

# SUPPLEMENTAL LESSONS

English Grade 3  
4th Quarter



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2

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## Lesson 8

**Focus:** sequencing, subject and predicate, words with ending blend -tch

### 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.
  - How many of you know about the life cycle of a butterfly?
  - What are the stages in the life cycle of a butterfly?
2. To prepare the class, have the pupils watch a short video about the life cycle of a grasshopper.  
Remind the pupils to take note of the stages that grasshoppers undergo.

Resources:

- Motivation-Motive questions
  - Text: "Grasshopper Life Cycle"
- Knowledge: Life Cycle of a grasshopper

### B. Body/Developmental Activities

1. Unlock new words before reading the story through context clues.
2. Have the pupils read the text "Grasshopper Life Cycle" Ask questions during reading to keep track of the pupils' comprehension of the text listened to.
3. After reading the text, have the pupils answer the comprehension questions. Facilitate discussion. Furthermore, expand the lesson by linking the topic to the life cycle that humans go through.
4. Review the rules in forming sentences, putting stress on the essential parts of a sentence, the subject and the predicate. Let the pupils practice on choosing the appropriate subject or predicate for the sentence. Have them to practice more through the Learning Tasks.
5. Introduce words with ending blend -tch. Practice reading the words in class. Pronounce the words carefully so that pupils will be able to associate the words with their meaning. This would also help them in spelling purposes.
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 pupils have 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 out 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.

## Lesson 8

### Goals

- To understand the stages in the life cycle of a grasshopper
- To describe a process or sequence of events
- To identify a subject and the predicate of a sentence
- To decode and spell words with ending blend -tch
- To complete a sentence with the appropriate word with ending blend -tch

### Key Questions

How many of you know about the life cycle of a butterfly?

What are the stages in the life cycle of a butterfly?

### Get Hooked

Watch a video about the life cycle of a grasshopper. Take note of the stages that grasshoppers undergo. Are they the same with that of butterflies?

### Word Package

**life cycle** – the course of developmental changes in an organism from the egg to adulthood

**nymph** – hatches from the egg in spring; a young grasshopper

**molt** – to shed skin or feathers

**hatch** - to emerge from or break out of an egg

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## Read Aloud

Read the following article about the life cycle of a grasshopper.

### Grasshopper Life Cycle

Grasshopper eggs are laid in the fall. The female grasshopper lays many eggs in a hole in the ground. The eggs stay in the ground for several months.

When spring comes, so do the new grasshoppers. Tiny grasshoppers called nymphs hatch from the eggs. The hungry little nymphs eat and grow. As they grow, they shed their skin many times. This is called molting. At first, the nymph has no wings. As the nymph continues to grow and molt, the wings begin to grow. With the last molt, the wings are fully grown, and the grasshopper is an adult.

When fall comes, the female grasshopper will lay more eggs in the ground and the cycle will begin again.

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

### Think About It!

Answer the following questions:

1. When and where are grasshoppers' eggs laid?

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2. How long do eggs stay in the ground?

---

3. What are the grasshoppers called when they hatch?

---

4. Why does a grasshopper shed its skin? What is it called when this happens?

---

5. Can you name other insects that undergo the same life cycle?

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### Valuing

The story that you have just read was about the life cycle of a grasshopper. We have a life cycle, too. Think about what the stages of a human life cycle might be. Write the stages here.

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## Essential Language

- Every sentence has two parts.
- Every sentence has a subject and a predicate.
- The subject is what or who the sentence is about
- The predicate of a sentence tells what the subject does or is.
- The predicate can be one word or more than one word.

Sentence: The grasshoppers hatch as nymphs.

Subject: The grasshoppers

Predicate: walked across the snow

## Learning Tasks

Draw one line under each complete subject and two lines under each complete predicate.

