

# ESSENTIAL ENGLISH

Teacher's Resource Material

**Florita Calderon-Marcelo**

Author

**Rebecca de Lemos-Mendoza, Ed.D.**

Coordinator



Published & Distributed by

**REX Book Store**

856 Nicanor Reyes, Sr. St.

Tel. Nos. 736-05-67 • 735-13-64

1977 C.M. Recto Avenue

Tel. Nos. 735-55-27 • 735-55-34

Manila, Philippines

[www.rexpublishing.com.ph](http://www.rexpublishing.com.ph)

# 4

Revised Edition



Philippine Copyright 2015  
by Rex Book Store, Inc.

### RBS English Series

#### Essential English 4

Revised Edition 2015

ISBN 978-971-23-6924-7

Classification: Teacher's Resource Material (52-EI-00071-E)

Published, copyrighted 2015, and distributed by **Rex Book Store, Inc. (RBSI)** with main office at 856 Nicanor Reyes Sr. St., Sampaloc, Manila/Tel. Nos.: 735-1364, 736-0567

#### RBSI Branches:

##### LUZON

•**MORAYTA:** 856 N. Reyes Sr. St., Sampaloc, Manila / Tel. Nos.: 736-0169, 733-6746; Telefax: 736-4191 •**RECTO:** 2161-65 Freedom Building, C.M. Recto Avenue, Sampaloc, Manila / Tel. Nos.: 522-4521, 522-4305, 522-4107, 733-8637 •**RECTO (La Consolacion):** Mendiola, Manila • **MAKATI:** Unit UG-2, Star Centrum Bldg., Sen. Gil Puyat Ave., Makati City / Tel. No.: 818-5363; Telefax: 893-3744 • **ROCKWELL:** 1st Floor, Ateneo Professional School, Rockwell Center, Bel-Air, Makati City / Tel. No.: 729-2015 • **CUBAO:** Unit 10 UGF, Doña Consolacion Bldg., Gen. Santos Ave., Araneta Center, Cubao, Quezon City / Telefax: 911-1070 • **ORTIGAS:** G/F East Tower, Philippine Stock Exchange Center, Exchange Road, Ortigas Center, Pasig City / Tel. No.: (02) 650-4347 • **CAVITE:** Block 4, Lot 20 Don Gregorio Heights 2, Zone 1-A Aguinaldo Highway, Dasmariñas, Cavite / Telefax: (046) 416-1824 • **CAVITE (Tanza):** (Display Area) Block 5, Lot 6, City View 4 and 5, Brgy. Tanauan, Tanza, Cavite • **NAGA:** 1-1A Geronimo Bldg., Barlin St., Sta. Cruz, Naga City, Camarines Sur/Telefax: (054) 811-6878 • **LEGAZPI:** Unit 6, 3rd Floor, A. Bichara Silverscreen, Legazpi City, Albay / Telefax: (052) 480-2244 • **CALAPAN:** Brgy. Salong, National Highway, Calapan City, Oriental Mindoro / Telefax: (043) 288-1650 • **BATANES:** L. Lopez St., Kayvalugan, Basco, Batanes • **TUGUEGARAO:** 10 Arellano Ext., Brgy. Ugac Sur, Tuguegarao, Cagayan / Telefax: (078) 844-8072 • **CABANATUAN:** Fontelera Building, 1271 Del Pilar Ext., Sangitan East, Cabanatuan City, Nueva Ecija / Tel. No.: (044) 464-2151; Telefax: (044) 600-5684 • **URDANETA:** Zone 6, Pinmaludpod, Urduyayon, Pangasinan / Telefax: (075) 568-3975 • **ANGELES:** Unit H, JMS Bldg., MacArthur Highway, Brgy. Salapungan, Angeles City, Pampanga/Telefax: (045) 887-5371 • **BAGUIO:** Rex Hall Student Residences, Upper Gen. Luna cor. A. Bonifacio St., Baguio City, Benguet / Tel. No.: (074) 422-0574

##### VISAYAS

•**TACLOBAN:** Brgy. 74 Marasbaras, Tacloban City, Leyte / Tel. No.: (053) 323-8976; Telefax: (053) 523-1784 • **ILOILO:** 75 Lopez Jaena St., Brgy. San Isidro, Jaro, Iloilo City, Iloilo / Tel. No.: (033) 329-0332; Telefax: (033) 329-0336 • **BACOLOD:** 28 Brgy. 36, Purok Immaculada, Quezon Ave., Bacolod City, Negros Occidental • **CEBU:** 11 Sanciangko St., Cebu City / Tel. Nos.: (032) 416-9684, 254-6773, 505-4313; Telefax: (032) 254-6466

##### MINDANAO


•**CAGAYAN DE ORO:** J. Serriña St. cor. Vamenta Blvd., Carmen, Cagayan de Oro City, Misamis Oriental / Telefax: (088) 858-6775, 309-5881 • **DAVAO:** 156 C.M. Recto St., Davao City, Davao / Tel. Nos.: (082) 300-5422, 305-5772; Telefax: (082) 221-0272 • **GENERAL SANTOS:** Aparente St., Dadiangas Heights, General Santos City, South Cotabato / Telefax: (083) 554-7102 • **ZAMBOANGA:** San Francisco Loop, Mayor Agan Ave., Camino Nuevo B, Zamboanga City / Tel. No.: (062) 955-0887

[www.rexpublishing.com.ph](http://www.rexpublishing.com.ph)

No portion of this book may be copied or reproduced in books, pamphlets, outlines, or notes—whether printed, mimeographed, typewritten, photocopied, or in any form—for distribution or sale, without the written permission of the Publisher and Author/s. The infringer shall be prosecuted in compliance with copyright, trademark, patent, and other pertinent laws.

**RBSI's Book Association Memberships:** Philippine Booksellers Association, Inc. (PBAI); Book Development Association of the Philippines (BDAP); Philippine Educational Publishers Association (PEPA); Book Exporters Association of the Philippines (BEAP); Academic Booksellers Association of the Philippines (ABAP); Children's Literature Association of the Philippines, Inc. (CLAPI); Asian Publishers Resources Center (APRC)

**PEPA's International Book Association Memberships:** International Publishers Association (IPA); Asia Pacific Publishers Association (APPA); ASEAN Book Publishers Association (ABPA); Philippine Book Publishing Development Federation (Philbook)

Printed by  REX PRINTING COMPANY, INC.

84-86 P. Florentino St., Sta. Mesa Heights, Quezon City / Tel. No.: 857-7777

## Unit II

### Modeling a Family

#### Summary

Members make up the core of a family. The kind of members defines the kind of a family. Polite, honest, hardworking, obedient members bring about a peaceful happy family. Things run smoothly in a jovial home. Everybody feels light that develops members' optimistic attitude towards the realization of a dream or the achievement aspired. The stories in this unit, highlight these essential traits. Inspiring situations from them will be used to present new lessons on context clues using definition, exemplification, specific and generic words; inferences, identifying theme, characters, tone and mood, main idea, classifying ideas, parts of a book, using a dictionary; possessive nouns, -of phrase, simple past tense, past participle, regular and irregular verbs, asking and answering *Did*-questions will be used to express the views, thoughts, feelings, and stories of members coming from different families in a classroom.

#### Grade Level Standards:

The learners listen critically to news reports and other radio broadcasts and express ideas accurately in oral and written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.

#### Pre-assessment:

A. Finish the statement to tell your interest.

1. Last year, I did not like learning \_\_\_\_\_.
2. What I usually do after school is \_\_\_\_\_.
3. I would like to get better at \_\_\_\_\_.
4. When I grow up, I want to be \_\_\_\_\_.
5. The last book I read was \_\_\_\_\_.

B. Frayer Diagrams and Variations

Complete the chart to show you know the topics.

Write as much as you can.

Definition	Information
Possessive of nouns	
Of-phrase	Verbs
Past tense	Past participle
Asking /answering	Did-questions

#### Resources:

Pictures in the worktext, white and color chalk

#### Key Understandings:

1. Consonant diagraph is two or more consonants that represent one sound.
2. Symbols have hidden meaning.

#### Key Questions:

1. How does pronunciations aid in communication?
2. How does knowing the symbols for correction develop pupil's writing skills?

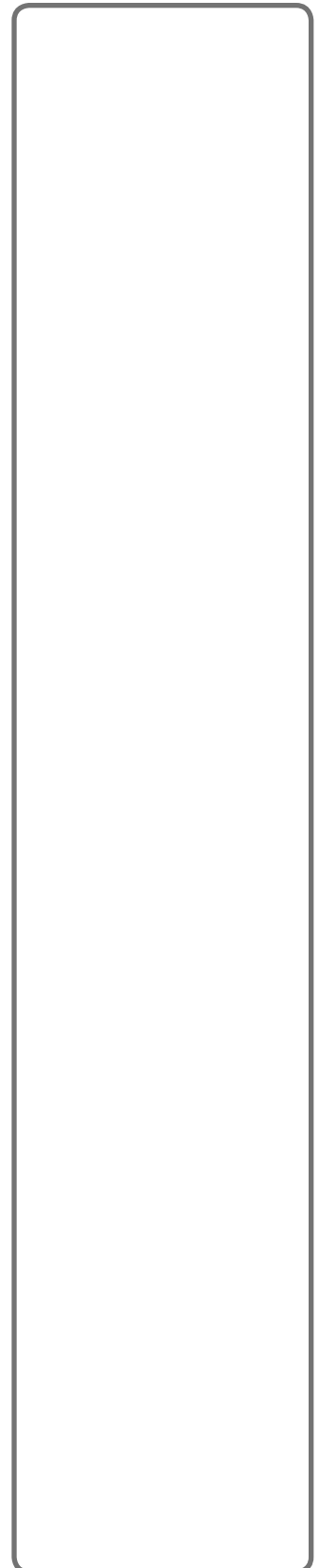
Definition		Information
Examples	Definition Parts of a book Dictionary tone and mood main idea specific/generic	Non-examples

**On-going Assessments:**

Small-group discussion, Pair work, Recitation, Contest, Project, Seatwork, Homework, Quiz

