

## First Quarter Grade 3 Supplemental Lesson Plan

### For the Teacher:

#### Lesson 1

**Focus:** Noting details, problem–solution, sentence vs non-sentence, present tense verbs, short and long “oo” words

#### A. Introduction/Preparatory Activities

1. Start the learning session by activating the pupils’ prior knowledge. Ask the motivation questions below. You may translate the questions to the pupils’ mother tongue to guide them.
  - a. What are the things that you want to do but can’t?
  - b. What hinders you from doing them?
  - c. What do you think can help you do the things you wish to do?
2. Divide the class in groups. Show them a picture of a boy in a wheelchair. Let each group fill out the table in a cartolina/manila paper with the needed responses. Ask each group to present their work.

Things the boy won't be able to do	Reason/s for his limitations	Possible solution that would help him overcome his limitations

#### Resources:

1. Motivation questions written on the board or other materials such as manila paper and cartolina that are visible to the entire class
2. A big picture/drawing of a boy in a wheelchair that is visible to the entire class

3. Table for the group activity laid out on manila paper (One table for each group)

## B. Body/Developmental Activities

Reminders to teachers: At the beginning of the school year, teach your pupils routines and procedures for entering classroom and turning in homework and classwork, among others. It is important that pupils know what they are doing, where to go, and when to go. Provide clear and concise directions to them. They must know what you want them to understand and be able to do.

1. Unlock new words before reading the story through context clues.
2. Read the story "Harry's Helping Hand" aloud in class. Ask questions during reading to keep track of the pupils' comprehension of the text listened to.
3. After reading the story, let the pupils accomplish the *identifying problem-solution* activity.
4. Let the pupils answer the post-reading comprehension questions.
5. Facilitate discussion of the story. Ask the pupils how people in the society can help and support people with disability.
6. Introduce the lesson on sentence and non-sentence. Let the pupils differentiate one from another. Pupils should be able to articulate the difference.
7. Introduce the use of the present tense verb. Use the rules included in the lesson.
8. Let the pupils apply the rules in writing sentences and the use of present form verbs through the exercises in the *Learning Tasks* part.
9. Guide your pupils as they practice using the present form of sentences in conversation.

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10. Read the words with short and long /oo/ sound on page 5. Pronounce the words carefully so that the pupils will be able to differentiate between the two sounds (short and long).
11. Give the pupils differentiated activities 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 his/her 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.

## Lesson 1

### Goals

- Note details from a text listened to
- Identify a sentence from a non-sentence
- Use present tense verbs correctly
- Read words with “oo” sounds accurately
- Associate names of pictures with their written symbols
- Write a short paragraph with present tense verbs

### Key Questions

What are the things that you want to do but can't?

What hinders you from doing these?

What do you think can help you do the things you wish to do?

### Get Hooked



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Look at the picture from the previous page. In groups, fill in the table below. Each group will present their output.

Things the boy won't be able to do	Reason why the boy can't do certain things	Possible solution that would help him overcome his limitations

### Word Package

service dog – is a type of assistance dog specifically trained to help people who have disabilities including blind, deaf, etc.

wheelchair – a chair mounted on large wheels for the use of a sick or disabled person

trained – to become an expert on something after schooling or practice

task – a piece of work assigned or done as part of one's duties

### Read Aloud

A. It's Reading Time!

Listen as your teacher reads the story in the class.

### Harry's Helping Hand

Hi! I'm Harry. Life used to be kind of difficult for me. The muscles in my arms and legs are weak. I have to be in a wheelchair all day. I can't use my legs at all, and I'm not too great with my hands. If I drop something, it stays dropped until someone picks it up for me. I can't open doors or turn lights on and off. Carrying everything I need for school is a problem, too.

Now things are easier. I have a helping hand – or I should say a helping paw. Pete is a golden retriever that

has been trained to help kids like me. Pete went to service-dog school for two years to learn how to do dozens of different tasks. I had to be trained, too. I had to learn how to give Pete commands and how to take care of him.

When Pete is working, he doesn't play around. My friends know they are not to pet him or call him when he is working. He can pull my wheelchair and pick up things I drop. Pete carries my books and lunch in his backpack. He pushes the button on the school elevator and opens some kinds of doors. He even knows how to turn on lights.

Best of all, Pete is here when I need a friend.

