

ODD CYCLE

BASA PILIPINAS
SUPPLEMENTARY OUTLINES
FOR MULTIGRADE CLASSES (GRADES 2 & 3)
ENGLISH

QUARTER 2

Developed based on DepEd's K–12 Curriculum Guide
in English, July 2015

JUNE 2016

This learning resource was produced with the generous support of the American people through the United States Agency for International Development (USAID) under the Basa Pilipinas Project and the Department of Education.

English – Grades 2 and 3 (Quarter 2 Odd Cycle)

Supplementary Outlines for Multigrade Classes

Second Edition, 2016

Published by U.S. Agency for International Development (USAID)

Produced under USAID/Basa Pilipinas with support from the Department of Education (DepEd)

Technical Director: Nancy Clark-Chiarelli, EdD

Author: Bonita Marie Cabiles

Reviewer: Paraluman Giron, EdD (Content and Language)

Layout Artists: Don Dilidili, Harry James Creo, and Ryan Garcia

Non-text materials, i.e., songs, stories, poems, pictures, photos, brand names, etc. included in this book are copyright to their respective owners. The publisher and authors claim no credit or ownership over them. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners.

A selection of stories from LG&M/Vibal Publishing and Ilaw ng Tahanan Publishing were used with permission from the publishers.

No part of this learning resource may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, or any information storage and retrieval system without permission from the publisher.



USAID
FROM THE AMERICAN PEOPLE

Printed in the Philippines

Department of Education - Bureau of Learning Resources (DepEd - BLR)

Ground Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City

Telefax: +63 (02) 634-1072; 634-1054; 631-4985

E-mail Address: blr.lrqad@deped.gov.ph * blr.lrph@deped.gov.ph

BASA MULTIGRADE FRAMEWORK

Background

In the Philippines, there is a significant number of combined classes, otherwise known as multigrade (MG) classes. A multigrade class consists of two or more different grade levels inside a single grade classroom taught by one teacher for the whole school year. An MG class can be a combination of Grades 1 and 2; Grades 2 and 3; Grades 1, 2, and 3 or even Grades 1 to 6 depending on the school's population. According to a study conducted by SEAMEO INNOTECH (2011), most MG classes can be found in schools within more rural and often isolated communities usually situated in mountainous areas and hard-to-reach islands where the population is scattered.

Basa-Approach to Multigrade

Realizing the challenges and distinctiveness of a multigrade classroom, Basa Pilipinas organizes and implements training specifically for multigrade teachers, and develops multigrade supplementary materials. Basa Pilipinas training is designed to help prepare teachers and improve their skills in handling a multiple-grouped class. This is done with the existing curriculum, teachers' competencies, and pupils' needs in mind. The same goes for the multigrade supplementary materials.

The development of the multigrade materials is guided by the principle that in a multigrade classroom, pupils learn and work at different levels of competence. Pupils are expected to do tasks and produce outputs according to the set objectives for their grade levels.

For example, Grades 1-2/2-3 pupils may listen to the same Read Aloud or Listening Story and answer the same set of questions but may focus on different elements of the story (i.e. characters, plot, etc.) or reading skill

(i.e. making inferences or predictions). They are also expected to produce different outputs depending on the skills being developed in that particular week.

The Multigrade Supplementary Outlines

In the Basa Pilipinas multigrade plan, the units of curriculum content in Grades 1-2 and Grades 2-3 are spread across two grades over two years rather than one. All learners work through the same general topic or theme. However, instruction is differentiated. Learners in each grade engage in learning tasks appropriate to their level of learning.

Basa Pilipinas produces two sets or cycles of multigrade outlines – one for even years (2014, 2016, and 2018, etc.) and another for the odd years (2015, 2017, and 2019, etc.). The Grades 1-2/Grades 2-3 two-week instructional sequences are alternately used for the two cycles as reflected in the MG Addenda.

For instance in the 2014 cycle, Week 1 of Grades 1-2 multigrade class follows the Grade 1 Teacher's Guide (as the Read Aloud Story for that week is read and discussed in class). Pupils do the same *Pre-Reading*, *During Reading*, and *After Reading Activities* while targeting specific competencies for each grade level. Also, the general theme or topic is discussed and reinforced in activities like *Sharing Information/News Sharing*. Weeks 2 and 3 of the same multigrade class follow the Grade 2 Teacher's Guide. Pupils listen to and discuss the same Read Aloud Story in the first instructional week, while they read and discuss different Leveled Readers in the second instructional week. Weeks 4-5 use the Grade 1 Teacher's Guide as reference while following the two-week instructional sequence, and so on.

In the 2015 cycle, Week 1 of Grades 1-2 multigrade class follows the Grade 2 Teacher’s Guide (as the Read Aloud Story for that week is read and discussed in class). Pupils do the same *Pre-Reading, During, and After Reading Activities* while targeting specific competencies for each grade level. Also, the general theme or topic is discussed and reinforced in activities like *Sharing Information/News Sharing*. Weeks 2 and 3 of the same multigrade class follow

the Grade 1 Teacher’s Guide. Pupils listen to and discuss the same Read Aloud Story in the first instructional week, while they read and discuss different Leveled Readers in the second instructional week. Weeks 4-5 use the Grade 2 Teacher’s Guide as reference while following the two-week instructional sequence, and so on.

OUTLINES FOR ENGLISH MULTIGRADE CLASSES (GRADES 2 & 3) QUARTER 2

School years beginning on odd years (2015, 2017, 2019...)

Week	TG Grade Level	Read Aloud	Leveled Readers	Multigrade Notes
11	Two	But That Won't Wake Me Up!	Grade 3: <i>The Five Sisters</i>	<ul style="list-style-type: none"> Refer to Grades 2 and 3 English Teacher Guides for the discussion of the Read Aloud, Leveled Reader, and other activities Some activities are added to the outlines to cater the needs of the Grades 2 and 3 pupils
12	Two		Grade 3: <i>The Five Sisters</i>	
13	Three	Listening Story: "Loro Gets Stuck"	Grade 3: <i>Loro Gets Stuck</i>	

↓
**READ ALOUD
BOOKS**

↓
**LEVELED
READERS**

The pattern of instruction for a Grades 2-3 multigrade class is similar to that of Grades 1-2. However, Grade 3 Teacher’s Guides use Listening Stories, instead of Read Aloud stories. A Listening Story is related to a Leveled Reader and is read by the teacher to pupils. It is found in the Teacher’s Guide.

In 2014, Basa Pilipinas distributed the following Grades 1-2 multigrade outlines for even cycle (SY 2014, 2016, 2018, etc.).

Quarter 3	Quarter 4
I. Mother Tongue	I. Mother Tongue
a. Ilokano	a. Ilokano
b. Sinugbuanong Binisaya	b. Sinugbuanong Binisaya
2. English	2. English
3. Filipino	3. Filipino

This year, the multigrade teachers will receive the odd and even cycles (2015, 2017, 2019, etc.) for all subjects: Mother Tongue, English, and Filipino for Grades 1-2 and English and Filipino for Grades 2-3.

References:

- Mathot, G.B. (2001). *A handbook for teacher of multi-grade classes*. France. UNESCO.
- SEAMEO INNOTECH. (n.d.). *Profile of multigrade schools in the Philippines*. Philippines. Author.

**OUTLINES FOR ENGLISH MULTIGRADE CLASSES (GRADES 2 & 3)
QUARTER 2**

School years beginning on odd years (2015, 2017, 2019...)

Week	TG Grade Level	Read Aloud	Leveled Readers	Multigrade Notes
11	Two	<i>But That Won't Wake Me Up!</i>	Grade 3: <i>The Five Sisters</i>	<ul style="list-style-type: none"> Refer to Grades 2 and 3 English Teacher Guides for the discussion of the Read Aloud, Leveled Reader, and other activities Some activities are added to the outlines to cater the needs of the Grades 2 and 3 pupils If necessary, you may still add other activities to achieve the expected competencies for each grade The Listening Stories used in Weeks 3, 4–5, and 8–9 are found in the Grade 3 English Teacher's Guide
12	Two		Grade 3: <i>The Five Sisters</i>	
13	Three	Listening Story: "Loro Gets Stuck"	Grade 3: <i>Loro Gets Stuck</i>	
14	Three		Grade 3: <i>Loro Gets Stuck</i>	
15	Two	<i>Sandwich to the Moon</i>	Grade 3: <i>Neighbors</i>	
16	Two		Grade 3: <i>Neighbors</i>	
17	Three	Listening Story: "Let's Learn About Ecosystems!"	Grade 3: <i>Let's Learn About Ecosystems!</i>	
18	Three		Grade 3: <i>Let's Learn About Ecosystems!</i>	
19	Two	<i>Magic Mat</i>	Grade 3: <i>Let's Learn About Ecosystems!</i>	

Note to Teacher: It is recommended for pupils to have exercise notebooks for activities. Teacher can show these notebooks to parents during meetings to show the progress of their children.

CONTENTS

Week 11: What We Do at School	1
Week 12: What We Do at School	13
Week 13: Describing Animals and their Parts and Functions	23
Week 14: Describing Animals and their Parts and Functions	33
Week 15: My Neighborhood, My Community	45
Week 16: My Neighborhood, My Community	57
Week 17: Explain how living things depend on the environment to meet their basic needs; Recognize that there is a need to protect and conserve the environment	69
Week 18: Explain how living things depend on the environment to meet their basic needs; Recognize that there is a need to protect and conserve the environment	79
Week 19: A New Neighbor, A New Friend	89

WEEK

11

SUPPLEMENTARY OUTLINES

MULTIGRADE CLASSES GRADES 2 AND 3 ENGLISH

THEME: WHAT WE DO AT SCHOOL

READ ALOUD STORY: *BUT THAT WON'T WAKE ME UP!*

LEVELED READER FOR GRADE 3: *THE FIVE SISTERS*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 11 (50 MINUTES PER DAY)**

Theme: What We Do at School

Read Aloud Story: *But That Won't Wake Me Up!* (Authors: Annie Pacaña-Lumbao and Anelka Lumbao; Illustrator: Liza Flores)

Leveled Reader for Grade 3: *The Five Sisters* (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge) **AK** – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **HW** – Writing and Composition (Handwriting) **G** – Grammar Awareness **V** – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension **ATR** – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa added objective

NOTE TO TEACHER: For this week, use the Grade 2 English Teacher’s Guide distributed by Basa Pilipinas. The objectives for Grade 3 are in ***bold italics*** which are addressed using the activities from the Grade 2 Teacher’s Guides and other additional activities for Grade 3 level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	OL	<ul style="list-style-type: none"> Sing some songs* 	<ul style="list-style-type: none"> Songs: <ul style="list-style-type: none"> – “The Vowel Song” – Any other song related to the theme 	1. Sing songs introduced by the teacher	
	AK PA	<ul style="list-style-type: none"> Detect words with hard C and soft C in a poem* 	<ul style="list-style-type: none"> Poem: Hard C and Soft C 	2. Participate in the discussion of the poem <ul style="list-style-type: none"> Identify words with hard c and soft c sounds 	
	LC	<ul style="list-style-type: none"> <i>EN3LC-IIa-j-2</i> Activate prior knowledge based on the stories to be read 	<ul style="list-style-type: none"> Things We Do In School 	3. Pupils share what they do in school	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I		<ul style="list-style-type: none"> • Acquire and use vocabulary and structures related to theme and stories* 			
	OL	<ul style="list-style-type: none"> • Share background information about the five senses* 			
	V	<ul style="list-style-type: none"> • EN1V-Ia-b-01 Give meaning of words used in Listening Stories and Leveled Reader 	<ul style="list-style-type: none"> • Read Aloud Story: <i>But That Won't Wake Me Up!</i>^b 	<p>4. Read Aloud Story: <i>But That Won't Wake Me Up!</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils listen to the teacher using words, phrases, or expressions that are unfamiliar • Pupils talk about words, phrases, or expressions that are unfamiliar <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> • Pupils listen attentively to the story read <p><i>After Reading Activity</i></p> <ul style="list-style-type: none"> • Pupils answer questions about the story, the characters, and the setting 	
	WC	<ul style="list-style-type: none"> • EN3WC-IIa-j-4 Draw and write sentences about one's drawing 		<p>5. Concluding the Session</p> <p>a. Pupils review their initial answers to the Anticipation Guide using the information in the story</p>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I				b. Homework <ul style="list-style-type: none"> Pupils tell family members about the story and answer the question: <i>What is your favorite part of the story?</i> They draw their answer 	b. Homework <ul style="list-style-type: none"> Pupils tell family members about the story and answer the question: <i>What is your favorite part of the story?</i> <i>Why do you like it?</i> They write their answers and draw a picture to go with the answer
2	OL PA	<ul style="list-style-type: none"> Sing some songs* 	<ul style="list-style-type: none"> Songs related to the theme 	1. Singing songs	
	AK PA	<ul style="list-style-type: none"> Identify words with soft c* 	<ul style="list-style-type: none"> Soft c 	2. Complete exercises with soft c sound (With a Group Leader) <ul style="list-style-type: none"> Teacher provides worksheets or activities to pupils 	<ul style="list-style-type: none"> While Grade 2 pupils are doing their activities, teacher guides Grade 3 pupils in reading of the Leveled Reader
	OL	<ul style="list-style-type: none"> Acquire and use vocabulary and structures related to theme and stories* 	<ul style="list-style-type: none"> Use new vocabulary and structures Sight words: <i>please, never</i> 	2. Leveled Reader: <i>The Five Sisters</i> - Chapter 1 (With the Teacher) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Pupils engage in an Anticipation Guide around the story Pupils review words that are unfamiliar Pupils play game with sight words Pupils share experiences related to the story. They talk about the illustrations in the story. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	PWR	<ul style="list-style-type: none"> EN3PWR-IIc-24 Read phrases, sentences, and short stories consisting of words with short a and long a-Ce sounds 			
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 leveled text consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the Leveled Reader individually, teacher discusses and checks with the Grade 2 pupils their answers to the activities While Grade 3 pupils are reading in pairs, teacher rereads the Listening Story from the previous day 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils do a picture walk, identify high frequency words and phonics patterns Pupils read the text individually (Chapter 1) Pupils read the chapter with a partner from their level
	V ATR	<ul style="list-style-type: none"> EN2V-IIIa-b-13.1 Give the meaning of some words using pictures and context as clues 	<ul style="list-style-type: none"> Read Aloud Story: <i>But That Won't Wake Me Up!</i> 	<p>3. Rereading of the Read Aloud Story (With the Teacher)</p> <ul style="list-style-type: none"> Pupils listen as teacher rereads the Listening Story Pupils answer activity about the Read Aloud Story (With a Group Leader) Teacher provides worksheets or activities for pupils to answer 	<ul style="list-style-type: none"> While Grade 2 pupils are doing their activities, teacher discusses the Leveled Reader with Grade 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	LC	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 			
	RC	<ul style="list-style-type: none"> EN3RC-II0-2.2 Note details regarding character, setting, and plot EN3LC-IIa-j-2.6 Retell some parts of the story 			<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> (With the Teacher) Pupils discuss the story and identify character traits, setting, and plot Pupils review their initial answers to the Anticipation Guide using the information in the story Pupils identify details about the sense organs
	G	<ul style="list-style-type: none"> EN3G-IIc-d-3.4 Identify and use action words in simple sentences 	<ul style="list-style-type: none"> Grammar: Verbs 	<ul style="list-style-type: none"> While Grade 3 pupils are answering their worksheets or activities, teacher discusses parts of the book to Grade 2 pupils 	<ul style="list-style-type: none"> Pupils identify verbs in sentences, then change them into past tense. Teacher provides worksheets for pupils to answer. (Example: Using a graphic organizer of senses)
	BPK	<ul style="list-style-type: none"> EN2BPK-IIb-c-4 Use terms in English relating to parts of the book 	<ul style="list-style-type: none"> Parts of a book 	<p>4. Parts of a Book</p> <p>(With the Teacher)</p> <ul style="list-style-type: none"> Pupils identify parts of a book discussed by the teacher <p>5. Concluding the Session</p> <p>Homework: Pupils review parts of the book</p>	<p>3. Concluding the Session</p> <p>Homework: Tell family member about the story and complete your table</p>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	AK PA	<ul style="list-style-type: none"> Identify words with soft c sound* 	<ul style="list-style-type: none"> Soft c sound 	1. Review of soft c sound (With a Group Leader) <ul style="list-style-type: none"> Pupils answer worksheets or activities provided by the teacher as review of the soft c sound 	<ul style="list-style-type: none"> While Grade 2 pupils are answering worksheets, teacher lets Grade 3 pupils reread the Leveled Reader in pairs
	F	<ul style="list-style-type: none"> <i>EN3F-IIa-j-1.10.1</i> Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are reading in pairs, teacher discusses and checks answers to the activities with Grade 2 pupils. Then, teacher rereads the Listening Story from Day 1. 	2. Pupils reread the story in pairs (Chapter 1)
	ATR	<ul style="list-style-type: none"> <i>EN3A-IIa-b-1</i> Participate/engage in a read-along of texts (e.g. poetry, repetitive text) 			
	LC V	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Read Aloud Story: <i>But That Won't Wake Me Up!</i> 	2. Rereading of the Read Aloud Story (With the Teacher) <ul style="list-style-type: none"> Supply missing parts of the story as the teacher rereads the story 	
LC V	<ul style="list-style-type: none"> <i>EN2LC-IIa-j-1.1</i> Note important details in a story heard 		3. Answer questions about the story (With a Group Leader) <ul style="list-style-type: none"> Teacher provides group work for pupils to answer questions about the story 		