**Summative Assessments:**

Unit test



## Lesson 6 – Bobby, the Faithful Dog

---

### I. Knowledge

#### Reading

Consonant digraphs, Definition, Inferences, Idioms

Sensory impression

#### Language

Possessive of nouns

#### Writing

Following code of corrections

### II. Skills/21<sup>st</sup> Century Skills

#### Reading

- A. Share inferences on author's thoughts, feeling, and purpose based on the story listened to
- B. Read with automaticity grade level frequently occurring content area words
- C. Pronounce words with consonant digraph correctly
- D. Use context clues (definition) to get the meaning of unfamiliar words
- E. Make inferences about the events in the plot of the story
- F. Analyze a three to four line poem in terms of its elements
- F. Identify the meaning of idioms
- G. Use communication to explain one's ideas\*

#### Language

- A. Respond to questions giving oral directions
- B. Compose clear and coherent sentences using appropriate grammatical structures: possessive of nouns
- C. Write words with digraphs correctly
- D. Articulate thoughts and ideas effectively using oral and written communication skills\*

#### Writing

- A. Following the code of corrections

### III. Subject Matter

#### Reading

Consonant Digraphs

Context Clues (definition)

Giving Inferences

Sensory Impressions

Idioms

#### Language

Giving Oral Directions

Possessive of Nouns

Correcting Paragraphs

## IV. Lesson Development

### Reading

#### A. Preparatory Activities

##### 1. Listening and Speaking

Class reads the preparatory paragraph for listening. They answer the questions. Have the class infer what the story they will listen to is about. Then, prepare them to listen.

#### Saved by a Slice of Bread

The park was a picture of merriment with all the colorful flaglets gaily swaying around. A loud speaker invited the contestants to head to the front of the park. The program was to start in a while. Proud masters held their well-groomed dogs' one of its kind leash with pride and confidence. In a while, the stage was covered with contestants and spectators. Rose, a little girl's attention was caught by a grubby no one's dog staring at her far from the rest. The girl's heart ached with pity. At once, she fetched a sandwich from her small bag and gave it to the staring dog. Without hesitation, the poor dog took the sandwich and ate it. Rose wanted to pat the dog but decided to leave, lest her heart would totally break. Just a few steps away, a loud continuous husky bark made her turn and moved towards the direction of the bark. At that instance, the person beside her dropped down bloody, was hit by a stray bullet from a policeman's firearm trying to stop the escaping long-wanted criminal. Rose was pale-white trembling looking at the unconscious stranger, when she felt something cold on her feet. The dog licked her feet as if pacifying her from that traumatic event.

It was a beautiful Saturday morning in the same park after a week. Rose was leading a pink leash with a well-groomed cute pink-ribboned-ponytailed-sweet-smelling dog at the end of it, lightly stepping toward a bench.

2. Ask the class their inferences as to :
  - What breed of a dog that was, why did they say so?
  - What happened after the shooting incident?
  - How did Rose get the permission to care for the dog?
  - Was it a female or a male dog? Why?
3. Have the class read Listening and Speaking (LS) B, paragraph about **consonant digraph**. Let them name the consonant digraphs. Write these on the board. Explain the initial, middle, and final positions of the digraphs. Then, read the words to them. Be alert to correct the mispronounced words. Let them do the exercise after reading the example.

## B. Developmental Activities

1. Discuss the acts of faithfulness they see in their pet dogs.  
Tell the class that the story that they will read for the day is about a loyal dog.
2. Unlocking of Difficulties  
Bring class's attention to LS C. Have a pupil read the direction. Ask another pupil to explain the direction. Do this orally by calling a pupil to do a number. Write the definition the pupils will form on the board. Let the class read the five definitions. Cover the board and ask the pupils to give the definitions one at a time from memory
3. Let them give synonyms to the words. Then, antonyms. Write them on the board like this:

Words	Synonyms	Antonyms
jagged	irregular	even, regular
4. Give the class 5 minutes to use the vocabulary words to complete the sentences that follow. Discuss the answers.
5. The teacher and the class read the story orally alternately. Teacher asks questions from time to time to check comprehension. Clarify some difficult words if there are.
6. Answer the questions in RW A after the story. Discuss the answers and relate the discussion to real-life situations.  
Have the class form a trio. Let them do RW B. Explain well. Discuss their inferences after 7 minutes.
7. Conduct a classroom discussion of RW C, analyzing three or four-line poem in terms of the elements: stanza, rhyme, rhythm, alliteration, simile, imagery, and symbolism.
8. Let the class find a group each pupil wants to join. Explain to the groups how to go about each activity. Groups report after 20 minutes.
9. Teacher explains RW D on **Idioms**. Then, the class answers the exercise. Let the class explain the meaning of the idiom as used in each sentence.

## C. Conclusion

1. Lead the class to summarize the lesson.
2. Remedial Exercises:
  - A. Give a wise inference(s) on each situation.
    1. Andoy was smiling having claimed a package from the city post office.
    2. The church was full of happy parishioners even outside were families unusually complete to hear mass that day.



More resources on Learning Objectives are available in the Technology Enhancement CD

- B. Choose the meaning of the idiom used in the sentence.
1. People say one should **bark at the right tree** to tell a complaint.
    - a. Tell a complaint to a friend.
    - b. Tell a complaint to parents
    - c. Tell complaint to the person concerned
  2. Friends who confide secrets with one another often say not to **let the cat out of the bag**.
    - a. Reveal the secret
    - b. Reveal only to family members
    - c. Reveal only to another trusted friend
  3. Boys do not want to be called **chicken-hearted**.
    - a. gay
    - b. coward
    - c. mama's boy

### Language

#### A. Preparatory Activities

Tell the class to look at the pictures in EL A. Tell them to read the phrases. Write them on the board. Use color and white chalk like:

Mr. Grey's legs Bobby's short tail

#### B. Developmental Activities

1. Ask what the phrases show. Have them talk about each in a sentence. Write the sentences the pupils give like:

Mr. Grey's legs were short and thick.

Bobby's short tail had flowing hair.

The master and his pet took lunch in Mr. Traill's restaurant.

The movement of the bulldog's flews shows the dog is tired.

2. Go back to the possessive phrases (in the Preparatory Activities) written on the board. Ask what makes up a possessive phrase. Lead the class to deduce – the owner and the thing owned.

Mr. Grey's legs  
Owner

Bobby's short tail  
thing owned

3. Ask the class to give examples of possessive phrases from the things around them. Let them write them on the board.

teacher's table

pupil's bag

friend's notebook

(etc..)



More resources on  
Acquisition Strategies are  
available in the Technology  
Enhancement CD



4. Then let them form the plural of the owner. Have them read the new possessive phrases.

teachers'                    tables  
pupils'                    bags  
friends'                    notebooks

5. Ask the class how the possessive of plural noun is formed.  
6. Have the class summarize the formation of the possessive of singular and plural nouns. Have them read the generalization in the worktext.  
7. The class answers exercise LW A.1 one pupil after another. Each writes the answer on the board. Discuss further when mistakes are committed.  
8. The class works in pairs to do LW C. Call four pairs to write their answers on the board. Analyze with the class the mistakes seen.  
9. Read the directions. Show how to do it to class. Have the class read the instructions one at a time; a pupil do it on the board with teacher's assistance :

Title	- The Cell Phone
Name of owner and the thing owned	- Nathan's cell phone
Two adjectives	- Old and colorful
Three verbs of action	- rings, buzzes, lights
Adjective plus name of owner	- Efficient Nathan's phone
and	- and
adjective plus name of owner	- Light Luis' bicycle
Three verbs of action	- rolls, sparkles, turns
Two adjectives aluminum	- blue-painted, - made
Name of owner and the thing owned	- well-care Luis' bicycle

Do the poem like this on the board.

The Cell Phone  
Nathan's cell phone  
Old and colorful  
rings, buzzes, lights  
Efficient Nathan's phone and Light Luis' bicycle  
rolls, sparkles, turns  
blue-painted, aluminum-made  
well-cared Luis' bicycle

10. The class groups doing the Round Robin discussion. After a line is done by a member, the paper is passed to the next member to do the next line and so on until the poem is completed. Call some groups to read their poems. The class appreciates the best one.
11. The class does LW E. (The teacher always checks the correct pronunciation in the dictionary and practice well before teaching) Read the words pronouncing them clearly. Discuss the meanings, too. Then, write the correct word. The class may consult a dictionary. Assign the class to study the correct spelling of the words. Give a spelling test before the language lesson the following day.

### C. Conclusion

1. Lead the class to summarize the lesson of the day.
2. Remedial Exercises:
  - A. Form the possessive of singular and plural nouns below.
 

Singular Nouns	Plural Nouns	
1. parrot	beak	_____
2. elephant	tusk	_____
3. mosquito	proboscis	_____
4. insect	antenna	_____
5. seal lion	whisker	_____
  - B. Choose two singular and three plural nouns in A and use them in sentences.

### Writing

#### A. Preparatory Activity

Tell the class the writing activity for the day. Have the class read the preparatory explanation in the WS (Writing Section).

#### B. Developmental Activity

1. Explain clearly the symbols for corrections. The colored chalk and white chalk will be helpful.
2. The individual pupils will do the writing activity silently. Have the class write the correct paragraph on the board after 10 minutes.

