

BASA PILIPINAS TEACHER'S GUIDE GRADE 3 ENGLISH

QUARTER 4

OCTOBER 2015

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Grade 3 Quarter 4**Teacher's Guide - English****First Edition, 2015**

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WEEK

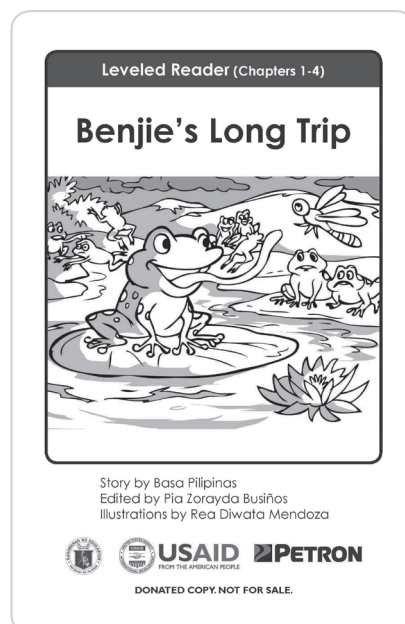
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TEACHER'S GUIDE

GRADE 3
ENGLISH

THEME: OUR DIVERSE SURROUNDINGS AND THEIR IMPORTANCE TO LIVING THINGS

LEVELED READER: *BENJIE'S LONG TRIP*



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 3
ENGLISH
QUARTER 4, WEEK 3 I (50 MINUTES PER DAY)**

Theme: Our Diverse Surroundings and Their Importance to Living Things

Leveled Reader: *Benjie's Long Trip*

(Author: Basa Pilipinas; Editor: Pia Zorayda Busiños; Illustrator: Rea Diwata Mendoza)

Day	Domain	Objectives	Subject Matter
I	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Listening Story: "Benjie's Long Trip" • Vocabulary: Words from the Text
	LC	<ul style="list-style-type: none"> • EN3LC-IIIa-j-2.1 Listen to a literary text and note important details • EN3LC-IVa-j-2.16 Identify cause and effect • EN3LC-IVe-f-3.7 Give personal accounts related to the story (anecdotes, past experiences) 	<ul style="list-style-type: none"> • Comprehension: Noting Details, Valuing • Writing: Letter of Advice
	ATR	<ul style="list-style-type: none"> • EN3AT-IVd-f-2.9 Take part in creative responses to stories: Writing a letter of advice to a character 	
	C	<ul style="list-style-type: none"> • Write a letter of advice * 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher explains the weekly theme and asks pupils to recall previous lessons on the environment and its effects on living things. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils' prior knowledge by asking what they know about frogs. Teacher unlocks words and expressions using context clues and pictures. Teacher links what pupils know with the story. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Teacher reads aloud the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher checks for comprehension by asking questions about the text. Teacher conducts a values lesson. <p>3. Writing: A Letter of Advice</p> <ul style="list-style-type: none"> Teacher models how to write a letter of advice. Teacher conducts guided practice, then facilitates cooperative writing. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks volunteers to read their letters to the class. Homework: Teacher asks pupils to bring a letter or greeting card (e.g. Christmas card) next meeting. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils recall previous lessons on the environment and share environmental effects on living things. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share what they know about frogs. Pupils get the meanings of words using context and picture clues. Pupils respond to teacher's prompt. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Pupils listen attentively to the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer teacher's questions about the text. Pupils evaluate the actions of the other frogs. <p>3. Writing: A Letter of Advice</p> <ul style="list-style-type: none"> Pupils listen to teacher's presentation. Pupils respond to prompts and provide answers for the practice. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Volunteers read their letters to the class. Homework: Pupils look for a letter or greeting card at home.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
2	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Benjie's Long Trip</i> (Chapter 1: pages 1 to 5)
	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	<ul style="list-style-type: none"> • Vocabulary: Words from the Text • Comprehension: Noting Details, Sequencing Events • Writing: Simple Story
	RC	<ul style="list-style-type: none"> • EN3RC-IV-2.2 Note details regarding character, setting, and plot • EN3RC-IVa-b-2.1.3 Identify cause and effect • EN3RC-IV-2.1.0 Sequence three events 	
	C	<ul style="list-style-type: none"> • EN3WC-IVa-e-22 Write a simple story 	

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Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to talk about the letter or greeting card they brought. <p>2. Leveled Reader: <i>Benjie’s Long Trip</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher reviews events in the Listening Story read in the previous meeting. Teacher unlocks words and phrases using context clues and pictures. Teacher links what pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into two groups based on their reading levels. Teacher assigns silent activity to Group 2 as he or she listens to Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher checks for comprehension by asking questions about the story. Teacher delivers lesson on using signal words in sequencing events. <p>3. Writing: A Letter of Advice</p> <ul style="list-style-type: none"> Teacher reviews lesson on writing a letter. Teacher assigns individual writing activity. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks for volunteers to share their letters of advice. Homework: Finish your letter of advice. Revise your letter using the given checklist. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share about the letter or greeting card they brought. <p>2. Leveled Reader: <i>Benjie’s Long Trip</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils recount events in the Listening Story read in the previous meeting. Pupils give meanings of words and phrases using context clues and pictures. Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils join their groups based on their reading levels. Group 2 pupils do silent activity while Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer comprehension questions asked. Pupils listen and participate in the lesson on using signal words in sequencing events. <p>3. Writing: A Letter of Advice</p> <ul style="list-style-type: none"> Pupils recount pointers in writing a letter. Pupils do individual writing activity. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Volunteers share their letters of advice to the class. Homework: Pupils finish their letters of advice. They revise using the given checklist.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
3	V	<ul style="list-style-type: none"> • EN1V-1a-b-01 Give the meaning of words used in stories read 	<ul style="list-style-type: none"> • Vocabulary: Synonyms and Antonyms of Adjectives • Phonics: Diphthongs oi and oy
	G	<ul style="list-style-type: none"> • EN3G-IVh-5.6 Give the synonyms and antonyms of common adjectives 	
	PWR	<ul style="list-style-type: none"> • EN3PW-IVa-b-8 Read words with diphthongs: oi, oy 	
	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	
4	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Benjie's Long Trip</i> (Chapter 2: pages 7 to 10) • Vocabulary: Words from the Text, Synonyms, and Antonyms • Comprehension: Noting Details, Depicting the Scene, Inferring Feelings
	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	
	RC	<ul style="list-style-type: none"> • EN3RC-IV-2.2 Note details regarding character, setting, and plot • EN3LC-IVa-j-3.15 Differentiate real from the make-believe 	
<p>DOMAINS: * – Competencies added by Basa Pilipinas OL – Oral Language PA – Phonological Awareness BPK – Book and Print Orientation (Knowledge) AK – Alphabet Knowledge PWR – Phonics and Word Recognition F – Fluency S – Spelling</p>			

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to bring out their homework and share their letters of advice. <p>2. Vocabulary: Synonyms and Antonyms of Adjectives</p> <ul style="list-style-type: none"> Teacher presents lesson on synonyms and antonyms. Teacher gives exercises on synonyms and antonyms. <p>3. Phonics Lesson: Diphthongs oi and oy</p> <ul style="list-style-type: none"> Teacher introduces diphthongs oi and oy. Teacher gives practice exercise. Teacher asks pupils to copy Skill Builder 1 (page 6) in their notebooks. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to restate the rule for oi and oy. Homework: Complete the Skill Builder Exercise at home. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share their letters of advice. <p>2. Vocabulary: Synonyms and Antonyms of Adjectives</p> <ul style="list-style-type: none"> Pupils listen to and participate in the lesson on synonyms and antonyms. Pupils answer exercises on synonyms and antonyms. <p>3. Phonics Lesson: Diphthongs oi and oy</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson on diphthongs oi and oy. Pupils do practice exercise. Pupils copy Skill Builder 1 (page 6) in their notebooks. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils to restate the rule for oi and oy. Homework: Pupils complete the Skill Builder Exercise at home.
<p>1. Skill Builder Correction and Lesson Review</p> <ul style="list-style-type: none"> Teacher leads pupils through the correction of the Skill Builder. Teacher conducts review of synonyms and antonyms. <p>2. Leveled Reader: <i>Benjie's Long Trip</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils' prior knowledge by asking them to retell the series of events in the chapter previously read. Teacher unlocks words from the story using context clues and pictures. Teacher links what the pupils know with the story. 	<p>1. Skill Builder Correction and Lesson Review</p> <ul style="list-style-type: none"> Pupils check each other's Skill Builder. Pupils participate in the review of synonyms and antonyms. <p>2. Leveled Reader: <i>Benjie's Long Trip</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils retell the series of events in the chapter previously read. Pupils derive the meanings of words using context clues and pictures. Pupils link what they know with the story.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
4	OL	<ul style="list-style-type: none"> • EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell) 	
5	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean • EN3G-IVh-5.6 Give the synonyms and antonyms of common adjectives 	<ul style="list-style-type: none"> • Weekly Assessment: <ul style="list-style-type: none"> – Vocabulary – Synonyms and Antonyms – Spelling – Phonics spelling list (oi and oy) • Writing: Letter containing a personal account
	PWR	<ul style="list-style-type: none"> • EN3PW-IVa-b-8 Read words with diphthongs: oi, oy 	
	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	
	C	<ul style="list-style-type: none"> • EN3LC-IVe-f-3.7 Share a personal account (anecdote, past experiences) in letter form, following the correct structure and punctuation 	

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Teacher Activities	Learner Activities
<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher divides the class into two groups according to their reading levels. • Teacher tells pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher divides the class into six groups and gives text-related task. • Teacher asks groups to present after the given preparation time. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils to infer characters' feelings. • Homework: Copy and answer the Skill Builder Exercise (page 11) on synonyms and antonyms. 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils go into two groups according to their reading levels. • Pupils in Group 1 scan the reading material while pupils in Group 2 read with teacher. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils go into six groups and do text-related task. • Pupils in groups present after the given preparation time. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils infer characters' feelings. • Homework: Pupils copy the Skill Builder Exercise (page 11) on synonyms and antonyms and complete it at home.
<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Teacher corrects Skill Builder Exercise on synonyms and antonyms. • Teacher gives the spelling test. <p>2. Writing a Letter: Personal Account</p> <ul style="list-style-type: none"> • Teacher reviews structure and parts of a letter. • Teacher gives individual writing task. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils to share their letters to their partners. He or she calls some to share with the class. 	<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Pupils check each other's Skill Builder Exercise on synonyms and antonyms. • Pupils spell the words given. <p>2. Writing a Letter: Personal Account</p> <ul style="list-style-type: none"> • Pupils participate in the review lesson on structure and parts of a letter. • Pupils do writing task. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils share their letters to their partners, then some pupils share with the class.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
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DAY

1

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3LC-IIIa-j-2.1** Listen to a literary text and note important details
- **EN3LC-IVa-j-2.16** Identify cause and effect
- **EN3LC-IVe-f-3.7** Give personal accounts related to the story (anecdotes, past experiences)
- **EN3AT-IVd-f-2.9** Take part in creative responses to stories: Writing a letter of advice
- **EN3LC-IVa-j-2.7** Sequence at least 3 events using signal words



BRIDGING WITH SCIENCE

For the next two weeks, the class will be learning about the different types of environment and the importance of each. Teacher begins the week by asking pupils what they recall from their Science lessons on ecosystems and how the different environments support life and growth of living things.

On-going Assessment: In Weeks 31 and 32, pupils explain events in the story and narrate a sequence of events. The teacher focuses on asking five pupils a day and uses the grid below to assess their use of textual information to support their responses.

		1	2
RC	Uses information from the text to explain events in the story; Narrates a series of events	Does not cite any information from the text to support explanations; Does not narrate a series of events in logical order	Cites information from the text (plot details) to support explanations; Narrates a series of events in a logical manner

Note: In Weeks 31 and 32, the teacher will ask five pupils a day to narrate events in the story such that all pupils will be assessed in the course of the two-week period.

SHARING INFORMATION

NOTE TO TEACHER

In Week 31, observe pupils' use of information from the text during activities such as:

- Orally: After Reading – Comprehension Check
- Written: Sequencing Events

- Teacher explains that the weekly theme will be about the diverse or many different kinds of surroundings on earth, and how these different environments are important to people and other living things.
- Teacher recalls previous lessons (English Quarter 2 and Science lessons on the ecosystems). He or she can show pictures of forests, seas, rivers/lakes, etc. He or she then asks pupils to name some of the living things they can find in each setting and to state how the surrounding is important to these living things.

2

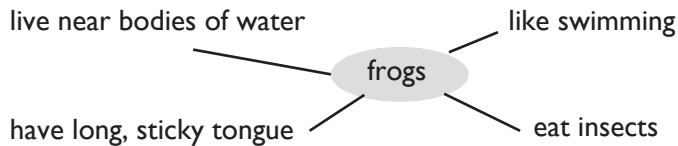
LISTENING STORY

NOTES

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher tells pupils that they will be listening to a story about a frog. He or she asks pupils what they know about frogs. He or she writes them on the board.



b. Unlocking Words and Expressions

- Teacher tells pupils that there are words they need to know to understand the story better. He or she explains the following.

(1) whip, flick



Teacher shows a picture of a whip or draws one on the board.

Teacher says: *This is a **whip**. How does it look? (long and thin)
How is a frog's tongue like a whip? (It is long and thin)*



*When you **flick** the whip, it snaps quickly to the direction you're aiming at.
When a frog flicks its tongue, what happens?*

(2) motionless

Teacher writes the word "motionless" on the board.

Teacher says: *A frog needs to be **motionless** to be able to catch insects. Motion is movement, but look at what comes after "motion."
Teacher underlines "less." He or she continues: Adding -less at the end makes the word mean without motion. **Motionless** therefore means it is not moving.*



(3) colony

Teacher says: *After it rains, you can usually hear a colony of frogs croaking. Is there only one frog croaking?*



NOTES

Which of these words can we use to substitute colony:

a) group, b) pair, c) piece? (Answer: a) group)

(4) bank

Teacher says: *Frogs don't always swim. They also stay at the bank of a river, stream, or pond. Bank here means the area of land that connects to or is beside the river, stream, or pond.*

(5) moist, humid

Teacher says: *Frogs need to stay near bodies of water to keep themselves moist. Does moist mean wet or dry? (wet)*

Teacher then says: *It is best to keep moist in the humid forest where it feels warm and sticky. He or she repeats the sentence and asks: In that sentence, which words tell us what humid means? (warm and sticky)*

c. Linking with the Story

Teacher says: *In our story, we will learn about a frog who lived in the humid forest of Mount Kilung. Find out how this frog was different from the others in his colony.*

DURING READING ACTIVITY

- Teacher says the title of the story the class will be listening to is “Benjie’s Long Trip.” It is written by Basa Pilipinas.
- Teacher reads aloud the following story while pupils look at the picture on the cover.

“Benjie’s Long Trip”

Written by Basa Pilipinas

Once upon a time, on a pond by Mount Kilung, lived a colony of frogs. Benjie was one of the frogs who lived on this pond high in the mountains. He had many brothers and sisters. They lived side by side with the many frog families that made this place their home.

Their pond was near the top of Mount Kilung in Solsona, Ilocos Norte. The pond was surrounded with lush green plants and trees. There were always a lot of insects for the frogs to eat.

Benjie enjoyed flies the most! For days, he would sit motionless like a rock on the bank of his quiet pond and watch for passing insects. If a fly passed within reach, he would snap his long tongue out like a whip. He was so fast that you could scarcely see his tongue move. He would catch a fly on the sticky tip of his tongue. Just as quickly he would flip his tongue back into his mouth. Mmmm, for Benjie that was a perfect day! Warmed by the sun, moist in the humid forest, all you had to do was sit, snap, catch, flip, and swallow!

NOTES

Benjie's brothers and sisters were more active than he was. They liked to dive, swim, jump, splash, and chase each other in the pond. All the young frogs played in the water all day. But Benjie did not like diving. He was scared of going deep in the water. Sometimes he would go for a short swim to get wet and stay moist on hot days. But most of the time, he just sat on his lily pad and practiced catching flies. Sometimes the other frogs made fun of him, which made Benjie quite sad.

You see, Benjie was the fastest fly catcher around but he was not like other frogs. While he was quick with flicking his tongue, he was slow swimming in the water. This made his mother and father worry about him. When there were big rains and water flowed fast, frogs needed to get out of the water quickly or they got swept away. They had to jump, dive, and swim hard to get to shore. Benjie was fast with his tongue, but slow to move.

And sure enough, as it always happens, one day it began to rain. And it rained and rained and rained.



AFTER READING ACTIVITIES

a. Comprehension Check

Teacher asks: *How was the main character different from the other frogs?*

- Teacher goes back and reads the story again, pausing at each paragraph to check for understanding:

Who was the main character in the story?

Describe the place where Benjie lived.

Why do you think the frogs chose to live there?

What did Benjie like doing? What was he good at?

What did the other frogs like doing?

Why were Benjie's mother and father worried? What did the frogs need to do?

Why, what could happen to them?

What happened one day? What do you think would this lead to?

b. Valuing

- Teacher asks the following:

How did the other frogs treat Benjie?

How did this make Benjie feel?

Was it right for the other frogs to make fun of Benjie just because he was different?

If you were part of the colony of frogs, what would you tell those making fun of Benjie?



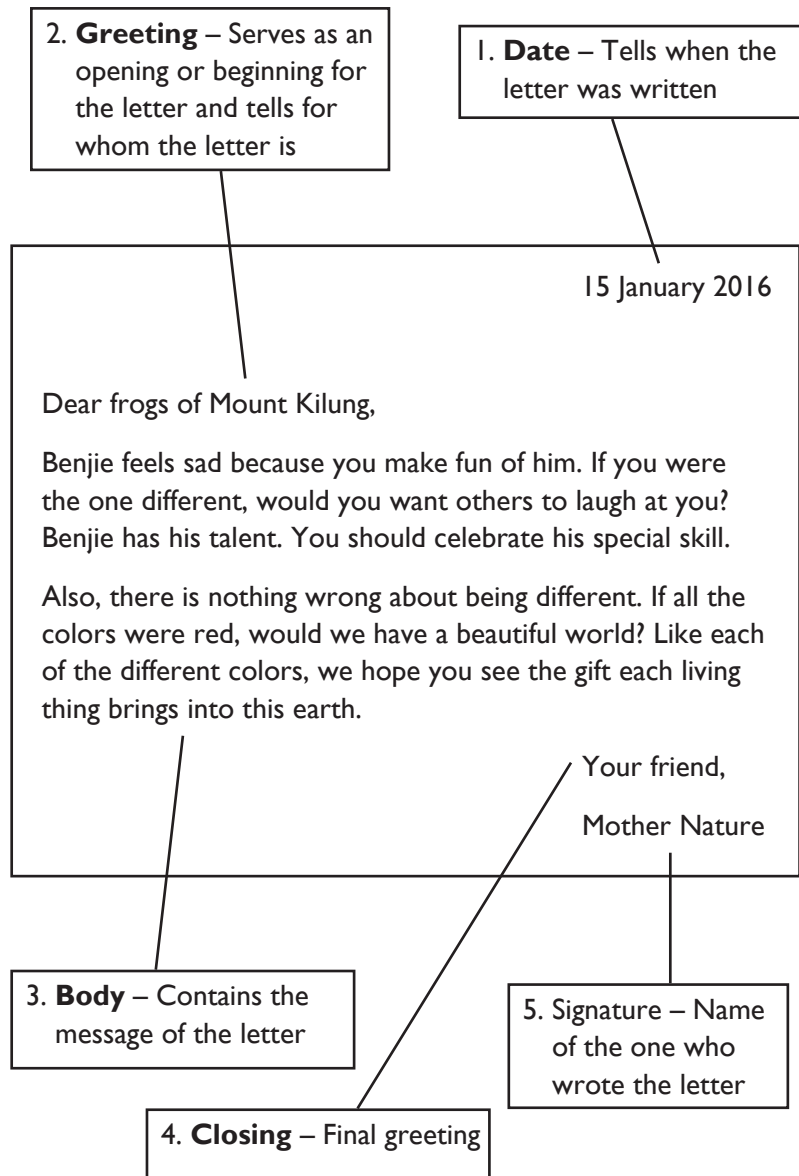
NOTES

3

WRITING: A LETTER OF ADVICE

a. Modelling

- Teacher asks pupils to read this letter of advice to the frogs of Mount Kilung. (This can be written on manila paper.)



- Teacher goes back to the letter and points to the different parts. He or she explains the importance or purpose of each part.

b. Guided Practice

- Teacher tells pupils that they will write a letter together. He or she shows this format.

NOTES

- Teacher assists pupils in filling up the letter by asking the following:

What do we put on the first line here on the right? (Date)

*What do we put on the second line, here on the left?
(Greeting – usually starts with “Dear”)*

Who do you want us to write to this time? (Example: Dear Benjie’s brothers and sisters, or Dear Benjie’s family)

*What should you put after the name of the one you are writing to?
(A comma)*

Where do we write the message?

What do you notice about the first line of the paragraph? (It is indented.)

What do you want to say in your letter? (Teacher writes on the board or manila paper as pupils give their ideas.)

How do we end this letter? (Closing – can state your relationship to the one you are writing to, like “Your friend” or “Your neighbor”)

What do we put after this? (A comma)

*What do we write on this last line?
(Signature – class decides on a name to write)*

- Teacher summarizes the information above in this writing guide:

TO START YOUR LETTER

Greeting – beginning

- Dear Benjie’s brothers and sisters,
- Dear Benjie’s family,
- Dear Benjie’s neighbors,
- Hello Benjie’s frog neighbors,
- Hi Benjie’s brothers and sisters,



NOTES

TO WRITE YOUR MESSAGE

Body – what you want to say

- How does Benjie feel about being different?
- How do you feel about Benjie?
- What can Benjie do well?
- What do you think about Benjie's special skill?
- What do you suggest to the other friends so Benjie will be happy?

TO END

Closing

- Your friend,
- Your neighbor,
- Best wishes,
- Take care.

c. Cooperative Writing

- Teacher asks the pupils in pairs to write a letter of advice to Benjie using the given format. He or she gives the guide question:
What can you tell Benjie so he will not be afraid to dive and swim in the water?
- Teacher gives pupils these writing tips:

Writing Tips

- Begin your letter with *Dear* or *Hello/Hi*.
 - Write the name of the person you are writing to after this.
 - Put a comma after the name.
 - Capitalize the name of the person you are writing to.
 - Capitalize all other proper nouns.
 - Indent the first line of the body of the letter.
 - Write your message in complete sentences.
 - Choose a good closing to end your letter.
 - Sign your name at the end.
- Teacher goes around and assists pupils as needed.

4 CONCLUDING THE SESSION

- Teacher asks for volunteers to read their letters to the class.

Homework: Find a letter or greeting card (e.g. Christmas card, birthday card) at home. What word or phrase was used to close the letter? Be ready to share next meeting. Don't forget to bring the letter or greeting card to school.

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3RC-IV-2.2** Note details regarding character, setting, and plot
- **EN3RC-IVa-b-2.1.3** Identify cause and effect
- **EN3RC-IV-2.1.0** Sequence three events
- **EN3WC-IVa-e-22** Write a simple story

DAY

2

1 SHARING OF INFORMATION

Teacher asks pupils to share the letter or card they brought from home with their partners. He or she asks the pairs to identify the different parts of the letter. Then, he or she asks them to look for the closing part. What word or phrase was used to close the letter? Teacher writes responses on the board.

2 LEVELED READER: *BENJIE'S LONG TRIP*

NOTE TO TEACHER

1. The Leveled Reader, *Benjie's Long Trip*, is used for Weeks 31-32. Each leveled reader has two levels. To identify one level from the other, look at the cover where the Grade level is indicated. The higher and relatively challenging level is signified by a double dot, while the lower and relatively easy level is signified by a single dot. These look like the following:

NOTES



- **Single dot Levelled Reader:**
Relatively easy level



- **Double dot Levelled Reader:**
- Relatively more challenging level

2. During the Listening Story, for the first week, the pupils will look at the illustration on the cover of the book. On the second week, the pupils look at the illustration on the right inside cover.

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

Teacher asks pupils to recall the story they listened to in the previous meeting. He or she asks:



Who was the main character? What could he do well?

What could he not do well?

Why did frogs need to dive and swim well?

What happened one day?

b. Unlocking Words and Expressions

Teacher tells pupils that before they read about what happened to Benjie, they need to understand some words from the story. He or she explains the following.

(1) swept away

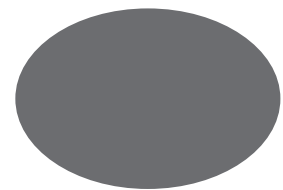


Teacher gestures with her hand how water can wash away something as she says: *Strong rains can bring floods. Small things can get easily swept away by the running or rushing water. This means they get carried away.*

(2) pond, stream, river

Teacher draws or shows pictures of the different bodies of water, points to each, and explains its characteristics:

*A **pond** is a body of water surrounded by land. It is smaller than a lake*



A **stream** is a flowing body of water. It is narrow or not big.



A **river** is a large flowing body of water. It is bigger or wider than a stream.



c. Linking with the Story

Teacher asks: *Benjie lives in a pond. What would happen to the pond if it rains and rains and rains? What would happen to Benjie?*



DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups. Based on assessment and prior knowledge of the pupil’s ability, teacher assigns pupils to either Group 1 or 2. Pupils who are less proficient readers can join Group 1 while pupils who are able to read at average or advanced level can join Group 2. Group 1 will read the relatively easy leveled reader while Group 2 will read the relatively difficult one.
- While the teacher works with Group 1, Group 2 pupils will silently do the activity posted on the board. Then, they will switch.

Group 1	Group 2
Teacher asks Group 1 pupils to read the text (Chapter 1: pages 1 to 5) in pairs. Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration.	Group 2 pupils silently do the activity posted on the board: “It rained and rained and rained.” Where could the rain have swept Benjie? Complete the sentences to write your predicted story.

NOTES

Group 1	Group 2
Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.	First, it rained so hard that _____. Second, the waters _____. Third, Benjie _____.
Group 1 pupils silently do the activity posted on the board.	Teacher asks Group 2 pupils to read the text (Chapter 1: pages 1 to 5) in pairs. Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to prompt, “Where could the rain have swept Benjie?” He or she asks pupils to share their predicted stories to their partners.
- Teacher asks pupils whose stories are similar to what really happened in the text to raise their hands. He or she then checks pupils’ understanding of the story by asking the following questions:



– *What happened to the pond when it rained and rained and rained?*

– *What did the other frogs do? Why did they get out of the pond?*

– *What did Benjie do? Why did he not swim to shore?*

– *What happened to Benjie?*

(Teacher can ask pupils whose predicted stories are similar to what happened in the text to share their responses. Teacher makes sure to add in the end about Benjie meeting another character, Anna, as it is unlikely that pupils would predict that.)

b. Activity: Using Signal Words in Sequencing Events

- Teacher explains that in telling a sequence or chain of events, we start from the beginning and move to the next event, until we get to the end. There are words we use to signal these sequence or chain of events. Teacher asks pupils to look again at their predicted story about Benjie. What are the words that signal the chain of events? (First, Second, Third)
- Teacher asks pupils what other words can be used to show what happened next in a series of events. He or she writes these on the board. (Next, Then, After this, Later)
- Teacher asks what words can be used to signal the last or final event that happened. He or she writes these on the board. (Lastly, Finally, In the end)
- Teacher asks pupils to write three sentences that narrate the series of events that happened to Benjie. Pupils choose signal words on the board in writing their stories.
- Teacher goes around to check. He or she asks pupils to share their stories with their partners and calls on some pairs to share with the class.

NOTE TO TEACHER

For less proficient writers, use the same prompt in the silent activity above. Pupils will just substitute the signal words by choosing from the ones written on the board. They will also have to add the details according to the events in the story, and not their predicted ones.

First, it rained so hard that _____.

Second, the waters _____.

Third, Benjie _____.

3

WRITING: A LETTER OF ADVICE

a. Review

- Teacher shows the sample letter from the previous lesson. He or she leads the class in identifying the parts of the letter, the purpose of each, and the structure followed:
 - Where to put each part: date, greeting, body, closing, signature/ name of writer
 - Capitalizations (start of every sentence, beginning letter of the greeting and the closing, proper nouns)

NOTES

- Commas after the greeting and closing
- Indention of the first sentence of the body of the letter
- Teacher asks pupils what other words or phrases can they use in closing the letter. Pupils can refer to the letters or greeting cards they brought from home. (Love, Respectfully, Your friend, etc)

b. Individual Guided Practice

- Teachers says pupils will individually write a letter of advice to Benjie. He or she generates words and phrases to help pupils complete their advice on how to swim. He or she reminds pupils that they may add to the list or combine the phrases to form their sentences.
 - float on the water
 - push your body forward
 - kick your legs
 - move your arms
 - relax so that you will not sink
- Teacher then tells pupils to copy and complete this letter of advice to Benjie.

_____ Benjie

Hi! I know you are scared of the water but you need to swim now. Try these so you won't be scared. First, _____

_____.

_____, _____.

_____, _____.

_____.

I hope my advice helps.

NOTE: Post the Writing Tips given on Day 1.

4 CONCLUDING THE SESSION

- Teacher asks for volunteers to share their letters of advice to the class.

Homework: Finish the letter of advice to Benjie. If you are already done, think of how else you can improve your writing, such as using the right signal words to show a series of events. Also check for the following:

Did I ...

- fill in each part correctly?
- follow correct capitalization?
- put a comma where needed?
- indent the first line of the body of the letter?
- choose a fitting closing?

NOTE TO TEACHER

Write the self-check questions on manila paper and post it on the wall or bulletin board. Pupils can refer to it throughout the week as they develop their letter writing skills.

OBJECTIVES

- **ENIV-Ia-b-01** Give the meaning of words used in stories read
- **EN3G-IVh-5.6** Give the synonyms and antonyms of common adjectives
- **EN3PW-IVa-b-8** Read words with diphthongs: **oi, oy**
- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied

DAY

3

SHARING OF INFORMATION

- Teacher asks pupils to bring out their homework and share their letters of advice with their partners. Teacher asks pupils to check if their partners observed the correct format, capitalization, and punctuation (particularly the commas). Did they also use appropriate signal words to show the chain of action to be carried out by Benjie?
- Teacher calls on some pairs to share their letters of advice to the class.

NOTES

2

VOCABULARY: SYNONYMS AND ANTONYMS OF ADJECTIVES



BRIDGING

Teacher asks pupils if they know words that mean the same in their Mother Tongue or in Filipino. Examples of words that mean the same or *magkasingkahulugan* are *malaki* and *mataba*. Notice that there are still slight differences in meanings.

In Filipino, words that have opposite meanings are called *magkasalungat*. An example of this is *malaki – maliit*.

a. Presentation

- Teacher posts or writes the following sentences on the board. He or she asks the pupils to read these together.

- Benjie was afraid. He was scared of deep waters.
- But he had a fast tongue. He was quick in catching flies.
- He rescued a small ant. Anna was tiny.

- Teacher asks the following and encircles the word that answers each question:

- *In number 1, what word was used to describe Benjie in the first sentence? (afraid) What word was used to describe Benjie in the second sentence? (scared)*

- *In number 2, what word was used to describe Benjie's tongue? (fast). What word was used to describe Benjie in the second sentence? (quick)*

- *In number 3, what word was used to describe the ant? (small) What word was used to describe Anna, the ant, in the second sentence? (tiny)*

- Teacher asks the pupils to read aloud the encircled words (scared-afraid, quick-fast, small-tiny). He or she asks the class what they notice about these words – do the words mean the same or not? Teacher explains that words that have similar meanings are called **synonyms**.

- Teacher then posts or writes the following sentences on the board. He or she asks the pupils to read these together.

- Benjie liked being motionless. Other frogs were active.
- Benjie couldn't join the happy games in the pond. It made him sad.
- Anna was a new friend. Can Benjie forget his old life?

- Teacher asks the following and underlines the word that answers each question:

- *In number 4, what word was used to describe Benjie in the first sentence? (motionless) What word was used to describe the other frogs in the second sentence? (active)*

- *In number 5, what word was used to describe the games? (happy). What word was used to describe how Benjie felt in the second sentence? (sad)*

- *In number 6, what word was used to describe friend? (new)*



What word was used to describe Benjie's life in the second sentence? (old)

NOTES

- Teacher asks the pupils to read aloud the underlined words (motionless-active, happy-sad, new-old). He or she asks the class what they notice about these words – do the words mean the same or do they have opposite meanings? Teacher explains that words that have opposite meanings are called **antonyms**.

b. Class Practice

- Teacher posts the following on the board. He or she calls one pupil at a time to match a word with its synonym.

Swimming in Synonyms

Draw a line from the frog to the lily pad that contains its synonym.

happy big faint thin crunchy

large slender crispy

glad weak

- Pupils in their seats write the pairs of synonyms like this:

Synonyms – words that have the same or nearly the same meanings

happy – glad

big – large

faint – weak

thin – slender

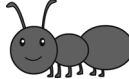
crunchy – crispy

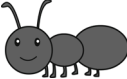
- Teacher then posts the following on the board. He or she calls one pupil at a time to match a word with its antonym.

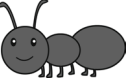
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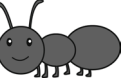
Antsy Antonyms

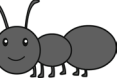
Draw a line from the ant to the leaf that contains its antonym.



 high



 deep



 wide



 open



 thin


 shallow


 close


 fat


 low


 narrow

- Pupils in their seats write the pairs of antonyms like this:

Antonyms – words that have opposite meanings

high – low

deep – shallow

wide – narrow

open – close

thin – fat

NOTE TO TEACHER

Let pupils look for clues in finding meanings of difficult words. For example, in the exercise on antonyms, let them get the antonyms of common words first: high-low, open-close, thin-fat. Doing this would limit the choices left for “deep” and “wide.” Further recalling previous lessons would give them the answer wide-narrow, leaving them with deep-shallow. Teacher then asks pupils what “shallow” means.

3**PHONICS: DIPHTHONGS OI AND OY****a. Presentation**

Teacher says: *Benjie asked Anna to join him on his lily pad.
Anna felt so much joy at being rescued.*

*Benjie was swept down fields with soy plants. These plants need dry,
not moist, soil.*

Teacher then writes the following words on the board:

joy join soy soil

NOTES

- Teacher points at each word and asks pupils to read it out loud
- Teacher then asks pupils to focus on the “oy” sound. He or she says:

*In “joy”, where do you hear the “oy” sound – at the beginning or end?
(end) What letters make the “oy” sound? (oy)*

*In “join”, where do you hear the “oy” sound – beginning, middle, or end?
(middle) What letters make the “oy” sound? (oi)*

*In “soy”, where do you hear the “oy” sound? (end) What letters make the
“oy” sound? (oy)*

*In “soil”, where do you hear the “oy” sound? (middle) What letters make the
“oy” sound? (oi)*

*In my sentence, “These plants need dry, not moist, soil”, where do you hear the
“oy” sound in “moist”? How then should we spell “moist”?
(Teacher calls a pupil to write the word “moist” on the board.)*

- What spelling rule can we come up for the “oy” sound?

Spelling Rule: If the “oy” sound is at the end of the word, use o-y to represent it.

If the “oy” sound is in the middle of the word, use o-i to represent it.

b. Practice Exercise

- Teacher asks pupils to draw this grid in their notebooks:

oy	oi

- Teacher then presents this list of words. He or she dictates what each word is and uses each in a sentence. (Ex: Boy. Benjie is a boy.) Pupils write the word under the correct column as they complete its spelling. The class checks after.

b__ (boy)	c__ n (coin)	j_ (joy)	t__ l (toil)
s__ (soy)	b__ l (boil)	c__ (coy)	j__ n (join)
	t__ (toy)	s__ l (soil)	

NOTE: “Soy” is a bean plant, “coy” means shy, and “toil” means work (i.e., Farmers toil in the fields.)



NOTE TO TEACHER

Make sure pupils understand that this spelling rule applies to root words. For example, the word “boys” has the “oy” sound in the middle (b-oy-s). Teacher must point out that the root word is “boy”, which actually has the “oy” sound at the end. Adding -s at after the root does not affect the representation of the “oy” sound, so it is still spelled with o-y. Another example of this is “enjoys” or “enjoyed.”

NOTES

c. Phonics Skill Builder

- Teacher asks pupils to copy Skill Builder 1 (page 6) in their notebooks. They complete the activity at home.

Phonics: Diphthongs *oi* and *oy*

Spelling Words:

enjoy	point	moist	choice	appoint
coil	spoil	annoy	employ	

- Write each word under the correct column based on its spelling pattern.

<i>oy</i>	<i>oi</i>

4

CONCLUDING THE SESSION

- Teacher asks pupils to tell their partners the spelling rule learned for the “oy” sound. Then, he or she calls a pupil to repeat the rule to the class.

Homework: Answer the Skill Builder on Phonics. Use this to practice your spelling words.

DAY

4

OBJECTIVES

- EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- EN3RC-IV-2.2** Note details regarding character, setting, and plot
- EN3LC-IVa-j-3.15** Differentiate real from the make-believe
- EN3OL-IVa-j-5** Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)

SKILL BUILDER CORRECTION AND LESSON REVIEW

- Teacher leads pupils through the correction of the Phonics Skill Builder. He or she points to each word in the list and uses it in a sentence. Pupils repeat the word and tell which column it belongs to. Teacher concludes the checking of the homework by asking the pupils to state the spelling rule for the “oy” sound.
1. Frogs **enjoy** swimming.
 2. Can you **point** to a place they will like?
 3. A **moist** place is a good home for them.
 4. Near a pond will probably be their **choice**.
 5. They may **appoint** the biggest frog as their leader.
 6. But no frog can stand the **coil** of a snake.
 7. Snakes can **spoil** their home.
 8. Snakes not only **annoy** frogs – they scare them!
 9. Who can frogs **employ** to defend them?

Answer key:

oy	oi
enjoy	point
annoy	moist
employ	choice
	appoint
	coil
	spoil

- Teacher recalls lesson on synonyms and antonyms. He or she says: *Spelling difficult words is easy when we have a rule to follow. “Difficult” and “easy” are words that have opposite meanings. What do you call words with opposite meanings?*
- Teacher asks pupils to give the antonyms for the following words: long travel, moist soil (dry), soft ground
- Teacher then says: *You are fast learners. You are quick to learn. “Fast” and “quick” are words that mean the same. What do we call words that have the same or almost the same meaning?*
- Teacher asks pupils to give synonyms for the following words: loud rain (noisy), funny animal (comical, amusing, hilarious), new friend



NOTES

2

LEVELED READER: BENJIE'S LONG TRIP
(CHAPTER 2: PAGES 7 TO 10)

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall the series of events that had happened so far in the story. He or she asks:



Who was the new friend of Benjie?

How did Benjie meet Anna? In three sentences, narrate to your partners how Benjie met Anna. Use signal words in telling the sequence of events.

- Teacher goes around and listens to the pupils' sharing. Then, he or she calls on some pupils to share their responses to the class.

NOTE TO TEACHER

Review signal words if needed. Also, instruct pupils to always put a comma after the signal word.

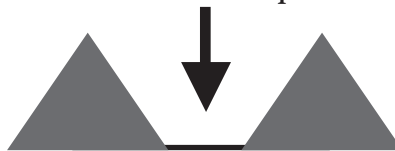
- To start the narration of a series of events: **First, At the start, In the beginning**
- To tell of succeeding events: **Second/Third, Then, Next, After this**
- To end: **Lastly, In the end, Finally**

b. Unlocking of Words and Expressions

- Teacher says that before they find out what happened to Benjie and Anna, they will learn new words to help them understand the story better. He or she explains the following.

(1) valley

Teacher draws or shows a **picture of a valley**.



Teacher says: This flatland in between two hills or mountains is called a **valley**. What do you think can you find in a valley?

(2) open space



Teacher says: A valley in the countryside is usually an **open space**. You will find no buildings or houses built side by side there.

Will one have more freedom to run around and explore in an open space? How do you think would animals feel about big, open spaces? Why?

(3) amazed

Teacher says: *Benjie was **amazed** at the wide valley and open spaces he saw. He didn't know the world could be so big and beautiful.*



What does amazed mean: a) scared, b) shy, c) surprised?
(Answer: c) surprised)

What words gave you an idea about what amazed could mean?
(“...world could be so big and beautiful.”)

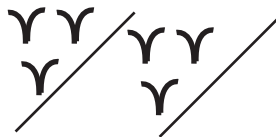
(4) lounging

Teacher sits on a chair in a very relaxed manner and says:
*On Sunday mornings when there is not much to do, you could usually find me just **lounging** around in our sala. This is to lounge. Do I look busy? What am I doing? (sitting in a relaxed manner)*



(5) rice paddies

Teacher draws or shows a **picture of rice paddies**.



Teacher says: *The **rice paddies** in Banaue are amazing, they seem to climb up to the sky! Rice paddies are areas of land where you plant rice. They are usually very wet as rice plants need lots of water.*



c. Linking with the Story

Teacher asks: *Would rice paddies make a good home for frogs? Do you think Benjie and Anna want to live in a rice paddy?*



DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups, and this time he or she will start with Group 2. While teacher works with Group 2, Group 1 pupils will read silently the previous chapter. Then, they will switch.

Group 1	Group 2
Group 1 pupils silently read the previous chapter (Chapter 1: pages 1 to 5) to help refresh their memory about the flow of the story. If they finish early, they can scan Chapter 2: pages 7 to 10. They can familiarize themselves with the pictures, which they can use to help them decode the text.	Teacher asks Group 2 pupils to read the text (Chapter 2: pages 7 to 10) in pairs. Pupils take turns reading aloud. Teacher walks around to listen to them.

NOTES

Group 1	Group 2
	<p>He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration.</p> <p>Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>
<p>Teacher asks Group 1 pupils to read the text (Chapter 2: pages 7 to 10) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently read the previous chapter (Chapter 1: pages 1 to 5) to help refresh their memory about what happened beforehand.</p> <p>If they have time, they can read again Chapter 2: pages 7 to 10 so they can review the words they had difficulty with during the read aloud by pairs.</p>

AFTER READING ACTIVITIES**a. Comprehension Check**

- Teacher goes back to the prompt before the story reading: Did Benjie and Anna go to live in a rice paddy? (No)
- Teacher divides the class into six groups. He or she gives each $\frac{1}{4}$ manila paper and markers or crayons. He or she gives this task: Draw on the manila paper the places Benjie and Anna saw in their trip down Mount Kilung. Label your drawings.
- Teacher tells pupils that they will only have ten minutes to do this. He or she reminds them to stay focused on the task. He or she goes around and checks that each one is helping. Pupils can take turns drawing or coloring, or they can choose to let the artist in the group draw but each one must contribute or share his or her idea about the things the characters saw.