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	PWR	<ul style="list-style-type: none"> • Contrast short a and long a-Ce sounds/spelling patterns* 	<ul style="list-style-type: none"> • Phonics: short a vs long a-Ce 	<ul style="list-style-type: none"> • While Grade 3 pupils are answering their Skill Builder activities, teacher lets Grade 2 pupils present their group work 	<p>3. Phonics: short a vs long a-Ce (With the teacher)</p> <ul style="list-style-type: none"> • Pupils categorize, read, and participate in interactive word sort on board • Pupils sort a series of words on their own, they correct together <p>4. Skill Builder Exercises</p> <ul style="list-style-type: none"> • Pupils complete the Skill Builder Exercises: Phonics: Word sort
	OL V	<ul style="list-style-type: none"> • Participate in oral dramatic activities* 		4. Create and present group activities (With the Teacher)	
	S	<ul style="list-style-type: none"> • Correctly spell grade level words* 	<ul style="list-style-type: none"> • Spelling Words 	<p>5. Concluding the Session</p> <p>Homework: Pupils review spelling words</p> <p>Note to Teacher: There should be different sets of spelling words for Grades 2 and 3 pupils. These are based on the theme and stories used, and are appropriate to the respective grade levels.</p> <ul style="list-style-type: none"> • For Grade 2 pupils, use simple grade level and sight words • For Grade 3 pupils, include verbs 	
4	OL PA	<ul style="list-style-type: none"> • EN2OL-IIi-j-1.6 Recite a poem 	<ul style="list-style-type: none"> • Poem related to the theme 	1. Pupils recite a poem	
	PA	<ul style="list-style-type: none"> • Identify words with soft c sound* 	<ul style="list-style-type: none"> • Soft c sound 	<p>2. Complete exercises with soft c sound (With a Group Leader)</p> <ul style="list-style-type: none"> • Teacher provides worksheets or activities to pupils 	<ul style="list-style-type: none"> • While Grade 2 pupils are doing their activities, teacher guides Grade 3 pupils in reading of the Leveled Reader

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95—100% accuracy 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the story individually and in pairs, teacher discusses and checks activities of the Grade 2 pupils After, teacher reviews the vocabulary and spelling words with Grade 2 pupils 	<p>2. Leveled Reader: <i>The Five Sisters</i> - Chapter 2 (With the Teacher)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils engage in an Anticipation Guide around the story Pupils review words that are unfamiliar Pupils talk about the illustrations in the story <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils do a picture walk, identify high frequency words and phonics patterns Pupils read the text individually Pupils read the text in pairs (by level)
	V	<ul style="list-style-type: none"> EN2V-IIIa-b-13.1 Give the meaning of some words using pictures and context as clues 		<p>3. Vocabulary Words (With the Teacher)</p> <ul style="list-style-type: none"> Pupils use context to give meaning of vocabulary words Pupils practice spelling words (With a Group Leader) Pupils answer worksheet or activity provided by teacher to review vocabulary and spelling words 	<ul style="list-style-type: none"> While Grade 2 pupils are answering worksheet, teacher discusses the Leveled Reader with Grade 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4				4. Concluding the Session Homework: Practice spelling grade level words	
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one's comprehension 		<ul style="list-style-type: none"> Before the class ends, teacher discusses answers to the activity for the Grade 2 pupils 	<p><i>After Reading Activities (With the Teacher)</i></p> <ul style="list-style-type: none"> Pupils scan for a specific word to answer a question, and discuss the character, setting, plot, and note details Pupils change and mime the verb in a sentence <p>3. Concluding the Session</p> <p>Homework: Copy Skill Builder Exercise on verbs and complete at home. Practice their spelling words.</p>
5	OL PA	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem related to the theme 	1. Recite a poem	
	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Words 	2. Spelling Assessment	
	G	<ul style="list-style-type: none"> EN3G-IIc-d-3.4 Identify and use action words in simple sentences 	<ul style="list-style-type: none"> Action Words 	3. Action Words (Verbs)	
				<ul style="list-style-type: none"> Pupils identify and use action words in sentences 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	OL	<ul style="list-style-type: none"> EN3OL-IIg-h-2.1 Recall and share experiences, films viewed, and stories read/listened to as springboard for writing 		<ul style="list-style-type: none"> While Grade 3 pupils are doing the composing activity, teacher discusses action words (verbs) with Grade 2 pupils 	<p>4. Composing Activity (With the Teacher)</p> <ul style="list-style-type: none"> Pupils listen and contribute ideas for teacher modeling of what to include in a diagram Pupils contribute ideas, phrasing and spelling for teacher guided practice of drawing and how to make a good diagram <p>(With a Group Leader)</p> <ul style="list-style-type: none"> Pupils choose one of the five senses and begin drawing their diagram <p>Note to Teacher: For the activity, teacher can provide a word box for pupils to choose words to describe their drawings</p>
	WC	<ul style="list-style-type: none"> EN3WC-IIa-b-1 Participate in generating ideas through pre-writing activities 			
	G	<ul style="list-style-type: none"> Use verbs in dialogues* 	<ul style="list-style-type: none"> Verbs 	<p>4. Participate in discussion on verbs</p> <ul style="list-style-type: none"> Teacher introduces verbs for vocabulary development of pupils. He or she lets pupils use these words in sentences. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	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 		<p>4. Concluding the Session: Share their chosen sense organ and initial ideas</p> <ul style="list-style-type: none"> Pupils to share their web <p>Note to Teacher: Grade 3 pupils share while Grade 2 pupils listen and ask questions</p>	

WEEK

12

SUPPLEMENTARY OUTLINES

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: WHAT WE DO AT SCHOOL

READ ALOUD STORY: *BUT THAT WON'T WAKE ME UP!*

LEVELED READER FOR GRADE 3: *THE FIVE SISTERS*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 12 (50 MINUTES PER DAY)**

Theme: What We Do at School

Read Aloud Story: *But That Won't Wake Me Up!* (Authors: Annie Pacaña-Lumbao and Anelka Lumbao; Illustrator: Liza Flores)

Leveled Reader for Grade 3: *The Five Sisters* (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge) **AK** – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **HW** – Writing and Composition (Handwriting) **G** – Grammar Awareness **V** – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension **ATR** – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa added objective

NOTE TO TEACHER: For this week, use the Grade 2 English Teacher’s Guide distributed by Basa Pilipinas. The objectives for Grade 3 are in **bold italics** which are addressed using the activities from the Grade 2 Teacher’s Guides and other additional activities for Grade 3 level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	OL PA	<ul style="list-style-type: none"> EN2OL-III-j-16 Recite some poems 	<ul style="list-style-type: none"> Poem with words that have hard g and soft g sounds 	1. Recite poems	
	AK PA	<ul style="list-style-type: none"> Detect words with hard g and soft g in the poem* 	<ul style="list-style-type: none"> Hard g and soft g sounds 	2. Participate in the discussion of the poem 3. Complete exercises with hard g and soft g	
	LC	<ul style="list-style-type: none"> <i>EN3LC-IIa-j-2.6</i> Retell parts of the story 	<ul style="list-style-type: none"> Read Aloud Story: <i>But That Won't Wake Me Up</i> 	4. Retell a story using pictures from the story	
	OL V	<ul style="list-style-type: none"> EN2OL-IIc-d-1.3.4 Talk about sports and hobbies 	<ul style="list-style-type: none"> Sports and Hobbies 	5. Share information about sports and hobbies you like	
	OL	<ul style="list-style-type: none"> Illustrate sports/hobbies one likes* 		6. Illustrate sports and hobbies you like	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	OL AK	<ul style="list-style-type: none"> Sing some songs* 	<ul style="list-style-type: none"> “The Vowel Song” or any song related to the theme 	1. Sing songs	
	AK PA	<ul style="list-style-type: none"> Detect words with hard g and soft g in the poem* 	<ul style="list-style-type: none"> Hard g and soft g sounds 	2. Review on hard and soft g sounds (With a Group Leader) <ul style="list-style-type: none"> Pupils answer worksheets or activities provided by the teacher 	<ul style="list-style-type: none"> While Grade 2 pupils are doing their activities, teacher facilitates reading of leveled reader with Grade 3 pupils
	PWR	<ul style="list-style-type: none"> <i>EN3PWR-Ib-d-19.1</i> Recognize more common sight words in order to read simple phrases and sentences 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> Use new vocabulary and structures 		2. Leveled Reader <i>The Five Sisters</i> - Chapter 3 (With the Teacher) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Pupils play game with sight words
	V	<ul style="list-style-type: none"> Give the meaning of words used in stories read* <i>EN1V-IIIa-j-25</i> Show understanding of meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences 	<ul style="list-style-type: none"> Sight words: <i>their, know, made</i> 		<ul style="list-style-type: none"> Pupils engage in an Anticipation Guide around the story Pupils share experiences related to the story. They talk about the illustrations in the story and make predictions. Pupils review words that are unfamiliar

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	F	<ul style="list-style-type: none"> • <i>EN3F-IIa-j-3.5.1</i> Read Grade 3 level texts consisting of 2-syllable words with long vowel sounds with at least 95-100% accuracy 	<ul style="list-style-type: none"> • Grade 3 Leveled Reader: <i>The Five Sisters</i> 	<ul style="list-style-type: none"> • While Grade 3 pupils are reading the text individually, teacher discusses answers to the activities of the Grade 2 pupils 	<i>During Reading Activities</i> <ul style="list-style-type: none"> • Pupils read the text individually (Chapter 3) • Pupils read the chapter with a partner from their level
	RC	<ul style="list-style-type: none"> • <i>EN3RC-IIa-b-2.8</i> Make simple predictions • <i>EN3RC-IIa-b-2.19</i> Reread, monitor, and self-correct one's comprehension • <i>EN3RC-II0-2.2</i> Note details regarding character, setting, and plot 			<i>After Reading Activities</i> <ul style="list-style-type: none"> • Pupils answer questions about the characters, setting, and plot • Pupils confirm and discuss predictions about the story • Pupils review their initial answers to the Anticipation Guide using the information in the story
	WC	<ul style="list-style-type: none"> • <i>EN3WC-II d-h-3</i> Write at least three sentences from various familiar sources • <i>EN3WC-II i-j-2.6</i> Use appropriate punctuation marks 	<ul style="list-style-type: none"> • Composing Activity 	3. Composing Activity <ul style="list-style-type: none"> • Pupils write 3 to 5 sentences about their sense organs • Pupils begin revising their draft <p>Note to Teacher: Provide list of words pupils can use for writing to aid the composing process</p>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	V	<ul style="list-style-type: none"> EN2V-IIIa-b-13.1 Give the meaning of some words using pictures and context as clues 	<ul style="list-style-type: none"> Expressions such as: "Get well" Story: "Tam and Ted" (Grade 2 English Learner's Material p. 128) 	(With the Teacher) 3. Use the expressions clearly 4. Participate in the Pre-reading Activities	<ul style="list-style-type: none"> While Grade 3 pupils are doing their composing activity, teacher discusses the story "Tam and Ted" with Grade 2 pupils
	LC	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 		5. Listen attentively to the story and answer questions about it	
	OL V	<ul style="list-style-type: none"> EN2OL-IIIg-1.16 Participate in oral dramatic activities 	<ul style="list-style-type: none"> Role Play 	6. Create and present role play	
3	OL V	<ul style="list-style-type: none"> Perform some exercises on use of verbs* 	<ul style="list-style-type: none"> Exercises 	1. Pupils perform some exercises on use of verbs	
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of 2-syllable words with long vowel sounds with at least 95-100% accuracy 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are rereading their Leveled Reader, teacher discusses the story with Grade 2 pupils 	2. Shared Reading <ul style="list-style-type: none"> Pupils reread the story in pairs (Chapter 3)
	LC V	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Story: "Tam and Ted" (Grade 2 English Learner's Material p. 128) 	(With the Teacher) 2. Teacher rereads the story a second time, stopping in key places to ask questions	
	G	<ul style="list-style-type: none"> Identify some words that comprise contractions* 	<ul style="list-style-type: none"> Contraction: don't 	3. Explain the use of the contraction: don't Use the contraction: don't	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	OL	<ul style="list-style-type: none"> Illustrate sports and hobbies one doesn't like* 		(With a Group Leader) 4. Illustrate sports and hobbies they don't like	<ul style="list-style-type: none"> While Grade 2 pupils are doing their illustrations, teacher discusses instructions for the Grade 3 activities.
	PWR	<ul style="list-style-type: none"> Contrast short i and long i-Ce words sounds/spelling patterns* <i>EN3PWR-IIa-b-22</i> Read words with initial consonant blends (l, r, and s blends) 	<ul style="list-style-type: none"> Contrast short i and long i-Ce words sounds/spelling patterns 	<ul style="list-style-type: none"> While Grade 3 pupils are answering Skill Builder activities, teacher lets Grade 2 pupils talk about their illustrations in pair and to the class 	(With the Teacher) 2. Phonics: long vowels i-Ce vs. short i <ul style="list-style-type: none"> Pupils categorize, read, and participate in interactive word sort on board Pupils sort a series of words on their own, they correct together 3. Skill Builder Exercises <ul style="list-style-type: none"> Pupils complete the Skill Builder Exercises: Phonics: Word Search
	S	<ul style="list-style-type: none"> Correctly spell grade level words 	<ul style="list-style-type: none"> Spelling Words 	5. Concluding the Session Homework: Pupils review spelling words Note to Teacher: There should be different sets of spelling words for Grades 2 and 3 pupils. These are based on the theme and stories used, and are appropriate to the respective grade levels.	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	OL G	<ul style="list-style-type: none"> EN1G-IIa-e-3.4 Identify action words (verbs) 	<ul style="list-style-type: none"> Action Words (verbs) 	(With a Group Leader) 2. Pupils answer exercises on action words (verbs)	<ul style="list-style-type: none"> While Grade 2 pupils are answering worksheets, teacher facilitates reading of the leveled reader with Grade 3 pupils
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.8 Make simple predictions 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are reading individually and pairs, teacher discusses with the Grade 2 pupils answers to their activities 	2. Leveled Reader: <i>The Five Sisters</i> - Chapter 4 <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Pupils engage in an Anticipation Guide around the story Pupils review words that are unfamiliar Pupils talk about the illustrations in the story <i>During Reading Activities</i> <ul style="list-style-type: none"> Pupils read the text individually Pupils read the chapter with a partner from their level
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of 1-2-syllable words with long vowel sounds with at least 95-100% accuracy 			
	OL V G	<ul style="list-style-type: none"> Compare illustrations about sports and hobbies* 	<ul style="list-style-type: none"> Hobbies one likes 	(With a Group Leader) 3. Present diagram to discuss hobbies and sports that partners like	<ul style="list-style-type: none"> While Grade 2 pupils are doing the paired activity, teacher discusses the leveled reader with Grade 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	RC	<ul style="list-style-type: none"> • <i>EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one's comprehension</i> • <i>EN3RC-II0-2.2 Note details regarding character, setting, and plot</i> 	<ul style="list-style-type: none"> • Grade 3 Leveled Reader: <i>The Five Sisters</i> 		(With the Teacher) <i>After Reading Activities</i> <ul style="list-style-type: none"> • Pupils discuss the characters, setting, and plot • Pupils play game with be-verb 3. Concluding the Session Homework: Copy Skill Builder Exercise on the be-verb in notebook and complete at home. Practice their spelling words.
5	S	<ul style="list-style-type: none"> • Spell words from the story, sight words, and words from phonics list* 	<ul style="list-style-type: none"> • Spelling Assessment 	1. Spelling Assessment <ul style="list-style-type: none"> • Teacher provides differentiated worksheets as spelling assessment for Grades 2 and 3 pupils 	
	ATR	<ul style="list-style-type: none"> • <i>EN3A-Ia-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text)</i> 	<ul style="list-style-type: none"> • Grade 3 Leveled Reader: <i>The Five Sisters</i> 	<ul style="list-style-type: none"> • While Grade 3 pupils are rereading the leveled reader, teacher discusses making a class book with Grade 2 pupils 	2. Pupils reread the story in pairs by level (Chapter 4)
	PWR	<ul style="list-style-type: none"> • <i>Represent short i and long i-Ce words in spelling*</i> 	<ul style="list-style-type: none"> • Contrast short i and long i-Ce words 		3. Pupils locate words with the long i sound

