

# SUPPLEMENTAL LESSONS

English Grade 3  
2nd Quarter



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## 2nd Quarter Grade 3 Supplemental Lesson Plan

### Lesson 4

**Focus:** noting details, sequencing, exclamatory sentence

#### A. Introduction/Preparatory Activities

1. Start the learning session by activating their prior knowledge. Ask the motivation questions below. You may translate the questions to the pupils' mother tongue to guide them.

What would you do if you are in danger? Would you panic? Would you call for help?

2. Facilitate the class activity.

Have the pupils work in groups. Give each group a situation where they are in danger. Let the pupils act out how they will respond to the situation.

#### Resources:

- Motivation-Motive questions
- Situations when students could be in danger (walking home alone in the dark, etc.)

**Knowledge:** Ways to avoid danger

#### B. Body/Developmental Activities

1. Unlock new words before reading the story through context clues.
2. Have the pupils read the story "The Wise Old Woman." Ask questions during reading to keep track of the pupils' comprehension of the text listened to.
3. After reading the story, let the pupils answer the comprehension questions. Facilitate discussion. Furthermore, let the pupils think of the ways on how they could avoid dangerous situations. Read and discuss the tips on how to be street smart.
4. Introduce another kind of sentence according to function which is the exclamatory sentence. Have them to practice more through the Learning Tasks.
5. Guide the pupils as they practice reading the conversation with exclamatory sentences. Check proper stress and expression of emotion as they assume the role of the characters.

6. Have the pupils sequence the sentences in chronological order.
7. Give pupils differentiated activity to assess their learning profile. Instruct them to choose only one of these activities.

### **C. Conclusion/Evaluation**

1. Facilitate instruction. Make sure that each pupil has the chance to speak and share their part on every group activity.
2. Send consistent messages to your pupils that if something did not work today, you will be back at it tomorrow and the day after until success occurs.
3. Guide the pupils in doing the Summative Test. Ask them to read the items slowly and at least two times. Tell them that this activity serves as part of their formative assessment so you can make important instructional decisions that will meet the needs of your learners.

### **Goals**

- To be aware of some of the ways to avoid danger
- To sequence sentences in chronological order
- To identify an exclamatory sentence
- To use proper punctuation in writing exclamatory sentences
- Use exclamatory sentences in conversation
- Match new words with their meaning correctly

### **Key Questions**

- What would you do if you are in danger?
- Would you panic?
- Would you call for help?

### **Get Hooked**

Act it Out!

The pupils will work in groups. Your teacher will give each group a situation where you are in danger. Act out how you will respond to the situation.

### **Word Package**

- wise – knows things
- path – a place to walk
- skin and bones – thin
- edge – along the outside

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## Read Aloud

### The Wise Old Woman

A wise old woman lived at the edge of the woods. Her son lived down the path and across the woods. One day, she filled a basket with cookies for her son. She started down the path into the woods.

On the way, she met a bushy-tailed gray wolf. "I am hungry. I'm going to eat you old woman," barked the wolf.

"Don't eat me now," said the old woman. "I am just skin and bones. When I come back from my son's house, I'll be fatter."

"Okay, I will wait for you," barked the wolf.

The old woman went on down the path. She saw a long green snake hanging from a tree. "I am hungry. I am going to eat you, old woman," hissed the snake.

"Don't eat me now," said the old woman. "I am just skin and bones. When I come back from my son's house, I'll be fatter."

"Okay, I will wait for you," hissed the snake.

The old woman went on down the path. She saw a big black bear on the path. "I am hungry. I'm going to eat you, old woman," growled the bear.

"Don't eat me now," said the old woman. "I am just skin and bones. When I come back from my son's house, I will be fatter."

The wise old woman got to her son's house at lunchtime. They ate and ate. Then the old woman took a nap. After her nap, she said to her son, "Let's eat the cookies in the basket. Then I must go home."

After the snack, the old woman asked, "Son, may I have that giant pumpkin in your garden?" She cut open the giant pumpkin and took out all the seeds. Then she got into the pumpkin and rolled into the woods.