#### C. Conclusion

1. Lead the class to summarize the lesson of the day.



More resources on Practice Strategies are available in the Technology Enhancement CD

## Lesson 7 – The Eight-Peso Servant

---

### I. Knowledge

#### Reading

Vowel Digraph, Theme, Parts of a Book

#### Language

Possessive of Nouns, Proper Nouns

#### Writing

Rules on capitalization and punctuation

### II. Skills/21<sup>st</sup> Century Skills

#### Reading

- A. Infer author's purpose
- B. Read aloud grade level texts with accuracy rate of 95-100 Percent
- C. Pronounce words with vowel digraphs distinctly
- D. Use context clues (exemplification ) to get the meaning of unfamiliar words
- E. Infer the theme of a literary text
- F. Identify the parts of a book
- G. Use various types of reasoning (inductive, deductive) as appropriate to the situation\*

#### Language

- A. Respond to questions involving directions
- B. Compose clear and coherent sentences using appropriate grammatical structures: possessive of nouns
- C. Write /f/ words correctly
- D. Revise writing for clarity focusing on capitalization and punctuation
- E. Communicate new ideas to others effectively\*

#### Writing

Revise writing focusing on capitalization and punctuation

### III. Subject Matter

#### Reading

Vowel Digraphs  
Context Clues (exemplification)  
Theme of a Literary Text  
Parts of a Book

#### Language

Possessive of Nouns:  
Proper Nouns Ending in  
s, x, z / of-phrase  
Rewriting a Paragraph  
Focusing on Capitalization  
and Punctuation

#### Resources:

Possessive chart on a sheet of paper found in Analysis and Abstraction, white and colored chalk

**No. of Days:** 5 - 6

#### Key Understandings:

1. Every story has its theme.
2. The whole book is a load of information.

#### Key Questions:

1. Does the story theme give a lesson?
2. What are the different parts of a book?

## IV. Lesson Development:

### Reading

#### A. Preparatory Activities

##### Listening and Speaking

1. Let the class infer what the listening story about based on the picture. Ask a pupil to explain the title "Fair Wages."
2. Teacher reads the story.

##### Fair Wages

*By Karl Heinz Melters*

Said the catechist to the missionary, "Father, you promised to raise my pay if you were satisfied with me."

"That's right," said the Padre. "But how can I be satisfied with a catechist who wants more money?"

3. Have the class react on the situations in the story. The class may have different views. Entertain them, but process toward the proper actions. Let the class infer on the purpose of the author in writing this story.
4. Take up LS B on vowel digraph. Read to class the explanation. Pronounce the vowel digraphs and ask the class to follow. Go on with the examples. Do the 10 number exercise orally.

#### B. Developmental Activities

1. Unlocking of Difficulty

Write the words: *wage*, *advice*, *accounts*, *wagon*, and *cavans* with color chalk on the board. Find pupils' concept on them.

Write their concept beside each word. Take up LS C. Let the class point out the words that gave meaning to the vocabulary words.

Make them notice that the meanings are examples (exemplification) themselves. Enumerate the example in each number.

- P550.00 per day is an example of wage.

Etc.

2. Have the class use each word in a sentence.
3. Teacher and class read the story by paragraph alternately. Choose difficult words that may be discussed to aid comprehension. Ask questions about the story from time to time, too.
4. Take up RW A. Discuss the answers. Relate discussions to real-life situations. Include values like diligence in work, politeness, using common sense hard work and honesty.



More resources on Learning Objectives are available in the Technology Enhancement CD



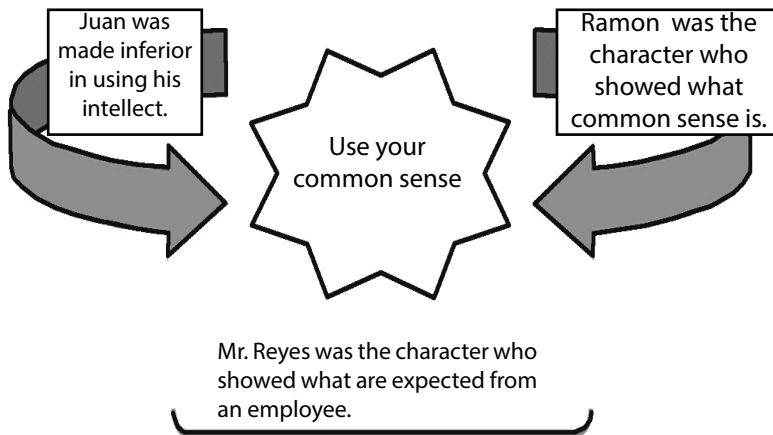
More resources on Acquisition Strategies are available in the Technology Enhancement CD



More resources on Acquisition Strategies are available in the Technology Enhancement CD

- Take up RW B, **theme** of a story. Read the definition of the word in the box in the worktext. Explain well using the graphic organizer.

The theme of the story is ...



That common sense saves time, and aids leaders to make decisions promptly for any business to progress.

- The class chooses their members to form a trio. Let them read the directions and the activities. Each member chooses the activity he likes to do. Presentation of activities will follow after 15 minutes. Have the class evaluate whether the trio was able to follow the criteria in the activity.
- Have the class get their worktext. Let them name its parts. Write the parts that are given correct. Have the class identify the contents in each part. Write these beside the part identified. Complete the list by taking up *Parts of a Book* in RW D. Let the pupils explain this. Pupils give a summary of all parts and their identifications in their own words. Let individual pupil do C.1 silently in 4 minutes. Discuss the answers after.

### C. Conclusion

- Lead the class to summarize the lesson of the day.
- Remedial Exercises
  - Underline the phrase that is an example of the circled word.
    - Steve was a lanky student who stood like a thin tall post at the end of the line.
    - His vision to be a marine engineer, a picture of a dignified man in uniformmanning a ship.
  - Give three (3) inferences about Steve in the story.

Trio talk  
Stenberg's activities  
Differentiation according to interest and readiness

(Put "Stoplight" icon here.)

3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Language

### A. Preparatory Activities

Conduct a row contest on giving names that end in s, x, and z.

Examples: Dallas, Rex, Riz. Write them on the board.

### B. Developmental Activities

1. Take up EL A. Read the directions for the class. Let the class identify the characters in the pictures. The class uses these possessive phrases in a sentence each. Write these sentences on the board. Underline the possessive phrases in the sentences like this.

The working Ramon called Rex's attention.

Mr. Reyes' observation of his employees made him fair in dealing with them.

2. Prepare a long chart of possessive phrases with names of owners ending in s, x, and z

Possessive of names ending in s, x, z

- |                  |                     |
|------------------|---------------------|
| 1. Tess's hanky  | Jesus' cross        |
| 2. Brix's boots  | Xerex' company      |
| 3. Ritz's ribbon | Cortez' gas station |

Lead the class to see the difference in forming the plural of these kinds of nouns. Have them think of more examples. Let them write these examples on the board.

3. The class gives a generalization of the plural of these nouns. Then read the generalization in the worktext.
4. The class recites on EL A.1. The pupils write their answers on the board. Explain further if mistakes are committed.
5. The class works on more exercises on possessive of nouns. This time: *using of-phrase*. Take up LW A. Have the pupils write the possessive on the board. Begin the discussion from the mistakes in forming the possessive of inanimate object. Let class read the explanation in the box. Correct the mistakes committed in the earlier examples. Then, let the class give more examples.
6. Class answers LW A.1 silently. Recite on the answers after seven minutes.
7. The class goes on a pair work activity in LW C and C.1. Discuss the answers after 10 minutes. Pupils recite on a number one at a time, write it on the board. Explain further when mistakes are seen.

Pair work

8. The class forms groups to do LW D. Decide on the kind of grouping to do: by topic interest or buddy interest. Presentations begin after 20 minutes. The class critiques each group presentation. They correct mistakes found.
9. The class does LW E. Class discusses the meaning of each word. Then write the correct word on the board and in the worktext.

**C. Conclusion**

1. Lead the class to summarize the lesson of the day.
2. Remedial Exercises
  - A. Form the possessive of these nouns.
    1. Renz skateboard - \_\_\_\_\_
    2. Boris reasons - \_\_\_\_\_
    3. Cortez resort - \_\_\_\_\_
    4. Trixipad - \_\_\_\_\_
    5. Reeses condo unit - \_\_\_\_\_
  - B. Form the possessive of these objects.
    1. zipper backpack - \_\_\_\_\_
    2. seal certificate - \_\_\_\_\_
    3. grills windows - \_\_\_\_\_
    4. frame picture - \_\_\_\_\_
    5. watch bracelet - \_\_\_\_\_

**Writing**

**A. Preparatory Activity**

Tell the class the writing activity is focused on the use of capital letter and punctuation. Class reads the paragraph in the Writing Section (WS).

**B. Developmental Activities**

1. Discuss the guidelines on capitalization and punctuation. Give examples for each guideline for the class to see the correct use.
2. Class does the exercise using correct capital letter and punctuation marks. Correct after 10 minutes.

**C. Conclusion**

Lead the class to summarize the lesson of the day.

Cooperative Learning  
 Differentiation in  
 Multiple Intelligences/  
 Interest/ readiness



## Lesson 8 – The Swiss Family Robinson, the Ideal Family

### I. Knowledge

#### Reading

Abridged and Unabridged Dictionary, Context Clues  
(exemplification)

#### Language

Regular and irregular verbs

#### Writing

Revise writing for clarity

### II. Skill/21<sup>st</sup> Century Skill

#### Reading

- A. Share inferences, thoughts, and feelings based on texts listened to
- B. Read grade level texts with 98 words correct per minute
- C. Pronounce f, gh, ph in words with /f/ sound distinctly
- D. Use context clues (exemplification) to find the meaning of unfamiliar words
- E. Identify the characters as described in the story
- F. Differentiate abridged from unabridged dictionary
- G. Infer the theme of a literary text
- H. Observe politeness at all times
- I. Demonstrate knowledge and understanding of the environment and conditions affecting it\*

#### Language

- A. Respond to questions in the simple past tense
- B. Compose clear and coherent sentences using appropriate grammatical structures: past tense of regular and irregular verbs
- C. Write words with /f/ sound correctly

#### Writing

Revise writing for clarity

### III. Lesson Development

#### Reading

##### A. Preparatory Activities

1. Listening and Speaking

Have the class interpret the picture. Then, have them read the paragraph. Let them share extraordinary experience (if there is) with the class. Prepare the class to listen to the story:

#### Resources:

Overhead projector  
( if available in the classroom),transparency  
Chalkboard, white and colored chalk

**No. of Days:** 5 – 6

#### Key Understandings:

1. The character of a person is shown in many ways.
2. Inference comes after a series of events.

#### Key Questions:

1. How do characters manifest their traits?
2. How do prior events lead to wise inferences?



## The Wildlife Filmmakers

National Geographic *KIDS*, 6-1-12 p, 31

(Dereck and Beverly Joubert are award-winning film makers from Botswana. Her story describes meeting a young leopard while filming in Africa.)