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

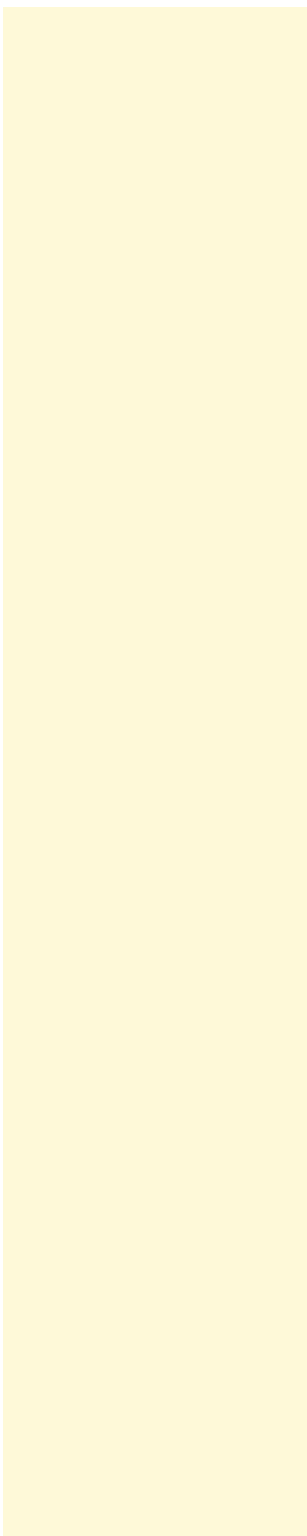
B. Fill in the boxes with information from the story.

Characters
_____
_____
_____
Problem
_____
_____
_____
Solution
_____
_____
_____

**Think About It!**

Answer the following questions:

1. What made life difficult for Harry?  
\_\_\_\_\_  
\_\_\_\_\_
2. What kind of help did Harry need?  
\_\_\_\_\_  
\_\_\_\_\_



3. Who is Pete? How did he help Harry?

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4. How did Pete learn his skills?

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5. Why can't people pet Pete when he is working?

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6. Why did Harry need training?

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### Valuing

In the story, Harry has a disability. The muscles on his arms and legs are weak, so there are many things he is not able to do like standing on his feet, picking something up from the floor, opening or closing doors, turning on or off the light, or carrying his things to school. He has to stay in the wheelchair all day. Despite all these, Harry has a positive attitude towards life, especially now that he has a helping hand – his dog friend Pete.

In what ways do you think people or the society can help persons with disability live a normal life or think positively about their condition? Write your answers in simple sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Essential Language

#### A. Sentence vs Non-sentence

- A sentence is a group of words that tells a complete thought.

- Every sentence has a verb. It begins with a capital letter, and ends with a period, a question mark, or an exclamation point.

Examples:

Sentence: Harry is a diligent pupil.

Non-sentence: a pupil

Sentence: Pete is a trained dog.

Non-sentence: a trained dog

Sentence: Harry is a brave boy.

Non-sentence: Harry is

### **B. Present Tense Verbs**

- A verb in the *present tense* tells what happens now.
- A present tense verb must agree with its subject.
- Add *-s* to most verbs if the subject is singular.
- Do not add *-s* or *-es* to a present tense verb when the subject is plural, *I*, or *you*.

Examples:

Pete stays with Harry all the time.

Harry takes good care of Pete.

Pete pushes the door for Harry.

Harry uses marking pens to draw pictures.

Harry washes Pete in the shower.

I like listening to music.

You go to school every day.

### **Learning Tasks**

- A. Write YES if the words make a sentence. Write NO if they do not.
1. The muscles in Harry's arms are weak. \_\_\_\_\_

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2. a helping hand \_\_\_\_\_
3. Harry had to learn how to give Pete commands. \_\_\_\_\_
4. on the wheelchair \_\_\_\_\_
5. My friends don't pet Pete when he is working. \_\_\_\_\_
6. He knows how to turn on the lights. \_\_\_\_\_
7. Pete went to a service-dog school for two years. \_\_\_\_\_
8. how to take care of him \_\_\_\_\_
9. Pete is my friend. \_\_\_\_\_
10. different tasks \_\_\_\_\_

B. Add -s or -es to the following verbs from the story.

Use them to complete the sentences.

stay \_\_\_\_ wash \_\_\_\_ take \_\_\_\_

push \_\_\_\_ pick \_\_\_\_ open \_\_\_\_

know \_\_\_\_ drop \_\_\_\_ use \_\_\_\_

1. Pete \_\_\_\_\_ things Harry \_\_\_\_\_.
2. Harry \_\_\_\_\_ his wheelchair to move from one place to another.
3. Pete \_\_\_\_\_ the door for Harry.
4. Pete \_\_\_\_\_ with Harry anywhere he goes.
5. Harry \_\_\_\_\_ good care of his friend Pete.
6. He \_\_\_\_\_ how to turn on the lights.
7. Pete \_\_\_\_\_ his dish with his nose when he wants dinner.
8. Harry \_\_\_\_\_ Pete in the tub.

