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2

# ENGLISH

## Learner's Material



Department of Education  
Republic of the Philippines



## **A PRAYER**

**by Maria Gonzalez-Goolsby**

Lord, give me the spirit of love today,

In everything I think and do and say.

I will be kind, helpful, and patient

Humble, courteous, honest and true

And always thanking You and others, too.



# English

## Learner's Material

This book belongs to:

**Name:** \_\_\_\_\_

**Grade and Section:** \_\_\_\_\_

**School:** \_\_\_\_\_

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.

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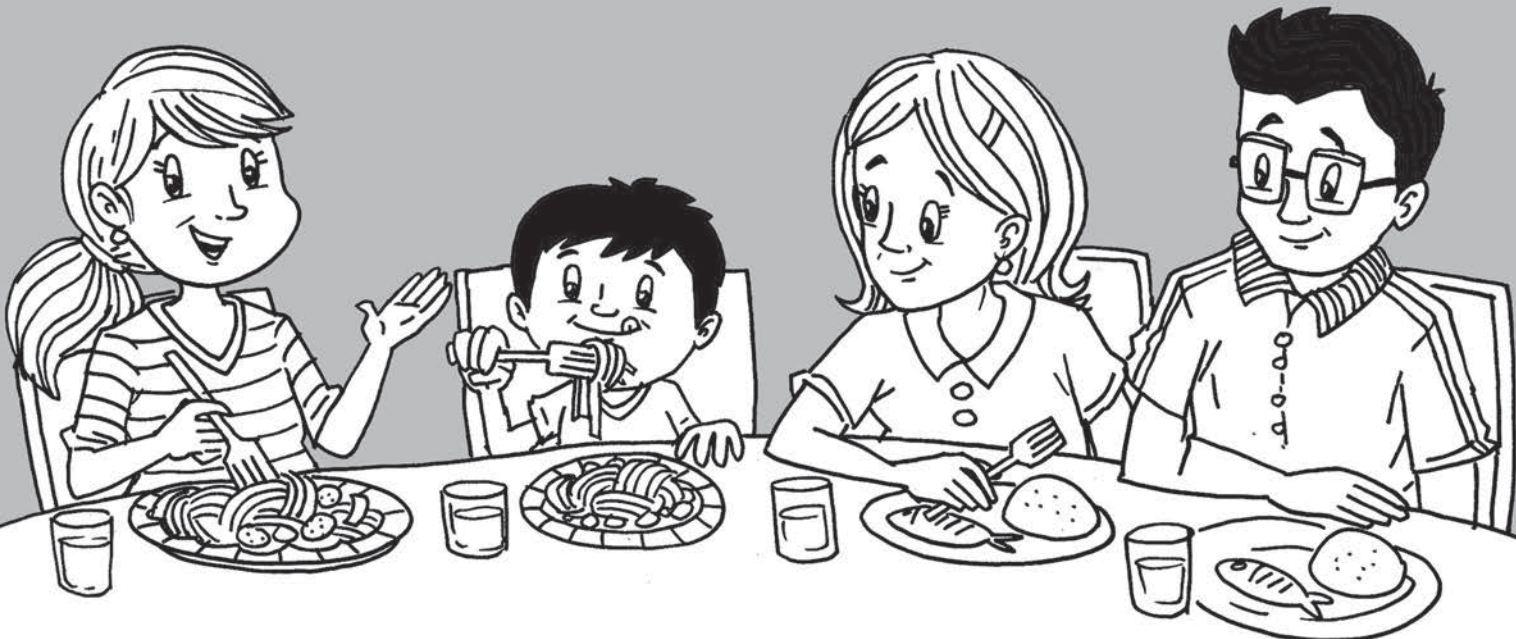


## UNIT 2

# My Home, My Family

In this unit, experience love, care, and living with a family.

A home is where one begins to feel comfortable expressing oneself and learning how to become more independent. It is a place where one is free to do what he/she wants, to be loved unconditionally, and to be nourished not only physically, but also emotionally. It is a place where dreams begin.



## UNIT 2

### My Home, My Family

#### Lesson 1: Oops! It's My Turn

##### Let's Try

- I. Read each word. Notice the sound of the underlined vowel. Cross out the word that does not belong.

- |                 |              |              |              |
|-----------------|--------------|--------------|--------------|
| 1. <u>l</u> ake | <u>b</u> ake | <u>t</u> ake | <u>p</u> ant |
| 2. <u>c</u> age | <u>p</u> alm | <u>c</u> ape | <u>c</u> ane |
| 3. <u>l</u> ick | <u>p</u> ick | <u>b</u> ite | <u>s</u> ick |
| 4. <u>m</u> ine | <u>r</u> ice | <u>n</u> ice | <u>s</u> eat |
| 5. <u>b</u> eg  | <u>m</u> eek | <u>s</u> eed | <u>f</u> eel |

- II. Read the story. Answer the questions that follow.

#### A Visit to Lola

We visit Lola's house on Sundays. We go to a picnic after lunch time. We eat together on a table covered with banana leaves.

Lola tells us funny stories. When it's night time, we come home and get almost ready for Mondays.

1. When do we visit Lola? \_\_\_\_\_
2. Where do we go after lunch? \_\_\_\_\_
3. Where do we eat during picnics? \_\_\_\_\_
4. What stories does Lola tell us? \_\_\_\_\_
5. Is the visit to Lola enjoyable? \_\_\_\_\_



## Let's Aim

Read along with the teacher.

### Oops! It's My Turn

*An excerpt by Dali Soriano*

It was Sunday after breakfast. Papa was reading the newspaper when Mama said, "Papa, please check out the movie guide. Let's watch a movie with the children."

"Yipee!" my sister and I shouted.

Mama said, "You've been good this week. We will give you a treat."

At the cinema, Papa went to line up while we waited at the side. When it was Papa's turn to buy the tickets, a teenager broke into the line and went right in front of Papa.



“Oops, it’s my turn. You just came. Please go to the end of the line,” Papa told him.

“But I’m in a hurry,” answered the teenager.

“I’m sorry but these people in line came before you,” explained Papa. The teenager’s face turned red. He went to the end of the line. Papa bought three tickets and we went into the cinema.

“Why did you not let the teenager go first, Papa?” I asked.

“It was not fair to all those who waited. We must always remember to stay in line and wait for our turn,” he answered.

“Yes, Papa. We will always remember,” I replied.

### **Let’s Answer**

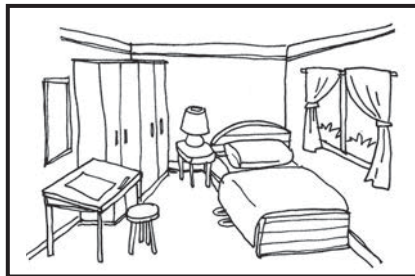
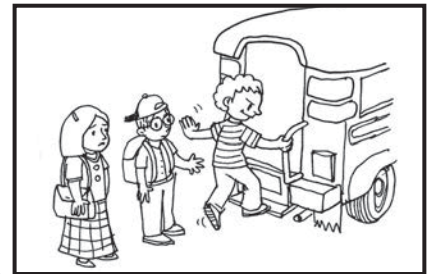
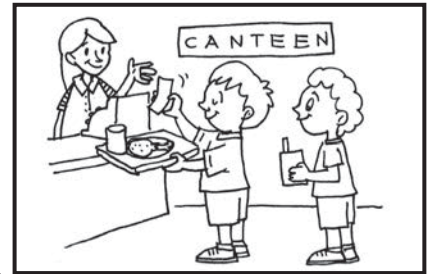
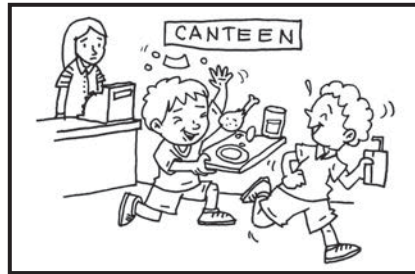
1. What treat did Mama and Papa give their children?
2. Who cut in line to get ahead?
3. Did something like this story happen to you? What did you do? Share your own story with the class.

### **Remember This**

We should always wait for our turn so that there will be order.

## I Can Do It

Study the pictures. Put a star (☆) on the picture which shows correct order.



## Lesson 2: We Do Things Together

### Get Set



### Chant up!

Your family are people  
You can depend  
When you get in trouble  
They shall defend  
They are the ones who understand  
Always willing to give a hand.

### Let's Aim

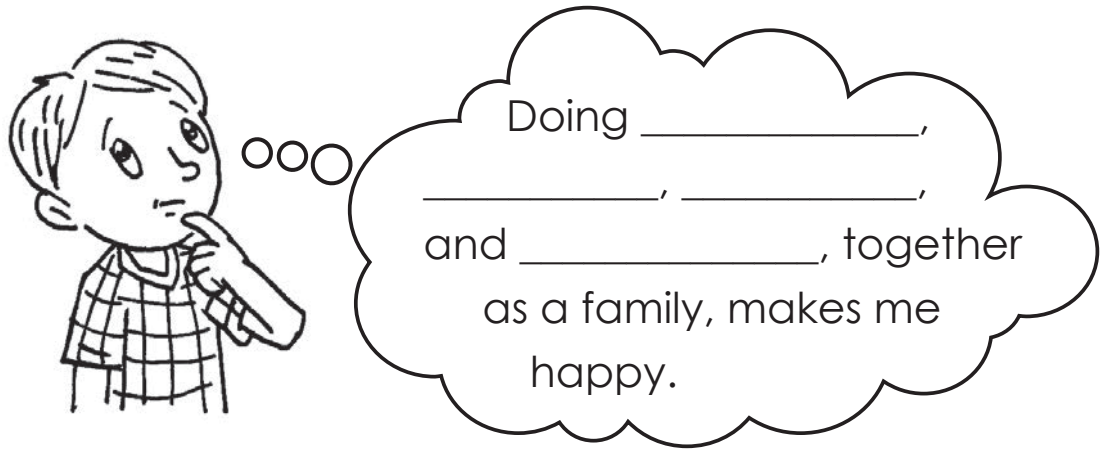
What other things does a family do together?

---

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## I Can Do It

Fill in the thought bubble about your family.



## Lesson 3: This Is Home

### Let's Aim

Read.

### Anton's Spider Lesson

*By Leah N. Bautista*

Anton loves to play with spiders. He wants to catch one to play with his sister, Ericka.

One Saturday morning, while Ericka was playing in the garden, she saw a spider spinning its web. She stayed there until the spider finished its web. Ericka was so amazed when she saw how the spider laid its eggs in the spider egg sac.

Suddenly, Anton tried to catch the spider. Ericka stopped him.

"Do you know, Kuya, that spiders spend a long time spinning their web? The mother spider made it for her eggs and for her food," Ericka said seriously.



“They are like our parents. They make our home,”  
Erica added. Anton learned the lesson from the  
spiders.

Fill out the memory card below.

WHO: _____ (Names of the characters)
WHERE: _____ (Place where the story happened)
WHEN: _____ (Time when the story happened)
WHAT: _____ (Big event of the story)

### Remember This

Every story has **characters**, **place**, and **events**.  
The **characters** are the people in the story.  
The **place** is where the story happened. The  
**events** are the things that happened in the story.



## I Can Do It

The park was full of people. Tom looked worried. He looked around from his back. A little girl said, "Are you looking for your wallet, Sir? I found this under the chair."

"Thank you very much. You are an honest girl," said Tom.



## Measure My Learning

1. What are the three elements of a story?  
A story has \_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_.
2. Why is it important to know these things?  
\_\_\_\_\_.
3. If I know the elements of the story, I can,  
\_\_\_\_\_.

## Lesson 4: Having Fun Together

### Get Set

- I. Read aloud.

can – cane      back – bake  
cap – cape      tack – take

Are they the same? Can you hear the difference?



II. Tell something about the picture.



### We Can Do It

Pick out the words with long /ā/ sound. Write them down.

Nate had a party at home. His friends came. Mother baked his cake. They had games. They played **breaking the pot**. They hit it with a cane.

Nobody came late for the party. Everyone enjoyed it.

_____	_____
_____	_____
_____	_____
_____	_____

### Remember This

The long /ā/ sound is the sound you hear if you place a silent **-e** at the end of the word.

## I Can Do It

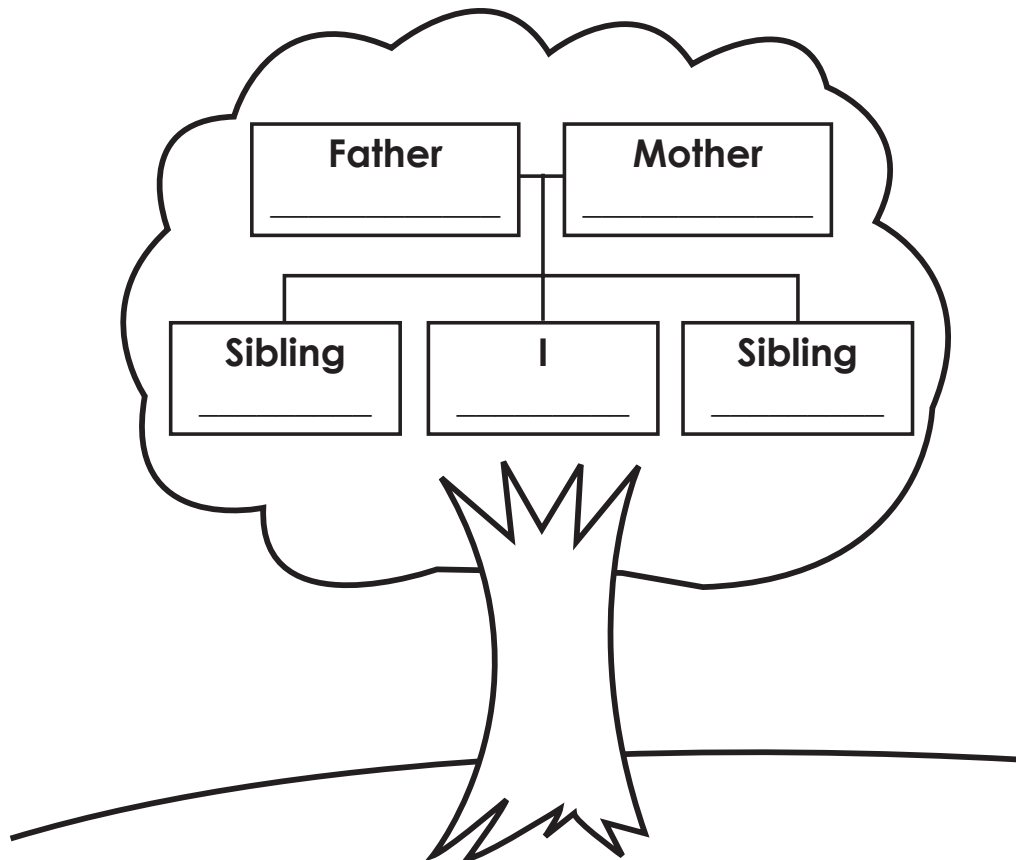
Look at the words. Circle the word with the long /ā/ sound.

tap	–	tape
mate	–	mat
pan	–	pane
fate	–	fat
mad	–	made

## Lesson 5: I Am Part of a Family

### Get Set

Fill out the family tree with names. Color it.



## Let's Aim

Read what the pictures say.



Matthew \_\_\_\_\_  
the \_\_\_\_\_.



Mother \_\_\_\_\_ the shirt on  
a clothes \_\_\_\_\_.



Dick, our pet, \_\_\_\_\_  
the \_\_\_\_\_.

Read the words.

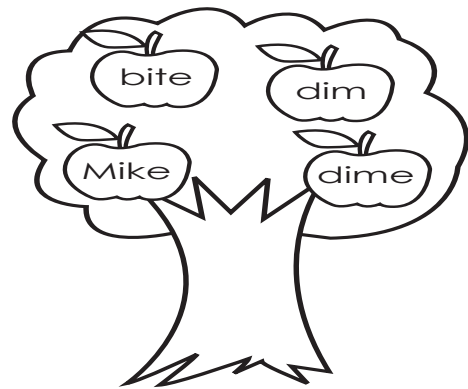
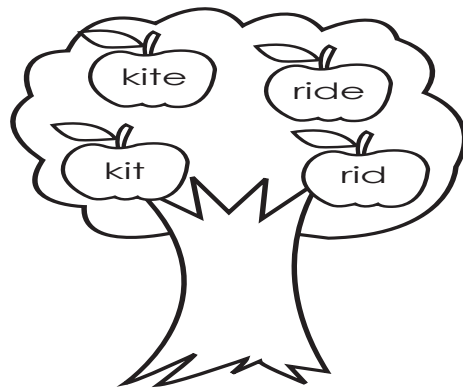
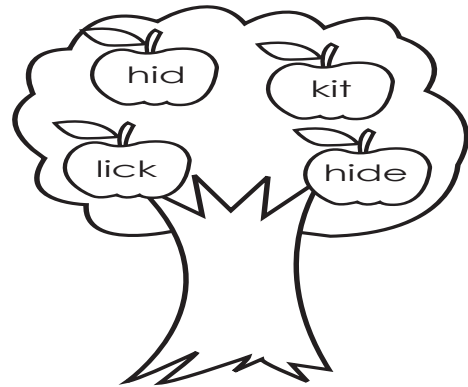
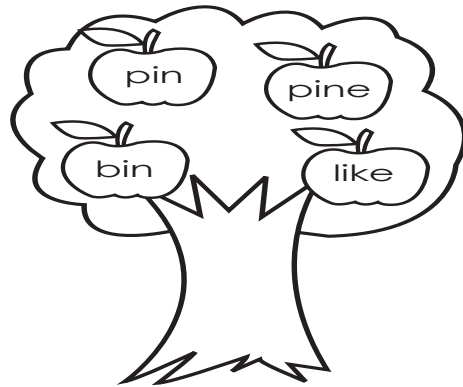
rid	–	ride
bick	–	bike
lick	–	like
pin	–	pine
Dick	–	dike

## Remember This

The long /i/ sound is the sound you hear if you place a silent **-e** at the end of the word.