NOTES

- Teacher settles the class after ten minutes. He or she asks: What did Benjie and Anna see as they were carried by the river down Mount Kilung? Teacher calls one group at a time and lets each present their work.

NOTE TO TEACHER

For struggling English speakers, use the prompt:

If I were Benjie/Anna, I would _____ because _____.

An example of a probable response is: *If I were Anna, I would choose to go back to my old home because I had so much fun with my family and friends there.*

Teacher asks: *How did all these new places make Benjie and Anna feel? Why?*

Do you think they would make the shore of the lake their new home? Why/Why not?

If you were Benjie or Anna, what would you do? Why? Share your responses with your partners.



3 CONCLUDING THE SESSION

- Teacher asks some pupils to share their responses to the class.

Homework: Copy and answer the Skill Builder Exercise on synonyms and antonyms (page 11). Review also your spelling words using the spelling rule for “oy” sound, and noting the special letters in the word “choice.”

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3G-IVh-5.6** Give the synonyms and antonyms of common adjectives
- **EN3PW-IVa-b-8** Read words with diphthongs: **oi, oy**
- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- **EN3LC-IVe-f-3.7** Share a personal account (anecdote, past experiences) in letter form, following the correct structure and punctuation

DAY

5

WEEKLY ASSESSMENT

a. Vocabulary

- Teacher writes the answers to the Skill Builder Exercise on synonyms and antonyms. Pupils check their partners’ answers.

NOTES

Answer Key:

A. Synonyms

1. wet – moist
2. hard – difficult
3. useful – helpful

B. Antonyms

4. wet – dry
5. hard – easy or soft
6. useful – useless

b. Spelling

- Teacher gives the spelling test using words from the spelling list. He or she uses each word in a sentence and asks pupils to write it. Pupils check each other's work after.

NOTE TO TEACHER

For the antonyms part, ask pupils if they have alternative answers. Listen and check if these make sense. For example, they may offer “trash” as an antonym for “useful” and that is acceptable.

Let pupils also note how a word can have more than one meaning (e.g., hard). If the word is used in a sentence, they have to follow the given context. In this case, the antonyms part simply had a word list so both “soft” and “easy” are acceptable answers.

2**WRITING A LETTER: PERSONAL ACCOUNT****a. Review**

- Teacher shows the sample letter from Day 1. He or she leads the class in identifying the parts of the letter, the purpose of each, and the structure followed:
 - Where to put each part: date, greeting, body, closing, signature/ name of writer
 - Capitalizations (start of every sentence, beginning letter of the greeting and the closing, proper nouns)
 - Commas after the greeting and closing
 - Indentation of the first sentence of the body of the letter
 - Words or phrases that can be used to close the letter

NOTES

- Since their letter will contain a narration of events, pupils have to use the necessary signal words. Teacher recalls the words pupils can use to show the sequence of events.
 - To start the narration of a series of events: *First, At the start, In the beginning*
 - To tell of succeeding events: *Second/Third, Then, Next, After this*
 - To end: *Lastly, In the end, Finally*

b. Individual Writing

- Teacher says that today they will pretend to be one of the characters in the story. They can choose to be Benjie or Anna, and write either their families or their friends. Their letter will contain a narration of the events that happened to them after it rained and rained and rained.
- Once they are done with their letters, they must go over these and check:
 - Did I ...
 - fill in each part correctly?
 - follow correct capitalization?
 - put a comma where needed?
 - indent the first line of the body of the letter?
 - choose a fitting closing for my letter?

3 CONCLUDING THE SESSION

- Teacher asks the pupils to read their letters to their partners. Then, he or she calls on a few pairs to read aloud their letters to the class.

WEEK

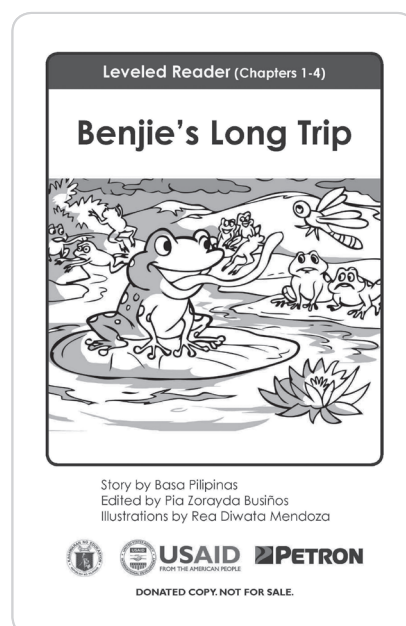
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TEACHER'S GUIDE

GRADE 3
ENGLISH

THEME: OUR DIVERSE SURROUNDINGS AND THEIR IMPORTANCE TO LIVING THINGS

LEVELED READER: *BENJIE'S LONG TRIP*



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 3
ENGLISH
QUARTER 4, WEEK 32 (50 MINUTES PER DAY)**

Theme: Our Diverse Surroundings and Their Importance to Living Things

Leveled Reader: *Benjie's Long Trip*

(Author: Basa Pilipinas; Editor: Pia Zorayda Busiños; Illustrator: Rea Diwata Mendoza)

Day	Domain	Objectives	Subject Matter
I	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Listening Story: "Benjie's Long Trip" • Vocabulary: Words from the Text • Comprehension: Noting details, Sequencing Events • Writing: Simple Story (containing three events)
	LC	<ul style="list-style-type: none"> • EN3LC-IIIa-j-2.1 Listen to a literary text • EN3LC-IVa-j-2 Activate prior knowledge based on the stories read • EN3LC-IVa-j-2.1 Note important details • EN3RC-IV-2.1.0 Sequence three events 	
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-j-5 Engage in a variety of ways to share information in varied artistic ways (e.g., role playing) 	
	C	<ul style="list-style-type: none"> • EN3WC-IVa-e-22 Write a simple story 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to describe the different land and water forms the characters saw. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils' prior knowledge by asking what they recall from the previous lesson. Teacher unlocks words and expressions using context clues and pictures. Teacher links what pupils know with the story. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Teacher reads aloud the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher checks for comprehension by asking questions about the text. Teacher divides class into six groups and assigns engagement activities. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to infer what will happen next. Homework: Write a two to three sentence story predicting the next events. Use signal words to begin each sentence. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils recall previous lessons on the environment and share environmental effects on living things. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share what they know about frogs. Pupils get the meanings of words using context and picture clues. Pupils respond to teacher's prompt. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Pupils listen attentively to the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer teacher's questions about the text. Pupils evaluate the actions of the other frogs. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Pupils infer the next series of events. Homework: Pupils write a two to three-sentence story predicting the next series of events. They use signal words in their simple story.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
2	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Benjie's Long Trip</i> (Chapter 3: pages 12 to 15) • Vocabulary: Words from the Text • Comprehension: Noting Details, Making Predictions • Grammar: Pronoun/Antecedent Agreement
	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	
	RC	<ul style="list-style-type: none"> • EN3RC-IV-2.2 Note details regarding character, setting, and plot 	
	ATR	<ul style="list-style-type: none"> • EN3AT-IVd-f-2.9 Take part in creative responses to stories like preparing logs, journals, and other oral presentations 	
	G	<ul style="list-style-type: none"> • Supply the correct pronoun based on its antecedent * 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language

PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)

AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> • Teacher asks pupils to share their predictions (homework). <p>2. Leveled Reader: <i>Benjie’s Long Trip</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher reviews events in the Listening Story read in the previous meeting. • Teacher unlocks words and phrases using context clues and pictures. • Teacher links what pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher divides the class into two groups based on their reading levels. • Teacher assigns silent activity to Group 2 as he or she listens to Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher goes back to silent activity and compares pupils’ predicted answers with what really happened in the story. • Teacher checks for comprehension by asking questions about the story. <p>3. Grammar</p> <ul style="list-style-type: none"> • Teacher presents lesson on pronoun/antecedent agreement. • Teacher facilitates whole class exercise. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher reviews concepts taught by doing Word for the Day. • Homework: Copy the Skill Builder Exercise on pronoun/antecedent agreement (page 11). Answer it at home. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> • Pupils share their predictions. <p>2. Leveled Reader: <i>Benjie’s Long Trip</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils recount events in the Listening Story read in the previous meeting. • Pupils give meanings of words and phrases using context clues and pictures. • Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils join their groups based on their reading levels. • Group 2 pupils do silent activity while Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils compare predicted answers with what really happened in the story. • Pupils answer comprehension questions asked. <p>3. Grammar</p> <ul style="list-style-type: none"> • Pupils listen and participate in the lesson on pronoun/antecedent agreement. • Pupils participate in the whole class exercise. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils define the Word for the Day. • Homework: Pupils copy the Skill Builder Exercise (page 11) and complete it at home.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
3	V	<ul style="list-style-type: none"> • EN1V-Ia-b-01 Give the meaning of words used in stories read 	<ul style="list-style-type: none"> • Vocabulary: Synonyms and Antonyms of Adjectives • Comprehension: Real vs. Make-Believe
	LC	<ul style="list-style-type: none"> • EN3LC-IVa-j-3.15 Differentiate the real from the make-believe 	
	PWR	<ul style="list-style-type: none"> • EN3PW-IVa-b-8 Read words with diphthongs: oi, oy 	
	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	
4	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Benjie's Long Trip</i> (Chapter 4: pages 17 to 21) • Vocabulary: Words from the Text • Comprehension: Noting Details, Depicting the Scene, Inferring Feelings
	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy 	
	PWR	<ul style="list-style-type: none"> • EN3PW-IVa-b-8 Read words with diphthongs and ambiguous words: ou, ow 	
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell) 	
	SS	<ul style="list-style-type: none"> • EN3SS-IVa-1.3 Follow simple written directions 	
<p>DOMAINS: * – Competencies added by Basa Pilipinas OL – Oral Language PA – Phonological Awareness BPK – Book and Print Orientation (Knowledge) AK – Alphabet Knowledge PWR – Phonics and Word Recognition F – Fluency S – Spelling</p>			

Teacher Activities	Learner Activities
<p>1. Checking of Homework</p> <ul style="list-style-type: none"> Teacher leads correction of the Skill Builder Exercise. <p>2. Real vs. Make-Believe</p> <ul style="list-style-type: none"> Teacher presents lesson on differentiating between real and make-believe. Teacher asks pupils to differentiate real from make-believe. <p>3. Phonic: Diphthongs and Ambiguous Vowels ou and ow</p> <ul style="list-style-type: none"> Teacher introduces lesson on diphthongs and ambiguous vowels ou and ow. Teacher gives practice exercise. Teacher leads discussion of answers. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to choose a word from the list and use it in a sentence. Homework: Complete Skill Builder 3 (page 16) at home. 	<p>1. Checking of Homework</p> <ul style="list-style-type: none"> Pupils check each other’s answers. <p>2. Real vs. Make-Believe</p> <ul style="list-style-type: none"> Pupils listen to and participate in the lesson. Pupils differentiate real vs. make-believe. <p>3. Phonics: Diphthongs and Ambiguous Vowels ou and ow</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson on diphthongs and ambiguous vowels ou and ow. Pupils participate in the practice exercise. Pupils explain answers. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils choose a word from the list and use it in a sentence. Homework: Pupils complete the Skill Builder 3 at home.
<p>1. Skill Builder Correction and Lesson Review</p> <ul style="list-style-type: none"> Teacher leads pupils through the correction of the Skill Builder. Teacher gives Word Challenge. <p>2. Leveled Reader: <i>Benjie’s Long Trip</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils’ prior knowledge by asking them to retell the series of events in the chapter previously read. Teacher unlocks words from the story using context clues and pictures. Teacher links what the pupils know with the story. 	<p>1. Skill Builder Correction and Lesson Review</p> <ul style="list-style-type: none"> Pupils check each other’s Skill Builder. Pupils participate in the Word Challenge. <p>2. Leveled Reader: <i>Benjie’s Long Trip</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils retell the series of events in the chapter previously read. Pupils derive the meanings of words using context clues and pictures. Pupils link what they know with the story.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
4			
5	V	<ul style="list-style-type: none"> • ENIV-Ia-b-01 Give the meaning of words used in stories read 	<ul style="list-style-type: none"> • Weekly Assessment: <ol style="list-style-type: none"> Spelling – Phonics spelling list (<i>ou</i> and <i>ow</i>) Grammar – Pronoun/Antecedent Agreement • Rereading of a story • Comprehension: Cause and Effect
	G	<ul style="list-style-type: none"> • Observe correct pronoun/antecedent agreement * 	
	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	
	F	<ul style="list-style-type: none"> • EN3F-IVc-d-1.4 Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation 	
	LC	<ul style="list-style-type: none"> • EN3LC-IVa-j-2.16 Identify cause and effect 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher divides the class into two groups according to their reading levels. • Teacher tells pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher divides the class into six groups and gives text-related task. • Teacher asks groups to present after the given preparation time. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils what they learned from the story. • Homework: Review spelling words and grammar lesson. 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils go into two groups according to their reading levels. • Pupils in Group 1 scan the reading material while pupils in Group 2 read with teacher. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils go into six groups and do text-related task. • Pupils in groups present after the given preparation time. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils share what they learned. • Homework: Pupils review their spelling words and grammar lesson.
<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Teacher gives the spelling test. • Teacher gives assessment on pronoun/ antecedent agreement. <p>2. Revisiting a Familiar Text</p> <ul style="list-style-type: none"> • Teacher asks pupils to reread the story of <i>Benjie’s Long Trip</i>. • Teacher discusses cause and effect. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils to string the events together to create the summary of the story. 	<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Pupils spell the words given. • Pupils identify the antecedent and supply the correct pronoun. <p>2. Revisiting a Familiar Text</p> <ul style="list-style-type: none"> • Pupils reread the story of <i>Benjie’s Long Trip</i>. • Pupils identify cause-effect relationships. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils put the events together in the cause-effect chart to create a summary of the story.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

DAY

1

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3LC-IIIa-j-2.1** Listen to a literary text
- **EN3LC-IVa-j-2** Activate prior knowledge based on the stories read
- **EN3LC-IVa-j-2.1** Note important details
- **EN3OL-IVa-j-5** Engage in a variety of ways to share information in varied artistic ways (e.g., role playing)
- **EN3RC-IV-2.1.0** Sequence three events
- **EN3WC-IVa-e-22** Write a simple story

On-going Assessment: In Weeks 31 and 32, pupils explain events in the story and narrate a sequence of events. The teacher focuses on asking five pupils a day and uses the grid below to assess their use of textual information to support their responses.

NOTE TO TEACHER

In Week 32, observe pupils' use of information from the text during activities such as:

- Orally: After Reading – Comprehension Check
- Written: Sequencing Events

		1	2
RC	Uses information from the text to explain events in the story;	Does not cite any information from the text to support explanations;	Cites information from the text (plot details) to support explanations;
	Narrates a series of events	Does not narrate a series of events in logical order	Narrates a series of events in a logical manner

Note: In Week 32, the teacher will ask five pupils a day to narrate events in the story such that all pupils will be assessed in the course of the two-week period.

SHARING OF INFORMATION

- Teacher explains that the weekly theme is still about the diverse or many different kinds of surroundings there are on earth, and how these different environments are important to people and other living things.
- Teacher asks pupils to look at their drawings of the places Benjie and Anna saw as they travelled down Mount Kilung (see Week 31, Day 4). He or she points at different land and water environments and asks the following:



– *What land/water form is this?*

– *Describe this type of land/water form.* (Ex: river – flowing body of water that is larger than a stream; valley – flat land in between two mountains or highlands)

- *What can we see here? What kind of animals and plants live here?*
- *How does this land/water form support life?*

2

LISTENING STORY

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher recalls previous events in the story, “Benjie’s Long Trip.” He or she picks out letters of personal account from previous lesson (see Week 31, Day 5) and asks the pupils who have written them to read their works to the class.

b. Unlocking Words and Expressions

- Teacher tells pupils that they will hear more about Benjie and his new friend, Anna. Before they listen to the story, there are words they need to know to understand the events better. He or she explains the following.

(1) mounds of soil and tunnels



Teacher draws or shows a picture of a mound of anthill with tunnels inside. He or she says: *This mound of soil is an anthill. How many of you have seen something like this? How does it look? So when we say mound, is it flat or raised? (raised, like a bump or a hill)*

Now inside the anthill there are tunnels. These are like underground roads. Have you ever passed or crawled through a tunnel?



(2) dry season and drought

Teacher says: *In the Philippines, we only have two seasons – the wet and the dry. During the wet season, it usually rains. But during the **dry season**, it is usually hot and sunny. Because there is very little rain, it is called the **dry season**?*

*If the rain does not come for many, many days, it can lead to a **drought**. Describe what happens to the surroundings when there’s a drought. (the soil becomes dry and cracked, rivers and bodies of water can get shallow or even dry out, even plants dry out)*



(3) shallow

Teacher says: *Droughts can make the waters in the river, stream, or pond become shallow. If it is **shallow**, is there a lot of water or little water? What would be an antonym of shallow? (deep)*



NOTES

(4) doubt in his mind



Teacher says: *Droughts can bring **doubt** to the minds of farmers. They may ask if their plants or crops will live. To doubt means:*
a) to know, b) not to be sure, c) not to care? (Answer: b)

c. Linking with the Story



Teacher says: *In our story, we read that Benjie and Anna seemed to find a new home. What could have made them doubt if this was the best place for them?*

DURING READING ACTIVITY

- Teacher says the story the class will be listening to is still “Benjie’s Long Trip.” It is written by Basa Pilipinas.
- Teacher reads aloud the following story while pupils look at the picture on the cover.

Benjie’s Long Trip

Written by Basa Pilipinas

Benjie liked the peaceful life by the lake where the only sound was the buzzing of flies. This was much better than the noisy pond. He caught and ate flies, he swam in the shallow water, and spent his nights looking at the stars. The rain had stopped and there was not a cloud in the sky.

Anna was not as happy as Benjie. She tried to make mounds of soil and tunnels, and store food like ants do. But it would need many ants to do all this work, and Anna was alone. How could she get all this work done before the dry season and the drought?

Benjie could see that Anna was getting sadder every day. He thought it would be easier for Anna if she found other ants. There was no doubt in his mind – He had to help her find her way home!

“But how?” thought Benjie to himself. “I don’t even know which way to go!”

One day, Benjie noticed the ducks on the lake. They could fly way up and see down below. “I will swim out there and ask them which way to go. Anna is getting sick from loneliness and her condition is getting worse.”

Benjie took a deep breath and thought about Anna and how much happier she would be at home. He closed his eyes, pretended the water was shallow, listened to the loud sound of the ducks quacking, and swam towards them. He swam, and swam, and swam.



AFTER READING ACTIVITIES

NOTES

a. Comprehension Check

Teacher asks: *Benjie and Anna seemed to find a new home.
What could have made them doubt if this was the best place for them?*



- Teacher goes back and reads the story again, pausing at each paragraph to check for understanding:
 - How did Benjie find the new place at the start?
What were the things he would do?
 - Did Anna enjoy the lake as much as Benjie?
Why not?
 - What did Benjie decide to do? Why?
 - Who did Benjie notice in the lake one day?
How could the ducks help him?
 - Was it easy for Benjie to go to the ducks? Why do you say so?

b. Engaging with the Story

- Teacher divides the class into six groups. He or she tells them that they will role play scenes from the story. He or she reminds pupils that every member should take part – as a main or supporting character, or as things in the environment (Ex: In a group, one will be Benjie, three pupils will be flies buzzing around Benjie, two others will be trees by the lake, etc)
 - Groups 1 and 2 – Show how Benjie felt about the new place by the lake. What did he do? How did he feel? What could he have said to Anna?
 - Groups 3 and 4 – Show how Anna felt about the new place by the lake. What did she do? What did she feel? What could she have said to Benjie?
 - Groups 5 and 6 – Show what Benjie decided to do to help his friend. Why did he come up with this decision? What was his plan?
- Teacher tells pupils they have ten minutes to discuss and practice. After the said time, he or she settles the class and asks the following:
 - *Group 1, how did Benjie feel about the new place by the lake?
Please show us.*
 - *Group 2, do you agree? Please show us.*
 - *Group 3, how did Anna feel about this new place?
Please show us.*
 - *Group 4, what about your interpretation?*



NOTES

- Group 5, what did Benjie do because of this? Please show us.
- Group 6, did you have the same idea? Show us.

3

CONCLUDING THE SESSION



Teacher asks: What do you think will happen next? He or she calls on two to three pupils to answer.

Homework: Write a two to three-sentence prediction about what happens next. Use signal words to begin each sentence.

DAY

2

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3RC-IV-2.2** Note details regarding character, setting, and plot
- **EN3AT-IVd-f-2.9** Take part in creative responses to stories like preparing logs, journals, and other oral presentations
- Supply the correct pronoun based on its antecedent

I

SHARING OF INFORMATION

Teacher asks pupils to share their predictions with their partners. He or she asks a few pairs to share with the class after. Teacher draws the pupils' attention to the signal words they used in the sentences.

2

LEVELED READER: BENJIE'S LONG TRIP
(CHAPTER 3: PAGES 12 TO 15)

NOTE TO TEACHER

- I. Each title of the Leveled Reader has two levels. To identify one level from the other, look at the upper portion of back cover and identify the number of dots beside the Grade level. The relatively easy level (for Group 1) is signified by a single dot, while the relatively more challenging level (for Group 2) is signified by a double dot. These should look like the following:



- **Single dot Leveled Reader:**
Relatively easy level



- **Double dot Leveled Reader:**
Relatively more challenging level

2. During the Listening Story, for the first week, the pupils will look at the illustration on the cover of the book. On the second week, the pupils look at the illustration on the right inside cover.

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall the story they listened to in the previous meeting. He or she asks:
 - *Where were Benjie and Anna at this point in our story?*
 - *Would they be staying here? Why not?*
 - *What did Benjie do?*



b. Unlocking Words and Expressions

- Teacher tells pupils that before they read about what happened after, they need to understand some words from the story. He or she explains the following.

(1) heads bowed

Teacher acts out bowing of the head (lowering the head and looking down) as he or she says: *When you see someone walking with his or her head bowed like this, what do you think is that person feeling? Would a happy person walk with his or her head bowed?*

(2) loud sound of a motor

Teacher says: *A motor is a machine. It helps things run, like a motorcycle. Have you heard of the loud sound of a motor? What other things need a motor to run?*



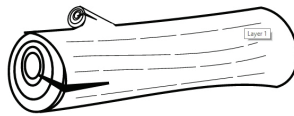
(3) plowed rice fields

Teacher says: *Farmers need to prepare the land before they can plant on it. This includes breaking the soil so it is not too hard for seeds or seedlings to grow in. This is called **plowing**. Plowed fields would help the plants grow well.*



NOTES

(4) hollow log



Teacher draws or shows a picture of a log. He or she says:
This is a log. It is from the trunk or a big branch of a tree. If we cut and remove the middle part, like this (show second picture), there is now an empty space in the middle. That means it is hollow. What can you make with or use a hollow log for?

c. Linking with the Story



Teacher asks: *How could a hollow log help Benjie and Anna?*

DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups. Based on assessment and prior knowledge of the pupil's ability, teacher assigns pupils to either Group 1 or 2. Pupils who are less proficient readers can join Group 1 while pupils who are able to read at average or advanced level can join Group 2. Group 1 will read the relatively easy leveled reader while Group 2 will read the relatively difficult one.
- While the teacher works with Group 1, Group 2 pupils will silently do the activity posted on the board. Then, they will switch.

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 3: pages 12 to 15) in pairs. Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently do the activity posted on the board:</p> <p><i>“How could a hollow log help Benjie and Anna?”</i></p> <p><i>Draw what you think Benjie and Anna could do with a hollow log. Write two to three sentences about your drawing.</i></p>

NOTES

Group 1	Group 2
<p>Group 1 pupils silently do the activity posted on the board.</p> <p>“How could a hollow log help Benjie and Anna?”</p> <p>Draw how the hollow log helped Benjie and Anna. Write two to three sentences about your drawing based on the story.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 3: pages 12 to 15) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to prompt, “How could a hollow log help Benjie and Anna?” He or she asks some pupils from Group 2 to share their predicted answers to the class. Then, teacher asks some pupils from Group 1 to share what really happened based on the story.
- Teacher asks pupils whose stories are similar to what really happened in the text to raise their hands. He or she then checks pupils’ understanding of the story by asking the following questions:
 - *Was Benjie able to swim to the ducks? What proof do you have from the story? Read the part of the story that supports your answer.*
 - *What did the ducks tell him?*
 - *Why did Anna find the ducks’ answer to be a problem?*
 - *What did she and Benjie do?*
 - *What surprised them in the morning?*
 - *Was Anna able to find her home?*



BRIDGING

Allow pupils to express themselves in the Mother Tongue or in Filipino. For example, when asked, “*Whose lily pad did Benjie sit on?*”, pupils will probably answer, “*Sa kaniya.*” Accept that response and translate it in English: “Yes, it was Benjie’s. It was his.” Then, let the pupils read what you said.

NOTES

3

GRAMMAR: PRONOUN/
ANTECEDENT AGREEMENT

a. Lesson Presentation

- Teacher posts or writes the following sentences on the board:

- Benjie was happy on his lily pad.
- Anna wanted to find her home.
- Benjie and Anna made their decision.

- Teacher asks pupils to read each sentence out loud. Then, he or she asks the following:



- *Who are we talking about in the first sentence?*
(Teacher underlines “Benjie.”)
- *Whose lily pad did Benjie sit on?* (Benjie’s/his)
- *Instead of saying, “Benjie was happy on Benjie’s lily pad”, what word did we use to take the place of “Benjie’s”?* (Teacher circles “his.”)
- *Who are we talking about in the second sentence?*
(Teacher underlines “Anna.”)
- *Whose home did Anna want to find?* (Anna’s/hers)
- *Instead of saying, “Anna wanted to find Anna’s home”, what word did we use to take the place of “Anna’s”?* (Teacher circles “her.”)
- *Who are we talking about in the third sentence?*
(Teacher underlines “Benjie and Anna.”)
- *Whose decision was made?* (Benjie and Anna’s)
- *Instead of saying, “Benjie and Anna made Benjie and Anna’s decision”, what word did we use to take the place of “Benjie and Anna’s”?*
(Teacher circles “their”)

- Teacher explains:

- Words that take the place of nouns are called pronouns. Each pronoun that we have here shows what the noun that comes before it owns.
- The noun that comes before the pronoun tells what pronoun to use. It is called “Antecedent”, from the word “ante” which means “before”, because it comes before the pronoun.

- The pronouns should refer back to its antecedent. Benjie is a boy so we use “his”; Anna is a girl so we use “her”; Benjie and Anna is a plural subject so we use “their.”

b. Whole Class Exercise

- Teacher gives more sentences on the board. He or she calls on volunteers to answer on the board. Pupils in their seats copy in their notebooks.

Pronoun/Antecedent Agreement

- Change the underlined word or words with the correct pronoun.
 - Anna wanted to go back to Anna’s family.
 - Benjie bowed Benjie’s head in deep thought.
 - Benjie and Anna asked Benjie and Anna’s friends for help.
 - The ducks shared the ducks’ plan.
- Teacher leads the discussion and checking of the exercise.

NOTES

4

CONCLUDING THE SESSION

- Teacher tells pupils that their Word for the Day is “Antecedent”: What does “ante” mean? What is an antecedent?

(ante = before; antecedent = the word that comes before the pronoun that refers to it later)

Homework: Copy the Skill Builder Exercise on pronoun/antecedent agreement on page 11. Answer it at home.

Grammar: Pronoun/Antecedent Agreement

Underline the antecedent. Then, complete each sentence by filling in the correct pronoun.

1. Benjie can whip out _____ tongue really fast.
2. Anna doesn’t like flies in _____ food.
3. Flies make buzzing sounds with _____ wings.
4. Frogs flick _____ tongues to catch the flies.

DAY

3

OBJECTIVES

- **ENIV-1a-b-01** Give the meaning of words used in stories read
- **EN3LC-IVa-j-3.15** Differentiate the real from the make-believe
- **EN3PW-IVa-b-8** Read words with diphthongs and ambiguous words: **ou, ow**
- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied

I

CHECKING OF HOMEWORK

Teacher asks pupils to bring out their homework and exchange notebooks with their partners. Teacher leads the correction of the Skill Builder Exercise with pupils checking their partners' answers.

2

REAL VS. MAKE-BELIEVE

- Teacher writes the following sentences on the board:
 - Flies make buzzing sounds with their wings.
 - I once met a super fly that can talk.
 - Frogs flick their tongues to catch flies.
 - Benjie can catch 100 flies with one flick of his tongue.
- Teacher asks the class to read each sentence out loud. He or she then explains:
 - Flies really make the buzzing sound with their wings. Their wings move so fast that they make the “buzz.” We say this sentence is “Real.”
 - Look at the second sentence. Is it possible for a fly to talk? We therefore say this is make-believe. We just pretend or make it up, like the animals in a fairytale that can talk.
 - Now face your partners. Discuss sentence numbers 3 and 4 and say which is real and which is make-believe. Provide reasons for your answers.
- Teacher calls on some pairs to share their answers. Then, he or she asks: *We know something is real because it is happening or can happen in real life. How then do we know if something is just made up?* (It cannot happen in real life, like a fly or nonhuman talking; It is an exaggeration, like a frog catching 100 flies with a flick of his tongue.)

3 PHONICS: DIPHTHONGS AND AMBIGUOUS VOWELS (OU AND OW)

a. Presentation

Teacher says: *Anna found her old home. She did not doubt her family and friends' warm welcome. Her family gave her the best party of their town. How happy Anna felt!*



- Teacher then writes the following words on the board:

found how doubt town

- Teacher points at each word and asks pupils to read it out loud.

- Teacher then asks pupils to focus on the “ow” sound. He or she says:



- *The “ow” sound (as in “Ouch!”) can be made by the vowel pair “ou” or “ow.”*
- *If the “ow” sound is at the end, like in “how”, it is spelled with “ow.” (Exception: thou)*
- *If the “ow” sound is in the middle, it could either be spelled with “ou” or “ow.” (Pupils therefore need to be familiar with the word to spell it correctly.)*
- *There are, however, exceptions to the rule. There are a number of words with “ou” or “ow” that do not have “ow” sound, like “could”, “would”, “should”, and “thought” and “through.”*

b. Practice Exercise

- Teacher says they are going to play a sorting game. He or she makes three big columns on the board with the following headings.

ou	ow	oddball

- He or she says:



- *I will give each of you a strip of paper with a word. Read that word silently. If you do not know the word, try to guess how it is pronounced.*
- *If the word has “ou” and the vowel pair is pronounced as “ow” like in “Ouch!”, then stick the word under the “ou” column.*
- *If the word has “ow” and the vowel pair is also pronounced as “ow” like in “Ouch!”, then stick the word under the “ow” column.*

NOTES

NOTE TO TEACHER

This list contains 40 words. Add to the list as needed. Other words that can be included are:

ou: south, pound, scout, stout

ow: fowl, clown, vow, wow

oddball: known, grown, touch, soul

- If the word has either “ou” or “ow” but is not pronounced with an “ow” sound as in “Ouch!”, then stick it under the “oddball” column. We had oddballs last Third Quarter. These are words that contain the spelling pattern we are studying but do not follow the same pronunciation.

ground	round	found	sound	mound
plow	bowed	loud	cloud	proud
doubt	drought	thought	through	out
brown	hollow	flow	grow	mount
around	now	how	cow	crown
should	would	could	howl	growl
without	down	town	owl	know
mountain	shout	count	mouth	gown

- Teacher leads the correction of the word sort. He or she points to a word, tells the class to read it, and asks if it is sorted correctly. (The Answer Key is provided below.)

ou	ow	oddball
ground, round, found, sound, mound, around; loud, cloud, proud; doubt; drought; out, without, shout; mount, mountain, count; mouth	now, how, plow, bowed*, cow; down, town, brown, crown, gown; howl, owl, growl *bow – can be read in two different ways that’s why it’s better to present this word as “bowed” so there is no confusion	should, would, could; thought; through; hollow, flow, grow, know

4

CONCLUDING THE SESSION

- Teacher asks pupils to choose a word in the list and use it in a sentence.

Homework: Copy Skill Builder 3 (page 16) in the notebook. Complete the activity at home.

Phonics: Diphthongs and Ambiguous Vowels (**ou** and **ow**)

Spelling Words:

ground	brown	drought	mount	should	thought
sound	town	bowed	without	would	could

NOTES

Write each word under the correct column based on its spelling pattern.

<i>ou</i>	<i>ow</i>	oddball

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3PW-IVa-b-8** Read words with diphthongs and ambiguous words: *ou, ow*
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3OL-IVa-j-5** Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)
- **EN3SS-IVa-1.3** Follow simple written directions

DAY

4

SKILL BUILDER CORRECTION AND LESSON REVIEW

- Teacher leads pupils through the correction of the Phonics Skill Builder. He or she points to each word in the list and pronounces it. Pupils repeat the word and tell which column it belongs to.

<i>ou</i>	<i>ow</i>	oddball
ground	brown	should
sound	town	would
drought	bowed	could
mount		thought
without		

- **Word Challenge:** Teacher challenges pupils to use two or more words from the spelling list in a sentence.

Ex: The ground has turned brown because of the drought.

ground brown drought mount should thought
 sound town bowed without would could

NOTES

2

**LEVELED READER: BENJIE'S LONG TRIP
(CHAPTER 4: PAGES 17 TO 21)**
PRE-READING ACTIVITIES
a. Activating Prior Knowledge

- Teacher asks pupils to recall the series of events that had happened so far by completing these sentences:
 - The ducks told Benjie _____.
 - But Benjie and Anna didn't know _____.
 - To Benjie and Anna's surprise, they _____.
- Teacher goes around and listens to the pupils' sharing. Then, he or she calls on some pupils to share their responses to the class.

b. Unlocking of Words and Expressions

- Teacher says that before they continue reading about Benjie and Anna's trip, they will learn new words to help them understand the story better. He or she explains the following.

(1) stronger currents


Teacher asks: *A very good or expert swimmer can swim in the open sea where the currents are strong. The push and pull of the water farther out from shore can be really strong.*

Which phrase above means "currents"? a) The push and pull of the water; b) farther out from shore; c) can be really strong (Answer: a)

(2) proud


Teacher says: *Benjie was **proud** that he could swim at deeper waters with stronger currents. From someone who used to be weak in swimming, to one who can swim really well, how do you think is Benjie feeling about himself? (pleased, happy)*

(3) felt different


Teacher says: *At first, Benjie was happy staying with the ants. Later, however, he started to feel different. **To feel different** in this case means he no longer felt happy or contented.*

b. Linking with the Story


Teacher asks: *Why did Benjie start to feel different?*

DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups, and this time he or she will start with Group 2. While teacher works with Group 2, Group 1 pupils will read silently the previous chapter. Then, they will switch.

NOTES

Group 1	Group 2
<p>Group 1 pupils silently read the previous chapter (Chapter 3: pages 12 to 15) to help refresh their memory about the flow of the story. If they finish early, they can scan Chapter 4: pages 17 to 21. They can familiarize themselves with the pictures, which they can use to help them decode the text.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 4: pages 17 to 21) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>
<p>Teacher asks Group 1 pupils to read the text (Chapter 4: pages 17 to 21) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently read the previous chapter (Chapter 3: pages 12 to 15) to help refresh their memory about what happened beforehand.</p> <p>If they have time, they can read again Chapter 4: pages 17 to 21 so they can review the words they had difficulty with during the read aloud by pairs.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to the prompt before the story reading: Why did Benjie start to feel different?
- Teacher divides the class into six groups. He or she tells the pupils that they will act out different scenes based on the story. They must get their details from the story they have read. Like in the previous role playing, each one must take part in this activity.

NOTES

Group 1 – Pretend you are Anna on a boat ride to find your home. What did you do when you saw your home?

Group 2 – Pretend you are the ants giving Anna a Welcome Home Party. Act out what celebration you'll prepare.

Group 3 – Pretend you are Benjie. Have a conversation with the flies about how you find the ants' home at the beginning of your stay there. (page 20)

Group 4 – Pretend you are Anna. What would you be doing now that you are back home?

Group 5 – Pretend you are Benjie. Have a conversation with the flies about how you find the ants' home after being there for many days. (page 21)

Group 6 – Pretend you are Benjie's family and friends. What would you do when Benjie returns home?

- Teacher tells pupils that they will only have ten minutes to do this. He or she reminds them to stay focused on the task. He or she goes around and checks that each one is contributing to the group work.



Teacher settles the class after ten minutes. He or she asks the following:

- *Did Anna find her way back home? Group 1, show us what happened.*
- *What did the ants do to welcome Anna? Group 2, throw us your Welcome Home Party.*
- *How did Benjie feel about being in the ants' home? Group 3, show us how Benjie was doing.*
- *As Benjie was swimming by himself by the pond, what was Anna doing? Group 4, show us Anna's life with her family and friends.*
- *How did Benjie feel seeing Anna so happy with her family and friends? Group 5, show us Benjie's conversation with the flies.*
- *So, did Benjie go back to his own home? How do you think did the other frogs greet him? Group 6, show us the frogs' Welcome Party.*

3

CONCLUDING THE SESSION

- Teacher asks some pupils: *What did you learn from the story, Benjie's Long Trip?* He or she calls some pupils to share their responses to the class.

Homework: Review your spelling words using Look, Cover, Write, Check. You can do the Extra Fun Activity on page 23 at home. Review also pronoun/antecedent agreement. (Teacher can review what the antecedent is and how it dictates what pronoun to use after.)

OBJECTIVES

- **ENIV-1a-b-01** Give the meaning of words used in stories read
- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- Observe correct pronoun/antecedent agreement
- **EN3SS-IVa-1.3** Follow simple written directions
- **EN3F-IVc-d-1.4** Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation
- **EN3LC-IVa-j-2.16** Identify cause and effect

DAY

5

1 WEEKLY ASSESSMENT

a. Spelling

- Teacher gives the spelling test using words from the spelling list. He or she uses each word in a sentence and asks pupils to write it. Pupils check each other's work after.

b. Grammar: Pronoun/Antecedent Agreement

- Teacher posts or writes the following on the board. Pupils answer in their notebooks. The class checks after.

Underline the antecedent. Then, write the correct pronoun to complete each sentence.

Anna was happy seeing ____ brothers and sisters.

Anna's parents were glad to see ____ daughter.

The ants held a party in ____ town.

Benjie started to miss ____ family.

Would Benjie go to ____ own home?

2 REVISITING A FAMILIAR TEXT

a. Rereading of the Story

- Teacher divides the class into groups of four. He or she tells pupils that they will reread the story *Benjie's Long Trip*. Pupils in the group take turns reading a page each.

b. Cause and Effect

- Teacher tells the pupils in their groups to pick out three events from the story and fill in a Cause-Effect chart in their notebooks. Teacher gives this example:

NOTES

Cause	Effect
It rained, and it rained, and it rained. →	The water in the pond rose and overflowed.
Benjie was afraid to swim to shore. →	The water swept Benjie away down the stream.
The river carried Benjie's lily pad. →	Benjie found himself on the shores of a lake.

- Teacher calls group representatives to read their Cause-Effect charts aloud to the class.

3

CONCLUDING THE SESSION

- Teacher asks the pupils to string events in the Cause-Effect charts shared to create a summary of the story *Benjie's Long Trip*. Teacher calls on some pupils to share their story summaries.

WEEK

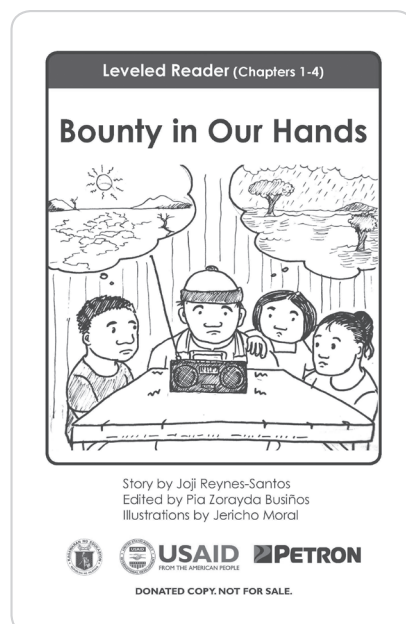
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TEACHER'S GUIDE

GRADE 3
ENGLISH

**THEME: HOW DIFFERENT KINDS OF WEATHER AFFECT
COMMUNITY ACTIVITIES**

LEVELED READER: *BOUNTY IN OUR HANDS*



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 3
ENGLISH
QUARTER 4, WEEK 33 (50 MINUTES PER DAY)**

Theme: How Different Kinds of Weather Affect Community Activities

Leveled Reader: *Bounty in Our Hands*

(Author: Jojie Reyes-Santos; Editor: Pia Zorayda Busiños; Illustrator: Jericho Moral)

Day	Domain	Objectives	Subject Matter
I	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Listening Story: <i>Bounty in Our Hands</i> • Vocabulary: Words from the Text • Comprehension: Noting Details, Cause and Effect
	LC	<ul style="list-style-type: none"> • EN3LC-IVa-j-2 Activate prior knowledge based on the stories to be read • EN3LC-IVe-f-3.7 Give personal accounts related to the story (anecdotes, past experiences) • EN3LC-IVi-j-3.5 Restate facts from informational texts 	
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-j-3.2 Ask and respond to questions about informational texts listened to 	
	RC	<ul style="list-style-type: none"> • ENRC-IVa-b-2.1.3 Identify cause and effect 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher explains the weekly theme and asks pupils to recall previous lessons on weather and how it affects people’s activities. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils’ prior knowledge by asking what they remember about the very hot summers. Teacher unlocks words and expressions using context clues and pictures. Teacher links what pupils know with the story. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Teacher reads aloud the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into six groups and gives text-related activities. Teacher asks comprehension questions and lets pupils answer through their group presentations. <p>3. Cause and Effect Relationship</p> <ul style="list-style-type: none"> Teacher leads discussion on cause-effect relationships through a cause-effect chart. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils if they think the farmer is resilient and why they say so. Homework: Cut out an example of a weather report. For those without newspaper access, create a weather report and write it in your notebooks. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils recall previous lessons on weather and share how weather affects people’s activities. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share what they remember about the hot summers (e.g. summer of 2014 and 2015). Pupils get the meanings of words using context and picture clues. Pupils respond to teacher’s prompt. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Pupils listen attentively to the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils discuss in groups the text-related activities. Pupils answer the comprehension questions through their group presentations. <p>3. Cause and Effect Relationship</p> <ul style="list-style-type: none"> Pupils provide answers in the cause-effect discussion. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils say whether or not they think the farmer is resilient and use evidence from the text to support their answers. Homework: Pupils cut out a weather report from a newspaper, or make one if they don’t have a newspaper at home.

WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development
 RC – Reading Comprehension LC – Listening Comprehension
 ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies

Day	Domain	Objectives	Subject Matter
2	V	<ul style="list-style-type: none"> • EN3V-IVa-j-1.2.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Bounty in Our Hands</i> (Chapter 1: pages 1 to 5) • Vocabulary: Words from the Text • Comprehension: Noting Details, Interpreting Pictographs
	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy • EN3F-IVa-j-1.1.1 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	
	RC	<ul style="list-style-type: none"> • EN3LC-IVa-j-2.6 Retell parts of the story • EN3RC-IVe-g-1.2 Interpret pictographs 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to share the weather reports they found. <p>2. Leveled Reader: <i>Bounty in Our Hands</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher reviews events in the Listening Story read in the previous meeting. Teacher unlocks words and phrases using context clues and pictures. Teacher links what pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into two groups based on their reading levels. Teacher assigns silent activity to Group 2 as he or she listens to Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher asks pupils to share their responses to the silent activity to their partners. Teacher checks for story comprehension by asking questions about the text. <p>3. Study Skills: Understanding a Pictograph</p> <ul style="list-style-type: none"> Teacher conducts introductory lesson on pictographs. Teacher gives guided practice. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils about the parts or elements of a pictograph. Homework: Make a pictograph for the number of hours you spend in a day for the given activities. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share about the weather reports they brought. <p>2. Leveled Reader: <i>Bounty in Our Hands</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils recount events in the Listening Story read in the previous meeting. Pupils give meanings of words and phrases using context clues and pictures. Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils join their groups based on their reading levels. Group 2 pupils do silent activity while Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share their silent activity answers to their partners. Pupils answer questions about the story. <p>3. Study Skills: Understanding a Pictograph</p> <ul style="list-style-type: none"> Pupils listen to introductory lesson. Pupils engage in the guided practice. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils state the important parts of a pictograph. Homework: Pupils create a pictograph for the given activities.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
3	PWR	<ul style="list-style-type: none"> • EN3PWR-IVd-e-22 and 29 Read words, phrases, sentences, and stories containing words with diphthongs and ambiguous vowels 	<ul style="list-style-type: none"> • Vocabulary: Synonyms and Antonyms of Adjectives • Phonics: Diphthongs <i>oi</i> and <i>oy</i>
	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	
	SS	<ul style="list-style-type: none"> • Identify the parts of a newspaper * 	
4	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Bounty in Our Hands</i> (Chapter 2: pages 7 to 10) • Vocabulary: Words from the Text • Comprehension: Noting Details, Information Analysis • Grammar: Pronoun/Antecedent Agreement
	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	
	V	<ul style="list-style-type: none"> • EN3V-IVfg-i-9 Use known words to perform artistic theme-based activities: Weather Patterns 	
<p>DOMAINS: * – Competencies added by Basa Pilipinas OL – Oral Language PA – Phonological Awareness BPK – Book and Print Orientation (Knowledge) AK – Alphabet Knowledge PWR – Phonics and Word Recognition F – Fluency S – Spelling</p>			

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to bring out their homework and share their pictographs. <p>2. Study Skills: Parts of a Newspaper</p> <ul style="list-style-type: none"> Teacher presents lesson on parts of a newspaper. Teacher gives exercise on different headlines that can be found in the different parts of the newspaper. <p>3. Phonics Lesson: Review of Diphthongs and Ambiguous Vowels</p> <ul style="list-style-type: none"> Teacher conducts class review of diphthongs and ambiguous vowels. Teacher facilitates class game. Teacher asks pupils to copy Skill Builder 1 (page 6) in their notebooks. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher reviews pointers for diphthongs and ambiguous vowels. Homework: Complete the Skill Builder Exercise (page 6) at home. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share their pictographs. <p>2. Study Skills: Parts of a Newspaper</p> <ul style="list-style-type: none"> Pupils listen to and participate in the lesson on parts of a newspaper. Pupils answer exercise on parts of a newspaper. <p>3. Phonics Lesson: Review of Diphthongs and Ambiguous Vowels</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson review. Pupils participate in the game. Pupils copy Skill Builder 1 (page 6) in their notebooks. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils to restate pointers for diphthongs and ambiguous vowels. Homework: Pupils complete the Skill Builder Exercise at home.
<p>1. Skill Builder Correction</p> <ul style="list-style-type: none"> Teacher leads pupils through the correction of the Skill Builder. <p>2. Leveled Reader: <i>Bounty in Our Hands</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils' prior knowledge by asking them to retell what happens during El Niño and La Niña. Teacher unlocks words from the story using context clues and pictures. Teacher links what the pupils know with the story. 	<p>1. Skill Builder Correction</p> <ul style="list-style-type: none"> Pupils check each other's Skill Builder. <p>2. Leveled Reader: <i>Bounty in Our Hands</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils retell what happens during El Niño and La Niña. Pupils derive the meanings of words using context clues and pictures. Pupils link what they know with the story.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
4	G	<ul style="list-style-type: none"> Observe correct pronoun/ antecedent agreement * 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher divides the class into two groups according to their reading levels. • Teacher tells pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher goes back to the prompt and asks evidence from the text. • Teacher asks questions to pupils' understanding of the text. • Teacher asks pupils to work in pairs and create a weather pattern. <p>3. Grammar: Pronoun/Antecedent Agreement</p> <ul style="list-style-type: none"> • Teacher reviews lesson on pronoun/antecedent agreement. • Teacher asks pupils to answer Skill Builder 2 (page 11). <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils what they have learned for the day. • Homework: Review your spelling words and grammar lesson. 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils go into two groups according to their reading levels. • Pupils in Group 1 scan the reading material while pupils in Group 2 read with teacher. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils share answers to the prompt, using evidence from the text as evidence. • Pupils answer the teacher's questions. • Pupils in pairs create a weather pattern. <p>3. Grammar: Pronoun/Antecedent Agreement</p> <ul style="list-style-type: none"> • Pupils participate in the review lesson. • Pupils answer the Skill Builder Exercise (page 11). <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils share what they have learned for the day. • Homework: Pupils review their spelling words and grammar lesson.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
5	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	<ul style="list-style-type: none"> • Weekly Assessment: <ul style="list-style-type: none"> – Spelling test – Diphthongs and Ambiguous Vowels – Grammar – Pronoun/Antecedent Agreement • Rereading of Story for Fluency • Comprehension: Cause and Effect
	G	<ul style="list-style-type: none"> • Observe correct pronoun/antecedent agreement * 	
	F	<ul style="list-style-type: none"> • EN3F-IVa-j-1.10.1 Read aloud from familiar prose consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation 	
	RC	<ul style="list-style-type: none"> • ENRC-IVa-b-2.1.3 Identify cause and effect 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Teacher gives spelling test. • Teacher gives grammar test. <p>2. Reading</p> <ul style="list-style-type: none"> • Teacher divides the class into groups of four, making sure pupils are grouped by reading levels. • Teacher asks pupils to take turns reading a page each. <p>3. Comprehension</p> <ul style="list-style-type: none"> • Teacher asks pupils to identify three cause-effect relationships in the story. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher gives the poem “Rain or Shine” for the class to recite. 	<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Pupils spell the words given. • Pupils answer the grammar test. <p>2. Reading</p> <ul style="list-style-type: none"> • Pupils join their assigned groups. • Pupils take turns reading from the Leveled Reader. <p>3. Comprehension</p> <ul style="list-style-type: none"> • Pupils identify three cause-effect relationships in the story. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils recite the poem “Rain or Shine.”

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

DAY

I

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3LC-IVa-j-2** Activate prior knowledge based on the stories to be read
- **EN3OL-IVa-j-3.2** Ask and respond to questions about informational texts listened to
- **EN3LC-IVe-f-3.7** Give personal accounts related to the story (anecdotes, past experiences)
- **EN3LC-IVi-j-3.5** Restate facts from informational texts
- **ENRC-IVa-b-2.1.3** Identify cause and effect



BRIDGING WITH SCIENCE

For the next two weeks, the class will be learning about the weather and how it affects people's lives. Specifically, the two weeks will be about the effects of El Niño and La Niña. Teacher will begin the week by asking pupils what they have learned about weather conditions in their Science class, and how these affect people's activities and livelihood.

On-going Assessment: In Weeks 33 and 34, pupils explain events in the story and cause-effect relationships. The teacher focuses on asking five pupils a day and uses the grid below to assess their use of textual information to support their responses.

NOTE TO TEACHER

In Week 33, observe pupils' use of information from the text during activities such as:

- Orally: After Reading – Comprehension Check
- Written: Comparative Story

		1	2
RC	Uses information from the text to explain events in the story and cause-effect relationships	Does not cite any information from the text to support explanations;	Cites information from the text to support explanations;
		Does not give logical cause-effect relationships	States logical cause-effect relationships

Note: In Weeks 35 and 36, the teacher will ask five pupils a day to explain events in the story such that all pupils will be assessed in the course of the two-week period.

SHARING INFORMATION

- Teacher explains that the weekly theme will be about working with the different kinds of weather, such as farming even when there are long days of no rain.

- Teacher asks pupils what they have learned about the weather in their Science classes. (Ex: Weather is unpredictable; It changes from time to time). He or she asks pupils if people can control the weather. Since weather cannot be controlled, teacher asks what they can do so they can continue with their daily activities. (e.g., Always bring an umbrella – it offers protection whether from the sun or from the rain.)

NOTES



BRIDGING

Allow students to express themselves in the Mother Tongue or in Filipino. Then ask if anyone in the class can say it in English. Help pupils in translating as needed.

2

LISTENING STORY

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils if they remember very hot summer days that were talked about in the news (e.g., recent summers when temperatures reached more than 38 degrees Celsius in 2015, and almost 40 in 2014)
 - *Do you remember what was said in the news during these times?*
 - *What was the advice for the people?*
What should people do during these hot days? Why?
 - *What did you do to beat the heat?*
 - *Were you the only ones affected? What about your dogs/pets?*
What about your plants?



b. Unlocking Words and Expressions

- Teacher tells pupils that there are words they need to know to understand the story better. He or she explains the following.

(1) temperature

Teacher says: *How hot or how cold something is, is its temperature. The lower the temperature, the colder it is. The higher the temperature, the hotter it is. For example, water freezes or turns to ice at 0 degrees Celsius. Water boils at 100 degrees.*



(2) extreme weather, El Niño, La Niña

Teacher says: *We know that the weather is the condition of the atmosphere, like sunny, rainy, cloudy, windy. But if it's very, very hot, that is not the usual or common sunny day. We are probably experiencing the effects of **El Niño**, when there are very long days without rain.*



*On the other hand, if there are many rainy days and a lot of rainfall that is not the usual amount, we are probably experiencing **La Niña**. This is the opposite of **El Niño**, so there is a lot of flooding and stormy days.*

*What other **extreme weather** can we have during El Niño and La Niña? (e.g., super typhoons)*

NOTES

(3) predict/predictable



Teacher says: To **predict is** to guess something before it happens. What is a logical prediction when you see dark clouds?

The weather changes, not just every day, but several times during the day. For example, it could be very sunny when you wake up in the morning, but by lunchtime it could be raining. Does this make weather **predictable**?

(4) crops



Teacher says: **Crops** grow best in fair weather. The rice plant is an example of a crop.

(5) Banawe



Teacher shows a picture of the Banawe Rice Terraces (can use the picture in the Leveled Reader). He or she says: *These crops were planted at the sides of the mountain. The farmers have carved the sides like staircases, and this can be seen in **Banawe**. Banawe is a place in the Northern part of the Philippines, several hours from Baguio. These rice staircases that seem to go up to the skies are called the Banawe Rice Terraces.*

(6) bounty



Teacher says: The many good things we receive can be called a **bounty**. During Christmas, some of you may have a bounty of gifts from your lolo and lola, titos and titas, ninongs and ninangs. We can also call **bounty** the big harvests we get. For example, during the months of March and April, we have a bounty of fruits. Many trees and plants bear fruits during this time.

c. Linking with the Story



Teacher says: Find out how why the story is entitled **Bounty in Our Hands**.

b. During Reading Activity

- Teacher says what they will be hearing is a story set in Ifugao. The title is *Bounty in Our Hands*. It is written by Joji Reynes-Santos.
- Teacher reads aloud the following story while pupils look at the picture on the cover.

“Bounty in Our Hands”

Written by: Joji Reynes-Santos

Dulnuwan, a farmer in Ifugao, grows mostly rice and several other crops. He grows rice for his family to eat. When the harvest is good, he is able to sell extra rice at the market.

Weather is important to Dulnuwan. Too much rain or a flood can drown his crops. His seeds can even rot in the wet ground. Too little rain can make his plants dry up and die.



BRIDGING

Pupils might know the Banawe/Banaue Rice Terraces as “Hagdang-hangdang Palayan.” Explain that “hagdan” is the Filipino word for stairs, which is the basis for the name that means the rice paddies look like staircases.



NOTES

Dulnuwan listens observes the weather and listens to the weather report. He worries about the temperature because it also affects his crops. Temperature is the measure of how hot or how cold something is.

After supper, the family sits around their table. Dulnuwan and his wife, Bagan, listen to a radio program while the children, Aliguyon and Dinaluyan, do their homework.

“Ama, why do you always listen to the radio?” Dina asks.

Dulnuwan explains that knowing the weather is important to farmers. “In some parts of the world, the temperature drops, making it so cold that crops freeze and die. In other parts of the world, it gets so hot and so dry that crops burn and die. Here in Ifugao, weather is usually fair and predictable. But these past years, the rains either come too early or too late. Listening to weather forecasts helps me predict rainfall and temperature.”

“Weather is a farmer’s best friend or worst enemy,” Bagan joins in.

“Why is that so, Ina?” Ali asks.

“If weather is just warm enough, it can mean a good year for farmers,” replies Bagan. “It is not too cold nor too hot; not too wet nor too dry. But lately, Ama worries about extreme weather,” she continues.

“What is that Ama?” the two children ask.

“It’s when weather is very different from the usual. It either rains too much or there is no rain at all, making it too wet or too dry. Temperatures may be too cold or too hot,” Dulnuwan patiently explains to his children. “Farmers always worry about El Niño and La Niña.” “The news said there is going to be an El Niño,” states Bagan.

That worries Dulnuwan a lot!



AFTER READING ACTIVITIES

a. Comprehension Check

Teacher asks: *How could the weather be a farmer’s best friend or worst enemy?*

Teacher says that before he or she reads the story again, he or she will divide the class into six groups. He or she will give the group assignments so that each group knows what information to listen for. Pupils need to help each other take down notes as teacher rereads the story. They will report their findings after.

Group 1: Who is Dulnuwan? Where does he live? What does he do?

Group 2: Why is weather important to Dulnuwan? What happens when there’s too much or too little rain?



NOTES

Group 3: What does the father listen to? Why?

Group 4: Who are the other characters in the story? What are their roles?

Group 5: What happens to crops when it's too cold? What happens when it's too hot?

Group 6: What is an extreme weather? What are examples of extreme weather based on the story?

- Teacher reminds the groups to help each other take down notes as he or she rereads the story. When teacher reads the story, he or she stresses important concepts and pauses at reasonable parts to give pupils time to write their answers.
- After the second reading, teacher asks the following:



– *Who is Dulnuwan? Group 1, tell us.*

– *Why is weather important to Dulnuwan, group 2?*

– *What does the farmer listen to, Group 3?*

– *Who are the other members of Dulnuwan's family, Group 4?*

– *How do weather reports help Dulnuwan?*

– *What happens to crops when it is too cold or too hot, Group 5?*

– *What is extreme weather, Group 6?*

– *From this story, does it sound like a farmer's job is easy? Support your answer.*

b. Cause and Effect Relationship



Teacher says: Weather affects crops a lot. Write the cause or the effect of the following:

Cause	Effect
•	• Crops drown
• Too little rain	•
• Temperature too cold	•
•	• Crops burn

The class discusses and checks after.

3

CONCLUDING THE SESSION



Teacher says: Our story is entitled *Bounty in Our Hands*. What do you think would Dulnuwan need to do so that he will have a bountiful harvest despite the changing weather?

Homework: Cut out a weather report from a newspaper and paste it in your notebook. Bring it next meeting.

NOTES

Note: If pupils don't have access to newspapers, they can create their own weather reports and draw/write these in their notebooks.

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3LC-IVa-j-2.6** Retell parts of the story
- **EN3RC-IVe-g-1.2** Interpret pictographs

DAY

2

SHARING OF INFORMATION

- Teacher asks pupils to bring out their news clippings of weather reports. He or she asks:
 - *What information do you see on the report? (weather condition – sunny, rainy, etc.; temperature; sun rise and sun set; high tide and low tide)*
 - *How can these information help us?*



NOTE: For those who wrote their weather reports, it is probable that they don't have the other elements, like sun rise/sun set, high tide/low tide. As long as the pupils wrote about the atmospheric conditions, check their homework.

NOTE TO TEACHER

1. The Leveled Reader, *Bounty in Our Hands*, is used for Weeks 33-34. Each leveled reader has two levels. To identify one level from the other, look at the cover where the Grade level is indicated. The higher and relatively challenging level is signified by a single dot, while the lower and relatively easy level is signified by a single dot. These look like the following:



● **Single dot Leveled Reader:**
Relatively easy level



● **Double dot Leveled Reader:**
Relatively more challenging level

2. During the Listening Story, for the first week, the pupils will look at the illustration on the cover of the book. On the second week, the pupils look at the illustration on the right inside cover.

NOTES

2

**LEVELED READER: BOUNTY IN OUR HANDS
(CHAPTER 1: PAGES 1 TO 5)**
PRE-READING ACTIVITIES
a. Activating Prior Knowledge

- Teacher asks pupils to recall reasons why Dulnuwan listens to weather reports. He or she asks:



- *What does too much rain do to the crops? What about too little rain?*
- *How does temperature affect crops? What happens to plants if it's too cold? If it's too hot?*

b. Unlocking Words and Expressions

- Teacher tells pupils that before they read more about *Bounty in Our Hands*, they need to understand some words from the story. He or she explains the following:

(1) terraces


Teacher points to the picture on page 1 and says: *These are called rice **terraces**. A terrace is an elevated place, which means it is on a higher ground. Since these rice paddies were carved from the sides of the mountain, they go up like terraces.*

(2) drains the water


Teacher pretends he or she is holding a cup then acts out pouring out the liquid inside. He or she says: *I'm **draining** the water from this cup. What does it mean to drain the water? (to remove, to pour out, to empty)*

(3) seedbed


Teacher writes the word on the board then asks: *What two small words make up **seedbed**? (seed and bed) Seeds are planted in seedbeds, especially prepared land where the very young plants can grow safely.*

(4) seedlings


Teacher shows a picture of seedlings and says: *Very young plants are **seedlings**. These are the ones just starting to grow.*

(5) toil in the field


Teacher says: *Farmers **toil** in the fields. They work for many hours under the sun or rain. What is a synonym for toil in the given sentences? (work). Is toil a light kind of work, or very heavy work? (heavy work) What clues can we get from the given sentences? (many hours under sun or rain)*

c. Linking with the Story

Teacher asks: *Farmers don't just sow the seeds on the ground. What do they need to do to ensure their plants grow well?*



NOTES

DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups. Based on assessment and prior knowledge of the pupil's ability, teacher assigns pupils to either Group 1 or 2. Pupils who are less proficient readers can join Group 1 while pupils who are able to read at average or advanced level can join Group 2. Group 1 will read the relatively easy leveled reader while Group 2 will read the relatively difficult one.
- While the teacher works with Group 1, Group 2 pupils will silently do the activity posted on the board. Then, they will switch.

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 1: pages 1 to 5) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p> <p>Group 1 pupils silently do the activity posted on the board:</p> <p>Farmers don't just sow the seeds on the ground. What do they need to do to ensure their plants grow well?</p> <p>Pupils will base their answers on what they have read. Use the activities/actions of the different characters as basis.</p>	<p>Group 2 pupils silently do the activity posted on the board:</p> <p>Farmers don't just sow the seeds on the ground. What do they need to do to ensure their plants grow well?</p> <p>Pupils will base their answers on what they already know or use the pictures in the Leveled Reader to help them answer the question.</p> <p>Teacher asks Group 2 pupils to read the text (Chapter 1: pages 1 to 5) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration.</p>

NOTES

Group 1	Group 2
	Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.

AFTER READING ACTIVITIES**a. Comprehension Check**

- Teacher asks pupils to face their partners and share their answers to the prompts above (refer to silent activity). He or she calls some pairs to share their answers to the class.
- Teacher then asks the following:



– For those in Group 2, what did you say farmers need to do to ensure their plants grow well?

– For those in Group 1, what does the story say farmers need to do to ensure their plants grow well?

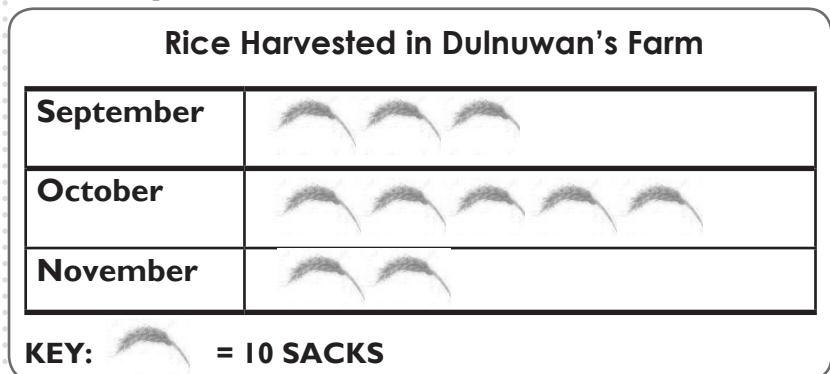
– Why is Dulnuwan worried about the El Niño?

– What does Dina sing to the plants?

– Who is Bul'ul?

3**STUDY SKILLS: UNDERSTANDING A PICTOGRAPH****a. Presentation**

- Teacher posts this on the board:



Teacher says:

– This is a pictograph. It presents information using pictures.

– At the very top is the title. It tells us what the pictograph is about. What then is this pictograph about?

– To know how much rice has been harvested, we need to look at the picture. What image or picture do we have? (picture of a rice plant)




NOTES


- Does this mean that in September Dulnuwan was able to harvest only three rice plants?
- How would we know how much rice has been harvested? The Key at the bottom tells us the value or how much one rice plant is. So what is one picture of a rice plant equal to?
- How much rice plant was harvested in September? In October? In November?
- Which peak month had the highest harvest?

b. Exercise

- Teacher tells pupils to study the pictograph and answer the questions in their notebooks.

Time Spent in Farming

Draining the paddy	
Preparing the seedbed	
Sowing the seeds	

Key:  = 8 hours

- What is this pictograph about?
- What is one clock equal to?
- How much time was spent in draining the paddy?
- How much time was spent in preparing the seedbed?
- How much time was spent in sowing the seeds? (Hint: How much time would half of the clock represent?)

4 CONCLUDING THE SESSION

- Teacher asks the class the important parts or elements of a pictograph. (title, picture, key)

Homework: Make a pictograph for the number of hours you spend a day for:

Sleeping	
School	
Play	

Remember to put a title and the key. You can choose what image/picture to use, but the clock like the one in the exercise could be used.

DAY

3

OBJECTIVES

- **EN3PWR-IVd-e-22 and 29** Read words, phrases, sentences, and stories containing words with diphthongs and ambiguous vowels
- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- **Study Skills:** Identify the parts of a newspaper

I

SHARING OF INFORMATION

- Teacher asks pupils to bring out their homework and share their pictographs with their partners. He or she asks pupils to check for the following:



– *Is there a title? Is it clearly stated?*

– *Is there a key?*

– *Is the information presented clearly?*

- Teacher calls some pupils to share their pictographs with the class.

2

STUDY SKILLS: PARTS OF A NEWSPAPER

a. Presentation



Teacher asks: *Do you read newspapers?* He or she shows a newspaper to the class. *Where do you think is it most likely to see graphs and tables in a newspaper?* (Business Section – There is usually a line graph showing the rise and fall of prices/stock exchange)

- Teacher hands out newspapers to the class. He or she says: *The newspaper contains many different parts or sections. These are the most common.* He or she points to the different sections being described:
 - *Front page* – contains the most important news for the day
 - *Editorial* – talks about the writers' views about what's happening/current issues
 - *Business section* – reports what's happening in business
 - *Sports section* – news relating to sports events
 - *Entertainment* – news about actors, movies, and similar themes
 - *Classified Ads* – section for job advertisements

Teacher asks: *In what part of the newspaper can you find the following topics or headlines:*

- Tsokolate company opens biggest branch in Makati
- El Niño can cost up to 700 million pesos in crop damages
- Philippines gets 29 gold medals in SEA games
- Wanted: Skilled mechanic with two years experience
- New movie about Rizal out in theatres this December
- Teachers should have lower taxes: Let me count the “Whys”

Teacher asks: *Why are newspapers important to us? To our community?*

- Pupils share with their partners. Then, teacher calls some pupils to share with the class.

b. Exercise

- Teacher divides the class into six groups. Each group must come up with a topic or headline that can appear in the section they are assigned:
 - **Group 1** - Front page
 - **Group 2** - Editorial
 - **Group 3** - Business section
 - **Group 4** - Sports section
 - **Group 5** - Entertainment
 - **Group 6** - Classified Ads
- Teacher gives the class 5 – 7 minutes. Then, he or she settles the class after. Groups present one at a time. Teacher processes responses.

NOTES

NOTE TO TEACHER

Hand out old newspapers, preferably containing news about typhoons. Depending on the number of copies available, pupils can share the newspapers by pairs or in groups.

3 PHONICS: REVIEW OF DIPHTHONGS AND AMBIGUOUS VOWELS

a. Class Review

- Teacher presents the following words. He or she points at each one and pronounces it. Then, pupils read it aloud.

oi/oy	ou/ow	oddball
toil	frowns	sow
boiled	clouds	grow, grown
soil	recount	know, known
voice	proud	through
enjoy	drown	tough

NOTE TO TEACHER

Explain the word “recount”, which means to tell or narrate, as in to recount the story of *Benjie’s Long Trip*.

NOTES

b. Class Game

- Teacher divides the class into two teams: **Team A** and **Team B**.
- He or she invites two pupils from each team to the board.
- Teacher calls out a word from the list. Every pupil writes it in his or her notebook but the two upfront wait.
- When everyone is done (or after a reasonable time, say ten seconds), the two pupils write the word on the board.
- The team who writes the word correctly on the board gets a point. Pupils in their seats check their work.
- Teacher calls on a different set of team representative for every turn. The team with the most points at the end of the game wins.

4

CONCLUDING THE SESSION



Teacher asks: *What do we need to remember about the diphthongs or vowel pairs oi and oy?* (See rule discussed in Week 31)

What do we need to remember for vowel pairs ou and ow? (See discussion in Week 32)

Homework: Copy Skill Builder 1 on page 6 in your notebooks. Complete it at home.

Skill Builder 1

Phonics: **Words with Diphthongs and Ambiguous Vowels**
(oi, oy, ou, ow)

Spelling Words (Part A)

toil
destroys
drown
frowns
tough

Choose the correct word that will complete each sentence. Choose from the word box above.

1. Farmers _____ in their fields all day.
2. They drain seedbeds so plants won't _____.
3. Crops that are _____ will survive the La Niña.
4. Too much rain _____ crops.

Spelling Words (Part B)

boiled enjoyed recount proud known

Choose the correct word that will complete each sentence.
Choose from the word box above.

5. Mother prepared _____ camote for lunch.
6. We _____ eating the sweet root crop.
7. I would _____ the different dishes mother can make.
8. Mother would feel _____ that I liked her cooking.

NOTES

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3V-IVfg-i-9** Use known words to perform artistic theme-based activities: Weather Patterns
- Observe correct pronoun/antecedent agreement

DAY

4

1 SKILL BUILDER CORRECTION

Teacher asks pupils to exchange notebooks with their partners. He or she leads the correction while pupils check each other's work.

2 LEVELED READER: BOUNTY IN OUR HANDS (CHAPTER 2: PAGES 7 TO 10)

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall the information they have learned so far about the effects of the weather on the crops. He or she asks:
 - *What happens when there is La Niña? What does too much rain do to crops?*
 - *What happens when there is El Niño? What does no rain, called dry spells, do to crops?*




NOTES

- *What happens to crops in other parts of the earth where it can get very, very cold?*
- *What happens to crops in other parts of the earth where it can get very, very hot?*


b. Unlocking of Words and Expressions

- Teacher says that before they read more about *Bounty in Our Hands*, they will learn new words to help them understand the story better. He or she explains the following:


(1) recounts

 Teacher reviews this word. He or she asks: *If we **recount** a story, what are we doing?* (telling it, narrating what happened)

(2) dense fog


 **Teacher says:** *My mother would **recount** how it can get so cold in Baguio that there are dense fogs even during the day. A fog is like a cloud on the ground. Can you imagine how it would be like in a cloud? Would it be cold or warm? (cold)*

(3) extreme temperatures, extremely low temperatures

 **Teacher says:** *Having **dense fogs** even during the day means the **temperature** is **extremely low**. It is so cold that water vapor near the ground has condensed instead of rising up to the sky. Very cold, as well as very hot, are **extreme temperatures**.*


(4) walls crumble

Teacher holds a thumb-size piece of toasted bread or cracker. He or she rubs and presses his or her fingers together while saying:

 *This dry piece of bread (or cracker) **crumbles** easily between my fingers. To crumble means: a) to get bigger; b) to taste delicious; c) to fall to pieces (Answer: c)*

Very hot temperatures can dry the soil that it crumbles. What would happen if the walls of the rice terraces crumble?

c. Linking with the Story

 **Teacher asks:** *Do you think extreme temperatures are related to El Niño and La Niña? Why do you say so?*

DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups, and this time he or she will start with Group 2. While teacher works with Group 2, Group 1 pupils will do silent reading of the previous chapter. Then, they will switch.

NOTES

Group 1	Group 2
<p>Group 1 pupils silently read the previous chapter (Chapter 1: pages 1 to 5) to help refresh their memory about the flow of the story.</p> <p>If they finish early, they can scan Chapter 2: pages 7 to 10. They can familiarize themselves with the pictures, which they can use to help them decode the text.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 2: pages 7 to 10) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>
<p>Teacher asks Group 1 pupils to read the text (Chapter 2: pages 7 to 10) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently read the previous chapter (Chapter 1: pages 1 to 5) to help refresh their memory about what happened beforehand.</p> <p>If they have time, they can read again Chapter 2: pages 7 to 10 so they can review the words they had difficulty with during the read aloud by pairs.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to the prompt before the story reading:
*Are extreme temperatures related to El Niño and La Niña?
What evidence from the text do you have?*
- Teacher asks pupils to share their answers with their partners. Then, he or she calls on a few pairs to share their responses to the class.

(Extreme temperatures are related to El Niño and La Niña. On page 10 it says that during El Niño, the rainy season starts late. The prolonged dry season gives rise to higher temperatures, hence the very hot days.)

NOTES

Teacher asks:

- *What caused the terrace walls to crumble?*
- *Why then is the rain they are experiencing important?*
- *Does this rain signal the end of El Niño? What did Dulnuwan say?*
- *How does El Niño affect La Niña?*

b. Activity: Creating a Weather Pattern

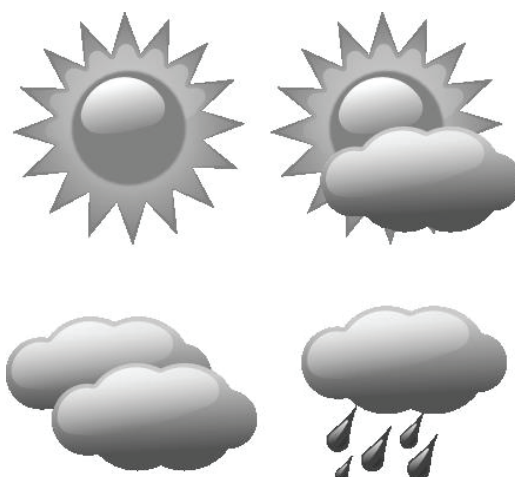
- Teacher tells the class to work in pairs. He or she says:



- *Dulnuwan's family was talking about weather patterns. Using the picture on page 10 as your guide, create weather pattern for this week.*
- *Things to include: (a) the days of the week (Monday to Friday only); (b) the weather for each day (can be a drawing of the weather, like if it's sunny, rainy, cloudy, or stormy); (c) temperature (pupil's best guess; Think: normal body temperature is 37°, more than 37.5° the person already has fever. That means you already feel very hot at 37.5°.)*
- *Remember to put a title.*

Title				
Monday	Tuesday	Wednesday	Thursday	Friday

Examples of images to use:



- Teacher goes around to check. After a reasonable time, he or she calls on some pairs to present their weather patterns.

3

**GRAMMAR: PRONOUN/
ANTECEDENT AGREEMENT**

a. Review

- Teacher writes the following sentences and asks the pupils to read each one aloud.

- Dulnuwan visits his farm every day.
- Bugan joins her husband in the field.
- Dina and Ali follow their parents.

- Teacher calls volunteers to underline the antecedent and the pronoun in each sentence.
- Teacher reviews:
 - Words that take the place of nouns **are called pronouns**. Each pronoun that we have here shows what the noun that comes before it owns.
 - The noun that comes before the pronoun tells what pronoun to use. **It is called “Antecedent”**, from the word “ante” which means “before”, because it comes before the pronoun.
 - The pronouns should refer back to its antecedent. Dulnuwan is male so we use “his”; Bugan is female so we use “her”; Dina and Ali is a plural subject so we use “their.”

b. Exercise

- Copy and answer the Skill Builder Exercise on pronoun/antecedent agreement (page 11).

Skill Builder 2

Grammar: Pronoun/Antecedent Agreement

Underline the antecedent. Then, supply the correct pronoun.

1. Farmers take care of ____ crops.
2. Every man takes pride in ____ lands.
3. A woman can work in ____ farm, too.
4. Children also have ____ share of work.



NOTES

4

CONCLUDING THE SESSION



Teacher asks: *What is something new that you've learned from our lesson?*

Homework: Review your spelling words and grammar lesson on pronoun/antecedent agreement.

DAY

5

OBJECTIVES

- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- Observe correct pronoun/antecedent agreement
- **EN3F-IVa-j-1.10.1** Read aloud from familiar prose consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation
- **ENRC-IVa-b-2.1.3** Identify cause and effect

I

WEEKLY ASSESSMENT

a. Spelling

- Teacher gives the spelling test using words from the spelling list. He or she uses each word in a sentence and asks pupils to spell it. Pupils check each other's work after.

b. Grammar

- Teacher asks pupils to answer the following:

Supply the correct pronoun to complete each sentence.

(1) Dulnuwan is worried about ____ crops. The rains have not yet come and the land can get dry.

(2) Dina can see the concern in ____ father's eyes. (3) She goes to ____ mother and asks how she can help.

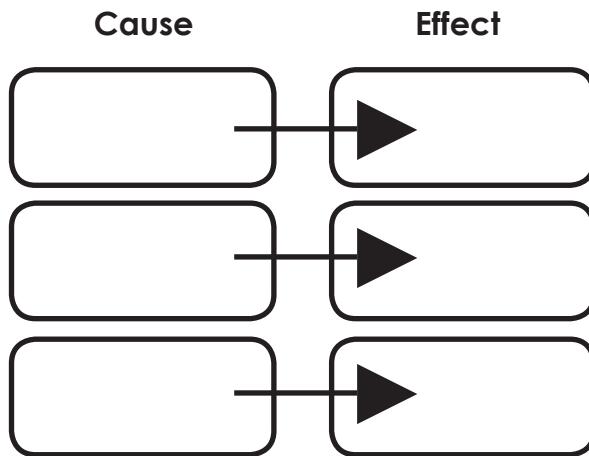
(4) Dina sings ____ grandmother's song to the plants. (5) She and Ali help ____ parents in the farm.

2 READING

- Teacher divides the class into groups of four. (Make sure pupils are still in their reading levels.) He or she hands out the Leveled Readers and asks pupils to take turns reading one page at a time (Chapters 1 and 2 only). Members of the group can help each other decode uncommon words. Teacher goes around, listens to the pupils read, and assists pupils in decoding as needed.

3 COMPREHENSION: CAUSE AND EFFECT

- Find three cause-effect relationships in Chapters 1 and 2. Copy them in your notebooks.



- Teacher goes around and checks. He or she calls some pupils to share their answers to the class.

4 CONCLUDING THE SESSION

- Teacher posts this poem. He or she reads it first. Then, he or she asks the class to read it aloud.

Rain or Shine

*We have two seasons: Wet and Dry
 We are near the equator, that is why
 Many storms and typhoons we have too
 But don't let the rain make you feel blue.
 Our sun can shine very hot and bright
 It gives us energy, warmth, and light.*

NOTES

*But too much sun gives us El Niño
Which makes the soil dry, chapped, and raw.*

*Rain or shine, there are things to do
Find ways to make weather work for you
Know that whatever the weather brings,
We can still do a lot of good things.*

WEEK

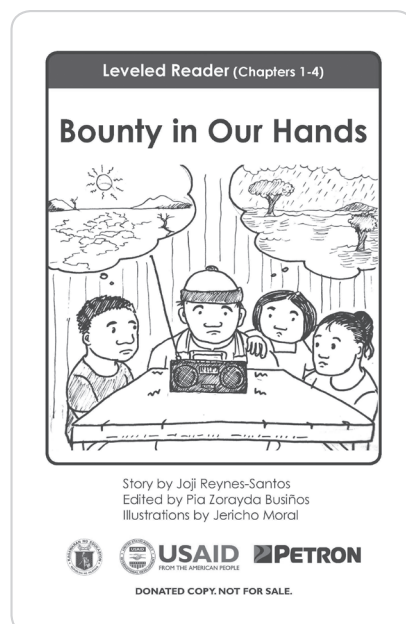
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TEACHER'S GUIDE

GRADE 3
ENGLISH

**THEME: HOW DIFFERENT WEATHER CONDITIONS AFFECT
COMMUNITY ACTIVITIES**

LEVELED READER: *BOUNTY IN OUR HANDS*



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 3
ENGLISH
QUARTER 4, WEEK 34 (50 MINUTES PER DAY)**

Theme: How Different Weather Conditions Affect Community Activities

Leveled Reader: *Bounty in Our Hands*

(Author: Jojie Reynes-Santos; Editor: Pia Zorayda Busiños; Illustrator: Jericho Moral)

Day	Domain	Objectives	Subject Matter
I	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Listening Story: <i>Bounty in Our Hands</i> • Vocabulary: Words from the Text
	LC	<ul style="list-style-type: none"> • EN3LC-IVa-j-2 Activate prior knowledge based on the stories read • EN3LC-IVa-j-2.1 Note important details 	<ul style="list-style-type: none"> • Comprehension: Noting Details, Cause and Effect • Grammar: Conjunctive Adverbs
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-j-3.2 Ask and respond to questions about informational texts listened to • EN3OL-IVa-e-1.19 Present information in varied artistic ways (e.g., role playing, show and tell, radio play, podcast/ broadcast/reporting, poster presentations) 	
	G	<ul style="list-style-type: none"> • Identify conjunctive adverbs and their roles in sentences * 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> • Teacher brings out poem from last meeting and asks pupils to recite it. • Teacher asks pupils to talk about the two kinds of weather in the Philippines. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher activates pupils’ prior knowledge by asking what they recall from the previous lesson. • Teacher unlocks words and expressions using context clues and pictures. • Teacher links what pupils know with the story. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> • Teacher reads aloud the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher checks for comprehension by asking questions about the text. • Teacher asks pupils to list down what the farmers plan to do to limit the harmful effects of El Niño. <p>3. Grammar: Conjunctive Adverbs</p> <ul style="list-style-type: none"> • Teacher presents lesson on conjunctive adverbs. • Teacher gives practice exercise. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> • Pupils recite the poem from previous meeting. • Pupils talk about the two different kinds of weather in the country. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils share what they recall from the previous lesson. • Pupils get the meanings of words using context and picture clues. • Pupils respond to teacher’s prompt. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> • Pupils listen attentively to the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils answer teacher’s questions about the text. • Pupils list down the farmers’ plan to limit the effects of El Niño. <p>3. Grammar: Conjunctive Adverbs</p> <ul style="list-style-type: none"> • Pupils listen and participate in the lesson presentation. • Pupils answer the practice exercise.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
1			
2	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Bounty in Our Hands</i> (Chapter 3: pages 12 to 15) • Vocabulary: Words from the Text • Comprehension: Noting Details, Making Inferences • Writing: Comparing and Contrasting
	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy 	
	RC	<ul style="list-style-type: none"> • EN3LC-IVa-j-2.1 Note important details • EN3LC-IVi-j-3.5 Restate facts from informational texts 	
	PWR	<ul style="list-style-type: none"> • EN3PWR-IVd-e-22 and 29 Read words and phrases, sentences, and stories containing words with diphthongs and ambiguous vowels: <i>ai, au, aw</i> 	
	G	<ul style="list-style-type: none"> • Identify conjunctive adverbs and their roles in sentences * 	
<p>DOMAINS: * – Competencies added by Basa Pilipinas OL – Oral Language PA – Phonological Awareness BPK – Book and Print Orientation (Knowledge) AK – Alphabet Knowledge PWR – Phonics and Word Recognition F – Fluency S – Spelling</p>			

Teacher Activities	Learner Activities
<p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to define the Password for the day. Homework: Write a sentence about the story using conjunctive adverbs. 	<p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils define the day's Password. Homework: Pupils write a sentence about the story using a conjunctive adverb.
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to share their sentences with their partners (homework). Teacher reviews punctuation to be used with conjunctive adverbs. <p>2. Leveled Reader: <i>Bounty in Our Hands</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher reviews events in the Listening Story read in the previous meeting. Teacher unlocks words and phrases using context clues and pictures. Teacher links what pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into two groups based on their reading levels. Teacher assigns silent activity to Group 2 as he or she listens to Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher goes back to the silent activity and asks pupils to share their answers. Teacher checks for comprehension by asking questions about the story. <p>3. Writing: Comparing and Contrasting</p> <ul style="list-style-type: none"> Teacher presents lesson on comparative writing, and reviews use of conjunctive adverbs in sentences/a paragraph. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share their sentences. Pupils take note of the punctuation applied for conjunctive adverbs. <p>2. Leveled Reader: <i>Bounty in Our Hands</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils recount events in the Listening Story read in the previous meeting. Pupils give meanings of words and phrases using context clues and pictures. Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils join their groups based on their reading levels. Group 2 pupils do silent activity while Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share their answers in the silent activity. Pupils answer comprehension questions asked. <p>3. Writing: Comparing and Contrasting</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson on comparative writing. Pupils participate in the whole class exercise.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
2			
3	PWR	<ul style="list-style-type: none"> • EN3PWR-IVd-e-22 and 29 Read words and phrases, sentences, and stories containing words with diphthongs and ambiguous vowels: al, au, aw 	<ul style="list-style-type: none"> • Phonics: Diphthongs and Ambiguous Vowels (al, au, aw) • Spelling: Words in Phonics List • Writing: Comparative Story
	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	
	C	<ul style="list-style-type: none"> • EN3WC-IVa-e-22 Write a compare and contrast story 	
4	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Bounty in Our Hands</i> (Chapter 4: pages 17 to 21) • Vocabulary: Words from the Text • Comprehension: Noting Details, Making Inferences
	PWR	<ul style="list-style-type: none"> • EN3PWR-IVd-e-22 and 29 Read words and phrases, sentences, and stories containing words with diphthongs and ambiguous vowels: al, au, aw 	
DOMAINS: * – Competencies added by Basa Pilipinas OL – Oral Language PA – Phonological Awareness BPK – Book and Print Orientation (Knowledge) AK – Alphabet Knowledge PWR – Phonics and Word Recognition F – Fluency S – Spelling			

Teacher Activities	Learner Activities
<p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to state what they have learned. Homework: Interview your parents/grandparents and ask them what was similar and what was different in your community now and twenty years ago. Write these in a table. 	<p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils share what they have learned. Homework: Pupils interview their parents/grandparents about what was similar and what was different in their communities now and twenty years ago. They write these in a table.
<p>1. Sharing of Homework</p> <ul style="list-style-type: none"> Teacher asks pupils to bring out their similarities and differences chart about the communities now and twenty years ago (homework). <p>2. Writing: Comparing and Contrasting</p> <ul style="list-style-type: none"> Teacher reviews pointers in writing a comparative sentence/paragraph. Teacher assigns individual writing task. <p>3. Phonics Lesson: Ambiguous Vowels al, aw, au</p> <ul style="list-style-type: none"> Teacher introduces lesson on ambiguous vowels al, aw, au. Teacher asks pupils to answer the exercise on ambiguous vowels al, aw, au in Skill Builder 3 (page 16). <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to choose a word from the list and use it in a sentence. Homework: Read/Show your comparative paragraph to the one you interviewed. Ask what other information you can add. 	<p>1. Sharing of Homework</p> <ul style="list-style-type: none"> Pupils share their similarities and differences chart about the communities now and twenty years ago. <p>2. Writing: Comparing and Contrasting</p> <ul style="list-style-type: none"> Pupils listen to and participate in the review lesson. Pupils do a draft of a comparative paragraph. <p>3. Phonics Lesson: Ambiguous Vowels al, aw, au</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson on ambiguous vowels al, aw, au. Pupils answer Skill Builder 3. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils choose a word from the list and use it in a sentence. Homework: Pupils show their comparative writing to the one they interviewed. They ask how else they can improve their work.
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to bring out their homework and share their comparative writing with their partners. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils read their comparative paragraphs to their partners.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
4	F	<ul style="list-style-type: none"> • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency. 	
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell) 	
	SS	<ul style="list-style-type: none"> • EN3SS-IVa-1.3 Follow simple written directions. 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>2. Leveled Reader: <i>Bounty in Our Hands</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher activates pupils’ prior knowledge by recalling characters’ actions. • Teacher unlocks words from the story using context clues and pictures. • Teacher links what the pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher divides the class into two groups according to their reading levels. • Teacher tells pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher divides the class into six groups and gives text-related task (tableau). • Teacher asks groups to present after the given preparation time. <p>3. Grammar: Conjunctive Adverbs</p> <ul style="list-style-type: none"> • Teacher reviews lesson on conjunctive adverbs. • Teacher asks pupils to answer Skill Builder Exercise 4 (page 22) on conjunctive adverbs. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils to give an example of a conjunctive adverb. • Homework: Review spelling words and grammar lesson. 	<p>2. Leveled Reader: <i>Bounty in Our Hands</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils recall the characters’ actions from the chapters read. • Pupils derive the meanings of words using context clues and pictures. • Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils go into two groups according to their reading levels. • Pupils in Group 1 scan the reading material while pupils in Group 2 read with teacher. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils go into six groups and do text-related task (presenting a tableau). • Pupils in groups present after the given preparation time. <p>3. Grammar: Conjunctive Adverbs</p> <ul style="list-style-type: none"> • Pupils listen and participate in the review lesson. • Pupils answer Skill Builder 4 on conjunctive adverbs. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils give an example of a conjunctive adverb. • Homework: Pupils review their spelling words and grammar lesson.

WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development
 RC – Reading Comprehension LC – Listening Comprehension
 ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies

Day	Domain	Objectives	Subject Matter
5	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied. 	<ul style="list-style-type: none"> • Weekly Assessment: <ul style="list-style-type: none"> – Spelling – Phonics spelling list (<i>al, aw, au</i>) – Grammar – Conjunctive Adverbs • Rereading of the Story • Writing: Comparative Writing
	F	<ul style="list-style-type: none"> • EN3F-IVc-d-1.4 Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation. 	
	G	<ul style="list-style-type: none"> • Identify conjunctive adverbs and their roles in sentences. * 	
	C	<ul style="list-style-type: none"> • EN3WC-IVa-e-22 Write a compare and contrast story. 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Teacher gives the spelling test. • Teacher corrects Skill Builder 4. <p>2. Revisiting a Familiar Text</p> <ul style="list-style-type: none"> • Teacher divides class into groups of four and asks pupils to take turns reading the text. • Teacher brings out poem “Rain or Shine” and asks the class to recite it. <p>3. Writing: Comparative Writing</p> <ul style="list-style-type: none"> • Teacher asks pupils to write their paragraphs in clean copy by following the given criteria. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils to share their paragraphs. 	<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Pupils spell the words given. • Pupils check their partners’ answers. <p>2. Revisiting a Familiar Text</p> <ul style="list-style-type: none"> • Pupils reread the story of <i>Bounty in Our Hands</i>. • Pupils recite “Rain or Shine.” <p>3. Comparative Writing</p> <ul style="list-style-type: none"> • Pupils write their comparative paragraphs in clean copy following the given criteria. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils share their composition to their partners.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

DAY

1

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words means
- **EN3LC-IVa-j-2** Activate prior knowledge based on the stories read
- **EN3OL-IVa-j-3.2** Ask and respond to questions about informational texts listened to
- **EN3LC-IVa-j-2.1** Note important details
- **EN3OL-IVa-e-1.19** Present information in varied artistic ways (e.g., role playing, show and tell, radio play, podcast/broadcast/reporting, poster presentations)
- **Grammar:** Identify conjunctive adverbs and their roles in sentences

NOTE TO TEACHER

In Week 34, observe pupils' use of information from the text during activities such as:

- Orally: After Reading – Comprehension Check
- Written: Comparative Story

On-going Assessment: In Weeks 33 and 34, pupils explain events in the story and cause-effect relationships. The teacher focuses on asking five pupils a day and uses the grid below to assess their use of textual information to support their responses.

		1	2
RC	Uses information from the text to explain events in the story and cause-effect relationships	Does not cite any information from the text to support explanations;	Cites information from the text to support explanations;
		Does not give logical cause-effect relationships	States logical cause-effect relationships

Note: In Week 34, the teacher will ask five pupils a day to explain events in the story such that all pupils will be assessed in the course of the two-week period.

SHARING INFORMATION

- Teacher explains that the weekly theme is still about working with the different kinds of weather, such as farming even when there are long days of no rain.
- Teacher brings out the poem ““Rain or Shine”” from last meeting. The class reads it together.
- **Teacher asks:**



What are the two seasons in our country?

How do these affect us/ affect our activities?

Read the last stanza again. What is this stanza telling us?

2

LISTENING STORY

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

Teacher recalls previous events in the story, *Bounty in Our Hands*.

Teacher asks pupils:

- *From what you have read so far, do you think the people of Ifugao will have bounty in their hands?*
- *How can Dulnuwan and his community have a bountiful harvest?*



b. Unlocking Words and Expressions

Teacher tells pupils that they will hear more about the farmer and how he finds ways to work with the unpredictable weather. Before they listen to the story, there are words they need to know to understand the story better. He or she explains the following.

(1) degree in agriculture

Teacher says: *Agriculture is the study of crops and animals used by people for farming. If someone has a **degree in agriculture**, that means he or she has finished studying agriculture.*



(2) fertile soil

Teacher says: *Part of agriculture is the study of soil. People need to know how to find or make **fertile** soil for plants to grow better and healthier. That is because fertile soil has the necessary minerals for plants to grow, like vitamins for plants.*



(3) eroding

Teacher says: *If soil is dry or there are no plants holding it, then soil can **erode**. That means it can get destroyed easily, like crumble or get washed off easily.*



(4) mudslide

Teacher says: *Eroding soil can turn into a **mudslide** during storms or flash floods. The water from the rain mixes with the soil and turns it to mud. The strong rains can wash this mud down the sides of hills or mountains, causing a mudslide.*



(5) ancestors

Teacher says: *Your grandparents had grandparents. Their grandparents had grandparents, and so on. These are our **ancestors**. They are the ones from where our clan or family comes from.*



NOTES

c. Linking with the Story



Teacher says: *Long ago, our ancestors would pass on what they know from parent to child. When the child grows up and has a family of his or her own, he or she would teach what he or she has learned to his or her own child. In our story, what did their ancestors have long ago that was passed on to the people now?*

DURING READING ACTIVITY

- Teacher says the story the class will be listening to is a continuation of “**Bounty in Our Hands.**” It is written by Joji Reynes-Santos.
- Teacher reads aloud the following story while pupils look at the picture on Listening Story 2.

“Bounty in Our Hands”

Written by: Joji Reynes-Santos

Before dawn, Bagan starts preparing the red sticky rice cooked in grated camote with a little bit of sugar. Dulnuwan will bring it to the farmers’ meeting later in the morning.

At dawn, Dulnuwan wakes up the children. They yawn but they eagerly rise because they both want to go with their father to the farmers’ meeting. They enjoy the long walk.

The farmers talk about El Niño and La Niña. They are worried about what will happen to their crops.

“We have to prepare for El Niño. Remember the last time? It was so hot and dry for a very long time. Our rice paddies dried up and our crops died,” Dulnuwan speaks in front of the group.

The other men agree and say, “We cannot let that happen again.”

“We need to add more pipes to bring water into our paddies,” suggests Tindungan, a young farmer who has just earned a degree in agriculture.

“We also need to fix the walls of the terraces. These terraces were built 2000 years ago by our ancestors so that we will always have food to eat,” recalls Tuguinay, the wise old man. He pauses as if lost in thought. “When the terraces cracked and the strong typhoons came, the rock walls fell, eroding fertile soil. The mudslides not only destroyed the terraces but destroyed our crops, too,” he adds.

Everyone nods in agreement.

The farmers talk all morning. They make a list of all the ideas offered to prepare for the extreme weather that is sure to come. They can plant other crops that need less water. They should also protect the forests above them. This will protect them from



landslides during a super typhoon.

By early afternoon, the small group of farmers is ready to go home. There are many things they have to do to be ready for the coming El Niño.

AFTER READING ACTIVITIES

a. Comprehension Check

Teacher asks: *What did the ancestors have long ago that was passed on to the people now?*



- Teacher goes back and reads the story again. He or she asks pupils to take down notes about what the farmers plan to do so that their crops will not be damaged by the El Niño or La Niña.

NOTE: Stress important ideas and pause at reasonable parts to give pupils time to write.

- After the second reading, teacher divides the class into six groups. He or she asks them to put together their list of actions the farmers plan to do. Then, groups will share their compiled list. They can choose the manner of presentation: Announcement, News Flash, Dramatization, etc.

3

GRAMMAR: CONJUNCTIVE ADVERBS

a. Presentation

- Teacher posts or writes the following sentences on the board. He or she reads each one and asks the pupils to repeat it. Remember to pause after the semi-colon and comma.

- **There is El Niño; therefore, the farmers planned how to save their crops.**
- **They wished for rain; however, they can't have too much or they'll have a mud slide.**
- **Moreover, too much rain can flood and drown the crops.**

- Teacher explains:
 - The sentences contain independent clauses. An independent clause simply means a group of words that have a complete thought. An independent clause can stand on its own. The independent clauses are:
 - 1st sentence – There is El Niño.
The farmers planned how to save their crops.

NOTES

- 2nd sentence – They wished for rain.
They can't have too much or they'll have a mud slide.
- 3rd sentence – Too much rain can flood and drown the crops.
- The independent clauses are connected by special words called **conjunctive adverbs**:
 - 1st sentence – The two independent clauses have a **cause and effect** relationship. To connect them, the word “therefore” was used.
 - 2nd sentence – The two independent clauses **contrasts** or there is a difference between the two. So to connect them, the word “**however**” is used.
 - 3rd sentence – The statement is an **addition** to why they can't have too much rain. To connect this idea to the previous sentence, the word “**moreover**” is used.

Note the punctuation:

- With two independent clauses in one sentence, put a **semi-colon** before the conjunctive adverb.
- Always put a **comma** after the conjunctive adverb.

b. Practice

- Write **therefore**, **however**, or **moreover** to complete each sentence.
 1. Weather is always changing; _____, farmers need to be prepared.
 2. _____, farmers can take actions to protect their crops.
 3. Rice needs water; _____, too much rain can drown it.

4**CONCLUDING THE SESSION**

Password: Class gets dismissed if they can define an **independent clause** (group of words that have a complete thought; they can stand on their own as sentence) and a **conjunctive adverb** (word or phrase/group of words that connect independent clauses).

Homework: Write a sentence related to the story using a conjunctive adverb learned. Observe correct capitalization and punctuation.

NOTE: Challenge more advanced learners to write two to three sentences using two or more conjunctive adverbs.

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3PWR-IVd-e-22 and 29** Read words and phrases, sentences and stories containing words with diphthongs and ambiguous vowels: *al, au, aw*
- **EN3LC-IVa-j-2.1** Note important details
- **EN3LC-IVi-j-3.5** Restate facts from informational texts
- **Grammar:** Identify conjunctive adverbs and their roles in sentences

DAY

2

SHARING OF INFORMATION

- Teacher asks pupils to share their sentences from their homework with their partners. He or she asks a few the pairs to share with the class after.

Teacher asks: *Did your classmate use correct capitalization and punctuation?*



NOTE: Review the semi-colon before the conjunctive adverb if putting two independent clauses together in one sentence, and the comma after the conjunctive adverb.

2 **LEVELED READER: BOUNTY IN OUR HANDS (CHAPTER 3: PAGES 12 TO 15)**

NOTE TO TEACHER

1. The Leveled Reader, *Bounty in Our Hands*, is used for Weeks 33-34. Each leveled reader has two levels. To identify one level from the other, look at the cover where the Grade level is indicated. The higher and relatively challenging level is signified by a single dot, while the lower and relatively easy level is signified by a double dot. These look like the following:



● **Single dot Leveled Reader:**
Relatively easy level



●● **Double dot Leveled Reader:**
Relatively more challenging level

2. During the Listening Story, for the first week, the pupils will look at the illustration on the cover of the book. On the second week, the pupils look at the illustration on the right inside cover.

NOTES

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall the story they listened to in the previous meeting. He or she asks the pupils to share the farmers' plans so that their crops won't be affected by the El Niño.

b. Unlocking Words and Expressions

- Teacher tells pupils that although farmers cannot control the coming of the rain, there are actions they can undertake to lessen the harm brought about by El Niño. The class will be reading about these actions but first they need to understand some words from the story.

(1) erode the soil

Teacher reviews this concept. *Soil becomes crumbly when it is too dry. If it suddenly rains hard, what do you think will happen to this loose, crumbly soil?*

(2) vegetation



Teacher says: *Vegetation* helps prevent soil from eroding.

The roots of the plants hold on to the soil and keep it in place. What does vegetation mean?

(3) ripraps



Teacher shows the picture on page 13 and says: *Another way of preventing soil from eroding is to create **ripraps**. Bagan and Dina are creating stone ripraps.*

(4) rituals



Teacher says: *As young as they are, Dina and Ali know the ways of their people. For example, Dina sings a song to the plants just as her grandmother did to make the rice crops grow. Ali sculpts Bul'Ul, just as his ancestors did, to honor their god of harvest. These practices of their people reflecting their beliefs are called **rituals**.*

Do you have rituals at home or in your community?

(5) layered rice fields



Teacher points to the picture of the terraces in the Leveled Reader.

He or she asks: *What do we call these again? (terraces) Terraces are **layered rice fields**. Layered means there are levels.*

(6) sprawled



Teacher opens his or her arms wide and says: ***Sprawled** means to be spread out like this. If land is sprawling, that means it is spread out far and wide, just like the huge and wide terraces that go all around the mountains.*

(7) majestic

Teacher says: *These terraces are really majestic! Imagine layers and layers of rice fields that seem to go up to the skies!*

What does majestic mean:

- a) large and impressive b) good and ordinary c) cool and easy

c. Linking with the Story

Teacher asks: *As you read the story, find out how the majestic Banawe rice terraces came to be.*

NOTES



DURING READING ACTIVITIES

- Teacher explains to pupils that they will be working in two separate groups. Based on assessment and prior knowledge of the pupil's ability, teacher assigns pupils to either Group 1 or 2. Pupils who are less proficient readers can join Group 1 while pupils who are able to read at average or advanced level can join Group 2. Group 1 will read the relatively easy leveled reader while Group 2 will read the relatively difficult one.
- While the teacher works with Group 1, Group 2 pupils will silently do the activity posted on the board. Then, they will switch.

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 3: pages 12 to 15) in pairs. Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently do the activity posted on the board:</p> <p>Who made the Banawe rice terraces? Why did they make these?</p> <p>Write your prediction in complete sentences. You can use the pictures from the Leveled Reader to help you.</p> <p>Challenge: Use a conjunctive adverb in your sentence/s.</p>

NOTES

Group 1	Group 2
<p>Group 1 pupils silently do the activity posted on the board:</p> <p>Who made the Banawe rice terraces? Why did they make these?</p> <p>Write answer based on the story in complete sentences. You can use the pictures from the Leveled Reader to help you.</p> <p>Challenge: Use a conjunctive adverb in your sentence/s.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 3: pages 12 to 15) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration.</p> <p>Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to prompt: *Who made the Banawe rice terraces? Why did they make these?*
- He or she asks pupils from Group 2 to share their predictions with the class. Then, he or she calls pupils from Group 1 to share their answers based on the story.
- Teacher divides the class into groups with four members each. He or she tells them to list down the rituals and other actions Dulnuwan and his family performed to help their plants grow well. To ensure each one contributes to the discussion, teacher gives pupils time to revisit the story and take notes in this manner:
 - Pupil 1 – Activities performed on page 12
 - Pupil 2 – Activities performed on page 13
 - Pupil 3 – Activities performed on page 14
 - Pupil 4 – Activities performed on page 15
- After five minutes, each group member takes a turn sharing his or her notes with the group. Teacher goes around and listens to the group discussions. After everyone has shared, teacher calls some pupils to share aloud with the class.

3

WRITING: COMPARING AND CONTRASTING

NOTES

a. Presentation

Teacher says: *In our story, there are practices long ago that are still being done in present time. However, there are also things that are different long ago and in the present time. Let us list down what is the same under the “Similarities” column, and what is different under “Differences.”*



Similarities	Differences
<ul style="list-style-type: none"> • They say a prayer before working in the fields • People sing to the plants to help them grow • They put ripraps to support the terraces’ walls 	<ul style="list-style-type: none"> • Pipes used now are made from metal • They have a tank beside their house to supply water • There is less vegetation now

- Teacher says they will put the similarities and differences together in a paragraph. A paragraph is a collection of sentences. One paragraph is about one topic or main idea.
- To string the sentences together, they will use conjunctive adverbs. To add to the conjunctive adverbs the class has already studied, teacher gives this list:

Showing Differences	Expressing Similarity	Stating Effects	Giving Examples
However	Likewise	Therefore	For example
On the other hand	Moreover	Thus	

b. Class Guided Practice

- Teacher says they will write the paragraphs together. They will put similarities in one paragraph, and the differences in another paragraph.
 - 1st sentence – What is the main idea? What is our paragraph about?
 - 2nd sentence – Which of these sentences in the list should we put first? What conjunctive adverb can we use to begin this?
 - 3rd sentence – Which of these sentences should we put next? What conjunctive adverb can we use?

NOTE TO TEACHER

The class has taken up getting the main idea in Quarter 3.

NOTE TO TEACHER

Apply conjunctive adverbs based on their uses. Check the table above and ask – Are we stating a difference? A similarity? An effect? Giving examples?

NOTES

- Continue asking in this manner until all the sentences in the table have been included in the paragraph.
- Last sentence – We need to add another sentence to close the paragraph. What sentence summarizes everything said in our paragraph?
- Notice how our paragraph looks like. We indent the first line. That is the space before the first word on the sentence. After that everything is aligned on the left side.

NOTE TO TEACHER

Underlined – Main Idea;
Highlighted words –
Conjunctive adverbs

INDENT FIRST LINE HERE

→ There are similarities between the Banawe people many years ago and now. For example, they always say a prayer before working in the fields. Likewise, people sing to the plants to help them grow. They also put ripraps to support the terraces' walls.

On the other hand, there are also differences in the lives of Banawe people before and now. For example, pipes used now are made from metal. Moreover, they have a tank beside their house to supply water. These are improvements; however, there is less vegetation now.

ALIGNED

4

CONCLUDING THE SESSION



Teacher asks: *What have you learned from this lesson?*

Homework: Interview your parents or grandparents. Ask them what is the same and what is different in your community or town now and twenty years ago. Put at least two similarities and differences in this column:

Similarities	Differences
a.	c.
b.	d.

OBJECTIVES

- **EN3PWR-IVd-e-22 and 29** Read words and phrases, sentences, and stories containing words with diphthongs and ambiguous vowels: *al, au, aw*
- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- **EN3WC-IVa-e-22** Write a compare and contrast story

DAY

3

1 SHARING OF HOMEWORK

- Teacher asks pupils to bring out their table of similarities and differences. He or she asks them to share with their partners:
 - *What is similar between the community or town then and now?*
 - *What is different?*

2 WRITING: COMPARING AND CONTRASTING

a. Review

- Teacher reviews steps in writing a comparison and contrast essay.
 - Start with the main idea.
 - Use conjunctive adverbs to connect ideas, sentences, and even paragraphs (allow for smoother flow).
 - Format: Indent first line. Align the rest.

b. Individual Writing: Draft

- Using their table of similarities and differences, pupils put their sentences together in paragraph form. Teacher goes around to check and assist pupils as needed.

NOTE TO TEACHER

Post paragraph done from previous meeting so pupils can use it as guide.

3 PHONICS: AMBIGUOUS VOWELS AL, AU, AW

a. Presentation

- Teacher posts this word list on the board. He or she points at each one, reads it out loud, and asks the pupils to repeat it.

NOTES

al	au	aw
talk	taught	dawn
walk	caught	yawn
salt	cause	sprawl, sprawled
wall	pause	



Teacher asks: *What letter sound did you hear in the middle?*

NOTE TO TEACHER

- Teacher can break down the sounds for emphasis.

For example:

talk: t – ô – k

taught: t – ô – t

dawn: d – ô – n

- Teacher tells pupils to think of creative ways to write the words so they can remember its spelling. For example:



b. Exercise

Skill Builder 3 (page 16)

Phonics: Ambiguous Vowels *al, au, aw*

Write the correct word that will complete each sentence. Use the pictures to help you.



al	au	aw
talk	taught	dawn
walk	caught	yawn
salt	cause	sprawl, sprawled
wall	pause	

- Dina and Ali rise at _____ when the sun isn't shining brightly yet.



- Still sleepy, they _____ as they get ready for the day.



- They eat fish with tomatoes and _____ for breakfast.

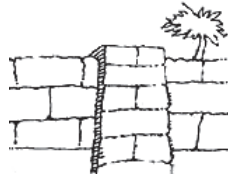


NOTES

4. They have to take a long _____ before they get to the farm.



5. There, Dina will make a riprap for the _____.



6. Ali will sculpt Bulul, a skill _____ to him by his father.



7. The children love the wide fields that _____ before them.



- Teacher leads pupils through the correction of the Phonics Skill Builder. Pupils check each other's answers.

4 CONCLUDING THE SESSION

Password: Choose a word from the *au* and *aw* columns. Use it in a sentence.

Homework: Read/Show the draft of your comparative writing to your parents/grandparents (the one you interviewed). Ask them what other similarities and differences you can add. List these down under your draft paragraph.

DAY

4

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3PWR-IVd-e-22 and 29** Read words and phrases, sentences, and stories containing words with diphthongs and ambiguous vowels: *al, au, aw*
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3OL-IVa-j-5** Engage in a variety of ways to share information

I

SHARING OF INFORMATION

Teacher asks pupils to bring out their homework and read their draft paragraphs to their partners. Then, he or she calls some pupils to share their work.

2

LEVELED READER: BOUNTY IN OUR HANDS
(CHAPTER 4: PAGES 17 TO 21)

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

Teacher asks pupils to recall the characters' actions and practices to help their crops grow despite the lack of rain.

b. Unlocking of Words and Expressions

- Teacher explains the following:

(1) Bulul



Teacher points to the picture on page 17 and says: *We talked about Ali sculpting **Bulul**, their god of harvest. Here is an image of Bulul.*

(2) stalk



Teacher draws or shows a picture of a rice stalk. He or she says: *This is a **stalk** of rice. How many stalks of rice do you see here?*

(3) wilt



Teacher says: *If the rains don't come, the crops will **wilt**. The stalks will bend because they will go dry and weak.*

(4) plea



Teacher says: *The farmers really want the end of El Niño or else their crops will wilt. They make a **plea** to their gods to send the rain.*



(5) thanksgiving ritual

Teacher reviews the word “ritual.” Then, he or she asks: *What two words do you find in “Thanksgiving”? What does thanksgiving mean, then? In your family, what practices do you observe when you are thankful for something?* (Example: Offering a mass)

c. Linking with the Story

Teacher asks: *Why will Dulnuwan and the farmers have a thanksgiving ritual?*

DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups, and this time he or she will start with Group 2. While teacher works with Group 2, Group 1 pupils will do silent reading of the previous chapter. Then, they will switch.

Group 1	Group 2
<p>Group 1 pupils silently read the previous chapter (Chapter 3: pages 12 to 15) to help refresh their memory about the flow of the story.</p> <p>If they finish early, they can scan Chapter 4: pages 17 to 21. They can familiarize themselves with the pictures, which they can use to help them decode the text.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 4: pages 17 to 21) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>

NOTES



BRIDGING

A common practice of giving thanks is sponsoring a feast or “pakain.” There is also offering a mass or “pamisa.” Ask the pupils if their families do these.

NOTES

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 4: pages 17 to 21) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently read the previous chapter (Chapter 3: pages 12 to 15) to help refresh their memory about what happened beforehand.</p> <p>If they have time, they can read again Chapter 4: pages 17 to 21 so they can review the words they had difficulty with during the read aloud by pairs.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to the prompt before the story reading:
Why will they have a thanksgiving ritual?
- Teacher divides the class into six groups. He or she tells the pupils that they will show what is happening in the text assigned to them through a tableau (pronounced “ta-blow”). Two members of the group will explain what they’re presenting, while the rest take part in the tableau. A tableau is a presentation of a scene; however, unlike role playing, the cast should be still and not moving. Their tableau should capture the main idea of the text assigned to them.
 - Group 1 – page 17
 - Group 2 – page 18
 - Group 3 – page 19
 - Group 4 – page 20
 - Group 5 – page 21
 - Group 6 – thanksgiving ritual in Banawe (**NOTE:** Assign to advance learners since pupils will have to infer this.)
- Teacher tells pupils that they will only have ten minutes to do this. He or she reminds them to stay focused on the task. He or she goes around and checks that each one is contributing.
- Teacher settles the class after ten minutes. He or she asks: *How does life continue in Dulnuwan’s household?*

Groups 1 to 5 present one at a time.

Teacher asks: *What did they do in the end, Group 6?* Group 6 presents a tableau of what they think happens in a thanksgiving ritual in Banawe.



NOTES

3 GRAMMAR: CONJUNCTIVE ADVERBS

a. Review

- Teacher draws this table on the board. He or she asks pupils to fill it with the conjunctive adverbs they have studied.
(NOTE: If pupils are familiar with other conjunctive adverbs not in the previous list, allow them to add these in the table. Example: In addition/Additionally)

Conjunctive Adverbs			
Showing Differences	Expressing Similarity	Stating Effects	Giving Examples

b. Exercise

Skill Builder 4 (page 22)

A. Match the conjunctive adverb with its purpose. Draw a line to connect them.

- | A | B |
|----------------|----------------------|
| 1. However | - Give examples |
| 2. Likewise | - Express similarity |
| 3. For example | - State effect |
| 4. Therefore | - Show difference |

B. Complete each sentence by writing the correct conjunctive adverb on the blank.



- The Ifugaos have close family ties; _____ they're able to pass teachings from parent to child. (thus, likewise)
- Fathers teach their sons farming; _____ the boys learn about keeping their crops safe in times without rain. (therefore, however)
- They learn many skills. _____ girls know how to weave and boys can sculpt. (On the other hand, For example)
- _____, there have been many different changes through the passing of time. (However, Moreover)
- _____, practices 2,000 years ago are not exactly the same as now. (Therefore, On the other hand)

NOTES

4

CONCLUDING THE SESSION

Password: Give an example of a conjunctive adverb and its role in a sentence.

Homework: Review your spelling words and conjunctive adverbs.

DAY

5

OBJECTIVES

- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- **EN3F-IVc-d-1.4** Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation
- Identify conjunctive adverbs and their roles in complex sentences
- **EN3WC-IVa-e-22** Write a compare and contrast story

I

WEEKLY ASSESSMENT

a. Spelling

Teacher gives the spelling test using words from the spelling list. He or she uses each word in a sentence and asks pupils to write it. Pupils check each other's work after.

b. Grammar: Conjunctive Adverbs

Teacher leads the class in the correction of Skill Builder 4. Pupils check each other's answers.

2

REVISITING A FAMILIAR TEXT

a. Rereading of the Story

Teacher divides the class into groups of four. He or she tells pupils that they will reread the story *Bounty in Our Hands*. Pupils in the group take turns reading a page each. Teacher goes around and listens to the pupils read.

b. Poetry: "Rain or Shine"

Teacher asks pupils to do a choral recitation of "Rain or Shine" (from Week 33).

3 WRITING: WRITING A COMPARE AND CONTRAST STORY (CLEAN COPY)

Teacher asks pupils to bring out their comparative paragraphs. He or she tells them to make a final, clean copy, following the criteria below.

Paragraph structure	<ul style="list-style-type: none"> • Did I indent the first line? • Did I align all others? • Did I capitalize beginnings of sentences and proper nouns? • Did I put a period at the end of every sentence? • Did I put a semi-colon when I had two independent clauses? • Did I put a comma after the conjunctive adverb?
Use of conjunctive adverbs	<ul style="list-style-type: none"> • Did I use conjunctive adverbs to connect my ideas? • Did I use the correct conjunctive adverbs?
Paragraph content	<ul style="list-style-type: none"> • Did I start with the main idea? • Did I include enough similarities and differences? • Did I arrange them in a logical manner?

4 CONCLUDING THE SESSION

Teacher asks the pupils to share their paragraphs to their partners. Teacher calls on some pairs to share with the class.

NOTE: Teacher rates the written composition using the rubric below:

NOTES

		1	2
		WC	Follows correct paragraph structure, capitalization, and punctuation
Uses conjunctive adverbs to convey ideas smoothly	Does not use conjunctive adverbs, or uses them incorrectly		Uses conjunctive adverbs and applies them correctly
Content is substantial, clear, and logical	Does not give enough information, or information is confusing		Gives enough information and states them in a clear and logical manner

WEEK

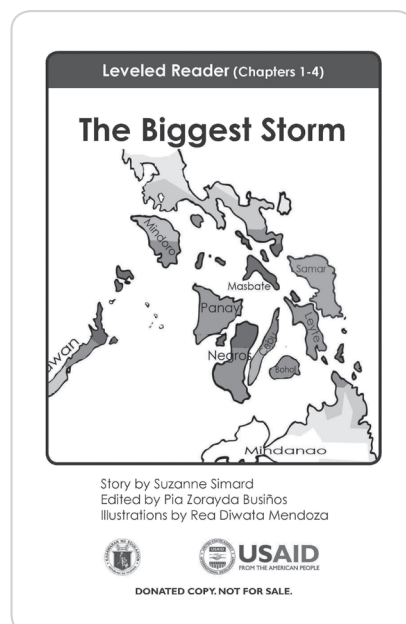
35

TEACHER'S GUIDE

GRADE 3
ENGLISH

**THEME: GETTING READY FOR THE
EVER-CHANGING WEATHER**

LEVELED READER: *THE BIGGEST STORM*



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 3
ENGLISH
QUARTER 4, WEEK 35 (50 MINUTES PER DAY)**

Theme: Getting Ready for the Ever-Changing Weather

Leveled Reader: *The Biggest Storm* (Author: Suzanne Simard; Editor: Pia Zorayda Busiños;

Illustrator: Rea Diwata Mendoza; Photographs by: Jon Andrew Cabilis and Dada Macusi)

Day	Domain	Objectives	Subject Matter
I	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Listening Story: <i>The Biggest Storm</i> • Vocabulary: Words from the Text • Comprehension: Noting Details, Making Inferences
	LC	<ul style="list-style-type: none"> • EN3LC-IVa-j-2 Activate prior knowledge based on the stories to be read • EN3LC-IIIa-j-2.1 Listen to an expository text and note important details • EN3LC-IVe-f-3.7 Give personal accounts related to the story (anecdotes, past experiences) 	
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-e-1.19 Present information in varied artistic ways (e.g., role playing, show and tell, radio play, podcast/broadcast/reporting/poster presentations) 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language

PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)

AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher explains the weekly theme and asks pupils to recall previous lessons on weather and how they can stay safe during extreme weather conditions like a typhoon. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils' prior knowledge by asking what they remember about Typhoon Yolanda Teacher unlocks words and expressions using context clues and pictures. Teacher links what pupils know with the story. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Teacher reads aloud the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher asks comprehension questions to check the pupils' understanding of the text. Teacher guides pupils in writing a typhoon warning. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils what they learned from the activity. Homework: Paste a newspaper clipping about a storm. For those without newspaper access, interview your parents about Yolanda and write what happened in your notebooks. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils recall previous lessons on weather and share how they can stay safe during extreme weather conditions. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share what they remember Typhoon Yolanda. Pupils get the meanings of words using context and picture clues. Pupils link what they know with the story. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Pupils listen attentively to the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer the comprehension questions. Pupils write a typhoon warning following the guide. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Pupils share what they learned from the activity. Homework: Pupils cut a news report about a storm, or interview their parents about Yolanda and write about it in their notebooks.

WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development
 RC – Reading Comprehension LC – Listening Comprehension
 ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies

Day	Domain	Objectives	Subject Matter
2	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>The Biggest Storm</i> (Chapter 1: pages 1 to 5)
	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	<ul style="list-style-type: none"> • Vocabulary: Words from the Text • Comprehension: Noting Details, Making Inferences
	RC	<ul style="list-style-type: none"> • ENRC-IVa-b-2.1.3 Identify cause and effect • EN3LC-IVa-j-2.6 Retell parts of the story 	
	C	<ul style="list-style-type: none"> • EN3WC-IVa-e-22 Write a news story 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to share the news story they have about a storm. <p>2. Leveled Reader: <i>The Biggest Storm</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher asks pupils to recall events in Typhoon Yolanda. Teacher unlocks words and phrases using context clues and pictures. Teacher links what pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into two groups based on their reading levels. Teacher assigns silent activity to Group 2 as he or she listens to Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher asks pupils to share their responses to the silent activity to their partners. Teacher checks for story comprehension by asking questions about the text. <p>3. Writing: Newspaper Article</p> <ul style="list-style-type: none"> Teacher gives lesson on writing a newspaper article. Teacher gives guided practice (cooperative writing). <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks groups to read their newspaper articles. Homework: Finish the sentence: A good newspaper article should ____. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share about the news story they found. <p>2. Leveled Reader: <i>The Biggest Storm</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils recount events in the Listening Story about Typhoon Yolanda. Pupils give meanings of words and phrases using context clues and pictures. Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils join their groups based on their reading levels. Group 2 pupils do silent activity while Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share their silent activity answers to their partners. Pupils answer questions about the story. <p>3. Writing: Newspaper Article</p> <ul style="list-style-type: none"> Pupils listen to introductory lesson. Pupils engage in the guided practice (cooperative writing). <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils read their newspaper articles. Homework: Pupils finish the given prompt.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
3	PWR	<ul style="list-style-type: none"> • EN3PWR-IVd-e-22 and 29 Read words, phrases, sentences, and stories containing words with diphthongs and ambiguous vowels 	<ul style="list-style-type: none"> • Vocabulary: Synonyms and Antonyms of Adjectives • Phonics: Diphthongs and Ambiguous Vowels (<i>oi/oy, ou/ow, allaw/lau</i>) • Grammar: Coordinating Conjunctions
	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	
	G	<ul style="list-style-type: none"> • Identify coordinating conjunctions and their roles in sentences * 	
4	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>The Biggest Storm</i> (Chapter 2: pages 7 to 10) • Vocabulary: Words from the Text • Comprehension: Noting Details, Making Inferences
	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell) 	
	V	<ul style="list-style-type: none"> • EN3V-IVfg-i-9 Use known words to perform artistic theme-based activities: Weather Patterns 	

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Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to bring out their homework and share their sentences. <p>2. Phonics Lesson: Review of Diphthongs and Ambiguous Vowels</p> <ul style="list-style-type: none"> Teacher conducts class review on diphthongs and ambiguous vowels. Teacher asks pupils to answer Skill Builder 1 (page 6) in their notebooks. <p>3. Grammar: Coordinating Conjunctions</p> <ul style="list-style-type: none"> Teacher presents lesson on coordinating conjunctions. Teacher gives practice exercise. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to recall coordinating conjunctions using the acronym FANBOYS. Homework: Review your spelling words using Look, Cover, Write, Check. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share their sentences about the characteristics of a good newspaper article. <p>2. Phonics Lesson: Review of Diphthongs and Ambiguous Vowels</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson review. Pupils answer Skill Builder 1 (page 6) in their notebooks. <p>3. Grammar: Coordinating Conjunctions</p> <ul style="list-style-type: none"> Pupils listen to teacher’s lesson presentation. Pupils answer the practice exercise. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils state what FANBOYS stand for. Homework: Pupils review their spelling words using Look, Cover, Write, Check.
<p>1. Lesson Review</p> <ul style="list-style-type: none"> Teacher reviews phonics and grammar lessons. <p>2. Leveled Reader: <i>The Biggest Storm</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils’ prior knowledge by asking them to retell what happened in Typhoon Yolanda. Teacher unlocks words from the story using context clues and pictures. Teacher links what the pupils know with the story. 	<p>1. Lesson Review</p> <ul style="list-style-type: none"> Pupils participate in the lesson review. <p>2. Leveled Reader: <i>The Biggest Storm</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils retell what happened in Typhoon Yolanda. Pupils derive the meanings of words using context clues and pictures. Pupils link what they know with the story.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
4			
5	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	<ul style="list-style-type: none"> • Weekly Assessment: <ul style="list-style-type: none"> – Spelling test – Diphthongs and Ambiguous Vowels – Grammar – Coordinating Conjunctions • Rereading of Story for Fluency • Writing: News Story
	G	<ul style="list-style-type: none"> • Identify coordinating conjunctions and their roles in sentences * 	
	F	<ul style="list-style-type: none"> • EN3F-IVa-j-1.10.1 Read aloud from familiar prose consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation 	
	C	<ul style="list-style-type: none"> • EN3WC-IVa-e-22 Write a news story 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
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Teacher Activities	Learner Activities
<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into two groups according to their reading levels. Teacher tells pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher goes back to the prompt before the story reading. Teacher divides the class into six groups and assigns text-related activities. Teacher asks groups to present. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils what they have learned for the day. Homework: Copy and answer the Skill Builder Exercise on coordinating conjunctions (page 11). 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils go into two groups according to their reading levels. Pupils in Group 1 scan the reading material while pupils in Group 2 read with teacher. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer the prompt. Pupils work in groups following the tasks assigned to them. Pupils present their news reports by groups. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Pupils share what they have learned for the day. Homework: Pupils copy and answer the Skill Builder Exercise on coordinating conjunctions (page 11).
<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> Teacher corrects the Skill Builder Exercise on coordinating conjunctions. Teacher gives the spelling test. <p>2. Reading</p> <ul style="list-style-type: none"> Teacher divides the class into groups of four, making sure pupils are grouped by reading levels. Teacher asks pupils to take turns reading a page each. <p>3. Writing: News Article</p> <ul style="list-style-type: none"> Teacher reviews elements of a newspaper article. Teacher gives individual writing task. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to read their newspaper articles to their partners. 	<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> Pupils check the Skill Builder Exercise. Pupils spell the words given. <p>2. Reading</p> <ul style="list-style-type: none"> Pupils join their assigned groups. Pupils take turns reading a page from the Leveled Reader. <p>3. Writing: News Article</p> <ul style="list-style-type: none"> Pupils participate in the review lesson. Pupils do the individual writing task <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils read their newspaper articles to their partners.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

DAY

1

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3LC-IVa-j-2** Activate prior knowledge based on the stories to be read
- **EN3LC-IIIa-j-2.1** Listen to an expository text and note important details
- **EN3LC-IVe-f-3.7** Give personal accounts related to the story (anecdotes, past experiences)
- **EN3OL-IVa-e-1.19** Present information in varied artistic ways (e.g., role playing, show and tell, radio play, podcast/broadcast/reporting poster presentations)



BRIDGING WITH SCIENCE

For the next two weeks, the class will be learning about dealing with the weather, particularly about precautionary measures to ease the dangers brought about by extreme weather conditions (e.g., typhoon). Please begin the week by asking pupils what they have learned about weather conditions in their Science class, and what safety procedures they know.

NOTE TO TEACHER

In Week 35, observe pupils' use of information from the text during activities such as:

- Orally: After Reading – Comprehension Check
- Written: News Article

On-going Assessment: In Weeks 35 and 36, pupils explain events in the story and narrate a sequence of events. The teacher focuses on asking five pupils a day and uses the grid below to assess their use of textual information to support their responses.