1. Grasshopper eggs are laid in the fall.
2. The female grasshopper lays many eggs in a hole in the ground.
3. Nymphs are young grasshoppers.
4. The nymph continues to grow and molt.
5. The hungry little nymphs eat and grow.
6. Grasshopper eggs stay in the ground for several months.

## Say and Spell

Number the pictures in order.

Write a sentence about what happens at each stage.

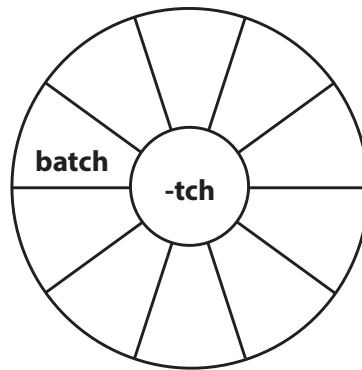


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## Skill Extenders

1. Add letters to make words ending with -tch. The first one is done for you.



2. Look at the following pictures. Match them with their names.

### WORDS

Batch

Pinch

Patch

Witch

Snatch

Pitch

Hatch

### PICTURES





3. Read the following sentences and choose the correct word.
1. The egg is \_\_\_\_\_ (hatching, matching).
  2. The policeman \_\_\_\_\_ (fetches, catches) the thief.
  3. A spoon and fork \_\_\_\_\_ (match, pitch).
  4. Bob dug a deep \_\_\_\_\_ (ditch, pitch).
  5. The thief \_\_\_\_\_ (patched, snatched) her bag.

### Blog

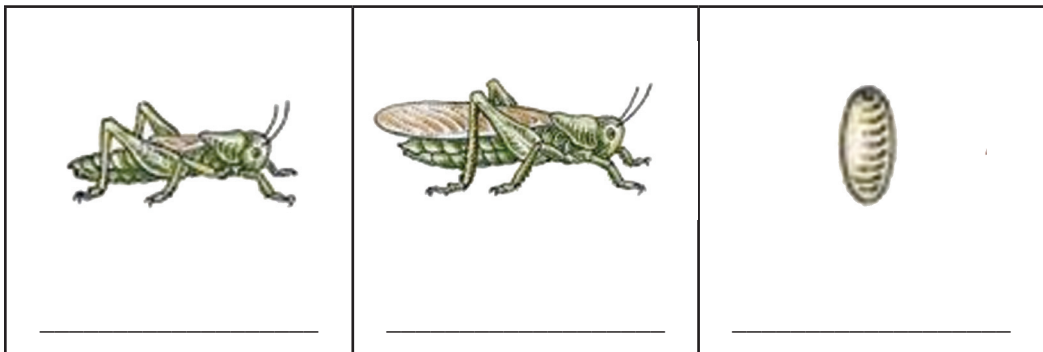
Make a scrapbook that shows your developmental stages. Include pictures that represent your milestones as you grow up. Write one to two sentences describing the pictures.

### Integrating Task

Explore other insects with incomplete metamorphosis cycles such as cicadas, dragonflies and walking sticks. Make an illustration of the life cycle of the insect you have chosen. Present your output in class.

### Summative Test

- I. Name the following stages in a grasshopper's life cycle.

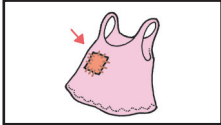
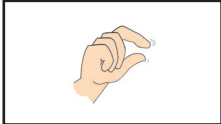

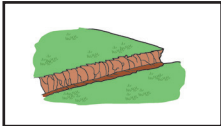
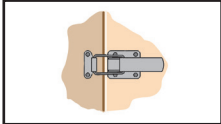


- II. Draw one line under each complete subject and two lines under each complete predicate.
1. The penguin on the shore lost clumps of feathers.
  2. New feathers are starting to grow.
  3. The guide at the zoo showed us the penguins.
  4. The penguin in the pool slid down ice hills.
  5. The water around Antarctica is very cold.

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III. Circle the word that names the picture.