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	V	<ul style="list-style-type: none"> Complete class book* 	<ul style="list-style-type: none"> Class Book of Hobbies 	(With the Teacher) 2. Pupils create a class book of hobbies	
	AK G	<ul style="list-style-type: none"> Answer an assessment on verbs and contractions* 		(With a Group Leader) 3. Apply target skills learned in evaluation exercises	
	WC	<ul style="list-style-type: none"> Write different forms of simple composition as a response to stories/poems listened to or read 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> While Grade 2 pupils are answering evaluation worksheets, teacher discusses writing activity to Grade 3 pupils 	4. Composing Activity <ul style="list-style-type: none"> Pupils put their diagram and sentences in good copy

WEEK

13

SUPPLEMENTARY OUTLINES

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: DESCRIBING ANIMALS AND THEIR PARTS AND FUNCTIONS
LEVELED READER FOR GRADE 3: *LORO GETS STUCK*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 13 (50 MINUTES PER DAY)**

Theme: Describing Animals and their Parts and Functions

Leveled Reader for Grade 3: Loro Gets Stuck (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Hannah Mandligod)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge) **AK** – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **HW** – Writing and Composition (Handwriting) **G** – Grammar Awareness **V** – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension **ATR** – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa added objective

NOTE TO TEACHER: For this week, use the Grade 2 English Teacher’s Guide distributed by Basa Pilipinas. The objectives for Grade 3 are in **bold italics** which are addressed using the activities from the Grade 3 Teacher’s Guides and other additional activities for Grade 2 level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	AK	• Sing a song*	• Song: “The Vowels Have Two Sounds: Short e”	1. Sing a song	
	OL	• EN2OL-III-j-1.6 Recite a poem	• Poem: “I Love Nature” or any poem about animals	2. Participate in the discussion of the poem	
	OL V	• EN3OL-Ic-1.3.1 Share information	• Sharing Information: Talk about animals	3. Pupils share what they know about coral reefs and oceans, as well as animals, their parts and function	
	V	• EN3LC-Ia-j-2 Activate prior knowledge based on the stories to be read	• Use new vocabulary and structures	4. Pupils learn about the different ocean animals through a concept map	
	OL	• Acquire and use vocabulary and structures related to theme and stories*			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	V	<ul style="list-style-type: none"> EN1V-Ia-b-01 Give meaning of words used in listening stories and leveled reader read 	<ul style="list-style-type: none"> Listening Story: “Loro Gets Stuck” (Story is found in the Basa Teacher’s Guide for Grade 3 English, Quarter 2 Week 13 Day 1) 	<p>5. Listening Story: “Loro Gets Stuck”</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils engage in an Anticipation Guide around the story Pupils listen to the teacher using words, phrases, or expressions that are unfamiliar Pupils talk about words, phrases, or expressions that are unfamiliar Pupils make predictions <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Pupils listen attentively to the story read 	
	LC	<ul style="list-style-type: none"> EN3LC-IIa-j-2.6 Retell some parts of the story EN3LC-IIa-j-2.8 Infer feelings and traits of characters 		<p><i>After Reading Activity</i></p> <ul style="list-style-type: none"> Pupils answer questions about the story, noting important details about Loro getting stuck. They discuss whether or not Sap Sap will decide to help free Loro. 	
	WC	<ul style="list-style-type: none"> EN3WC-Ia-j-4 Draw and write sentences about one’s drawing EN3WC-Ia-j-9 Write a short paragraph, etc. about one’s drawing 	<ul style="list-style-type: none"> Write a response to a story listened to 	<p>6. Concluding the Session</p> <ul style="list-style-type: none"> Pupils review their initial answers to the Anticipation Guide using the information in the story <p>Homework: Pupils tell family members about the story. Draw a picture of your favorite character.</p>	<p>6. Concluding the Session</p> <ul style="list-style-type: none"> Pupils review their initial answers to the Anticipation Guide using the information in the story <p>Homework: Pupils tell family members about the story and answer the question: What would you do if you were Sap Sap? Would you help Loro? Why/Why not? Draw a picture to go with your answer.</p>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	AK	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: “Vowels Have Two Sounds – Short e” or any song related to the theme 	1. Sing a song	
	OL	<ul style="list-style-type: none"> Acquire and use vocabulary and structures related to theme and stories* 		2. Pupils share their drawing and sentence with a partner	
	OL V	<ul style="list-style-type: none"> Talk about animals and nature* 	<ul style="list-style-type: none"> Action words (verbs) from the Listening Story 	(With a Group Leader) 3. Use action words <ul style="list-style-type: none"> Teacher prepares worksheets or activities for the pupils 	<ul style="list-style-type: none"> While Grade 2 pupils are doing their worksheets, teacher facilitates reading of the leveled reader with the Grade 3 pupils
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.8 Make simple predictions 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> 	3. Leveled Reader: <i>Loro Gets Stuck</i> - Chapter I <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Pupils engage in an Anticipation Guide around the story Pupils review words that are unfamiliar Pupils play game with sight words Pupils share experiences related to the story. They talk about the illustrations in the story. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	PWR	<ul style="list-style-type: none"> Read phrases, sentences, and short stories consisting of words with short o and long o-Ce sounds* 		<ul style="list-style-type: none"> While Grade 3 pupils are reading individually and in pairs, teacher rereads and discusses the listening story with the Grade 2 pupils 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils do a picture walk, identify high frequency words, and phonics patterns Pupils read the text individually (Chapter 1) Pupils read the chapter with a partner from their level
	LC	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 	<ul style="list-style-type: none"> Listening Story: <i>Loro Gets Stuck</i> (Story is found in the Basa Teacher’s Guide for Grade 3 English, Quarter 2 Week 13 Day 1) 	<p>(With the Teacher)</p> <ol style="list-style-type: none"> Participate in the Pre-reading Activities <ul style="list-style-type: none"> Listen attentively to the story and answer questions about it Pupils answer worksheets prepared by the teacher 	<ul style="list-style-type: none"> While Grade 2 pupils answer worksheets, teacher discusses the leveled reader with Grade 3 pupils
	G	<ul style="list-style-type: none"> EN3G-IIa-b-3.4 Use the <i>be</i>-verbs (<i>am, is, are was, were</i>) correctly in sentences 	<ul style="list-style-type: none"> Verbs “to be” 		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils discuss the story and identify character traits, setting, and plot Pupils review their initial answers to the Anticipation Guide using the information in the story Pupils identify “be” verbs in the present and past tense and reflect on which “be” verbs are used in a text written in the past

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	RC	<ul style="list-style-type: none"> EN3RC-II0-2.10 Sequence three events 	<ul style="list-style-type: none"> Sequencing Events 		<ul style="list-style-type: none"> Pupils identify the sequence of events of the chapter using signal words 4. Concluding the Session Homework: Tell family members the sequence of events of the chapter you read today. Write three events using signal words.
3	AK	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "Vowel Have Two Sounds – Short e" 	1. Sing a song	
	V PA	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: <i>I Love Nature</i> 	2. Recite the poem (With a Group Leader)	
	F	<ul style="list-style-type: none"> EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> 	2. Pupils share their drawing or sentence with a partner	
	ATR	<ul style="list-style-type: none"> EN3A-Ia-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text) 		3. Pupils reread the story in pairs (Chapter 1)	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	V	<ul style="list-style-type: none"> EN1V-IIIa-j-25 Show understanding of meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences 		<ul style="list-style-type: none"> While Grade 3 pupils are doing their Skill Builder Exercises, teacher lets Grade 2 pupils present their poems to the class. After, teacher discusses the rest of the topics for Grade 2. 	(With the Teacher) 4. Phonics: short o vs. long o-Ce <ul style="list-style-type: none"> Pupils categorize, read, and participate in interactive word sort on board Pupils sort a series of words on their own, they correct together 5. Skill Builder Exercises <ul style="list-style-type: none"> Pupils complete the Skill Builder Exercises: Phonics: Word Search
	PWR	<ul style="list-style-type: none"> Contrast short o and long o-Ce sounds/spelling patterns* 	<ul style="list-style-type: none"> Phonics: short o vs long o-Ce 		
	AK PA	<ul style="list-style-type: none"> Identify/locate words with the short e sound* 		3. Complete exercises with short e sound	
	LC V	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Listening Story: "Loro Gets Stuck" 	4. Supply missing parts of the story during rereading	
	LC V	<ul style="list-style-type: none"> EN3LC-Ia-j-2.1 Note important details in a story heard 		5. Answer questions about the story	
	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Words 	6. Concluding the Session Homework: Pupils review spelling words Note to Teacher: There should be different sets of spelling words for Grades 2 and 3 pupils. These are based on the theme and stories used, and are appropriate to the respective grade levels.	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	V PA	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: "I Love Nature" 	1. Recite a poem	
	AK PA	<ul style="list-style-type: none"> Identify words with the same beginning sound* 	<ul style="list-style-type: none"> Beginning consonant sounds 	2. Complete exercises with beginning consonants	2. While Grade 2 pupils answer the exercises, teacher facilitates reading of the leveled reader with the Grade 3 pupils
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.8 Make simple predictions 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: "Loro Gets Stuck" 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the Leveled Reader individually and in pairs, teacher discusses "cause-and-effect" with Grade 2 pupils 	3. Pupils reread the story in pairs (Chapter 1)
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy 			4. Leveled Reader: <i>Loro Gets Stuck</i> - Chapter 2
<p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils engage in an Anticipation Guide around the story Pupils review words that are unfamiliar Pupils talk about the illustrations in the story <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils do a picture walk, identify high frequency words, and phonics patterns Pupils read the text individually (Chapter 2) Pupils pair read the text (by level) 					

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	LC	<ul style="list-style-type: none"> Share information about cause and effect* 	<ul style="list-style-type: none"> Vocabulary for cause and effect: what happened, why, because, so, cause, effect 	3. (With the Teacher) Present actions words (verbs) as to what each character did (cause) and what happened (effect)	
	V LC	<ul style="list-style-type: none"> Illustrate events in the story in actual sequence* 	<ul style="list-style-type: none"> Listening Story: <i>Loro Gets Stuck</i> Illustrating a story sequence 	4. Illustrate events in the story	<ul style="list-style-type: none"> While Grade 2 pupils are illustrating events, teacher discusses the leveled reader with Grade 3 pupils
	RC	<ul style="list-style-type: none"> EN3RC-IIc-e-2.2 Note details in a given text 		5. Concluding the Session	(With the Teacher)
	G	<ul style="list-style-type: none"> EN3G-II d-f-3.2 Form and use the past tense of frequently occurring regular verbs 		<ul style="list-style-type: none"> Pupils practice spelling words 	<i>After Reading Activities</i> <ul style="list-style-type: none"> Pupils scan for a specific word to answer a question and discuss the character, setting, plot, and note details Pupils identify the verb “to be” and put sentences into the past tense
		5. Concluding the Session		<p>Homework: Copy Skill Builder Exercise on present and past tense sentences in notebook and complete at home. Practice their spelling words.</p>	
5	S	<ul style="list-style-type: none"> Spelling word list – words from the story, sight words, and words from phonics list* 	<ul style="list-style-type: none"> Spelling Assessment 	1. Spelling Assessment	<ul style="list-style-type: none"> Teacher provides differentiated worksheets as spelling assessment for Grades 2 and 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	V LC	<ul style="list-style-type: none"> Discuss story in reverse sequence* 	<ul style="list-style-type: none"> Listening Story: "Loro Gets Stuck" 	(With the Teacher) 2. Make group book retelling the story in reverse order <ul style="list-style-type: none"> Teacher discusses and gives activity to Grade 2 pupils before discussing composing activity with Grade 3 pupils 	<ul style="list-style-type: none"> While Grade 2 pupils are doing the group work, teacher discusses composing activity with Grade 3 pupils
	WC	<ul style="list-style-type: none"> Write different forms of simple composition as a response to stories/ poems listened to or read Participate in generating ideas through prewriting activities <i>EN3WC-IIa-1.1</i> Brainstorming Write question and answers 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> While Grade 3 pupils are writing, teacher lets Grade 2 pupils present their group work 	3. Composing Activity (With the Teacher) a. Pupils listen and contribute ideas for teacher modeling of web for interview questions b. Pupils contribute ideas, phrasing, and spelling for teacher guided practice of web for interview questions and answers c. Pupils choose a character and answer the questions on the board from their perspective 4. Concluding the Session: Share their chosen character to interview and initial answer ideas
	G	<ul style="list-style-type: none"> <i>EN3G-IIc-d-3.4</i> Use action words (verbs) 	<ul style="list-style-type: none"> Vocabulary: Action Words (Verbs) 	(With the Teacher) 3. Use action words (verbs) clearly	