		1	2
RC	Uses information from the text to explain events in the story; Narrates a series of events	Does not cite any information from the text to support explanations;	Cites information from the text (story details) to support explanations;
		Does not narrate a series of events in logical order	Narrates a series of events in a logical manner

Note: In Weeks 35 and 36, the teacher will ask five pupils a day to narrate events in the story such that all pupils will be assessed in the course of the two-week period.

SHARING INFORMATION

- Teacher explains that the weekly theme will be about dealing with the weather, particularly the precautionary measures to ease the dangers brought about by typhoons. He or she asks pupils what they have learned about the weather in their Science classes. (Ex: Weather is unpredictable; It changes from time to time)
- Teacher asks pupils if people can control the weather. Since weather cannot be controlled, teacher asks what they can do to stay safe. (e.g., Bring an umbrella or raincoat during the rainy season; Check the news; Have an emergency kit or “Go Bag”)

2

LISTENING STORY

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils what they know or remember about Typhoon Yolanda. He or she can ask:
 - *Were you affected by Typhoon Yolanda? How?*
 - *Do you personally know somebody affected by Yolanda? What happened to them?*
 - *Did you or your family help out? How?*
- For pupils near or within the affected areas:
 - *How did you prepare for Typhoon Yolanda?*
 - *Did it help that you knew the typhoon was coming? Why/Why not?*
 - *What do you remember most about the typhoon?*

b. Unlocking Words and Expressions

- Teacher tells pupils that there are words they need to know to understand the story better. He or she explains the following.

(1) tropical storm, typical typhoon

Teacher brings out a globe or a world map and points to the Philippines (or asks a pupil to point to the Philippines). He or she says: *The Philippines is in this area near the middle of the globe. This area here, which is where the belt of the world would go around, is called **tropical**. In this area, we have lots of **storms** that bring us strong winds and rain. If a storm becomes stronger, it is called a **typhoon**. A typical or common typhoon can blow away nipa huts or makeshift houses, but not those made of steel and concrete.*

Typhoon Yolanda was not a typical typhoon. Its winds were so strong that it pulled big trees off the ground and caused electrical lines and telephone poles to crash.

(2) spiraling circle of strong winds and heavy rain

Teacher shows the picture on the Listening Story. He or she says: *This picture here shows the strong winds a typhoon brings. You can see that the winds seem to go around. This is what we call **spiraling circle**. The size of this spiraling circle shows how big the typhoon is going to be. Looking at the size of this spiraling circle now, would you say this is a big typhoon or a small one? (Big – it's huge!) Would this bring just some rain, or a lot of rain? (a lot of rain) We can therefore say it brings **heavy rain**.*

NOTES



BRIDGING

Allow pupils to express themselves in the Mother Tongue or in Filipino. Then ask if anyone in the class can say it in English. Help pupils in translating as needed.

NOTE TO TEACHER

Typhoon Yolanda might have caused personal losses to the members of the class. Take much care in approaching the subject, probably rephrasing the questions above so these take into account the sensitive nature of the discussion. It might help to acknowledge the loss at the start, and redirect to what can be learned from this horrible experience.

NOTES

(3) damage



Teacher says: *A typhoon this big can cause a lot of **damage**. A synonym for damage is harm. What harm can it bring? What can it destroy?*

(4) affected



Teacher says: *Many families were **affected** by the typhoon. This means they were harmed in some way, like some lost their homes, got injured, or worse, lost a loved one.*

(5) coast



Teacher says: *The coast is an area or land near the sea. Those living on the **coast** or near the sea were most affected because the typhoon also made the waves of the sea rise.*

(6) predict



Teacher says: *If you see dark clouds, what do you think will most likely happen?(It will rain.) Telling what will happen before it does is making a **prediction**. You have made predictions too about our stories, like what would happen next to the character, or how a problem will be solved.*

c. Linking with the Story



Teacher says: *Sometimes, it is not easy to predict how things may go. For example, it is difficult to say exactly what a typhoon will bring, or where it will pass, or how big it is going to get. This is what happened in Typhoon Yolanda.*

DURING READING ACTIVITY

- Teacher says what they will be hearing are facts are information about *The Biggest Storm*. It is written by Suzanne Simard.
- Teacher reads aloud the following story while pupils look at the picture on the cover.

The Biggest Storm

Written by: Suzanne Simard

In early November 2013, Typhoon Haiyan hit the Philippines. It was the strongest and deadliest typhoon ever recorded to hit the country. Called Typhoon Yolanda in the Philippines, it greatly damaged regions in the Visayas. About 11 million people were affected; many were left homeless, and at least 6,200 lost their lives.

A typhoon is a large storm that travels as a big spiraling circle of strong winds with huge clouds that carry heavy rains. A typical typhoon can be 200 to 300 hundred kilometers in diameter. That is such a wide area that it would take almost two days for a person to walk 200 kilometers!

NOTES

Typhoon Yolanda started as a tropical storm but quickly grew faster and stronger to become a Class 5 Super Typhoon. In a Class 5 Super Typhoon, most tall trees are broken, uprooted, or lose all leaf cover. In fact, few plants and trees survived in Yolanda. Buildings made of light and even concrete materials had lots of damage to roofs, windows, and doors. The danger and damage was especially great in the coast and areas near the sea.

When typhoon Yolanda hit, the Philippine Atmospheric Geophysical and Astronomical Service Administration (PAGASA) measured the wind speed at 230 km per hour. It was difficult to predict where Typhoon Yolanda would go because it was moving very fast.

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back and reads the story again, then asks the following to check for understanding:
 - *How was Typhoon Haiyan called in the Philippines?*
 - *When did it hit the Philippines?*
 - *Why was Yolanda labeled a Class 5 Super Typhoon?*
 - *What was different about this typhoon?*
 - *What government agency in the Philippines studies the weather and informs people about extreme weather conditions?*

b. Activity: Writing a Typhoon Warning

- Teacher writes the following on the board:

Typhoon Haiyan/Typhoon Yolanda
November 2013
Class 5 Super Typhoon
Very strong and unpredictable
Philippine Atmospheric Geophysical and
Astronomical Service Administration (PAGASA)

- Teacher tells pupils that they will work in small groups. Before teacher divides them in groups of four, he or she gives these instructions: *You have heard or maybe watched news reports about Typhoon Haiyan, known in our country as Typhoon Yolanda. Pretend now that you are part of the PAGASA and you are going to issue a warning over the radio or television. Based on what you know in the news and what you have heard in our story today, think of how you will warn people about this super typhoon.*

NOTES

Use these information on the board in your broadcasted warnings.

- Teacher then assigns the groups and tells pupils they have 10 minutes to discuss and practice their broadcasted warnings. He or she reminds each one to participate, and goes around to check the groups.
- Teacher settles the class after the given time. He or she calls one group at a time to present their warnings.

3

CONCLUDING THE SESSION

- Teacher asks: What did you learn from this activity?

Homework: Paste a newspaper clipping about any storm that hit the Philippines in your notebooks. If you can find one about Typhoon Yolanda that would be preferable. Bring it next meeting.

Note: If pupils don't have access to newspapers, they can interview their parents about Typhoon Yolanda and write about what their parents said happened in their notebooks.

DAY

2

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **ENRC-IVa-b-2.1.3** Identify cause and effect
- **EN3LC-IVa-j-2.6** Retell parts of the story
- **EN3WC-IVa-e-22** Write a news story

I

SHARING OF INFORMATION

- Teacher asks pupils to bring out their news clippings or news stories about a typhoon that hit the Philippines. He or she asks pupils to face their partners and share their news stories by answering the following:
 - *What was the name of the typhoon/storm?*
 - *When did it hit the Philippines?*

- *Where did it land? What areas did it affect?*
- *How strong was it? What damage did it cause?*
- Teacher goes around and listens to the pupils. Then, he or she calls on some pairs to share their news stories.

2

**LEVELED READER: THE BIGGEST STORM
(CHAPTER 1: PAGES 1 TO 5)**

NOTE TO TEACHER

1. The Leveled Reader, *The Biggest Storm*, is used for Weeks 35-36. Each leveled reader has two levels. To identify one level from the other, look at the cover where the Grade level is indicated. The higher and relatively challenging level is signified by a single dot, while the lower and relatively easy level is signified by a single dot. These look like the following:



● **Single dot Leveled Reader:**
Relatively easy level



● **Double dot Leveled Reader:**
Relatively more challenging level

2. During the Listening Story, for the first week, the pupils will look at the illustration on the cover of the book. On the second week, the pupils look at the illustration on the right inside cover.

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall details about Typhoon Yolanda. He or she asks:
 - *What was the storm classification or level of Yolanda?*
 - *Why was it classified as Category 5 Super Typhoon?*
 - *What were evidences or proofs of its strength?*

b. Unlocking Words and Expressions

- Teacher tells pupils that before they read more about Typhoon Yolanda, they need to understand some words from the story. He or she explains the following.

NOTES

(1) higher ground

Teacher says: *During a storm, people are asked to go to a **higher ground**. Which would be a higher ground – a place near the sea called the coastal area, or one on a hill or mountain?*

(2) landslides

Teacher says: *Living on a mountain that has very little or no trees is also dangerous. The roots of trees hold soil in place, but if there's none on a mountain, the soil and rocks can slide down. Heavy rain can also soften the soil and make it slide down. This is called a **landslide** and is very dangerous because people can get buried under the soil and rocks sliding down.*

(3) shelters

Teacher says: *People need to protect themselves from rain and other dangers. During a typhoon, we can be asked to leave our houses especially if we live on the coast, and go to temporary homes. These can be tents or a building turned into a place where people can sleep away from the rains. These are called **shelters**.*

(4) warnings broadcasted

Teacher says: *Yesterday you pretended to give out warnings over the radio or television. Shows over the radio or television are called **broadcasts**. Yesterday you broadcasted announcements just like what PAGASA did before Yolanda hit.*

(5) precautions

Teacher says: *Because of the warnings, people took **precautions**. For example, the Red Cross already readied their rescue boats and there were relief goods in the barangays. Getting ready are defenses or protections we can have against a disaster.*

c. Linking with the Story

Teacher asks: *It is very sad that with Typhoon Yolanda, even though people took precautions, the damage was still great. Let us find out why this was so.*

DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups. Based on assessment and prior knowledge of the pupil's ability, teacher assigns pupils to either Group 1 or 2. Pupils who are less proficient readers can join Group 1 while pupils who are able to read at average or advanced level can join Group 2. Group 1 will read the relatively easy leveled reader while Group 2 will read the relatively difficult one.
- While the teacher works with Group 1, Group 2 pupils will silently do the activity posted on the board. Then, they will switch.

NOTES

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 1: pages 1 to 5) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently do the activity posted on the board:</p> <p>List down in your notebook information you know or have learned about Typhoon Yolanda. Answer these questions:</p> <ul style="list-style-type: none"> • What was the other name of Typhoon Yolanda? • When did it hit the Philippines? • What was the storm classification or level of Yolanda? • Why was it classified as Category 5 Super Typhoon? • What were evidences or proofs of its strength
<p>Group 1 pupils silently do the activity posted on the board.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 1: pages 1 to 5) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>

NOTE TO TEACHER

For the last question, the text only mentions the shelters being washed away and the typhoon being too strong. Allow pupils to share other information, like the rescue boats readied were washed away, storage places of relief goods were either drenched or also washed away, and the rescue personnel found themselves needing rescue as they too were overtaken by the strong tsunami-like waves brought about by the typhoon.

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher asks pupils to face their partners and share their answers to the prompts above (refer to silent activity). He or she calls some pairs to share their answers with the class.

NOTES

- Teacher then asks the following:
 - *Did people know that Typhoon Yolanda was coming? What proof or evidence from the text do you have to support your answer?*
 - *What precautionary or preventive measures did the people take?*
 - *How come there was still a lot of damage even though the people prepared?*

3

WRITING: NEWSPAPER ARTICLE

a. Presentation

- Teacher tells pupils to take out their newspaper articles and study them. He or she asks:
 - *What do you find at the top of the article?*
(Headline or title of the article)
 - *How is it written? Is it in a complete sentence?* (Not a complete sentence but gives an idea about what the article or news report is about)
 - *What do you observe about the font or the lettering?* (It's written in bold and the lettering or font is bigger than the article.)
- Teacher then asks them to go back to their news stories. *Does it contain the writer's feelings about the event?* He or she says newspaper articles should:
 - Contain facts or information; it does not mention the writer's feelings or reactions about the event.
 - Talk about
 - **What** happened
 - **When** it happened
 - **Where** it happened
 - **Who is/are** involved

b. Cooperative Writing

- Teacher tells pupils they will write a newspaper article about *The Biggest Storm* based on what they have learned and discussed about Typhoon Yolanda. They will do this in groups.
- Teacher divides the class into groups of four. He or she gives each group 1/6 manila paper and a marker. Noting the characteristics of a newspaper article, they must write their news report. Teacher reminds them to put a title or headline.

4 CONCLUDING THE SESSION

- Teacher asks the groups to read their articles to the class.

Homework: Finish this sentence: A good newspaper article should _____.

OBJECTIVES

- **EN3PWR-IVd-e-22 and 29** Read words, phrases, sentences, and stories containing words with diphthongs and ambiguous vowels
- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- Identify coordinating conjunctions and understand their role in complex sentences

DAY

3

1 SHARING OF INFORMATION

- Teacher asks pupils to bring out their homework and share their sentences with their partners. He or she asks a few pairs to share with the class what they think a good newspaper article should have.

2 PHONICS: REVIEW OF DIPHTHONGS AND AMBIGUOUS VOWELS

a. Class Review

- Teacher divides the class into nine groups. He or she gives the following assignments:
 - Group 1 – *oi*
 - Group 2 – *oy*
 - Group 3 – *ou*
 - Group 4 – *ow*
 - Group 5 – *al*
 - Group 6 – *au*
 - Group 7 – *aw*
 - Group 8 – *ou* and *ow* oddballs (assign to fast learners)
 - Group 9 – *al*, *au*, *aw* oddballs (assign to fast learners)

NOTES



Teacher says: *I am going to post a collection of words on the board. Copy the ones that belong in your group. Make sure you sound the word and not just look for the spelling pattern assigned to you.*

- Teacher gives each group 1/6 manila paper and markers. He or she tells them they have seven minutes to complete the activity.

Word List:

coin, join, soil, boil, foil, point, choice, voice, moist, noise

joy, toy, enjoy, soy, boy, employ, deploy

out, cloud, proud, found, sound, mound, ground, house, drought, doubt, round, loud, mouth

how, cow, now, down, town, brown, wow, plow, vow

salt, walk, stalk, all, fall, ball, call, hall, mall, wall, small, stall

caught, taught, fault, cause, because, pause, sauce

saw, draw, dawn, lawn, pawn, sprawl, jaw, law, raw, thaw, yawn

would, could, should, through, throw, show, flow, sow, know

calm, shall, laugh

NOTE TO TEACHER

Jumble the words above when presented to the pupils. The arrangement given here serves as answer key for the words that go together in each group.

- After the given time, teacher settles the class. He or she calls the groups one at a time to present their word list. Pupils read aloud each word in their list while pointing to the spelling pattern present in the word.
- Teacher corrects as needed. He or she also discusses uncommon words (e.g. foil, employ, deploy, mound, drought, doubt, plow, vow, stall, sprawl, thaw, sow).

b. Individual Exercise

- Teacher asks pupils to answer Skill Builder 1 on page 6. Pupils do **not** need to copy the boxes for the puzzle. They simply number their notebooks 1 to 11. They write the correct word that corresponds to each answer.

Skill Builder I

Phonics: Review of Diphthongs and Ambiguous Vowels

Spelling Words

outside caused joint saw

thousands because spoil crawl

drown precaution wall

Fill in the puzzle with the words from the list. One has been done for you.

The crossword puzzle grid consists of 11 numbered starting points for words:

- 1: Down, 4 letters
- 2: Down, 6 letters
- 3: Down, 3 letters
- 4: Down, 3 letters
- 5: Down, 5 letters
- 6: Horizontal, 10 letters (filled with 'THOUSANDS')
- 7: Down, 4 letters
- 8: Down, 4 letters
- 9: Horizontal, 6 letters
- 10: Horizontal, 4 letters
- 11: Down, 6 letters

3 GRAMMAR: COORDINATING CONJUNCTIONS

a. Presentation

- Teacher writes these sentences on the board:

- Yolanda started as a storm but it became a super typhoon.
- It grew faster and stronger as it neared the Philippines.
- In a Super Typhoon, trees are broken, uprooted, or lose all leaf cover.

NOTES

- Yolanda destroyed houses so people lived in shelters.
- Food was also packed for the typhoon victims.

- Teacher reads each sentence and asks the pupils to repeat it. He or she then underlines the coordinating conjunctions. Teacher explains:
 - *The underlined words are called coordinating conjunctions.*
 - *Coordinating conjunctions connect two ideas or phrases of equal importance.*
 - *There are seven coordinating conjunctions in all. They can best be remembered as FANBOYS: For, And, Nor, But, Or, Yet, So*
 - *The different coordinating conjunctions serve different purposes.*
 - **But:** *Shows an opposite expectation, like when you say, “I studied for the exam but still got a low grade.” When you study for an exam, you expect to get a high mark.*
 - **And:** *Expresses same thought or idea, like when you say, “She is pretty and nice.” Pretty and nice are both good/ positive characteristics.*
 - **Or:** *Expresses choice or choices, like when you say, “Do you want adobo or barbecue?” There is a choice. Note, however, that when there are three or more things listed, you have to put a comma before writing “or.”*
 - **So:** *Shows outcome or the reason for something, like when you say, “I was tired so I slept the whole day.” Do not confuse this with “so” (homonym) that means “a lot”, as in “He has so many pet dogs.”*
 - **For:** *Expresses what something is aimed at, like when you say, “He gave his dog biscuits for it to be quiet.”*
 - **Yet:** *Serves as the same purpose as “but”, like when you say, “We prepared for the typhoon yet many still got injured.”*
 - **Nor:** *It means “and not”, like when you say, “No wind nor rain can make her sad.” Not one of the choices is acceptable.*

b. Class Practice: Treasure Hunt

- Teacher divides the class into groups of four. They will play Treasure Hunt wherein they have to find coordinating conjunctions in the story, *The Biggest Storm*. They will tally the conjunctions they find in a table which they will draw in their notebooks.

for	and	nor	but	or	yet	so

c. Individual Exercise

- Teacher asks pupils to give the conjunction that best fits each sentence:
 - The biggest storm was called Yolanda ____ Haiyan. (or, yet)
 - The spiraling storm brought strong winds ____ heavy rain. (nor, and)
 - No warning ____ precautionary measures prepared the people for its strength. (yet, nor)
 - There was much damage ____ the typhoon caused tsunami-like waves. (but, for)
 - People lost properties ____ many came to help them rebuild their homes. (or, but)

NOTES

4 CONCLUDING THE SESSION

- Teacher asks pupils to recall the seven conjunctions using the acronym FANBOYS. He or she tells them to face their partners and enumerate what FANBOYS stand for.

Homework: Review your spelling words using Look, Cover, Write, Check.

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3OL-IVa-j-5** Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)
- **EN3V-IVfg-i-9** Use known words to perform artistic theme-based activities (e.g., interview and role-play)

DAY

4

LESSON REVIEW

- Teacher reviews lessons on:
 - Diphthongs and ambiguous vowels – Teacher uses the word list done by the groups in the previous lesson.

NOTES

- Coordinating Conjunctions – **Teacher asks:**
 - *What are the seven coordinating conjunctions? (FANBOYS)*
 - *When do we use each? Give an example.*

2

**LEVELED READER: THE BIGGEST STORM
(CHAPTER 2: PAGES 7 TO 10)**
PRE-READING ACTIVITIES
a. Activating Prior Knowledge

- Teacher asks pupils to recall the information they have learned so far about the biggest storm to hit the Philippines. He or she asks: *How come many people were still badly affected when there were precautionary measures in place already?*

b. Unlocking of Words and Expressions

- Teacher says that before they read more about Typhoon Haiyan or Yolanda, they will learn new words to help them understand the story better. He or she explains the following:

(1) super typhoon

Teacher reviews the concept of “super typhoon.” He or she asks: *What can a **super typhoon** do to a place? In the case of Yolanda, what else did it bring? (huge waves as tall as a three-story building)*

(2) restore services


Teacher says: *Typhoon Yolanda damaged a lot of homes, buildings, roads, and bridges. It cut electrical and telephone lines. But after sometime, people worked to **restore services**. This means the airport was reopened, and hospitals accepted patients again. Soon, even school reopened after these were repaired. To **restore** therefore means: a) to fix and sell again, b) to wash and put away, c) to rebuild and bring back? (Answer: c)*

*Based on this sentence, what **services** were restored? (Transportation/ Airline service, Hospital and medical care, School and education)*

(3) roads and bridges were cleared


Teacher says: *To restore the affected towns, people had to **clear the roads and bridges**. Now imagine how a place would look after a big storm. How would the roads and bridges look like after Yolanda? (Many things blocking the road like uprooted trees, overturned cars, and some bridges have collapsed) What then did the people do when they cleared them? (They removed these things blocking the road)*

(4) one-million food packs and 200,000 liters of water

Teacher shows a one-liter container. He or she says: *This is one liter. Imagine how many 200,000 liters are.*

Also, imagine one small plastic bag of food. Maybe you have one kilo of rice inside, two packs of noodles, and two canned goods. That may seem small, but imagine one million of those food packs.

Would 200,000 liters of water and one million food packs be cheap? Would they be easy to prepare? Could these have come from one person only?

NOTE: Teacher should aim to make the pupils see the magnitude of relief efforts – the number of people who helped, how much they have contributed, and how complex the coordination of relief efforts had been.

c. Linking with the Story

Teacher asks: *Did the story of The Biggest Storm end with damage and destruction?*



DURING READING ACTIVITIES

- Teacher explains to pupils that they will be working in two separate groups, and this time he or she will start with Group 2. While teacher works with Group 2, Group 1 pupils will do silent reading of the previous chapter. Then, they will switch.

Group 1	Group 2
<p>Group 1 pupils silently read the previous chapter (Chapter 1: pages 1 to 5) to help refresh their memory about the flow of the story.</p> <p>If they finish early, they can scan Chapter 2: pages 7 to 10. They can familiarize themselves with the pictures, which they can use to help them decode the text.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 2: pages 7 to 10) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>

NOTES

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 2: pages 7 to 10) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently read the previous chapter (Chapter 1: pages 1 to 5) to help refresh their memory about what happened beforehand.</p> <p>If they have time, they can read again Chapter 2: pages 7 to 10 so they can review the words they had difficulty with during the read aloud by pairs.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to the prompt before the story reading: *Did the story of The Biggest Storm end with damage and destruction? (No)*
- Teacher divides the class into six groups. He or she says they will all pretend to be doing an interview as part of a live news report. Each group will think of presenting the following:
 - Group 1: **(People of Samar and Leyte, Before and During Yolanda)** Pretend to interview the people of Samar and Leyte. What preparation did they do before Yolanda struck? What did they feel when the storm was raging? What happened to them?
 - Group 2: **(People of Samar and Leyte, Right After Yolanda)** Pretend to interview the people of Samar and Leyte. How was their town after the typhoon? What did they see and experience? How did they feel? Who would they want to contact and what would they want to say? (e.g. Ask for help, relief goods, etc.)
 - Group 3: **(People of Samar and Leyte, Many Weeks After Yolanda)** Pretend to interview the people of Samar and Leyte. What can they find in their town now? How are they living now? How did services get restored? How are they feeling now?
 - Group 4: **(Government Agencies, Right After Yolanda)** Pretend to interview the government officials. What could they be thinking now? What are their plans? What do they need? (e.g. Help from private institutions for emergency aid, cooperation of the people, etc.)

NOTES

- Group 5: **(Government Agencies, Many Weeks After Yolanda)** Pretend to interview the government officials. How do they find Samar and Leyte now? What improvements have they put in place? What do the people think about the work they have put in?
- Group 6: **(Volunteer Worker, After Yolanda)** Pretend to interview a group of volunteer workers. How do they find the relief operations? Why do they feel about this? What do they hope to gain from volunteering?
- Teacher tells pupils that they will only have ten minutes to do this. He or she reminds them to stay focused on the task. He or she goes around and checks that each one is cooperating.
- Teacher settles the class after ten minutes. He or she asks:
 - *What did the people of Samar and Leyte do before Yolanda struck?*
Group 1, please present.
 - *What did the people of Samar and Leyte do right after the typhoon hit?*
Group 2, please present.
 - *What did the government officials do because of all this destruction?*
Group 4, please present.
 - *How did the affected towns look after many weeks?*
Group 3, please present.
 - *What did the government agencies think of these improvements?*
Group 5, please present.
 - *If you were one of the volunteer workers, how would you feel?*
Group 6, please present.



3

CONCLUDING THE SESSION

Teacher asks: *What is something new that you've learned from our lesson?*



Homework: Copy and answer the Skill Builder Exercise on Coordinating Conjunctions (page 11).

DAY

5

OBJECTIVES

- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- Identify coordinating conjunctions and understand their role in complex sentences
- **EN3F-IVa-j-1.10.1** Read aloud from familiar prose consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation
- **EN3WC-IVa-e-22** Write a news story

1

WEEKLY ASSESSMENT

a. Grammar

- Teacher writes the answers to the Skill Builder Exercise on Coordinating Conjunctions. Pupils check their partners' answers.

b. Spelling

- Teacher gives spelling test using words from the spelling list. He or she uses each word in a sentence and asks pupils to spell it. Pupils check each other's work after.

2

READING

- Teacher divides the class into groups of four. (Make sure pupils are still in their reading levels.) He or she hands out the Leveled Readers and asks pupils to take turns reading one page at a time. Members of the group can help each other decoding uncommon words. Teacher goes around, listens to the pupils read, and assists pupils in decoding as needed.

3

WRITING: NEWS ARTICLE

a. Review

- Teacher shows the news articles the pupils wrote in groups in Day 2. He or she reviews the following:
 - *What do you find at the top of the article?* (Headline or title of the article)
 - *How is it written? Is it in a complete sentence?* (Not a complete sentence but gives an idea about what the article or news report is about)
 - *What do you observe about the font or the lettering?* (It's written in bold and the lettering or font is bigger than the article.)

NOTES

- Teacher then asks the pupils to review their news stories. He or she chooses one example and reads it aloud. He or she asks: Does it contain the writer’s feelings about the event?

Teacher says: *Newspaper articles should...*

- *Contain facts or information; do not mention the writer’s feelings or reactions about the event*
- *Talks about*
 - **What** *happened*
 - **When** *it happened*
 - **Where** *it happened*
 - **Who is/are** *involved*



b. Individual Writing

- Teacher says they will write a news article about *The Biggest Storm*. Pupils must come up with their own headline, and follow the guidelines set above.
- Once pupils are done with their newspaper articles, they must go over these and check:

Did I...

- put a headline and write it correctly?
- include the necessary information for What, When, Where, Who?
- write only facts and not talk about my personal feelings and views?
- observe correct capitalization and punctuation?

4 CONCLUDING THE SESSION

- Teacher asks the pupils to read their news articles to their partners. Then, he or she calls on a few pairs to read aloud their articles to the class.

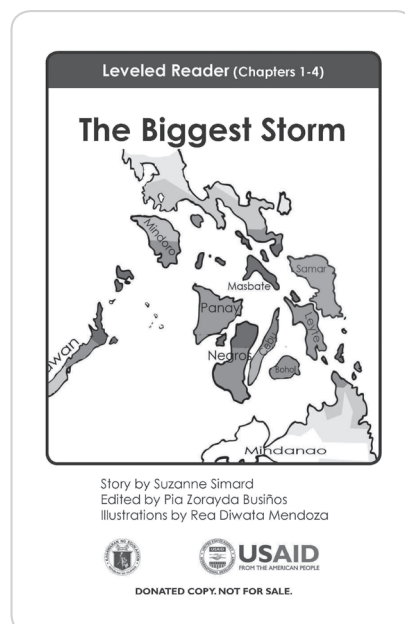
WEEK

36

TEACHER'S GUIDE

GRADE 3
ENGLISH

**THEME: GETTING READY FOR THE
EVER-CHANGING WEATHER
LEVELED READER: *THE BIGGEST STORM***



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 3
ENGLISH
QUARTER 4, WEEK 36 (50 MINUTES PER DAY)**

Theme: Getting Ready for the Ever-Changing Weather

Leveled Reader: *The Biggest Storm* (Author: Suzanne Simard; Editor: Pia Zorayda Busiños;

Illustrator: Rea Diwata Mendoza; Photographs by: Jon Andrew Cabiles and Dada Macusi)

Day	Domain	Objectives	Subject Matter
1	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Listening Story: <i>Boy and Soldier Saved Each Other</i> • Vocabulary: Words from the Text • Comprehension: Noting Details, Cause and Effect
	LC	<ul style="list-style-type: none"> • EN3LC-IIIa-j-2.1 Listen to an expository text • EN3LC-IVa-j-2 Activate prior knowledge based on the stories read • EN3LC-IVa-j-2.1 Note important details • EN3LC-IVa-j-2.6 Retell parts of the story 	
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-e-1.19 Present information in varied artistic ways (e.g., role playing, show and tell, radio play, podcast/ broadcast/reporting, poster presentations) 	
2	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>The Biggest Storm</i> (Chapter 3: pages 12 to 15)

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language

PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)

AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to share experiences of a storm. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils' prior knowledge by asking what they recall from the previous lesson. Teacher unlocks words and expressions using context clues and pictures. Teacher links what pupils know with the story. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Teacher reads aloud the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into six groups and gives text-related activities. Teacher checks for comprehension by asking questions about the text and asking the groups to present their responses. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to share what they have learned from the story. Homework: Write a letter of thanks to people who risk their lives for others. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils talk about their experiences of a storm. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share what they recall from the previous lesson. Pupils get the meanings of words using context and picture clues. Pupils respond to the teacher's prompt. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Pupils listen attentively to the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils work in their assigned groups. Pupils answer teacher's questions about the text through their group presentations. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Pupils share something inspiring that they have learned from the story. Homework: Pupils write a letter of thanks to people who risk their lives for others.
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to share their letters of thanks to their partners. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share their letters of thanks to their partners.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
2	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	<ul style="list-style-type: none"> • Vocabulary: Words from the Text • Comprehension: Noting Details, Making Inferences • Study Skills: Tables and Graphs
	ATR	<ul style="list-style-type: none"> • EN3AT-IVd-f-2.9 Take part in creative responses to stories like preparing logs, journals, and other oral presentations 	
	RC	<ul style="list-style-type: none"> • EN3RC-IVh-j-1.2 Interpret simple graphs and tables 	
<p>DOMAINS: * – Competencies added by Basa Pilipinas OL – Oral Language PA – Phonological Awareness BPK – Book and Print Orientation (Knowledge) AK – Alphabet Knowledge PWR – Phonics and Word Recognition F – Fluency S – Spelling</p>			

Teacher Activities	Learner Activities
<p>2. Leveled Reader: <i>The Biggest Storm</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher reviews events in the Listening Story read in the previous meeting. • Teacher unlocks words and phrases using context clues and pictures. • Teacher links what pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher divides the class into two groups based on their reading levels. • Teacher assigns silent activity to Group 2 as he or she listens to Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher goes back to the silent activity and asks pupils to share their answers. • Teacher divides the class into six groups and assigns text-related tasks. • Teacher checks for comprehension by asking questions about the story and asking groups to present their responses. <p>3. Understanding Tables and Graphs</p> <ul style="list-style-type: none"> • Teacher shows a bar graph and discusses its parts. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils to state the importance of studying graphs. • Homework: Cut out a table or graph from a newspaper or magazine. For those without newspaper access, list common types of graphs. 	<p>2. Leveled Reader: <i>The Biggest Storm</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils recount events in the Listening Story read in the previous meeting. • Pupils give meanings of words and phrases using context clues and pictures. • Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils join their groups based on their reading levels. • Group 2 pupils do silent activity while Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils share their answers in the silent activity. • Pupils work in their groups in answering text-related tasks. • Pupils show understanding of the story through their group presentations. <p>3. Understanding Tables and Graphs</p> <ul style="list-style-type: none"> • Pupils listen and participate in the lesson on bar graphs. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils share the importance of studying tables and graphs. • Homework: Pupils cut out a table or graph from a newspaper/magazine. Those without newspapers at home will list in their notebooks the different kinds of graphs.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
3	PWR	EN3PWR-IVd-e-22 and 29 Read words and phrases, sentences, and stories containing words with complex consonants (<i>kn, wr, gn</i>)	<ul style="list-style-type: none"> Phonics: Words with Complex Consonants (<i>kn, wr, gn</i>) Spelling: Words in Phonics List Study Skills: Tables and Graphs
	S	EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied	
	RC	EN3RC-IVh-j-1.2 Interpret simple graphs and tables	
4	V	EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean	<ul style="list-style-type: none"> Leveled Reader: <i>The Biggest Storm</i> (Chapter 4: pages 17 to 21) Vocabulary: Words from the Text Comprehension: Noting Details, Making Inferences Grammar: Subordinating Conjunctions
	PWR	EN3PWR-IVd-e-22 and 29 Read words and phrases, sentences and stories containing words with complex consonants (<i>kn, wr, gn</i>)	
	F	EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency	
	OL	EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)	
DOMAINS: * – Competencies added by Basa Pilipinas OL – Oral Language PA – Phonological Awareness BPK – Book and Print Orientation (Knowledge) AK – Alphabet Knowledge PWR – Phonics and Word Recognition F – Fluency S – Spelling			

Teacher Activities	Learner Activities
<p>1. Sharing of Homework</p> <ul style="list-style-type: none"> Teacher asks pupils to bring out their examples of tables and graphs. <p>2. Understanding Tables and Graphs</p> <ul style="list-style-type: none"> Teacher posts examples of different graphs on the board and points out important characteristics of each. Teacher gives exercise on putting information in graph form. <p>3. Phonics Lesson: Words with Complex Consonants (<i>kn, wr, gn</i>)</p> <ul style="list-style-type: none"> Teacher introduces lesson on words with complex consonants (<i>kn, wr, gn</i>). Teacher explains new or difficult words in the word list. Teacher asks pupils to answer the exercise on words with complex consonants (<i>kn, wr, gn</i>) in Skill Builder 3 (page 16). <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to share a new word they learned. Homework: Copy the spelling words in your notebooks and study them at home. 	<p>1. Sharing of Homework</p> <ul style="list-style-type: none"> Pupils share cut-outs of tables and graphs. <p>2. Understanding Tables and Graphs</p> <ul style="list-style-type: none"> Pupils listen to and participate in the lesson. Pupils put the given information in table or graph form. <p>3. Phonics Lesson: Words with Complex Consonants (<i>kn, wr, gn</i>)</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson on words with complex consonants (<i>kn, wr, gn</i>). Pupils take note of meanings of difficult words. Pupils answer Skill Builder 3. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils share about the new word they learned. Homework: Pupils copy their spelling words and study them at home.
<p>1. Skill Builder Correction and Lesson Review</p> <ul style="list-style-type: none"> Teacher leads the class through the correction of the Phonics Skill Builder. Teacher reviews words with complex consonants (<i>kn, wr, gn</i>). <p>2. Leveled Reader: <i>The Biggest Storm</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils' prior knowledge by recalling safety measures discussed previously. Teacher unlocks words from the story using context clues and pictures. Teacher links what the pupils know with the story. 	<p>1. Skill Builder Correction and Lesson Review</p> <ul style="list-style-type: none"> Pupils check their partners' answers. Pupils participate in the phonics review lesson. <p>2. Leveled Reader: <i>The Biggest Storm</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils recall the safety measures discussed previously. Pupils derive the meanings of words using context clues and pictures. Pupils link what they know with the story.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
4	G	<ul style="list-style-type: none"> Identify subordinating conjunctions and their roles in sentences * 	
5	S	<ul style="list-style-type: none"> EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	<ul style="list-style-type: none"> Weekly Assessment: <ol style="list-style-type: none"> Spelling – Phonics spelling list (<i>kn, wr, gn</i>) Grammar – Subordinating Conjunctions Rereading of the Story
	F	<ul style="list-style-type: none"> EN3F-IVc-d-1.4 Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation 	
	G	<ul style="list-style-type: none"> Identify conjunctions and their roles in sentences * 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
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AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into two groups according to their reading levels. Teacher tells pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into six groups and gives text-related tasks. Teacher asks groups to present after the given preparation time. <p>3. Grammar: Subordinating Conjunctions</p> <ul style="list-style-type: none"> Teacher presents lesson on subordinating conjunctions. Teacher asks pupils to answer Skill Builder Exercise 4 (page 22) on subordinating conjunctions. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to state the role of conjunctions in sentences. Homework: Review spelling words and grammar lesson. 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils go into two groups according to their reading levels. Pupils in Group 1 scan the reading material while pupils in Group 2 read with teacher. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils go into six groups and do text-related tasks. Pupils in groups present after the given preparation time. <p>3. Grammar: Subordinating Conjunctions</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson. Pupils answer Skill Builder 4 on subordinating conjunctions. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils state the role of conjunctions. Homework: Pupils review their spelling words and grammar lesson.
<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> Teacher gives the spelling test. Teacher gives exercise on subordinating conjunctions. <p>2. Revisiting a Familiar Text</p> <ul style="list-style-type: none"> Teacher divides class into groups of four and asks pupils to take turns reading the text. Teacher asks pupils to do Extra Fun on page 23. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to share three safety measures during a storm. 	<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> Pupils spell the words given. Pupils answer exercise on subordinating conjunctions. <p>2. Revisiting a Familiar Text</p> <ul style="list-style-type: none"> Pupils reread the story of The Biggest Storm. Pupils do Extra Fun on page 23. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Pupils share three safety measures during a storm.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

DAY

I

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3LC-IIIa-j-2.1** Listen to an expository text
- **EN3LC-IVa-j-2** Activate prior knowledge based on the stories read
- **EN3LC-IVa-j-2.1** Note important details
- **EN3LC-IVa-j-2.6** Retell parts of the story
- **EN3OL-IVa-e-1.19** Present information in varied artistic ways (e.g., role playing, show and tell, radio play, podcast/broadcast/reporting, poster presentations)

NOTE TO TEACHER

In Week 36, observe pupils' use of information from the text during activities such as:

- Orally: After Reading – Comprehension Check
- Written: Newspaper Article

On-going Assessment: In Weeks 35 and 36, pupils explain events in the story and narrate a sequence of events. The teacher focuses on asking five pupils a day and uses the grid below to assess their use of textual information to support their responses.

		1	2
RC	Uses information from the text to explain events in the story; Narrates a series of events	Does not cite any information from the text to support explanations;	Cites information from the text to support explanations;
		Does not narrate a series of events in logical order	Narrates a series of events in a logical manner

Note: In Week 36, the teacher will ask five pupils a day to narrate events in the story such that all pupils will be assessed in the course of the two-week period.

SHARING INFORMATION

- Teacher explains that the weekly theme is still about getting ready for the ever-changing weather, especially during extreme weather conditions such as typhoons.
- Teacher tells pupils that the Philippines experiences more than twenty storms each year. He or she asks pupils to face their partners and share about a storm or typhoon they have experienced. What was it like? What did they do to prepare for it?
- Teacher calls some pairs to share with the class after.

2

LISTENING STORY

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher recalls previous events in the expository text, *The Biggest Storm*. Teacher asks some pupils (call those who have not shared previously) to read their newspaper articles about the biggest storm to have hit the Philippines.

b. Unlocking Words and Expressions

- Teacher tells pupils that they will hear about a different kind of story that happened during Typhoon Yolanda. Before they listen to the story, there are words they need to know to understand the events better. He or she explains the following.

(1) Lieutenant Colonel

Teacher says: *Have you seen soldiers? Have you noticed they have leaders? Soldiers have ranks and that usually determines who their leader is. A **Lieutenant Colonel** is one of the higher ranks. It is just two ranks away from a General. We also write it as "Lt Col" for short.*



(2) swirling winds and coastal towns (review)

Teacher reviews these words that have been unlocked in previous lessons. He or she says: *Look at the picture on the first Listening Story. Which one there is an image of the swirling winds? What does swirling mean again?*

*Looking at that same picture, which areas on the map would be **coastal areas or towns**? Are they the ones in the middle of the map or the ones right beside the sea or ocean?*

(3) wrecked house

Teacher says: *Coastal towns are in greater danger during storms. Big waves can come crashing to their houses and **wreck** it. What does to wreck mean – to build or to destroy? (to destroy) A wrecked house is therefore a house that has been destroyed.*



(4) clinging

Teacher pretends to be holding on to a piece of wood (can use the chair) and says: People washed to sea had to cling on to floating logs or wood, like this. If you're clinging on to something, what are you doing? (holding on tightly)

(5) tossed around like toy dolls

Teacher says: *The waves during the typhoon were very strong. Can you imagine how it would be like to be in the middle of the sea during this time? What would happen? You would be **tossed around like toy dolls**.*



NOTES

(6) determination

Teacher says: *It is easy to lose hope in a very difficult situation like this. You need **determination** to be able to survive being tossed around in the middle of the sea. Which of these is the meaning of determination?*

- a) A quality of being weak and scared
- b) A quality wherein you don't care about what's happening
- c) A quality that makes you continue doing what is difficult

c. Linking with the Story

Teacher says: *In our story, find out how determination saved, not just one, but two lives.*

DURING READING ACTIVITY

- Teacher says the story the class will be listening to is entitled *Soldier and Boy Saved Each Other*. It is written by Suzanne Simard.
- Teacher reads aloud the following story while pupils look at the picture on Listening Story 2.

Soldier and Boy Saved Each Other

Written by: Suzanne Simard

Although, there are many sad stories about Yolanda, there are also stories that have happy endings. This is one such story that brings hope.

Lieutenant Colonel Boysie Carangan is with the Philippine Air Force (PAF). He was in Tacloban with other soldiers on red alert to help people get to safety before the typhoon arrived.

When typhoon Yolanda came, it brought waves over four meters high. Even if you could run fast, you could not escape. So Lt Col Boysie Carangan and other soldiers were swept out to sea when a huge wave hit and flooded their office near the Tacloban City airport.

Carangan found himself floating on a piece of wood from a wrecked house. He held on for about six hours as Yolanda continued to cause damage in the coastal towns of Leyte and Eastern Samar.

After several hours, Carangan saw a 7-year-old boy clinging to a floating coconut tree. His name was Miguel and he looked tired and scared. The soldier joined the boy and floated to what seemed to be the middle of nowhere, clinging to the piece of wood. They were tossed around like toy dolls by strong waves and swirling winds.