## I Can Do It

Color the words with long /i/ sound yellow.



## Lesson 6: Together as One

### Let's Try

1. Give the word that will best complete each sentence.
  1. Nilda uses a \_\_\_\_\_ to clean the floor.  
(tool, spool, broom)
  2. The water in the swimming \_\_\_\_\_ is hot.  
(door, floor, pool)
  3. Joshua bought a \_\_\_\_\_ of ice cream.  
(scoop, spool, hook)
  4. We buy our own \_\_\_\_\_ from the market.  
(good, food, hood)

5. \_\_\_\_\_ around the room. You will find it.  
(Book, Look, Took)

II. Guess what will happen next. Write the letter of your answer.

1. Liza studies her lessons every day. She is happy to take her test. She finished her test on time.
  - a. Liza passed her test.
  - b. Liza failed her test.
  - c. Liza dropped her test.
2. Janice brushes her teeth three times a day. She visits her dentist every year.
  - a. She has to eat a lot of candies.
  - b. She has healthy teeth and gums.
  - c. She has tooth decay.
3. Leny arranged her things before going to school. She left her notebook on the table. Her teacher asked her to bring it.
  - a. She felt happy.
  - b. She felt angry.
  - c. She felt shy.
4. Aida sweeps the yard every afternoon. She waters the plants every morning.
  - a. Her garden is beautiful.
  - b. Her garden looks dried up.
  - c. Her garden failed.
5. Tessie brought a tray of eggs. She passed by a group of friends playing basketball. The ball hit the tray.
  - a. The eggs were safe.
  - b. The eggs were broken.
  - c. The eggs were cooked.

## Get Set

Guess what the story is about.

### **The Happy Ant Hill**

*Folktale by Pat Nelson*

*Retold by Leah N. Bautista*

Luis is a quiet little ant. He stays in his room most of the time. Bernie is the opposite of Luis. He likes to go around and make fun of other ants. They quarreled most of the time.

One August morning, Father Ant called everybody. "The rainy season begins soon. We must find food together. If we work together, we can have enough food before the rain comes." Alas, the boys were not listening.

Bernie made fun of Luis. Luis went back to his room. So, Father Ant called them back.

Father Ant showed them a bundle of twigs. He asked each ant to break the bundle. Each one tried but the bundle did not break. Then, he gave each one a piece of twig. The twig broke easily.

Father Ant spoke, "See, my sons, this is what it means to work together as one. Work with



brotherly love and we will always have a happy ant hill."

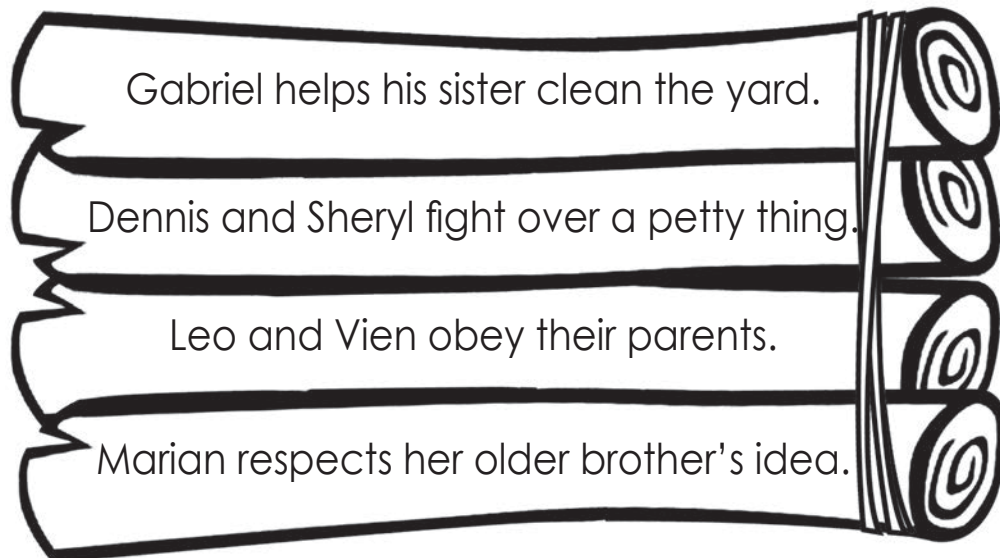
Luis smiled at Bernie, and they understood Father Ant's lesson.

### Remember This

Unity is to work together with brotherly love.

### I Can Do It

From the bundle of twigs below, color those twigs that show unity in the family.





## Lesson 7: Keep Things Tidy

### Get Set



What do you think will the children do?  
What do you think will happen to the seeds?

### We Can Do It

A little frog saw a big fish. The proud frog shook his head. "I can be bigger than that fish," said the little frog. He puffed himself with air... more air... puff... puff... more air.

What do you think will happen to the proud little frog? Draw your answer in the box below.

## I Can Do It

Draw a line to connect the idea on the left to the picture that will most likely happen.

1. The sky is dark.



2. Ryan eats a lot.



3. The pupils study their lesson well.



4. The children keep their toys in proper places.



## Remember This

Predicting outcomes is telling/guessing what will happen next in a story.

You can make a guess by:

1. Looking for clues in the story.
2. Understanding events by the pictures.

## Measure My Learning

Encircle the letter that tells what will happen next.

1. Joel jumped out of bed and looked at the clock. "Oh! I'm late," he said. He dressed up as fast as he could. Then he took his cap and basketball and went out of the house.
  - a. Joel is late for the church.
  - b. Joel was going to watch a baseball game.
  - c. Joel was going to play basketball.
2. Dandy knew that they will have a quiz in Science the next day. But instead of reviewing, he watched TV until 12 midnight.
  - a. Dandy forgot to turn off the TV.
  - b. Dandy failed the Science test.
  - c. Dandy invited his classmates to watch TV.

## Lesson 8: I Have a Cool Family

### Let's Aim

Read the story.

### **Weekend Camp with Dad**

*by Amcy M. Esteban*

Matt and Jay were in their bedroom packing for the weekend away with Dad. "Don't forget to bring your swim suit, sunblock, beach ball, and fishing pole," said Dad.

"I'll bring my goggles so I can see everything under the pool," said Jay.

Matt put his hooks inside the box. He wanted to fish near the brook. "I'm glad we can stay for two days in a resort. One week goes too fast!"

"We will surely have a good time," Dad said.

Answer the questions.

1. Why were Matt and Jay packing? \_\_\_\_\_
2. Where did Jay want to play? \_\_\_\_\_
3. What things did Matt put in his box? \_\_\_\_\_
4. Where would Matt go fishing? \_\_\_\_\_
5. What did Dad promise the two boys? \_\_\_\_\_

## We Can Do It

Listen. Then read with your teacher.

food	wood	hood	book	nook
hook	stood	look	cook	tool
wool	brook	fool	cool	room
spoon	shook	shoot	troop	scoop

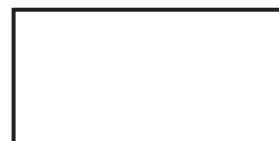
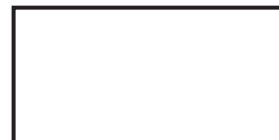
## Remember This

The /oo/ is the sound of /u/ in the words **look**, **book**, and **good**. It is sounded only once. It may be in the middle or at the end of a word. Example: book, zoo

## I Can Do It

Read and draw.

1. The moon is round.
2. There is a pool in the yard.
3. I have two books.



4. The wind shook the trees.

5. My dad is a cook.

### Measure My Learning

Guess What?

Write your answer below.

1. I'm thinking of someone who works in the kitchen.

---

---

---

2. It's a part of the body connected to the leg.

---

---

---

3. We learn from it. There are lots in the library.

---

---

---

4. It comes from trees. We use it to make tables.

---

---

---

5. The opposite of bad.

---

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## Lesson 9: More Fun at the Camp

### Get Set

Have you tried hiking in the forests?

Give another word that means the same with the following:

forest    w    □    □    □    □  
damp    m    □    □    □    □



### Let's Aim

#### More Fun at the Camp

*By Leah N. Bautista*

Mr. Bien Morales' daughters have always been quiet. Matt's dad invited them to join their next weekend camp at the forest.

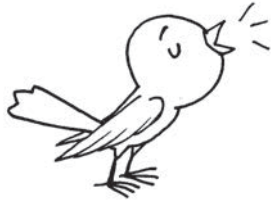
Anna and Ivy were glad to join Matt and Jay.

That afternoon, when they reached the camp, they started to hike. They saw huge, old trees. They saw small birds and insects. They even followed a deer.

Anna tripped on a broken branch. The grass was damp. She hurt her knee. Ivy got sad.

"Don't worry. It's just a scratch," Anna smiled.

- I. Color the following things that Anna and Ivy saw in the forest.



bird



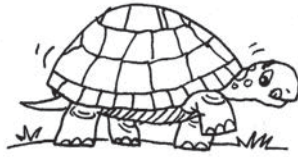
trees



deer



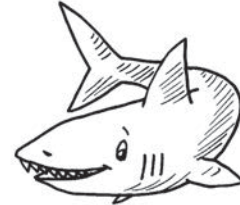
butterfly



turtle



monkey



shark

- II. Answer the following questions:

1. Who invited Mr. Morales to join the camp?
2. Where did Morales family go for a camp?
3. What time did they arrive at the camp?
4. What happened to Anna while hiking?

### We Can Do It

Give the synonym of the underlined word in the sentences.

1. Matt is glad to see you.

\_\_\_\_\_

Anna is happy you are here.

\_\_\_\_\_

2. Once I saw a little bird.

\_\_\_\_\_

It has large beaks.

\_\_\_\_\_

3. The trees in the park are tall.

\_\_\_\_\_

The small birds fly high.

\_\_\_\_\_



## I Can Do It

Encircle the words that have the same meaning.

- |                  |        |         |         |
|------------------|--------|---------|---------|
| 1. <b>pretty</b> | happy  | lovely  | sorry   |
| 2. <b>many</b>   | plenty | few     | new     |
| 3. <b>merry</b>  | larger | lively  | smaller |
| 4. <b>photo</b>  | auto   | picture | higher  |
| 5. <b>neat</b>   | clean  | slow    | fast    |

## Remember This

Synonyms are words that have the same meaning. TINY and SMALL are words that have the same meaning. Tiny and small are synonyms.

## Measure My Learning

Write a word that is a synonym of the underlined word.

1. The tree is huge. \_\_\_\_\_
2. The night is quiet. \_\_\_\_\_
3. The monkey got mad. \_\_\_\_\_
4. The trip to the camp will start at 7 a.m.  
\_\_\_\_\_
5. There is a lovely bird on top of the tree.  
\_\_\_\_\_

## Lesson 10: Meet My Family

### Let's Aim

Read the story.

I want you to meet my parents.

### Lei's Parents

My father is a hardworking man. He has a strong body and a kind heart. He works at a farm mostly at daytime. He also takes a rest. He plays with us, sails a boat, and brings us to different places.



He has a beautiful pair of eyes.



This is my mother. My mother keeps our vegetable garden. She often prepares our food. She makes our home clean and tidy. She takes good care of us.

I love my parents. They protect us from harm and danger. They keep us happy and well.

### We Can Do It

Answer the following questions. Work with your seatmate.

1. What does father do at daytime?
2. What activities does he like to do with his children?
3. What does my mother do?

4. Why do you think the children love their parents?

How do the action words end?

### Remember This

A verb is a word that tells an action. It tells what someone or something does, did, or will do.

### I Can Do It

Encircle the verbs from the words inside the box.

catch	bring	ball	egg
day	wash	climb	fly
match	laugh	write	flower
away	ten	listen	nectar

## Lesson 11: Wake Up! Wake Up!

### Let's Try

- I. Choose the verb in the box to complete the sentence.

swims   writes   played   eats   planted

1. The duck \_\_\_\_\_ in the pond.
2. Susan \_\_\_\_\_ the piano yesterday.
3. Roy \_\_\_\_\_ his name well.
4. Tommy \_\_\_\_\_ a mango seed in a plot.
5. The cow \_\_\_\_\_ grass.

II. Write the letter/s that is/are added to the root word below.

- |            |       |            |       |
|------------|-------|------------|-------|
| 1. worked  | _____ | 4. helped  | _____ |
| 2. plans   | _____ | 5. changed | _____ |
| 3. stepped | _____ |            |       |

### Get Set

What time do you go to bed? What time do you wake up in the morning? Why is it good to go to bed early?

### Let's Aim

#### Wake Up! Wake Up!

*By Porfiria Santos*

"Wake up, Ana! Wake up! It's late," said Mother.

Ana opened her eyes. She saw Mother and Father. She said, "Good morning, Father. Good morning, Mother."

"Good morning, Ana!", said Mother and Father.  
"You must get up now, it's morning," said Mother.

But Ana did not like to get up yet.

She said, "Oh Mother, must I get up now? I want to sleep more. I like to sleep and sleep."



Father said, "Sleep is good for children."

"Good children go to bed early then get up early in the morning," said Mother.

Ana opened her eyes again and said, "I am a good girl, Mother. I am up early in the morning." Then, Ana jumped out of bed. She stretched her arms as she made a long yawn.



### **I Can Do It**

Draw the things that you can do to wake up early.

### **Remember This**

Early to bed, early to rise  
Makes a child healthy, wealthy, and wise.

### **Measure My Learning**

What lesson did you learn from the story?

---

What should you do so you won't wake up late?

---

Complete this sentence:

From now on, I will \_\_\_\_\_,

so I can \_\_\_\_\_.

## Lesson 12: Talking about Action Words

### Get Set

1. Can you tell what each one is doing? They help each other in doing household chores.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

II. Here are more pictures of children. Tell what each one is doing.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



## I Can Do It

Box the action word in the sentence.

1. The family cleans the house together.
2. Father sweeps the yard.
3. Lito helps father in the yard.
4. Gina scrubs the floor.

## Remember This

A verb is the action word in a sentence. It tells what someone or something does.

## Measure My Learning

Underline the verb that will make the sentence complete.

Father found a mango seed. He said, "I shall (plant, cook) this in the yard." Lito said, "May I (go, help) you Father?" "Yes, go and (change, wash) your clothes." Father (went, want) to change his clothes, too. Then, they went to the yard. They (watered, planted) the seed in the yard.

## Lesson 13: Time Attack

### Get Set

#### Anna Was Still Sleeping

By Amcy M. Esteban

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

Anna was still sleeping  
when an ugly spider jumped.  
Down came the spider,  
and kissed Anna's mouth.  
Out came the sun  
and startled Anna up.  
Now, the eensy-weensy spider  
runs quickly out the door.



1. When did the spider jump? \_\_\_\_\_
2. What did the spider do to Anna? \_\_\_\_\_
3. How did Anna feel when the spider kissed her?  
\_\_\_\_\_
4. When did the story exactly happen? \_\_\_\_\_

### Let's Read

sleep	–	sleeping
jump	–	jumping
kiss	–	kissed
startle	–	startled
run	–	runs

## We Can Do It

Read the story.

Ana sleeps late. Last night, she went to bed late again. She watched her favorite cartoon.

In the morning, Ana was still sleeping. Mother said, "Wake up! Ana, wake up!" It's late. Ana jumped out of bed. She lazily stretched her arms and gave a long yawn.

What were the things Ana did? \_\_\_\_\_

The words sleep, jump, and stretch are verbs. These are simple verb forms. They are also called root words.

What letter or letters are added to the simple verb form?

## Remember This

The letters **-s**, **-ed**, and **-ing** are added to the simple verb to show a change in action according to time.

## I Can Do It

Read the words below. Box the simple verb forms.

dancing  
shouted  
sit

eat  
showed  
stand

playing  
claps  
drawing

## Measure My Learning

Put a check mark (✓) on the column where the action is.

	Action Happening Now	Action in the Past
1. praying		
2. baked		
3. lives		
4. watching		
5. worked		

## Lesson 14: I See Doubles

### Get Set

Listen and Say!

### See! See! I See a Bee!



See! See!  
What do you see?  
I see a tree.  
See! See!  
What do you see?  
I see a bee inching  
on the tree.  
See! See!  
They are now three!  
I see, I see,  
I can see three bees  
on the tree.



## Remember This

/iy/ is the sound you hear in **ee** as in **bee**.

## I Can Do It

Draw a line to connect the word to its meaning.

### Column A

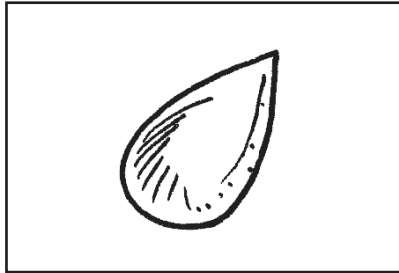
1. the number after two
2. "Hatching!"
3. The front part of a TV set
4. You do not pay for it.
5. give the dog its food
6. a part of the leg

### Column B

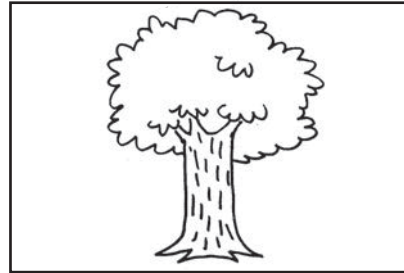
- feed  
knee  
free  
sneeze  
three  
screen

## Measure My Learning

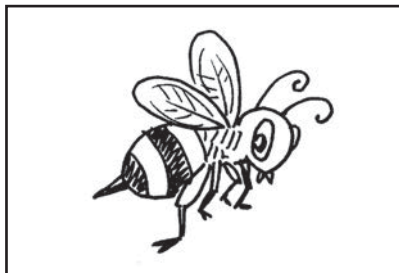
Encircle the name of the picture.



