in the Community

### **We Can Do It**

Listen to more questions about the poem. Let us try to answer them.

1. Who are the people the speaker admires in the poem?
2. Why do you think does the speaker in the poem admire them? Give describing words for these people.
3. What does the speaker in the poem feel? What part shows how the speaker feels?

### **I Can Do It**

Who among the people in the poem do you admire? Why?

Draw the person that you admire in your notebook.

## Lesson 27

### Let's Recall

In our poem yesterday, we learned about different people in the community we can admire. I will read the poem again. Make actions as I read the poem. You may recite the poem with me the second time I read it.

### Describing Words

Listen as I read each sentence.

1. The doctor is busy.
2. The farmer is hardworking.
3. The teacher is happy.
4. The vendor is tired.

Write the word in each sentence that answers the question that I will read. Do this in your notebook.

1. What word tells about the doctor? (Number 1)
2. What word tells about the farmer? (Number 2)
3. What word tells about the teacher? (Number 3)
4. What word tells about the vendor? (Number 4)

Read the words you wrote. What do the words talk about? These words tell something about the underlined words.

Busy, hardworking, happy, and tired are all describing words.

What kinds of words are busy and hardworking? These words tell about the character traits of persons. These words tell us how a person acts or does his work.

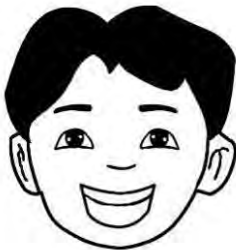
Describing words tell about character traits.  
What kinds of words are happy and tired?  
These words tell about what one feels.  
Describing words tell about feelings.

### **Remember This**

Describing words tell about how a person, place, or something looks like. Describing words tell about feelings and character traits of people.

### **We Can Do It**

The following words tell about feelings.  
Listen as I read the sentences.



When you get a good grade,  
what do you say?

I am happy.  
I am glad.



When you are sick, what do  
you say?

I am sad.  
I am unhappy.



When someone breaks  
your new toy, what do you say?

I am mad.  
I am angry.



When you are lost in a place you do not know, what do you say?

I am scared.

I am frightened.



When you get a gift and it is not your birthday, what do you say?

I am surprised.

### Let's Play

I will show different pictures with different feelings. You will give the correct describing word for the picture. Check the person in the picture if you will use he or she.

Use the sentence form in the box when you answer. Answer together as a class.

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

Now I will call you by your lines. The line I will call will give the describing word for the picture.

### I Can Do It

Now it is time to answer on your own when I call you and show the pictures.

## Lesson 28

### We Can Do It

#### Reading a Short Story

Let us read the short story in the box.

Monina will have supper.  
She has a hamburger in a bun.  
She has milk in a cup.  
Yummy, yummy supper!

#### I Can Do It

Draw in your notebook what the story is all about.

Answer the questions that follow.

1. Who will have supper?
  - a. Monina
  - b. Marlon
  - c. Marissa
2. What will she have for supper?  
She will have a \_\_\_\_\_.
  - a. ham on a bun
  - b. ham and milk
  - c. hamburger and milk
3. What does she feel?
  - a. She is sad.
  - b. She is mad.
  - c. She is happy.

4. Which part of the story tells you how she feels?
  - a. She has milk in a cup.
  - b. Yummy, yummy supper!
  - c. Monina will have supper.
  
5. Which of the following is the best title for the story?
  - a. Milk for Supper
  - b. Yummy Supper
  - c. Ham for Supper
  
6. Where do you think is the setting of the story?
 

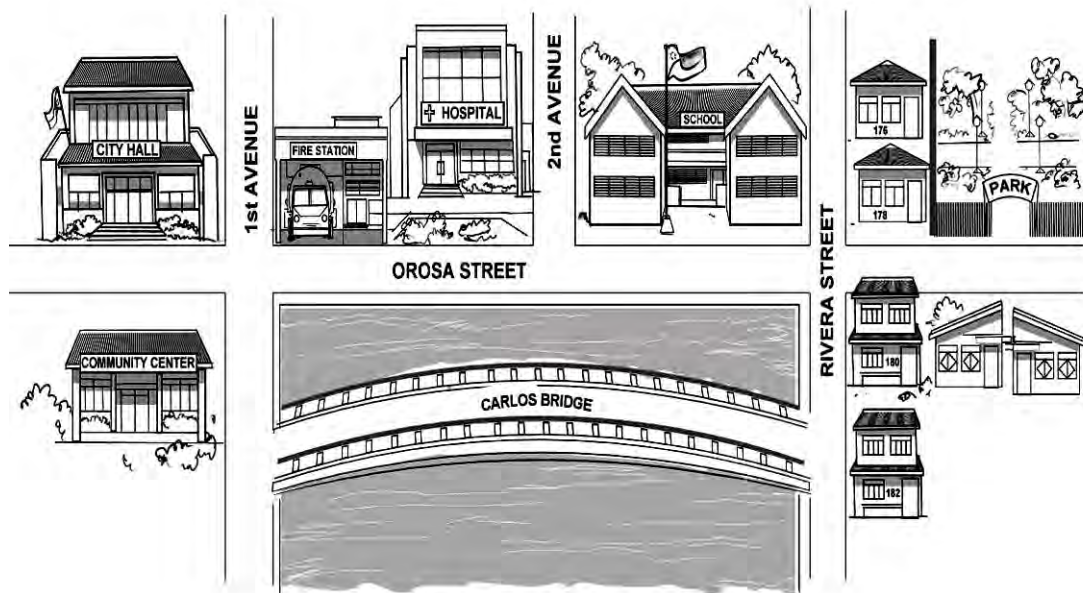
The setting of the story is in a \_\_\_\_\_.