## Say and Spell

- A. Listen as your teacher reads the following questions. These questions require answers in present tense form.
1. What do you do?
  2. What does your father do?
  3. How do you go to school?
  4. What does your best friend like to do all the time?
  5. What does your brother/sister do on weekends?
  6. What does a dog eat?
  7. Where does a polar bear live?
  8. What does a bird use to eat?
  9. What does this word mean?
  10. When does an owl sleep?
- B. Pair up with your seatmate. Take turns in completing the dialogue. Take note that the dialogues represent the spoken language you used in giving and asking information about things or people using verbs in present tense. Fill in the blanks with the appropriate present tense verb.

Karen is talking to her classmate Ana, who is a transferee in their school. Karen is showing Ana her family's portrait (father, mother, Karen, and her twin Kara). Fill in the blanks with the correct present tense verb.

Karen: This is my family. This is my Dad, Mom, and my twin sister Kara.

Ana: Oh, I didn't know you have a twin, Karen! Where is she now?

Karen: She now lives with our grandparents in another city. She is staying there for a year.

Ana: Tell me about her. How are you similar or different?

Karen: Well, I like to read, but she \_\_\_\_\_ to play sports on our free time.

Ana: What kinds of sports does she play?

Karen: She usually \_\_\_\_\_ volleyball.

Ana: You like listening to pop music. How about Kara, what does she listen to?

Karen: She usually \_\_\_\_\_ to rock music. You see, we are twins but we are different in many ways.

Ana: You're right. That's amazing! I hope I meet her someday.

Karen: You will. She will be our classmate next year.

C. Write the present simple verbs from the dialogue.

<b>Singular Present Verbs (with -s/-es)</b>	<b>Plural Present Verbs (without -s/-es)</b>
lives	live

## Skill Extenders

### 1. The sounds of oo





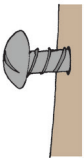

Listen to your teacher as he/she reads the following words with "oo". Repeat after him/her. Write each word under the correct sound.

look      loose      good      soon  
 smooth      hook      goose      balloon  
 stood      shampoo      cookie      brook

book	
_____	_____
_____	_____
_____	_____

school	
_____	_____
_____	_____
_____	_____

### 2. Associate names of pictures with their written symbols. Read the words that name the pictures.

	balloon	wood	food
	tooth	carpool	pool
	maroon	cook	cartoon
	foot	goose	look
	loose	boots	drool
	room	troop	lagoon

3. Your teacher will say three words in series. Then, he/she will say the series again omitting one word from the series. Say the missing word.

- a.            loose        hoof        troop  
=            loose        hoof        \_\_\_\_\_
- b.            wood        foot        pool  
=            wood        \_\_\_\_\_        pool
- c.            lagoon        balloon        cartoon  
=            \_\_\_\_\_        balloon        cartoon
- d.            room        school        book  
=            room        \_\_\_\_\_        book
- e.            smooth        tooth        boots  
=            smooth        tooth        \_\_\_\_\_

4. Use the following words in a sentence:

- a.    loose  
\_\_\_\_\_  
\_\_\_\_\_
- b.    smooth  
\_\_\_\_\_  
\_\_\_\_\_
- c.    troop  
\_\_\_\_\_  
\_\_\_\_\_

### Blog

What are your daily activities? Fill out a schedule board of your daily routine. Then, write a short paragraph with present tense verbs about your daily routine.

### Integrating Task

The class will be divided into four groups. Each group will have a specific task that must be presented after the time allotted to do the preparation.

Group 1: Do a TV feature report about Harry, a handicapped who found a helping hand from a dog.

Group 2: Do a role-play of specific situations showing how Pete helps Harry.

Group 3: Make a poem about Harry and Pete.

Group 4: Fill out a trophy of recognition to be awarded to Pete for a job well done.