NOTES

At one point, Carangan knew that he had met young Miguel for a reason. While they were floating, the soldier was getting very tired but the boy reminded him of his family. He also thought that Miguel was too young, so he felt determined to save him.

Carangan's determination was rewarded when he saw the shoreline of Basey, on the other side of the San Juanico Strait. As they went ashore, people found them and quickly wrapped the boy in a blanket. Lt Col Boysie Carangan lived to tell the story of how the boy he saved had saved him, too.

AFTER READING ACTIVITIES

a. Comprehension Check

Teacher asks: *How did determination save, not just one but two lives?*



- Teacher goes back and reads the story again. He or she asks pupils to imagine what's happening as he or she reads it for the second time.

- Teacher then divides the class into six groups and gives the following tasks:

Group 1 – Pretend you are newscasters reporting about the weather. Describe what happened as Typhoon Yolanda hit Tacloban. Give focus on the big waves that swept the land.

Group 2 – Pretend you are the soldiers in Tacloban Airport. Dramatize what happened as Yolanda hit.

Group 3 – (Teacher provides 1/6 manila paper with prompt, plus writing materials) Pretend you are the family of Miguel. Fill in the Identification Card for Miguel. You may create some of the information if these were not mentioned in the story.

Group 4 – (Teacher provides 1/6 manila paper with prompt, plus writing materials) Pretend you are the family of Lt. Col. Carangan. Fill in the Identification Card for the soldier. You may create some of the information if these were not mentioned in the story.

Group 5 – Pretend you are the townspeople of Basey. Dramatize what happened as Miguel and Lt. Col. Carangan were washed to shore.

Group 6 – (Teacher provides 1/6 manila paper with prompt, plus writing materials) Pretend you are Lt. Col. Carangan. Write a diary entry addressed to your family about the day you were washed to sea. Talk about what happened to you, what kept you going, and how you finally made it to land.

NOTES

Picture of Miguel
(pupils draw; stick figure will do)

Name: _____

Age: _____

Grade: _____

Height: _____

Weight: _____

Skin color: _____

Hair length and color:

Eye shape and color:

GROUP 3

Picture of Carangan
(pupils draw; stick figure will do)

Name: _____

Age: _____

Grade: _____

Height: _____

Weight: _____

Skin color: _____

Hair length and color:

Eye shape and color:

GROUP 4

My dear family,

This is terrible! I _____

Please pray for me.

Love,

GROUP 6

- Teacher tells pupils they have ten minutes to discuss and do their tasks. He or she goes around to check that everyone is on task. He or she assists by providing guide questions as needed.
- After the said time, teacher settles the class and asks the following:
 - *Group 1, tell us about the day Typhoon Yolanda hit.*
 - *What happened to the people in the coastal city of Tacloban? Group 2, show us what happened to the soldiers who were in the airport*

NOTES

- Did you know that the soldiers were there so they can perform rescue and relief operations after the storm? Do you think that they imagined they would be the ones needing rescue?
- Who was one of the ranking officers that got washed away? Group 4, tell us more about Lt. Col. Carangan.
- Aside from the soldiers, who were washed to sea? Group 3, tell us about one of the boys washed to sea.
- How did Lt. Col. Carangan and Miguel survive? Group 6, read to us the diary entry of Lt. Col. Carangan about how he overcame the storm and sea.
- Group 5, show us what happened as the boy and the soldier were washed to shore.

3

CONCLUDING THE SESSION

Teacher says: *The story of Lt. Col. Carangan and Miguel is very inspiring. What have you learned from it? Teacher asks pupils to share with a partner. Then, he or she calls on some pairs to share their answers to the class.*



Homework: Write a letter of thanks to people who help save lives or risk their lives for others. You can choose to write soldiers, health workers (doctors and nurses), volunteer workers (relief operations), firemen, etc. Follow the format of writing a letter from Weeks 31 – 32.

NOTE: Teacher can present the letter format and Writing Tips from Weeks 31-32 to refresh the pupils' memory.

CLASS CHALLENGE

Send the letters the pupils wrote. Alternatively, the class can choose to write a person or group who has greatly helped in the Yolanda relief efforts. The teacher sends this letter so that pupils really see that writing has a purpose.

DAY

2

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3AT-IVd-f-2.9** Take part in creative responses to stories like preparing logs, journals, and other oral presentations
- **EN3RC-IVh-j-1.2** Interpret simple graphs and tables

I

SHARING OF INFORMATION

- Teacher asks pupils to share their letters of thanks to their partners. He or she asks a few pairs to share with the class after.

2

**LEVELED READER: THE BIGGEST STORM
(CHAPTER 3: PAGES 12 TO 15)**

NOTE TO TEACHER

1. The Leveled Reader, *The Biggest Storm*, is used for Weeks 35-36. Each leveled reader has two levels. To identify one level from the other, look at the cover where the Grade level is indicated. The higher and relatively challenging level is signified by a single dot, while the lower and relatively easy level is signified by a single dot. These look like the following:



- **Single dot Leveled Reader:**
Relatively easy level



- **Double dot Leveled Reader:**
Relatively more challenging level

2. During the Listening Story, for the first week, the pupils will look at the illustration on the cover of the book. On the second week, the pupils look at the illustration on the right inside cover.

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall the story they listened to in the previous meeting. He or she asks: *How was Lt. Col. Caranang saved by the boy he saved?*

b. Unlocking Words and Expressions

NOTES

- Teacher tells pupils that although they cannot stop storms from coming, there are safety measures to follow so they can increase their chances of being saved. The class will read about these safety measures but first need to understand some words from the story.

- Teacher reviews the following:

super typhoon – *When do we use the title “super typhoon”? What can a super typhoon do or bring?*

landslides – *There is more danger of floods and landslides during a super typhoon. What happens during a landslide?*

shelter – *Houses and tents are examples of shelter. What is a shelter? So when we take shelter, what does it mean?*

- Teacher explains new words and concepts:

(1) scientists

Teacher says: *Scientists are people. The title “scientists” comes from the word “Science.” What do you think scientists do?*

(They work using science./They work in the field of science.)
What would be an example of work for a scientist?



(2) storm surge

Teacher says: *One of the things a scientist may study is the weather and the environment. Scientists have noticed that the water in the seas are rising. This increases the chances of a storm surge when a storm comes. Teacher shows picture on page 12. These big waves are called storm surge.*



(3) remain calm

Teacher says they’re going to have a short skit. He or she calls on two pupils. To the first one, he or she says to run around and scream when teacher gives a storm warning. To the second, he or she says to just walk quietly while saying, “*Oh a storm is coming. I need to get ready.*” Teacher then tells the class to watch their two classmates. Teacher pretends to be giving out a storm warning: *Attention, everyone! A storm will be passing our town in two days!* The two pupils called in front will enact their roles. Teacher then says: *When you know a big storm is passing your place, should you scream and run? What should you do? Tell me what classmate #2 did. That is how you should remain calm.*

(4) board up windows

Teacher says: *One of the things you can do is board up the windows. Teacher goes to the window of the classroom. He or she continues: This is a window. What will we do if we board it up?*



NOTES

Teacher can act out how to board up the window or he or she can call a student to act it out (pretend to cover it up with plywood and hammer this in place).

c. Linking with the Story



Teacher asks: *As you read the story, take note of the safety measures you can do so you are more prepared for a storm.*

DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups. Based on assessment and prior knowledge of the pupil's ability, teacher assigns pupils to either Group 1 or 2. Pupils who are less proficient readers can join Group 1 while pupils who are able to read at average or advanced level can join Group 2. Group 1 will read the relatively easy leveled reader while Group 2 will read the relatively difficult one.
- While he or she works with Group 1, Group 2 pupils will silently do the activity posted on the board. Then, they will switch.

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 3: pages 12 to 15) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently do the activity posted on the board:</p> <p>What safety measures can you follow so you are better prepared when a storm comes?</p> <p>List these down. You can use the pictures from the Leveled Reader to help you.</p>
<p>Group 1 pupils silently do the activity posted on the board:</p> <p>What safety measures can you follow so you are better prepared when a storm comes?</p> <p>List these down. You can use the pictures from the Leveled Reader to help you.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 3: pages 12 to 15) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them.</p>

Group 1	Group 2
	<p>He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to prompt: *What safety measures can you follow so you are better prepared when a storm comes?* He or she asks pupils to share with their partners. Then, he or she calls on two to three pupils to share with the class.
- Teacher says that he or she will divide the class into six groups. He or she gives each 1/6 manila paper and writing materials. He or she gives them the following tasks:
 - Groups 1 and 2: Make a poster for the safety measures to follow based on Leveled Reader pages 14 and 15.
 - Groups 3 and 4: Make a poster for the safety measures to follow based on Leveled Reader page 16.
 - Groups 5 and 6: Draw the important things that should go in an emergency balde or “go bucket.”
- Teacher says they have ten minutes to do their work. He or she goes around to check that everyone is on task. After the given time, he or she settles the class. He or she asks the following:
 - *Why are we having more and more super typhoons? State where in the text you found this.* (Rising water in the sea increases the chances of a storm surge – from page 12)
 - *What are the dangers of a super typhoon? State where in the text you found this.* (Storm surge, flooding, landslides – from page 12)
 - *Can we prevent typhoons from coming? (No) What then should we do?* (Be prepared)
 - *What are some of the safety measures we can follow, Group 1?* (Group 1 presents)
 - *What about Group 2, do you have the same advice?* (Group 2 presents)

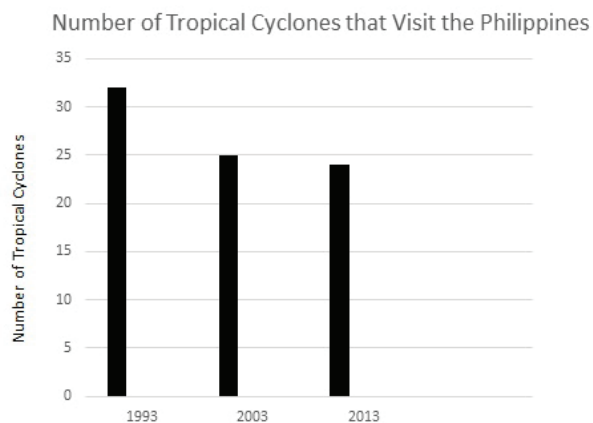
NOTES

- *What other safety measures can we observe, Group 3?* (Group 3 presents)
- *Do you have the same advice, Group 4?* (Group 4 presents)
- *What should we have in an emergency balde or e-balde, Group 5?* (Group 5 presents)
- *Do you have the same things in your go bucket, Group 6?* (Group 6 presents)
- *Why is it important to follow safety measures when you know a typhoon is coming?* (So that damage can be less)

3

UNDERSTANDING TABLES AND GRAPHS

- Teacher posts this graph on the board:



- Teacher points to each part and says:
 - *The first thing you look for in a graph is its title. That tells you what the graph is about. Which one here is our title? So what is this graph about?* (**NOTE:** The generic term for tropical cyclones is “storms.”)
 - *Now let's make sense of the information presented. On the left there is this label here. Read it out loud.*
 - *Beside it are numbers. What do these numbers refer to?*
 - *This at the bottom says “Year.” On top of that we have “1993”, “2003”, and “2013.” What do you think that this mean?*
 - *The height of the columns tell us the number of storms that passed in the years written. How many storms passed by the Philippines in 2003?*
 - *The other two columns are not exact. How do we find out how many storms passed in 1993?*
 - *Finally, how many storms passed the Philippines in 2013?*

4 CONCLUDING THE SESSION

Teacher asks: *What is the importance of studying graphs?*

Homework: Cut out a table or graph from a magazine or newspaper (Check the business section). For those without access to newspapers/magazines, copy graphs from books or periodicals in school.

OBJECTIVES

- **EN3PWR-IVd-e-22 and 29** Read words, phrases, sentences, and stories containing words with complex consonants (*kn, wr, gn*)
- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- **EN3RC-IVh-j-1.2** Interpret simple graphs and tables

DAY

3

1 SHARING OF HOMEWORK

- Teacher asks pupils to bring out their examples of graphs. He or she asks them to share with their partners:
 - *What is the graph's title? What is the graph about?*
 - *What information do you see on the left side?*
 - *What do you see at the bottom?*
 - *What can you learn from your graph?*
- For those without graphs:
 - *What are the different kinds of graphs you know of or have found out?*
 - *What does each one look like?*
 - *Do you know when each one can be best used?*

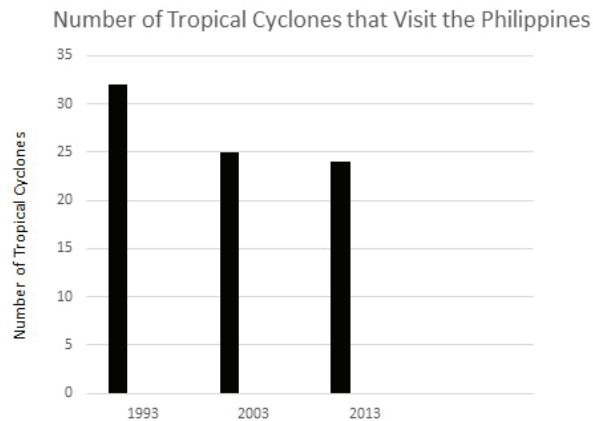
2 UNDERSTANDING TABLES AND GRAPHS

Teacher says: *Information can be presented in different ways. You have to think of the best way to show them so that people reading them have a clear idea of what you are communicating.*

NOTES

- Teacher posts the following and gives the following guidelines:
 - **Bar graph** – used to present information in visual form for easy comparison

(Use graph from previous day)



- *What is this graph about? What part of the graph tells us this?*
 - *Based on our discussion the previous day, what can you learn from this graph?*
 - *Please point to the different parts of the graph and tell us what it is about. (Remind pupils that the labels at the side and bottom are important as they tell us what the numbers mean.)*
 - *This is called a bar graph because we use bars like these to present information. When do you think is it best to use bar graphs? (Comparing information from different sources)*
- **Table** – used to present varied or many information in columnar form

Things Donated for Typhoon Yolanda

	From Village A	From Village B	From Village C
Water	80 liters	75 liters	100 liters
Food packs	90 packs	90 packs	70 packs
Blankets	30 pieces	45 pieces	25 pieces
Shoes/Slippers	35 pairs	40 pairs	25 pairs

- *Which village donated the most water? Food packs? Blankets? Shoes/Slippers?*
- *How many liters of water did Village A donate?*
- *Which two villages donated the same number of food packs?*
- *How many pairs of shoes/slippers did Village C donate?*



- Pie chart – used to present parts of a whole
 - *What does this pie chart show?*
 - *Which village donated the most?*
 - *Which village gave the least?*
 - *How do we know which village donated what?*
(The legend at the bottom)

NOTE: Explain that the legend serves as a guide. It tells what the information on the chart is. In this case, the light blue part represents the number of blankets given by Village A; the orange, from Village B; and, the grey, from Village C. Sometimes, we don't need to use a legend. For instance, in this pie chart, the parts could be labeled with the villages' names instead.

Teacher says: *I'm going to give you some information. With your partner, think of how you can best show this. Draw your table or graph in your notebooks. Remember the parts of the graph you choose to present your information. It should always have a title and the necessary labels.*



• **Put in a table or graph:**

Typhoons are stronger than Tropical Cyclones. In 2004, thirteen typhoons came to the Philippines. In 2006, there were eleven, while in 2007 there were ten.

(Reference: http://www.nscb.gov.ph/headlines/StatsSpeak/2008/081408_rav_typhoons.asp#_ftn3)

3 PHONICS: WORDS WITH COMPLEX CONSONANTS (KN, WR, GN)

a. Presentation

- Teacher posts this word list on the board. He or she points at each one, reads it out loud, and asks the pupils to repeat it.

NOTES

kn	wr	gn
know, known	wrap, wrapped	gnome
knew	wreck, wrecked	gnarled
knee	write	gnat
knife	wrong	gnaw
kneel	wrist	
knock	wring	
knot	wriggle	
knit	wrinkle	

**BRIDGING**

Ask pupils how they say these words in the Mother Tongue or in Filipino. For example, wrinkle is “gusot” in Filipino, and knot is “buhol.” Pupils may understand these words better.

**Teacher asks:**

- *What letter sound did the first column start with? (n) What about the second column? (r) The third? (n)*
- *What rule can we come up with regarding the pronunciation of these words? (The first letter is silent; the beginning sound is given by the second letter)*

Teacher asks: *Which words are new to you?*

- Teacher **acts out** the following while saying the word he or she is defining:

kneel, knock, knot (to tie together; also refers to the lump made by tying things tied together), **knit** (to make clothing from yarn or thread using special needles, like knitting a sweater), **wring** (to twist and squeeze, like a when you wring a wet shirt before hanging), **wriggle** (to twist from side to side, like the movement of a worm), **gnaw** (to chew, like a dog gnawing a bone)

- Teacher explains the following words:

wrinkle – a fold, like wrinkles on an old person’s face, or a wrinkle on your shirt

wrist – point to the body part; say also that’s why the watch you wear on your wrist is called a wristwatch

knob – point to the doorknob

gnome – similar to a dwarf

gnat – a small flying insect, like an ant with wings

gnarled – having many bumps and looking twisted, like gnarled tree roots, or an old person’s gnarled hands

b. Exercise

NOTES

Skill Builder 3 (page 16)

Phonics: Words with Complex Consonants (*kn, wr, gn*)

Identify the picture. Write *kn, wr, or gn* on the blanks.

(picture of knee, arrow pointing at knee) __ ee	(picture of a gnome – same as the garden dwarf) __ ome	(picture of a hand holding a pen and there's paper with words) __ ite
(picture of an old, gnarled hand) __ arled	(picture of knife) __ ife	(picture of a gnat – a small, flying insect) __ at
(picture of somebody littering and a big X mark over the image) __ ong	(picture of wrist, arrow pointing at wrist) __ ist	(picture of door knob) __ ob



4 CONCLUDING THE SESSION

Password: Tell your partner a new word you've learned today. Use it in a sentence.

Homework: Copy your spelling words in your notebooks. Practice your spelling using Look, Cover, Write, Check.

Spelling Words:

knew	wrapped	gnome
known	wrecked	gnarled
knock	wrong	gnaw

NOTE: Ask pupils to copy their spelling words. The spelling word list is different from the Skill Builder.

DAY

4

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3PWR-IVd-e-22 and 29** Read words, phrases, sentences and stories containing words with complex consonants (*kn, wr, gn*)
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- Identify subordinating conjunctions and understand their roles in complex sentences
- **EN3OL-IVa-j-5** Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)

I

SKILL BUILDER CORRECTION AND LESSON REVIEW

- Teacher leads pupils through the correction of the Phonics Skill Builder. He or she points to each word in the list and pronounces it. Pupils repeat the word.
- Teacher asks what other words with *kn, wr,* and *gn* they remember. He or she asks: *How do we pronounce these words?*

2

LEVELED READER: THE BIGGEST STORM (CHAPTER 4: PAGES 17 TO 21)

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall safety measures to be followed before a storm hits. He or she also reviews the concept of the emergency balde, called e-balde for short.

b. Unlocking of Words and Expressions

- Teacher explains the following:

(1) precaution



Teacher says: *We follow safety procedures before a storm comes. This means we take **precautions**. A precaution is done to: a) cause harm, b) prevent harm, c) show no interest? (b)*

(2) appliances



Teacher says: *A precautionary measure we can do is to turn off and unplug **appliances**. This will help prevent fires. In our classroom, what appliances can we unplug or remove from the socket? What appliances do you have at home?*

(3) eye of the storm, tail of the storm

Teacher asks the pupils to go back to the picture of a typhoon on the first Listening Story. He or she explains: *Can you see the middle of the storm? That is called the **eye of the storm**. Do you see how the winds seem to be going around that point? While the wind is swirling around, in the eye itself there is little rain and the wind is not very strong.*

*As the typhoon moves away from the eye, the wind and rain becomes stronger again. After the eye comes the **tail of the storm**. It is a time of wind and rain again, but once it has passed that's when we say the storm has excited the area.*

NOTES

c. Linking with the Story

Teacher asks: *What are some things to remember before, during, and after a storm?*



DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups, and this time he or she will start with Group 2. While teacher works with Group 2, Group 1 pupils will do silent reading of the previous chapter. Then, they will switch.

Group 1	Group 2
<p>Group 1 pupils silently read the previous chapter (Chapter 3: pages 12 to 15) to help refresh their memory about the flow of the story.</p> <p>If they finish early, they can scan Chapter 4: pages 17 to 21. They can familiarize themselves with the pictures, which they can use to help them decode the text.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 4: pages 17 to 21) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>

NOTES

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 4: pages 17 to 21) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently read the previous chapter (Chapter 3: pages 12 to 15) to help refresh their memory about what happened beforehand.</p> <p>If they have time, they can read again Chapter 4: pages 17 to 21 so they can review the words they had difficulty with during the read aloud by pairs.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to the prompt before the story reading:
What are some things to remember before, during, and after a storm?
- Teacher divides the class into six groups. He or she tells the pupils that they will do an informational campaign about what to do before, during, and after a storm. An informational is like an advertisement (or commercial) with the purpose of giving factual information to the viewers. Pupils must get their details from the story. Like in the previous role playing, each one must take part in this activity.
 - Groups 1 and 2 – *What should we do before a storm?*
 - Groups 3 and 4 – *What should we do during a storm?*
 - Groups 5 and 6 – *What should we do after a storm?*
- Teacher tells pupils that they will only have ten minutes to do this. He or she reminds them to stay focused on the task. He or she goes around and checks that each one is contributing.
- Teacher settles the class after ten minutes. He or she asks the following:
 - *What precautionary or preventive measures should we follow before a storm hits, Group 1?*
 - *Group 2, what is your advice?*
 - *What should we do during a storm, Group 3?*
 - *Group 4, what about your ideas?*

- *What should we remember after a storm, Group 5?*
- *Do you have the same advice, Group 6?*
- *What is the purpose of doing these things?*
- *Why did it say, “We can help by not getting hurt?” How can we help if we are not hurt?*

3

GRAMMAR: SUBORDINATING CONJUNCTIONS

a. Presentation

- Teacher writes these sentences on the board and asks the pupils to read each one:

Once the typhoon arrives, stay indoors.

If you live in a low area, go to a higher spot.

When the tail passes, the wind and rain will stop.

- Teacher underlines the highlighted words. He or she says:

Once, If, and When introduces a group of words that state or describe something. On its own, these group of words do not make sense: *Once the typhoon arrives; If you live in a low area; When the tail passes.* It's like asking – *When the typhoon arrives...what happens? If you live in a low area...what then? When the tail passes...what now?*

After the group of words that have **once, if, and when**, there is another set of words that make sense on their own. Look, for example, at the first sentence. (Teacher covers “Once the typhoon arrives.”) *What is left in the sentence? (“stay indoors”)* Does “stay indoors” make sense on its own? (Yes).

Once, if, and when therefore connect a group of words that cannot stand on its own (called a subordinate clause) with another set of words that makes sense and can stand on its own (a main clause or independent clause). **Once, if, and when** are examples of **subordinating conjunctions**.

- Teacher also explains:

If the dependent clause is found at the beginning of the sentence, put a comma before the independent clause. All three sentences above follow this format.

If the dependent clause comes after the independent clause, there is no comma. Look at these examples:

Stay indoors once the typhoon arrives.

Go to a higher spot if you live in a low area.

The wind and rain will stop when the tail passes.

NOTES

b. Practice: Skill Builder 4 (page 22)

- Conjunction Train: Think of conjunctions as cars in a train. They link up with other cars to form the whole train.
- Connect the different cars of the train to form meaningful sentences. Write your answers in your notebooks. Observe correct capitalization and punctuation.

as the storm stay inside
passes

1. _____

you because you're safe
listened

2. _____

check the the storm after
damage

3. _____

someone if call an adult
needs help

4. _____

you help you care because
others

5. _____

4

CONCLUDING THE SESSION



Teacher asks: *What is the role of conjunctions in sentences?*
(They link groups of words to form meaningful sentences.)

Homework: Review the spelling words and coordinating and subordinating conjunctions.

OBJECTIVES

- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- **EN3F-IVc-d-1.4** Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation
- Identify conjunctions and their roles in complex sentences

DAY

5

WEEKLY ASSESSMENT

a. Spelling

Teacher gives the spelling test using words from the spelling list. He or she uses each word in a sentence and asks pupils to write it. Pupils check each other's work after.

b. Grammar: Subordinating Conjunctions

- Teacher posts or writes the following on the board. Pupils answer in their notebooks. The class checks after.
- Identify the subordinating conjunction in each sentence. Write it in your notebooks.
 - Check your surroundings after the storm has passed.
 - Before going out, check that it is safe.
 - Call an adult if you are unsure.
 - When you are safe, you help others too.
- Connect the dependent and independent ideas using the given conjunction. Write the complete sentence in your notebooks. Take note of your capitalization and punctuation.

1.	you hear the warning	start preparing	once
2.	if	you are ready	there will be less damage
3.	you help others	when	you stay safe

NOTES

2

REVISITING A FAMILIAR TEXT

a. Rereading of the Story

- Teacher divides the class into groups with four members each. He or she tells pupils that they will reread the story *The Biggest Storm*. Pupils in the group take turns reading a page each.

b. Extra Fun

- Teacher tells the pupils to answer the activity on page 23.
- Phonics: Complex Consonants (*kn, wr, gn*)

A. Word Wizard (Easy): Change the last two letters of the previous word to form a new one. Use the picture clues to guide you.

1. wring
2. wri _ _
3. wri _ _

B. Word Wizard (Difficult): Change one letter at a time, each time forming a new word. Use letter clues to guide you.

1. knee
2. kne _
3. kn _w
4. kno _
5. kn _t

3

CONCLUDING THE SESSION

- Teacher asks the pupils to state three safety measures they think are the most important. Pupils share with their partners. Teacher calls on some pairs to share with the class.

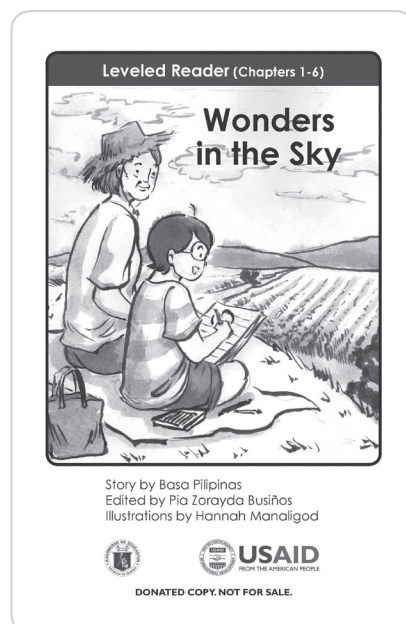
WEEK

37

TEACHER'S GUIDE

GRADE 3
ENGLISH

**THEME: NATURAL OBJECTS IN THE SKY AFFECT
ONE'S DAILY ACTIVITIES**
LEVELED READER: WONDERS IN THE SKY



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 3
ENGLISH
QUARTER 3, WEEK 37 (50 MINUTES PER DAY)**

Theme: Natural Objects in the Sky Affect One's Daily Activities

Leveled Reader: *Wonders in the Sky*

(Author: Basa Pilipinas; Editor: Pia Zorayda Busiños; Illustrator: Hannah Manaligod)

Day	Domain	Objectives	Subject Matter
I	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean • Identify rhyme and give words that rhyme * 	<ul style="list-style-type: none"> • Listening Story: "Wonders in the Sky" • Vocabulary: Words from the Text; Rhyming Words • Comprehension: Noting details, Making Inferences • Study Skills: Note Taking
	LC	<ul style="list-style-type: none"> • EN3LC-IVa-j-2 Activate prior knowledge based on the stories read • EN3LC-IIIa-j-2.1 Listen to a literary text and note important details • EN3LC-IVe-f-3.7 Give personal accounts related to the story (anecdotes, past experiences) 	
	SS	<ul style="list-style-type: none"> • Take down notes * 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher explains the weekly theme and asks pupils what they know about natural objects in the sky. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils' prior knowledge by asking what they know about the sun. Teacher unlocks words and expressions using context clues. Teacher links what pupils know with the story. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Teacher reads aloud the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher rereads the story, then checks for comprehension by asking questions about the text. Teacher reads the riddle again and asks pupils to take down notes about the clues given in the riddle. <p>3. Understanding Rhyme</p> <ul style="list-style-type: none"> Teacher presents lesson on rhymes. Teacher asks pupils to give words that rhyme with the given word. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share what they know natural objects in the sky based on their Science lessons. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share what they know about the sun. Pupils get the meanings of words using context clues. Pupils respond to teacher's prompt. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Pupils listen attentively to the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils listen to the second reading and answer teacher's questions about the text. Pupils listen to the riddle and write down the clues given in the riddle. <p>3. Understanding Rhyme</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson presentation. Pupils give words that rhyme.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
1			
2	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean • Identify rhyming words 	<ul style="list-style-type: none"> • Leveled Reader: <i>Wonders in the Sky</i> (Chapter 1: pages 1 to 5) • Vocabulary: Words from the Text; Rhyming Words • Comprehension: Noting Details, Making Predictions • Composition: Writing a simple poem
	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	
	LC	<ul style="list-style-type: none"> • EN3LC-IVa-j-2.6 Retell parts of the story 	
<p>DOMAINS: * – Competencies added by Basa Pilipinas OL – Oral Language PA – Phonological Awareness BPK – Book and Print Orientation (Knowledge) AK – Alphabet Knowledge PWR – Phonics and Word Recognition F – Fluency S – Spelling</p>			

Teacher Activities	Learner Activities
<p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to read the riddle (in poem form) again. Homework: List as many words you could think of that rhyme with “sun.” Write them in your notebook. 	<p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils read the riddle again. Homework: Pupils list words that rhyme with “sun” in their notebooks.
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to share their list of rhyming words to their partners. Teacher calls some pupils to share the class after. <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher recalls events in the Listening Story read in the previous meeting. Teacher unlocks words and phrases using context clues and pictures. Teacher links what pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into two groups based on their reading levels. Teacher assigns silent activity to Group 2 as he or she listens to Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher goes back to the silent activity and asks pupils to share their answers. Teacher asks questions about the text to check for understanding. Teacher asks pupils to make a prediction chart and share their predictions with their classmates. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share their list of rhyming words. <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils recount events in the Listening Story read in the previous meeting. Pupils give meanings of words and phrases using context clues and pictures. Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils join their groups based on their reading levels. Group 2 pupils do silent activity while Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share their answers in the silent activity. Pupils answer questions about the text. Pupils make their prediction charts and share their answers.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
2	C	<ul style="list-style-type: none"> Write a simple poem * 	
3	PWR	<ul style="list-style-type: none"> EN3PWR-IVd-e-22 and 29 Read words and phrases, sentences, and stories with consonant clusters 	<ul style="list-style-type: none"> Poetry reading Phonics: Review of words with consonant clusters Grammar: Prepositions
	S	<ul style="list-style-type: none"> EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	
	G	<ul style="list-style-type: none"> EN3G-IVg-h-7.3 Use the more frequently occurring prepositions 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>3. Understanding Poetry</p> <ul style="list-style-type: none"> Teacher presents lesson on poetry and talks about basic elements (lines, stanza, rhyme, rhyme scheme). Teacher gives practice exercise on writing a rhyming verse. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to share their poems. Homework: Find a poem about the sun or nature. Copy it in your notebook. <p>NOTE: Pupils who don't have access to a library can write their own poems instead.</p>	<p>3. Understanding Poetry</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson on poetry. Pupils complete a rhyming verse based on the given pattern. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils share their poems. Homework: Pupils find poems about the sun or nature. They copy it in their notebooks. Those who do not have access to a library write their own poems instead.
<p>1. Sharing of Homework</p> <ul style="list-style-type: none"> Teacher asks pupils to share the poems they found (or wrote, as the case may be). <p>2. Phonics: Consonant Clusters (<i>thr, shr, squ</i>)</p> <ul style="list-style-type: none"> Teacher presents lesson on consonant clusters (<i>thr, shr, squ</i>). Teacher gives class exercise on consonant clusters. Teacher asks pupils to answer Skill Builder 1 on page 6. <p>3. Grammar: Review of Prepositions</p> <ul style="list-style-type: none"> Teacher reviews lesson on prepositions. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher reviews the meaning of the word "preposition." Homework: Choose three prepositions. Illustrate and use each in a sentence. 	<p>1. Sharing of Homework</p> <ul style="list-style-type: none"> Pupils share their poems. <p>2. Phonics: Consonant Clusters (<i>thr, shr, squ</i>)</p> <ul style="list-style-type: none"> Pupils listen to and participate in the lesson presentation. Pupils participate in the class exercise. Pupils answer Skill Builder 1 on page 6. <p>3. Grammar: Review of Prepositions</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson on prepositions. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils note the word "position" in "preposition." Homework: Pupils illustrate three prepositions and use each in a sentence.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
4	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Wonders in the Sky</i> (Chapter 2: pages 7 to 10)
	PWR	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy 	<ul style="list-style-type: none"> • Vocabulary: Words from the Text • Comprehension: Noting Details, Making Inferences
	F	<ul style="list-style-type: none"> • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell) 	
	G	<ul style="list-style-type: none"> • Use the correct preposition to complete a sentence * 	

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Teacher Activities	Learner Activities
<p>1. Sharing of Homework</p> <ul style="list-style-type: none"> Teacher asks pupils to share their homework on prepositions. <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils' prior knowledge by recalling details from the previous story read. Teacher unlocks words from the story using context clues and pictures. Teacher links what the pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into two groups according to their reading levels. Teacher tells pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher goes back to the prediction charts from the previous meeting (Day 2). Teacher divides the class into six groups. He or she assigns text-related tasks. Teacher asks questions about the text and asks the groups to present their answers. <p>3. Grammar: Prepositions</p> <ul style="list-style-type: none"> Teacher presents a song about prepositions. Teacher asks pupils to answer Skill Builder 2 on page 11. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to share something new they learned in class. Homework: Review your spelling words and prepositions. 	<p>1. Sharing of Homework</p> <ul style="list-style-type: none"> Pupils share their homework. Pupils check that the prepositions are used correctly. <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils recall details from the previous story read. Pupils derive the meanings of words using context clues and pictures. Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils go into two groups according to their reading levels. Pupils in Group 1 scan the reading material while pupils in Group 2 read with teacher. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils review their predictions from Day 2. Pupils join their groups and do text-related tasks. Pupils answer the questions through their group presentations. <p>3. Grammar: Prepositions</p> <ul style="list-style-type: none"> Pupils listen then sing the song as review. Pupils answer Skill Builder 2 on page 11. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils share something new they learned for the day. Homework: Pupils review their spelling words and prepositions.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
5	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	<ul style="list-style-type: none"> • Weekly Assessment: • Spelling – Words with consonant clusters (thr, shr, squ) • Grammar – Adverbs of Manner • Rereading of the Story • Writing: Riddles
	F	<ul style="list-style-type: none"> • EN3F-IVc-d-1.4 Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation 	
	G	<ul style="list-style-type: none"> • Use prepositions correctly * 	
	C	<ul style="list-style-type: none"> • Write a poem * 	

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Teacher Activities	Learner Activities
<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Teacher corrects Skill Builder Exercise on prepositions. • Teacher gives the spelling test. <p>2. Reading: Revisiting a Familiar Text</p> <ul style="list-style-type: none"> • Teacher divides class into groups of four and asks pupils to take turns reading the text. <p>3. Understanding Poetry</p> <ul style="list-style-type: none"> • Teacher reviews elements of poetry. • Teacher gives cooperative writing exercise. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils to share their poems. 	<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Pupils check Skill Builder 2 on page 11. • Pupils spell the words given. <p>2. Reading: Revisiting a Familiar Text</p> <ul style="list-style-type: none"> • Pupils reread the story of <i>Wonders in the Sky</i>. <p>3. Understanding Poetry</p> <ul style="list-style-type: none"> • Pupils review elements of poetry. • Pupils engage in cooperative writing and write their poems. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils share their poems.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

DAY

1

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3LC-IVa-j-2** Activate prior knowledge based on the stories to be read
- **EN3LC-IIIa-j-2.1** Listen to a literary text and note important details
- **EN3LC-IVe-f-3.7** Give personal accounts related to the story (anecdotes, past experiences)
- **Study Skills:** Take down notes



BRIDGING WITH SCIENCE

For the next three weeks, the class will be learning about how natural objects in the sky affect the earth, the people, and one's daily activities. Please begin the week by asking pupils what they have learned about the sun in their Science class: where it rises, where it goes when it sets, how important it is.

On-going Assessment: In Weeks 37 to 39, pupils note details in the story and explain the reason behind natural occurrences. The teacher focuses on asking five pupils a day and uses the grid below to assess their use of textual information to support their responses.

		1	2
RC	Notes details in the text to explain natural occurrences: night and day, phases of the moon, stars, and constellations	Does not use information from the text to support explanations of natural occurrences	Uses information from the text to support explanations of natural occurrences

Note: In Weeks 37 to 39, the teacher will ask five pupils a day to explain events in the story such that all pupils will be assessed in the course of the three-week period.

SHARING INFORMATION

Teacher explains that the weekly theme will be about the natural objects in the sky. He or she asks pupils what they see in the sky. Teacher then asks pupils to share what they know about the sun, the moon, and the stars.

NOTE TO TEACHER

In Week 35, observe pupils' use of information from the text during activities such as:

- Orally: After Reading – Comprehension Check
- Written: Poetry Writing

2

LISTENING STORY

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils what they know about the sun. He or she asks:
 - *Where does the sun go at the end of the day?*
 - *From what direction does it rise? Where does it set?*
 - *Do we need the sun? Why?*

b. Unlocking Words and Expressions

- Teacher tells pupils that there are words and ideas they need to know to understand the story better. He or she explains the following.

(1) riddle

Teacher says: *A riddle is a word puzzle. It is written in question form, with clues or hints included in the question.*

(2) keep notes

Teacher says: *In class, you keep notes. That means you write down the important facts or ideas in your notebooks. It also means you record what you observe or see, hear, feel, and experience.*

(3) seem to be nowhere

Teacher explains: *When you seem to be nowhere, it appears or looks like that you cannot be seen. We can say that things we cannot see or find seem to be nowhere, yet they are just around. For example, the sun can seem to be nowhere at night.*

c. Linking with the Story

Teacher says: *Does the sun go away when it seems to be nowhere in the sky?*

DURING READING ACTIVITY

- Teacher says that they will be listening to the story, *Wonders in the Sky*. It is written by Basa Pilipinas.
- Teacher reads aloud the following story while pupils look at the picture on the cover.

Wonders in the Sky

Written by Basa Pilipinas

The big hill on Lola’s farm is my favorite spot to sit. When I want to think, I go and sit on the hill. It may be daytime or early evening, but it is always wonderful. It is quiet (except for Rosa, our noisy goat) and I can read, write, and look around the entire farm. Sometimes, I feel like I am queen of the farm when I sit on “my hill.”

Lola sits with me when she has time and we talk about the farm and what the sky looks like.

The last time Lola and I talked on the hill, she said she had an idea.

“Cecile,” she said, looking at me. “Why don’t you use your little notebook and keep notes on what you see on your hill this summer.”

I thought about what Lola told me and I got excited. I also thought of the pictures that I can draw. The next time I went to the hill, I brought my notebook and pencils. I went right after I had my lunch

NOTES



BRIDGING

Let pupils share legends about how the sun, moon, and stars came to be.

Pupils may also know local stories that explain natural phenomena, like how night and day happens.



NOTES

and it was a very sunny day. After a little while, Lola came up the hill and sat with me.

“What are you writing about, Cecile?” Lola asked. I showed her the picture of the sun and a riddle I had written.

“Hmmm....,” said Lola. “I like your picture of the sun and your riddle is clever. You are a smart girl.”

I asked Lola if she could solve the riddle. The riddle was:

I am here all the time,
 And give light at daytime.
 But I seem to be nowhere,
 When the night comes near.
 I am closer than any other star,
 I am important even from afar
 I can be yellow, orange or red,
 I say goodbye when you go to bed!

Lola smiled, gave my arm a squeeze and said, “The sun!”

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back and reads the story again, then asks the following to check for understanding:
 - *Who is talking in the story?*
 - *How would you describe her?*
 - *Where did she say is her favorite spot? Why is this place special for her?*
 - *Who joins her in this spot?*
 - *What did Lola tell Cecile one day?*
 - *Does Cecile like Lola's idea? Why?*
 - *What did Cecile write?*

b. Note-Taking

- Teacher says that he or she will read the riddle again. He or she asks the pupils to write in their notebooks the clues or hints in the riddle. **Teacher asks:** *Will you write down everything I say? What are the things you will write down?*
- Teacher then reads the riddle again.

- After, teacher asks pupils to share their notes to their partners. He or she asks some pairs to share what they have written to the class. The important words or clues in the riddle are:
 - *here all the time*
 - *give light at daytime*
 - *nowhere when night comes near*
 - *closer than any other star*
 - *important; far*
 - *yellow, orange, red*
 - *goodbye when you go to bed*
- Teacher processes the activity: *When taking down notes, what are the things you need to write?*
- **NOTE:** Supply the term “key words” to refer to the important words in a text.

3 UNDERSTANDING RHYME

a. Presentation

- Teacher writes the riddle on paper and posts it on the board. He or she reads the riddle, then asks the pupils to read it together.

*I am here all the time,
And give light at daytime.
But I seem to be nowhere,
When the night comes near.
I am closer than any other star,
I am important even from afar
I can be yellow, orange or red,
I say goodbye when you go to bed!*

- Teacher underlines the following words. He or she reads the pairs of words aloud.

time – daytime star – afar red – bed

Teacher says: *Listen to the last vowel and consonant sound:*

1st pair – “ime” (aym)

2nd pair – “ar”

3rd pair – “ed”

NOTES



BRIDGING

Tell pupils that riddles are called *bugtong* in Filipino. Ask pupils to share what riddles or *bugtong* they know of. They can share in the Mother Tongue or in Filipino, then teacher translates the *bugtong* in English.



NOTES

- We say that words with the same end sound rhyme.
- The spelling of the words may be different, but if they have the same end sound, then they rhyme. For example: **time – rhyme**. The end sound for both is still “ime” (*ym*) despite the difference in spelling.

b. Practice: Rhyme Time

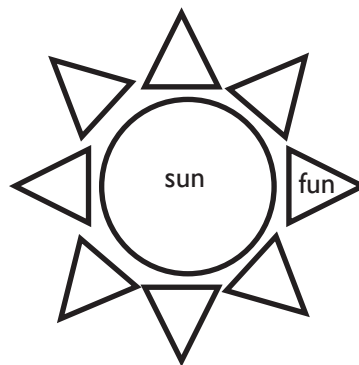
- Class plays by row. Teacher says a word and each row must give a word that rhymes with it. Pupils cannot repeat a word that has already been given.