1.  match, patch, watch
2.  patch, pinch, ditch
3.  witch, watch, snatch
4.  batch, fetch, ditch
5.  latch, witch, patch

IV. Look at the pictures. Check the blank beside the sentence that tells about the picture.

\_\_\_\_\_ The egg is hatching.

\_\_\_\_\_ The egg is clutching.



\_\_\_\_\_ The policeman fetches the thief.

\_\_\_\_\_ The policeman catches the thief.



\_\_\_\_\_ He pitches for the batter.

\_\_\_\_\_ A spoon and fork match.



\_\_\_\_\_ Bob dug a deep ditch.

\_\_\_\_\_ Bob made the notches.



## Lesson 9

**Focus:** noting details, compound sentences, conjunctions **and** and **but**, initial blends sc, sk, sp, and st

### 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.
  - Where do you throw your trash?
  - Where do you think your trash goes?
2. To prepare the class, show pictures of things that are made of recyclable materials. Have the pupils guess what material was used for each item.

Resources:

- Motivation-Motive questions
- Text: "Garbage"
- Items made by recyclable materials

Knowledge: Proper waste disposal, recycling

### B. Body/Developmental Activities

1. Unlock new words before reading the story through context clues.
2. Have the pupils read the text "Garbage." Ask questions during reading to keep track of the pupils' comprehension of the text listened to.
3. After reading the text, have the pupils answer the comprehension questions. Facilitate discussion. Furthermore, expand the lesson by linking the topic to ways of waste management.
4. Present the meaning of compound sentences as well as the rules in forming them. Practice the correct use of "and" and "but" in forming compound sentences. Have them to practice more through the Learning Tasks.
5. Introduce words with ending blends sc, sk, sp and st. Practice reading the words in class. Pronounce the words carefully so that the pupils will be able to associate the words with their meaning. This would also help them in spelling purposes.
6. Give the pupils differentiated activity to assess their learning profile. Instruct them to choose only one of these activities.

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### C. Conclusion / Evaluation

1. Facilitate instruction. Make sure that pupils have the chance to speak and share their part on every group activity.
2. Send consistent messages to the 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.

## Lesson 9

### Goals

- To realize the importance of proper waste segregation
- To understand the value of recycling
- To form compound sentences correctly
- To use conjunctions *and* or *but* correctly in forming a compound sentence
- To decode and spell words with initial blends *sc*, *sk*, *sp*, *st*

### Key Questions

- Where do you throw your trash?
- Where do you think your trash go?

### Get Hooked

Your teacher will show you pictures of things that are made of recyclable materials. Guess what material was used for each item.

### Word Package

**landfill** – a disposal site where solid waste, such as paper, glass, and metal, is buried between layers of dirt and other materials

**recycling** – to use again

## Read Aloud

Read the following article about garbage.

### Garbage

People are creating too much garbage. Every day, garbage trucks pick up tons of garbage. It is taken to a dump, also known as a landfill. After the garbage is dumped, it is covered with dirt. We are running out of places to put all this garbage.

Each of us must try to stop creating so much garbage. We can reuse things. For example, use a glass instead of a paper cup. A glass can be used thousands of times instead of using and throwing away thousands of paper cups.

Another way to help is to recycle. Separate things from the garbage that can be used again to make new things. Old paper can be made into new paper. Plastic bottles can be used to make building materials. Glass can be recycled. These are just a few ways to make less garbage and help the earth.

### Think About It!

Answer the following questions:

1. Where does all our garbage go?

---

2. What is a landfill?

---

3. Why should we try to create less garbage?

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4. Why is using a glass better than using a paper cup?

---

5. What are some of the ways to reduce our garbage?

---

6. Do you think it's possible to eliminate all our garbage? Why or why not?

---

### Valuing

Read the following sentences about proper waste management.