  - a. garden
  - b. kitchen
  - c. market

## We Can Do It!

### We Can Read a Map: Places in the Community

Let us study the map of a community below.



Listen and look for the places I will mention.  
Follow the instructions carefully.

1. Look for the school.
2. What is the street name in front of the school?
3. Name the two streets beside the school.
4. Where will you go if you want to play?  
Where is the park? What is the name  
of the street where you will find the park?
5. What is in front of the school? What is the name  
of the bridge?
6. Someone is sick. Where will we bring him?  
Where is the hospital?  
What is the name of the street where you will  
find the hospital?
7. Point to the fire station. Which street can we find  
the fire station?
8. Look for the city hall. It is beside the fire station.
9. Point to the community center.  
Many community events happen in this place.
10. Your teacher walks to get to school. She lives  
in Rivera Street. Her house number is 180.  
Look for it.

### **Look for Different Places in the Community**

Look for a partner. Take turns telling your partner  
where you will find the places I will mention.

Listen carefully. You may use the words beside, in  
front of, left, or right to describe where the place is.  
You may also use the street name.

Where is it? Look for the:

1. park
2. fire station
3. hospital
4. school
5. community center

### **Remember This**

A map tells us where we can find different places. It shows us the way so that we will not get lost.

## **Lesson 29**

### **Let's Recall**

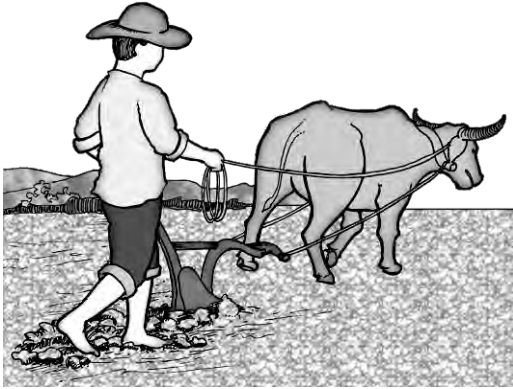
In our poem the other day, we learned about different people in the community we can admire. I will read the poem again. Make actions as I read the poem. You may recite the poem with me the second time I read it.

### **Let's Aim**

### **Describing Words**

The poem tells about words that describe the people in the community. Write the describing words in each sentence.





The farmer is hardworking.



The doctor is busy.

The describing words that you wrote talk about how a person acts or does things. Describing words tell about character traits of people.

### **We Can Do It**

The following sentences use describing words that tell about character traits of people. Listen as I read each sentence.



When someone always helps, we say: **He is helpful.**



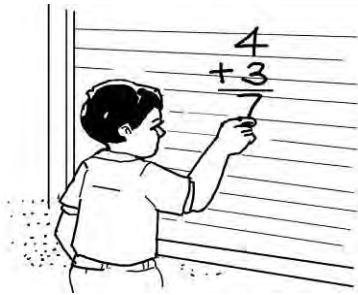
When someone always shares, we say: **She is kind.**



When someone always greets other people nicely, we say: **He is polite.**



When someone is always clean and keeps her things in order, we say: **She is neat.**



When someone always gives the correct answer in class, we say: **He is smart.**



When someone always tells the truth, we say: **She is honest.**

### **Remember This**

Describing words tell about how a person acts or does his or her work. Describing words tell about character traits of people.

### **Let's Play**

I will show pictures of children. Give the correct describing word for the picture. Think of the correct character trait of the child. Check the person in the picture if you will use he or she.

Use the sentence form in the box when you answer. Answer together as a class.

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

Now I will call you by your lines. The line I will call will give the describing word for the picture.

### **I Can Do It**

Look at the pictures. Listen as I read the words in the box. Write in your notebook the correct describing word for each picture. Get your answer from the box.

neat      smart      kind

1.



Nelson is \_\_\_\_\_.

2.



Pamela is \_\_\_\_\_.

3.



Rina is \_\_\_\_\_.

honest      polite      helpful

1.



Martin is \_\_\_\_\_.

2.



Elena is \_\_\_\_\_.

3.