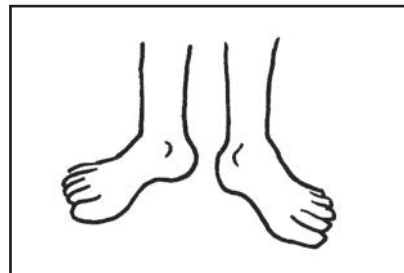
1. seed    free    feed



3. tree    three    feet



2. sneeze    bee    teen

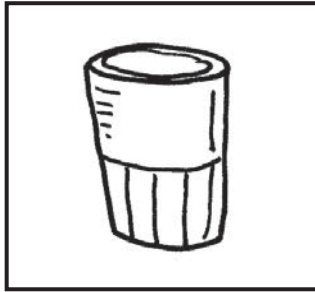


4. seed    feet    knee

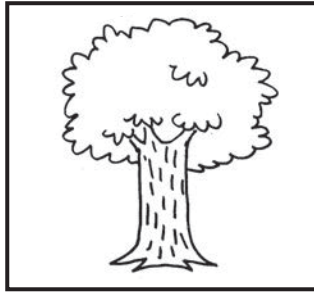
## Lesson 15: Making Stories on Our Own

### Let's Aim

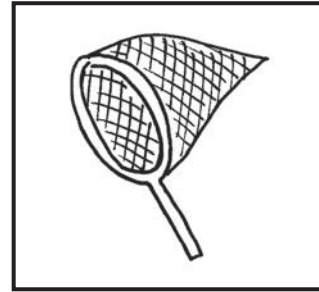
Below are the list of words for your story. Give a possible rhyme-pair.



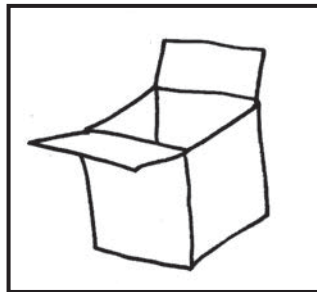
glass \_\_\_\_\_



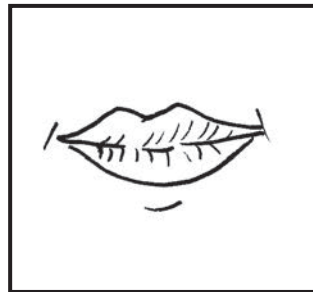
tree \_\_\_\_\_



net \_\_\_\_\_



box \_\_\_\_\_

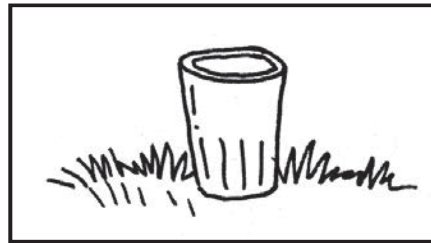
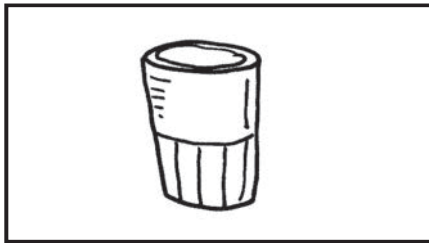


lip \_\_\_\_\_

## We Can Do It

Let's make a story using the rhymes with your friends.

Make sentences from the rhyme pairs.



1. Gabriel drinks milk in a \_\_\_\_\_.  
The glass is on the \_\_\_\_\_.

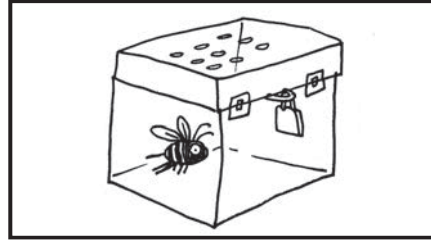


2. He sits with friends under the \_\_\_\_\_  
and saw a \_\_\_\_\_.

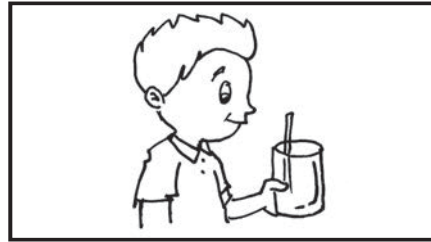


3. They try to catch the bee with a \_\_\_\_\_.  
The rain fell hard, the net got \_\_\_\_\_.





4. Gabriel placed the bee inside the \_\_\_\_\_.  
The box on the side has a lot of \_\_\_\_\_.



5. He went back to his friends with a smile  
on his \_\_\_\_\_.  
Now, there's no more milk to \_\_\_\_\_.

Now, what is the story about?

---

Can you give the best title for this story?

---

## I Can Do It

Let's write the story down. Write the sentences from the activity that you did. Think of a good title for your written work.

\_\_\_\_\_

\_\_\_\_\_

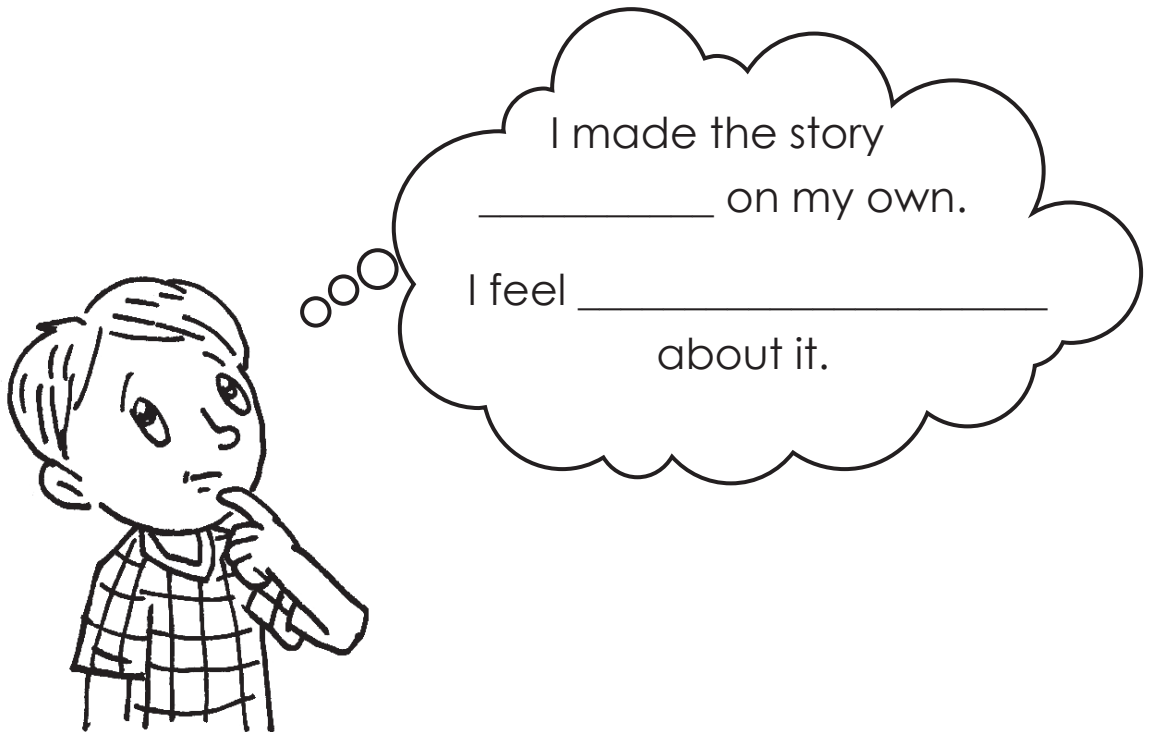
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Measure My Learning

How did I feel making the story on my own?



## Lesson 16: Off for a Picnic

### Let's Try

I. Cross out the things which do not belong to the group.



II. Write the past form of the verb.

\_\_\_\_\_ 1. Mary changes the pillow sheets.

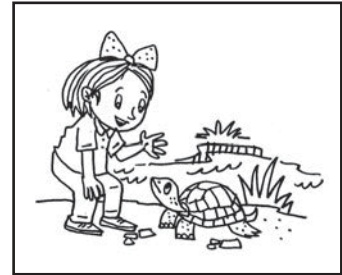
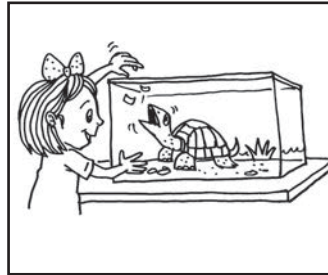
\_\_\_\_\_ 2. Father cleans the vegetable garden.

\_\_\_\_\_ 3. I cook breakfast for my sisters.

\_\_\_\_\_ 4. Brother helps fold our blankets.

\_\_\_\_\_ 5. Our house looks good when cleaned.

III. Arrange the pictures according to how they happened. Write 1, 2, or 3 below the pictures.



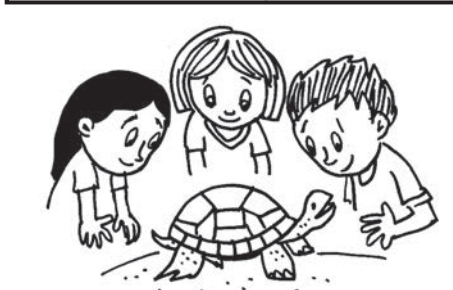
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Get Set

Look at the comic strips. Make a story about the picture.



## Let's Aim

Read the story. Look back at the pictures.

### **Off for a Picnic** *By Porfiria Santos*

It was a holiday. Liza jumped out of bed. "Oh, the alarm clock did not ring. It's late!" said Liza. She looked for father, mother, Maris, and Mike. "Where are you?" shouted Liza. She found them in the backyard.

"We are preparing the things we need for our trip. Liza, are you sure you have extra clothes?" asked Mother. "Yes, Mother, I have prepared them last night."

"We are leaving," said Father.

Uncle Tom drove carefully. The white van rolled on and on. The children saw many things along the way.

They changed their clothes then, they all jumped into the water.

Soon, it was time to go home. Liza said, "Father, let us come back here again some other time." "Yes, of course," agreed Father.



## Remember This


Every story has events that happen **before** and **after**.

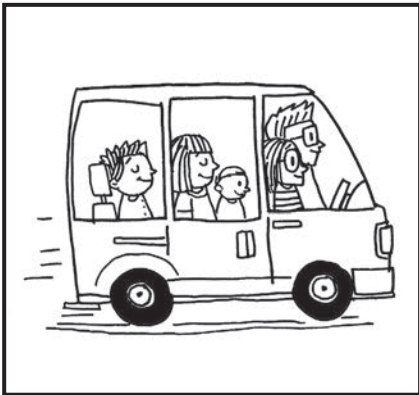

## I Can Do It


Look at the big picture on the column NOW. Write on the blank space beside the smaller picture whether the action took place **BEFORE** or **AFTER** the big picture.

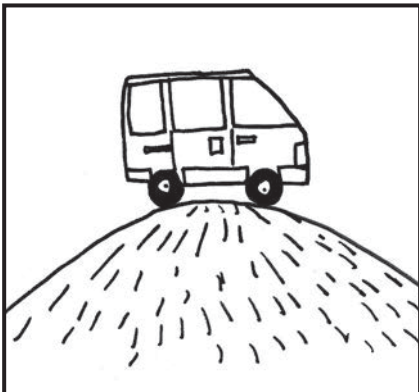

NOW


1.  \_\_\_\_\_ 

\_\_\_\_\_ 

2.  \_\_\_\_\_ 

\_\_\_\_\_ 

3.  \_\_\_\_\_ 

\_\_\_\_\_ 



## Measure My Learning

Write three sentences about each picture.  
Arrange them in the order they happened.



Before \_\_\_\_\_

Now \_\_\_\_\_

After \_\_\_\_\_

## Lesson 17: What We Did

### Let's Aim

She said:

A kitten **jumped** out of the table yesterday.

It **rolled** on the floor.

The dog **barked** when it saw the cat.

A rat **walked** in. It **looked** at the cat.

And **stared** at the dog.

The dog **stopped** barking.

Look at the words **jump** and **jumped**. Compare and give the difference.



## We Can Do It

Here is a list of root words from the story. Add **-ed** or **-d** at the end of each word.

Compare the spelling of the root word.

Root word	Add -d or -ed
look	
shout	
prepare	
roll	
change	

## Remember This

Verbs have different tenses.

The tense of the verb tells the time of an action.

The past tense of the verb shows action that happened in the past. They end in **-d** or **-ed**.

The past tense of the verb tells about something that has already happened.

- (1) We add **-d** or **-ed** to most verbs to show that something has already happened.
- (2) If a verb ends in **e**, just add **d**.
- (3) If a verb has one syllable and ends with a short vowel sound and a consonant, **double the ending consonant before adding -ed**.  
(ex. stop = stopped)

## I Can Do It

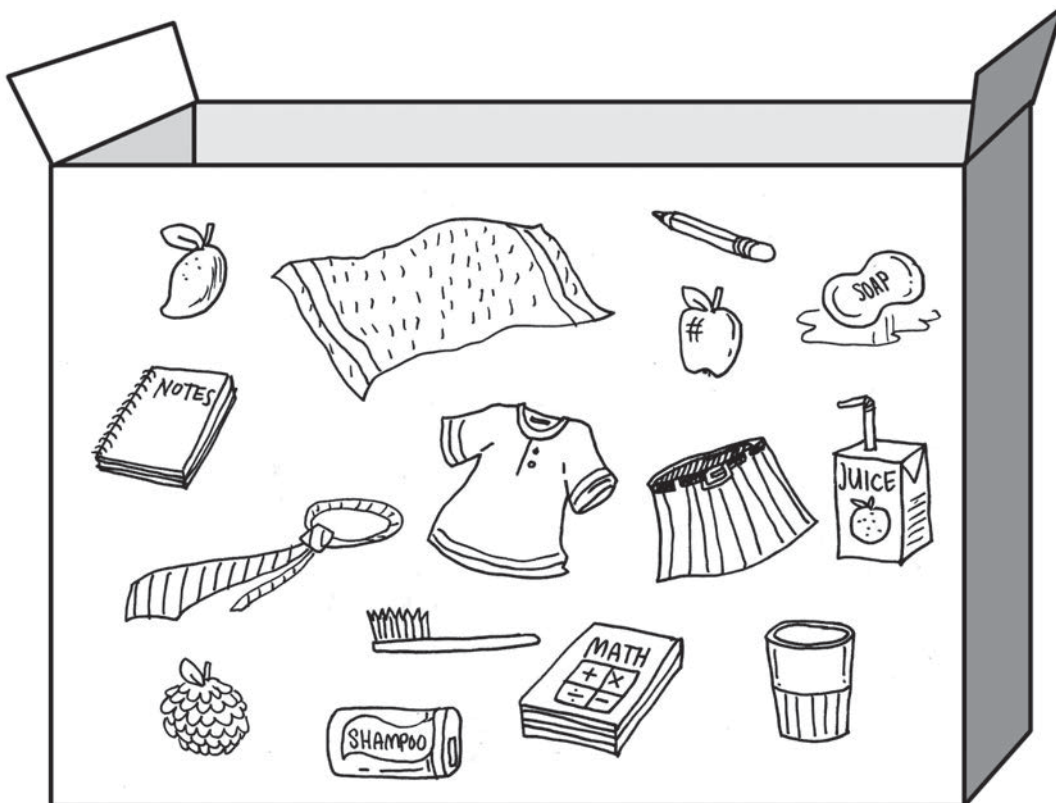
Read each sentence. Write the past tense of the verb in the parenthesis ( ).

1. Father (plant) \_\_\_\_\_ the mango seed in the garden yesterday.
2. He (work) \_\_\_\_\_ in the garden the whole day.
3. Rolly (help) \_\_\_\_\_ him dig the soil.
4. Maria (stop) \_\_\_\_\_ to pick the ripe tomatoes.
5. Mother (like) \_\_\_\_\_ the ripe tomatoes.
6. She (place) \_\_\_\_\_ the tomatoes in a big box.

## Lesson 18: I Can Help

### Get Set

Mother is having a rest. The whole house is in a mess. Help her keep things tidy.



1. Things to Eat

---

---

---

2. Things to Wear

---

---

---

3. Things Used  
for School

---

---

---

4. Things Used for  
Taking a Bath

---

---

---

### Let's Aim

Group the words from the box. Write them under the labels.

<b>father</b>	<b>aunt</b>	<b>nun</b>	<b>nephew</b>	<b>niece</b>
<b>brother</b>	<b>mother</b>	<b>priest</b>	<b>uncle</b>	<b>sister</b>
<b>grandmother</b>		<b>grandfather</b>		

Girls

---

---

---

---

---

---

Boys

---

---

---

---

---

---

## We Can Do It

Read the three words inside the box. Add one more that is like the others.

mother    brother  
sister    \_\_\_\_\_

June    September  
October    \_\_\_\_\_

jackfruit    papaya  
chico    \_\_\_\_\_

bedroom    dining room  
kitchen    \_\_\_\_\_

water    juice  
iced tea    \_\_\_\_\_

## Remember This

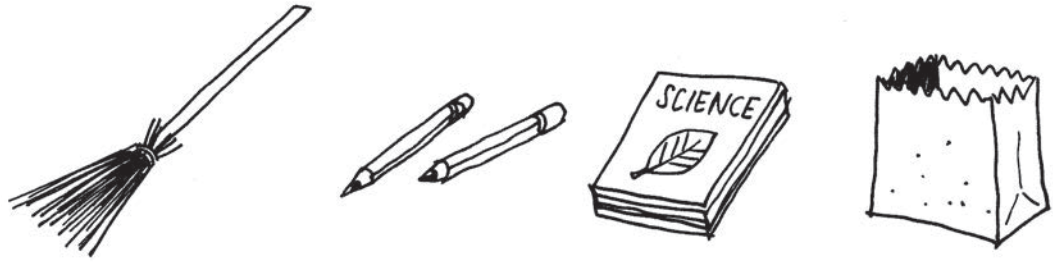
There are similar things for each group.