The bear saw the pumpkin rolling in the woods. But he was waiting for the old woman. The snake saw the pumpkin, but he was waiting for the old woman, too. As the pumpkin went past the wolf, it rolled into a big tree. It broke open with a loud "Crack!" The snake, the bear, and the wolf ran over to see what was going on.

"It's the old woman!" barked the wolf. "I am going to eat you now."

"No!" hissed the snake. "I am going to eat the old woman."

"No, no!" growled the bear. "She is going to be my dinner."

The wise old woman looked at them. She said, "The strongest of you can eat me." As the animals began to fight, she ran away home.

(Source: *Read and Understand 3*, Evan-Moor Corp)

## Think About It!

Answer the following questions.

1. Where did the old woman live?

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2. How did she get to her son's house?

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3. Who did she meet on the way? What did they want to do to her?

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4. What did she do at her son's house?

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5. What did she do with the giant pumpkin?

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6. What two wise things did the old woman do?

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## Valuing

Read and discuss the following tips on how to be street smart.

1. Do you know how to be street smart? Being street smart means knowing how to keep yourself safe from strangers when you're alone or with other kids. Being street smart helps you stay safe.
2. It's important to follow these safety rules all the time:
  - a. **Make your whereabouts known.** The adult who's taking care of you needs to know where you are at all times. That means telling your mom or dad, grandmother, babysitter, or whoever is keeping an eye on you where you are and when you'll be coming home.
  - b. **Stick with a friend.** It's more fun and safer to do things with friends. Take along a buddy when you walk to school, bike around the park, or go to the store. Traveling with a friend whenever you can is a good idea, and traveling with a bunch of kids is even better.
  - c. **Pick out safe spots.** What are safe spots? Safe spots are places where you can stop if you need help, like the houses of kids you know, your parents' friends' houses, stores, restaurants, police stations, libraries, and fire departments. When you're walking or riding your bike, make a mental note of the safe spots along your route. That way, you'll know where they are in case you ever need one.
  - d. **Avoid places that aren't safe.** Be sure to keep away from isolated areas. These are places where no one is around, like the woods or small, dark streets.

[http://kidshealth.org/kid/watch/out/street\\_smart.html](http://kidshealth.org/kid/watch/out/street_smart.html)

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## Essential Language

- An exclamation shows a strong feeling. A sentence that shows a strong feeling is called an **exclamatory sentence**. It ends with an exclamation mark.

Examples: What great news!  
Watch out!

## Learning Tasks

Add a word from the box to make each correct group of words an exclamatory sentence. Then write the sentence correctly by adding punctuation marks.

great	Hey	Look	Quick
see	too	What	Wow

- \_\_\_\_\_, there's a letter for you  
\_\_\_\_\_
- \_\_\_\_\_ a surprise  
\_\_\_\_\_
- \_\_\_\_\_, open the envelope  
\_\_\_\_\_
- \_\_\_\_\_, it's from grandma.  
\_\_\_\_\_
- \_\_\_\_\_, she has a new puppy  
\_\_\_\_\_
- That's \_\_\_\_\_  
\_\_\_\_\_
- There's a picture, \_\_\_\_\_  
\_\_\_\_\_
- Let me \_\_\_\_\_  
\_\_\_\_\_

## Say and Spell

- Take turns reading the following dialogue. Take note the use of exclamatory sentences.

Student A: Guess what! I won a bicycle race!

Student B: You've got to be kidding!

Student A: Even I can't believe I made it. But it's true!

Student B: Wow, unbelievable! I didn't know you could ride a bike that fast.

Student A: I know right. I must have been lucky.

B. Write the answer on the blanks.

A sentence that shows a strong feeling is called an \_\_\_\_\_.

An \_\_\_\_\_ sentence ends with an \_\_\_\_\_.

### Skill Extenders

1. Match the words to its meaning in the story.

- |                  |                      |
|------------------|----------------------|
| • old            | • knows things       |
| • wise           | • place to walk      |
| • giant          | • lived a long time  |
| • path           | • very big           |
| • skin and bones | • not fat            |
| • began          | • big bunch of trees |
| • broke          | • along the outside  |
| • edge           | • need food          |
| • woods          | • started            |
| • hungry         | • fell apart         |

2. Which character is being described by the following words?

You may use the words more than once.