4

CONCLUDING THE SESSION

- Teacher asks the class to read the riddle/poem together.

Homework: List as many words you could think of that would rhyme with “sun.” Write them in your notebook using this visual aid.



OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3LC-IVa-j-2.6** Retell parts of the story
- **Vocabulary:** Identify rhyming words
- **Composition:** Write a simple poem

DAY

2

1 SHARING OF INFORMATION

- Teacher asks pupils to bring out their homework and share with their partners their list of rhyming words.
- Teacher goes around and listens to the pupils. Then, he or she calls on some pairs to share their rhyming word list.

2 LEVELED READER: WONDERS IN THE SKY (CHAPTER 1: PAGES 1 TO 5)

NOTE TO TEACHER

1. The Leveled Reader, *Wonders in the Sky*, is used for Weeks 37-39. Each leveled reader has two levels. To identify one level from the other, look at the cover where the Grade level is indicated. The higher and relatively challenging level is signified by a single dot, while the lower and relatively easy level is signified by a single dot. These look like the following:



● **Single dot Leveled Reader:**
Relatively easy level



● **Double dot Leveled Reader:**
Relatively more challenging level

2. During the Listening Story, for the first week, the pupils will look at the illustration on the cover of the book. On the second week, the pupils look at the illustration on the right inside cover (p. 37). For the third week, they look at the illustration on the left inside cover (p. 36).

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall details about the Listening Story. He or she asks:

NOTES

- *Who is the speaker in the story? How would you describe her?*
- *Where does she love going?*
- *Who sits with her there?*
- *What was the last thing they talked about?*

b. Unlocking Words and Expressions

- Teacher tells pupils that before they read more about Cecile and her Lola, they need to understand some words from the story. He or she explains the following.

(1) squeezes

Teacher holds a squeeze ball (or any object that would be appropriate, e.g. calamansi) and says: *Look at my hand. I'm closing it tight on this object. I'm squeezing it. What happens when you squeeze an object?*

(2) shrivels

Teacher says: *If I leave a flower out in the middle of the field all day, it will dry up and **shrive**. What will happen to it?*

To shrivel therefore means: a) to grow bigger and healthier; b) to become strange and different; c) to shrink and become smaller? (Answer: c)

(3) squirm

Teacher acts out the word (bending and twisting) and says: *This is to **squirm**. Sometimes when we are uncomfortable or when we want to go already, we squirm in our seats.*

(4) squiggles

Teacher shows the picture on page 3 and says: *These wavy lines are **squiggles**. Teacher then asks for a volunteer to draw squiggles on the board.*

c. Linking with the Story

Teacher asks: *What does this picture of the sun tell you? (Sample answers: The sun is shining; It is very hot; The sun has powerful rays.)*

DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups. Based on assessment and prior knowledge of the pupil's ability, teacher assigns pupils to either Group 1 or 2. Pupils who are less proficient readers can join Group 1 while pupils who are able to read at average or advanced level can join Group 2. Group 1 will read the relatively easy leveled reader while Group 2 will read the relatively difficult one.
- While the teacher works with Group 1, Group 2 pupils will silently do the activity posted on the board. Then, they will switch.

NOTES

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 1: pages 1 to 5) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently do the activity posted on the board:</p> <p>What does the sun make you think of? Why?</p>
<p>Group 1 pupils silently do the activity posted on the board:</p> <p>What does Cecil think about the sun?</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 1: pages 1 to 5) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to the silent activity and asks:

Pupils in Group 2, what does the sun make you think of?
(Call some pupils to share.)

Pupils in Group 1, what does Cecil think about the sun?
(Call some pupils to share.)

NOTES

b. Prediction Chart

- Teacher asks the pupils to draw two columns in their notebooks. He or she tells pupils to fill it up.

Cecile's Questions	My Predicted Answers

- Teacher asks pupils to share with their partners. Then, he or she calls some pairs to share with the class.

3

UNDERSTANDING POETRY

a. Presentation

- Teacher posts the riddle from the previous meeting. The class reads it together.

I am here all the time ,	a
And give light at daytime .	a
But I seem to be nowhere,	b
When the night comes near.	c
I am closer than any other star ,	d
I am important even from afar	d
I can be yellow, orange or red ,	e
I say goodbye when you go to bed	e

- Teacher explains poetry or poems:
 - This riddle is written in poem form. A poem is a way of communicating thoughts or ideas in a more creative way or manner.*
 - Poems are not written in sentences; instead it uses **lines**. A line is a set of words that expresses a thought. A collection or set of lines is called a **stanza**.*
 - Let's look at our riddle again. How many lines does it have? (8 lines) What's the first line? What's the fourth line? What's the eight line?*
 - How many stanzas does it have? (1 stanza)*
- Teacher explains rhyme in poetry:
 - We said that poetry is communicating ideas in a more creative way. What makes it creative? (Hint: If you read our riddle, what do you notice with the end words?)*

NOTES

- Using rhymes is one of the ways that make poems creative. Let's review rhyme and rhyming words from the previous lesson. When do we say words rhyme? In our riddle, which words rhyme? (Teacher underlines the rhyming pairs in different colors, as shown above.)
- The color code shows which words rhyme: the words in yellow are rhyming, the ones in blue are rhyming, and the ones in green are rhyming, too. We can also show the pattern of rhyming words by using letters of the alphabet.
- We always put **a** for the first line. Because the second line rhymes with the first, we also put **a** for the second line. Now does the third line rhyme with lines 1 and 2? (No) Therefore we use the next letter of the alphabet, which is **b**. How about the fourth line, does it rhyme with the third line? First and second lines? What letter should we put for the fourth line? (**c**).
- Teacher continues until all the lines have been assigned letters from the alphabet. Teacher says:

Now we see that we have: **aabcddee**. This tells us the pattern of rhyming words. This is called the **rhyme scheme**.

For our riddle, the rhyming pattern tells us that lines 1 and 2 rhyme, lines 5 and 6 rhyme, and lines 7 and 8 rhyme.

b. Practice Writing

- Teacher tells pupils to complete the short poems below. Both has the **aabb** pattern. Pupils choose the correct words from the box.

near afar there high

Beautiful morning star Sun, moon, and stars up _____
 Brightly shining from _____ At times you seem to be nowhere
 I wish to touch you, dear But I know you are up _____
 If only I could get _____ Shining always in the sky

c. Exercise

- Teacher tells pupils to supply words that rhyme to complete the poem. Note the pattern of rhyming words as shown by the color code (both yellow should rhyme, both blue should rhyme).

I like the warm, yellow **sun**
 It makes daytime bright and _____
 It gives light so I can **play**
 Run and write and dance all _____

Teacher asks: What is the rhyme scheme of this poem? (aabb)



NOTES

4

CONCLUDING THE SESSION

- Teacher asks for volunteers to read their poems to the class.

Homework: Look for a poem about the sun or nature. Copy it in your notebook.

NOTE: If pupils do not have access to a library, have them write their own poems about the sun or nature. They can ask help at home.

DAY

3

OBJECTIVES

- EN3PWR-IVd-e-22 and 29** Read words, phrases, sentences, and stories with consonant clusters
- EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- EN3G-IVg-h-7.3** Use the more frequently occurring prepositions

I

SHARING OF INFORMATION

Teacher asks pupils to bring out their homework and share their poems with their partners. He or she asks some pupils to share the poems they found or wrote to the class.

2

PHONICS: CONSONANT CLUSTERS
(THR, SHR, SQU)

a. Presentation

Teacher writes the following words on the board. He or she points to each one, reads it, and asks the class to say it after.

Word List:

<i>thr</i>	<i>shr</i>	<i>squ</i>
throw	shrivel	squeeze
three	shrink	squirm
throat	shrimp	squash
thrive	shrill	square
	shrug	squid
		squiggle

NOTES

- Teacher explains the words in the list through drawing/pictures (ex: shrimp, squid, square), actions (ex: throw, shrink, shrug), context clues (ex: thrive, shrill), or pointing to the thing itself (ex: throat). Some of the words have been unlocked previously but can be reviewed (squeeze, shrivel, squiggle).
- Teacher notes the sound patterns for each group:
 - *thr* – soft **th** sound + **r**
 - *shr* – **sh** digraph sound + **r**
 - *squ* – **sk** sound; note also spelling: **q** is always followed by **u**

b. Game

- Teacher divides the class into Team A and Team B. Each group sends a representative in front. The teacher asks the representatives to draw or act out a word from the list. The pupils in their seats guess the word. The first pupil who guesses correctly wins a point for his or her team. The team with the most points at the end of game wins.

c. Individual Exercise

- Teacher asks pupils to answer Skill Builder 1 on page 6.

Skill Builder 1

Phonics: Consonant Clusters (*thr, shr, squ*)

Spelling Words

squeeze squash thrive
 squiggle shrivel three
 squirm shrug throat



A. Fill in the blanks to with *thr, shr, or squ* to complete the words.


1. Worms ___uirm on the ground.
2. They can't ___ug because they have no shoulders.
3. They ___ive on fruits and vegetables.
4. An overripe ___ash is something they eat.
5. Plants ___ivel when worms eat them.


NOTES

B. Use the picture clues to complete the words. Write *thr, shr, squ* on the blanks.

1. ___ ee **3**

2. ___ iggle 

3. ___ oat 

4. ___ eeze 



3

GRAMMAR: REVIEW OF PREPOSITIONS

- Teacher brings out a basket or draws one on the board. He or she then brings out a ball. Teacher asks a pupil to place this ball at different points.
 - Go **towards** the basket.
 - Put the ball **beside** the basket.
 - Shoot the ball **into** the basket.
 - Throw the ball **over** the basket.
 - Place the ball **under** the basket.
 - Dribble the ball **along** the corridor.
- Teacher writes towards, beside, into, over, and under on the board. He or she asks what these words show. (It shows direction or location of an object.) Teacher asks pupils if they remember what these words are called. (Supply the term “Prepositions” if pupils can’t recall).
- Teacher points out how the name **preposition** has the word position in it – they can use that to remind themselves how prepositions show the position of an object. When prepositions show the direction or position/location of an object, they are called **prepositions of place**.

We use prepositions to talk about place. Example:

Lola and Cecile sit on the hill.

preposition place reference

4 CONCLUDING THE SESSION

- Teacher asks pupils to define prepositions and to give examples.

Homework: Choose three prepositions. Illustrate the prepositions and use each in a sentence.

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3OL-IVa-j-5** Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)
- **Grammar:** Use the correct preposition to complete a sentence

DAY

4

1 SHARING OF HOMEWORK

Teacher asks pupils to bring out their homework on prepositions. Pupils share their work with their partners. Partners check that the use of prepositions is accurate. Teacher calls some pupils to share their work to the class.

2 LEVELED READER: WONDERS IN THE SKY (CHAPTER 2: PAGES 7 TO 10)

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to bring out their charts of Cecile's questions about the sun and their predictions. Teacher asks pupils what they know so far about the sun from Cecile's riddle and Lola's explanations.

b. Unlocking of Words and Expressions

- Teacher says that before they read more, they will learn new words to help them understand the story better. He or she explains the following:

NOTES

(1) thrive

Teacher reviews this word which was included in the phonics list. He or she asks: *When a plant is growing well, has healthy leaves and stems, and is bearing much fruit, we say that it is thriving. So what does thrive mean?*

(2) rotate, rotation

Teacher brings out a guava and a santol. He or she asks a pupil to hold the santol and says: *Let us pretend that this santol is the sun. It does not move. Now let us imagine that this guava I am holding is the earth. The earth moves – it turns around like this.* Teacher turns the guava around and continues. *We say the earth rotates. The earth never stops this rotation or spinning around, we just do not feel it because the earth is so big.*

c. Linking with the Story

Teacher asks: *Did the story of The Biggest Storm end with damage and destruction?*

DURING READING ACTIVITIES

- Teacher explains to the pupils that they will work in two separate groups, and this time he or she will start with Group 2. While teacher works with Group 2, Group 1 pupils will do silent reading of the previous chapter. Then, they will switch.

Group 1	Group 2
<p>Group 1 pupils silently read the previous chapter (Chapter 1: pages 1 to 5) to help refresh their memory about the flow of the story.</p> <p>If they finish early, they can scan Chapter 2: pages 7 to 10. They can familiarize themselves with the pictures, which they can use to help them decode the text.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 2: pages 7 to 10) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 2: pages 7 to 10) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently read the previous chapter (Chapter 1: pages 1 to 5) to help refresh their memory about what happened beforehand.</p> <p>If they have time, they can read again Chapter 2: pages 7 to 10 so they can review the words they had difficulty with during the read aloud by pairs.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to the pupil’s prediction charts: *Did you answer Cecile’s questions correctly based on the story?*
- Teacher calls on some pupils who guessed correctly to read aloud their predictions about what would happen when there is no sun, where the sun goes at night, and what causes night and day.
- Teacher divides the class into six groups. He or she says that they will all present a mini-dramatization. Each group will think of how to show the following:

Group 1: *What is the importance of the sun? Show what happens because we have the sun.*

Group 2: *What would happen if there is no sun? Show our world if the sun suddenly stops shining.*

Groups 3 and 4: *What causes daytime? Show how the sun comes up in the same direction every day.*

Group 5 and 6: *What causes nighttime? Show how the sun sets in the same direction every day.*

- Teacher tells pupils that they will only have ten minutes to do this. He or she reminds them to stay focused on the task. He or she goes around and checks that each one is cooperating.
- Teacher settles the class after ten minutes. He or she asks:
 - *Why is the sun important? Group 1, please present.*
 - *What would happen if there is no sun? Group 2, please present.*

NOTES

- *What causes daytime? Group 3, please present.*
- *Do you have the same explanation, Group 4? Please show us.*
- *What causes nighttime? Group 5, please present.*
- *Do you have the same explanation, Group 6? Please show us.*

NOTE: Process presentations. If the group missed an important information, or if what was shown was not accurate, point that out and provide the needed explanations.

3

GRAMMAR: PREPOSITIONS

- Teacher reviews prepositions from the previous lesson. He or she shows this preposition song, sung to the tune of *Twinkle, Twinkle, Little Star*.

Above, across, under, to

Between, beside, below, into

Behind, before, around, inside

Of, on, in, through, outside

Around, for, from, and at

Prepositions here, there, that!

NOTE: This is not a complete list of prepositions. Also, “here, there, that” are not prepositions.

- Teacher then asks pupils to answer the Skill Builder Exercise on page 11.

Skill Builder 2**Grammar: Prepositions**

Write the correct preposition on the blank to complete each sentence.

1. What happens when the sun is not _____ (in, of) the sky?
2. Does it go _____ (for, under) the ground to hide?
3. Or does it go hiding _____ (from, behind) the hills?
4. Lola says the earth goes _____ (around, into) the sun.
5. The earth's rotation makes us see the sun go _____ (on, up) in the morning.
6. As the earth turns, we also see the sun go _____ (for, down) at nighttime.



4 CONCLUDING THE SESSION



Teacher asks: *What is something new that you've learned from our lesson?*

Homework: Review your spelling words and prepositions.

OBJECTIVES

- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- Grammar: Use prepositions correctly
- **EN3F-IVa-j-1.10.1** Read aloud from familiar prose consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation
- **Composition:** Write a poem

DAY

5

1 WEEKLY ASSESSMENT

a. Grammar

- Teacher writes the answers to the Skill Builder Exercise on Prepositions. Pupils check their partners' answers.

b. Spelling

- Teacher gives the spelling test using words from the spelling list. He or she uses each word in a sentence and asks pupils to write it. Pupils check each other's work after.

2 READING: REVISITING A FAMILIAR TEXT

- Teacher divides the class into groups of four. (Make sure pupils are still in their reading levels.) He or she hands out the Leveled Readers and asks pupils to take turns reading one page at a time. Members of the group can help each other decode uncommon words. Teacher goes around, listens to the pupils read, and assists pupils in decoding as needed.

3 UNDERSTANDING POETRY

a. Review

- Teacher reviews elements of a poem:

It is not written in sentences. It is a creative way of expressing ideas.

NOTES

It is written in lines and stanzas.

It usually has rhyming words. The pattern of rhyming words is called a rhyme scheme.

- Teacher brings out the riddle again. He or she says:

*Study the riddle. What can you say about the length of the lines?
(They are more or less the same.)*

Let us count the number of syllables per line. How many syllables are there in the 1st line? (six)

What about the second line? (Teacher goes on until the last line)

The length of a line or the syllables per line is called the meter. More or less the meter should be the same.

The meter, rise and fall in pronouncing or stressing words, and the rhyme in the poem all work together to create rhythm. Rhythm also makes poetry more creative and fun to read.

NOTE: Teacher can also use the poems pupils copied for their homework (see Day 2), or the poem Rain or Shine from Week 35 for the discussion.

b. Cooperative Writing

- Teacher asks pupils to work in pairs. They will help each other write a poem about the wonderful objects in the sky.
Teacher reminds them about the elements discussed so far: lines, stanzas, rhyme, meter, and rhythm.

4

CONCLUDING THE SESSION

- Teacher asks some pairs to read their poems to the class.

WEEK

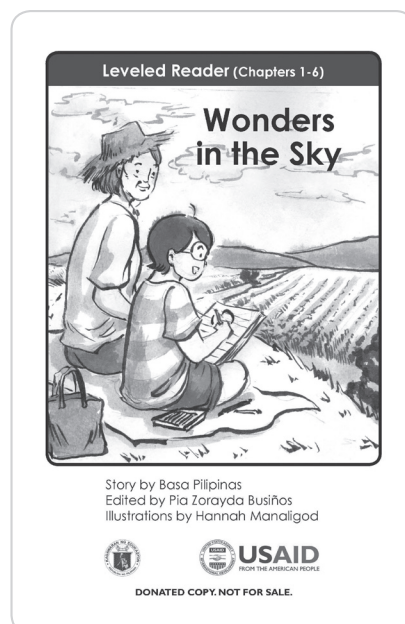
38

TEACHER'S GUIDE

GRADE 3
ENGLISH

**THEME: NATURAL OBJECTS IN THE SKY AFFECT
ONE'S DAILY ACTIVITIES**

LEVELED READER: *WONDERS IN THE SKY*



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 3
ENGLISH
QUARTER 3, WEEK 38 (50 MINUTES PER DAY)**

Theme: Natural Objects in the Sky Affect One's Daily Activities

Leveled Reader: *Wonders in the Sky*

(Author: Basa Pilipinas; Editor: Pia Zorayda Busiños; Illustrator: Hannah Manaligod)

Day	Domain	Objectives	Subject Matter
I	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Listening Story: "Wonders in the Sky" • Vocabulary: Words from the Text • Comprehension: Noting details, Making Inferences
	LC	<ul style="list-style-type: none"> • EN3LC-IVa-j-2 Activate prior knowledge based on the stories read • EN3LC-IIIa-j-2.1 Listen to a literary text • EN3LC-IVa-j-2.1 Note important details • EN3LC-IVa-j-2.6 Retell parts of the story 	
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-e-1.19 Present information in varied artistic ways (e.g., role playing, show and tell, radio play, podcast/broadcast/reporting, poster presentations) 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher explains the weekly theme and asks pupils what they know about natural objects in the sky. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils' prior knowledge by asking what they learned about the sun from the previous week. Teacher unlocks words and expressions using context clues. Teacher links what pupils know with the story. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Teacher reads aloud the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher goes back to the prompt, then rereads the story. Teacher divides the class into five groups and assigns text-related tasks. Teacher checks for comprehension by asking questions about the text and letting the groups present their answers. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to share what they think a blue moon is. Homework: Find a poem or song about the blue moon. You can ask help at home. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share what they know about natural objects in the sky based on their Science lessons. <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share what they learned about the sun from the previous week. Pupils get the meanings of words using context clues. Pupils respond to teacher's prompt. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Pupils listen attentively to the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer the prompt, then listen to the second reading of the story. Pupils join their groups and do text-related tasks. Pupils answer the comprehension questions through their group presentations. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Pupils share their thoughts about the blue moon. Homework: Pupils find a poem or song about the blue moon.

WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development
 RC – Reading Comprehension LC – Listening Comprehension
 ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies

Day	Domain	Objectives	Subject Matter
2	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Wonders in the Sky</i> (Chapter 3: pages 12 to 15) • Vocabulary: Words from the Text • Comprehension: Noting Details, Making Inferences • Composition: Writing a haiku
	F	<ul style="list-style-type: none"> • EN3F-IVa-h-1.6 Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	
	LC	<ul style="list-style-type: none"> • EN3LC-IVi-j-3.5 Restate facts from informational texts 	
	C	<ul style="list-style-type: none"> • Write a haiku * 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language

PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)

AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher asks pupils to share poem or song about the blue moon. <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher recalls events in the Listening Story read in the previous meeting. Teacher unlocks words and phrases using context clues and pictures. Teacher links what pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into two groups based on their reading levels. Teacher assigns silent activity to Group 2 as he or she listens to Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher goes back to the silent activity and asks pupils to share their answers. Teacher introduces the idiomatic expression “once in a blue moon.” Teacher asks pupils to write sentences using the expression “once in a blue moon.” <p>3. Writing a Haiku</p> <ul style="list-style-type: none"> Teacher introduces the haiku and shows an example. Teacher gives paired writing exercise on writing a haiku. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to recap what 5-7-5 mean in a haiku. Homework: Cut out a nature scene from a magazine and paste it in your notebook. Write a haiku about it. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils share their poem or song about the blue moon. <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils recount events in the Listening Story read in the previous meeting. Pupils give meanings of words and phrases using context clues and pictures. Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils join their groups based on their reading levels. Group 2 pupils do silent activity while Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share their answers in the silent activity. Pupils listen to the lesson on idiomatic expression. Pupils use the expression “once in a blue moon” in a sentence. <p>3. Writing a Haiku</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson on haiku, Pupils work with their partners in writing a haiku. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils state what 5-7-5 means in a haiku. Homework: Pupils cut out nature scenes and paste these in their notebooks. They write haikus about their pictures. Those without magazines draw a nature scene instead.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
2			
3	PWR	<ul style="list-style-type: none"> • EN3PWR-IVd-e-22 and 29 Read words and phrases, sentences, and stories with consonant clusters (<i>scr, str, spr, spl</i>) 	<ul style="list-style-type: none"> • Reading of Haikus • Phonics: Review of words with consonant clusters • Vocabulary: Synonyms and Antonyms
	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	
	V	<ul style="list-style-type: none"> • Identify synonyms and antonyms * 	
4	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Wonders in the Sky</i> (Chapter 4: pages 17 to 21) • Vocabulary: Words from the Text • Comprehension: Noting Details, Making Inferences
	PWR	<ul style="list-style-type: none"> • EN3PWR-IVd-e-22 and 29 Read words, phrases, sentences, and stories containing words with complex consonants (<i>scr, str, spr, spl</i>) 	
	F	<ul style="list-style-type: none"> • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
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Teacher Activities	Learner Activities
<p>• Note: If pupils don't have access to magazines, have them draw a nature scene instead.</p> <p>1. Sharing of Homework</p> <ul style="list-style-type: none"> • Teacher asks pupils to share their haikus. <p>2. Phonics: Consonant Clusters (<i>scr, str, spr, spl</i>)</p> <ul style="list-style-type: none"> • Teacher presents lesson on consonant clusters (<i>scr, str, spr, spl</i>). • Teacher gives class exercise on consonant clusters (Word Hunt). • Teacher asks pupils to answer Skill Builder 3 on page 16. <p>3. Grammar: Review of Synonyms and Antonyms</p> <ul style="list-style-type: none"> • Teacher reviews lesson on synonyms and antonyms. • Teacher leads game on synonyms and antonyms. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Password: Teacher asks pupils to use a new word they learned in a sentence. • Homework: Practice your spelling words using Look, Cover, Write, Check. 	<p>1. Sharing of Homework</p> <ul style="list-style-type: none"> • Pupils share their poems. <p>2. Phonics: Consonant Clusters (<i>scr, str, spr, spl</i>)</p> <ul style="list-style-type: none"> • Pupils listen to and participate in the lesson presentation. • Pupils participate in the class exercise (Word Hunt). • Pupils answer Skill Builder 3 on page 16. <p>3. Grammar: Review of Synonyms and Antonyms</p> <ul style="list-style-type: none"> • Pupils listen and participate in the lesson. • Pupils participate in the game on synonyms and antonyms (Synonyms Galore and Longest List). <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils use a word they learned in a sentence. • Homework: Pupils review their spelling words using Look, Cover, Write, Check.
<p>1. Skill Builder Correction</p> <ul style="list-style-type: none"> • Teacher leads the correction of the Phonics Skill Builder. <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher activates pupils' prior knowledge by recalling details from the previous story read. • Teacher unlocks words from the story using context clues and pictures. • Teacher links what the pupils know with the story. 	<p>1. Skill Builder Correction</p> <ul style="list-style-type: none"> • Pupils check each other's work. <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils recall details from the previous story read. • Pupils derive the meanings of words using context clues and pictures. • Pupils link what they know with the story.
<p>WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies</p>	

Day	Domain	Objectives	Subject Matter
4	OL	<ul style="list-style-type: none"> • EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell) 	
	RC	<ul style="list-style-type: none"> • EN3LC-IVa-j-2.17 Draw conclusions • EN3LC-IVb-3.7.1 Make informational reports 	
5	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	<ul style="list-style-type: none"> • Weekly Assessment: <ul style="list-style-type: none"> – Spelling – Consonant Clusters (<i>scr, str, spr, spl</i>) – Vocabulary – Synonyms and Antonyms • Rereading of the Story • Elements of Poetry
	F	<ul style="list-style-type: none"> • EN3F-IVc-d-1.4 Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation 	
	V	<ul style="list-style-type: none"> • Synonyms and Antonyms * 	
	RC	<ul style="list-style-type: none"> • Identify elements of poetry * 	
<p>DOMAINS: * – Competencies added by Basa Pilipinas OL – Oral Language PA – Phonological Awareness BPK – Book and Print Orientation (Knowledge) AK – Alphabet Knowledge PWR – Phonics and Word Recognition F – Fluency S – Spelling</p>			

Teacher Activities	Learner Activities
<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher divides the class into two groups according to their reading levels. • Teacher tells pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher goes back to the question prompt before the story reading. • Teacher divides the class into six groups. He or she assigns text-related tasks. • Teacher asks questions about the text and asks the groups to present their answers. <p>3. Vocabulary: Synonyms and Antonyms</p> <ul style="list-style-type: none"> • Teacher reviews lesson on synonyms and antonyms. • Teacher asks pupils to answer Skill Builder 4 on page 22. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils to share something new they learned in class. • Homework: Review your spelling words and elements of poetry. 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils go into two groups according to their reading levels. • Pupils in Group 1 scan the reading material while pupils in Group 2 read with teacher. They switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils answer the prompt before the reading of the story. • Pupils join their groups and do text-related tasks. • Pupils answer the questions through their group presentations. <p>3. Vocabulary: Synonyms and Antonyms</p> <ul style="list-style-type: none"> • Pupils participate in the review. • Pupils answer Skill Builder 4 on page 22. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils share something new they learned for the day. • Homework: Pupils review their spelling words and elements of poetry.
<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Teacher gives the spelling test. • Teacher corrects Skill Builder Exercise on synonyms and antonyms. <p>2. Elements of Poetry</p> <ul style="list-style-type: none"> • Teacher gives an identification quiz on the elements of poetry. 	<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Pupils spell the words given. • Pupils checks Skill Builder 4 on page 22. <p>2. Elements of Poetry</p> <ul style="list-style-type: none"> • Pupils identify the elements of poetry.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
5			

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>3. Revisiting a Familiar Text</p> <ul style="list-style-type: none"> Teacher divides class into groups of four and asks pupils to take turns reading the text. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher plays the song <i>The Best Things in Life are Free</i>. If there is no access to a portable player, post the lyrics and recite it as poem. 	<p>3. Revisiting a Familiar Text</p> <ul style="list-style-type: none"> Pupils reread the story of <i>Wonders in the Sky</i>. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils listen to the song and sing along, or read the lyrics as in a poem.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

DAY

1

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3LC-IIIa-j-2.1** Listen to a literary text
- **EN3LC-IVa-j-2** Activate prior knowledge based on the stories read
- **EN3LC-IVa-j-2.1** Note important details
- **EN3LC-IVa-j-2.6** Retell parts of the story
- **EN3OL-IVa-e-1.19** Present information in varied artistic ways (e.g., role playing, show and tell, radio play, podcast/broadcast/reporting, poster presentations)

NOTE TO TEACHER

In Week 35, observe pupils' use of information from the text during activities such as:

- Orally: After Reading – Comprehension Check
- Written: Poetry Writing

On-going Assessment: In Weeks 37 to 39, pupils note details in the story and explain the reason behind natural occurrences. The teacher focuses on asking five pupils a day and uses the grid below to assess their use of textual information to support their responses.

		1	2
RC	Notes details in the text to explain natural occurrences: night and day, phases of the moon, stars, and constellations	Does not use information from the text to support explanations of natural occurrences	Uses information from the text to support explanations of natural occurrences

Note: In Weeks 37 to 39, the teacher will ask five pupils a day to explain events in the story such that all pupils will be assessed in the course of the three-week period.

SHARING INFORMATION

- Teacher explains that the weekly theme is still about the natural objects in the sky. He or she asks: *Aside from the sun, what other objects do we see in the sky?*
- Teacher asks some pupils (call those who have not shared previously) to read their poems from last meeting (paired writing activity).

2

LISTENING STORY

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher recalls previous events in the story, *Wonders in the Sky*. Teacher asks: *What did you learn about the sun?*

b. Unlocking Words and Expressions

- Teacher tells pupils that they will hear about another wonder in the sky. Before they listen to the story, there are words they need to know to understand the events better. He or she explains the following.

(1) scruffy

Teacher shows an old book (or notebook) with smudged, dog-eared pages. He or she says: *This book has been used so many times and is so old that it looks scruffy already. When something is scruffy, how does it look? Would a brand new book be scruffy?*

NOTE: Since it's already the last quarter, chances are many things in the classroom are no longer as neat as when the school year started. Point to these things, like the bulletin board if there are many tape/staple marks, peeling paint, smudges, etc.

(2) splendid

Teacher says: *The actress looked splendid in her beautiful golden dress! In this sentence, what word means almost the same as splendid? (beautiful) Which other synonyms can you give for splendid? (great, marvelous, wonderful)*



c. Linking with the Story

Teacher says: *What splendid object in the sky did Cecile and Lola talk about now?*



DURING READING ACTIVITY

- Teacher says the story is a continuation of *Wonders in the Sky*. It was written by Basa Pilipinas.
- Teacher reads aloud the following story while pupils look at the picture on Listening Story 2.

Wonders in the Sky

Written by: Basa Pilipinas

The big hill on Lola's farm is my favorite spot to sit. I have been coming to Lola's farm since I was a little girl. Now I am ten years old. I am not able to spend every summer with Lola like I did when I was young. But the farm is still one of my favorite places in the world. When I want to think, I still go up and sit on the hill. I still write and draw in my notebook. But, it is getting old and does not look as splendid. In fact, it looks a bit scruffy. I still love it. I also still love to look at the sky and wonder what strange things are up there in the space above the clouds.

Lola still likes to sit with me on the hill but she is getting older, too



NOTES

— like my notebook. It takes her longer to climb up the hill, but she always has a smile on her face when she gets to the top. Now that I am no longer a little girl, I can stay out later in the evening. Sometimes, Lola and I sit and watch the night sky. She strokes my hair and I stretch out on the cool grass.

The other night I asked Lola a new riddle. The riddle was:

I'm round, but not always around.

At times I light the dark night,

But there are times I give no light.

What am I?

Lola laughed and said, "The moon! Cecile, you are getting better at your riddles! I like your riddle about the moon. In fact, tomorrow night we are going to have what we call a 'blue moon!'"

AFTER READING ACTIVITIES

a. Comprehension Check



Teacher asks: *What splendid object did Cecile and Lola talk about now?*

- Teacher goes back and reads the story again. He or she asks pupils to imagine what's happening as he or she reads it for the second time.

- Teacher then divides the class into five groups and gives the following tasks:

Group 1 – (Teacher provides 1/6 manila paper and drawing materials) Draw how Lola's hill looks like..

Group 2 – (Teacher provides 1/6 manila paper with prompt, plus writing materials) Draw Cecile in the previous Listening Story. Use what you recall from the previous story and clues from the Listening Story now.

Group 3 – (Teacher provides 1/6 manila paper with prompt, plus writing materials) Draw Cecile now.

Group 4 – Pretend you are newscasters. Prepare a newscast about the "Blue Moon."

Group 5 – (Teacher provides 1/6 manila paper with prompt, plus writing materials) Pretend you are Cecile. What do you think is a "blue moon"? Write your thoughts in journal form.

NOTES

Picture of Cecile
(pupils draw; stick figure will do)

Name: _____

Age: _____

Grade: _____

Height: _____

Weight: _____

Likes: _____

Wants to know more about the: _____

Group 2

Picture of Cecile
(pupils draw; stick figure will do)

Name: _____

Age: _____

Grade: _____

Height: _____

Weight: _____

Likes: _____

Wants to know more about the: _____

Group 3

Dear Little Notebook,

Lola said there will be a _____

Let's find out!

Excited,

Group 5

- Teacher tells pupils they have ten minutes to discuss and do their tasks. He or she goes around to check that everyone is on task. He or she assists provides assists by providing guide questions as needed.
- After the said time, teacher settles the class and asks the following:
 - *Group 1, show us Cecile's favorite place. Why do you think is this Cecile's favorite place?*
 - *How would you describe Cecile when we started reading this story last week Group 2?*

NOTES

- Is Cecile the same age as now? Group 3, describe Cecile to us in this point of our story.
- What riddle did Cecile write about now?
What did Lola tell her about the moon?
- Group 5, tell us what Cecile thought of the “blue moon.”
- Group 4, let's hear your report about the blue moon.

3

CONCLUDING THE SESSION



Teacher asks: *Have you seen a moon that is blue? What do you think is a blue moon?*

Homework: Find a poem or a song about the moon. You can ask help at home. Be ready to share next meeting.

DAY

2

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3F-IVa-h-1.6** Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3LC-IVi-j-3.5** Restate facts from informational texts
- **Composition:** Write a haiku

1

SHARING OF INFORMATION

Teacher asks pupils who found a poem or song about the blue moon. He or she asks pupils to share with the class.

2

LEVELED READER: WONDERS IN THE SKY
(CHAPTER 3: PAGES 12 TO 15)

NOTE TO TEACHER

- I. Each title of the Leveled Reader has two levels. To identify one level from the other, look at the upper portion of back cover and identify the number of dots beside the Grade level. The relatively easy level (for Group 1) is signified by a single dot, while the relatively more challenging level (for Group 2) is signified by a double dot. These should look like the following:



- **Single dot Leveled Reader:**
Relatively easy level



- **Double dot Leveled Reader:**
Relatively more challenging level

2. During the Listening Story, the pupils will look at the illustration on the right inside cover (p. 37).

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall the story they listened to in the previous meeting. He or she asks: *What did Lola say they'll see the next evening?*

b. Unlocking Words and Expressions

- Teacher tells pupils that before they find out what a blue moon is, they need to understand some words from the story.

(1) sprinkle of rain

Teacher says: *Because there was a sprinkle of rain last night, the ground is just a little bit wet. Does this mean there was a lot of rain, or just a little bit of rain? (a little bit of rain)*



(2) cautiously

Teacher says: *If the ground is wet, you have to walk cautiously. The ground can become slippery from the rain.*



How would you move if you are walking cautiously – would you be walking quickly, or would you be walking carefully? What then is a synonym for cautiously?

(3) wondered

Teacher says: *Cecile has never seen a blue moon. She wondered what it could be. If you are wondering about something, does it mean you know the answer, or you have questions about it?*



c. Linking with the Story

Teacher asks: *Have you also wondered what a blue moon is? Let us find out.*



DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups. Based on assessment and prior knowledge of the pupil's ability, teacher assigns pupils to either Group 1 or 2. Pupils who are less proficient readers can join Group 1 while pupils who are

NOTES

able to read at average or advanced level can join Group 2. Group 1 will read the relatively easy leveled reader while Group 2 will read the relatively difficult one.

- While the teacher works with Group 1, Group 2 pupils will silently do the activity posted on the board. Then, they will switch.

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 3: pages 12 to 15) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently do the activity posted on the board:</p> <p>Draw what you think is a blue moon. Write two to three sentences describing it.</p>
<p>Group 1 pupils silently do the activity posted on the board:</p> <p>Draw what the story says is a blue moon. Copy the sentence/s in the text that define/s it.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 3: pages 12 to 15) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to the silent activity:
 - *Group 2 pupils, what did you say a blue moon is?*
(Teacher calls on some pupils to share.)

- Group 1 pupils, what did the text say a blue moon is?
(Teacher calls on some pupils to share.)

b. Idiomatic Expression: Once in a blue moon

- Teacher says that a blue moon is not blue – it simply means the second full moon in a month. Since blue moons don’t happen often, the expression “once in a blue moon” has come to mean something that does not happen often. For example: *I only go to the movies once in a blue moon. In fact, the last movie I saw was six months ago!*
- Teacher tells pupils to write a sentence using the expression “once in a blue moon.” He or she asks pupils to share their answers to their partners. Then, he or she calls some pupils to share with the class.

3

WRITING A HAIKU

a. Presentation

- Teacher says that there are many stories, poems, and songs about the moon because people find it very beautiful. We can also write about the moon using a poetry style that originated from Japan. It is called a haiku and has the following elements:
 - Haikus are usually about nature. It is an expression of a deep feeling, like love, happiness, appreciation.
 - It has only three lines.
 - It has a strict measure:
 - 1st line – 5 syllables
 - 2nd line – 7 syllables
 - 3rd line – 5 syllables
- Teacher gives these examples. The numbers on top show the syllable count:

1 2 3 4 5
Oh, silvery bright

1 2 3 4 5 6 7
Round orb lighting the night sky!

1 2 3 4 5
I watch your beauty.

1 2 3 4 5
Moon shining brightly

1 2 3 4 5 6 7
Give joy to children at night

1 2 3 4 5
They play “Hide and Seek.”

NOTES

b. Paired Exercise

- With your partner, write a haiku about the moon, or any natural object in the sky (sun, stars).
- Teacher goes around monitoring that pupils are on task. He or she gives guide questions as needed. After a reasonable time, teacher calls on some pairs to share their haikus to the class.

4

CONCLUDING THE SESSION



Teacher asks: *What does 5-7-5 mean in writing a haiku?*

Homework: Cut out a picture of a nature scene from a magazine and paste it in your notebook. Write a haiku about it.

NOTE: If pupils do not have access to magazines, let them draw instead.

DAY

3

OBJECTIVES

- **EN3PWR-IVd-e-22 and 29** Read words, phrases, sentences, and stories containing words with consonant clusters (*scr, str, spr, spl*)
- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- **Vocabulary:** Identify synonyms and antonyms

I

SHARING OF HOMEWORK

- Teacher asks pupils to bring out their haikus. He or she asks them to share with their partners. Partners should check: Did the haiku follow the 5-7-5 meter?
- Teacher asks some pupils to share their haikus to the class.

2 PHONICS: WORDS WITH CONSONANT CLUSTERS (SCR, STR, SPR, SPL)

a. Presentation

- Teacher posts this word list on the board. He or she points at each one, reads it out loud, and asks the pupils to repeat it.

<i>scr</i>	<i>str</i>	<i>spr</i>	<i>spl</i>
scruffy scribble	stream stroke	spread sprinkle	splash, splashes split

Teacher says: *These words have a group or cluster of consonants at the beginning. But just like the two-letter consonant blends, you pronounce each of these letter sounds to form the word.*



b. Word Hunt

- Teacher divides the class by rows. He or she asks each row to work together to look for words to add to the list.
- Pupils find words in the text and they can also add to the list using other words not found in the Leveled Reader.
- Teacher gives the class five to seven minutes to do this activity. After the given time, each row reads their list. Teacher makes sure the words included are correct.

c. Exercise

Skill Builder 3 (page 16)

Phonics: Words with Consonant Clusters (*scr, str, spr, spl*)

Spelling Words			
scruffy	straight	spread	splashes
scribble	strokes	sprinkle	splendid

A. Match each word in Column A with its meaning in Column B.

- | A | B |
|---------------|--|
| 1. scribble - | - to scatter in drops |
| 2. sprinkle - | - to wet or spatter with liquid |
| 3. splash - | - to write carelessly; meaningless marks |
| 4. spread - | - to open or unfold |



NOTES

B. Write the correct word that will complete each sentence. Choose from the given list below.

straight splendid scruffy strokes

1. Lola _____ my hair while giving me advice.
2. Go _____ home. Don't go anywhere else after school.
3. My old shoes already look worn out and _____.
4. I think those new red shoes look _____.

3

VOCABULARY: REVIEW OF SYNONYMS AND ANTONYMS

a. Review

- Teacher reviews synonyms and antonyms:
 - Synonyms – Words with the same or nearly the same meanings
 - Example: shiny – bright
 - Antonyms – Words with opposite meanings
 - Example: bright – dark

b. Game

- **Synonyms Galore** – Teacher says a word and calls a pupil to give a synonym. Pupil gives a synonym, then calls another pupil who must give another synonym. The round continues until pupils can no longer think of a synonym for the original word. Teacher then gives a new word and starts another round.
- **Longest List** – Teacher asks pupils to work in rows. Teacher assigns each row a portion of the board where they can write their answers. Members of the group take turns writing antonym pairs on the board. The row that is able to list the most number of antonym pairs after two minutes wins.

4

CONCLUDING THE SESSION

Password: Tell your partner a new word you've learned today. Use it in a sentence.

Homework: Practice your spelling words using Look, Cover, Write, Check.

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3PWR-IVd-e-22 and 29** Read words, phrases, sentences, and stories containing words with complex consonants (*scr, str, spr, spl*)
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3OL-IVa-j-5** Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)
- **EN3LC-IVa-j-2.17** Draw conclusions
- **EN3LC-IVb-3.7.1** Make informational reports

DAY

4

I

SKILL BUILDER CORRECTION

- Teacher leads pupils through the correction of the Phonics Skill Builder. Pupils check their partners' work.

2

**LEVELED READER: WONDERS IN THE SKY
(CHAPTER 4: PAGES 17 TO 21)**

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall explanations for natural phenomena:
What causes night and day? What is a blue moon?
- To pupils who belonged to Group 2 for the Leveled Reader, teacher asks: *How come a blue moon usually happens in January and March?*

b. Unlocking of Words and Expressions

- Teacher explains the following:

(1) reflect

Teacher shows a mirror and says: *When you look at the mirror, what do you see? (Yourself) This is because the mirror reflects your image. That means your image bounces back so that is what you see.*

Now if something reflects light, would that object look dark or bright?
(bright)

(2) rotation

Teacher shows a guava, turns it around, and says: *Imagine that this is the earth. Our earth is actually moving slowly; it is turning around.*

NOTES

This turning around is called rotation.