## I Can Do It

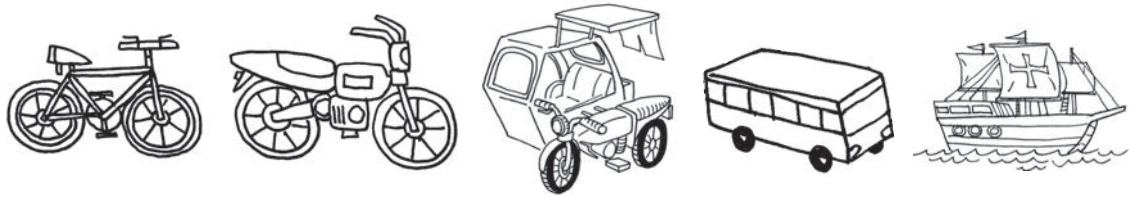
Cross out the thing that does not belong to each group. Label the things that go together.



Things used for \_\_\_\_\_.



Things used for \_\_\_\_\_.



Things used for \_\_\_\_\_.

### Measure My Learning

After putting things together, Mother can have time for the baby. Draw some of the things that the baby needs. Color them.

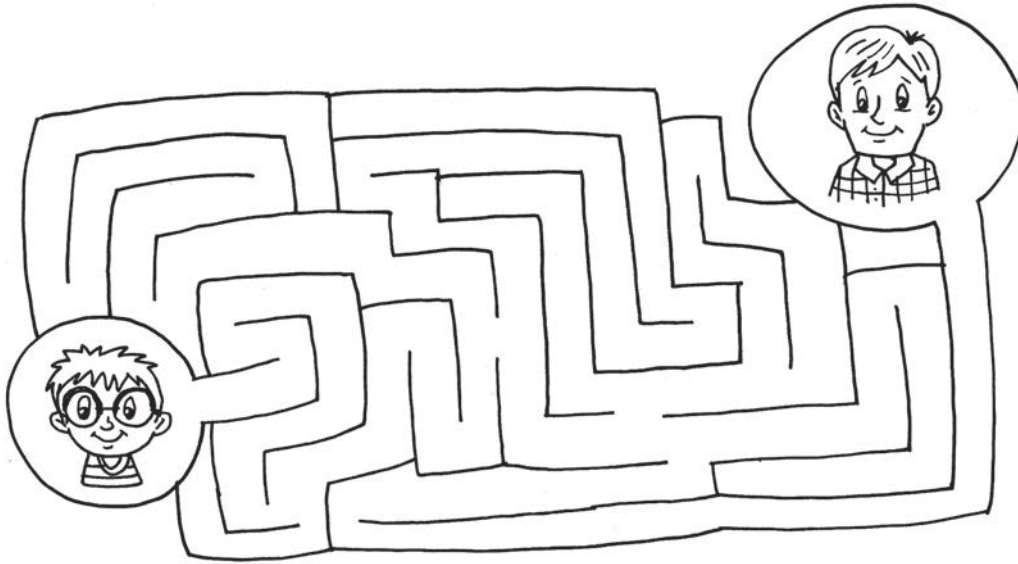


## Lesson 19: It's Time for Bed

### Get Set

Do the maze.

Where would Enzo go to meet Tatay Rico?



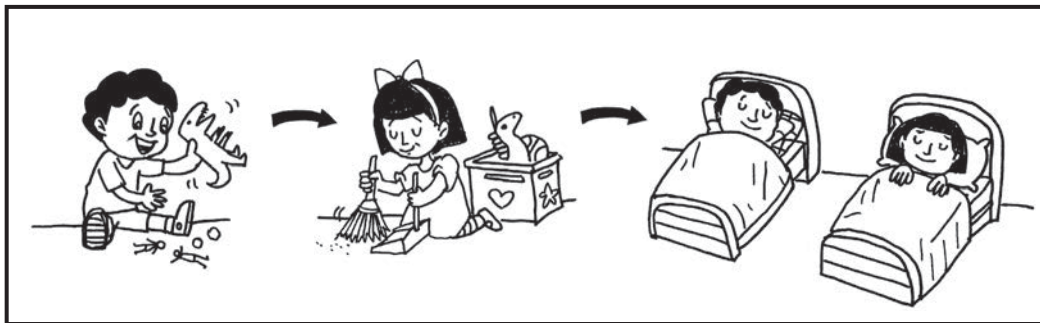
### Let's Aim

Boy: What are you doing?

Girl: I'm cleaning up.

Boy: Why?

Girl: It's time to sleep.



What do the arrows tell you?

## **We Can Do It**

Read the story.

### **Dennis' Long Day**

*By Leah N. Bautista*

Dennis was known for being active. He wanted to do everything every day. He forgot many things about keeping his body clean and his room tidy.

One day, he played with mud at the yard. He placed mud and stone in every corner. Then, he would hang his toys by the door.

After that, he would jump around with empty bottles and cans. "Join me," he would tell his friends.

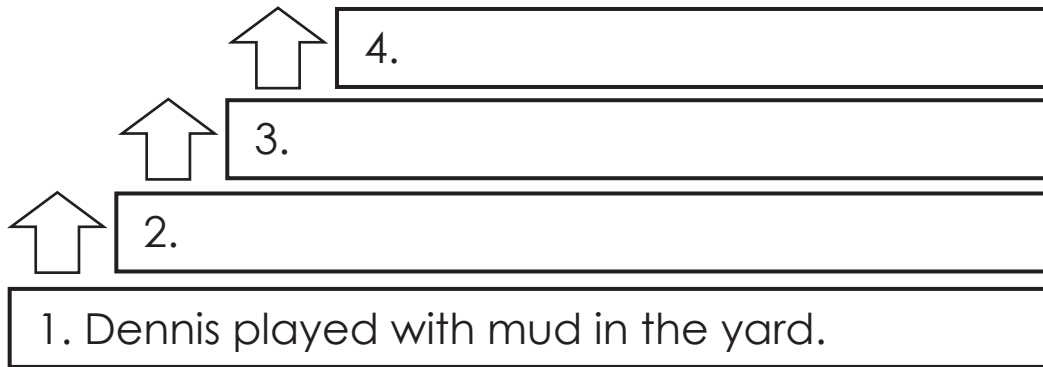
Night fell, he was very tired. Dennis waited for his father to come home. He waited for his mother to clean him up. He fell asleep at the table. Father's friends came to visit.

They all laughed at what they saw. Dennis was covered with mud and leaves. "Dennis had a long day," Father said.

- I. Answer the following questions:
  1. What were the things Dennis forgot to do?
  2. What was Dennis' first play activity?
  3. What did Dennis do to his toys?
  4. Who did Dennis wait for?
  5. Why did Father's friends laugh at Dennis?



II. Arrange the events from "Dennis' Long Day."  
Write each event on the story ladder.



**Remember This**

When you read, try to understand what events happened in the story. Arrange the events as they happen according to time frame/ expression.

**I Can Do It**

Look at the picture. Draw a picture to complete the sequence.



**Measure My Learning**

Number the events in the right order of when they happened, from first (1) to last (6).

- \_\_\_\_\_ He placed mud and stone in every corner.
- \_\_\_\_\_ Dennis played with mud at the yard.
- \_\_\_\_\_ He hung his toys by the door.
- \_\_\_\_\_ He got tired of playing.
- \_\_\_\_\_ He jumped around with empty bottles.
- \_\_\_\_\_ He fell asleep.

## Lesson 20: We Do Many Things at Home

### Let's Aim

Read the sentence.

Mother looked around the house.

Arrange the jumbled letters to know the first part of the sentence.

s j b e u c t

Who looked around? **Mother**

The word **Mother** tells us who looked around.

**Mother** is the person being talked about in the sentence.

The naming part of a sentence is also called the

s u b j e c t

Arrange the jumbled letters to know the second part of the sentence.

p i r c e a d t e

What did Mother do around the house? **Looked**

The word **looked** is the action word of the sentence.

The action word is called verb.

The word **looked** tells us what Mother did around the house.

The action part of a sentence is also called the

p r e d i c a t e

## We Can Do It

Put a line to divide the sentence into two parts.  
Label S for the subject and P for the predicate.

1. My sister cooks our food.

---

2. My brother works in the farm.

---

3. The younger children play hide and seek.

---

4. Tatay Felix cleans the house.

---

5. Our dog guards our house.

---

## Remember This

A sentence is made up of words. It has a naming part and a verb part. The naming part is called the **subject**. The verb part is called the **predicate**.

## I Can Do It

Write **S** if the encircled part is the subject.  
Write **P** if it is the predicate.

1. The dog barked at the cat. \_\_\_\_\_

2. Bobby runs after Mother. \_\_\_\_\_

3. Gabrielle jumps on the bed. \_\_\_\_\_

4. Sister cooks some eggs.      \_\_\_\_\_
5. We eat supper together.      \_\_\_\_\_

### Measure My Learning

Write the naming part or a verb part to complete the sentence. Choose the words inside the box.

**pray   tells   sits   My cousin   Cristy   Danny**

1. \_\_\_\_\_ danced during the fiesta.
2. Maria and I \_\_\_\_\_ before we sleep.
3. Our grandmother \_\_\_\_\_ us stories.
4. Nene \_\_\_\_\_ on the chair.
5. \_\_\_\_\_ washed her hands before eating.

## Lesson 21: We Are Filipinos

### Let's Try

A. Identify which of the following are the characteristics of a Filipino. Put a check (✓) on your answer.

- \_\_\_\_\_ brown skin
- \_\_\_\_\_ black hair
- \_\_\_\_\_ respectful to the elders
- \_\_\_\_\_ rude to the elders
- \_\_\_\_\_ plays games like *taguan*, *sipa*, *patintero*, *palosebo*
- \_\_\_\_\_ helpful to the members of the family
- \_\_\_\_\_ plays all the time

- \_\_\_\_\_ eats Filipino food
- \_\_\_\_\_ lives happily with ones parents
- \_\_\_\_\_ spends more time watching television

B. Listen carefully as the teacher reads the words.

Put a check (✓) if the words have the same initial sound and cross out (x) if not.

- \_\_\_\_\_ net – nine
- \_\_\_\_\_ hair – have
- \_\_\_\_\_ rain – ruler
- \_\_\_\_\_ bed – ball
- \_\_\_\_\_ pot – fun

C. Read the following words. Draw ☺ if the words have the same final sound and ☹ if not.

- \_\_\_\_\_ father – river
- \_\_\_\_\_ basket – banana
- \_\_\_\_\_ rap – jump
- \_\_\_\_\_ dog – rag
- \_\_\_\_\_ four - ten

D. Match the words that rhyme or have the same final sound.

- 1. feel
- 2. sack
- 3. cat
- 4. weather
- 5. late
- a. bat
- b. eight
- c. back
- d. wheel
- e. ladder

E. Write the new word.

- 1. Change /f/ to /p/ of fat is \_\_\_\_\_
- 2. Change /j/ to /b/ of jeep is \_\_\_\_\_
- 3. Change /p/ to /r/ of pack is \_\_\_\_\_
- 4. Change /d/ to /g/ of bad is \_\_\_\_\_
- 5. Change /t/ to /l/ of meat is \_\_\_\_\_

## Let's Aim

Listen to your teacher as she reads the poem  
"I Am a Filipino" by Dali Soriano. Find out what the  
poem is all about.

### **I Am a Filipino**

*By Dali Soriano*

I am a Filipino  
I am proud to be one.  
My black hair and brown skin,  
Perfectly baked by sun.

I live happily with my parents,  
Brothers, sisters – we are one.  
Lolo, lola, uncles, and aunts,  
On fiestas we have fun.

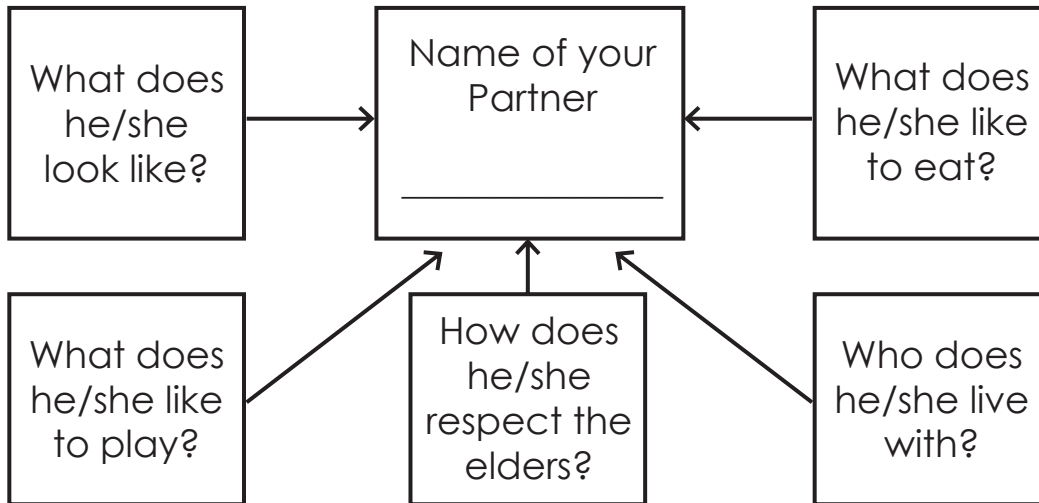
I play Filipino games –  
Sipa, taguan, palosebo.  
I love Filipino food,  
My favorite is adobo.

I kiss the hand of my elders,  
To say goodbye or hello.  
This makes me a Filipino,  
Polite, respectful, and true.

Who is the Filipino/child in the poem?  
What is the color of the child's hair?  
What is the color of the child's skin?  
Who is living with the child?  
What does the child like to play?  
What is the child's favorite food?  
How does the child show respect to the elders?  
What can you say about the child?  
How do Filipinos show respect to their elders?

## We Can Do It

Get a partner and complete the web.



## Remember This

A Filipino child has fair and brown skin with black hair, loves to play, helps his/her family, and respects all elders.

## I Can Do It

Look for a partner. Tell and talk about yourselves: the color of your hair, skin, their likes (food, games).

Introduce your partner to the class. Tell the class about your partner.

I'm (name of pupil A) and I'll tell you something about (name of pupil B).

\_\_\_\_\_ 's hair is \_\_\_\_\_ and her/his skin is \_\_\_\_\_.

He/She likes to eat \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

He/She likes to play \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

He/She lives with his/her (parents/grandparents).

He/She is proud to be a Filipino.



## Lesson 22: Words with the Same Beginning and Ending Sound

### Let's Read

Read the poem. Identify the word with the same beginning and ending sound.

I am a Filipino  
I am proud to be one.  
My black hair and brown skin,  
Perfectly baked by sun.

### Remember This

There are words that have the same beginning like **brown** and **black** and there are words that have the same ending sound like **skin** and **sun**.

### I Can Do It

Read the poem and write the words with the same beginning and ending sound.

Some families are big,  
Some families are small,  
But I love my family, best of all.  
I love my Mother, yes I do.  
I love my Father, it is true.  
I love them both and they love me too.

beginning sound	ending sound

## Measure My Learning

Read the poem and classify the words with the same beginning and ending sound. Place them in the chart.

1. Baby, baby come to me.  
Mommy is waiting with glee.  
Daddy is leaving tonight.  
Let's pray for him to have a safe flight.
2. In the night so dark  
A tiny egg lays fast asleep.  
With a sudden beep  
A baby chick makes a peep.

The same beginning sound	The same ending sound

## Lesson 23: Rhyming Words

### Let's Aim

Read the following words.

my – by  
one – sun – fun  
brothers – sisters

What have you noticed with the words?  
What do you call the words that have the same ending sound?  
What other words rhyme with **my** and **by**?  
What other words rhyme with **one**, **sun**, and **fun**?

### Let's Read

Read the following poem and tell the rhyming words.

Little Miss Muffet, sat on a tuffet,  
Eating her curds and whey;  
Along came a spider,  
Who sat down beside her  
And frightened Miss Muffet away.

What are the rhyming words?

A cat and a mouse full of glee  
Started dancing, one, two, three.  
They danced in the daytime,  
They danced in the night,  
They did not mind if it was dark or bright.

What are the rhyming words?

### Remember This

Rhyming words are words that have the same final sound.

## I Can Do It

Find the words that rhyme with the word on the left.

<b>day</b>	dig	saw	sing	say
<b>rip</b>	ripe	dip	pat	rat
<b>pig</b>	dig	bin	cap	Pit
<b>sack</b>	soup	say	pack	play
<b>best</b>	tear	beat	tap	test

## Measure My Learning

List down the rhyming words found in the poem below. Read and classify the rhyming words in the poem. Write them in the box.

Jack Sprat could eat no fat,  
His wife could eat no lean,  
And so between the two of them  
They licked the platter clean.

A cat and a mouse full of glee  
Started dancing, one, two, three.  
They danced in the daytime,  
They danced in the night,  
They did not mind if it was dark or bright.