### Summative Test

- I. Use these words to complete the following paragraph.

taught                      problems              tasks  
service dogs      wheelchair              trained

Dogs must be taught to help blind or deaf people. The dogs go to school for a long time to be \_\_\_\_\_. They must learn how to do many different \_\_\_\_\_ before they are ready to be helpful. Some \_\_\_\_\_ help people that must ride in a \_\_\_\_\_ all day. The dogs can help solve \_\_\_\_\_ for their human partners.

- II. Write S if the words make a sentence. Write NS if they do not.

- \_\_\_\_\_ 1. Helen's family is moving to a new town.  
\_\_\_\_\_ 2. went to a new school  
\_\_\_\_\_ 3. Helen worries about her first day.  
\_\_\_\_\_ 4. drove him to school  
\_\_\_\_\_ 5. She sits quietly in the car.  
\_\_\_\_\_ 6. bigger and newer  
\_\_\_\_\_ 7. bright and sunny  
\_\_\_\_\_ 8. Helen had a lot of fun.  
\_\_\_\_\_ 9. not nervous  
\_\_\_\_\_ 10. He can't wait to go back.

- III. Each sentence is followed by two forms of a verb. Choose the form of the verb that correctly agrees with the subject of the sentence. Circle your answer.

1. May \_\_\_\_\_ to do              want              wants  
a show.

- |  |       |        |
|--|-------|--------|
| 2. He _____ some tricks.                             | learn | learns |
| 3. Mitch _____ him write jokes and riddles           | help  | helps  |
| 4. I _____ to ask the audience to answer the riddles | plan  | plans  |
| 5. The boy _____ plenty of clues in the riddles.     | put   | puts   |
| 6. You _____ to the show.                            | come  | comes  |
| 7. I _____ at the jokes.                             | laugh | laughs |
| 8. You _____ the riddle.                             | solve | solves |
| 9. I _____ some popcorn.                             | share | shares |
| 10. Felix _____ to the crowd.                        | bow   | bows   |

IV. Complete these words with the letter oo in them.

I read it before I go to bed.    \_\_oo\_\_

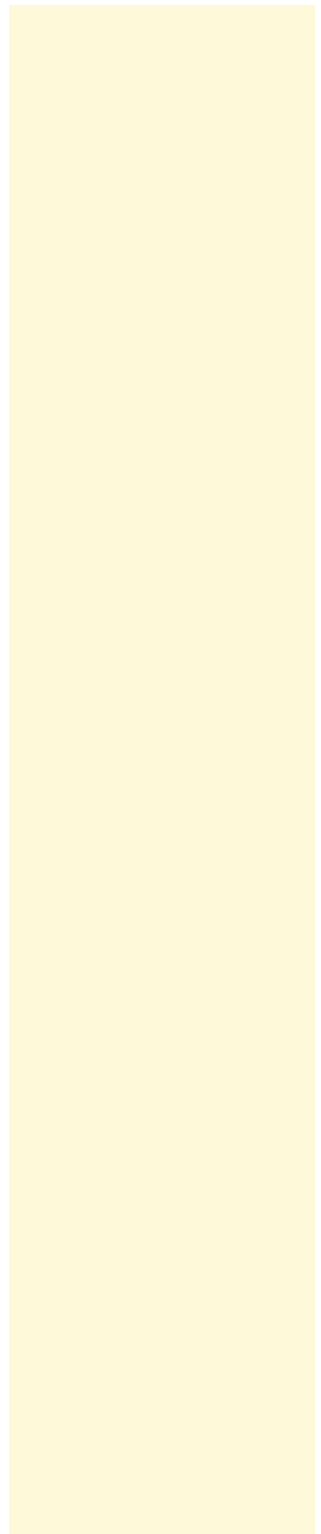
This is the brightest light in the night sky.    \_\_oo\_\_

I watch this on TV in the morning.    \_\_\_\_\_oo\_\_

I help Mom in the kitchen to do this.    \_\_oo\_\_

I stir with this when I make soup.    \_\_\_\_oo\_\_

This is the place we visit to see the animals.    \_\_oo



## For the Teacher:

### Lesson 2

**Focus:** Noting details, interrogative and declarative sentences, proper punctuation and capitalization, words with initial r blends

#### A. Introduction/Preparatory Activities

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

What usually causes misunderstandings?

How could misunderstandings be prevented?

What are the possible effects of people's misunderstandings?

2. Facilitate the class activity. Show the pupils different faces cut from magazines. Ask the pupils what they think each person feels. What helped them come up with their answer?