WEEK

14

SUPPLEMENTARY OUTLINES

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: DESCRIBING ANIMALS AND THEIR PARTS AND FUNCTIONS
LEVELED READER FOR GRADE 3: *LORO GETS STUCK*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 14 (50 MINUTES PER DAY)**

Theme: Describing Animals and their Parts and Functions

Leveled Reader for Grade 3: Loro Gets Stuck (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Hannah Manaligod)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge) **AK** – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **HW** – Writing and Composition (Handwriting) **G** – Grammar Awareness **V** – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension **ATR** – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa added objective

NOTE TO TEACHER: For this week, use the Grade 3 English Teacher’s Guide distributed by Basa Pilipinas. The objectives for Grade 3 are in **bold italic** which are addressed using the activities from the Grade 3 Teacher’s Guides and other additional activities for Grade 2 level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	AK PA	• Sing a song*	• Song: Vowels Have Two Sounds – Short a	1. Sing a song: “Vowels Have Two Sounds – Short a” Note to Teacher: The song is found in Basa Grade 2 English Teacher’s Guide Quarter 2, Week 14, Day 1	
	OL LC	• EN2LC-Ia-j-1.1 Retell the story	• Story retelling	2. Pupils retell the Listening story, “Loro Gets Stuck” from the previous week	
	OL LC	• EN3LC-IIa-j-2.6 Retell some parts of the story			
	OL	• EN3OL-IIa-b-1.17.2 Ask simple questions	• Listening Story: “Loro Gets Stuck”	Note to Teacher: The Listening Story, “Loro Gets Stuck” is found in the Grade 3 English Teacher’s Guide, Quarter 2 Week 14 Day 2.	
	LC	• EN3LC-Ia-j-2 Activate prior knowledge based on the stories to be read		3. Listening Story: “Loro Gets Stuck” <i>Pre-Reading Activities</i> • Pupils engage in an Anticipation Guide around the story • Pupils make predictions of what they will hear	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	V	<ul style="list-style-type: none"> EN1V-Ia-b-01 Give meaning of words used in listening stories and level text read 		<ul style="list-style-type: none"> Pupils listen to the teacher using words, phrases, or expressions that are unfamiliar Pupils talk about words, phrases, or expressions that are unfamiliar 	
	ATR	<ul style="list-style-type: none"> EN3A-Ia-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text) 		<i>During Reading Activity</i> <ul style="list-style-type: none"> Pupils listen attentively to the story read by the teacher 	
	WC	<ul style="list-style-type: none"> EN3WC-Ia-j-4 Draw and write sentences about one's drawing EN3WC-IId-h-3 Write at least three sentences from various familiar sources 	<ul style="list-style-type: none"> Composing Activity 	<i>After Reading Activities</i> <ul style="list-style-type: none"> Pupils answer questions about the story, to recount the events that were significant Pupils review their initial answers to the Anticipation Guide using the information in the story 4. Composing Activity <ul style="list-style-type: none"> Pupils begin their draft of their interview questions and answers 	
	OL	<ul style="list-style-type: none"> Illustrate a continuation of the story* 		5. Concluding the Session Homework: Pupils tell family members about the story, answer the question: What do you think will happen to Loro? Draw your answer.	5. Concluding the Session Homework: Pupils tell family members about the story, answer the question: What do you think will happen to Loro? Explain your answer.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "Vowels Have Two Sounds – Short a" 	1. Sing a song	
	OL V	<ul style="list-style-type: none"> Talk about spiders in the environment* 	<ul style="list-style-type: none"> Sharing information about spiders in the environment: Vocabulary: spiders, eggs, web 	(With a Group Leader) 2. Share information about spiders in nature <ul style="list-style-type: none"> Pupils work in pairs and draw what they know about spiders 	<ul style="list-style-type: none"> While Grade 2 pupils are doing paired work, teacher facilitates guided reading of the Grade 3 leveled reader
	OL	<ul style="list-style-type: none"> <i>EN3OL-II-f.1.11</i> Restate and retell information 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> 		2. Leveled Reader: <i>Loro Gets Stuck</i> - Chapter 3 (With the Teacher) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Pupils engage in an Anticipation Guide around the story Pupils share experiences related to the story. They talk about the illustrations in the story.
	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"> Pupils review words that are unfamiliar
	PWR	<ul style="list-style-type: none"> <i>EN3PWR-Ib-d-19.1</i> Recognize more common sight words in order to read simple phrases and sentences 			<ul style="list-style-type: none"> Pupils play game with sight words

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	F	<ul style="list-style-type: none"> EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation 		<ul style="list-style-type: none"> While Grade 3 pupils are reading individually and in pairs, teacher reads and discusses the Listening Story, “Aton’s Spider” 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils read the text individually (Chapter 3) Pupils read the chapter with a partner from their level.
	OL V	<ul style="list-style-type: none"> EN3OL-Ic-1.3 Share information 	<ul style="list-style-type: none"> Listening Story: “Aton’s Spider” 	<p>3. Participate in the pre-reading activities (With the Teacher)</p> <ul style="list-style-type: none"> Listening Story: “Aton’s Spider” <p>Note to Teacher: The Listening Story is found in the DepEd Grade 2 English Learner’s Material p. 156</p>	<ul style="list-style-type: none"> While Grade 2 pupils are answering worksheets or doing the activities, teacher discusses the Leveled Reader with the Grade 3 pupils
	ATR V	<ul style="list-style-type: none"> EN3V-IVa-j-12.3 Give the meaning of some words using pictures and context as clues 	<ul style="list-style-type: none"> Action words (verbs): “catch”; “spin”; “lay egg” 	<p>4. Listen attentively to the story (with the Teacher)</p> <p>(With a Group Leader)</p> <p>5. Answer questions about the story</p> <ul style="list-style-type: none"> Answer worksheets or activities provided by the teacher 	
	LC	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor and self-correct one's comprehension 			<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer questions about the sequence of events Pupils review their initial answers to the Anticipation Guide using the information in the story
	WC	<ul style="list-style-type: none"> Review interview questions and answers EN3WC-IIi-j-2.6; EN3G-Id-1.6 Use appropriate punctuation marks 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> While Grade 3 pupils are doing the composing activity, teacher lets Grade 2 pupils prepare a role play about the story and present it before the class ends 	<p>3. Composing Activity</p> <ul style="list-style-type: none"> Pupils write one of their questions in the past tense Pupils finish and begin revising their draft interview questions and answers <p>4. Concluding the Session</p> <p>Homework: Pupils take their draft interview questions and answers home and finish their revisions</p>
	OL V	<ul style="list-style-type: none"> EN2OL-IIIg-1.16 Participate in oral dramatic activities 	<ul style="list-style-type: none"> Encourage pupils to present role plays 	6. Create and present role play using new vocabulary	
3	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of 2-syllable words with long vowel sounds with at least 95-100% accuracy 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are doing the paired activities, teacher instructs the Grade 2 pupils 	<p>1. Shared Reading (With a Group Leader)</p> <ul style="list-style-type: none"> Teacher asks pupils in pairs to share their revised draft. Teachers asks a few pairs to share with the class Teacher asks pupils to reread the story in pairs (Chapter 3)

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	ATR	<ul style="list-style-type: none"> EN3A-Ia-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text) 			
	OL PA	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: "Itsy Bitsy Spider" 	1. Recite a poem (With the Teacher)	
	LC V	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Listening Story: "Anton's Spider" (Grade 2 English Learner's Materials p. 156) 	2. Listen to the teacher's rereading of the Listening Story	
	OL G	<ul style="list-style-type: none"> EN3G-IIc-d-3.4 Use action words (verbs) 	<ul style="list-style-type: none"> Action words (verbs) (Grade 2 English Learner's Material p. 261) 	3. Complete exercises about action words (verbs) (With a Group Leader)	<ul style="list-style-type: none"> While Grade 2 pupils are doing the exercises, teacher gives instruction on the exercises for Grade 3 pupils
	PWR	<ul style="list-style-type: none"> Contrast short u and long u-Ce words sounds/ spelling patterns* 	<ul style="list-style-type: none"> Contrast short u and long u-Ce words sounds/spelling patterns 	<ul style="list-style-type: none"> While Grade 3 pupils answer their Builder Exercises, teacher discusses with Grade 2 pupils answers to their exercises. Then, he or she gives a review and activities for the short a sound. 	<ul style="list-style-type: none"> 2. Phonics: long vowels u-Ce vs. short u Teacher writes words on board from leveled reader and word list. Various activities: categories, whole class reading, interactive word sort on board

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3					<ul style="list-style-type: none"> Teacher asks pupils to sort a series of words on their own. Then, they correct work together. <p>3. Skill Builder Exercises</p> <ul style="list-style-type: none"> Teacher tells pupils to complete the Skill Builder Exercises: Word Search
	AK PA	<ul style="list-style-type: none"> Identify/locate words with the short a sound* 		4. Complete exercises with short a sound	
	S	<ul style="list-style-type: none"> Spelling word list – words from the story, sight words, and words from phonics list* 	<ul style="list-style-type: none"> Spelling Words 	5. Concluding the Session Homework: Pupils review spelling words Note to Teacher: There should be different sets of spelling words for Grades 2 and 3 pupils. These are based on the theme and stories used, and are appropriate to the respective grade levels.	
4	OL PA	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: “Itsy Bitsy Spider” or any poem related to the theme 	1. Recite a poem	
	AK PA	<ul style="list-style-type: none"> Identify words with the same beginning sound* 	<ul style="list-style-type: none"> Beginning consonants 	(With a Group Leader) 2. Complete exercises with beginning consonants	<ul style="list-style-type: none"> While Grade 2 pupils are doing the activity on beginning consonants, teacher gives instruction for rereading to Grade 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	F	<ul style="list-style-type: none"> EN3F-Ia-j-3.5.1 Read Grade 3 level texts consisting of 1-2-syllable words with long vowel sounds with at least 95-100% accuracy 		<ul style="list-style-type: none"> While Grade 3 pupils are rereading the story, teacher discusses sentence frames 	2. Shared Reading (With the Teacher) <ul style="list-style-type: none"> Pupils reread the story in pairs (Chapter 3) Pupils locate 2 sentences written in the past tense
	G	<ul style="list-style-type: none"> EN3G-II-d-f-3.2 Form and use the past tense of frequently occurring regular verbs 			
	OL V	<ul style="list-style-type: none"> Group work: Complete sentence frames* 	<ul style="list-style-type: none"> Action Words (verbs) 	3. Complete sentence frames for illustrations from Day 1 (With a Group Leader)	<ul style="list-style-type: none"> While Grade 2 pupils are doing the activity, teacher facilitates reading of the leveled reader with Grade 3 pupils
	RC	<ul style="list-style-type: none"> EN3RC-II-a-b-2.8 Make simple predictions 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are reading individually and in pairs, teacher discusses cause-and-effect with Grade 2 pupils 	3. Leveled Reader: <i>Loro Gets Stuck</i> ”- Chapter 3 (With the Teacher)
	V	<ul style="list-style-type: none"> EN1V-III-a-j-25 Show understanding of meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences 			Pre-Reading Activities <ul style="list-style-type: none"> Pupils engage in an Anticipation Guide around the story Pupils review words that are unfamiliar Pupils talk about the illustrations in the story

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	F	<ul style="list-style-type: none"> EN3F-Ia-j-3.5.1 Read Grade 3 level texts consisting of 1-2-syllable words with long vowel sounds with at least 95-100% accuracy 			<i>During Reading Activities</i> <ul style="list-style-type: none"> Pupils read the text individually Pupils read the chapter with a partner from their level
	OL LC	<ul style="list-style-type: none"> EN2LC-Ia-j-1.1 Discuss cause and effect EN3OL-Ic-1.3 Share information about the story listened 	<ul style="list-style-type: none"> Cause-and-Effect 	4. Participate in discussion of Cause-and-Effect (with the Teacher) 5. Answer activity on cause and effect (with a Group Leader)	
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one's comprehension 			<i>After Reading Activities</i> <ul style="list-style-type: none"> Pupils discuss the sequence of events Pupils clap when they hear a sentence in the past tense and stand up when they hear a sentence in the present tense 3. Concluding the Session Homework: Copy Skill Builder Exercise on the past tense in notebook and complete at home. Practice their spelling words.
5	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Words 	1. Spelling Assessment <ul style="list-style-type: none"> Teacher provides differentiated worksheets as spelling assessment for Grades 2 and 3 pupils 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	OL PA	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: “Itsy Bitsy Spider” or any poem related to the theme 	2. Recite a poem	
	V	<ul style="list-style-type: none"> Draw a spider and describe it* 		3. Draw a spider and choose three words to describe it	<ul style="list-style-type: none"> While Grade 2 pupils are doing the activity, teacher discusses activity of Grade 3 pupils
	PWR	<ul style="list-style-type: none"> Represent short u and long u-Ce words in spelling* 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> 		3. Teacher asks pupils to reread the story in pairs by level (Chapter 4) (With the Teacher) <ul style="list-style-type: none"> Teacher asks pupils to locate words with the long u vowel sound
	WC	<ul style="list-style-type: none"> Write different forms of simple composition as a response to stories/ poems listened to or read Present interview questions and answers to a partner* 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> While Grade 3 pupils are doing the composing activity, teacher instructs Grade 2 pupils in answering evaluation exercises 	4. Composing Activity <ul style="list-style-type: none"> Pupils put their interview questions and answers in good copy
	AK G	<ul style="list-style-type: none"> Answer an assessment on action words (verbs)* 		4. Apply target skills learned in evaluation exercises	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	ATR	<ul style="list-style-type: none"> • <i>EN3A-Ia-b-1</i> Participate/engage in a read-along of texts (e.g. poetry, repetitive text) 			5. Concluding the Session: Sharing and Reading <ul style="list-style-type: none"> • Pupils share their writing with a partner and some present to the class

WEEK

15

SUPPLEMENTARY OUTLINES

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: MY NEIGHBORHOOD, MY COMMUNITY

READ ALOUD STORY: *SANDWICH TO THE MOON*

LEVELED READER FOR GRADE 3: *NEIGHBORS*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 15 (50 MINUTES PER DAY)**

Theme: My Neighborhood, My Community

Read Aloud Story: *Sandwich to the Moon* (Author and Illustrator: Jamie Bauza)