Good night, sleep tight,  
Don't let the bedbugs bite.  
And if they do  
Then take your shoe

And knock 'em 'til  
They're black and blue!

## Lesson 24: Let's Switch Places

### Get Set

Look at the first picture and word. Form a new word by changing the first letter of the word.



\_\_op



### Let's Aim

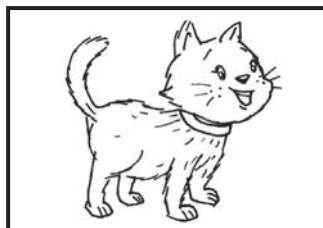
Look at the pictures below. Change the first letter of the word. What is the new word? Draw and write it in the box.



	a	n
--	---	---



	a	n
--	---	---



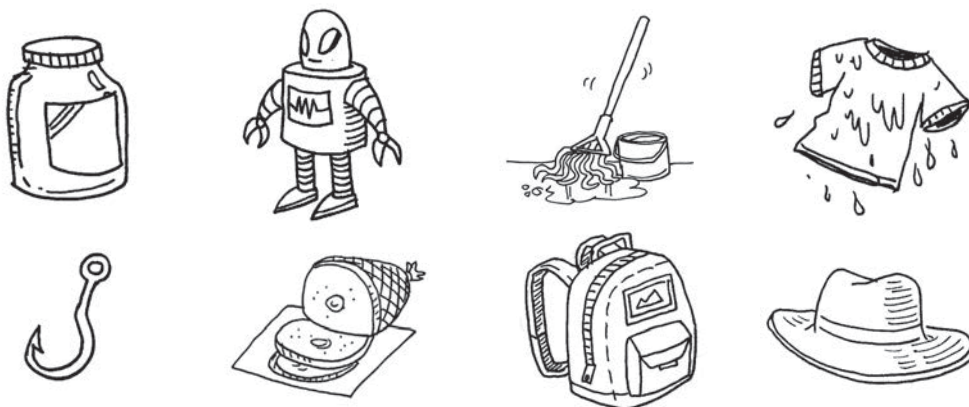
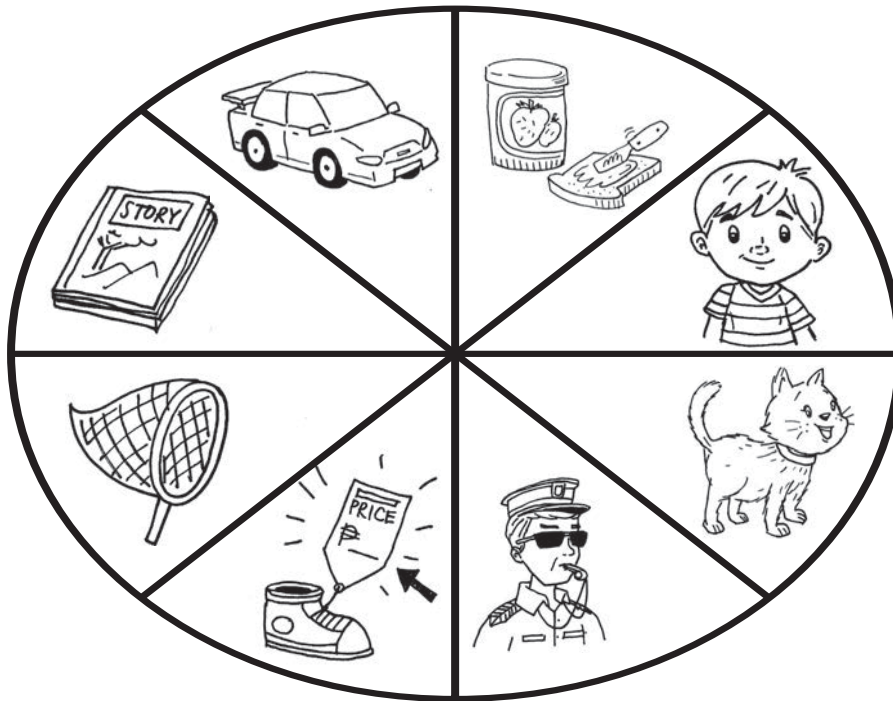
	a	t
--	---	---



	a	t
--	---	---

## Let's Read

Look at the pictures in the pie. Change the first letter of the word of the pictures in the pie then match the new word to the pie.

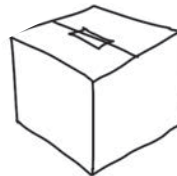
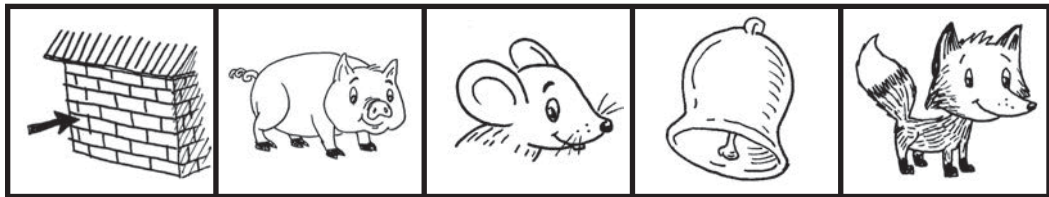


## Remember This

When you change the beginning sound of the word, it forms a new word.

## I Can Do It

Look at the pictures in the bars. Change the beginning letter of the word. Write your answer in the column below.

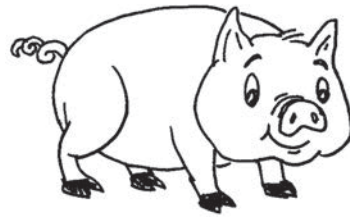


Given Word	Removed Sound	Replaced Sound	New Word

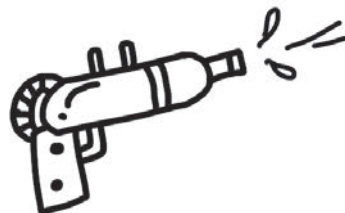
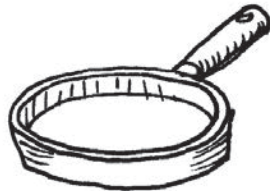


## Measure My Learning

Look at the picture. Name the picture on the left.  
Remove the beginning sound and change with  
a new sound. Then say and write the new word.



10



## Lesson 25: Phoneme Manipulation (Substitution of Final Sound)

### Let's Aim

Fill in the blank with correct letter.

There was once a mouse.  
Who needed a \_\_ ouse.

Patty is a fat cat.  
Who loves to sit on a \_\_ at.

There's something sitting on the log.  
I hear croaking. It must be a \_\_og.

### Let's Read

With a partner change the last sound of the word.  
Draw and write the new word.



Say pan...change /n/ to /d/.... What is the new word?



Say cop...change /p/ to /t/....What is the new word?

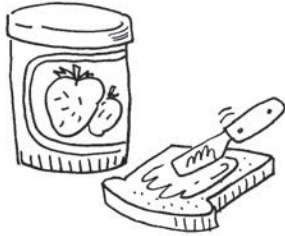


Say dot...change /t/ to /g/....What is the new word?

## We Can Do It

### What is my name?

With a partner change the last sound of the word.  
Draw and write the new word.



Change /m/ to /r/ is \_\_\_\_\_.



Change /g/ to /n/ is \_\_\_\_\_.



Change /n/ to /p/ is \_\_\_\_\_.

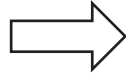
### Remember This

When you change the last sound of the word,  
it forms a new word.

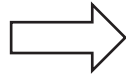
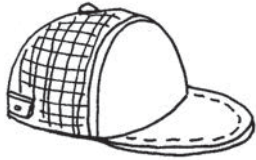
## I Can Do It

Write and draw the new word.

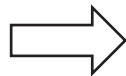
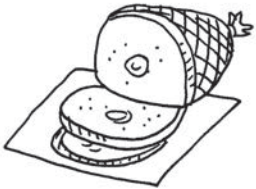
1. Change /n/ of pin to /g/ is \_\_\_\_\_.



2. Change /p/ of cap to /n/ is \_\_\_\_\_.



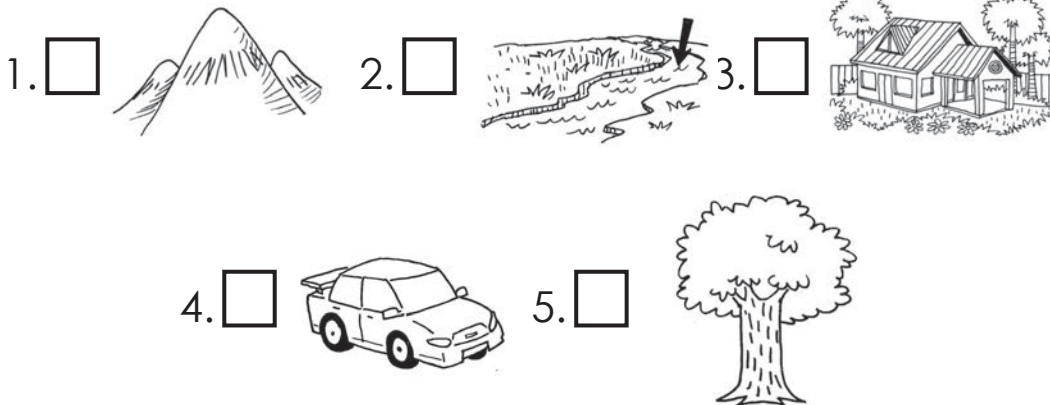
3. Change /m/ of ham to /t/ is \_\_\_\_\_.



## Lesson 26: Wonderworks 1

### Let's Try

A. Draw a 😊 in the box to the pictures created by God and ☹️ if it is not created by God.



B. Read the passage and answer the following questions.

Mother prepared dinner. She is cooking **adobo**, **pinakbet**, and rice. Mary helped her Mother in the kitchen. Michael helped set the table. When Mother finished cooking, Mother told Mary to call her Father. Father, Mother, Mary, and Michael sat at the table to eat dinner. When dinner was over, Mary cleaned up the table and Michael did the dishes.

6. What did Mother cook for dinner?  
a. adobo    b. fried chicken    c. sinigang
7. Who helped Mother cook dinner?  
a. Father    b. Mary    c. Michael
8. Who called Father to dinner?  
a. Mother    b. Mary    c. Michael

C. Cross out (x) the word that does not belong to the group.

9. mother      baby      candy      sister  
10. December      Monday      Friday      Sunday

D. Check (✓) the pairs of words that have the same sound and cross out (x) if they do not.

\_\_\_\_\_ 11. eat – meat

\_\_\_\_\_ 12. play – toy

\_\_\_\_\_ 13. cane – pain

E. Read and write the new word.

14. What word would be left if you take out /s/  
from smile? \_\_\_\_\_

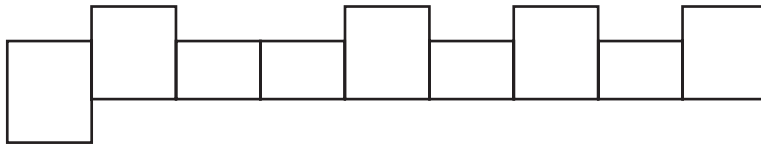
15. What word would be left if you take out /c/  
from clap? \_\_\_\_\_

## Let's Aim

- I. Write the word being defined. Choose the words from the box.

<b>vast</b>	<b>country</b>	<b>beautiful</b>	<b>treasure</b>
	<b>plentiful</b>	<b>marvel</b>	

1. Having a great quantity or number



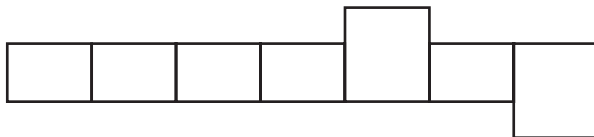
2. Pretty, lovely



3. Amazed, feel with wonder



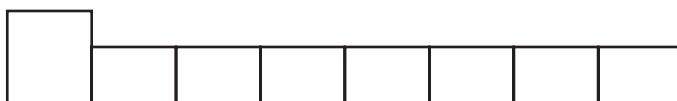
4. A nation or a state such as Philippines, Japan, Malaysia, etc.



5. Very great in size or in area



6. A valuable or precious possession



- II. Listen to your teacher as she reads the poem “Wonderworks” by Dali Soriano. Find out the things that God has created.

### **Wonderworks**

*By Dali Soriano*

I marvel at the great seas and vast lands,  
Fashioned neatly by God’s own hands.  
He created my country’s clear blue sky,  
Rivers, lakes, seas, and mountains high.

1. What are the things that amazed the author?
2. What are the things created by God?
3. What word did the author use to describe her country?
4. What are the things that the author is thankful for?
5. What is the author’s greatest treasure?
6. What do you think the author considers “God’s gift of life” as her greatest treasure?
7. What are other things not mentioned in the poem created by God?

Thank you, God, for this beautiful country,  
Friends, relatives, and loving family.  
These plentiful gifts are beyond measure,  
But your gift of life is my greatest treasure.

8. What are the things that you are thankful for?
9. What do you consider as your “greatest treasure?”
10. Why do you consider it as your greatest treasure?



## Let's Read

Write True if the statement tells about the poem and False if the statement does not tell about the poem.

- \_\_\_\_\_ 1. God created the clear blue sky.
- \_\_\_\_\_ 2. God also created tall buildings and houses.
- \_\_\_\_\_ 3. The author thanks God for the beautiful city He created.
- \_\_\_\_\_ 4. The gift of life is the author's greatest treasure.
- \_\_\_\_\_ 5. Food, shelter, and clothing are other things.

## Remember This

There are many things that we have to be thankful for – all the things that God has created and has given us. The best thing that we received from Him is the “gift of life” so we could enjoy the things that He has created.

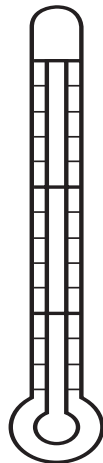
## I Can Do It

Encircle the things that God created.



## Measure My Learning

How do you like the poem "Wonderworks?"  
Shade the thermometer.



— like it very much

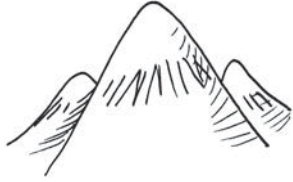
— like

— dislike

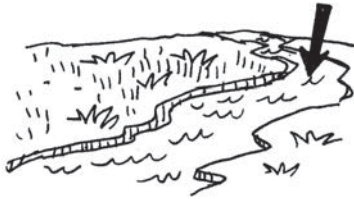
## Lesson 27: Wonderworks 2

### Get Set

Draw a line to match the picture to its word.



lake



mountain



sky



river



family

## Let's Read

Read the poem, then answer the questions.

I marvel at the great seas and vast lands,  
Fashioned neatly by God's own hands.  
He created my country's clear blue sky,  
Rivers, lakes, seas, and mountains high.

1. What are the things that marvel the author?
2. Who was the "He" in the poem?
3. What did God create in the author's country?

Thank you, God, for this beautiful country,  
Friends, relatives, and loving family.  
These plentiful gifts are beyond measure,  
But your gift of life is my greatest treasure

1. What are the things that the author are thankful for?
2. How did the author describe her gifts from God?
3. What is the author's greatest gift?

Mother and Father are everything to me.  
They always make me happy and glee.  
Like presents and books that I love  
They are gifts from heaven above .

1. Who was "Me" in the poem?
2. Who makes the author happy?
3. How did the author describe his parents?

Babies are sweet and lovely to see.  
Like a cute teddy bear you bought  
in a shopping spree.  
They laugh and giggle full of fun.  
Jumping, rolling, and playing under the sun.

1. What was the poem all about?
2. How did the author describe babies?
3. What do babies love to do?

### **We Can Do It**

Read the stories and answer the following questions.

1. My little brother loves to play ball. He tosses it, rolls it, and shoots it to the ring. He has five different balls. It was a gift he received from Dad.

Who loved to play ball? \_\_\_\_\_

What did he do with the ball? \_\_\_\_\_

How many balls did his brother have? \_\_\_\_\_

2. Aunt Mary has two pets. One is a dog named Mikee and the other is a cat named Mimie. Like any other cats and dogs, Aunt Mary's pets are special. Mikee and Mimie are good friends. They always play together. Mimie sleeps beside Mikee. Mikee shares his food to Mimie. That is why Aunt Mary loves her pets.

What are Aunt Mary's pets? \_\_\_\_\_

What makes Mikee and Mimie good friends? \_\_\_\_\_

What makes Aunt Mary's pets special? \_\_\_\_\_

## Remember This

For you to get the correct answer to the questions, identify the details of the passage you are reading. It can be a name of a person, an object, or an animal, a place and time where the story happened, and the kind of situation that happened in the story.

## I Can Do It

Read the story and answer the following questions.

Bea has a new baby brother. His name is Michael. He was born just six months ago. When Michael can't sleep, Bea sings him a song. She sings "Rock-a-Bye Baby." Then, Michael goes to sleep.

1. Who has a baby brother?  
a. Bea    b. Michael    c. Mary
2. What is the name of her baby brother?  
a. Eric    b. Michael    c. John
3. How old is her baby brother?  
a. six months old    b. seven months old  
c. eight months old
4. If her baby brother can't sleep, what does she do?  
a. She dances with the baby.  
b. She recites a poem.  
c. She sings a song.
5. What song does she sing to her baby brother?  
a. Rock-a-Bye Baby  
b. Twinkle Twinkle Little Star  
c. ABC

## Measure My Learning

Read the dialogue and answer the following questions.

Mary found an earring.

Mary: Whose earring is this? Is this Aunt Belen's earring?

Sarah: No! Aunt Belen's earring is gold. That earring is silver.

Mary: Is this Mother's earring?