“The leopard had been watching us from a tree as Dereck worked on his laptop in our car. Suddenly, she left the tree, came up to the vehicle, and climbed onto the passenger seat. Then, amazingly she raised a paw, put on the keyboard of Dereck’s computer, and looked him in the face. This was a touching moment, but we knew it was an inappropriate behavior for her, especially if she did it with tourists. So, we gently encouraged her to leave the vehicle by turning on the heater, which produced a sound similar to the growl of disapproval a mother leopard might make.”

Ask the class their thoughts and feelings about the text.

Let them give inferences on why the leopard did it.

Read to the class the words with /f/ sound. Discuss the Meaning of words, too. Then, let the class read all the words in LS B. Class fills up the sentence with the correct /f/ word.

### B. Developmental Activities

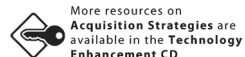
1. Tell the class to close the worktext for a while. Use an overhead projector and a transparency/ chalkboard to write these words: *deck, planks, explore, mussels, casks.*

Have class read these words. Encourage them to talk about each. Have them open their worktext on LS C. Discuss and write the answers on the board. Have the class use the words in own sentences.

2. (Teacher can choose two best readers in class and record them while reading the story.) Put the recorder on “pause” to check comprehension; Teacher may do the same to ask the class for words they found difficult to understand. Then continue to finish the story.
3. Answer RW A. Relate the answers to life situations. Include challenging situations in life and discuss solutions.
4. Discuss RW B and C. Put emphasis on the good traits of the characters that helped them to survive in their new place.
5. The class groups themselves according to their interest or readiness on the subject they will choose to do. Give the class 30 minutes to work on their activities. Reporting follows.
6. Give RW E as a group assignment.

### C. Conclusion

1. Lead the class to summarize the lesson of the day.
2. Remedial Exercises



Stenberg’s Activities  
Differentiation according to  
interest /readiness

Venn Diagram

- A. Give the meaning of the word from the example stated in the sentence.
1. We **swear** by raising our right hand; the same when we take an oath to a position.
  2. All of us came to this world not to be a **rascal** like a snatcher, a robber, or any nuisance to the community.
- B. Choose the trait the character shows in each situation.

loving	responsible	polite	faithful
--------	-------------	--------	----------

3. The little boy picked up all the toys he and his friends played with in a big toys box.
4. Nayel was busy that early morning doing his weekly chores: cleaning his room and fixing his clothes and things in his closet.
5. The couple took their family to their old parents to have a hearty lunch and pleasant whole day with them.

## Language

### A. Preparatory Activities

1. Tell the class to imagine a fast food chain at lunch time. Have them give the actions happening in the place. List these action words down on the board. Separate the regular and irregular verbs.

serve	eat
order	take

2. Have the class do EL A. Lead the class to understand that there are **verbs of action** (shout, rush, need) and **be** verbs (is, are, was, were, been, being). Let the class read the explanation in the box. Close the worktext for a while. Let the class summarize the concept in the discussion.

### B. Developmental Activities

1. Have the class recall the action words used in the story in LW A, Swiss Family Robinson. Let the pupils write them on the board.

shout, rush, need, serve – went, built, made, came

2. The class use these verbs in sentences. Separate the sentences with regular verbs from irregular.
  - The passengers shouted when the ship struck the rock.
  - They needed to make a boat. They made a boat out of planks.
3. Have class do LW B. Again, write the sentences on the board. Point to them the be verbs. Use colored chalk to write the “be” verbs in the sentences.



Stoplight

More resources on  
Acquisition Strategies are  
available in the Technology  
Enhancement CD



4. To organize the verb concepts discussed, make a chart like this and have the class fill it up. Have the class notice the **regular, irregular**, and **be** verbs.

shouted	struck	is
needed	made	was
		were

5. Lead the class to summarize the concepts on verbs:
- Action verbs
  - Be verbs
  - Regular and irregular verbs
6. Have the class read the generalization in the worktext on **simple past tense, past time expressions, adding -d or -ed to regular verbs**, and **changes the words for irregular verbs**.
7. Let the class do LW C, C.1, and C.2 individually. Discuss the answers after 20 minutes.
8. Do LW E. Write the /f/ words correctly.

### C. Conclusion

1. Lead the class to summarize the lesson.
2. Practice Exercises
  - A. Form the past tense of these verbs.
    1. dance - \_\_\_\_\_
    2. color - \_\_\_\_\_
    3. prompt - \_\_\_\_\_
    4. cure - \_\_\_\_\_
    5. plot - \_\_\_\_\_
  - B.
    6. is - \_\_\_\_\_
    7. bid - \_\_\_\_\_
    8. forget - \_\_\_\_\_
    9. do - \_\_\_\_\_
    10. has - \_\_\_\_\_
  - C. Use the regular or irregular verb needed in the sentence.
    11. Yesterday \_\_\_\_\_ Monday.
    12. The coach \_\_\_\_\_ the athletes lastweek.
    - 13 This herb \_\_\_\_\_ his wounds.
    14. Dad \_\_\_\_\_ his work out for one hour.
    15. The kids \_\_\_\_\_ in ASAP a year ago.



More resources on Practice Strategies are available in the Technology Enhancement CD

## Writing

### A. Preparatory Activity

Have the class read the paragraph to be written.

### B. Developmental Activity

Remind the pupils to observe proper mechanics in writing a paragraph.

Class writes the paragraph. Teacher presents the correctly written paragraph after 10 minutes. Mechanics highlighted for easy corrections.

### C. Conclusion

Lead the class to summarize the lesson of the day.

 More resources on Practice Strategies are available in the Technology Enhancement CD



---

## Lesson 9 – Building A Better Home

---

### I. Knowledge

#### Reading

Classify ideas, Tone and Mood of a Story

#### Language

Simple Past Tense, Past Participle

#### Writing

Diary

### II. Skills/21<sup>st</sup> Century Skill:

#### Reading

- Share inferences, thoughts and feelings based on the text listened to
- Pronounce words with voiced and voiceless th
- Give the meaning of unfamiliar words through picture clues
- Use graphic organizer to classify ideas
- Identify the tone and mood of the story
- Tell the uses of color, lines, and shapes in moving objects
- Observe politeness at all times
- Assume shared responsibility for collaborative work. \*

#### Language

- Respond to questions correctly
- Form regular and irregular verbs to simple past and past participle

#### Resources:

Color/white chalk, 4 sheets of manila paper where verbs in LE B are written, pentel pen

**No. of Days:** 5 - 6

#### Key Understandings:

- The tone and mood of literary selection strike at the heart of the reader
- Classifying ideas results to giving them heading

#### Key Questions:

- How do tone and mood contribute to a good story?
- How should ideas be classified?

- C. Write homonyms correctly
- D. Articulate thoughts and ideas effectively using oral and written communication skills\*

**Writing**

- A. Write a diary using the simple past of the verb

**III. Subject Matter**

Reading

Voiced and Voiceless th

Getting Meaning through

Picture Clues

Use organizer to classify ideas

Tone and Mood of a Story

Language

Regular and Irregular Verbs

Simple Past Tense

Past Participle

Writing a Diary

**IV. Lesson Development:**

**Reading**

- A. Preparatory Activities

- 1. Listening and Speaking

Read the paragraph here.

Ask the class if they have amazing stories about any animal. Try to make the class recall if the family has any endearing animal encounter in the first part of the story Swiss Family Robinson. Listen to their answers. Tell the class that the story they will listen to today is so inspiring, to think that animals have small brain to give themselves yet to others. Tell them to share their thoughts and feelings while listening to the story. Check the readiness of the class to listen. Tell the class to think of good title for the story.

**(Puppy-Sitting Hen )**

(Amazing Animals , National Geographic KIDS, 11-01-10)

Shrewsbury, England

Whenever Nettle, the Jack Russell terrier takes a break from her four pups, Mabel the chicken hustles to where the puppies are sleeping. Like a true mother hen, she fluffs her feathers and plops down on the puppies. Mabel tucks them in under her warm body as if the pups are a brood of chicks.

"At certain times, a hen will sit on anything that's warm and nest like," says chicken behavior expert, Bob Bailey. Gentle Mabel will cluck softly to her nest of "hatchlings" until their mom returns.

Mabel is a caretaker, but she's also a disciplinarian. Sometimes, the pups rambunctiously play with Mabel's

feathers. "If they get too rough," says Edward Tate, the farmer who brought Mabel into the house after a horse injured the hen's foot, "Mabel gives them a glare and gentle peck." Don't mess with this mother hen!

2. Class share their thoughts and feelings about the text they listened to.
3. Go to Listening and Speaking (LS) B **Voiced and Voiceless th**. Read the directions to the class. Let the class say the words after you. Discuss the meaning of the pictures. Then, read the phrases.
4. Model pronouncing the tongue twister. Let the class read it for 2 times. Conduct a contest on it by row, then by individual pupil.
5. Have the class do LS C **Homonyms**. Ask the class to give the meaning of the given words. Then, let them give the pairs:
 

peel	-	peal	aloud	-	allowed
due	-	dew	sent	-	scent
need	-	knead			
6. Do C.1 in orally. Write the answers on the board.
  1. aisle - isle
  2. yew - ewe
  3. capitol - capital
  4. foreword - forward
  5. naught - not

B. Developmental Activities

1. Do "Word Collage" strategy. Have the class build a sentence from the words that will be dictated. Ask them to get a ballpoint pen and a paper. Say "Ready....." dictate the words.

shouted	crowbar	rock	the
Jack	as	went	his
It	through	and	found
hollow			

"Yes, what is it that the family Robinson discovered?

Before we find out, let us know the meaning of some difficult words in the story."

2. Unlocking of Difficulties  
Tell the class to study the pictures. Then explain what each word means where each is used.