Leveled Reader for Grade 3: *Neighbors* (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Jericho Moral)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge) **AK** – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **HW** – Writing and Composition (Handwriting) **G** – Grammar Awareness **V** – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension **ATR** – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa added objective

NOTE TO TEACHER: For this week, use the Grade 2 English Teacher’s Guide distributed by Basa Pilipinas. The objectives for Grade 3 are in **bold italics** which are addressed using the activities from the Grade 2 Teacher’s Guides and other additional activities for Grade 3 level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: “Vowels Have Two Sounds – Short o” 	1. Sing a song: “Vowels Have Two Sounds – Short o” Note to Teacher: The song is found in Basa Grade 2 English Teacher’s Guide Quarter 2, Week 15, Day 1	
	OL v	<ul style="list-style-type: none"> EN2OL-Ic-1.3 Share information 	<ul style="list-style-type: none"> Talk about places in the community 	2. Share information about places in the community (in groups)	
	OL v	<ul style="list-style-type: none"> Role play people in one’s community* 	<ul style="list-style-type: none"> Role play: Community 	3. Role play people in the community	<ul style="list-style-type: none"> While Grade 2 pupils are sharing in groups and preparing for role play, teacher reads Listening Story to Grade 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	LC	<ul style="list-style-type: none"> • <i>EN3LC-IIa-j-2</i> Activate prior knowledge based on the stories to be read 	<ul style="list-style-type: none"> • Listening Story: “Neighbors” • Linking prior knowledge 		<p>1. Pupils share what they know about plants, their parts and function</p> <p>Note to Teacher: The Listening Story is found in Grade 3 English Teacher’s Guide, Week 16 Day 1</p>
	OL	<ul style="list-style-type: none"> • Acquire and use vocabulary and structures related to theme and stories* • <i>EN3OL-IIIi-j-1.9</i> Compare and contrast information heard 			
	V	<ul style="list-style-type: none"> • Give meaning of words used in listening stories and leveled text read* 	<ul style="list-style-type: none"> • Use new vocabulary and structures 		2. Pupils learn new vocabulary about plants
	LC	<ul style="list-style-type: none"> • Listen to a variety of literary and expository texts • <i>EN3LC-IIa-j-2.1</i> Note important details • <i>EN3LC-Ia-j-2.8</i> Infer feelings and traits of characters 			<p>3. Listening Story: “Neighbors”</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils engage in an activity to access prior knowledge • Pupils listen to the teacher using words, phrases, or expressions that are unfamiliar • Pupils talk about words, phrases, or expressions that are unfamiliar

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1					<p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Pupils listen attentively to the story read <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer questions about the story, noting important details about the setting. They discuss the town of Kipong.
	SS	<ul style="list-style-type: none"> EN3SS-IIc-d-2.15 Use graphic organizers to show understanding of texts 		<ul style="list-style-type: none"> Before class ends, let Grade 2 pupils present their group presentation 	<ul style="list-style-type: none"> Pupils contribute to a Venn diagram <p>3. Concluding the Session</p> <p>Homework: Pupils tell family members about the story and answer the question: What would you plant in your garden to win the contest? Draw a picture to go with your answer.</p>
2	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "Vowels Have Two Sounds - Short i" 	1. Sing a song	
	V ATR	<ul style="list-style-type: none"> EN3V-IVa-j-12.3 Give the meaning of some words using pictures and context as clues 	<ul style="list-style-type: none"> Read Aloud Story: <i>Sandwich to the Moon</i> Action words (verbs): <i>invent, stack</i>, and expressions: <i>go bad, pitch in, bring to life</i> 	2. Participate in the pre-reading activities	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	BPK V	<ul style="list-style-type: none"> EN2BPK-IIIa-b-4 Use terms in English relating to parts of the book 	<ul style="list-style-type: none"> Parts of a book: cover page 	3. Identify the parts of the book	
	LC	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 		4. Listen attentively to the story and answer questions about it	
	OL	<ul style="list-style-type: none"> Acquire and use vocabulary and structures related to theme and stories* 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 1) Use new vocabulary and structures 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the leveled readers, let Grade 2 pupils read a leveled reader in the past or a story of their choice 	3. Leveled Reader: <i>Neighbors</i> (Chapter 1) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Pupils share experiences related to the story. They talk about the illustrations in the story. Pupils review words that are unfamiliar Pupils play game with sight words <i>During Reading Activities</i> <ul style="list-style-type: none"> Pupils do a picture walk, identify high frequency words and phonics patterns Pupils read the text individually (Chapter 1) Pupils read the chapter with a partner from their level
	PWR	<ul style="list-style-type: none"> Review reading and writing short and long a, u, o, and i in CVC and CVCe patterns* 	<ul style="list-style-type: none"> Sight words: <i>each, special</i> 		
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy 			
	OL V	<ul style="list-style-type: none"> EN2OL-IIa-b-1.3.3 Talk about what is special about one's community 	<ul style="list-style-type: none"> Places in the community 	5. Share information about places in the community (in pairs or small groups) <ul style="list-style-type: none"> Present the information they gathered 	<ul style="list-style-type: none"> While Grade 2 pupils are sharing information, teacher discusses the leveled reader with Grade 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	RC	<ul style="list-style-type: none"> EN3RC-IIc-e-2.2 Note details in a given text Read simple sentences and leveled stories EN3RC-II0-2.2 Note details regarding character, setting, and plot 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 1) 	<ul style="list-style-type: none"> Before the class ends, ask Grade 2 pupils to share what they talked about in small groups 	<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils discuss the story and identify character traits, setting, and plot Pupils add to their Venn diagram Pupils identify descriptive adjectives and substitute them <p>4. Concluding the Session</p> <p>Homework: Tell family members about the story of Jake and Jack and choose one question to answer:</p> <p>Do you think Jake will win? Why?</p> <p>Do you think Jack will win? Why?</p>
	G	<ul style="list-style-type: none"> EN3G-IIIg-g-5.3.1 Use descriptive adjectives 			
	SS	<ul style="list-style-type: none"> EN3SS-IIc-d-2.15 Use graphic organizers to show understanding of texts 			
3	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "Vowels Have Two Sounds - Short i" 	<ul style="list-style-type: none"> 1. Sing a song 	
	F	<ul style="list-style-type: none"> EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 1) 	<ul style="list-style-type: none"> While Grade 3 pupils are rereading their leveled readers, teacher discusses the lessons for the Grade 2 pupils 	<ul style="list-style-type: none"> Pupils share their drawing or sentence with a partner 2. Pupils reread the story in pairs (Chapter 1)

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities		
				Grade 2	Grade 3	
3	ATR	<ul style="list-style-type: none"> EN3A-IIa-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text) 				
	AK PA	<ul style="list-style-type: none"> Identify/locate words with the short i sound* 	<ul style="list-style-type: none"> Poem: "The People in My Town" 	2. Complete exercises with short i sound 3. Recite the poem		
	OL	<ul style="list-style-type: none"> EN2OL-III-1.6 Recite a poem 				
	OL V	<ul style="list-style-type: none"> Share information about what is special in our community* 	<ul style="list-style-type: none"> Sharing information about what is special in one's community 	4. Share information about what is special in one's community (in pairs or small groups)	<ul style="list-style-type: none"> While Grade 2 pupils are sharing in pairs or groups, teacher discusses phonics lesson with Grade 3 pupils 	
	PWR	<ul style="list-style-type: none"> Review reading and writing short and long a, u, o, and i in CVC and CVCe patterns* 	<ul style="list-style-type: none"> Phonics: Short vowels (CVC) vs long vowels-Ce (CVCe) 		3. Phonics: short /o/ vs long /o-Ce/	
V	<ul style="list-style-type: none"> EN1V-IIIa-j-25 Show understanding of meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences 	<ul style="list-style-type: none"> Pupils categorize, read, and participate in interactive word sort on board Pupils sort a series of words on their own, they correct them together 4. Skill Builder Exercises <ul style="list-style-type: none"> Pupils complete the Skill Builder Exercises on Phonics: Short vowel and long vowels words 				

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	LC V	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Read Aloud Story: <i>Sandwich To The Moon</i> 	5. Supply missing parts of the story	<ul style="list-style-type: none"> While Grade 3 pupils are answering exercises, teacher rereads Read Aloud Story to Grade 2 pupils
	LC V	<ul style="list-style-type: none"> Note important details in the story heard* 		6. Answer questions about the story	
	OL V	<ul style="list-style-type: none"> EN2OL-IIIg-1.16 Participate in oral dramatic activities 		7. Create role play using new action words (verbs)	
	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Words 	5. Concluding the Session <ul style="list-style-type: none"> Spelling words: Pupils practice spelling words through a game <p>Note to Teacher: Grades 2 and 3 pupils have different spelling words</p>	
4	V PA	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: "The People In My Town" 	1. Recite a poem	
	AK PA	<ul style="list-style-type: none"> Identify words with the same beginning sound* 	<ul style="list-style-type: none"> Beginning consonants Vocabulary for people in the community 	2. Complete exercises with beginning consonants	<ul style="list-style-type: none"> While Grade 2 pupils are answering exercises, teacher facilitates reading of the Grade 3 Leveled Reader

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 2) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading their Leveled Reader, teacher rereads and discusses Read Aloud Story 	2. Leveled Reader: <i>Neighbors</i> (Chapter 2) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Pupils review words that are unfamiliar Pupils generate examples of using an apostrophe to indicate possession Pupils talk about the illustrations in the story <i>During Reading Activities</i> <ul style="list-style-type: none"> Pupils do a picture walk, identify high frequency words, and phonics patterns Pupils read the text individually (Chapter 2) Pupils pair read the text (by level)
	V LC	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Read Aloud Story: <i>Sandwich to The Moon</i> 	3. Listen to rereading of the story	
	V LC	<ul style="list-style-type: none"> Note important details in a story heard* 		4. Answer questions about the story (in groups)	<ul style="list-style-type: none"> While Grade 2 pupils are doing group activity, teacher discusses leveled reader of Grade 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	G	<ul style="list-style-type: none"> • <i>EN3G-IVi-j-5.2</i> Use the degrees of adjectives in making comparisons • Identify apostrophes that indicate possession* 	<ul style="list-style-type: none"> • Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 2) 		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils scan for a specific word to answer a question and discuss the character, setting, plot, and note details • Pupils add to their Venn diagram • Pupils identify adjectives in the text learn how to change the ending to make it into a comparative adjective <p>3. Concluding the Session</p> <p>Homework: Copy Skill Builder Exercise on comparative adjectives in notebook and complete at home. Practice their spelling words.</p>
	RC	<ul style="list-style-type: none"> • <i>EN3RC-IIc-e-2.2</i> Note details in a given text • Read simple sentences and leveled stories • <i>EN3RC-II0-2.2</i> Note details regarding character, setting, and plot 			
	SS	<ul style="list-style-type: none"> • <i>EN3SS-IIc-d-2.15</i> Use graphic organizers to show understanding of texts 			
5	S	<ul style="list-style-type: none"> • Correctly spell grade level words* 	<ul style="list-style-type: none"> • Spelling Words 	<p>I. Spelling Assessment</p> <ul style="list-style-type: none"> • Teacher provides differentiated worksheets as spelling assessment for Grades 2 and 3 pupils 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	OL	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "Vowels Have Two Sounds – Short i" 	2. Sing a song	
	V PA	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: "The People in My Town" 	3. Recite a poem	
	OL WC	<ul style="list-style-type: none"> Discuss the people in one's community* 		4. Make group book about the people in our community	<ul style="list-style-type: none"> While Grade 2 pupils are making the group book, teacher discusses activities for Grade 3 pupils
	OL	<ul style="list-style-type: none"> EN3OL-IIg-h-2.1 Recall and share experiences, film viewed, and story read/listened to as springboard for writing EN3WC-IIa-b-1 Participate in generating ideas through prewriting activities EN3WC-IIc-1.3 Drawing 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 2) Note details regarding character, setting, and plot Composing Activity 	<ul style="list-style-type: none"> While Grade 3 pupils are doing composing activity, teacher discusses activities for Grade 2 pupils 	<ul style="list-style-type: none"> 3. Composing Activity (Cooperative Writing by Group) <ul style="list-style-type: none"> Pupils listen and contribute ideas for teacher modeling of a drawing for a brochure Pupils contribute ideas, phrasing, and spelling for teacher's draft brochure (Individual Writing) Pupils choose special place, draw it, and get their ideas down as to what is special about it 4. Concluding the Session <ul style="list-style-type: none"> Pupils share their special place and their initial answer ideas for a brochure Pupils to share their web <p>Homework: Share your drawing and initial ideas with a family member</p>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	G	<ul style="list-style-type: none"> EN1G-IIa-e-3 Use action words (verbs) 		5. Use action words (verbs) clearly	
	OL V	<ul style="list-style-type: none"> Group work: Complete sentence frame* 		6. Complete sentence frames	

WEEK

16

SUPPLEMENTARY OUTLINES

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: MY NEIGHBORHOOD, MY COMMUNITY

READ ALOUD STORY: *SANDWICH TO THE MOON*

LEVELED READER FOR GRADE 3: *NEIGHBORS*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 16 (50 MINUTES PER DAY)**

Theme: Neighborhood, My Community

Read Aloud Story: *Sandwich to the Moon* (Author and Illustrator: Jamie Bauza)

Leveled Reader for Grade 3: *Neighbors* (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Jericho Moral)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge) **AK** – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **HW** – Writing and Composition (Handwriting) **G** – Grammar Awareness **V** – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension **ATR** – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa added objective