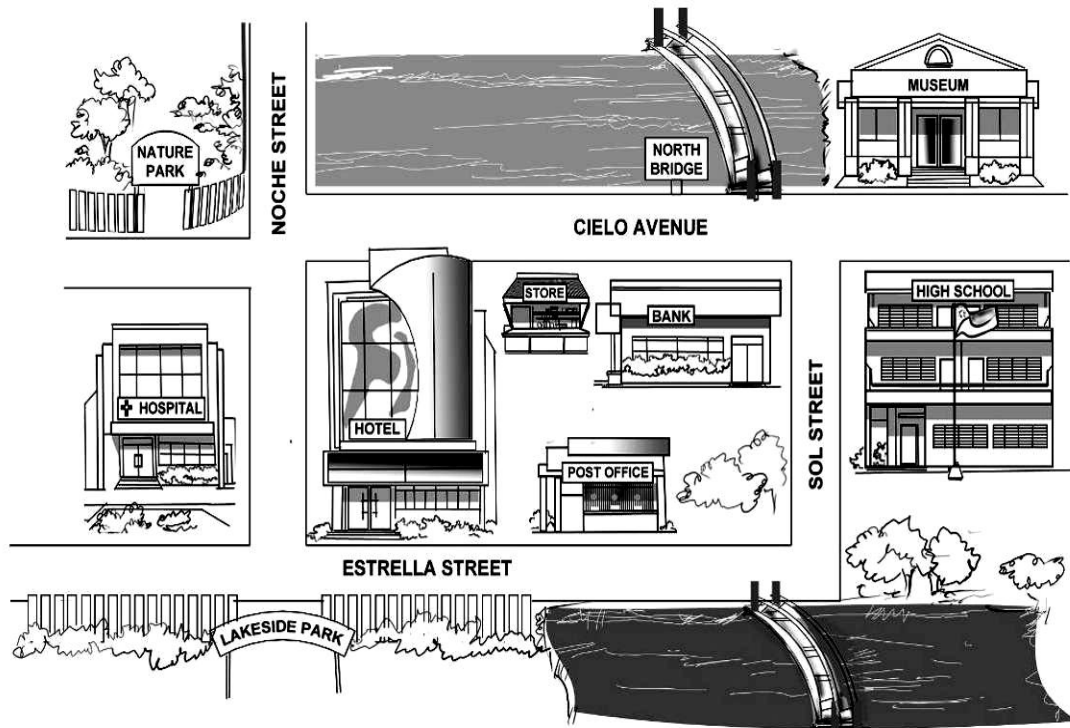


Roberto is \_\_\_\_\_.

## Lesson 30

### I Can Do It

Let us study the city map. Listen as I read each question. Write your answers in your notebook.



Look for the school.

1. At which streets do we find the high school?
2. What building is at the left of the school?
3. What is between the hotel and the bank?
4. What is the park along Estrella Street?
5. What building is between two parks?

## **I Can Do It**

Read the short story in the box.

What a hot summer!  
Wilma and Susan have towels.  
They get their jugs of water.  
They will dip in the water.  
Oh! Hot, hot summer!

Answer the questions that follow.

1. Who have towels?
2. What did they get?
3. What did they feel?

Where do you think will they go? What do you think they will do? Draw your answers in your notebook.

## **Week 6: Gifts All Around**

### **Lesson 31**

#### **Get Set**

Look around you. What do you see? Mother earth gives us a lot of things.

#### **Let's Try**

What do you think are the gifts of mother earth to us?

Say: "Mother earth gives us \_\_\_\_\_."

## Learning New Words

Listen as your teacher uses the word/s in the box in a sentence. Look at the pictures that will be shown, too. Try to find out what the words mean.

falls	springs	sea	see	abound
-------	---------	-----	-----	--------

## Let's Aim

In the poem you are about to hear, find out what the gifts of mother earth are. Try to create pictures in your mind as I read each line of the poem.

### Gifts of Mother Earth

by Teacher Nong

Mother earth has lots of gifts  
To us she brings and offers!  
See the clean rivers and the seas.  
See the clear falls and the springs.  
See the tall mountains and the forests.  
See the green hills all around.  
Feel the fresh air that abounds.  
Mother earth has lots of gifts  
To us she brings and offers!

## I Can Do It

Draw the gifts of mother earth in your notebook.

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

1. Describe the gifts of mother earth in the poem.

2. Who do you think is speaking in the poem?
3. What do you think does the speaker feel?

## Lesson 32

### Let's Recall

In our poem yesterday, we learned about the gifts of mother earth to us. I will read the poem again. Make actions as I read the poem. You may recite the poem with me the second time I read it.

### Let's Aim

### Synonyms

Listen as I read each sentence.

1. Mother earth has lots of gifts.  
Mother earth has many gifts
2. The rivers are clear.  
The rivers are clean.
3. The air is fresh.  
The air is clean.

Look at the underlined describing words in each number above.