(faces from magazines: smiling, laughing, frowning, smirking, etc.)

#### Resources:

- Cut out of different faces from a magazine or any printed material
- Storybook: "Why Mosquitoes Buzz on People's Ears" (An African folktale) by Verna Aardema

#### B. Body/Developmental Activities

1. Unlock new words before reading the story through context clues.
2. Read the story "Why Mosquitoes Buzz on People's Ears" aloud in class. Ask questions during reading to keep track of the pupils' comprehension of the text listened to.
3. After reading the story, let the pupils analyze each character in the story. Ask them to write

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three traits to describe each character and let them give proof for their choices.

4. Help the pupils get to the bottom of things by letting them accomplish the Cause and Effect activity.
5. Facilitate a rich discussion of the story as the class answers the post-reading comprehension questions.
6. Review the meaning and function of a declarative sentence and an interrogative sentence. Have them practice more through the *Learning Tasks*.
7. Have the pupils work in pairs. Each pair will be given a picture of an animal from the story. The pairs will take turns asking and answering questions about the picture.
8. Read the words with –r controlled initial blends. Pronounce the words correctly so that the pupils will learn to associate names of pictures with their written symbols. Guide them in doing more exercise on the same word family.
9. 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 his/her 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.

## Lesson 2

### Goals

- Realize the importance of doing one's role in a group or community
- Recognize the need to be responsible for one's mistake
- Develop the practice of thinking first before acting
- Identify interrogative and declarative sentences
- Use proper punctuation and capitalization when writing sentences
- Decode and spell words with initial r blends

### Key Questions

What usually causes misunderstandings?

How could misunderstandings be prevented?

What are the possible effects of people's misunderstandings?

### Get Hooked

Class Activity:

Show to the class different faces cut out from magazines. What do you think each person feels? What helped you come up with your answer?

### Word Package

grumpy – surly or ill-tempered

mischief – a playful behavior, to tease or disturb

watering hole – a small natural depression in which water is collected, especially a pool where animals come to drink

startled – to alarm, frighten, or surprise suddenly

## Read Aloud

A. It's Reading Time!

### Why Mosquitoes Buzz in People's Ears

(An African Folktale)

*Verna Aardema*

One morning a mosquito saw an iguana drinking at a waterhole. The mosquito said, "Iguana, you will never believe what I saw yesterday." "Try me," said the iguana. The mosquito said, "I saw a farmer digging yams that were as big as I am." "What's a mosquito compared to a yam?" snapped the iguana grumpily. "I would rather be deaf than listen to such nonsense!" Then he stuck two sticks in his ears and went off, mek, mek, mek, mek, through the reeds.

The iguana was still grumbling to himself when he happened to pass by a python. The big snake raised his head and said, "Good morning, Iguana." The iguana did not answer but lumbered on, bobbing his head, badamin, badamin. "Now, why won't he speak to me?" said the python to himself. "Iguana must be angry about something. I'm afraid he is plotting some mischief against me!" He began looking for somewhere to hide. The first likely place he found was a rabbit hole, and in it he went, wasawusu, wasawusu, wasawusu. When the rabbit saw the big snake coming into her burrow, she was terrified. She scurried out through her back way and bounded, krik, krik, krik, across a clearing.

A crow saw the rabbit running for her life. He flew into the forest crying, kaa, kaa, kaa! It was his duty to spread the alarm in case of danger. A monkey heard the crow. He was sure that some dangerous beast was prowling near. He began screeching and leaping kili wili through the trees to help warn the other animals. As the monkey was crashing through the treetops, he happened to land on a dead limb. It broke and fell on an owl's nest, killing one of the owlets. Mother Owl was not at home. For though she usually hunted only in the night, this morning she

was still out searching for one more tidbit to satisfy her hungry babies. When she returned to the nest, she found one of them dead. Her other children told her that the monkey had killed it. All that day and all that night, she sat in her tree– so sad, so sad, so sad! Now it was Mother Owl who woke the sun each day so that the dawn could come. But this time, when she should have hooted for the sun, she did not do it.

The night grew longer and longer. The animals of the forest knew it was lasting much too long. They feared that the sun would never come back.