NOTE TO TEACHER: For this week, use the Grade 2 English Teacher’s Guide distributed by Basa Pilipinas. The objectives for Grade 3 are in ***bold italics*** which are addressed using the activities from the Grade 2 Teacher’s Guides and other additional activities for Grade 3 level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: “Vowels Have Two Sounds – Short o” 	1. Sing a song: “Vowels Have Two Sounds – Short <i>o</i> ”	
	OL RC	<ul style="list-style-type: none"> Read about people in the community using group books* 	<ul style="list-style-type: none"> People in the community 	2. Read about people in the community	
	LC	<ul style="list-style-type: none"> <i>EN3LC-IIa-j-2</i> Activate prior knowledge based on the stories to be read 	<ul style="list-style-type: none"> Listening Story: “Neighbors” 	3. Listening Story: “Neighbors”	
	V	<ul style="list-style-type: none"> <i>Give meaning of words used in listening stories and leveled readers*</i> 		<i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Teacher unlocks unfamiliar words and expressions <p>Note to Teacher: The Listening Story is found in <i>Basa Pilipinas Grade 3 English Teacher’s Guide</i>, Week 16, Day 1</p>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	LC	<ul style="list-style-type: none"> EN3LC-II<i>f-h</i>- 2.8 Make simple inferences about thoughts and feelings based from texts viewed/ listened to 		<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher reads listening story to pupils and pauses for pupils to discuss based on their prior knowledge <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher asks questions about the story, to recount the events that were significant Teacher leads pupils to contribute to a Venn Diagram 	
	WC	<ul style="list-style-type: none"> EN3WC-III<i>b-c</i>-3 Write at least three sentences from various familiar sources EN3WC-II<i>a-j</i>-4 Draw and write sentences about one's drawing 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> While Grade 3 pupils are doing the composing activity, teacher discusses places in the community to Grade 2 pupils 	<p>3. Composing Activity</p> <ul style="list-style-type: none"> Teacher asks pupils to bring out their ideas from questions and answers on the character they chose <p>4. Concluding the Session</p> <p>Homework: Tell family members about the story, answer the question: What do you think Jack and Jake will do when they go see the other garden?</p>
	OL V	<ul style="list-style-type: none"> EN2OL-I<i>h-j</i>-1.3.2 Talk about places in the community 	<ul style="list-style-type: none"> Sharing information about places in the community 	<p>4. Share information about places in the community</p>	
	OL	<ul style="list-style-type: none"> Illustrate one's favorite place in the community* 	<ul style="list-style-type: none"> Vocabulary: bakery, hospital, school, store, garage, restaurant, house 	<p>5. Illustrate one's favorite place in the community</p>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "Vowels Have Two Sounds - Short o" 	1. Sing a song	
	V PA	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: "The People in My Town" 	2. Recite a poem <ul style="list-style-type: none"> Present in groups with actions 	<ul style="list-style-type: none"> While Grade 2 pupils are practicing the poem, teacher facilitates reading of leveled reader by Grade 3 pupils
	V	<ul style="list-style-type: none"> EN1V-Ia-b-01 Give the meaning of words used in stories read EN3V-II-d-e-5.1 Show understanding of meaning of words with final consonant blends through drawing, actions, and using them in sentences 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 3) Use new vocabulary and structures Sight words: <i>about, around</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the Leveled Reader, teacher lets Grade 2 pupils recite the poem in groups. After, teacher reads and discusses story. 	2. Leveled Reader: <i>Neighbors</i> (Chapter 3) <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils review words that are unfamiliar Pupils share experiences related to the story. They talk about the illustrations in the story. Pupils play game with sight words <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils read the text individually (Chapter 3) Pupils read the chapter with a partner from their level
	PWR	<ul style="list-style-type: none"> EN3PWR-II-f-1.1 Read phrases, sentences, and short stories consisting of words with final consonant blends and other words previously studied and the questions about them 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	RC	<ul style="list-style-type: none"> Read simple sentences and leveled reader EN3RC-II0-2.2 Note details regarding character, setting, and plot 			
	OL V	<ul style="list-style-type: none"> EN3OL-Ic-1.3 Share information 	<ul style="list-style-type: none"> Story: "A Visit at the Zoo" (DepEd Grade 3 English Learner's Materials p. 227) Action words (verbs): <i>catch, spin, lay egg</i> 	3. Participate in the Pre-reading Activities 4. Listen attentively to read aloud of the story	
	ATR V	<ul style="list-style-type: none"> EN3V-IVa-j-12.3 Give the meaning of some words using pictures and context as clues 			
	LC	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 			
	OL V	<ul style="list-style-type: none"> EN2OL-IIIg-1.16 Participate in oral dramatic activities 	<ul style="list-style-type: none"> Role plays 	5. Create and present role play using new vocabulary	<ul style="list-style-type: none"> While Grade 2 pupils are practicing their role play, teacher discusses leveled reader read by Grade 3 pupils
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one's comprehension 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 3) 		<i>After Reading Activities</i> <ul style="list-style-type: none"> Pupils answer questions about the characters Pupils add to their Venn diagram

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	WC	<ul style="list-style-type: none"> Review sentences for brochure EN3WC-IIi-j-2.6 Use appropriate punctuation marks 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> Before the class ends, teacher asks Grade 2 pupils to present their role plays to the class 	<p>3. Writing</p> <ul style="list-style-type: none"> Pupils identify adjectives, give the comparative and superlative equivalents, and use some in their brochure to make it more attractive Pupils finish and begin revising their draft brochure <p>4. Concluding the Session</p> <p>Homework: Pupils take their draft brochure home and finish their revisions</p>
3	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "Vowels Have Two Sounds - Short o" 	1. Sing a song	
	AK PA	<ul style="list-style-type: none"> Identify/locate words with the short o sound* 	<ul style="list-style-type: none"> Short o sound 	2. Complete exercises with short o sound	<ul style="list-style-type: none"> While Grade 2 pupils are answering exercises, Grade 3 pupils reread the story in pairs
	ATR	<ul style="list-style-type: none"> EN3A-IIa-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text) 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 3) 	<ul style="list-style-type: none"> While Grade 3 pupils are rereading the story in pairs, teacher discusses the story previously read with Grade 2 pupils 	2. Shared Reading

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	LC V	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Story: "A Visit at the Zoo" (DepEd Learner's Materials p. 227) Talk about the zoo 	3. Share information about the people who works at the zoo. What does he do? 4. Participate in rereading of the story	
	PWR	<ul style="list-style-type: none"> Differentiate words with final k, ck, ke <i>EN3PWR-II-f-1.1</i> Read phrases, sentences, and short stories consisting of words with final consonant blends and other words previously studied and the questions about them 	<ul style="list-style-type: none"> Contrast words with -k, -ck, -ke endings 	<ul style="list-style-type: none"> While Grade 3 pupils are answering exercises, teacher discusses adjectives with Grade 2 pupils 	3. Phonics: -k, -ck, -ke endings <ul style="list-style-type: none"> Teacher writes words on board from leveled reader and word list. Various activities: categories, whole class reading, interactive word sort on board. Teacher asks pupils to sort a series of words on their own. They correct their work together.
	V	<ul style="list-style-type: none"> <i>EN3V-II-d-e-5.1</i> Show understanding of meaning of words with final consonant blends through drawing, actions, and using them in sentences 			3. Skill Builder Exercises <ul style="list-style-type: none"> Pupils complete the Skill Builder Exercises: Locate words and compose a sentence

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	OL G	<ul style="list-style-type: none"> EN3G-IIIg-5 Use adjectives in dialogues 	<ul style="list-style-type: none"> Describing Words (Adjectives): DepEd Learner’s Materials p. 408 	5. Complete exercise about numeric describing words	
	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Words 	4. Concluding the Session <ul style="list-style-type: none"> Spelling words. Pupils practice spelling words through a game <p>Note to Teacher: There are different spelling words for Grades 2 and 3 pupils</p>	
4	OL PA	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: “The People In My Town” 	1. Recite a poem	
	AK PA	<ul style="list-style-type: none"> EN2PA-If-j-1.2.1 Identify words that rhyme 	<ul style="list-style-type: none"> Rhyming words 	2. Identify words that rhyme	<ul style="list-style-type: none"> While Grade 2 pupils are identifying rhyming words, teacher facilitates reading of the leveled reader with Grade 3 pupils
	F	<ul style="list-style-type: none"> EN3PWR-IIg-1.1 Read phrases, sentences, and short stories consisting of words with final consonant blends and other words previously studied and the questions about them 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 4) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading their leveled reader, teacher discusses activities of Grade 2 pupils 	2. Leveled Reader: <i>Neighbors</i> (Chapter 4) <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils review words that are unfamiliar Pupils talk about the illustrations in the story <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils read the text individually Pupils read the chapter with a partner from their level

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	OL G	<ul style="list-style-type: none"> EN2G-IVa-f-4 Use possessive pronouns 	<ul style="list-style-type: none"> Describing Words, (Size): DepEd Grade 2 English Learner's Materials p. 419 	3. Complete exercises about describing words: size	
	V G	<ul style="list-style-type: none"> Group work: Complete sentence frames* 	<ul style="list-style-type: none"> Completing a sentence 	4. Complete sentence frames for sharing favorite places	<ul style="list-style-type: none"> While Grade 2 pupils are answering their exercises, teacher discusses the leveled reader of Grade 3 pupils
	RC	<ul style="list-style-type: none"> Read simple sentences and leveled readers <i>EN3RC-II0-2.2</i> Note details regarding character, setting, and plot <i>EN3RC-IIa-b-2.19</i> Reread, monitor, and self-correct one's comprehension 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 4) 		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils discuss the characters and events Pupils add to their Venn diagram

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	G	<ul style="list-style-type: none"> EN3G-III-f-g-5.3.1 Use descriptive adjectives EN3G-IV-i-j-5.2 Use the degrees of adjectives in making comparisons (positive, comparative, superlative) 	<ul style="list-style-type: none"> Adjectives 		<ul style="list-style-type: none"> Pupils identify adjectives and transform them into comparative or superlative equivalents 3. Concluding the Session Homework: Copy Skill Builder Exercise on the past tense in notebook and complete at home. Practice their spelling words.
5	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Assessment 	1. Spelling Assessment <ul style="list-style-type: none"> Teacher provides differentiated worksheets as spelling assessment for Grades 2 and 3 pupils 	
	OL	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "Vowels Have Two Sounds – Short o sound" 	2. Sing a song	
	V G	<ul style="list-style-type: none"> Group work: Complete sentence frames* 	<ul style="list-style-type: none"> Vocabulary about places and people in our community 	3. Complete a sentence to add to previous sentence frame	<ul style="list-style-type: none"> While Grade 2 pupils are doing their activity, teacher gives instructions for Grade 3 pupils to accomplish their exercises
	PWR	<ul style="list-style-type: none"> Differentiate words with final -k, -ck, -ke 	<ul style="list-style-type: none"> Contrast words with -k, -ck, -ke endings 	<ul style="list-style-type: none"> While Grade 3 pupils are answering exercises, teacher gives instructions for activities of Grade 2 pupils 	2. Pupils reread the story in pairs by level (Chapter 4) <ul style="list-style-type: none"> Pupils locate words with -k, -ck, -ke endings

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5		<ul style="list-style-type: none"> • <i>EN3PWR-II-f-1.1</i> Read phrases, sentences, and short stories consisting of words with final consonant blends and other words previously studied and the questions about them 			
	G	<ul style="list-style-type: none"> • EN2G-III-i-j-5 Answer describing/picture words (adjectives) 		4. Apply target skills learned in evaluation exercises: verbs, reading comprehension, adjectives 5. Construct a mural of community workers	<ul style="list-style-type: none"> • While Grade 2 pupils are answering exercises, teacher models composing activity of Grade 3 pupils
	G	<ul style="list-style-type: none"> • <i>EN3G-III-f-g-5.3.1</i> Use descriptive adjectives • <i>EN3G-IV-i-j-5.2</i> Use the degrees of adjectives in making comparisons (positive, comparative, superlative) 	<ul style="list-style-type: none"> • Adjectives 		3. Composing Activity <ul style="list-style-type: none"> • Pupils put their interview questions and answers in good copy

WEEK

17

SUPPLEMENTARY OUTLINES

MULTIGRADE CLASSES GRADES 2 AND 3 ENGLISH

**THEME: EXPLAIN HOW LIVING THINGS DEPEND ON THE ENVIRONMENT
TO MEET THEIR BASIC NEEDS; RECOGNIZE THAT THERE IS A NEED
TO PROTECT AND CONSERVE THE ENVIRONMENT**

LEVELED READER FOR GRADE 3: *LET'S LEARN ABOUT ECOSYSTEMS!*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 17 (50 MINUTES PER DAY)**

Theme: Explain how living things depend on the environment to meet their basic needs;

Recognize that there is a need to protect and conserve the environment

Leveled Reader for Grade 3: *Let’s Learn About Ecosystems!* (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge) **AK** – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **HW** – Writing and Composition (Handwriting) **G** – Grammar Awareness **V** – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension **ATR** – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa added objective

NOTE TO TEACHER: For this week, use the Grade 3 English Teacher’s Guide distributed by Basa Pilipinas. The objectives for Grade 3 are in **bold italics** which are addressed using the activities from the Grade 3 Teacher’s Guides and other additional activities for Grade 2 level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: “Vowels Have Two Sounds – Short u” 	1. Sing a song	
	OL	<ul style="list-style-type: none"> Acquire and use vocabulary, and structures related to theme and stories* <i>EN3OL-IIj-1.11</i> Restate and retell information 	<ul style="list-style-type: none"> Use new vocabulary and structures 	2. Pupils share what they know about ecosystems 3. Pupils learn about new vocabulary about ecosystems	
	LC	<ul style="list-style-type: none"> <i>EN3LC-Ia-j-2</i> Activate prior knowledge based on the stories to be read 	<ul style="list-style-type: none"> Listening Story: “Let’s Learn About Ecosystems!” 	4. Listening Story: “Let’s Learn About Ecosystems!” <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Pupils engage in a K-W-L activity around the story 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	V	<ul style="list-style-type: none"> Give meaning of words used in listening stories and Leveled Readers* 		<ul style="list-style-type: none"> Pupils listen to the teacher using words, phrases, or expressions that are unfamiliar Pupils talk about words, phrases, or expressions that are unfamiliar 	
	F	<ul style="list-style-type: none"> <i>EN3F-Ia-j-1.10.1</i> Read aloud from familiar prose and poetry consisting of short vowel words with fluency, appropriate rhythm, pacing, and intonation 		<i>During Reading Activities</i> <ul style="list-style-type: none"> Pupils listen attentively to the story read and discuss based on their personal experiences 	
	LC	<ul style="list-style-type: none"> <i>EN3LC-IIa-j-2.1</i> Note important details <i>EN3LC-IIa-j-2.6</i> Retell some parts of the story 	<ul style="list-style-type: none"> Identify the elements of a story 	<i>After Reading Activities</i> <ul style="list-style-type: none"> Pupils answer questions about the story Pupils add to their K-W-L chart by answering their “want to know” questions and saying what they learned 	
	WC	<ul style="list-style-type: none"> <i>EN3WC-Ia-j-4</i> Draw and write sentences about one’s drawing 	<ul style="list-style-type: none"> Write a response to a story listened to 	5. Concluding the Session Homework: Pupils tell family members about the story and answer the question: Give an example of an ecosystem around where you live and draw a picture of what you think it looks like. Label the picture.	5. Concluding the Session Homework: Pupils tell family members about the story and answer the question: Give an example of an ecosystem around where you live and draw a picture of what you think it looks like. Write a sentence to describe it.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "Vowels Have Two Sounds – Short /u/" 	1. Sing a song	
	OL V	<ul style="list-style-type: none"> Talk about friendship* 	<ul style="list-style-type: none"> Sharing information 	2. Talk about friendship in pairs or small groups <ul style="list-style-type: none"> Present their sharing to the class 	<ul style="list-style-type: none"> While Grade 2 pupils are sharing in pairs, teacher facilitates reading of the leveled reader with Grade 3 pupils
	OL	<ul style="list-style-type: none"> Acquire and use vocabulary and structures related to theme and stories* EN3OL-II-f-1.11 Restate and retell information 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Let's Learn About Ecosystems!</i> Use new vocabulary and structures Sight words: <i>about, draw, does</i> 		1. Pupils recall the problem that Loro runs into in the listening story 2. Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 1) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Pupils share experiences related to the story. They talk about the illustrations in the story. Pupils engage in a K-W-L activity around the story Pupils review words that are unfamiliar Pupils play game with sight words