Tongue Twisters

Graphic organizer for classifying ideas

Word Collage strategy

marsh expedition canvas harness sledge  
barrel drawbridge paddle hillock

3. Have the class read as a whole the first paragraphs. Then, by rows alternately. Get in between to ask questions.
4. Answer RW A questions. Relate the discussion to real-life situations. Like how can we be resourceful in this present life? Give this situation: **if the Swiss Family Robinson were one of the informal settlers to be transferred to a remote place**, how could they practice their industry, cooperation, and resourcefulness there?
5. Take up RW B on **Tone and Mood**. Read the explanation. Have the class explain according to their understanding. Then explain more. Have them answer the exercise. Discuss after five minutes.
6. Have the class work in pairs doing RW B.1. Have the class explain what each character trait means. Let them give examples showing each trait. Discuss the answers after seven minutes.
7. Do Group Work RW B.2 in 20 minutes. Present and discuss.
8. As an assignment, teacher can assign the class to research on the uses of color, lines, and shapes in moving objects.

### C. Conclusion

1. Lead the class to summarize the lesson of the day.
2. Remedial Exercises:
  - A. Identify the tone and the mood expressed in the situation.
    1. The aroma of the food being cooked invades the houses nearby, the light curtains dances as the wind blows in the sala. The wooden floor shines and is well-polished. Mother's face brightened by a smile, is busy organizing things. My sister, brother and I look at the clock and wish it's 10:00 o'clock in the morning.
    2. People with suitcases, line up as a uniformed personnel, check on their documents. A Chinese woman was perspiring as she approached the officer.
  - B. Classify the concepts that should go together. Each belongs to a group.

nails	glue	liquid paper	scotch tape
screw	ladle	casserole	lid
fastener	padlock	pliers	paint brush



Pair work

Multiple intelligences

Differentiation according to readiness/interest



## Language

### A. Preparatory Activities

Review verbs. Have the class identify regular and irregular verbs, also action verb and verb of being.

### B. Developmental Activities

Tell the class to open their worktext to EL A. Have them read the direction. Tell them that verbs on these page show three forms: base form, past form, and past participle form. Class reads the verbs. Pupils write the correct forms on the board.

#### 3. Form the past tense of the verbs first.

Read the past form of regular verbs with final *t*, *d*, and *id* distinctly.

erased missed walked washed reached --- t

believed, filled watered yawned cared --- d

acted blended graded rated planted --- id

#### 4. Read past form of irregular verbs.

broke               drove       ate               fell               wrote

came swam       drank       sang       clang

brought           caught       thought       stood

Form the past participle of the verbs.

#### 5. Ask the class their observations about the three forms.

Let them state their observations without much leading from the teacher.

- How past tense of regular verb is formed
- what the final sounds of -d and -ed are
- ... past participle of regular verb is formed
- ... irregular verbs are formed
- ... past participle of irregular verb is formed

#### 6. Take up LW A. Let the class notice the use of auxiliary verbs *has* and *have* with the past participle form.

#### 7. Have the class summarize the discussion.

#### 8. Divide the class into four groups for the contest, *Verb Relay*. Four sheets of manila paper with the verbs in LW B are given to the four groups. The group members will write the correct forms of the verbs in the sheet. Then pass the sheet to the next member. The verb forms should be correctly written to gain a point. The contest begins as the teacher says "Go!" Any member of the group can correct the wrong answer on the sheet after the answers are completed. The groups post the manila paper on the board at the same time. No more correction shall be done. All members read what they wrote on the manila paper. Extra point is given to the group with perfect answers.

Group contest

Verb Relay

Square Pair



9. Class does LW C orally. Pupils write the answers on the board to see the correct spelling. They can copy these answers in the worktext. The class reads the paragraph with the correct answers orally.
10. The class consults a dictionary to answer LW D. Write the correct word for each number on the board. Then, discuss the meanings. Copy in the worktext.

### C. Conclusion

1. Lead the class to summarize the lesson.
2. Remedial Exercises
  - A. Form the past and the past participle of the given verbs
    1. rise \_\_\_\_\_
    2. blow \_\_\_\_\_
    3. build \_\_\_\_\_
    4. choose \_\_\_\_\_
    5. drink \_\_\_\_\_
  - B. Use the correct form of the verb in the sentence.
    - (drink) 1. I \_\_\_\_\_ milk every day.  
I \_\_\_\_\_ milk yesterday.  
I \_\_\_\_\_ milk since grade one.
    - (choose) 2. They \_\_\_\_\_ the members.  
They \_\_\_\_\_ the participants last week.  
They \_\_\_\_\_ the lead character.



### Writing

#### A. Preparatory Activity

1. Ask the class what a diary is. Its importance. How it is done. The ethics that goes with it.
2. Let the class recall their most memorable birthday/day.

#### B. Developmental Activities

1. Read the activity to be done. Explain well.
2. Give the class ten minutes to write the diary. Those who like to share their diary, they can read it to class. Let the class choose the past tense of verbs used.

#### C. Conclusion

Lead the class to summarize the lesson of the day.



More resources on Practice Strategies are available in the Technology Enhancement CD

## Lesson 10 – Industry Ensures the Family’s Future

### I. Knowledge

#### Reading

Specific/ Generic , Words, Main Idea, Verbal Responses

#### Language

s- form,base form

#### Writing

Symbols for Correction

### II. Skills/21<sup>st</sup> Century Skills:

#### Reading

- A. Identify the main idea from a text heard
- B. Read grade level text with 98 words correct per minute
- C. Pronounce words with soft g
- D. Distinguish the meaning of unfamiliar words through its multiple meaning
- E. Identify specific and generic words
- F. Identify the main idea of a sentence
- G. Identify character’s feelings through their verbal responses
- H. Tell the uses of color, lines, and shapes in moving images
- I. Observe politeness at all times
- J. Use various types of reasoning (inductive , deductive) as appropriate to the students

#### Language

- A. Speak clearly with the appropriate intonation, tone, and correct pronunciation
- B. Ask and answer did-questions using the correct form of the verb
- C. Pronounce and write soft g /J/words correctly
- D. Assume responsibility for collaborative work\*

#### Writing

Revise writing for clarity following the symbols for correction

### III. Subject Matter

Reading

Pronounce words with /j/ sound

Multiple Meaning of words

Specific/ Generic Words

Language

Ask and Answer Did

Questions

Writing /j/ Sound Words

#### Resources:

Colored sheet of paper with a the paragraph found in the pre-reading, is written

white and color chalk,

a transparency on overhead projector (if there is) where the 5 sentences in the Development Activities are written

sheets of manila paper

**No. of Days: 5 - 6**

#### Key Understanding:

1. Meaning can be hidden in printed materials.
2. The use of appropriate words contribute to the clarity of sentences.

#### Key Questions:

1. How do we widen our vocabulary?
2. How can I choose the right word to use in sentences.

Identifying Main Idea  
Identifying Verbal Responses

Rewriting a Paragraph  
Following Symbols for  
Correction

#### IV. Lesson Development

##### Reading

###### A. Preparatory Activities

###### 1. Listening and Speaking

Read to the class the introductory paragraph in LS A.

Have class infer on the story by looking at the picture.

Prepare the class to listen to the story. Tell them to tell the topic of the story.

##### Fairness

*By Peter Leukefeld*

A mouse and an elephant were playing soccer together. It was a hard-fought game. At one stage, the elephant accidentally stepped on the mouse's toe. The mouse shrieked in pain. The elephant being a good sport, bent down and excused himself with, "Sorry, believe me I didn't mean it." "I know, I know, I could have done the same thing with you!"

2. Ask what the main idea of the story is.
3. Take up LS B. Tell the class that the words are spelled with G but it sounds /j/. Read the words with soft g to class. Class reads the words after the teacher. Discuss the meaning. Then, use the correct word in each sentence. Take the exercise orally. Write the answers on the board.
4. Give LS C to class to work on silently for 10 minutes. Call four pupils to do the "classification" on the board. Let the pupils explain their reasons for their work. Discuss the meaning of specific and generic words.
5. Ask the class to answer LS C.2 exercise on specific and generic individually silently.

###### B. Developmental Activities

1. Use *Plug the Gap* strategy. (This sentence is taken from the story. Some words are omitted for the class to fill in. Leave words in parentheses as blanks.) Write this paragraph on a colored sheet of paper. Present it to class. The class supplies a word in each blank.

"Many years (passed). My son grew up (strong) and (healthy). Our animals multiplied. Sometimes, they (attacked) by animals. Having grown ups, my boys went on (expeditions) on their own."

2. Different words may be given in the blanks. Let the class read the paragraph with the different words each. Then,

let them choose the best in sense. Read the paragraph with the words from the story.

Unlocking of Difficulties

3. Take up LS D **homographs**. Have the class read the definition. Write the definition on the board. Call a volunteer to explain it further. Have the class give examples of homographs and their meanings under the definition on the board.
4. Have the class read the words *spawn, expedition, cured, crouched, and shoal*. Let the class explain the meanings of each word. Then, answer the exercise. Have them write the answers.
5. The class may read the questions in RW A before reading the story. Have the class read orally. Ask questions in between the reading to check comprehension. Answer the questions. After answering the questions, get the class's feelings and actions if they were in the place of the characters like Fritz and Francis and even Mr. Robinson.
6. Ask the class what they know of a sentence. Take up RW B, **Main Idea of a Sentence**. Explain the example well.  
The captain and all the people aboard the ship came to visit us.

**Getting the main idea of a sentence is getting only the important words in it.**

7. Have the class do 1-5 exercise.
8. Let the class work in pairs to do RW C **Verbalizing Emotional Response**. Read the explanation and explain further. Have the class answer exercise 1-5.
9. Do group work in RW D. Practice well and present after 15 minutes. Recognize the best group.

### C. Conclusion

1. Lead the class to summarize the lesson of the day.
2. Remedial Exercises
  - A. Get a title from the sentence.
    1. Henry was awarded Boy Scout of the year in school.
    2. Everybody believes Malunggay is an extra rich vitamin plant.
  - B. Give the generic or specific word for the underlined word in the sentence.
    3. Do you know that that wall clock gives exact time?
    4. This radio station gives the latest news most of the time.
    5. I regularly view TV Patrol for the daily news.