- |              |        |      |                |
|--------------|--------|------|----------------|
| big          | gray   | long | skin and bones |
| black        | green  | old  |                |
| bushy-tailed | hungry | wise |                |

woman	wolf
snake	bear

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3. Number the following sentences according to their proper sequence.
- \_\_\_\_ As the animals began to fight, the old woman ran home.
  - \_\_\_\_ The old woman got into the giant pumpkin and rolled into the woods.
  - \_\_\_\_ The old woman ate and took a nap at her son's house.
  - \_\_\_\_ The old woman filled her basket with cookies and went down the path into the woods.
  - \_\_\_\_ The pumpkin rolled past the bear, the snake and the wolf.
  - \_\_\_\_ The pumpkin rolled into a big tree and broke open.
  - \_\_\_\_ She met a wolf, a snake, and a bear.

### Blog

Write a newspaper report about an old woman who was almost eaten by wild animals in the woods. How was she able to escape from them?

### Integrating Task

#### Summative Test

- I. Circle how the old woman solved the problem.
1. What did she do when the big bear wanted to eat her?
    - a. She ran away.
    - b. She asked the bear to wait.
    - c. She called her for help.
  2. How did the old woman go through the woods to get home?
    - a. She got into a pumpkin and rolled into the woods.
    - b. She had her son go with her.
    - c. She went around the woods.
  3. What did she do when the pumpkin hit a tree and broke?
    - a. She got them to fight.
    - b. She paid them to go away.
    - c. She hit them with a big stick.
- II. Rewrite the following sentences putting in an exclamation mark and capitalization.
1. what a mess \_\_\_\_\_
  2. watch the fire \_\_\_\_\_
  3. come quickly \_\_\_\_\_

4. great cake \_\_\_\_\_
5. you're late \_\_\_\_\_
6. stop shouting \_\_\_\_\_
7. you've got to be kidding \_\_\_\_\_

III. Sequencing

Arrange the following steps on taking a bath in order. Put the number on the blanks. Then, write the sequence in paragraph form.

**Bath Time!**

- \_\_\_\_\_ First, fill up the bath tub with water.
- \_\_\_\_\_ Now get dressed.
- \_\_\_\_\_ Wash yourself with soap.
- \_\_\_\_\_ Then get in the tub.
- \_\_\_\_\_ Get out of the tub.
- \_\_\_\_\_ Wash yourself with soap.
- \_\_\_\_\_ Dry off with a towel.

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## Lesson 5

**Focus:** noting details, elements of narrative, imperative sentences, exclamatory sentences, words with long /o/ sound

### A. Introduction/Preparatory Activities

Start the learning session by activating their prior knowledge. Ask the motivation questions below. You may translate the questions to the pupils' mother tongue to guide them.

What do you feel when you hear people say something nice about you?

Why do you think people feel good when they hear compliments or flattering remarks from others?

#### Resources:

- Motivation-Motive questions
- Story: "The Fox and the Crow" Aesop's Fable

### B. Body/Developmental Activities

1. Unlock new words before reading the story through context clues.
2. Have the pupils read the story "The Fox and the Crow." Ask questions during reading to keep track of the pupils' comprehension of the text listened to.
3. After reading the story, have the pupils check whether the given sentences are true or not about the story. Let the pupils answer the comprehension questions. Facilitate discussion. Furthermore, read the meaning of narrative and fable. Guide them in identifying the elements of a narrative from the story read or listened to.
4. Review the meaning and rules of an imperative sentence and an exclamatory sentence. Have them to practice more through the Learning Tasks.
5. Read the words with short and long /o/ sound (oa and ow). Pronounce the words carefully so that the pupils will be able to associate the words with their meaning.
6. Give the pupils differentiated activity to assess their learning profile. Instruct them to choose only one of these activities.