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	PWR	<ul style="list-style-type: none"> Read phrases, sentences and short stories consisting of words with short o and long aC-e, ai, ay sounds* 	<ul style="list-style-type: none"> Reading of Leveled Reader 	<ul style="list-style-type: none"> While Grade 3 pupils are reading their leveled reader, teacher reads a story to Grade 2 pupils 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils do a picture walk, identify high frequency words and phonics patterns Pupils read the text individually (Chapter 1) Pupils read the chapter with a partner from their level
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy 			
	V ATR	<ul style="list-style-type: none"> EN3V-IVa-j-12.3 Give the meaning of some words using pictures and context as clues 	<ul style="list-style-type: none"> Listening Story: "Let's Learn About Ecosystems!" 	3. Participate in the Pre-reading Activities	
	BPK V	<ul style="list-style-type: none"> EN2BPK-IIIa-b.4 Use terms in English relating to parts of the book 		4. Identify the parts of the book	
	LC	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 		5. Listen attentively to the story and answer questions about it <ul style="list-style-type: none"> Pupils answer worksheets 	<ul style="list-style-type: none"> While Grade 2 pupils are answering questions, teacher discusses the leveled reader with Grade 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	G	<ul style="list-style-type: none"> EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense 	<ul style="list-style-type: none"> Grammar: present and past verbs 		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils discuss the information they learned Pupils add to their K-W-L chart by answering their “want to know” questions and saying what they learned Pupils put sentences in the past tense Pupils identify the sequence of events of the chapter <p>4. Concluding the Session</p> <p>Homework: Tell family members the sequence of events of the chapter you read today. Draw a topographic map of a watershed.</p>
	V	<ul style="list-style-type: none"> Show understanding of meaning of words with different less common long a vowel spelling patterns (a-e, ai, ay) through drawing, actions, and using them in sentences* 			
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one’s comprehension EN3RC-IIc-e-2.2 Note details in a given text 			
3	V PA	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: “Friends Are Special” 	1. Recite the poem	
	AK PA	<ul style="list-style-type: none"> Identify/locate words with the short /u/ sound* 		2. Complete exercises with short u sound	<ul style="list-style-type: none"> While Grade 2 pupils are doing activity with short u sound, teacher facilitates activities with Grade 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	PWR	<ul style="list-style-type: none"> Contrast words with different less common long a vowel spelling patterns (a-e, ai, ay)* 	<ul style="list-style-type: none"> Leveled Reader: <i>Let's Learn About Ecosystems!</i> Phonics: less common long a vowel spelling patterns (a-e, ai, ay) 	<ul style="list-style-type: none"> While Grade 3 pupils are answering their exercises, teacher discusses the story read the previous day with Grade 2 pupils 	3. Phonics: less common long a vowel spelling patterns (a-e, ai, ay) <ul style="list-style-type: none"> Pupils categorize, read, and participate in interactive word sort on board Pupils sort a series of words on their own, they correct their work together 4. Skill Builder Exercises <ul style="list-style-type: none"> Pupils complete the Skill Builder Exercises: Phonics: Word Sort
	V	<ul style="list-style-type: none"> Show understanding of meaning of words with different less common long a vowel spelling patterns (a-e, ai, ay) through drawing, actions, and using them in sentences* 			
	V LC	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Listening Story: "Let's Learn About Ecosystems!" Discuss new vocabulary and expressions – adjectives to describe a friend 	3. Supply missing parts of the story	
	V LC	<ul style="list-style-type: none"> Note important details in a story heard* 		4. Answer questions about the story	
	OL V	<ul style="list-style-type: none"> Illustrate a classmate* 		5. Illustrate and describe one's classmate	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Words 	5. Concluding the Session <ul style="list-style-type: none"> Spelling words: Pupils practice spelling words through a game <p>Note to Teacher: There are different spelling words for Grades 2 and 3</p>	
4	V PA	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: "Friends Are Special" 	1. Recite the poem	
	AK PA	<ul style="list-style-type: none"> EN2PA-If-1.2.1 Identify words with the same beginning sound 	<ul style="list-style-type: none"> Beginning Sounds 	2. Beginning consonants	<ul style="list-style-type: none"> While Grade 2 pupils are doing the activity, teacher facilitates reading of the leveled reader with Grade 3 pupils
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy 	<ul style="list-style-type: none"> Leveled Reader: <i>Let's Learn About Ecosystems!</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the leveled reader, teacher rereads the story to Grade 2 pupils 	1. Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 2) <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils engage in a K-W-L activity around the story Pupils review words that are unfamiliar Pupils talk about the illustrations in the story <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils do a picture walk, identify high frequency words, and phonics patterns Pupils read the text individually (Chapter 2) Pupils pair read the text (by level)

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	LC V	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Listening Story: "Let's Learn About Ecosystems!" 	3. Supply missing parts while teacher rereads the story	
	LC	<ul style="list-style-type: none"> Note important details in a story heard 		4. Answer questions about the story	
	LC	<ul style="list-style-type: none"> Give opinion* 		5. Give opinion using sentence frame	
	RC	<ul style="list-style-type: none"> <i>EN3RC-IIa-b-2.19</i> Reread, monitor, and self-correct one's comprehension <i>EN3RC-IIc-e-2.2</i> Note details in a given text 	<ul style="list-style-type: none"> Phonics: short o vs long o-Ce Note details regarding character, setting, and plot 		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer questions about information on the text Pupils add to the K-W-L chart they started in Day 2 by answering their "want to know" questions and saying what they learned Pupils put verbs found in the text into the past tense <p>3. Concluding the Session</p> <p>Homework: Copy Skill Builder Exercise on present and past tense sentences in notebook and complete at home. Practice their spelling words.</p>
5	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Words 	<p>1. Spelling Assessment</p> <ul style="list-style-type: none"> Teacher provides differentiated worksheets as spelling assessment for Grades 2 and 3 pupils 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	WC	<ul style="list-style-type: none"> • EN3OL-IIg-h-2.1 Recall and share experiences, film viewed, and story read/listened to as springboard for writing • EN3WC-IIa-b-1 Participate in generating ideas through prewriting activities • EN3WC-IIa-1.1 Brainstorming 	<ul style="list-style-type: none"> • Composing Activity 	<ul style="list-style-type: none"> • While teacher discusses composing activity with Grade 3 pupils, Grade 2 pupils may read a story or past leveled reader 	<p>2. Composing Activity</p> <ul style="list-style-type: none"> • Pupils listen and contribute ideas for teacher modeling of a diamond poem on a theme (watersheds) • Pupils contribute to organization of diamond poem • Pupils choose an ecosystem and list adjectives, nouns, and verbs about it <p>3. Concluding the Session: Share their chosen character to interview and initial answer ideas</p> <ul style="list-style-type: none"> • Pupils to share their chosen ecosystem and their initial descriptive word ideas <p>Homework: Share your list of words on your ecosystem with a family members</p>
	V LC	<ul style="list-style-type: none"> • Share words to describe a person* 	<ul style="list-style-type: none"> • Use descriptive words (adjectives) 	<p>2. Make a group book about students in the class</p> <p>3. Use descriptive words (adjectives)</p>	
	G	<ul style="list-style-type: none"> • EN3G-III f-g-5.3.1 Use descriptive words (adjectives) 			
	WC	<ul style="list-style-type: none"> • Group work: Illustrate and complete sentence frame* 	<ul style="list-style-type: none"> • Group work: Illustrate and complete sentence frame 	<p>4. Complete web to describe friend</p>	

WEEK

18

SUPPLEMENTARY OUTLINES

MULTIGRADE CLASSES GRADES 2 AND 3 ENGLISH

**THEME: EXPLAIN HOW LIVING THINGS DEPEND ON THE ENVIRONMENT
TO MEET THEIR BASIC NEEDS; RECOGNIZE THAT THERE IS A NEED
TO PROTECT AND CONSERVE THE ENVIRONMENT**

LEVELED READER FOR GRADE 3: *LET'S LEARN ABOUT ECOSYSTEMS!*

OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 18 (50 MINUTES PER DAY)

Theme: Explain how living things depend on the environment to meet their basic needs;

Recognize that there is a need to protect and conserve the environment

Leveled Reader for Grade 3: *Let's Learn About Ecosystems!* (Authors: Nathalie Louge and Suzanne Sumard, Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge) **AK** – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **HW** – Writing and Composition (Handwriting) **G** – Grammar Awareness **V** – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension **ATR** – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa added objective

NOTE TO TEACHER: For this week, use the Grade 2 English Teacher’s Guide distributed by Basa Pilipinas. The objectives for Grade 3 are in **bold italics** which are addressed using the activities from the Grade 2 Teacher’s Guides and other additional activities for Grade 3 level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	AK PA	<ul style="list-style-type: none"> <i>Sing a song*</i> 	<ul style="list-style-type: none"> Song: “What is this?” 	I. Sing a song	
	OL	<ul style="list-style-type: none"> <i>Acquire and use vocabulary and structures related to theme and stories*</i> <i>EN3OL-IIf-1.11 Restate and retell information</i> 	<ul style="list-style-type: none"> Listening Story: “Let’s Learn About Ecosystems!” (2) Use new vocabulary and structures 	<p>Note to Teacher: The Listening Story is found in the Grade 3 English Teacher’s Guide, Quarter 2, Week 18, Day 1</p> <p>Listening Story: “Let’s Learn About Ecosystems”</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils engage in a K-W-L activity to add to what they know and want to know about watersheds 	
	LC	<ul style="list-style-type: none"> <i>EN3LC-IIa-j-2 Activate prior knowledge based on the stories to be read</i> 		<ul style="list-style-type: none"> Pupils listen to the teacher using words, phrases, or expressions that are unfamiliar Pupils talk about words, phrases, or expressions that are unfamiliar 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	V	<ul style="list-style-type: none"> EN1V-Ia-b-01 Give meaning of words used in listening stories and Leveled Readers 			
	LC	<ul style="list-style-type: none"> EN3LC-IIa-j-2.6 Retell some parts of the story 	<ul style="list-style-type: none"> Identify the elements of a story 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils listen attentively to the story read and discuss based on their prior knowledge <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer questions about the story, to recount the events that were significant Pupils finish the K-W-L chart by answering their “want to know” questions and saying what they learned 	
	WC	<ul style="list-style-type: none"> EN3WC-IIa-j-4 Draw and write sentences about one’s drawing 	<ul style="list-style-type: none"> Write a response to a story listened to 	<p>3. Composing Activity</p> <ul style="list-style-type: none"> Pupils draw their favorite part of the story and write a sentence about it 	<p>3. Composing Activity</p> <ul style="list-style-type: none"> Pupils begin their draft of their diamond poem <p>4. Concluding the Session</p> <p>Homework: Pupils tell family members about the story, answer the question: What do you think Joan’s group will learn about mangroves?</p>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	AK PA	<ul style="list-style-type: none"> • Sing a song* 	<ul style="list-style-type: none"> • Song: "What is this?" 	1. Sing a song	
	OL V	<ul style="list-style-type: none"> • <i>EN3OL-Ic-1.3</i> Share information 		2. Share information about what they like to do with a family member (in pairs or small groups)	<ul style="list-style-type: none"> • While Grade 2 pupils are talking in pairs or groups, teacher facilitates reading of the Grade 3 leveled reader
2	OL	<ul style="list-style-type: none"> • <i>EN3OL-IIf-1.11</i> Restate and retell information 	<ul style="list-style-type: none"> • Grade 3 Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 3) 		2. Leveled Reader: "Let's Learn About Ecosystems!" (Chapter 3) <i>Pre-reading Activities</i> <ul style="list-style-type: none"> • Pupils engage in a K-W-L activity around the story • Pupils play game with sight words • Pupils review words that are unfamiliar
	PWR	<ul style="list-style-type: none"> • <i>EN3PWR-Ib-d-19.1</i> Recognize more common sight words in order to read simple phrases and sentences 			
	V	<ul style="list-style-type: none"> • EN1V-Ia-b-01 Give the meaning of words used in stories read • Show understanding of meaning of words with different less common long a vowel spelling patterns o-e, oa, ow through drawing, actions, and using them in sentences* 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	F	<ul style="list-style-type: none"> EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words (o-e, oa, ow) with fluency, appropriate rhythm, pacing, and intonation 	<ul style="list-style-type: none"> Reading of the Leveled Reader 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the leveled reader, teacher reads aloud and discusses the story, “Brothers for Life” 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils read the text individually (Chapter 3) Pupils read the chapter with a partner from their level <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils answer questions about the sequence of events Pupils add to their K-W-L chart by answering their “want to know” questions and saying what they learned
	ATR V	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 	<ul style="list-style-type: none"> Story: “Brothers For Life” (DepEd Learner Materials, p. 231) Make predictions Encourage pupils to present role plays: resolving a quarrel 	<p>3. Read Aloud Story: “Brothers for Life”</p> <ul style="list-style-type: none"> Participate in the Pre-reading Activities Listen attentively to the story and answer questions about it Create and present role play using new vocabulary 	<ul style="list-style-type: none"> While Grade 2 pupils are preparing for the role play, teacher discusses composing activity for Grade 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	G	<ul style="list-style-type: none"> EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> Before the session ends, let Grade 2 pupils present their role play to the class 	<p>3. Composing Activity</p> <ul style="list-style-type: none"> Pupils put verbs from the story in the past tense Pupils finish and begin revising their draft diamond poem <p>4. Concluding the Session</p> <p>Homework: Pupils take their draft diamond poem home and finish their revisions</p>
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor and self-correct one's comprehension EN3RC-IIc-e-2.2 Note details in a given text 			
	WC	<ul style="list-style-type: none"> Revise diamond poem* 			
3	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "What is this?" 	<ul style="list-style-type: none"> 1. Sing a song 	
	F	<ul style="list-style-type: none"> EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words (o-e, oa, ow) with fluency, appropriate rhythm, pacing and intonation 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 3) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the leveled reader, teacher introduces the poem and discusses rhyming words with Grade 2 pupils 	<ul style="list-style-type: none"> 1. Shared Reading Pupils share their revised draft with a partner Pupils reread the story in pairs (Chapter 3)
	OL PA	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite and discuss poem 	<ul style="list-style-type: none"> Poem: "With A Friend" 	<ul style="list-style-type: none"> 2. Participate in the discussion of the poem 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	AK PA	<ul style="list-style-type: none"> EN2PA-If-1.2.1 Identify words that rhyme 	<ul style="list-style-type: none"> Rhyming words 	3. Identify words that rhyme	
	PWR	<ul style="list-style-type: none"> Contrast words with different less common long a vowel spelling patterns (o-e, oa, ow)* 	<ul style="list-style-type: none"> Contrast words with different less common long o vowel spelling patterns (o-e, oa, ow) 	<ul style="list-style-type: none"> While Grade 3 pupils are doing their exercises, teacher discusses demonstrative pronouns with Grade 2 pupils. After, teacher rereads the story read the previous day. 	2. Phonics: less common long a vowel spelling patterns (o-e, oa, ow) <ul style="list-style-type: none"> Pupils categorize, read, and participate in interactive word sort on board Pupils sort a series of words on their own. They correct together. 3. Skill Builder Exercises <ul style="list-style-type: none"> Pupils complete the Skill Builder Exercises on Phonics: Word Sort
	V	<ul style="list-style-type: none"> Show understanding of meaning of words with different less common long a vowel spelling patterns o-e, oa, ow through drawing, actions, and using them in sentences* 			
	OL G	<ul style="list-style-type: none"> EN2G-IVc-d-4.2.3 Use demonstrative pronouns 	<ul style="list-style-type: none"> Demonstrative Pronouns 	4. Complete exercise about demonstrative pronouns	
	LC V	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Story: “Brothers For Life” (DepEd Learner Materials, p. 231) 	5. Listen to rereading of the story	
	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Words 	6. Concluding the Session <ul style="list-style-type: none"> Spelling words: Pupils practice spelling words through a game <p>Note to Teacher: There are different spelling words for Grades 2 and 3</p>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	VA PA	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: "With a Friend" 	1. Recite a poem	
	OL V G	<ul style="list-style-type: none"> EN3OL-IVa-e-1.19 Participate in role play activity Draw and complete sentence frames* 	<ul style="list-style-type: none"> Talk about welcoming new neighbors, new friends Create and perform role play Draw and complete sentence frame 	2. Group Work <ul style="list-style-type: none"> Complete sentence frames to describe what you do to welcome new people Conduct interview with classmate using interview sheet <p><i>What do you do when you meet a new friend?</i></p> <p><i>What if Joko, or the three brothers (Miguel, Mateo and Lucas) moved in next door? What would you do?</i></p> <ul style="list-style-type: none"> Discuss, role play, present Draw and complete sentence frames 	<ul style="list-style-type: none"> While Grade 2 pupils are doing group work, teacher facilitates reading of the leveled reader with the Grade 3 pupils
	F	<ul style="list-style-type: none"> EN3F-Ia-j-3.5.1 Read Grade 3 level texts consisting of 1-2-syllable words with long vowel sounds with at least 95-100% accuracy 	<ul style="list-style-type: none"> Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 4) 		1. Leveled Reader: <i>Let's Learn about Ecosystems!</i> (Chapter 4) <i>Prereading Activities</i> <ul style="list-style-type: none"> Pupils engage in a K-W-L activity to add to what they know and want to know about mangroves