Pair work

Reader's Theater  
Differentiation according to interest/readiness



## Language

### A. Preparatory Activity

1. Read EL A introduction. Have the class study the picture. Tell them re call what the family did to survive in the place. Where they were stranded. Have the class read the example.

Example: Mr. Robinson and Ernest collected pieces of wood from the beach. They made a sledge from them.

The class gives their 5 sentences using past tense of verb.

Examples:

- The two kids planted small trees near the tent house.
- Mrs. Robinson cooked soup.
- Mr. Robinson and the boys dug a side of the cave.
- They used crowbar to do.

### B. Developmental Activities

1. Let the class Do LW A changing statement to question using *Did*. Write the example on the board. Use colored chalk to highlight **Did** and the **base form** of the verb.

2. Analysis and Abstraction

Examples:

- Did Mr. Robinson collect pieces of wood from the beach?  
base form
- Did they make a sledge?  
base form
- Did the two kids plant small trees near the tent house?  
base form

3. Lead the class to notice this agreement.

In using Did in question, it needs a verb in its base form.

4. The class needs an exercise on this. There is none in the book due to limited page given in a level. Give this exercise to the class. Have the class work on this silently in 7 minutes. Call pupils to write the questions formed. Let the class check the correctness of the questions.

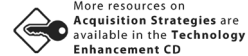
Change these statements to questions.

1. We caught great shoal of herring.

\_\_\_\_\_

2. We saw some wild pigs in the sugar plantation.

\_\_\_\_\_



3. Fritz salted the pig, stuffed it with potatoes then wrapped in large leaves.
4. He laid it in the pit and covered it with more hot stones.

---

5. Next winter came fast.

---

5. Next, analyze how to answer Did-questions affirmatively and negatively. Have the class read the examples in the LW A box.

Example: Did Mr. Robinson and Ernest collect pieces of wood?

(Affirmative) Yes, Mr. Robinson and Ernest collected pieces of wood past form

**(Answer a *Did*-question using the past form of the main verb.)**

(Negatively) No, Mr. Robinson and Ernest did not collect wood.

Did is past form base form

**(Negative answer has already did which is past so the main verb should be in base form.)**

6. Have the class answer the above extra exercise in the affirmative and in the negative. Write the answers on the board. Let them explain their work.
7. Have the class do LW B pair work. Have the class write the answers on the board after 7 minutes.
8. Have the class do LW C square pair (2 pairs). Let them choose the activity they are interested and ready to do. Each square pair writes their finished work on a sheet of manila paper. Let the group present after 15 minutes with their written report posted on the board.
9. Have class do LW D writing the correct spelling of words with/j/sound. Have them write the words on the board after 6minutes.

### C. Conclusion

1. Lead the class to summarize the lesson of the day.
2. Remedial Exercise:
  - A. Answer these questions using the correct verb.
    1. Did you hear the good news?
    2. Did you interview the Most Valuable Player of the school?
    3. Did you get the correct answers in the exercise?

Pair work

Square Pair



More resources on Practice Strategies are available in the Technology Enhancement CD



Stoplight

- B. Form these sentences to questions.
1. I found my notes on Symbols for Correcting a Paragraph.
  2. Elyse understood the lesson clearly.

**Writing**

**A. Preparatory Activity**

Recall symbols for correcting composition and their meaning.

**B. Developmental Activities**

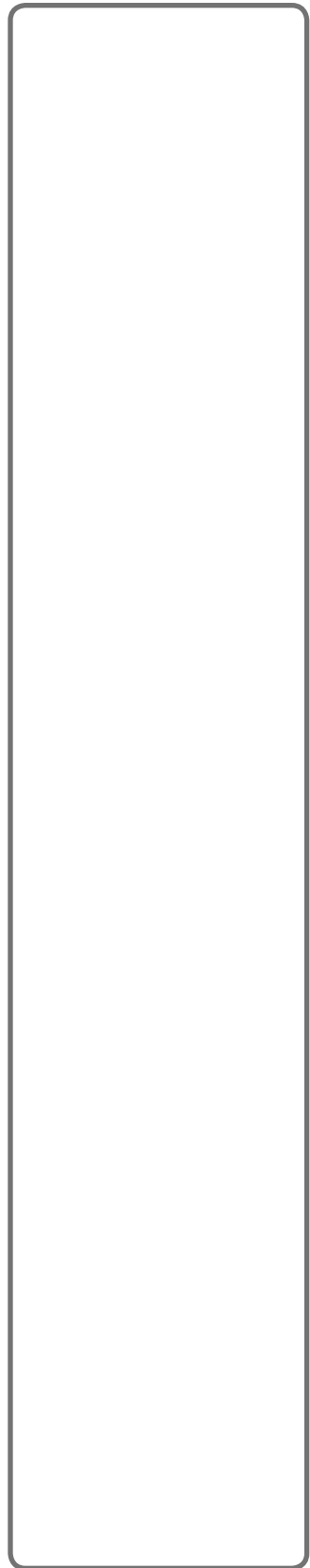
1. Discuss the mistakes in the composition and how to correct them.
2. Class rewrites the paragraph in 15 minutes. Teacher brings out the manila paper where the paragraph is written. The words or items in the paragraph to be corrected are blank. Then have the class fill the correct word in. Have the class correct each other's work.

**C. Conclusion**

Lead the class to summarize the lesson of the day.

Integrating Task for Unit II

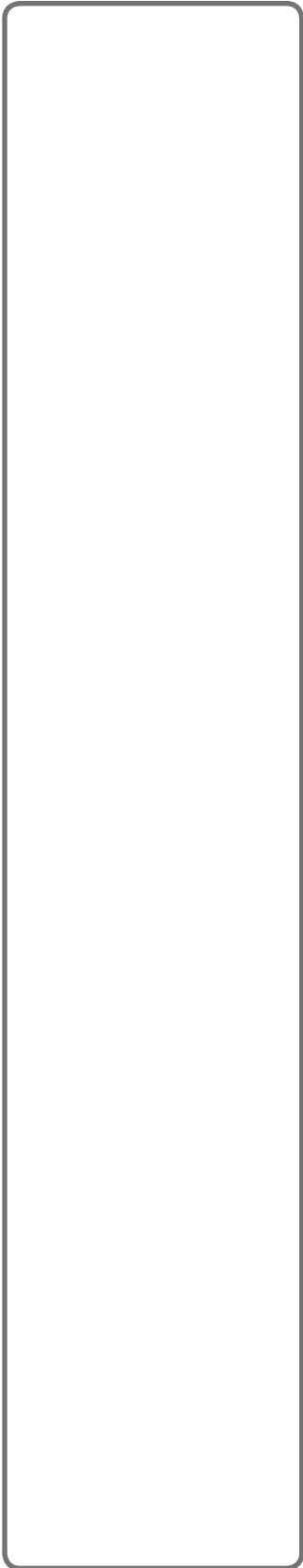
<p><b>Goal</b></p>	<p>The class will make a book. They will decide on the subject/ topic of the book. The groups may opt to have a collection of stories, too. There will be six groups in a class. Each group works on a particular part of a book. They exhibit collaborative effort to complete the task efficiently.</p>
<p><b>Role</b></p>	<p>Three members design the book cover with the pertinent information on it. They also prepare the title page.</p> <p>Three members make the "Table of Contents." They need to get the contents of the book and the pages where they are found.</p> <p>Eight groups with three members each will meet to decide the major topic of the book. Then think of the subtopics. They make a research on the topic and subtopics assigned to them. They paraphrase the information they got. They keep a record of all the sources of the information they noted down. They will listen to a lecture on how to cite the sources.</p> <p>They summarize their notes/researches with proper citations. The eight groups agree on the logical arrangement of the topics and subtopics that will come in the book. They provide the groups that will need the contents and pages to do their tasks.</p>



	<p>Four members make the glossary. They get the texts from those who made the body of the book. They pick out all the difficult words in the body of the book. They arrange these words alphabetically, get their meanings (as they are used in the sentence) from different sources and write them beside each word.</p> <p>Three members make the index. They get the topics and subtopics and specific topics in the body of the book. Arrange them in alphabetical order and write the page(s) where each word is found in the book</p> <p>Three members get the list of sources from those who made the body of the book. They listen to a lecture on how to do the bibliography.</p>
<b>Audience</b>	All the grade four classes will see the exhibit of the books. The Reading and Language teachers and principal may act as judges.
<b>Situation</b>	As the class project, they are required to collectively make a book showing its different parts.
<b>Product</b>	A book with its complete parts. This project shows the knowledge and skills developed in the unit among the pupils. Their topic may touch on family. Stories of children's achievements, Mother/Father of the Year, Heroic deeds of family members, Filipinos making wave abroad.

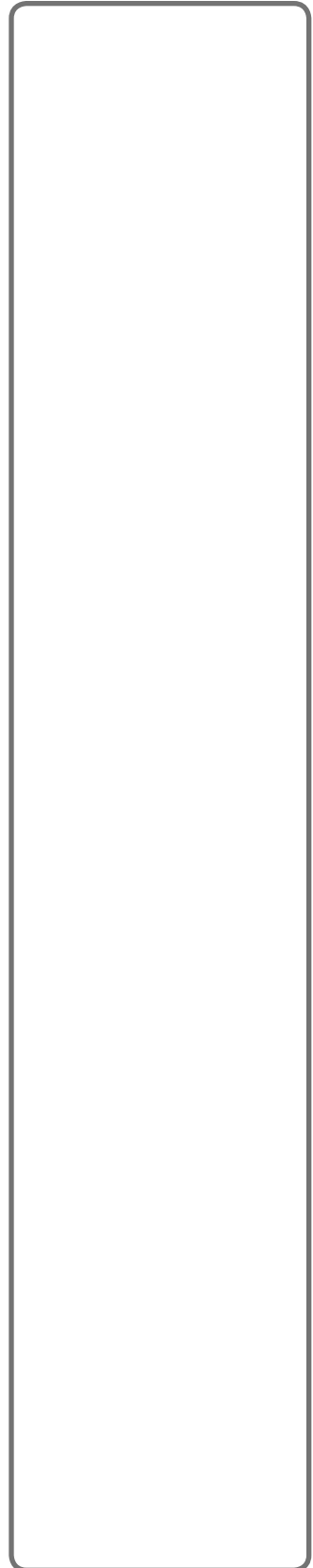
### Rubric for the Assessment of Book Making

Criteria	Points
1. Correctness of information about the book	3
2. Mechanics in writing a summary (penmanship, capitalization, punctuation, spelling, margin, indention, neatness)	1
3. Content (interesting, richness)	3
4. Organization (logical arrangement and presentation of ideas)	2
5. Creativity (artistic expression/ presentation of ideas)	1
<b>Total</b>	<b>10</b>





<b>Criteria</b>	<b>Points</b>
1. Promptness to assemble and finish task on time	2.5
2. Member's cooperation in the discussion and work	2.5
3. Clarity and smoothness in the discussion of the topic/task with the class	2.5
4. Use of English in the discussion	2.5
Total	10



## Lesson 6 - Bobby, the Faithful Dog

### I. Listening and Speaking

A.