1. It is important how you carry out waste disposal. In today's world where population is on the rise and so is rapid industrialization, creation of waste material is a common phenomenon.
2. **Recycling** is one of the most well-known methods of managing waste. It is not expensive and can be easily done by you. If you carry out recycling, you will save

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a lot of energy and resources and thereby reduce pollution. You can also save money if you recycle. You can recycle papers, glass, aluminum, and plastics. If you want to reduce the volume of your waste material, the best way to do so would be to recycle.

3. **Composting** is a natural process that is completely free of any hazardous by-products. This process involves breaking down the materials into organic compounds that can be used as manure. You can carry out composting in your own backyard. You can use the leaves, grass, twigs and add vegetable and fruit peels and skins.
4. **Landfills** – Waste management through the use of landfills involves the use of a large area. This place is dug open and filled with the waste. The area is then covered up with soil. Landfills are not safe because they give off gases like methane, which are highly hazardous.

### Essential Language

- Two related sentences can be joined with a comma and the word “and” or “but”

Examples:

Separate: Fe has a dog. Kate has a cat.

Joined: Fe has a dog, and Tim has a cat.

Separate: Pit likes basketball. Dan doesn't like basketball.

Joined: Pit likes basketball, but Dan doesn't.

### Learning Tasks

Combine each pair of sentences. Use a comma and the word “and” or “but.”

1. I like yellow birds. My mother likes green birds.

---

2. Tame birds eat special bird food. Wild birds like insects.

---

3. Most birds can sing. Some birds can learn words.

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4. Birds can escape from their cages. They can fly around a room.

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5. A small bird can sit on your finger. It can even ride on your shoulder.

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## Say and Spell

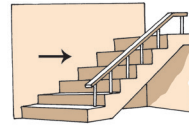
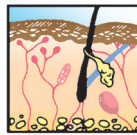
Work in pairs. Each will go in front of the class. Each pupil tells each other their similarities and differences. Be sure to use compound sentences with "and" or "but".

## Skill Extenders

1. Read the following words with initial blends sc, sk, sp, st.

skip	stem	skull	spun
stab	skin	scab	still
staff	spot	scan	skim
stub	steps	spell	skid

2. Which of the following pictures show the following words?



1. Skin
  2. Stem
  3. Skull
  4. Spun
  5. Stab
  6. Skip
  7. Scab
  8. Skid
3. Complete the following sentences with the correct word.

spell

skid

steps

scab

skin

spots

1. The fast van will \_\_\_\_\_.
2. I can \_\_\_\_\_ my name.
3. The \_\_\_\_\_ is cut off the plum.
4. The big dog has \_\_\_\_\_.
5. Kim's cut has a \_\_\_\_\_ on it.
6. Can you skip up the \_\_\_\_\_?

## Blog

How does your community or city manage garbage disposal? Write a paragraph about it.

## Integrating Task

Using the available recyclable materials around you, try to create something new out of them. Talk about it in class.

## Summative Test

I. Choose the correct word that would best complete the sentence.

recycling

composting

landfill

1. \_\_\_\_\_ involves breaking down the materials into organic compounds that can be used as manure. You can do this by burying garbage that can easily decompose. The decomposed materials can be used as fertilizers.
2. \_\_\_\_\_ is a way of managing garbage by using the again or using them to create another useful items.
3. A \_\_\_\_\_ is a place that is dug open and filled with the waste. The area is then covered up with soil.

II. Write a compound sentence by joining each pair of sentences.

Use a comma and the word "and" or "but."

1. Hamsters are fun. Goldfish are easier to care for.

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2. Hamsters are small. Cats are quiet.

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3. Some hamsters have long hair. Others have short hair.

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4. Hamsters are small. They can fit in your pocket.

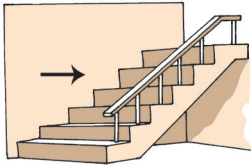
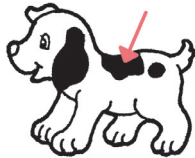




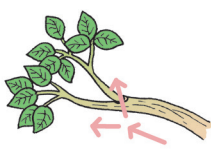

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5. Some animals stuff food in their cheeks. Hamsters carry it that way.