### C. Conclusion/Evaluation

1. Facilitate instruction. Make sure that each pupil has the chance to speak and share their part on every group activity.
2. Send consistent messages to your pupils that if something did not work today, you will be back at it tomorrow and the day after until success occurs.

Guide the pupils in doing the Summative Test. Ask them to read the items slowly and at least two times. Tell them that this activity serves as part of their formative assessment so you can make important instructional decisions that will meet the needs of your learners.

### Goals

- To realize the positive and negative effects of flattery
- To note of the meaning of a narrative
- To know what a fable is
- To identify the different elements of the story read
- To differentiate an imperative sentence from an exclamatory sentence
- To decode words with long /o/ sound
- To use words with long /o/ sound correctly in a sentence

### Key Questions

- What do you feel when you hear people say something nice about you?
- Why do you think people feel good when they hear compliments or flattering remarks from others?

### Get Hooked

Instruct the pupils: In the story that you are going to read, find out how flattery helped one of the characters achieve his/her goal and caused the other's misfortune.

### Word Package

1. vain – having too much pride in your looks or abilities
2. flatterer – someone who gives untrue praise or praises too much
3. brag – to speak too highly of oneself
4. hunk – a big lump or piece of something

### Read Aloud

#### A. Reading Time!

Listen as your teacher reads the story aloud.

## The Fox and the Crow

Aesop's Fable

Long ago, there was a very vain crow. "I'm sure you have never seen feathers more handsome than mine," he bragged to everyone he met. "I'm sure you have never heard a voice more musical than mine."

One day in the forest, the crow found a hunk of cheese someone had dropped. The crow swooped down and picked up the cheese with his strong beak. He flew up to the top of the fence and started to eat the cheese.

Just then a hungry fox strolled by. When he saw the cheese in the crow's beak, the fox thought, "That looks like a good snack for me."

The fox knew he would have to trick the crow to get the cheese. The fox sat thinking. Soon, he had an idea.

"I hope you don't mind if I sit here and look at you," said the fox to the crow. "I've never seen such shiny black feathers." The crow liked the compliment, but he still sat quietly, holding on to the cheese.

"I have heard that your song is sweeter than any other birds. Is that true?" the fox asked the crow.

The vain crow was eager to show the fox how beautiful he sounded. He opened his beak and started to caw. Down fell the cheese to the ground. The clever fox grabbed the cheese and gobbled it all up.

As he hurried down the path, the fox called back. "You may be beautiful, but you are not very smart. You should never trust a flatterer."

### B. True or False

Write and say whether each sentence is TRUE or FALSE about the story.

1. The story is about a crow and a turtle. \_\_\_\_\_
2. The crow picked up a piece of bread in its beak. \_\_\_\_\_
3. The fox was hungry. \_\_\_\_\_
4. The fox wanted to make the crow let go of the cheese. \_\_\_\_\_
5. The fox made the crow sing. \_\_\_\_\_
6. When the crow sang, he dropped the cheese. \_\_\_\_\_

### Think About It!

1. How did the crow show that he was vain?  
\_\_\_\_\_

2. What did the crow do after he found the cheese?  
\_\_\_\_\_
3. What did the fox think when he saw the cheese in the crow's beak?  
\_\_\_\_\_
4. How did the fox get the crow to open his mouth?  
\_\_\_\_\_
5. What is another way the fox could have made the crow open his mouth?  
\_\_\_\_\_
6. Explain the moral of the story.  
\_\_\_\_\_

### Valuing

- A narrative is a framework that tells a story. It has a plot, with a conflict and a resolution.
- A fable is a short narrative that usually teaches a moral lesson and often employing as characters animals that speak and act like humans.

Based on the story "The Fox and the Crow," identify the following elements of a narrative:

Characters (To whom is the story about?)

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Setting (When and where did the story happen?)

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Problem (What makes the story exciting?)

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---

Resolution (How is the problem solved?)

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---

Conclusion (How does the story end?)

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### Essential Language

- An imperative sentence tells or asks someone to do something. It ends with a period.  
Example:    Read the story.  
                  Show me your new shoes.
- An exclamatory sentence shows strong feeling. It ends with an exclamation mark.  
Example:    Watch out!  
                  Come, quick!