B. Consonant Digraph

(Answers vary)

C. Definition

1. jagged – is an unevenly cut or torn edges
2. wheedle – is to get a thing from a person by persuasion
3. lump – means a shapeless or unshapely compact mass
4. stubby – means short and thick
5. scamper – is to run impulsively or to skip playfully

1. lump

4. wheedle

2. stubby

5. Jagged

3. scampered

### III. Reader's Workshop

A.

1. when the time gun was fired
2. Mr. Grey brought the dog to his restaurant.
3. Dogs are trainable pets. The time gun gave him the signal to go there.
4. He showed his love and care for his pet.
5. (Answers vary )

B. Trio Talk

1-5 Giving inferences - Answers vary.

C. Group Work: Analyze the 3-4 line poem in terms of elements.

Stanza - The poem has 2 stanzas with four lines each

Rhyme - The words that rhyme are :

Dog – hug , hearts - depart , about – pub

Alliteration -

Consonance - trip, trap, trip, trap

Imagery - small, thin, sopping –wet- looking dog

Symbolism - small, thin, sepping-wet looking dog - shows no one cares for the dog

- abandoned dog

- D. Idiomatic Expression
1. b reveal a secret
  2. c never bring a clumsy person...
  3. a to be coward
  4. c cries without feeling sad
  5. a have simple object expensive to maintain

## Language

### I. Language Workshop

A. Possessive of animate objects

Singular	Plural
1. eagle's beak	eagles' beak
2. boy's cap	boys' cap
3. flower's petals	flowers' petals
4. man's cane	men's canes
5. baby's bib	babies' bibs
6. child's cry	children's cry
7. hero's love	heroes' love
8. chief's order	chiefs' order
9. dwarf's voice	dwarfs' voice/dwarves' voice
10. lady's watch	ladies' watch

### Writing

#### Traits or Bats

Most bats are active at night. During the day, they sleep, hanging upside down in caves or other places. Because bats hunt when it is dark, many use a kind of natural radar called echolocation to find food. As a bat flies through the air, it makes a high-pitched calls. When the sound hits a fluttering insect or swimming fish, it bounces back toward the bat. By listening to the echoes of its calls, the bat can pinpoint the exact location of its prey. Many bats get the energy they need to stay alive all winter from fat they store up during summer.

B. Singular of plural possessive in sentences

- |                    |                       |
|--------------------|-----------------------|
| 1. rose's stem     | 6. ladies' belts      |
| 2. dog's paw       | 7. wife's story       |
| 3. a man's fingers | 8. women's talk       |
| 4. baby's bibs     | 9. children's parties |
| 5. boys' caps      | 10. dwarf's voice     |

A. Pair Work - Pigeon Hole

Ezette Brown

Johann Calderon

Rose Delfin

Marc Marcelo

Chona Mendoza

Lilia Romero

Jean Sabado

Susana San Agustin

Ruben Samson

E. Spelling

- |              |           |
|--------------|-----------|
| 1. charwoman | 6. thew   |
| 2. chauffeur | 7. throng |
| 3. chassis   | 8. shrift |
| 4. thicket   | 9. shuck  |
| 5. thaw      | 10. Shoal |

Writing Section

sp. active	sing. calls	the/echoes. prey/many bat
cap. because	sing. sounds	T needed
sp. bat	lc. It	
sing. bats	sp. fluttering	
cap. it	bath	

**Lesson 7 - The Eight-Peso Servant**

**I. Listening and Speaking**

A.

B. Vowel Digraph

- |                     |                    |
|---------------------|--------------------|
| 1. creatures - long | 6. book - short    |
| 2. tooth - long     | 7. straight - long |
| 3. sleigh - long    | 8. ceiling - long  |
| 4. loaded - long    | 9. food - long     |
| 5. supplies - long  | 10. heed - long    |

C. Meaning of words

- wage - P550. Per day
- advice - tell them the truth
- accounts - deposits and withdrawals

- 4. wagon - small truck
- 5. cavan of rice - 50 kilos rice

These words mean ..

- 1. wage - salary
- 2. advice - a reminder to do good
- 3. wagon - small truck
- 4. account - bank record
- 5. cavan - asack of ) rice )

## II. Reader's Workshop

### A. Questions

1-5 ( Answers vary )

### B. Theme of the story and how the characters help to emphasize the theme

Theme: Use your common sense in doing your job and everything you do.

Juan: pictures a worker who does not put his "mind" and "concern" In his work

Ramon: pictures the worker who puts his mind and gives extra service expected from him by his master/employer

Mr. Reyes : pictures an employer who gives due salary to his employees.

An employer who explains needed answers by his employees.

### D. Parts of a Book

- 1. Body of the book
- 2. Title page3
- 3. Table of Contents and Index
- 4. Bibliography
- 5. Glossary

## Language

### I. Essential Language

A.1-3 (Answers vary)

#### A.1 Possessive of nouns

- 1. Cris's wallet
- 2. Tess's notebook
- 3. Chez's phone
- 4. Borex' attitude
- 5. Luis' golf club
- 6. James's toy
- 7. Jesus' project
- 8. Brix's car
- 9. Perez' store
- 10. Dallas' mitt

### II. Language Workshop

#### A. Possessive of inanimate objects

- 1. brick roof of a house
- 2. flat tire of a car

3. broken leg of a table
4. switch of a wall lamp

#### A1

- |                                |                        |
|--------------------------------|------------------------|
| 1. wheels of a car             | 6. lid of a kettle     |
| 2. straps of a pair of sandals | 7. cover of a pen      |
| 3. top of a tale               | 8. door of a cabinet   |
| 4. handle of a ladle           | 9. cover of a book     |
| 5. knob of a radio             | 10. gemstone of a ring |

#### C. Pair Work

1. Christian needed to research for Luis' report.
2. Many facts on "Cloning" are added to Trix's notes.
3. There are many details in Inez' outline.
4. Our boss threw Mr. Santos' letter into the waste basket.
5. Luz's pretty blue dress needed dry-cleaning.

#### C.1 Of- phrase in a sentence

1. The path of a planet around the sun is called its orbit.
2. The sun is the center of the solar system.
3. The rings of Saturn are made up of chunks of metal.
4. The atmosphere of the earth is made up of gases.
5. The twinkling of the stars is due to earth's moving air.

#### E. Spelling

1. eureka
2. floatation
3. interpreneur
4. measly
5. fluorescent
6. seizure
7. eavesdrop
8. loathe
9. jawbreaker
10. Euphoria

Writing (cont'n Lesson 7)

## Correcting a paragraph

Mom brought me to Glorietta last Sunday. It was June 8. I remember there were many arrivals I the Children's shoes section. I bought a pair of gold shoes. The saleslady was very accommodating. Hey! Elyse, Luis, Dallas, Taye, Nathan! Why are you here? Are you buying shoes, too? I am with my mother. She is at the Puregold supermarket buying some grocery items for the victims of the flood. When are we going to visit the St. Joseph Orphanage at 1720 Diamond St, Sta. Mesa, Manila again? It's been a long time since we went there. Are still going around? My Mom and I are having snacks at Shakey's.

Come, join us!

## Lesson 8 – Swiss Family Robinson, the Ideal Family

### I. Listening and Speaking

B. / f/ Words

1. fathom
2. feline
3. pharynx
4. philately
5. phoney

C. Vocabulary

1. deck - second flooring of the ship
2. planks - flat wood board
3. explore - going around to find things of value
4. mussel - two-valve oyster like sea animal
5. casks -- barrel-shaped container

### II. Reader's Workshop

A. Questions

1. Their ship struck a big rock and sink.
2. They made use of everything left on the ship to bring them to the nearby island and survive there with all of them
3. Cooperative, hopeful, hardworking, resourceful
4. They made a boat of what was left on the ship.

They got wax from candle berries and made candles with torn canvass as wick.

5. Answers vary

B. Theme - (Answers Vary )

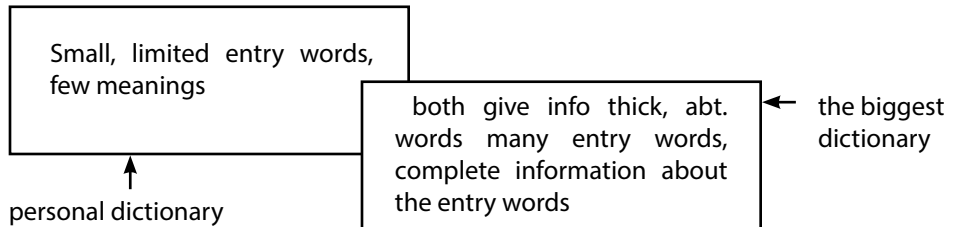
C. Identifying Character

- |                   |                    |
|-------------------|--------------------|
| 1. b Mr. Robinson | 4. c Mrs. Robinson |
| 2. e Ernest       | 5. d Francis       |
| 3. a Fritz        |                    |

D. Pair work

1. Mr. Robinson
2. Fritz
3. b
4. c / pupils may have another answer provided they give a practical convincing reason for their answer.