---



III. Circle the word that correctly names the picture.

 <p>stop, stairs, stiff</p>	 <p>pots, spots, splits</p>
 <p>skill, staff, stuff</p>	 <p>step, stop, stub</p>
 <p>skid, kids, spin</p>	 <p>skull, kills, skill</p>
 <p>spit, split, pills</p>	 <p>spell, spot, spud</p>

IV. Spelling/Dictation

Spell the words you hear from your teacher. (words with the studied words with initial blends) (10 items)

## Lesson 10

**Focus:** kinds of sentences, punctuation and capitalization, rhyming words, sentence completion

### 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 will you do if a stranger comes to you and offers you something you really like? Will you easily believe him/her?

2. To prepare the class, have them think of what they should find answer about.

Ask them: "In the story that you are going to read, find out how the characters reacted with the stranger they met. Why did they react that way? What happened to them?"

Resources:

- Motivation-Motive questions
- Text: Hansel and Gretel

### B. Body/Developmental Activities

1. Unlock new words before reading the story through context clues.
2. Have the pupils read the story, "Hansel and Gretel." Ask questions during reading to keep track of the pupils' comprehension of the text listened to.
3. After reading the text, have the pupils answer the comprehension questions. Facilitate discussion. Furthermore, expand the lesson by having the pupils extract the moral of the story.
4. Review the different kinds of sentences. Have them articulate the meaning and function of each kind. Have them to practice identifying and forming correct sentences through the Learning Tasks.
5. Introduce words that rhyme. Have the pupils underline the "ou" the the given words. Practice the class in reading the words. Pronounce the words carefully so that the pupils will be able to associate the words with their meaning. This would also help them in spelling purposes.
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 pupils have the chance to speak and share their part on every group activity.
2. Send consistent messages to the pupils that if something did not work out 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.

## Lesson 10

### Goals

- To identify the different kinds of sentences according to function
- To use proper punctuation marks in writing sentences
- To identify rhyming words
- To complete a sentence with the most appropriate word

### Key Questions

What will you do if a stranger comes to you and offers you something you really like? Will you easily believe him/her?

### Get Hooked

In the story that you are going to read, find out how the characters reacted with the stranger they met. Why did they react that way? What happened to them?

### Word Package

**woodcutter** – a man whose job is cutting woods

**wicked** – a bad person, someone who plans evil to others

### Read Aloud

#### Hansel and Gretel

by Grimm Brothers

Poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried but their stepmother was very cruel. One day, she took the children deep into the forest and left them there. Clever Hansel had some breadcrumbs in his pocket and had dropped them

on the way so that they could find their way back home. Alas! The birds ate all the crumbs and they couldn't find the path that led back home.

Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Finally, after walking for a long time, they saw a cottage made of chocolate, candies, and cake. "Look, Hansel! A chocolate brick!" shouted Gretel in delight and both ate it hungrily.

Now, a wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them. She grabbed the children and locked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then, Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly. Hansel and Gretel found treasure lying around the cottage. They carried it home with them. Their stepmother had died and their father welcomed them back with tears of joy. They never went hungry again!

(Source: <http://shortstoriesshort.com/story/hansel-and-gretel/>)

### Think About It!

1. Where were Hansel and Gretel when they got lost?
2. How did they feel when they were lost?
3. What did Hansel and Gretel find at the end of the path?
4. What did the wicked witch do when she found the children?
5. What did the wicked witch want to do in the morning?
6. What did Gretel do to the wicked witch?

### Valuing

What do you think is the moral of the story?

Make a list of three important values you've learned from the story.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Essential Language

Sentences may be classified according to the purpose of the speaker or writer. The four principal purposes of a sentence are described below.

1. The declarative sentence is used to make a statement of fact, wish, intent, or feeling.

Examples: I have seen that movie twice.