1. Lots and many tell about the gifts of mother earth.
2. Clear and clean tell about the rivers.
3. Fresh and clean tell about the air.

The underlined words in each number mean the same thing. Words that mean the same thing are called **synonyms**.

Let's learn more synonyms.



1. Melissa is a good friend. Melissa is a nice friend.
2. Rona is a beautiful girl. Rona is a pretty girl.
3. Don is a smart boy. Don is an intelligent boy.
4. Roman is quiet. Roman is silent.
5. The house is clean. The house is neat.
6. The pet is happy. The pet is glad.
7. The doctor is mad. The doctor is angry.
8. The animal is big. The animal is large.
9. The jet is tiny. The jet is small. The jet is little.

### Remember This

Synonyms are words with the same meaning.

### We Can Do It

Let's use the synonyms in sentences.

Listen as I read the sentences.

Complete the sentence with the name of your friends or classmates.

1. \_\_\_\_\_ is a good friend.  
\_\_\_\_\_ is a nice friend.



2. \_\_\_\_\_ is a beautiful girl.  
\_\_\_\_\_ is a pretty girl.



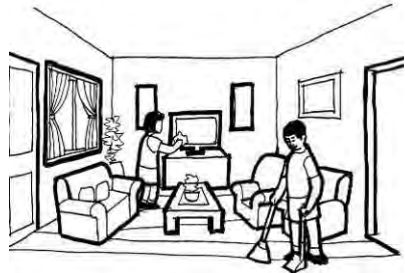
3. \_\_\_\_\_ is a smart boy.  
\_\_\_\_\_ is an intelligent boy.



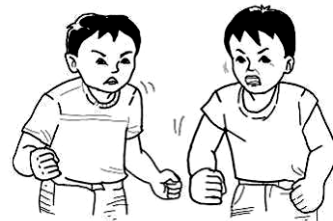
4. \_\_\_\_\_ is quiet.  
\_\_\_\_\_ is silent.



5. The house of \_\_\_\_\_  
is clean.  
The house of \_\_\_\_\_  
is neat.



6. \_\_\_\_\_ is mad.  
\_\_\_\_\_ is angry.



7. \_\_\_\_\_ is small.  
\_\_\_\_\_ is short.



## We Can Do It

### Reading a Short Story

Let us read the short story in the box.

What a hot summer day!  
Rosanna went to the forest.  
See the forest!  
See the red bud!  
See the red bud in the forest!  
See the insects!  
See the insects in the forest!  
See the river!  
See the river beside the forest!  
See the sunset!  
See the sunset in the hills!  
What a fun summer day!

### I Can Do It

Draw in your notebook the things that Rosanna saw in the story.

Read the questions. Write the letter of the correct answer in your notebook.

1. Who went to the forest?
  - a. Rosa
  - b. Ramon
  - c. Rosanna

2. Which of the following did she NOT see?
  - a. a red bud in the forest
  - b. the sunset and the forest
  - c. red insects and the forest
3. What did she feel as she visited the forest?
  - a. She is mad.
  - b. She is happy.
  - c. She is scared.
4. Which line tells what Rosanna feels?
  - a. What a hot summer day!
  - b. What a fun summer day!
  - c. See the insects!
5. Which of the following is the best title for the story?
  - a. In the Forest
  - b. A Fun Summer Day
  - c. The Sunset in Summer

### Lesson 33

#### Let's Recall

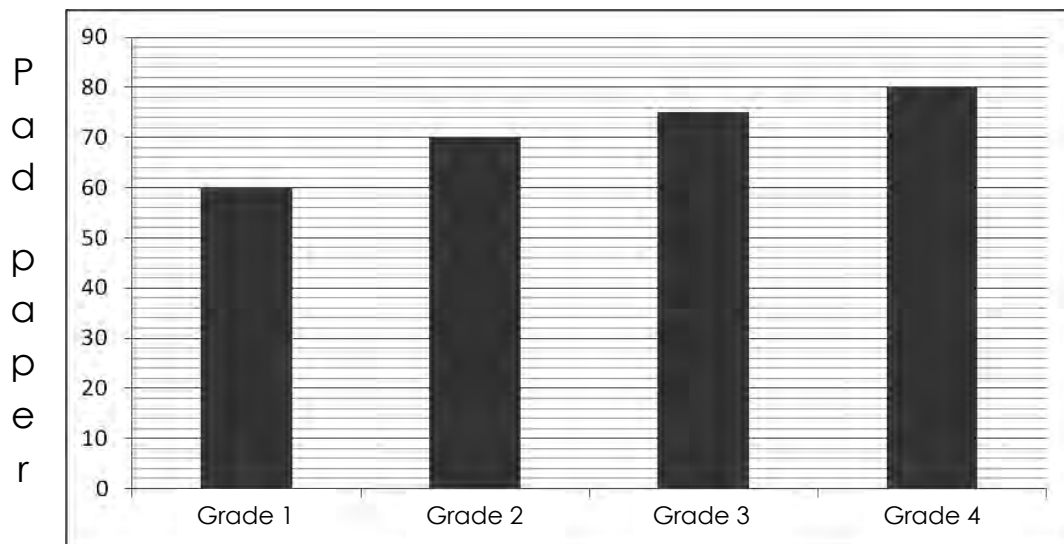
In our poem the other day, we learned about the gifts of mother earth to us. I will read the poem again. Make actions as I read the poem. You may recite the poem with me the second time I read it.