Sarah: Mother's earring is square. That earring is a circle.

Mary: Then whose earring is this?

Sarah: That is your earring Mary. Wear it and let's go to play.

1. Who found an earring?  
a. Mary    b. Sarah    c. Aunt Belen
2. What color is Aunt Belen's earring?  
a. silver    b. gold    c. red
3. Whose earring is square?  
a. Mary    b. Aunt Belen    c. Mother
4. Whose earring did Mary find?  
a. Sarah    b. Mother    c. Hers
5. What is the relationship of Mary to Sarah?  
a. Sarah is Mary's sister.  
b. Sarah is Mary's cousin.  
c. Sarah is Mary's friend.

## Lesson 28: Grouping Together

### Let's Try

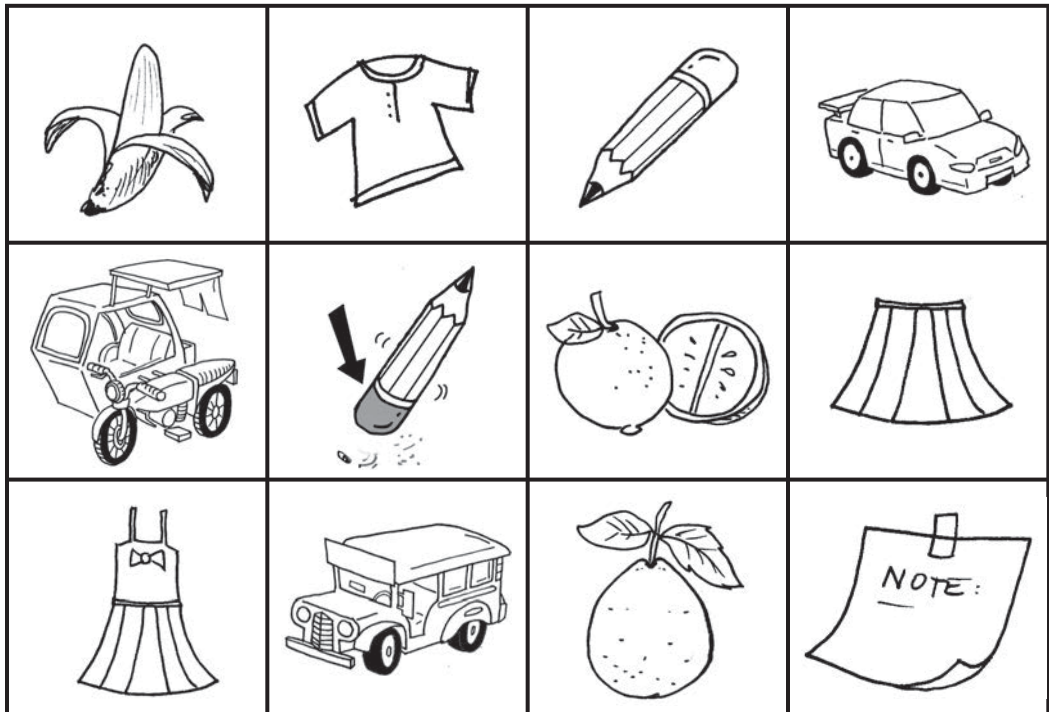
Look at the picture and answer the following questions.



What can you see in the picture?  
Where can you find these?

### Get Set

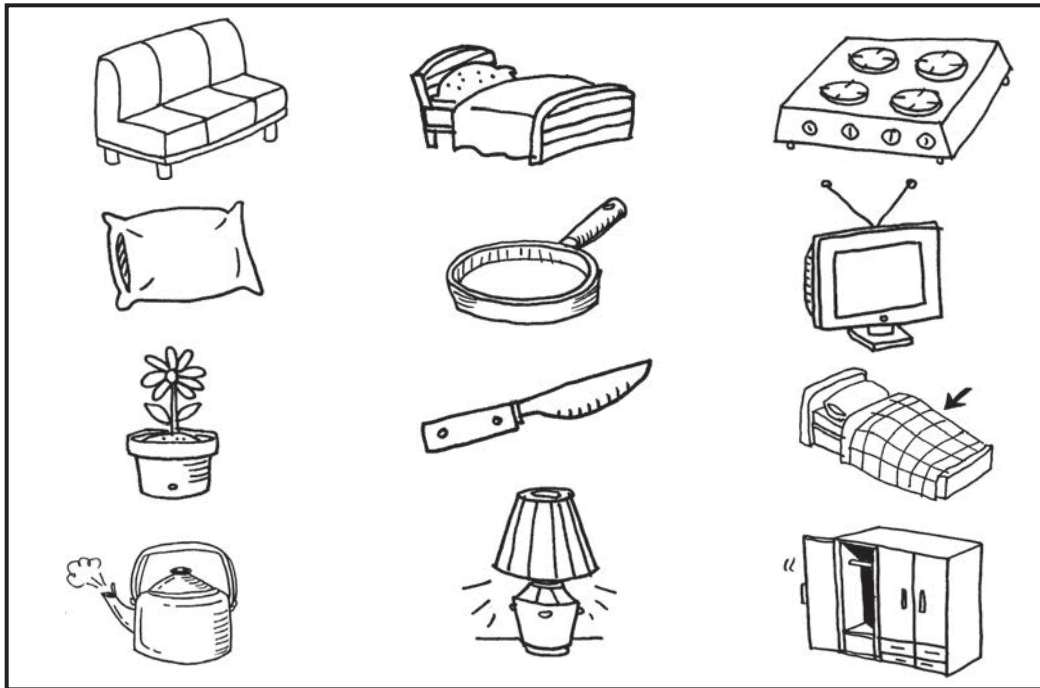
Look at the following pictures. Name the objects that belong together.





## Let's Aim

All of the items in the box are found in our home. Which items are found in the bedroom? Which items are found in the living room? Which items are found in the kitchen?



## Let's Read

Read the words in the pocket chart. Tell the pupils to place and group the words in their proper column.

pechay	goat	mango	apple	horse
carrot	banana	bird	cabbage	fish
grapes	ampalaya	squash	giraffe	papaya

Fruits	Vegetables	Animals

## We Can Do It

With your partner, encircle the words that belong to the same group.

pencil	pen	paper	car	ruler
whale	dog	shark	sea horse	gold fish
train	bus	house	jeepney	taxi
Philippines	Baguio City	Cebu City	Davao City	Quezon City
eagle	parrot	crow	dove	alligator

## Remember This

We group words according to their kind, color, shape, and size.

## I Can Do It

Classify the words in the big box where they belong.

**Monday December Ana three Friday eight January  
Sunday Carmen Divina five April Wednesday one  
Angelina ten November February Saturday Michelle**

Month	Day	Name	Number
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Measure My Learning

Group the following words.

school	pants	church	mountains	skirts
lakes	shirts	seas	hills	cliff
hospital				

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Lesson 29: Recognizing Sound Differences

### Let's Try

Draw a 😊 if the pairs of words rhyme and ☹️ if they do not.

- |       |                   |       |                 |
|-------|-------------------|-------|-----------------|
| _____ | 1. tower – flower | _____ | 4. gone – bone  |
| _____ | 2. again – that   | _____ | 5. tail – whale |
| _____ | 3. black – sack   |       |                 |

### Get Set

Recite and do the finger play.

#### Family

(hold up fingers one by one)  
This is the Father, kind and true.  
(holds up the thumb)  
This is the Mother who cares for you.  
(holds up the pointer)  
This is the brother so big and tall.  
(holds up the middle finger)  
This is the sister who plays with her ball.  
(holds up the ring finger)  
This is the baby, pet of them all.  
(holds up the pinky finger)  
See the whole family, big and small.

## Let's Aim

Read the following pairs of words.

true – you	measure – treasure	gift – life
sky – high	beautiful – family	land – and
tall – ball	big – small	play – ball

Which pair of words has the same sound?

Which pair of words does not have the same sound?

## Let's Read

Read the following pairs of words. Put a check (✓) if the pairs have the same sound and cross out (x) if they do not.

_____ 1. bake – cake	_____ 4. again – because
_____ 2. let – lot	_____ 5. date – wait
_____ 3. today – away	

## We Can Do It

Draw a line to the word that has the same sound as the word in the circle.

	goat	rose	
bone			lime
boat	<b>float</b>		coat
note			ring
	book	vote	

## I Can Do It

Color the words that have the same sound as the word on the left.

<b>away</b>	stay	day	ate	play
<b>game</b>	fame	jail	came	name
<b>take</b>	took	ache	steak	snake
<b>mad</b>	chad	made	pad	glad
<b>care</b>	came	bear	share	hair

## Measure My Learning

Write S if the pairs of words have the same sound.  
Write D if the pairs have different sound.

- \_\_\_\_\_ 1. pen – heaven      \_\_\_\_\_ 4. bell – ball  
\_\_\_\_\_ 2. dream – team      \_\_\_\_\_ 5. high – fly  
\_\_\_\_\_ 3. table – chair

## Lesson 30: What's the Word?

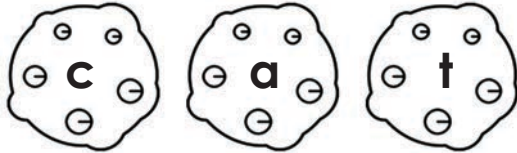
### Let's Try

Check (✓) the pair of words with the same sound and cross out (x) the pair of words that does not have the same sound.

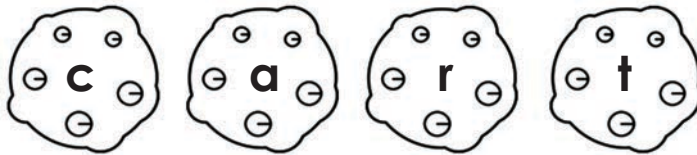
back - front	sack - near
day - play	boy - girl
parent - friend	mother - father

## Let's Aim

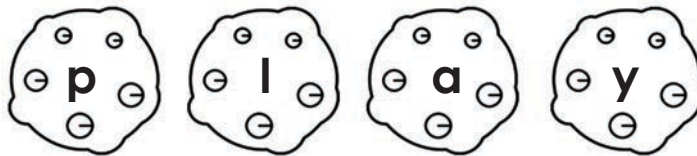
This is Willy Wally. He loves to eat a cookie.  
Now he is very hungry.



Willy Wally ate the /c/ cookie. What cookies were left?

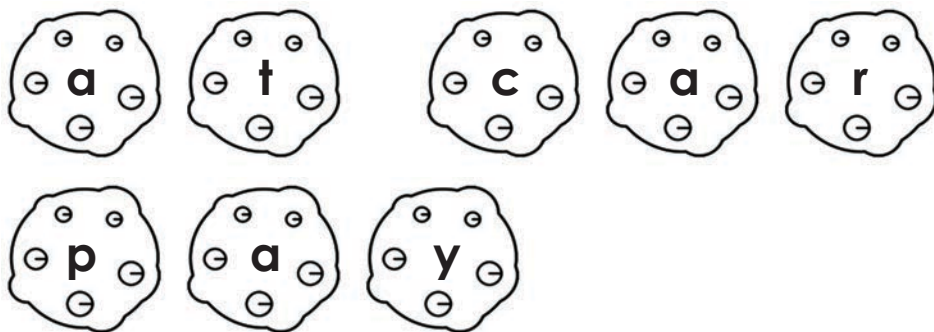


Willy Wally ate the /t/ cookie. What cookies were left?



Willy Wally ate the /l/ cookie. What cookies were left?

Read Wally Wally's left over cookies.



## Remember This

When we remove a letter from a word,  
a new word is formed.

## Lesson 31: The Little Sampaguita Girl

### Let's Try

A. Encircle the letter of the correct answer.

1. Which of the following statements expresses one's basic needs and wants?
  - a. Hello! How are you?
  - b. I really need some food.
  - c. Ouch! It hurts!
2. Which statement shows concern and sympathy?
  - a. I feel sorry for you.
  - b. Give that food to me.
  - c. It is nice to see you.
3. Which sentence tells about the picture?



- a. The boy is flying a kite.
- b. The boy is playing a ball.
- c. The girl is flying a kite.

4. What is the best title for the picture below?



- a. Jane's Birthday
- b. Mother's Birthday
- c. Baby's Birthday

B. Study the picture below. Read and answer the questions that follow.



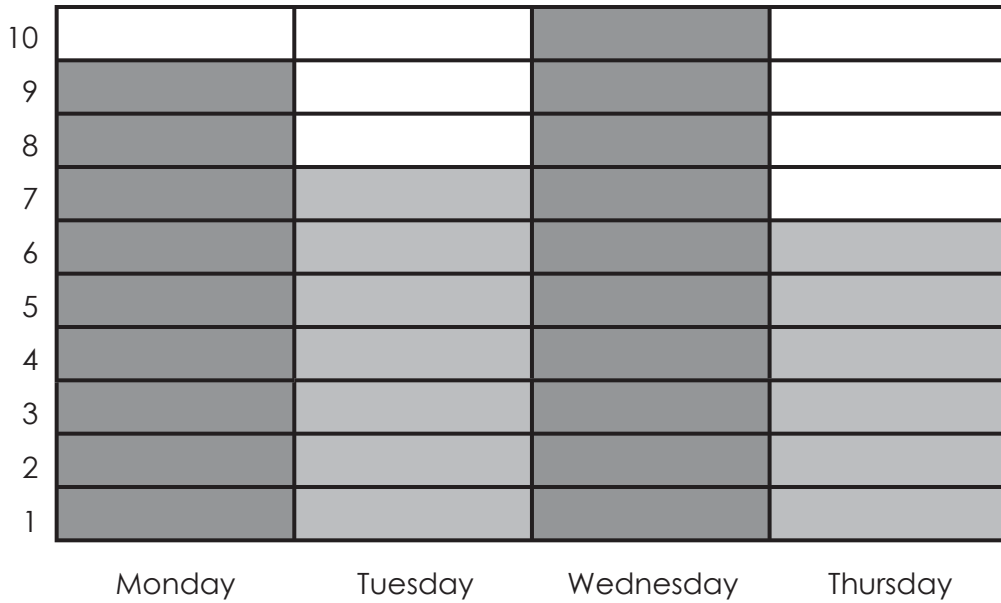
Sam has a pet. He can do many tricks. He sits, stands, lies, rolls over, and dances when you ask him to. He greets people by waving his paws. Sam's pet is such an amazing dog.

1. What is Sam's pet?  
a. dog    b. cat    c. bird
2. What is the name of Sam's pet dog?  
a. Boogie    b. Bantay    c. Brownie
3. What can you tell about Sam's pet?  
a. Sam's pet is lazy.  
b. Sam's pet is dirty.  
c. Sam's pet is smart.

C. Study the graph and answer the following questions.

Eric has hens in his farm. He always gathers all the eggs in the morning. He cooks some eggs and gives some to his sister who bakes a cake.





4. How many eggs did Eric gather on Monday?  
a. 6    b. 7    c. 9
5. Did the hens lay more eggs on Monday or Wednesday?  
a. Monday  
b. Wednesday  
c. none of the above
6. How many eggs did he gather in four days?  
a. 30    b. 32    c. 24

## Let's Aim

### **The Little Sampaguita Girl**

*By Marimel Jane H. Polita*

Once there was a little girl named Maya. She sold sampaguita for a living along the streets of Manila. It was raining hard. She wore torn and ragged clothes and had no slippers on her feet. Nobody bought her sampaguita.

She was scared to go home for she knew her father would scold her for not having sold anything. She asked for food from the people passing by but nobody gave her. Suddenly, she felt so warm. She opened her eyes and saw her mother hugging her. Then, together they went up to heaven.

Maya lay frozen to death with a smile on her lips. No one ever knew the wonderful dreams she had the previous night.

#### Comprehension Check-up

1. Who was the little girl?
2. What did she do for a living?
3. Where did she sell the sampaguita?
4. Why didn't she want to go home?
5. What was the weather like in the story?
6. What was she wearing?
7. Did the people give her some food to eat?
8. What did she see when she opened her eyes?
9. What happened to her at the end of the story?

## Let's Read

Arrange the following pictures according to what happened in the story, "The Little Sampaguita Girl." Number the pictures from 1 to 5.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

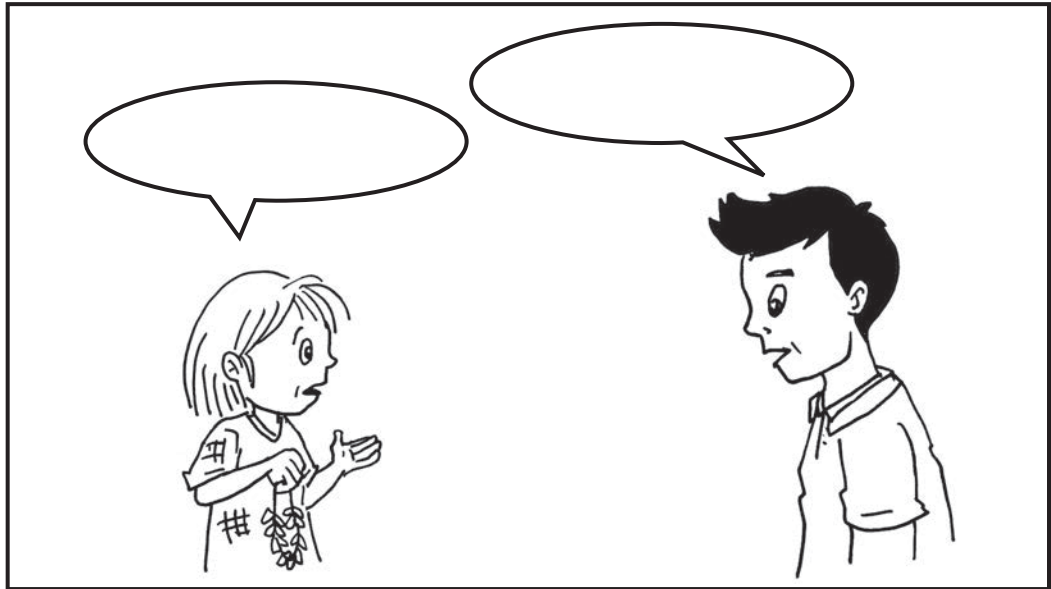
\_\_\_\_\_

## Remember This

We can help needy children by collecting and giving old clothes and toys, spending time to play, and make friends with them.