At last King Lion called a meeting of the animals. They came and sat down, pem, pem, pem, around a council fire. Mother Owl did not come, so the antelope was sent to fetch her. When she arrived, King Lion asked, “Mother Owl, why have you not called the sun? The night has lasted long, long, long, and everyone is worried.” Mother Owl said, “Monkey killed one of my owlets. Because of that, I cannot bear to wake the sun.” The king said to the gathered animals: “Did you hear? It was the monkey who killed the owlet– and now Mother Owl won’t wake the sun so that the day can come.”

Then King Lion called the monkey. He came before him nervously glancing from side to side, rim, rim, rim, rim. “Monkey,” said the king, “Why did you kill one of Mother Owl’s babies?” “Oh, King,” said the monkey, “it was the crow’s fault. He was calling and calling to warn us of danger. And I went leaping through the trees to help. A limb broke under me, and it fell taaa on the owl’s nest.” The king said to the council: “So, it was the crow who alarmed the monkey, who killed the owlet– and now Mother Owl won’t wake the sun so that the day can come.” Then the king called for the crow. That big bird came flapping up. He said, “King Lion, it was the rabbit’s fault! I saw her running for her life in the daytime. Wasn’t that reason enough to spread alarm?”

The king nodded his head and said to the

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council: "So, it was the rabbit who startled the crow, who alarmed the monkey, who killed the owlet- and now Mother Owl won't wake the sun so that the day can come." Then King Lion called the rabbit. The timid little creature stood before him, one trembling paw drawn up certainly. "Rabbit," cried the king, "why did you break a law of nature and go running, running, running, in the daytime?" "Oh, King," said the rabbit, "it was the python's fault. I was in my house minding my own business when that big snake came in and chased me out." The king said to the council: "So, it was the python who scared the rabbit, who startled the crow, who alarmed the monkey, who killed the owlet- and now Mother Owl won't wake the sun so that the day can come." King Lion called the python, who came slithering, wasawusu, wasawusu, past the other animals.

"But, King," he cried, "it was the iguana's fault! He wouldn't speak to me. And I thought he was plotting some mischief against me. When I crawled into her rabbit's hole, I was only trying to hide." The king said to the council, "So, it was the iguana who frightened the python, who scared the rabbit, who startled the crow, who alarmed the monkey, who killed the owlet- and now Mother Owl won't wake the sun so that the day can come."

Now the iguana was not at the meeting. For he had not heard the summons. The antelope was sent to fetch him. All the animals laughed when they saw the iguana coming, badamin, badamin, with the sticks still stuck in his ears! King Lion pulled out the sticks, purup, purup, purup. Then he asked, "Iguana, what evil have you been plotting against the python?" "None! None at all!" cried the iguana. "Python is my friend!" "Then why wouldn't you say good morning to me?" demanded the snake. "I didn't hear you, or even see you!" said the iguana. "Mosquito told me such a big lie, I couldn't bear to listen to it. So I put sticks in my ears." Nge, nge, nge," laughed the lion. "So that's why you had sticks in your ears!" "Yes," said the iguana. "It was the mosquito's fault."

King Lion said to the council: "So, it was the mosquito who annoyed iguana, who frightened python, who scared rabbit, who startled the crow, who alarmed the monkey, who killed the owlet- and now Mother Owl won't wake the sun so that the day can come." "Punish the mosquito! Punish the mosquito!" cried all the animals. When Mother Owl heard that, she was satisfied. She turned her head toward the east and hooted: "Hoo! Hooooo! Hooooooo! And the sun came up. Meanwhile, the mosquito had listened to it all from a nearby bush. She crept under a curly leaf, semm, and was never found and brought before the council. But because of this, the mosquito has a guilty conscience. To this day she goes about whining in people's ears: "Zeee! Is everyone angry at me?" When she does that, she gets an honest answer.

KPAO!