## Let's Aim

### Reading a Bar Graph

Many things we use come from mother earth. The paper we use comes from trees. Study the bar graph to see how much paper we use.

**Pad Papers Used by Different Grade Levels  
in Central Elementary School**



### We Can Do It

Listen to the questions about the bar graph and answer them. Write the letter of the correct answer in your notebook.

1. What kind of graph is it?
  - a. bar graph
  - b. line graph
  - c. picture graph

2. What is the bar graph about? We can find the title on top of the bar graph. It is about the \_\_\_\_.
  - a. different schools
  - b. different grade levels
  - c. pad paper used by the different grade levels
3. How many grades are compared in the bar graph? Look at the bottom of the bar graph.
  - a. two grade levels
  - b. four grade levels
  - c. three grade levels
4. Where will you look to find the number of pad papers used? I will look at the \_\_\_\_\_.
  - a. top of the graph
  - b. left of the graph
  - c. bottom of the graph
5. Which grade level used the most pad papers?
  - a. Grade 2
  - b. Grade 3
  - c. Grade 4
6. Which grade level used the least pad papers?
  - a. Grade 1
  - b. Grade 2
  - d. Grade 3
7. How many pad papers did the Grade 2 pupils use?
  - a. 60 pad papers
  - b. 70 pad papers
  - c. 80 pad papers

8. How many pad papers did the Grade 4 pupils use?
  - a. 60 pad papers
  - b. 70 pad papers
  - c. 80 pad papers
9. How many pad papers did the Grade 3 pupils use?
  - a. 70 pad papers
  - b. 75 pad papers
  - c. 80 pad papers

### **Remember This**

A bar graph gives us data using bars of different heights. The bars show us the amount (how much or how little) of the things being compared. The title of the bar graph lets us know what it is about. We can understand a bar graph by looking at all the details in it.

## **Lesson 34**

### **Let's Recall**

Let us recite the poem about the gifts of mother earth to us. Make actions as I read the poem. Recite the poem with me the second time I read it.

## Let's Aim

### Synonyms

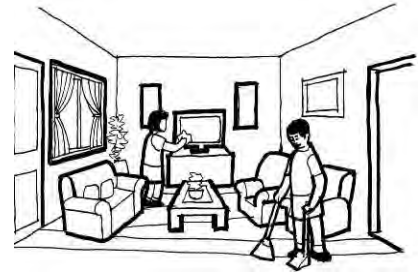
Let us give the synonym of each underlined word that describes the picture. Select from the words in the box. Write your answers in your notebook.

mad    small    clean    pretty    intelligent

1. She is a cute girl.  
She is a \_\_\_\_\_ girl.



2. The house is neat.  
The house is \_\_\_\_\_.



3. They are angry.  
They are \_\_\_\_\_.





4. The kids are short.  
The kids are \_\_\_\_\_.



5. Arnel is smart.  
Arnel is \_\_\_\_\_.



### I Can Do It

Look at the words in the box. Find the synonym of the underlined word in each sentence. Write it in your notebook.

happy      big      silent      little      many      good



1. The kids were in a large room.  
They were in a \_\_\_\_\_ room.
2. The kids were glad.  
They were \_\_\_\_\_.

3. The kids are small.  
They are \_\_\_\_\_.
4. There are lots of kids.  
There are \_\_\_\_\_ kids.



5. The children are quiet.  
They are \_\_\_\_\_.
6. The teacher is nice.  
She is \_\_\_\_\_.

## I Can Do It

### Reading a Short Story

Read the short story in the box.

There are coconut trees.  
There are coconut trees by the river.  
The vendor gets the coconuts.  
The coconuts are big.  
There are many big coconuts.  
The vendor sells the coconuts in the market.  
The vendor works hard to sell the coconuts.  
The vendor sells all the coconuts.  
The vendor is happy.

Read the questions. Write the correct answers in your notebook.

1. Who gets the coconuts?
2. Where did the vendor get the coconuts?
3. What two words tell about the coconuts?
4. Where will the vendor sell the coconuts?
5. What describing word tells about the vendor who works hard? h\_\_ r\_\_ w\_\_ \_\_ king
6. Give a title for the story.

## Lesson 35

### Let's Recall

Let us recite the poem about the gifts of mother earth. Make actions as I read the poem.