## I Can Do It

What do you think are in their minds? Complete the dialogue below.



## Measure My Learning


Read the following questions. Encircle the letter of the correct answer.

1. Who is the "Little Sampaguita Girl?"  
a. Ana    b. Maya    c. Lita
2. What was she selling?  
a. sampaguita    b. rose    c. daisy
3. Was the girl alive at the end of the story?  
a. Yes    b. No    c. not stated in the story

## Lesson 32: The Little Sampaguita Girl Part 2

### Let's Aim


Retell the story of "The Little Sampaguita Girl" with the use of the pictures. Ask questions while reading the story.



Once there was a little girl named Maya. She sold sampaguita for a living along the street of Manila.

What was the girl selling?  
Where was the girl selling sampaguita?

It was raining hard. She wore torn and ragged clothes and had no slippers on her feet. Nobody bought her sampaguita. She was scared to go home for she knew her father will scold her for not having sold anything.



What was the weather that night?  
What was the girl wearing?  
Was the girl wearing slippers or shoes?  
Was all her sampaguita sold?

She asked for food from the people passing by but nobody gave her some food.



How did you know that the girl was hungry?  
Did someone give her food?  
What will happen to her if she didn't eat any food?



Suddenly, she felt so warm. She opened her eyes and saw her mother hugging her.

Who was with the girl?  
Where was the woman from?  
Why was the woman with her?

Then, together they went up to heaven. Maya lay frozen to death with a smile on her lips. No one ever knew the wonderful dreams she had the previous night.



What happened to the girl?  
Where did the girl and her mother go?  
Was the girl happy?

## Let's Read

Make a story board. Draw the major events that happened in the story.

Maya is selling sampaguita on the street.

Maya feels cold and hungry. Maya asked for food from the people but nobody gave her some food.

Maya together with her mother went up to heaven.

## I Can Do It

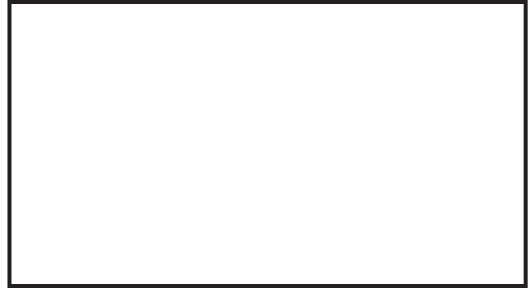
Read and draw the sentences in the box. Write the title of the story.

Title: \_\_\_\_\_

Baby crawls on the floor.



Mother looks at her baby.



She picks up the baby and puts her in the crib.



She covers the baby with a blanket. The baby is asleep.



### Measure My Learning

Identify which drawing in the following sentences best describe the picture. Look for clues. Write the sentences under the picture.



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1. He does sit-ups.
2. He lifts the weights.
3. Father goes to the gym.
4. He runs on the treadmill.
5. He is sweating and needs to take a shower.

## Lesson 33: Summer Is Fun

### Let's Aim



One Saturday, my family and I went to the zoo. Joey and I were so excited for it was our first time to go and visit the zoo. We saw different kinds

of birds and animals, monkeys swinging on trees, and giraffes, the animal with the longest neck.

The zoo keeper was busy cleaning the cage of the elephant. After a while, we went in front of the cage of the lion. Father told us how ferocious and strong lions are. We listened to him attentively. It was such a wonderful day.

We did not want to leave the zoo, but there were many more things that we had to do at home. Mother promised to take us again and see the beauty of the zoo.

Who went to the zoo?

What animals did they see?

What cage did the zoo keeper clean?

What do you think is the title of the story?

Do you think the children enjoyed going to the zoo?

### **Let's Read**

Read the story below and answer the questions.



Every summer we go to the beach. The sun, sand, waves, and shells are lovely to see. The beach is our favorite place. We can't wait for the next sunny beach day!

1. What is the title for the story?
  - a. Family at the Beach
  - b. Children at the Beach
  - c. At the Heat of the Sun
2. What other activities can they do at the beach?
  - a. Make foot prints
  - b. Ride a bike
  - c. Play skateboard
3. What clothes should you wear at the beach?
  - a. dress
  - b. pants
  - c. shorts

## **I Can Do It**

Read and answer the questions that follow.

It's a wonderful day and the fun fair is near the street. The rides they built look exciting and fun. Ferris wheels, roller coasters, bump cars, and swinging chairs are everywhere.

Tim and Kim start to hear the sounds of the rides. Oh! It sounds fun. First, they ride on the roller coaster. They scream and scream, "Yipee!" Next, they ride on the bump cars.

"Fasten your seat belt so you'll not get hurt," says the lady. Now it's time for them to eat.

They sit at the table to eat hotdogs and popcorn and drink juice.

1. What is the title of the story?
  - a. Tim and Kim
  - b. A Day at the Fun Fair
  - c. The Roller Coaster Ride

2. Which of the following are not found at the fun fair?
  - a. roller coaster
  - b. Ferris wheel
  - c. movie house
  
3. What did Tim and Kim do to be safe riding in the bump car?
  - a. They fasten their seat belt.
  - b. They remain seated in their place.
  - c. They did not move their bump cars.

### Measure My Learning

Read and answer the questions that follow:



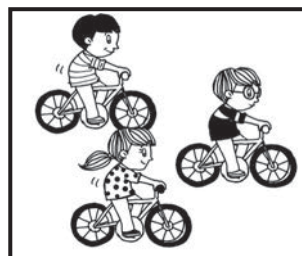
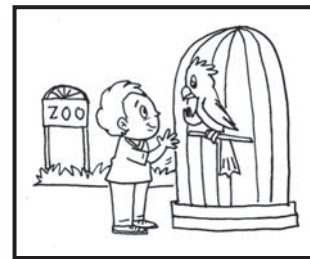
It was Camille's birthday. She had lots of gifts. Her friends attended her party. There was a cake with seven candles. There were lots of things to eat. Mother prepared spaghetti, hotdog on sticks, fried chicken, and jelly beans. Everybody was happy.

1. Who celebrated a birthday party?  
a. Mother    b. Camille    c. Sarah
2. How many kinds of food did Mother prepare for the party?  
a. four    b. five    c. six
3. Who was taking the picture?  
a. Camille's mother  
b. Camille's father  
c. Camille's sister
4. Why do you think many of Camille's friends attended her party?  
a. Camille is a kind girl.  
b. Camille is a selfish girl.  
c. Camille is a shy girl.

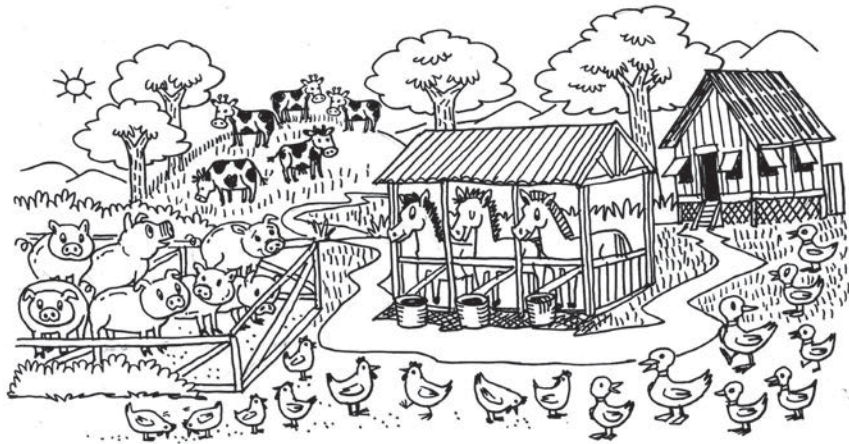
## Lesson 34: Graph It Out

### Get Set

Check the pictures that show activities you can do during summer vacation.



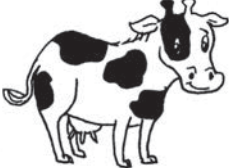

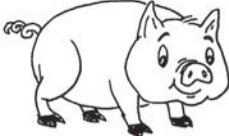











What can you say about the picture ?  
 Have you been to a place like this?  
 What animals are found in a place like this?

**Let's Aim**

Animals	Tally
	
	
	
	
	

Maggie wanted to find out how many animals there are in her grandfather's farm. She went to the barn, in the pigpen, to the pond, and to the chicken coops and counted all the animals she saw.

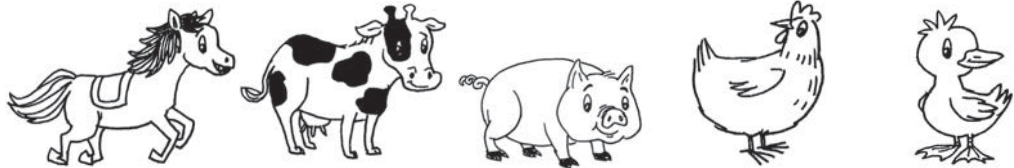
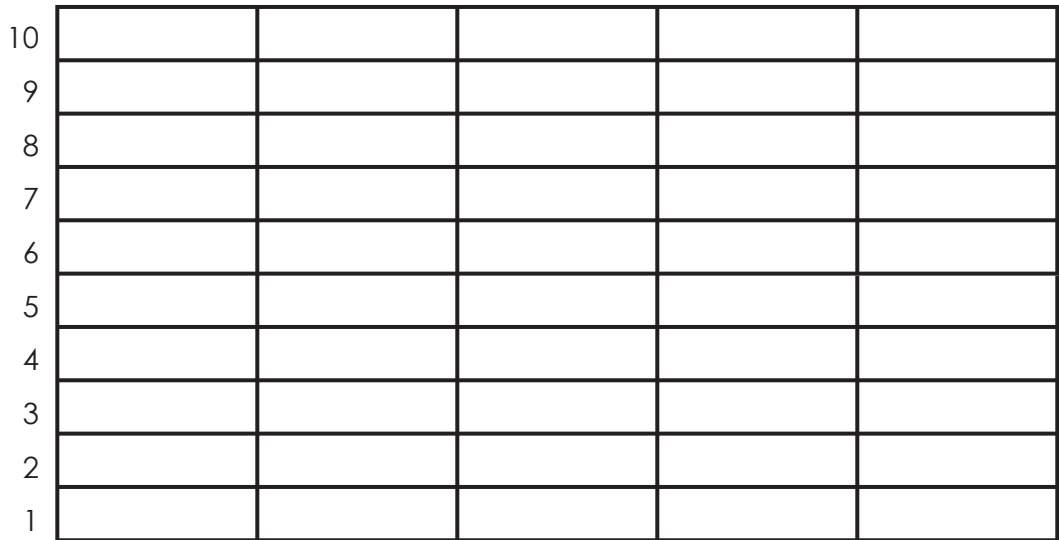
She made a tally sheet of all animals and showed it to her grandfather. Maggie's grandfather was surprised and happy for what she did.

Read and answer the following questions.

1. Why did Maggie go to the barn?
  - a. To know the number of animals in the farm
  - b. To check the condition of the animals
  - c. To play with the animals
2. Which animal has the most number?
  - a. horse    b. chicken    c. duck
3. How many animals did Maggie find in the farm?
  - a. 30    b. 31    c. 32

## We Can Do It

Use the tally sheet made by Maggie to complete the bar graph. Color the bars that correspond to the number of animals.



### Remember This

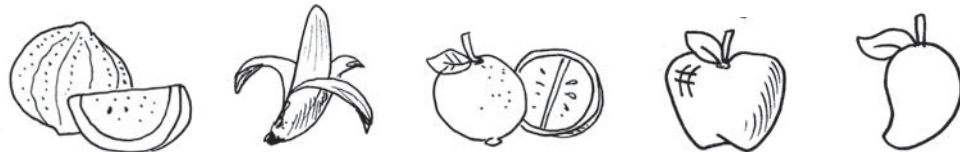
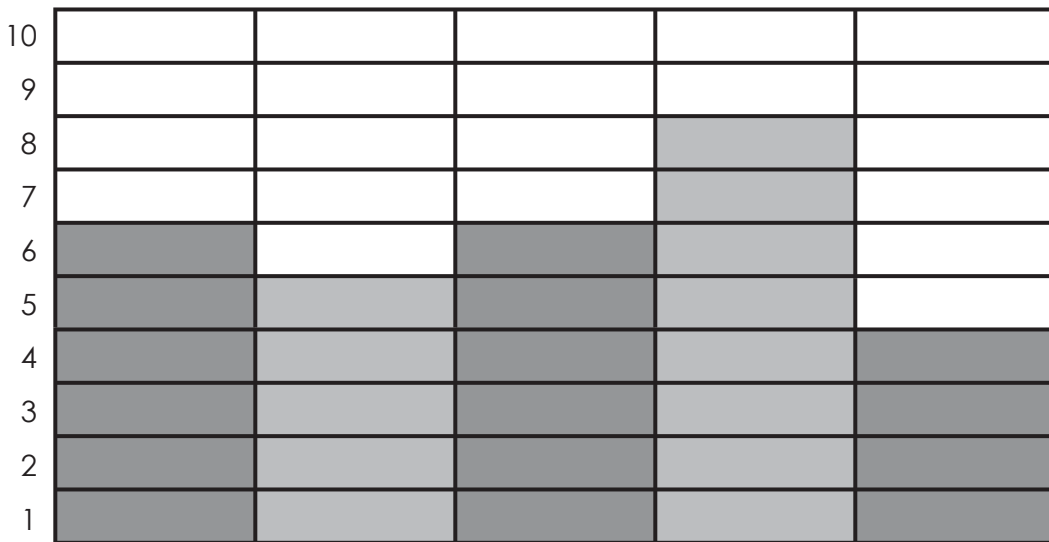
A **tally sheet** is used to show the number by sticks. A **bar graph** uses bars to show the number of things being studied or recorded.



## I Can Do It

Study the bar graph below and answer the following questions.

Mother went to the market to buy fruits. Find out how many fruits she bought.

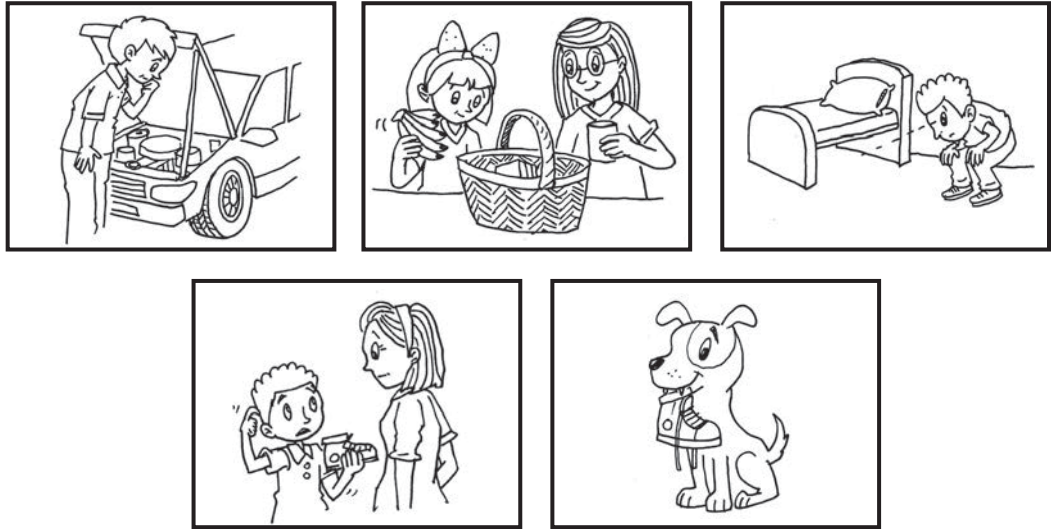


1. Which of the fruits has the most number?  
a. melon    b. mangoes    c. apples
2. What fruits have equal number?  
a. melons and bananas  
b. melons and oranges  
c. apples and mangoes
3. How many fruits did mother buy in all?  
a. 29    b. 30    c. 31

## Lesson 35: Stop, Look, and Listen!

### Let's Aim

Listen to the story the teacher will tell using pictures.



1. What is the title of the story?
2. Who are the characters in the story?
3. Where did the story happen?
4. How did you know that the story happened at home?
5. Where is the family going?
6. Did Tommy try to look for his shoe? How?
7. Did Tommy find his shoe?
8. What do you think will happen if Tommy can't find his missing shoe?