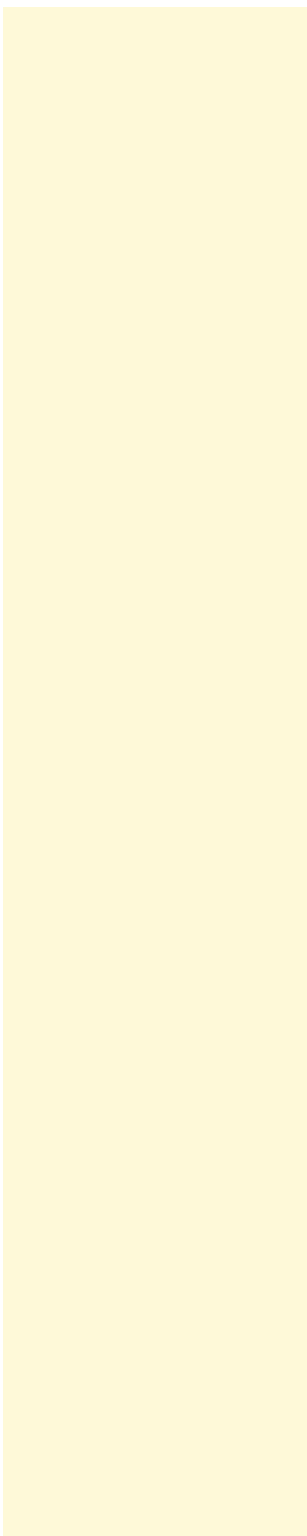
B. Character Analysis

Describe the following characters in the story. Write your answers in the chart below.

Characters	Trait 1	Trait 2	Trait 3
King Lion			
Mosquito			
Python			
Mother Owl			

C. Cause and Effect

Get to the bottom of things. Find out why Mother Owl did not wake up the sun.





**Think About It!**

Answer the following questions:

1. What made Iguana grumpy?  
\_\_\_\_\_  
\_\_\_\_\_
2. What did he do so as not to hear any more stories from Mosquito?  
\_\_\_\_\_  
\_\_\_\_\_
3. What did the python think when Iguana did not respond to his greeting? What did he do?  
\_\_\_\_\_  
\_\_\_\_\_
4. What scared the rabbit?  
\_\_\_\_\_  
\_\_\_\_\_
5. What startled the crow?  
\_\_\_\_\_  
\_\_\_\_\_
6. What alarmed the monkey?  
\_\_\_\_\_  
\_\_\_\_\_
7. Who killed the owlet?  
\_\_\_\_\_  
\_\_\_\_\_
8. What did Mother Owl feel when she saw her dead owlet? What was the result of her sadness?  
\_\_\_\_\_  
\_\_\_\_\_
9. Do you think the mosquito should be punished? Why?  
\_\_\_\_\_

If not, who do you think deserves punishment?

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10. What could each animal have said to prevent all the misunderstandings?

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### Valuing

Listen as your teacher reads the following sentences. Read the sentences after him/her.

1. A folktale is a story that is passed down through generations by word of mouth. Usually, the story taught a lesson, and often, the character learned that lesson the hard way.
2. From the story, we can learn that all of our actions have an effect on those around us, and also, we should take responsibility for our actions.
3. It is important to think first or verify information before taking an action to avoid serious mistakes later on.

### Essential Language

- Every sentence begins with a capital letter.
- A **declarative sentence** tells something. It ends with a period.
- An **interrogative sentence** is a sentence that asks something. It ends with a question mark.

Examples:

Statement: Iguana was annoyed with Mosquito's story.

The monkey was alarmed by the crow's cry.

Interrogative: What did Mosquito tell Iguana?

Why didn't Mother Owl call the sun so the day would come?



## Learning Tasks

- A. Write **declarative** if the sentence tells something. Write **interrogative** if the sentence asks something.
1. Why do mosquitoes buzz on people's ears? \_\_\_\_\_
  2. The monkey was responsible for the owl's death. \_\_\_\_\_
  3. Mother Owl doesn't want to call the sun so the day would come. \_\_\_\_\_
  4. When did the lion call the meeting? \_\_\_\_\_
  5. The rabbit was scared when he saw the python. \_\_\_\_\_
- B. After each sentence, write **declarative** or **interrogative** to identify the kind of sentence it is. Then write the sentence correctly. Use capital letters and correct punctuation marks.
1. maps can help you find your way  
\_\_\_\_\_  
\_\_\_\_\_
  2. do you know how to use a map  
\_\_\_\_\_  
\_\_\_\_\_
  3. you can ask others for help  
\_\_\_\_\_  
\_\_\_\_\_
  4. can you give me directions  
\_\_\_\_\_  
\_\_\_\_\_
  5. do you know where the nearest bank is  
\_\_\_\_\_  
\_\_\_\_\_

## Say and Spell

Work in pairs. Each pair will be given a picture of an animal from the story.

Student A: Write five questions about the animal in the picture.

Student B: Write five declarative sentences about the picture as an answer to the questions of student A.

Take turns asking and answering questions about the picture.