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4					<ul style="list-style-type: none"> Pupils read words they know in the story Pupils review words that are unfamiliar <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils read the text individually Pupils read the chapter with a partner from their level
	G	<ul style="list-style-type: none"> <i>EN3G-IIe-f-3.2.1.1</i> Use verbs in simple present and past tense 	<ul style="list-style-type: none"> Distinguish between sentences in the present and past tense 		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Pupils discuss the sequence of events Pupils add to the K-W-L chart they started in Day 2 by answering their “want to know” questions, and saying what they learned Pupils create sentences from the verbs in the text <p>3. Concluding the Session</p> <p>Homework: Copy Skill Builder Exercise on the past tense in notebook and complete at home. Practice their spelling words.</p>
	RC	<ul style="list-style-type: none"> <i>EN3RC-IIa-b-2.19</i> Reread, monitor, and self-correct one’s comprehension <i>EN3RC-IIc-e-2.2</i> Note details in a given text 	<ul style="list-style-type: none"> Note details regarding character, setting, and plot 		
	OLG	<ul style="list-style-type: none"> <i>EN2G-IVc-d-4.2.3</i> Use demonstrative pronouns 	<ul style="list-style-type: none"> Demonstrative pronouns: this, that, these, those 	3. Use demonstrative pronouns correctly	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Word 	1. Spelling Assessment <ul style="list-style-type: none"> Teacher provides differentiated worksheets as spelling assessment for Grades 2 and 3 pupils 	
	V G	<ul style="list-style-type: none"> Answer an assessment on demonstrative pronouns and descriptive words* 	<ul style="list-style-type: none"> Assessment: DepEd Grade 2 English Learner's Materials, p. 237 	2. Apply target skills learned in evaluation exercises	<ul style="list-style-type: none"> While Grade 2 pupils are answering evaluation exercises, teacher discusses the activities for Grade 3 pupils
	OL	<ul style="list-style-type: none"> Acquire and use vocabulary and structures related to theme and stories* 	<ul style="list-style-type: none"> Distinguish between sentences in the present and past tense 		2. Pupils reread the story in pairs by level (Chapter 4)
	PWR	<ul style="list-style-type: none"> Represent less common long a vowel spelling patterns (o-e, oa, ow) in spelling* 	<ul style="list-style-type: none"> Less common long a vowel spelling patterns (o-e, oa, ow) 		3. Pupils locate words with the long o vowel sound
	WC	<ul style="list-style-type: none"> Write different forms of simple composition as a response to stories/ poems listened to or read* Present acrostic poem* 	<ul style="list-style-type: none"> Composing Activity 		3. Writing <ul style="list-style-type: none"> Pupils put their diamond poem in good copy 4. Concluding the Session: Sharing and Reading <ul style="list-style-type: none"> Pupils share their poem with a partner and some present to the class

WEEK

19

SUPPLEMENTARY OUTLINES

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: A NEW NEIGHBOR, A NEW FRIEND

READ ALOUD STORY: *MAGIC MAT*

LEVELED READER FOR GRADE 3: *LET'S LEARN ABOUT ECOSYSTEMS!*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 19 (50 MINUTES PER DAY)**

Theme: A New Neighbor, A New Friend

Read Aloud Story: *Magic Mat* (Author: Virgilio Almario, Illustrator: Joanne de Leon)

Leveled Reader for Grade 3: *Let’s Learn About Ecosystems!* (Authors: Nathalie Louge and Suzanne Simard, Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Orientation (Knowledge) **AK** – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **HW** – Writing and Composition (Handwriting) **G** – Grammar Awareness **V** – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension **ATR** – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa added objective

NOTE TO TEACHER: For this week, use the Grade 2 English Teacher’s Guide distributed by Basa Pilipinas. The objectives for Grade 3 are in **bold italics** which are addressed using the activities from the Grade 2 Teacher’s Guides and other additional activities for Grade 3 level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	AK PA OL	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite some poems 	<ul style="list-style-type: none"> Poem: “In a Story Book” 	1. Recite a poem • Participate in the discussion of the poem Note to Teacher: Poem is found in <i>Grade 2 English Teacher’s Guide, Quarter 2 Week 19, Day 1</i>	
	LC	<ul style="list-style-type: none"> EN3LC-IIa-j-2 Activate prior knowledge based on the stories to be read 	<ul style="list-style-type: none"> Vocabulary Words 	2. Participate in the pre-reading activities 3. Identify the parts of the book • Grades 2 and 3 pupils are grouped together with 8-10 members per group. Each member talks about the parts of the his or her favorite book.	
	OL	<ul style="list-style-type: none"> Acquire and use vocabulary and structures related to theme and stories* 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	V ATR	<ul style="list-style-type: none"> • <i>EN3V-Iva-j-12.3</i> Give the meaning of some words using pictures and context as clues 			
	LC	<ul style="list-style-type: none"> • Listen attentively to a story read aloud by the teacher* 	<ul style="list-style-type: none"> • Read Aloud Story: <i>Magic Mat</i> 	4. Listen attentively to the story and answer questions about it	
	LC	<ul style="list-style-type: none"> • Note important details * • <i>EN3LC-IIa-j-2.6</i> Retell some parts of the story 	<ul style="list-style-type: none"> • Respond to story: <i>Life Graph</i> 	5. Respond to the story by plotting the events in the character's life during the story	
	WC	<ul style="list-style-type: none"> • <i>EN3WC-IIa-j-4</i> Draw and write sentences about one's drawing 	<ul style="list-style-type: none"> • Write a response to a story listened to 		
2	AK PA OL	<ul style="list-style-type: none"> • <i>EN2OL-IIi-j-1.6</i> Recite some poems 	<ul style="list-style-type: none"> • Poem: "In a Story Book" 	1. Recite a poem <ul style="list-style-type: none"> • Participate in the discussion of the poem 	
	OL	<ul style="list-style-type: none"> • <i>EN3OL-Ic-1.3</i> Share information 	<ul style="list-style-type: none"> • Sharing information: What book have I read that has the best story? 	2. Share information about the best book they have ever read (in pairs or small groups)	<ul style="list-style-type: none"> • While Grade 2 pupils are sharing information, teacher facilitates reading of the leveled reader with Grade 3 pupils

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	OL	<ul style="list-style-type: none"> Acquire and use vocabulary and structures related to theme and stories* 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Let's Learn About Ecosystems!</i> Use new vocabulary and structures Sight words: <i>some, good, get</i> 		<p>2. Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 5)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Pupils engage in a K-W-L activity around the story Pupils play game with sight words Pupils review words that are unfamiliar
	PWR	<ul style="list-style-type: none"> EN3PWR-Ib-d-19.1 Recognize more common sight words in order to read simple phrases and sentences 			
	V	<ul style="list-style-type: none"> Show understanding of meaning of words with different less common vowels: (u-Ce, ui, oo, and ew) through drawing, actions, and using them in sentences* 			
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy (u-Ce, ui, oo, and ew) 			
			<ul style="list-style-type: none"> Reading of Leveled Reader 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the leveled reader, teacher discusses proper behavior in the library 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils read the text individually (Chapter 5) Pupils read the chapter with a partner from their level

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2		<ul style="list-style-type: none"> • <i>Read aloud from familiar prose and poetry consisting of long vowel words (u-Ce, ui, oo, and ew) with fluency, appropriate rhythm, pacing, and intonation*</i> 			
	V	<ul style="list-style-type: none"> • Role play how they borrow and read books at the library* 	<ul style="list-style-type: none"> • Role play how we read books in the library 	3. Role play how they borrow and read books at the library	
	G	<ul style="list-style-type: none"> • <i>EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense</i> 			<i>After Reading Activities</i> <ul style="list-style-type: none"> • Pupils answer questions about the sequence of events • Pupils add to their K-W-L chart by answering their “want to know” questions and saying what they learned • Pupils locate verbs and to turn them into the past tense 3. Concluding the Session Homework: Tell family members about the story and name 3 things learned on forests
	RC	<ul style="list-style-type: none"> • <i>EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one’s comprehension</i> • <i>EN3RC-IIc-e-2.2 Note details in a given text</i> 	<ul style="list-style-type: none"> • Note details in a given text 		

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: “This is the Way ...” 	1. Sing a song	
	PWR	<ul style="list-style-type: none"> Contrast words with different less common vowels: u-Ce, ui, oo, and ew* 	<ul style="list-style-type: none"> Sight words: goes, many, found Contrast words with different less common long u vowel spelling patterns : u-Ce, ui, oo, and ew 	<ul style="list-style-type: none"> While Grade 3 pupils are doing their exercises, teacher discusses activities of Grade 2 pupils 	<ul style="list-style-type: none"> 2. Phonics: less common long u vowel spelling patterns: u-Ce, ui, oo, and ew Pupils categorize, read, and participate in interactive word sort on board Pupils sort a series of words on their own, they correct together
	F	<ul style="list-style-type: none"> Read aloud from familiar prose and poetry consisting of long vowel words (u-Ce, ui, oo, and ew) with fluency, appropriate rhythm, pacing, and intonation* 			<ul style="list-style-type: none"> 3. Skill Builder Exercises Pupils complete the Skill Builder Exercises: Phonics: Bingo with a-Ce, ay, ai, o-e, oa- ow, u-Ce, oo, and ew spelling patterns
	V	<ul style="list-style-type: none"> Show understanding of meaning of words with different less common vowels: (u-Ce, ui, oo, and ew) through drawing, actions, and using them in sentences* 			
	AK PA	<ul style="list-style-type: none"> Identify/locate letters in the Bingo Card* 	<ul style="list-style-type: none"> Letters and Sounds 	2. Play SOUND BINGO Game fairly	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	V PA	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: "In a Story Book" 	3. Recite a poem	
4	V PA	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite a poem 	<ul style="list-style-type: none"> Poem: "In a Story Book" 	1. Recite a poem	
	LC V	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Story: <i>Magic Mat</i> 	2. Participate in rereading of the story	
	LC V	<ul style="list-style-type: none"> Note important details in a story heard* 		3. Give opinion using sentence prompt	
	LC	<ul style="list-style-type: none"> Group work: Invent follow up story using verbs and adjectives learned this Quarter* 		4. Use verbs and adjectives in inventing follow up story	<ul style="list-style-type: none"> While Grade 2 pupils are doing the activity, teacher facilitates reading of the leveled reader with Grade 3 pupils
	PWR	<ul style="list-style-type: none"> EN3PWR-Ib-d-19.1 Recognize more common sight words in order to read simple phrases and sentences Contrast words with different less common vowels: u-Ce, ui, oo, and ew* 	<ul style="list-style-type: none"> Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 6) Distinguish between sentences in the present and past tense Less common long u vowel spelling patterns : u-Ce, ui, oo, and ew 		4. Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 6) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Pupils review words that are unfamiliar Pupils talk about the illustrations in the story

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	F	<ul style="list-style-type: none"> • Read with accuracy, speed, and proper phrasing sentences and stories with long u vowel spelling patterns: u-Ce, ui, oo, and ew and other words previously studied* • Read with accuracy, appropriate speed, and correct intonation 2-syllable words consisting of less common long u vowel spelling patterns: u-Ce, ui, oo, and ew* 	<ul style="list-style-type: none"> • Reading of the leveled reader 		<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils do a picture walk, identify high frequency words, and phonics patterns • Pupils read the text individually (Chapter 6)

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	G	<ul style="list-style-type: none"> • <i>EN3G-IIe-f-3.2.1.1</i> Use verbs in simple present and past tense 	<ul style="list-style-type: none"> • Verbs 		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> • Pupils discuss the sequence of events • Pupils add to the K-W-L chart they started in Day 2 by answering their “want to know” questions and saying what they learned • Pupils turn sentences into the past tense <p>3. Concluding the Session</p> <p>Homework: Copy Skill Builder Exercise on the past tense in their notebook and complete at home. Practice their spelling words.</p>
	RC	<ul style="list-style-type: none"> • <i>EN3RC-IIa-b-2.19</i> Reread, monitor, and self-correct one’s comprehension • <i>EN3RC-IIc-e-2.2</i> Note details in a given text 	<ul style="list-style-type: none"> • Note details regarding ecosystems 		

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "This is the Way ..." 	1. Sing a song	
	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Assessment 	1. Spelling Assessment <ul style="list-style-type: none"> Teacher provides differentiated worksheets as spelling assessment for Grades 2 and 3 pupils 	
	ATR	<ul style="list-style-type: none"> <i>EN3A-IIc-2</i> Revisit favorite books, songs, and rhymes <i>EN3A-II d-f-7</i> Identify favorite authors and stories 	<ul style="list-style-type: none"> Favorite books, songs, or rhymes 	2. Arrange words in alphabetical order <ul style="list-style-type: none"> Pupils arrange three names in alphabetical order 	
	SS	<ul style="list-style-type: none"> <i>EN3SS-IIa-b-1.1</i> Arrange words with the same first letter but with different second letter in alphabetical order 	<ul style="list-style-type: none"> Alphabetical order 	3. Discussion <ul style="list-style-type: none"> Pupils discuss their favorite story this term and why Pupils discuss how some stories are similar with their experiences or not 	
	V LC	<ul style="list-style-type: none"> Share words to describe a story* 	<ul style="list-style-type: none"> Vocabulary to describe a story 	4. Make a group poster about their travel with the <i>Magic Mat</i>	
	G	<ul style="list-style-type: none"> <i>EN3G-III f-g-5.3.1</i> Use descriptive words (adjectives) 	<ul style="list-style-type: none"> Poster making 		