F. Group Work



Dictionary is a book of entry words and all information about each like pronunciation, its origin, part of speech, different meanings, inflections, synonyms and antonyms, spelling, and many more.

Abridged and unabridged are the two kinds of dictionary.

Abridged dictionary is a dictionary that gives limited or insufficient information about the entry words in it. It is smaller, thinner than the unabridged.

Unabridged dictionary is thick with all the words possible in it.

It gives complete or sufficient information about the entry words

## Language

### I. Essential Language

A.

shout, sail, see, jump, make, heard, turn

### II. Language Workshop

A. 1-5 sentences (Answers vary)

B. 1-5 (Answers vary)

C. Regular and irregular verbs

Prayed	came	went
Shouted	built	made
Worked	saw	found

C.1 Verbs in the sentence

1. tossed
2. maneuvered
3. rocked
4. built
5. clung
6. was
7. Were
8. was
9. were
10. was



## C.2

1. The captain ordered the crew to be vigilant of their duties.
2. He checked the crew's performance of their duties.
3. The captain with the Quarter Master about the trip.
4. The boatswain supervised the maintenance of the vessel.
5. He inspected the ship and its sails.
6. The boatswain reported the state of the ship to the captain.

## A. Dictionary respelling

1. tough
2. rough
3. typhoid
4. fantasized
5. featherweight
6. fantasies
7. paraphrase
8. phosphorous
9. paraffin
10. paraphernalia

## Writing

It was Tuesday. Everybody was excited to go to Malabon zoo. Mrs. Flores, our Science teacher, gave some safety tips about proper behavior and treating animals. We saw road signs, big buildings, government offices along the way. Dr. Louie Bungalon, a veterinarian, met us at the pavilion with a monkey. Oh my gosh, but the animal was behaved. We saw well-cared animals as we went around. All of us gathered fascinated by the newly-born elephant. We noticed its very fine brown hair. Though it was a big animal, it looked innocent and cute!

## Lesson 9 – Building A Home

### I. Listening and Speaking

A.

B. Voiced and Voiceless th

C. Homophone Pairs

1. peel - peal
2. due - dew
3. need knead
4. aloud - allowed
5. sent - scent

### C.1 Homonyms in Sentences

1. aisle , isle
2. yew, ewe
3. capitol, capitall
4. foreword, forward
5. naught, knot

### D. Unlocking of Difficulties

1. marsh - lowland flooded in wet weather
2. expedition - journey or voyage for a particular purpose
3. canvas - a strong and coarse kind of cloth
4. harness - equipment of straps and fittings by which an animal is fastened to a cart
5. sledge - vehicle on snow, ice or on land
6. drawbridge - bridge that may be raised or let down
7. paddle - a broad bladed short oar to propel a canoe
8. barrel - large bulging vessel
9. hillock - small hill or mound

## II. Reader's Workshop

### A. Answers to questions

1. many plants and fruit bearing trees
2. They built their tree house.  
They plant fruit bearing trees near the place where they stay.  
They built a small ship to use around .
3. They planted fruit trees.  
They put prickly branches around their place to protect them from animals.  
They built a tree house.  
They cleared a portion and planted more.
4. Yes, they are high safe from wild animals
5. Build a house or look for a hill they can dig to keep them safe from snow.

### A. Tone and Mood

1. There was a heavy rain and strong wind.
2. Fear was in the heart of the characters because of the impending danger.
3. The family is satisfied in their new found palce.
4. There was another person in the place. He had a message.
5. There was heavy heart and sorrow as the two boys will be away more to be forever.

### B.1 Character traits

- Patient - the whole family 2, 7  
Resourceful - the whole family 3, 5, 8  
Hardworking - the whole family 1, 4, 10  
Hopeful - Mr. and Mrs. Robinson, kids as well. 6, 9

## Language

### I. Essential Language

#### A. Base form          Past Form          Past Participle

-ed = /t/

- |          |         |         |
|----------|---------|---------|
| 1. erase | erased  | erased  |
| 2. miss  | missed  | missed  |
| 3. walk  | walked  | walked  |
| 4. wash  | washed  | washed  |
| 5. reach | reached | reached |

-ed = /d/

- |            |          |          |
|------------|----------|----------|
| 6. believe | believed | believed |
| 7. fill    | filled   | filled   |
| 8. water   | watered  | watered  |
| 9. yawn    | yawned   | yawned   |
| 10. care   | cared    | cared    |

-ed = /id/

- |           |         |         |
|-----------|---------|---------|
| 11. act   | acted   | acted   |
| 12. blend | blended | blended |
| 13. grade | graded  | graded  |
| 14. rate  | rated   | rated   |
| 15. plant | planted | planted |
| 16. break | broke   | broken  |
| 17. swim  | swam    | swum    |
| 18. drink | drank   | drunk   |
| 19. sing  | sang    | sung    |
| 20. cling | clung   | clung   |
| 21. come  | came    | come    |
| 22. buy   | bought  | bought  |
| 23. catch | caught  | caught  |
| 24. think | thought | thought |
| 25. stand | stood   | stood   |

### II. Language Workshop

#### A.

- |             |             |             |            |
|-------------|-------------|-------------|------------|
| 2. missed   | 3. walked   | 4. broke    | 5. ate     |
| have missed | have walked | have broken | have eaten |

B. Square Pair

1. brag	bragged	bragged	fling	flang	flung
2. trap	trapped	trapped	swing	swang	swung
3. sob	sobbed	sobbed	fight	fought	fought
4. hug	hugged	hugged	seek	sought	sought
5. laugh	laughed	laughed	kneel	knelt	knelt
6. cough	coughed	coughed	blow	blew	blown
7. patch	patched	patched	do	did	done
8. scoff	scoffed	scoffed	sit	sat	set
9. yearn	yearned	yearned	bade	bade	bade
10. turn	turned	turned	hang	hung	hung
11. pour	poured	poured			
12. hang	hanged	hanged			

A. Correct form of verb in the paragraph

The game was exiting. It made us form verbs correctly. We had to be fast to think of the right form. Each of us tried to help each other. I remembered our teacher say we needed to spell the verbs correctly. We thought we would not make it. Honestly, we did not know the past tense and past participle of many verbs. I had taken extra care not to make a mistake. Nathanael my, had written the answers clearly. We had decided to keep cool during the contest.

We were amazed with the answer of our classmates!

They were really good! We thought that we would not make it. Honestly, we did not the past and past participle of many verbs.

I took extra care not to make a mistake. Nathaniel, my seatmate, wrote the answers clearly. We decided to keep our cool during the contest.

B. Spelling: Homophones

1. chute	6. due
2. hoot	7. hall
3. coarse	8. haul
4. course	9. canyon
5. dew	10. cannon

**Writing**

The pupils used the past tense of the verb

## Lesson 10 - Industry Ensures the Family's Future

### Reading

#### I. Listening and Speaking

##### A. Soft g as /j/

- |              |                           |
|--------------|---------------------------|
| 1. germinate | 6. germicidal             |
| 2. Ginger    | 7. gingivitis             |
| 3. gilet     | 8. surgeon , surgery      |
| 4. germicide | 9. gestures               |
| 5. fudge     | 10. general badge , lodge |

##### B. Generic - Specific (-10 can be interchanged. Partners in a number should correct)

- |              |                  |
|--------------|------------------|
| summer house | - Falcon's Nest  |
| bird         | - albatross      |
| tuber        | - potatoes       |
| officer      | - Army General   |
| continent    | - Europe         |
| country      | - Switzerland    |
| daughter     | - Jenny Montrose |
| son          | - Jack           |
| people group | - Eskimos        |

##### C.

- |                 |                 |               |                |
|-----------------|-----------------|---------------|----------------|
| 1. coliseum     | - Araneta       | femur         | - bone         |
| 2. armed forces | - Army          | PAL           | - airline      |
| 3. illegal act  | - corruption    | water station | - Water Pocket |
| 4. angel        | - St, Sealthiel | tricycle      | - Honda        |
| 5. feast day    | - Christmas     | birthday      | - July 11      |

1. b produce eggs fresh/frog
2. b voyage for a particular purpose
3. b preserve mat/fruits
4. a lower the body with the limbs closest to the chest
5. c a great number of fish

#### II. Reader's Workshop

##### A

1. They planted fruit trees near their Tent House.  
They looked for a more comfortable place before winter.

2. (Answers vary)
3. (Answers vary)
4. (Answers differ)
5. (Answers vary)

B. Important idea in a sentence

1. Second winter more comfortable
2. Amazing cave with crystals that glittered
3. Fritz salted the pig
4. Frame out of whale bone
5. Passengers liked the island

C. Pair Work

1. concerned
2. disrespectful
3. shrewd
4. stingy
5. doubtful

**Language**

- A. 1-5 sentences pupils will construct( Answers vary)
- B. 1-5 change sentences in A to questions (Answers vary)
  1. stopped  
stop
  2. brought  
Did Francis and Fritz bring out clocks, mirrors and some fruits?
  3. spotted  
Did Ernest spot a man in a boat?
- C. 1-5 answer questions in B (Answers vary)
- D. Write/j/ words correctly
  1. gingivitis
  2. surgeon
  3. germinating
  4. gesture
  5. siege
  6. germicide
  7. geology
  8. gilet
  9. fudge
  10. biology

## Writing

Correcting paragraph following Symbols of Correction

### **The Swiss Family Robinson**

William Zermatt Robinson was the father who knew a great deal from hammer to shot gun, agriculture, and survival. His presence of mind was strong and quick disposition, resourcefulness led his family to a "promise land."

Elizabeth Robinson was the Swiss mother intelligent and supportive. She never knew that a big adventure awaited her family. She was a good cook from satisfying hot soup to palatable omelet. She was superb housekeeper.

The four courageous boys explored the place nearby. Jack, the quick eight-year-old son came with an enormous lobster, Ernest, the most intelligent son gathered mussels and oysters, Fritz, the sixteen-year-old lad went hunting and brought home a wild pig. His expedition brought him the genuine pearls. He never knew would give him and Jenny a treasure back to Europe.