### I Can Do It

Answer the following questions:

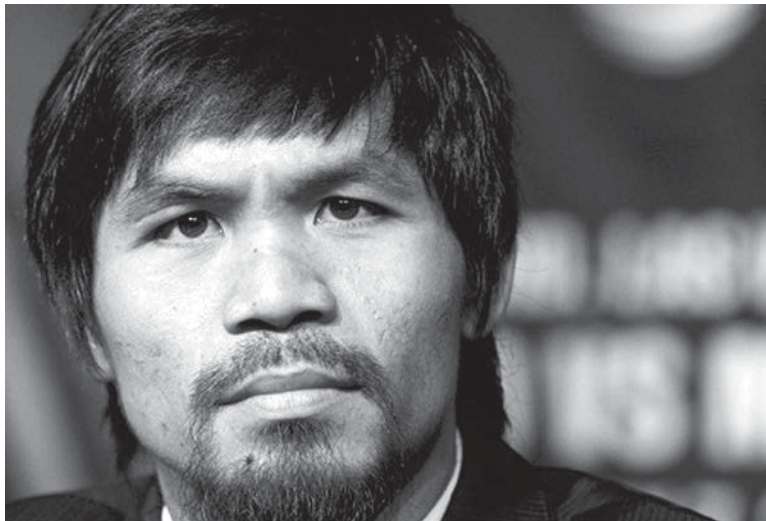
1. Who are the characters in the story? The characters in the story are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

2. Where did the story happen? It happened in grandfather and grandmother's \_\_\_\_\_.
3. Did Mary and Janet enjoy their summer at their grandparents' place? \_\_\_\_\_
4. Do you think they will go back and spend again their summer vacation at their grandparents' place? Why do you think so? \_\_\_\_\_ because \_\_\_\_\_.

## Lesson 36: I Am Talented

### Let's Aim

Look at the picture and tell something about it.



Who is in the picture?  
What sport is he famous for?

Listen to your teacher as she reads about Manny Pacquiao, then answer the questions below.

What is the story all about?

What is Pacquiao's real name?

What is Pacquiao's code name?

When was Manny Pacquiao born?

What is considered to be Pacquiao's talent?

What made Pacquiao famous?

Do you like to be Manny Pacquiao? Why?

What do you consider to be your talent?

What do you do with your talents?

### **Let's Read and Answer**

What are your talents?

Practice repeating the following statements. Fill in each blank with an appropriate word.

I can sing beautifully.

I can dance gracefully on stage.

I can draw pictures on my sketch pad.

I can \_\_\_\_\_ the piano.

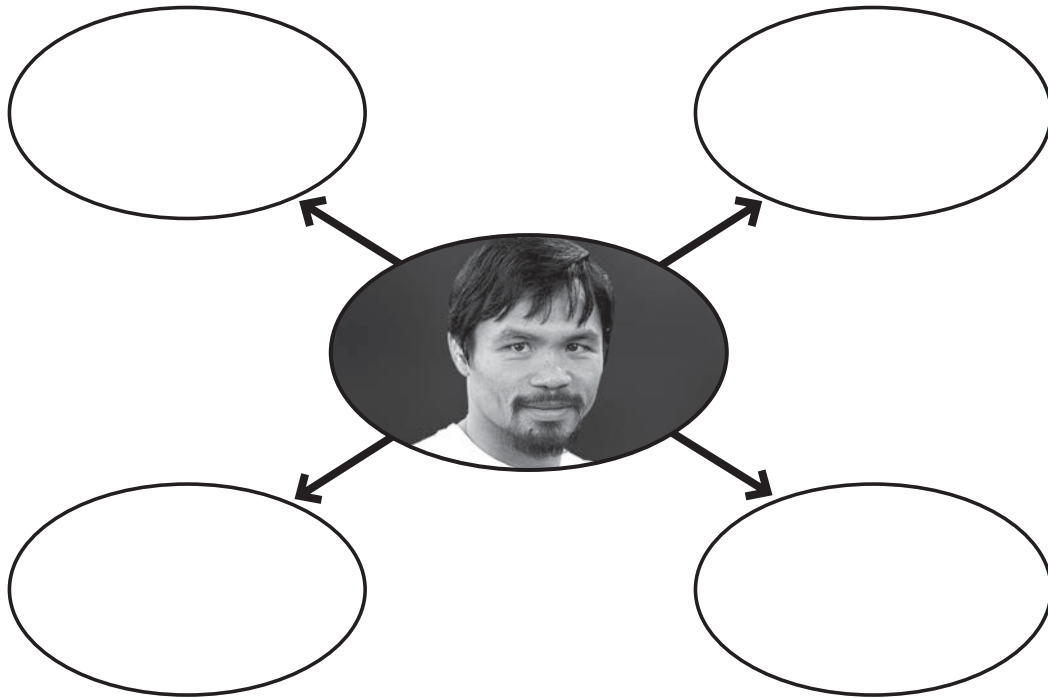
I can \_\_\_\_\_ math questions in a minute.

I can \_\_\_\_\_ books with understanding.

I can \_\_\_\_\_ like a fish.

## We Can Do It

Complete the graphic organizer below. Write something that will tell about Manny “Pacman” Pacquiao.



## Lesson 37: Listen

### Let's Aim

Listen carefully and do the following instructions.

1. Draw a box. Write your full name in the box. Encircle all the vowel letters.
2. Draw a circle. Draw a triangle inside the circle. Write the first letter of your name in the triangle.
3. Write the numbers 1 to 9. Cross out the odd numbers. Encircle the even numbers.

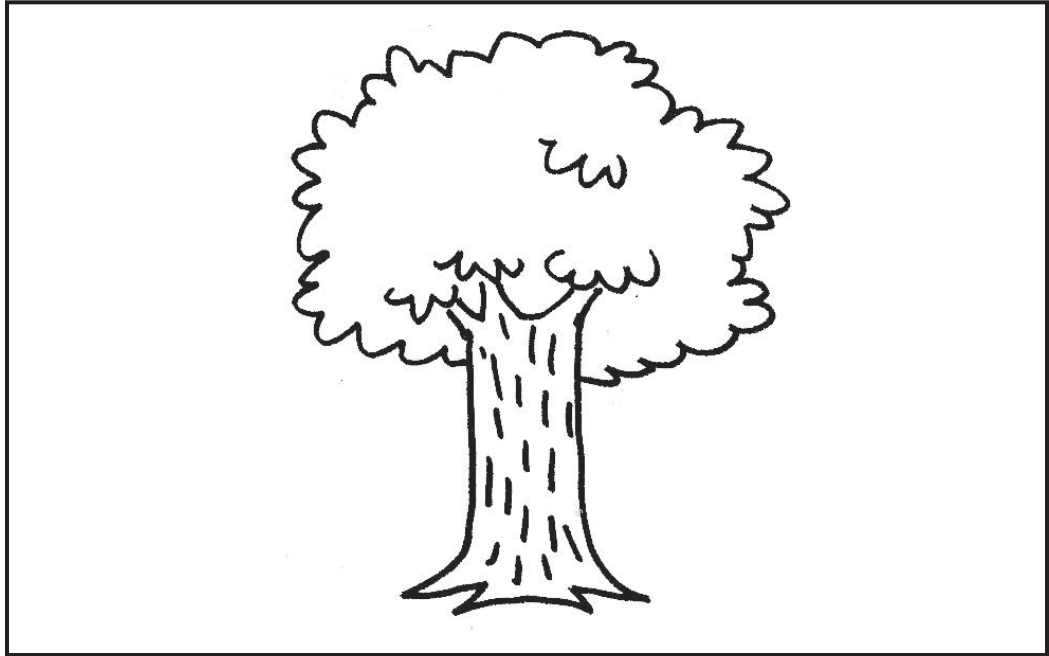
Compare your answer with your seatmate.

Were you able to follow the instructions correctly?

What did you do to get the correct answers?

## Let's Listen

Listen carefully and follow what the teacher says.



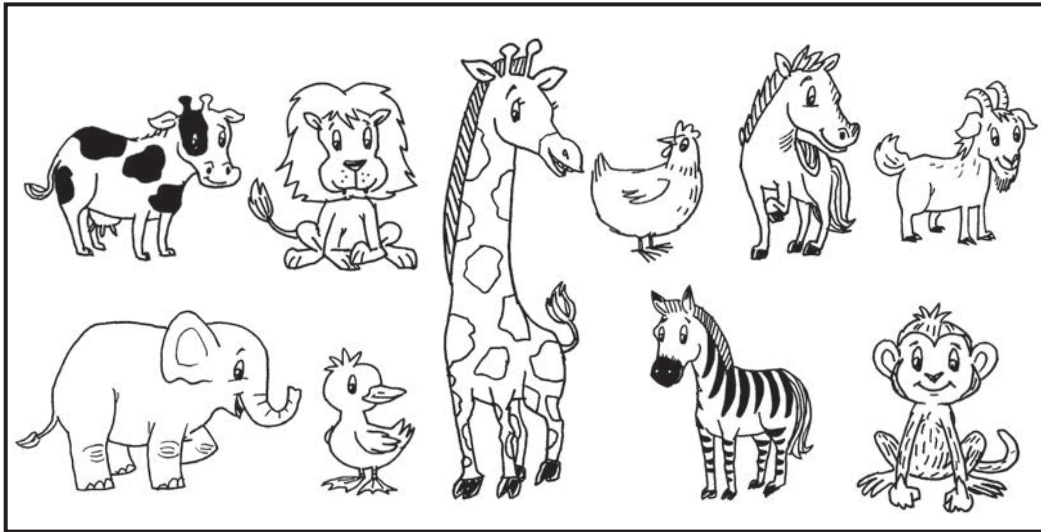
1. Draw mangoes on the tree.
2. Draw a man on the left side of the tree.
3. Color the picture.

## Remember This

When giving instructions, make sure it is clear and specific.

## I Can Do It

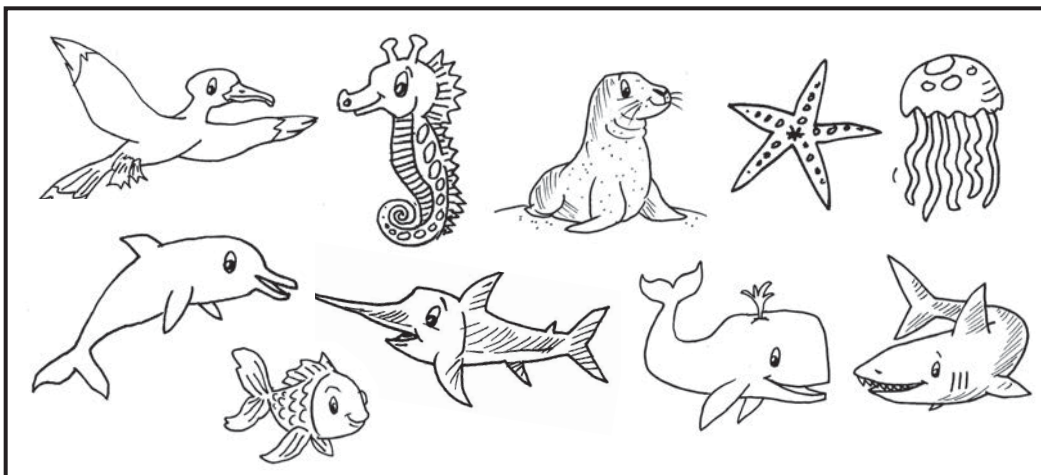
Listen to the teacher and do the following directions.



1. Color the pictures.
2. Encircle all farm animals.
3. Box all zoo animals.

## Measure My Learning

Listen and follow the instructions given by the teacher.



1. Encircle all animals that have the word FISH.
2. Box all animals that have the word SEA.
3. Color the remaining animals.

## Lesson 38: Speak Up!

### Let's Aim

Listen to the conversation of the two girls. Find out what they are talking about.

Mary: Jane, this is Alice, my cousin.

Alice, this is Jane, my friend.

Jane: Nice to meet you, Alice.

Alice: Nice to meet you, too.

Jane: Where are you from Alice?

Alice: I'm from Sorsogon.

Jane: How long will you be staying here?

Alice: Until I shall have finished my studies.

Mary: Alice will be our new classmate. Her parents died in a car accident. She is staying with us now. She will start attending our school on Monday.

Jane: Oh I see! Nice to meet you, Alice. See you on Monday.

Alice : Nice to meet you too, Jane.

Who are the characters in the conversation?

What are they talking about?

Who is Alice?

Where is she from?

What happened to her parents?

What is the relationship of Mary and Alice?



## Let's Speak

Practice saying the following:

### 1. Introducing People

Pupil A

This is my friend, John.

This is my mother \_\_\_\_\_

This is my sister \_\_\_\_\_

This is my teacher \_\_\_\_\_

Nice to meet you.

Pupil B

Hi John, I'm Fred.

Nice to meet you too!

### 2. Telephone Conversation

Hello

Hold on for a while.

Hello this is John, may I  
speak with Mike?

Thank you.

### 3. Asking Permission

Can you help me  
with my math?

Would you open  
the door for me?

Sure, what's the  
problem?

No problem.  
It looks like your hands  
are full.

### 4. Asking for Direction

Excuse me. How do I go  
to the library?

Thank you.

Go straight ahead  
that building. It's  
on the left side.

You're welcome.

## I Can Do It

Listen to the telephone conversation and answer the following questions.

Rrrrrring!

Mother: Hello

Pete: Hello! This is Pete. Is Mike there?

Mother: I'm sorry. He's not here right now. He went out with his father to the grocery store.

Pete: What time will he be back?

Mother: Around five thirty this afternoon. Do you want to leave a message so I could tell him?

Pete: I just want to ask him about our homework.

Mother: I'll tell him you called.

Pete: Thank you very much.

Mother: You're welcome.

1. Why did Pete call? \_\_\_\_\_
2. Who answered the phone? \_\_\_\_\_
3. Where is Mike? \_\_\_\_\_

## Measure My Learning

Present a conversation in giving directions.

## Lesson 39: Story of Me

### Let's Try

Read the following statements.

Hold on for a while.

Thank you.

This is my teacher,  
Mrs. Elena Cruz.

Nice to meet you.

Do you know where  
Acacia St. is?

I'm sorry but I don't  
live here.

### Let's Aim

Listen to the story and answer the following questions.

1. Who are the characters in the story?
2. When did the story happen?
3. Why did Jose Rizal's mother tell about the story of the moth?
4. What did the mother moth tell the young moth?
5. What happened to the young moth?
6. What could have happened if the young moth followed his mother?
7. If you were the young moth, what would you do?

## We Can Do It

Complete the story map about the story of the moth.

Setting:	Time:	Place:
↓		
Characters		
↓		
Problems		
↓		
Resolution		

## I Can Do It

Read the story and answer the following questions.

Cris "Kesz" Valdez lived in the slum area in Cavite City. When he was two years old, he began looking for food in the garbage dump. He started living in the streets with other street children.

His life changed when Mr. Harmin Manalaysay found him. He fell into the burning tires in a dump site while looking for food.

Mr. Manalaysay saved him. He worked in an organization to help street children at the age of thirteen.

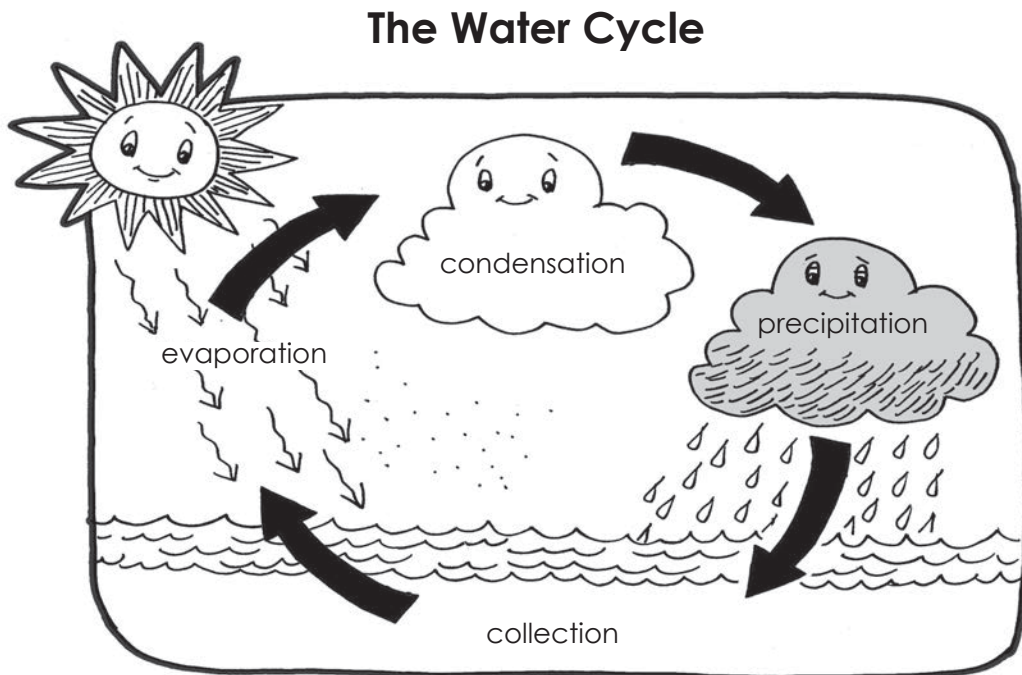
Kesz won the International Children's Peace Prize for his work in helping the needy children.

1. What is the story about?
  - a. Kesz the wonder boy
  - b. Kesz's life story
  - c. Kesz and the street children
2. Where does Kesz live?
  - a. Batangas City
  - b. Cavite City
  - c. Quezon City
3. What award did he receive?
  - a. An International Children's Peace Prize
  - b. An International Youth's Peace Prize
  - c. An International Adult's Peace Prize

## Lesson 40: Water, Water, Everywhere!

### Let's Aim

Look at the picture below. Listen as the teacher explains about the water cycle.



1. What do you call the process where water goes up into the air?
2. What causes water to go up into the air?
3. What happens when the water goes up and evaporates to the air?
4. When the clouds turn dark, what do they tell us?
5. What do you call the process when water falls from the clouds?
6. What happens to the water that falls from the clouds?
7. Where does it go?
8. What do you call the process when water falls back to the oceans, lakes, rivers, and on lands?

**I Can Do It**

Draw rain, clouds, sun, land, and lake. Write evaporation, condensation, precipitation, and collection to show the water cycle.

**Remember This**