I wish I could go on the picnic.

2. The imperative sentence is used to state a command, request, or direction. The subject is always "You," even though it may not be expressed in the sentence.  
Examples: (You) Be on time for dinner.  
(You) Open the window, please.
3. The interrogative sentence is used to ask a question. It is followed by a question mark.  
Examples: Do you have a sweater?  
Are you having a bad day?
4. An exclamatory sentence is used to express strong feeling. It is followed by an exclamation point.  
Examples: Don't burn yourself out!  
Keep out!  
He screamed, "Help!"

### Learning Tasks

Use the numbers above to classify the following sentences.

1. I wish I could go to Colorado this summer. \_\_\_\_\_
2. Please set the table for lunch. \_\_\_\_\_
3. The vice-president will visit Egypt next week. \_\_\_\_\_
4. Don't you ever get tired of watching television? \_\_\_\_\_
5. We bought our car in April, 1975. \_\_\_\_\_
6. Didn't I meet you at Rainbow Lake last summer? \_\_\_\_\_
7. Have you ever roasted a turkey? \_\_\_\_\_
8. Ouch! I burned my finger! \_\_\_\_\_
9. Turn left at the second stop sign. \_\_\_\_\_
10. San Marino is the smallest republic in Europe. \_\_\_\_\_

### Say and Spell

Read the following sentences. They represent the kinds of sentences according to function. Then write what kind of sentence is each.

- \_\_\_\_\_ I am a student.  
\_\_\_\_\_ Who is your favorite author?  
\_\_\_\_\_ That's great!  
\_\_\_\_\_ Pass me the popcorn.

## Skill Extenders

- A. Put in the missing question mark or exclamation mark at the end of each sentence.
1. What a horrible day \_\_\_\_
  2. Where are we \_\_\_\_
  3. Help, we're lost \_\_\_\_
  4. Do you know the way \_\_\_\_
  5. What are you doing here \_\_\_\_
  6. This is awful \_\_\_\_
  7. Who are you \_\_\_\_
- B. Match the rhyming words.
- |          |           |
|----------|-----------|
| 1. house | a. about  |
| 2. shout | b. south  |
| 3. loud  | c. mouse  |
| 4. mouth | d. ground |
| 5. found | e. proud  |
- C. Underline the *ou* words in these sentences.
1. Don't shout about it!
  2. The proud father spoke in loud voice.
  3. Shall I go to the north or the south?
  4. May saw a mouse in the house.

## Blog

Another Ending!

Write another possible ending for the story.

## Integrating Task

Divide the class into groups. Give each group a part in the story for each group to role-play.

## Summative Test

- I. What kinds of sentences are the following? Write it on the blank.
1. Initial the top right-hand corner of each sheet of paper. \_\_\_\_\_
  2. Richard Martin's short stories have appeared in many magazines. \_\_\_\_\_
  3. Have you ever read The Red Badge of Courage? \_\_\_\_\_

4. You can't be serious! \_\_\_\_\_
5. Meet me at seven o'clock in front of the library. \_\_\_\_\_
6. Why are you so worried about the exam? \_\_\_\_\_
7. Don't close your mind to the other side of the question. \_\_\_\_\_
8. Nancy wants to be a doctor. \_\_\_\_\_
9. I can't believe it's all over! \_\_\_\_\_
10. Do you attend concerts given by the Chicago Symphony Orchestra? \_\_\_\_\_

II. Write a word that rhymes with each set or words:

1. mouse , blouse, \_\_\_\_\_
2. bat, mat \_\_\_\_\_
3. man, pan, \_\_\_\_\_
4. witch, pitch, \_\_\_\_\_
5. bait, wait, \_\_\_\_\_

III. End the following sentences with the appropriate punctuation marks.

1. The mouse is nibbling on the cheese
2. I love ice cream
3. Where is the dog
4. What time is it
5. You're great
6. Cats like milk
7. Where are you going