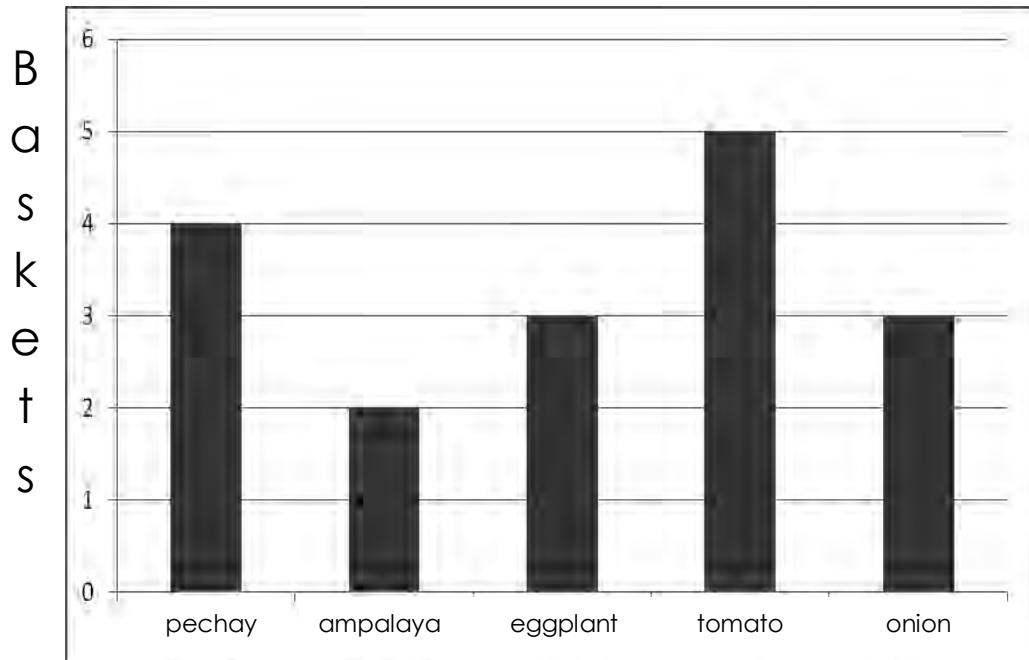
Recite the poem with me the second time I read it.

### Let's Aim

#### Reading a Bar Graph



The fruits we eat come from mother earth. Study the bar graph. Find out how many vegetables the vendor sells in a day.

## Mang Jose's Vegetable Sales



### I Can Do It

Listen to the questions about the bar graph. Choose the letter of the correct answer.

1. How many baskets of  did Mang Jose sell?
  - a. 3 baskets
  - b. 4 baskets
  - c. 5 baskets
2. How many baskets of  did Mang Jose sell?
  - a. 3 baskets
  - b. 4 baskets
  - c. 5 baskets

3. Which vegetable did he sell the least?

a. pechay



b. tomato



c. ampalaya



4. Which vegetables had the same baskets sold?

a. onion and pechay

b. eggplant and onion

c. eggplant and pechay

5. Which vegetable should he sell more tomorrow?

a. pechay



b. tomato



c. ampalaya



## Week 7: Care for Mother Earth

### Lesson 36

#### Let's Recall

The other week we learned a poem about the gifts of mother earth to us. Let us recite the poem together with proper actions.

### **Let's Try**

Look around you. What can you say about how the hills, mountains, rivers, and forests look like?

Describe them. You may use the describing words that you already know.

Say: "The hills are \_\_\_\_."

"The forests are \_\_\_\_."

### **Learning New Words**

Listen as your teacher uses the word/s in the box in a sentence. Look at the pictures that will be shown, too. Let us try to find out what the words mean.

bare

breathe

polluted air

### **Let's Aim**

The poem you are about to hear is a longer version of our poem last week. Find out what happened to the gifts of mother earth to us. Try to create pictures in your mind as I read each line of the poem.

## Care for Mother Earth

by Teacher Nong

Mother earth has lots of gifts  
To us she brings and offers!  
See the clean rivers and the seas.  
See the clear falls and the springs.  
See the tall mountains and the forests.  
See the green hills all around.  
Feel the fresh air that abounds.

But look once more and see!  
Look at the dirty seas and rivers.  
Look at the bare forests and mountains.  
Look at the polluted air we breathe.  
Look once more and see!  
Mother earth has lots of gifts  
Gifts we enjoyed and forgot to care for!

### I Can Do It

Draw in your notebook how the poem described the gifts of mother earth at the end of the poem.

### We Can Do It

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

1. Compare the gifts of mother earth at the start and at the end of the poem.
2. What do you think is the cause why the gifts from mother earth look like this now?
3. How do you feel about how mother earth looks like now?

4. If mother earth can talk, what do you think is she saying to us?
5. What are you willing to do to save mother earth?

Are you ready to make a pledge to save mother earth? A pledge is a promise that we make. It shows that we are willing to do what we say.

### **My Pledge**

by Teacher Nong



Small as I am, I will do my best!  
I will pick up trash,  
To keep mother earth clean.  
I will care for plants,  
And make mother earth green.