### Learning Tasks

- A. Write **imperative** if the sentence asks someone to do something. Write **exclamatory** if the sentence expresses a strong feeling.
1. Give me a call when you arrive home. \_\_\_\_\_
  2. That's amazing! \_\_\_\_\_
  3. Watch out for the fire! \_\_\_\_\_
  4. Teach me how to drive. \_\_\_\_\_
  5. Give me a birthday gift. \_\_\_\_\_
  6. Wow! This is a wonderful gift! \_\_\_\_\_
  7. Read these sentences. \_\_\_\_\_

### Say and Spell

- A. Write three exclamatory sentences you've used recently. Read them in the class. Explain the context in which you used them.
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- B. Write three imperative sentences you've used recently. Talk about the situation in which you used them. Read your sentences aloud.
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

### Skill Extenders

1. Long o sounds (/oa/ and /ow/)

Read the following words with long o sound. Match the words with the pictures.

Word box: crow, boat, toad, bow, blow, snow, goat, low

Pictures of: crow, boat, toad, snow, goat, low

2. Fill in the blanks with the word that best completes the sentence.

- a. James has a pet \_\_\_\_\_. (goat, coat, boat)
- b. The \_\_\_\_\_ jumped away. (road, toad, load)
- c. See the \_\_\_\_\_ fall. (bow, low, snow)
- d. My dad is the \_\_\_\_\_ of our team. (foam, soak, coach)
- e. I like your red \_\_\_\_\_. (mow, bow, low)

### Blog

Write a diary entry of a time when someone gave you a compliment. How did you feel? Who gave you the compliment? What do you think is his/her reason for saying it?

### Integrating Task

Do a character analysis of each character in the story. Write two words that would describe the crow and the fox. Cite specific events from the story that would show those characteristics.

Characters	Traits/Characteristics	Proof from the Story
Crow	1. _____ 2. _____	1. _____ _____ _____ 2. _____ _____ _____
Fox	1. _____ 2. _____	1. _____ _____ _____ 2. _____ _____ _____



## Summative Test

I. Which elements of a narrative is being described by the following sentences?

Characters

Settings

Conflict/Problem

Resolution

Conclusion

\_\_\_\_\_ It tells when and where the story happened.

\_\_\_\_\_ It tells about who the story is about.

\_\_\_\_\_ It tells the ending of the story.

\_\_\_\_\_ It is what makes the story interesting.

\_\_\_\_\_ It tells how the problem was solved.

II. After each sentence, write imperative or exclamatory for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks.

1. remember to call me

\_\_\_\_\_

2. wow, I nearly forgot about that

\_\_\_\_\_

3. whew, I'm glad you reminded me

\_\_\_\_\_

4. thank him for the gift

\_\_\_\_\_

5. hand me that umbrella

\_\_\_\_\_

III. Re-write the letter from Allan. Find the mistakes and correct them.

Dear Paul,

What great news. I'm so happy to hear that you are coming to visit next month. wow, I can't believe it's been a year since you were last here I already have plans for things to do. I'll give you some hints. Bring your sleeping bag Pack a flashlight. Don't forget the bug spray. yes, we're going camping

I hope you do me a favor. Ask your dad for his chocolate chip cookie recipe His cookies are the best! Then I'll practice making them while you are here.

Sincerely yours,

Your favorite cousin,  
Allan

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IV. Fill in the missing words. Choose the words from the word bank.

snow	road	load
boat	bow	tow
coat	toad	goat

1. Joe put on his winter \_\_\_\_\_.
2. He put a \_\_\_\_\_ of bricks in his truck.
3. Away he went down the \_\_\_\_\_.
4. The first \_\_\_\_\_ started to fall.
5. He saw a big \_\_\_\_\_ and a \_\_\_\_\_ crossing the street.
6. After a while, the truck stopped. Then a \_\_\_\_\_ truck came. Lucky Joe!
7. He met a woman with a \_\_\_\_\_ on her hair.