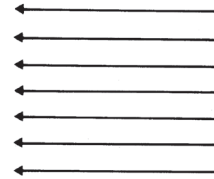
(3) axis, rotate on its axis

Teacher sticks a barbecue stick through the guava from top to bottom. He or she says: *The earth has an imaginary line from top to bottom like this. This is called the axis. It is from this point that the earth turns around. So we say the earth rotates on its axis.*

- Teacher can also show a picture of how the earth rotates on its axis.



Earth's rotation axis



Incoming rays of sunlight

(1) revolve, revolution

Teacher gets a big, golden yellow santol and says: Imagine that this santol is the sun. The earth goes around the sun. This going around another object is called a revolution. The earth revolves around the sun. Similarly, the moon revolves around the earth.

**c. Linking with the Story**

Teacher asks: *What does the earth's rotation and moon's revolution cause?*

DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups, and this time he or she will start with Group 2. While teacher works with Group 2, Group 1 pupils will do silent reading of the previous chapter. Then, they will switch.

Group 1	Group 2
<p>Group 1 pupils silently read the previous chapter (Chapter 3: pages 12 to 15) to help refresh their memory about the flow of the story.</p> <p>If they finish early, they can scan Chapter 4: pages 17 to 21. They can familiarize themselves with the pictures which can help them decode the text.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 4: pages 17 to 21) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration.</p>

NOTES

Group 1	Group 2
	Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.
<p>Teacher asks Group 1 pupils to read the text (Chapter 4: pages 17 to 21) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>	<p>Group 2 pupils silently read the previous chapter (Chapter 3: pages 12 to 15) to help refresh their memory about what happened beforehand.</p> <p>If they have time, they can read again Chapter 4: pages 17 to 21 so they can review the words they had difficulty with during the read aloud by pairs.</p>

AFTER READING ACTIVITIES

a. Comprehension Check

- Teacher goes back to the prompt before the story reading:
What does the earth’s rotation and the moon’s revolution cause?
- Teacher divides the class into six groups. He or she tells the pupils that they will do an infomercial – a commercial that aims to inform. Like in the previous role playing, each one must take part in this activity. For instance, some can act out while others explain what is happening.

Group 1 – Explain the earth’s rotation. Use the key words: rotate/ rotation, earth, axis

Group 2 – Explain the moon’s revolution. Use the key words: revolve/revolution, moon, earth

Group 3 – Explain what happens because of the earth’s rotation. Use the key words: east, west, direction

Group 4 – Explain what happens because of the moon’s revolution. Use the key words: full moon, reflect light, crescent moon

Group 5 – Explain the concept of waxing. Use the key words: waxing, reflect, increasing, full moon

Group 6 – Explain the concept of waning. Use the key words: waning, reflect, decreasing/less, crescent moon

NOTES

- Teacher tells pupils that they will only have ten minutes to do this. He or she reminds them to stay focused on the task. He or she goes around and checks that each one is contributing.

NOTE: Since these are science-based concepts, give pupils more time to discuss as needed. Monitor discussions closely.

- Teacher settles the class after the given time. He or she asks the following:
 - Group 1, explain how the earth turns.
 - Group 3, what happens because of the earth's rotation?
 - What's the difference between rotation and revolution? (rotate on your own; revolve around another object)
 - Group 2, explain the moon's revolution.
 - Group 4, what happens because of the earth's revolution?
 - Group 5, tell us more about why we see the moon change. What is waxing?
 - Group 6, what is waning?

b. Application

- Teacher explains: *Do you know that the phases of the moon can affect us? For fishermen, they know the effects of the full moon because that is when they catch less fish. The tides or flow of water is greater when there is a full moon. Also, with more light, fish do not gather in one spot. The fish are more active and therefore harder to catch.*

In your life, how does the moon affect your activities? (Hint: Full moon = more light)

3

VOCABULARY: SYNONYMS AND ANTONYMS

a. Review



Teacher asks: *What are synonyms? Give synonyms for the word bright.*

What are antonyms? Give examples of antonyms.

b. Exercise:

Skill Builder 4 (page 22)

Vocabulary: Synonyms and Antonyms

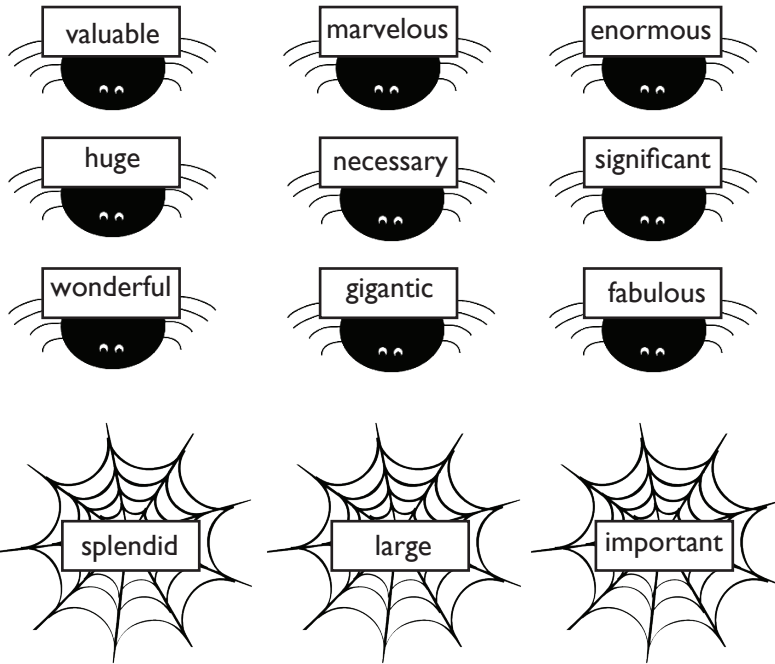


A. Word Webs

Put the flies in the correct webs. Match the word in the fly to its synonym on the webs.

Hint: There should be three flies on each web.

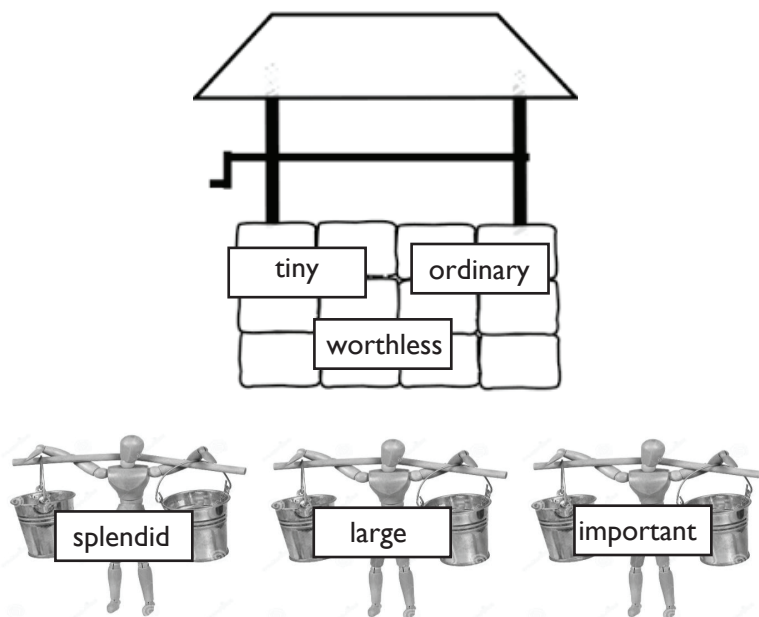
NOTES



Tip: Start with the words that you know. This will limit the choices for those you are not sure of. Then find clues inside the given words. Ex: gigantic – Does it sound like there’s a giant in there? How would you describe a giant?

Additional Skill Builder Activity: Opposite Poles

Balance the beams. Write the correct antonym in the opposite pail. Choose from the words in the well.



NOTES

4

CONCLUDING THE SESSION



Teacher says: *Share one thing new you learned today to your partner.*

- Teacher asks some pupils to share with the class after.

Homework: Review your spelling words and elements of poetry.

DAY

5

OBJECTIVES

- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- **EN3F-IVc-d-1.4** Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation
- **Grammar:** Identify synonyms and antonyms
- **Literature:** Identify elements of a poetry

I

WEEKLY ASSESSMENT

a. Spelling

- Teacher gives the spelling test using words from the spelling list. He or she uses each word in a sentence and asks pupils to write it. Pupils check each other's work after.

b. Vocabulary: Synonyms and Antonyms

- Teacher leads the correction of the Skill Builder Exercise on synonyms and antonyms. Pupils check each other's work.

ANSWER KEY

A. Word Webs

1. splendid – marvelous, wonderful, fabulous
2. large – huge, gigantic, enormous
3. important – valuable, necessary, significant

B. Opposite Poles

1. splendid – ordinary
2. large – tiny
3. important – worthless

2 ELEMENTS OF POETRY

- Identify the element of poetry that is defined. Choose from the word box. Write the answers in your notebook.

rhyme	rhyme scheme	lines	haiku
meter	rhythm	stanza	poetry

- Poems are not written in sentences but in _____.
- A set of lines is called a _____.
- Words that have the same end sound are called _____.
- The pattern of rhyming words is called the _____.
- The number of syllables per line is the _____.
- The length of and rhyme in each line makes the _____.
- The creative expression of thoughts using verses is called _____.
- A type of poem that follows the 5-7-5 measurement is the _____.

3 REVISITING A FAMILIAR TEXT

- Teacher divides the class into groups of four. He or she tells pupils that they will reread the story *Wonders in the Sky*. Pupils in the group take turns reading a page each.

4 CONCLUDING THE SESSION

- Teacher plays the song *The Best Things in Life are Free* by George Olsen (1927) and asks the pupils to listen to it. If there is no music player, teacher can post the lyrics and the class reads it as a poem.

The Best Things in Life are Free

The moon belongs to ev'ryone

The best things in life are free

The stars belong to ev'ryone

They gleam there for you and me

NOTES

The flowers in spring

The robins that sing

The sunbeams that shine

They're yours, they're mine

And love can come to ev'ryone

The best things in life are free

WEEK

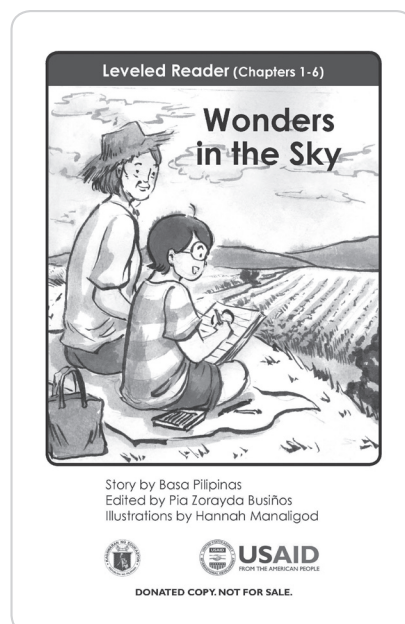
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TEACHER'S GUIDE

GRADE 3
ENGLISH

**THEME: NATURAL OBJECTS IN THE SKY AFFECT
ONE'S DAILY ACTIVITIES**

LEVELED READER: *WONDERS IN THE SKY*



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 3
ENGLISH
QUARTER 3, WEEK 39 (50 MINUTES PER DAY)**

Theme: Natural Objects in the Sky Affect One's Daily Activities

Leveled Reader: *Wonders in the Sky*

(Author: Basa Pilipinas; Editor: Pia Zorayda Busiños; Illustrator: Hannah Manaligod)

Day	Domain	Objectives	Subject Matter
I	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean • EN3V-IVfg-i-9 Use known words to perform artistic theme-based activities 	<ul style="list-style-type: none"> • Listening Story: "Wonders in the Sky" • Vocabulary: Words from the Text • Comprehension: Noting details, Making Inferences • Writing: Riddles
	LC	<ul style="list-style-type: none"> • EN3LC-IIIa-j-2.1 Listen to a literary text • EN3LC-IVa-j-2 Activate prior knowledge based on the stories read • EN3LC-IVa-j-2.1 Note important details • EN3LC-IVa-j-2.6 Retell parts of the story 	
	C	<ul style="list-style-type: none"> • Make a riddle about a natural object in the sky * 	

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Teacher ask pupils to share about other natural objects in the sky (stars). <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils’ prior knowledge by asking what they have learned about the sun and moon. Teacher unlocks words and expressions using context clues. Teacher links what pupils know with the story. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Teacher reads aloud the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher goes back to the prompt. Teacher rereads the story then checks for comprehension by asking questions about the text. <p>3. Making Riddles</p> <ul style="list-style-type: none"> Teacher presents lesson and gives examples of riddles (<i>bugtong</i>). Teacher asks pupils to write their riddles with their partners. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to share their riddles. Homework: Think of how you can improve your riddle. See how you can make it rhyme. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> Pupils talk about other natural objects in the sky (stars). <p>2. Listening Story</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils share what they recall about the sun and moon. Pupils get the meanings of words using context clues. Pupils respond to teacher’s prompt. <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Pupils listen attentively to the Listening Story. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer the prompt based on what they heard in the Listening Story. Pupils listen to the second reading and answer teacher’s questions about the text. <p>3. Making Riddles</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson presentation. Pupils work on their riddles with their partners. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils share their riddles. Homework: Pupils think of how to improve their riddles and add rhyme. They can ask help at home.

WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development
 RC – Reading Comprehension LC – Listening Comprehension
 ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies

Day	Domain	Objectives	Subject Matter
2	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Wonders in the Sky</i> (Chapter 5: pages 23 to 27) • Vocabulary: Words from the Text; Idiomatic Expression • Comprehension: Noting Details, Making Inferences
	F	<ul style="list-style-type: none"> • EN3PWR-IVd-e-22 and 29 Read words, phrases, sentences, and stories containing words with complex consonants • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	
	LC	<ul style="list-style-type: none"> • EN3LC-IVi-j-3.5 Restate facts from informational texts 	
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-j-5 Engage in a variety of ways to share information 	
3	PWR	<ul style="list-style-type: none"> • EN3PWR-IVd-e-22 and 29 Read words and phrases, sentences, and stories with consonant clusters 	<ul style="list-style-type: none"> • Phonics: Review of words with consonant clusters • Grammar: Adverbs of Manner

DOMAINS: * – Competencies added by Basa Pilipinas **OL** – Oral Language
PA – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge)
AK – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling

Teacher Activities	Learner Activities
<p>1. Sharing of Information</p> <p>Teacher asks pupils to share their riddles to the row assigned to them.</p> <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher recall events in the Listening Story read in the previous meeting. • Teacher unlocks words and phrases using context clues and pictures. • Teacher links what pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher divides the class into two groups based on their reading levels. • Teacher assigns silent activity to Group 2 as he or she listens to Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher goes back to the silent activity and asks pupils to share their answers. • Teacher asks questions about the text to check for understanding. • Teacher talks about idiomatic expressions (review from Week 38). • Teacher asks pupils to write a sentence using the expression “shoot for the stars.” <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils to share their sentences. • Homework: Find out other idiomatic expressions using natural objects in the sky. • Hint: Many songs use idiomatic expressions. 	<p>1. Sharing of Information</p> <ul style="list-style-type: none"> • Pupils share their riddles to the row assigned to them. <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils recount events in the Listening Story read in the previous meeting. • Pupils give meanings of words and phrases using context clues and pictures. • Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils join their groups based on their reading levels. • Group 2 pupils do silent activity while Group 1 pupils read. Groups switch afterwards. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils share their answers in the silent activity. • Pupils answer questions about the text. • Pupils listen and participate in the review lesson on idiomatic expressions. • Pupils use “shoot for the stars” in meaningful sentences. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils share their sentences. • Homework: Pupils research or ask at home about idiomatic expression using natural objects in the sky.
<p>1. Sharing of Homework</p> <ul style="list-style-type: none"> • Teacher asks pupils to share the idiomatic expressions they found. 	<p>1. Sharing of Homework</p> <ul style="list-style-type: none"> • Pupils share their idiomatic expressions.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
3	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	
	G	<ul style="list-style-type: none"> • EN3G-IVi-j-6.1 Recognize adverbs of manner 	
4	V	<ul style="list-style-type: none"> • EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean 	<ul style="list-style-type: none"> • Leveled Reader: <i>Wonders in the Sky</i> (Chapter 6: pages 29 to 33) • Vocabulary: Words from the Text • Comprehension: Noting Details, Making Inferences • Spelling: Content-based words
	PWR	<ul style="list-style-type: none"> • EN3PWR-IVd-e-22 and 29 Read words and phrases, sentences, and stories containing words with complex consonants 	
	F	<ul style="list-style-type: none"> • EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency 	
	OL	<ul style="list-style-type: none"> • EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell) 	
	RC	<ul style="list-style-type: none"> • EN3LC-IVa-j-2.17 Draw conclusions 	
<p>DOMAINS: * – Competencies added by Basa Pilipinas OL – Oral Language PA – Phonological Awareness BPK – Book and Print Orientation (Knowledge) AK – Alphabet Knowledge PWR – Phonics and Word Recognition F – Fluency S – Spelling</p>			

Teacher Activities	Learner Activities
<p>2. Review of Consonant Clusters</p> <ul style="list-style-type: none"> Teacher reviews consonant clusters and their pronunciation rules. Teacher gives class exercise on consonant clusters. Teacher asks pupils to answer Skill Builder 5 on page 28. <p>3. Grammar: Review of Adverbs of Manner</p> <ul style="list-style-type: none"> Teacher reviews lesson on adverbs of manner. Teacher asks pupils to answer Skill Builder 6 on page 34. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to share a new word they learned. Homework: Finish Skill Builder 6 at home 	<p>2. Review of Consonant Clusters</p> <ul style="list-style-type: none"> Pupils listen to and participate in the lesson review. Pupils participate in the class exercise. Pupils answer Skill Builder 5. <p>3. Grammar: Review of Adverbs of Manner</p> <ul style="list-style-type: none"> Pupils listen and participate in the lesson on adverbs of manner. Pupils answer Skill Builder 6. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils share about the new word they learned. Homework: Pupils copy Skill Builder 6 and finish it at home.
<p>1. Skill Builder Correction</p> <ul style="list-style-type: none"> Teacher leads the class through the correction of the Phonics Skill Builder. <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher activates pupils' prior knowledge by recalling details from the previous story read. Teacher unlocks words from the story using context clues and pictures. Teacher links what the pupils know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher divides the class into two groups according to their reading levels. Teacher tells pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards. 	<p>1. Skill Builder Correction</p> <ul style="list-style-type: none"> Pupils check their partners' answers. <p>2. Leveled Reader: <i>Wonders in the Sky</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils recall details from the previous story read. Pupils derive the meanings of words using context clues and pictures. Pupils link what they know with the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils go into two groups according to their reading levels. Pupils in Group 1 scan the reading material while pupils in Group 2 read with teacher. They switch afterwards.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

Day	Domain	Objectives	Subject Matter
4			
5	S	<ul style="list-style-type: none"> • EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied 	<ul style="list-style-type: none"> • Weekly Assessment: <ul style="list-style-type: none"> – Spelling – Content-based words – Grammar – Adverbs of Manner • Rereading of the Story • Writing: Riddles
	F	<ul style="list-style-type: none"> • EN3F-IVc-d-1.4 Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation 	
	G	<ul style="list-style-type: none"> • EN3G-IVi-j-6.1 Recognize adverbs of manner 	
<p>DOMAINS: * – Competencies added by Basa Pilipinas OL – Oral Language PA – Phonological Awareness BPK – Book and Print Orientation (Knowledge) AK – Alphabet Knowledge PWR – Phonics and Word Recognition F – Fluency S – Spelling</p>			

Teacher Activities	Learner Activities
<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Teacher asks questions about the text. • Teacher divides the class into groups of six. He or she assigns text-related tasks (characters' thoughts and realizations). • Teacher monitors activity and asks groups to present after the given preparation time. <p>3. Spelling: Content-Based Words</p> <ul style="list-style-type: none"> • Teacher presents the spelling words for the week. • Teacher asks pupils to play Team A and Team B. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils to choose a word in the spelling list and use it in a sentence. • Homework: Copy your spelling words and review them using Look, Cover, Write, Check. 	<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils answer questions about the text. • Pupils join their groups and do text-related tasks. • Pupils stay on task and share their outputs after. <p>3. Spelling: Content-based Words</p> <ul style="list-style-type: none"> • Pupils listen and participate in the lesson. • Pupils practice their spelling words through the game Team A and Team B. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils choose a word from the spelling list and use it in a sentence. • Homework: Pupils copy their spelling words and review them using Look, Cover, Write, Check.
<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Teacher gives the spelling test. • Teacher corrects Skill Builder Exercise on adverbs of manner. <p>2. Revisiting a Familiar Text</p> <ul style="list-style-type: none"> • Teacher divides class into groups of four and asks pupils to take turns reading the text. <p>3. Writing: Riddles</p> <ul style="list-style-type: none"> • Teacher asks pupils to revisit their riddles from Day 1 and 2. • Teacher asks pupils to put their riddles in clean copy following the given guide. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher asks pupils to share their riddles. 	<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> • Pupils spell the words given. • Pupils checks Skill Builder 6 on page 34. <p>2. Revisiting a Familiar Text</p> <ul style="list-style-type: none"> • Pupils reread the story of <i>Wonders in the Sky</i> <p>3. Writing: Riddles</p> <ul style="list-style-type: none"> • Pupils review their riddles. • Pupils put their riddles in good copy. They add their drawings to their text. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils share their riddles.

WC – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development
RC – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies

DAY

1

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3LC-IIIa-j-2.1** Listen to a literary text
- **EN3LC-IVa-j-2** Activate prior knowledge based on the stories read
- **EN3LC-IVa-j-2.1** Note important details
- **EN3LC-IVa-j-2.6** Retell parts of the story
- **EN3V-IVfg-i-9** Use known words to perform artistic theme-based activities

NOTE TO TEACHER

In Week 35, observe pupils' use of information from the text during activities such as:

- Orally: After Reading – Comprehension Check
- Written: Poetry Writing

On-going Assessment: In Weeks 37 to 39, pupils note details in the story and explain the reason behind natural occurrences. The teacher focuses on asking five pupils a day and uses the grid below to assess their use of textual information to support their responses.

		1	2
RC	Notes details in the text to explain natural occurrences: night and day, phases of the moon, stars, and constellations	Does not use information from the text to support explanations of natural occurrences	Uses information from the text to support explanations of natural occurrences

Note: In Weeks 37 to 39, the teacher will ask five pupils a day to explain events in the story such that all pupils will be assessed in the course of the three-week period.

SHARING INFORMATION

- Teacher explains that the weekly theme is still about the natural objects in the sky. He or she says: *We have read about the sun and the moon. What else is up there in the sky?*

- Teacher asks pupils what they know about the stars from their Science class. He or she can ask:

Do you know that the sun is a star? Why do we see it differently from all other stars? (It's the closest star to our planet. It's the only star in our solar system.)

Do you know why stars twinkle? (They are so far away.)

2

LISTENING STORY

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher recalls previous events in the story, *Wonders in the Sky*.

- He or she writes down key words on the board as pupils answer:
What have you learned about the sun and moon?

b. Unlocking Words and Expressions

- Teacher tells pupils that they will hear about another wonder in the sky. Before they listen to the story, there are words they need to know to understand the events better. He or she explains the following.

(1) praise

Teacher says: *To praise means to say good things about something or someone. We praise something that is great or really nice. For example, your parents or teachers congratulate you for a job well done in school or at home. That is giving you praise.*



(2) over the years

Teacher says: *The phrase “over the years” means after a number of years. Over the years, our towns have changed. What changes have you seen over the years?*



(3) fetched

Teacher says: *After school, some of you go home on your own but some of you get fetched. That means somebody picks you up to bring you home.*



(4) stolen

Teacher says: *To steal means to take something that is not yours. Bad guys steal other people’s money. Something that is stolen has been taken without permission.*



c. Linking with the Story

Teacher says: *When the stars disappear from the sky, does that mean somebody has stolen them from the sky?*



DURING READING ACTIVITY

- Teacher says the story is a continuation of *Wonders in the Sky*. It was written by Basa Pilipinas.
- Teacher reads aloud the following story while pupils look at the picture on Listening Story 3.

Wonders in the Sky

Written by Basa Pilipinas

Over the years, I have learned a lot from my Lola. I have been coming to Lola’s farm since I was a little girl.

Now, I am twenty-seven years old and have a son of my own. His name is Paolo and he is five years old. I bring my son to spend summertime with my Lola on her farm. I want to show him why the farm is one of my favorite places in the world. I told him that when



NOTES

he wants to think, he can go up and sit on the hill.

I showed Paolo my old notebook and gave him one of his own. He loves to draw and write in his notebook. Because he is five, I cannot always read what he has written but I always praise him for trying to write sentences. His drawings are wonderful and we spend a lot of time talking about them.

Lola is quite old now. We don't go to the top of the hill at night, but we sit in the yard, outside her house with Paolo.

The other night Paolo asked Lola a riddle. The riddle was:

At night they come out without being fetched.

By day they are lost without being stolen.

What are they?

Before either Lola or I could answer, Paolo gave the answer. "Stars!" he said with a big grin.

Lola laughed and said, "Paolo, you are even better than your mother at riddles!"

AFTER READING ACTIVITIES

a. Comprehension Check



Teacher asks: *When stars disappear, does that mean they are stolen?*

- Teacher goes back and reads the story again. He or she asks pupils to imagine what's happening as he or she reads it for the second time. After, he or she asks:

How old is Cecile now?

Who is the new character joining Cecile and Lola on the hill?

Describe Paolo. How old is he? What do you think is he good at?

Why do you say so?

3

MAKING RIDDLES

- Teacher says that just as Paolo made a riddle about the stars, so will the class make riddles. Teacher reviews what a riddle is from Week 37.
 - It is a word puzzle. It ends with a question to be solved.
 - It contains clues; however, the clues can be tricky since the words used can have more than one meaning.
 - In Filipino, riddles usually rhyme. It is called a *bugtong*.

NOTES

– Examples of riddles in Filipino, or *bugtong*, are:

*Itinanim sa kagabihan,
Inani sa kaumagahan.
(Bituin)* ➔ *Planted at night,
Harvested in the morning.
(Sun)*

*Isang pinggan,
Laganap sa buong bayan.
(Buman)* ➔ *One plate,
Shared all over town.
(Moon)*

*Manok kong pula,
Inutusan ko ng umaga,
Nang umuwi’y gabi na.
(Aran)* ➔ *My red chicken,
Sent on an errand in the morning,
Came back at nighttime.
(Sun)*

*Kung dumating ang bisita ko,
Dumarating din ang sa inyo.
(Aran)* ➔ *When my visitor arrives,
So does yours.
(Sun)*

- Teacher asks pupils to work in pairs and come up with their own riddles. He or she gives this guide:
 - *Think of the answer to your riddle first. What do you want to write about?*
 - *List key words or descriptions of this thing. What are the characteristics of this thing you are writing about?*
 - *Think of a way to put the descriptions together. They should not give the answer right away but just give enough information for the riddle to be solved. How can you put the clues together so it sounds interesting?*
- Teacher goes around and helps pupils as needed.

4 CONCLUDING THE SESSION

- Teacher asks some pairs to share their riddles to the class.

Homework: Think of how you can improve your riddle. See how you can make it rhyme. You can ask help at home.

DAY

2

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3PWR-IVd-e-22 and 29** Read words, phrases, sentences, and stories containing words with complex consonants
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3LC-IVi-j-3.5** Restate facts from informational texts
- **EN3OL-IVa-j-5** Engage in a variety of ways to share information

I

SHARING OF INFORMATION

- Teacher asks pupils in Row 1 to share their riddles with pupils in Row 2, pupils in Row 3 to share with pupils in Row 4, and so on. Pupils try to guess each other's riddles. Teacher asks some pupils to share with the class after.

2

**LEVELED READER: WONDERS IN THE SKY
(CHAPTER 5: PAGES 23 TO 27)**

NOTE TO TEACHER

1. The Leveled Reader, *Wonders in the Sky*, is used for Weeks 37-39. Each leveled reader has two levels. To identify one level from the other, look at the cover where the Grade level is indicated. The higher and relatively challenging level is signified by a single dot, while the lower and relatively easy level is signified by a double dot. These look like the following:



- **Single dot Leveled Reader:**
Relatively easy level



- **Double dot Leveled Reader:**
Relatively more challenging level

2. During the Listening Story, for the first week, the pupils will look at the illustration on the cover of the book. On the second week, the pupils look at the illustration on the right inside cover (p. 37). For the third week, they look at the illustration on the left inside cover (p. 36).

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall the story they listened to in the previous meeting. He or she asks: *What was Paolo's riddle about? What did he say about the stars?*

b. Unlocking Words and Expressions

- Teacher tells pupils that before they learn more information about stars, they need to understand some words from the story.

(1) humans

Teacher says: *A synonym for “people” is “humans.” We are humans. We also use the term “human beings.”*



(2) pound, pestle

Teacher pretends to hold a big fat stick (can use a rolled sheet of cartolina) and acts how to pound rice. He or she says: *Long ago, humans pound rice to separate the brown seed covering from the rice. This is how to pound. They use a big, fat wooden stick called a pestle to do the job.*

(3) constellations

Teacher shows the picture on page 26. He or she says: *The shiny dots are stars. Do you see how the stars form a shape? That is a constellation. Constellations are groups of stars.*

c. Linking with the Story

Teacher asks: *Humans long ago have named groups of stars. Find out some of the names of these stars.*



DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups. Based on assessment and prior knowledge of the pupil’s ability, teacher assigns pupils to either Group 1 or 2. Pupils who are less proficient readers can join Group 1 while pupils who are able to read at average or advanced level can join Group 2. Group 1 will read the relatively easy leveled reader while Group 2 will read the relatively difficult one.
- While the teacher works with Group 1, Group 2 pupils will silently do the activity posted on the board. Then, they will switch.

Group 1	Group 2
<p>Teacher asks Group 1 pupils to read the text (Chapter 5: pages 23 to 27) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration.</p>	<p>Group 2 pupils silently do the activity posted on the board:</p> <p>Study the constellations on pages 26 and 27.</p> <p>Now make your own constellation. Draw a shape you think the stars form. Name your constellation.</p>

NOTES

Group 1	Group 2
Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.	
<p>Group 1 pupils silently do the activity posted on the board:</p> <p>Study the constellations on pages 26 and 27.</p> <p>Now make your own constellation. Draw a shape you think the stars form. Name your constellation.</p>	<p>Teacher asks Group 2 pupils to read the text (Chapter 5: pages 23 to 27) in pairs.</p> <p>Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.</p>

AFTER READING ACTIVITIES

a. Comprehension Check



Teacher asks:

- *What are some of the constellations humans long ago came up with? Why did they give these constellations these names?*
- *What are the constellations you came up with? Share with your partners. (Teacher then calls on some pupils to share with the class.)*
- *How many constellations have been identified so far?*
- *Is it possible that some years from now there will be more constellations? What makes you say so?*
- *How many stars are there? If they are that many, how come we don't see millions of stars at night?*
- *How did humans long ago explain how stars came to be?*
- *Do you know of any other stories about where stars came from? Share what stories you know about stars.*

b. Idiomatic Expressions: Shoot for the stars



Teacher says:

- *Just like the moon, there are idiomatic expressions about the stars. Idiomatic expressions are creative ways of saying things. They do not mean exactly as the words say; they have special meanings.*

NOTES

- One of these idiomatic expressions is “shoot for the stars.” When Manny Pacquiao hoped to become three-time champion, he was shooting for the stars.
- What does “to shoot for the stars” or “shooting for the stars” mean? If you shoot for the stars, are you setting high goals or low goals for yourself? (Setting high goals for yourself)
- Give an example of a person who you can say was “shooting for the stars.” Why do you say that they “shoot for the stars”?
- Write a sentence using the expression “shoot for the stars.”

3 CONCLUDING THE SESSION

- Teacher asks pupils to share their answers to their partners. Then, he or she calls some pupils to share with the class.

Homework: Find out other idiomatic expressions using any of the words star/s, moon, or sun/sunshine. Give its meaning. Hint: Many songs use idiomatic expressions. (Ex: You are My Sunshine)

OBJECTIVES

- **EN3PWR-IVd-e-22 and 29** Read words, phrases, sentences, and stories containing words with consonant clusters
- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- **EN3G-IVi-j-6.1** Recognize adverbs of manner

DAY

3

1 SHARING OF HOMEWORK

- Teacher asks pupils to bring out their homework on idiomatic expressions. He or she asks them to share with their partners. Then, teacher asks some pupils to share their idiomatic expressions and their meanings to the class.

2 PHONICS REVIEW: WORDS WITH CONSONANT CLUSTERS (REVIEW)

a. Review

- Teacher reviews the consonant clusters studied for the past weeks.

NOTES

Consonant Clusters	Pronunciation Guide	Examples
	1st letter is silent, 2nd letter is sounded	know, wrap, gnaw
	“th”+r, “sh”+r, “sk” (note spelling: q is always followed by u)	throw, shrivel, squeeze
	All letters are sounded, blend letter sounds	scribble, stream, spread, splash

b. Word List

- Teacher draws three columns on the board. He or she asks pupils to choose a column and write a word that fits the heading. Pupils can find words in the text or list other words not found in the Leveled Reader. They cannot repeat a word that has already been given.

<i>kn, wr, gn</i>	<i>thr, shr, squ</i>	<i>scr, str, spr, spl</i>

- Teacher goes over the list after. He or she points to each word and the class reads it aloud.

c. Exercise

Skill Builder 5 (page 28)**Phonics: Review of Consonant Clusters****A. Consonant Caterpillar**

Find the words with consonant clusters. Circle them. The first two have been done for you.

Hint: The capital letters are both the end of a word and the start of another one.



NOTES

B. Write the words you encircled above under the correct column. Underline the consonant cluster. The first one has been done for you.

<i>kn, wr, gn</i>	<i>thr, shr, squ</i>	<i>scr, str, spr, spl</i>
sign		

3 GRAMMAR REVIEW: ADVERBS OF MANNER

a. Review

• Teacher writes these sentences on the board:

- **Lola climbed up the hill cautiously.**
- **Cecile waited patiently for Lola.**
- **Paolo listened carefully to Lola’s instructions.**

• Teacher asks:

- *How did Lola climb up the hill?* (cautiously)
- *How did Cecile wait for Lola?* (patiently)
- *How did Paolo listen to Lola?* (carefully)

• Teacher explains:

- *The words “cautiously”, “patiently”, and “carefully” describe how an action was done. Action words are called verbs. These words that describe the action words are called adverbs.*
- *Adverbs that tell how actions are done are called Adverbs of Manner.*
- *Adverbs of manner usually end with –ly.*
- *Common adverbs of manner that do not end in –ly are: fast, hard, well.*

b. Exercise

Skill Builder 6 (page 34)

Grammar: Review of Adverbs of Manner

A. Circle the adverb of manner in each sentence.

1. The stars twinkle brightly.
2. Humans creatively thought of names for the stars.
3. The moon also glows beautifully at night.



NOTES

4. The moon seems to change shape slowly.
5. We can see well during a full moon.

B. Use these adverbs in meaningful sentences.

1. clearly –
2. happily –
3. softly –
4. fast –
5. honestly –

4

CONCLUDING THE SESSION

Password: Tell your partner a new adverb you have learned today. Use it in a sentence.

Homework: Finish Skill Builder 6 at home. This will be checked on Day 5.

DAY

4

OBJECTIVES

- **EN3V-IVa-j-12.3** Use clues from the context to figure out what words mean
- **EN3PWR-IVd-e-22 and 29** Read words, phrases, sentences, and stories containing words with complex consonants
- **EN3F-IVa-h-1.6** Read grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy
- **EN3F-IVa-j-1.11** Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency
- **EN3OL-IVa-j-5** Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)
- **EN3LC-IVa-j-2.17** Draw conclusions

I

SKILL BUILDER CORRECTION

- Teacher leads pupils through the correction of the Phonics Skill Builder. Pupils check their partners' work.

2

**LEVELED READER: WONDERS IN THE SKY
(CHAPTER 6: PAGES 29 TO 33)**

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

- Teacher asks pupils to recall the legend about how the stars came to be. He or she also asks how humans long ago thought of constellations and named them.

b. Unlocking of Words and Expressions

- Teacher explains the following:

(1) rotate (review from Week 38)

Teacher shows a ball or a guava and says: Pretend this ball (or guava) is the earth. Show me how it would rotate.

(2) flying saucer

Teacher shows or draws a small plate and says: *This small round plate is called a saucer. Imagine a spaceship that looks like this* (Teacher can draw a half-circle over the saucer). *A spaceship that looks like the shape of a plate is called a flying saucer.*



(3) outer space

Teacher says: *The sun, moon, and stars are all in the outer space. They are not part of the earth; we just see them up in the sky. We need a spaceship to get to outer space, and so far humans have only been to the moon.*



c. Linking with the Story

Teacher says: *The sun and moon are very far away up there, yet they affect our life here on earth. We've already learned that the sun is really a star. What other interesting star is up there?*



DURING READING ACTIVITIES

- Teacher explains to pupils that they will work in two separate groups, and this time he or she will start with Group 2. While teacher works with Group 2, Group 1 pupils will do silent reading of the previous chapter. Then, they will switch.

Group 1	Group 2
Group 1 pupils silently read the previous chapter (Chapter 5: pages 23 to 27) to help refresh their memory about the flow of the story.	Teacher asks Group 2 pupils to read the text (Chapter 6: pages 29 to 33) in pairs.

NOTES

Group 1	Group 2
If they finish early, they can scan Chapter 4: pages 17 to 21. They can familiarize themselves with the pictures which can help them decode the text.	Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.
Teacher asks Group 1 pupils to read the text (Chapter 6: pages 29 to 33) in pairs. Pupils take turns reading aloud. Teacher walks around to listen to them. He or she helps those who are stuck on a word by helping them sound out the word or by pointing to the picture to help them make a connection between the word and the illustration. Teacher also instructs pupils to check if they read the words correctly by asking themselves if what they read makes sense.	Group 2 pupils silently read the previous chapter (Chapter 5: pages 23 to 27) to help refresh their memory about what happened beforehand. If they have time, they can read again Chapter 4: pages 17 to 21 so they can review the words they had difficulty with during the read aloud by pairs.

AFTER READING ACTIVITIES

Comprehension Check

- Teacher asks:



What other interesting star is up there?

How did Lola describe Sirius? What else did Cecile say about Sirius?

How come people in other parts of the world can see the stars we see, too?

- Teacher divides the class into groups with six members each.
- In each group, two pupils will be Cecile, two pupils will be Lola, and two pupils will be Paolo.
- Pupils will first work with their partners on their assigned character. They will write a diary entry for their character. Remember to follow the format of a letter in doing this.

NOTES

- The diary entry for the character will be written in their notebooks. It should contain:
 - a scientific fact they learned or can share (Ex: why Sirius is called a Dog Star, how people think Sirius is a flying saucer, how people from other parts of the earth can see the stars we see)
 - what they felt towards these natural wonders (Ex: wonder, appreciation, love)
 - a life lesson (Ex: that we will always have friends out there even if we don't see them, that somebody in our family is like the sun/moon/stars)
- Teacher gives the pairs seven minutes to prepare. He or she goes around to check that pupils are on task. He or she gives prompts or helps pupils as needed.
- After the given time, teacher tells the groups to face each other. He or she asks the pairs to take turns reading their diary entries to the group. Teacher goes around to listen. Then, he or she calls two to three groups to share their diary entries.

3 SPELLING: CONTENT-BASED WORDS

- Teacher explains that the spelling words for this week are key words in the story. He or she writes them on the board and asks pupils to copy them in their notebooks.

Spelling Words			
revolve	earth	constellations	necklace
rotate	humans	outer space	crescent

- Teacher challenges pupils to write the words in a creative way so they can remember tricky vowel or consonant clusters. Pupils can do Word Art as done in the previous week.
- Class then practices spelling the words. Teacher asks pupils to practice their spelling words by playing **Team A** and **Team B**.
- Teacher divides the class into two teams: **Team A** and **Team B**.
- He or she invites two pupils from each team to the board.
- Teacher calls out a spelling word. Every pupil writes it in his or her notebook but the two upfront wait.
- When everyone is done (or after a reasonable time, say ten seconds), the two pupils write the words on the board.
- The team who writes the word correctly on the board gets a point. Pupils in their seats check their work.

NOTES

- Teacher calls on a different set of team representative for every turn. The team with the most points at the end of the game wins.

4

CONCLUDING THE SESSION

- Choose a word from the spelling list. Use it in a sentence. Share your sentence with your partner.
- Teacher asks some pupils to share with the class after.

Homework: Copy your spelling words. Practice them using Look, Cover, Write, Check.

DAY

5

OBJECTIVES

- **EN3S-IVa-b-4** Spell words that were introduced during word recognition and based on the phonics concepts studied
- **EN3F-IVc-d-1.4** Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation
- **EN3G-IVi-j-6.1** Recognize adverbs of manner

I

WEEKLY ASSESSMENT

a. Spelling

- Teacher gives the spelling test using words from the spelling list. He or she uses each word in a sentence and asks pupils to write it. Pupils check each other's work after.

b. Grammar: Adverbs of Manner

- Teacher leads the correction of the Skill Builder Exercise on adverbs of manner (see Day 3, Skill Builder 6 on page 34). Pupils check each other's work.

2

REVISITING A FAMILIAR TEXT

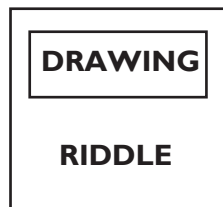
- Teacher divides the class into groups of four. He or she tells pupils that they will reread the story *Wonders in the Sky*. Pupils in the group take turns reading a page each.

3

WRITING: RIDDLES

- Teacher asks the pupils to look at all their riddles at the start of the week. He or she tells them to make a clean copy. Pupils must make their riddles rhyme and add drawings to their text.

- Teacher tells pupils to check their riddles for the following:
 - Does it give enough clues but is not too easy?
 - Is it written in a creative way?
 - Does it use content-based words?
 - Does it follow correct capitalization, punctuation, and spelling?
 - Is it neat and presented in an attractive/interesting manner?



NOTES

4 CONCLUDING THE SESSION

- Teacher asks the pupils to share their riddles to their partners. Then, he or she calls some pupils to share with the class.