## Lesson 37

### Let's Recall

In our poem yesterday, we learned about what happened to mother earth. I will read the poem again. Make actions as I read the poem. You may recite the poem with me the second time I read it.

### Let's Aim

### Antonyms

Listen as I read each sentence. Look at the underlined describing words in each number.

1. The rivers are clean. Now, these are dirty.
2. The air is fresh. Now, it is polluted.
3. Mother earth is happy. Now, she is sad.

Clean and dirty tell about the river.

Polluted and clean tell about the air.

Happy and sad tell about mother earth.

The underlined words in each number say opposite things. Words with opposite meanings are called **antonyms**.

### Remember This

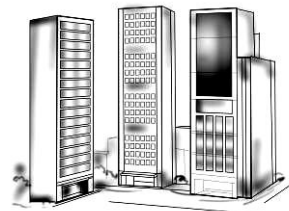
Antonyms are words with opposite meanings.

## We Can Do It

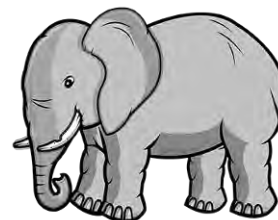
Let us learn more antonyms. Listen as I read each sentence. Repeat after me as you point to the picture and the sentence.



1. The tree is low.  
The building is high.



2. The mouse is small.  
The elephant is huge.



3. The jug is new.  
The cup is old.



4. Ramon is young.  
Lolo is old.



5. The man is rich.  
Lola is poor.



Now take turns reading the sentences with a partner.

## We Can Do It

### Reading a Story

It is time for supper!  
Yummy, yummy supper!  
We order what we want.  
Lola has a fish on her dish.  
Dad has hamburger in a bun.  
Mom has a ham sandwich!  
Kuya has corn on a cob.  
I have an egg in my fork.  
And little baby has her milk.  
Yummy, yummy supper for all!

### I Can Do It

How well did you remember the story? Read the questions. Put a 😊 if the sentence is correct. Put a ☹ if it did not happen in the story. Do this in your notebook.

1. Lola has fish for supper.
2. Mom has hamburger in a bun.
3. Little baby naps in a corner.
4. I order egg for supper.
5. Kuya has corn on the cob.

## Lesson 38

### Let's Recall

Let us recite the poem "Care for Mother Earth."

### Let's Aim

#### Reading a Table

We show we care for mother earth by keeping our surroundings clean. The pupils in a school helped clean the community.

Let us study the table. A table can give us a lot of details. It can help us see how much trash the different grades collected for two months.

#### We Can Do It

Look at the title of the table as I read it.

Point to the part that shows how many sacks of trash were collected in March. It is in **bold**.

Point to the part that shows how many sacks of trash were collected in April. It is underlined.

**Trash Collected by Pupils**

	<b>March</b>	<b>April</b>
Grade 1	<b>2 sacks</b>	<b>1 sack</b>
Grade 2	<b>3 sacks</b>	<b>2 sacks</b>
Grade 3	<b>2 sacks</b>	<b>2 sacks</b>
Grade 4	<b>3 sacks</b>	<b>2 sacks</b>
Grade 5	<b>5 sacks</b>	<b>3 sacks</b>
Grade 6	<b>4 sacks</b>	<b>3 sacks</b>
Total	<b>19 sacks</b>	<b>13 sacks</b>

Listen to the questions about the details in the table.  
Write the letter of the correct answer in your notebook.

1. What is the title of the table?
  - a. Trash of the Pupils
  - b. Trash Collected by the Pupils
  - c. Pupils' Collection of Trash
2. How many months of trash collection are shown in the table?
  - a. one month
  - b. two months
  - c. three months
3. In which months were trash collected?
  - a. March and May
  - b. March and July
  - c. March and April
4. Which grade level collected the most number of sacks of trash in March?
  - a. Grade 4
  - b. Grade 5
  - c. Grade 6
5. Which grade level collected the least number of sacks of trash in March?
  - a. Grade 4
  - b. Grade 5
  - c. Grade 6
6. Which grade level collected the most number of sacks of trash in April?
  - a. Grades 4 and 5
  - b. Grades 6 and 5
  - c. Grades 4 and 6

7. Which grade level collected the least number of sacks of trash in April?
  - a. Grade 1
  - b. Grade 2
  - c. Grade 3
8. What is the total number of sacks of trash collected by all the pupils in March?
  - a. 5 sacks
  - b. 13 sacks
  - c. 19 sacks
9. What is the total number of sacks of trash collected by all the pupils in April?
  - a. 3 sacks
  - b. 13 sacks
  - c. 19 sacks
10. Which grade level should get an award for the most number of sacks of trash collected?
  - a. Grade 4
  - b. Grade 5
  - c. Grade 6

## Lesson 39

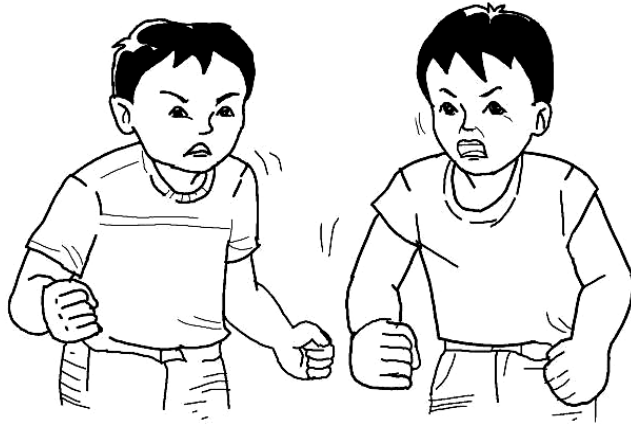
### We Can Do It

#### Antonyms

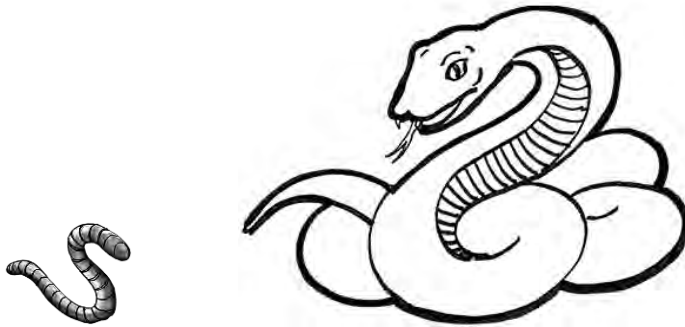
Listen as I read the sentences. Find out if the sentences talk about antonyms.

Say:  or

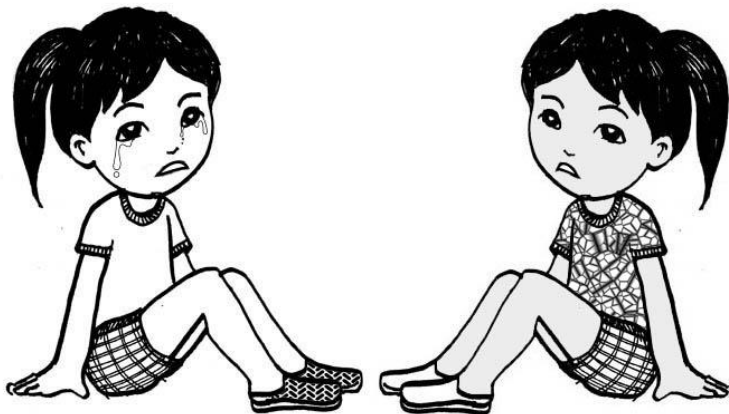
1. Mad and angry are antonyms.



2. Short and long are antonyms.



3. Unhappy and sad are antonyms.



4. Warm and sunny are antonyms.



5. Bad and good are antonyms.





## I Can Do It

Read the story in the big box. Complete the story.  
Get the correct words from the small box.  
Write your answers in your notebook.

It was a hot \_\_\_\_ day!  
Rona met \_\_\_\_\_.  
He is a \_\_\_\_\_.  
They went to visit the \_\_\_\_ man.  
They had a \_\_\_\_ in a bun for the man.  
The man was \_\_\_\_\_.

Ramon	summer	hamburger
happy	doctor	sick

Draw the story in your notebook. Write a title for the story.

## Lesson 40

### Let's Recall

Let us recite the poem "Care for Mother Earth."

### Let's Aim

### Reading a Table

The people in the community want to care for mother earth. They collected different kinds of trash around the community.

Let us study the table. Let us see the different kinds of trash collected in two months.

### Trash Collected in Barangay Malinis

Kind of Trash	June	July
Paper	1 sack	0
Plastic	3 sacks	2 sacks
Tin Cans	1 sack	1 sack
Bottles	5 sacks	3 sacks
Cardboard	1 sack	0
Total	11 sacks	6 sacks

### We Can Do It

Listen to the questions I will read. Write the letter of the correct answer in your notebook.

1. What is the title of the table?
  - a. Trash in Barangay Malinis
  - b. Trash Collected in Barangay Malinis
  - c. Collection of Trash in Barangay Malinis
2. In which months were trash collected?
  - a. June and May
  - b. June and July
  - c. July and April
3. Which kind of trash had the most number of sack collection in June?
  - a. tin cans
  - b. bottles
  - c. cardboard

4. Which kind of trash had the least number of sack collection in July?
  - a. paper and bottles
  - b. cardboard and tin cans
  - c. cardboard and paper
5. What is the total number of sacks of trash collected in June?
  - a. 5 sacks
  - b. 6 sacks
  - c. 11 sacks
6. If they sell the collected trash, from which kind of trash would they get the most cash?
  - a. bottles
  - b. plastic
  - c. tin cans