### Skill Extenders

A. Practice reading the following words.

grumpy    crow    crash    greet

grill    crib    frill    grin

drag    crab    drop    grab

frog    dress    club    grip

B. Circle the correct word for each picture.

1.     press, grill, drill

2.     crib, crab, club

3.     cross, dress, greet

4.     frog, crow, grab

5.     drop, grab, frog

6.     club, crib, crab

7.  drop, drill, dress

8.  grip, grin, grab

C. Choose the most appropriate word to complete the sentences. Then, practice reading the sentences.

dress                  drag                  grill  
frog                  crab                  grabs

1. Kim \_\_\_\_\_ Kate's arm.
2. Dad flips hot dogs on the \_\_\_\_\_.
3. The big \_\_\_\_\_ sits on a lily pad.
4. The fat \_\_\_\_\_ sat in the mud.
5. Anne's \_\_\_\_\_ has a frill on the neck.
6. Pete can \_\_\_\_\_ the box.

D. Spelling/Dictation

Listen to the teacher as he/she reads the words. Then write the words on a piece of paper. Spell the words correctly.

### Blog

The mosquito did not go in front of the council to try to explain her actions. If she had, what do you think she would have said? Write out Mosquito's response in your best writing.

### Integrating Task

1. Divide the class into groups. Each group chooses two animals from the story to study further. Do a research on each animal and present the information in class.
2. The Caldecott Medal was named in honor of nineteenth-century English illustrator Randolph Caldecott. It is awarded annually by the Association for Library Service to Children,

a division of the American Library Association, to the artist of the most distinguished American picture book for children. Why Mosquitoes Buzz in People's Ears by Verna Aardema was the winner of the 1976 Caldecott Award. Why do you think it won the award? List as many reasons as possible.

### Summative Test

A. Write TRUE if the sentence is true about the story. Write FALSE if the sentence is not.

\_\_\_\_\_ 1. The python got angry with the crow.

\_\_\_\_\_ 2. The monkey killed the owlet.

\_\_\_\_\_ 3. Mother Owl was very sad that she can't call the sun so the day would come.

\_\_\_\_\_ 4. King Lion punished the mosquito.

\_\_\_\_\_ 5. The monkey was alarmed when he saw the rabbit running very fast.

B. Write whether the following sentences are interrogative or declarative sentences.

\_\_\_\_\_ 1. Mike like to make new friends.

\_\_\_\_\_ 2. He said hello to the new classmate.

\_\_\_\_\_ 3. She told him about their country.

\_\_\_\_\_ 4. Where would you take a new pupil?

\_\_\_\_\_ 5. Do you like to hear about new places?

\_\_\_\_\_ 6. We like our school.

\_\_\_\_\_ 7. What was your school like?

- C. Read the description of Kaye's first day at camp. Circle the mistakes and rewrite the paragraph.

I woke up early. it was the first day at camp. i didn't know what to expect. Would I know anyone in my group. Would we do things I like to do? Would we swim in the lake or the pool. i had never gone swimming outside before?

The bus was already filled with campers. I looked nervously down the aisle? Then I saw Lyn. she had been on my volleyball team. I sat down next to her. Now I didn't even mind the rain. It would be fine because I had a friend with me?

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## For the Teacher:

### Lesson 3

**Focus:** Noting details, imperative sentence, punctuation and capitalization, short vowel words

#### A. Introduction/Preparatory Activities

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

What is the first thing you see when you wake up in the morning?

What is the first sound you hear?

What is the first thing you hold or touch?

What is the first food you taste?

What do you smell?

2. Facilitate the class activity.

Divide the class into two groups.

Prepare and pass out one mystery box for each group. Have the pupils put their hands into the box and try to observe and guess what the item could be. Ask how they came up with their guesses.

#### Resources:

- Motivation-Motive questions
- Mystery box with items for students to guess through touch. Items could be tiny stuff toy, pebble, paper, cotton, etc.

Knowledge: Five senses and sense organs

#### B. Body/Developmental Activities

1. Unlock new words before reading the story through context clues.
2. Have the pupils read the story "My Senses" aloud in class. 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 take care of their senses.
4. Help the pupils get to the bottom of things by letting them accomplish the Cause and Effect activity.
5. Review the meaning and function of a declarative sentence and introduce another kind of sentence which is the imperative sentence. Have them practice more through the *Learning Tasks*.
6. Review short vowel CVC words. Have the pupils write the correct medial sound to form a word that names the given picture. Read the words and have the pupils repeat after you. Pronounce the words correctly so that the pupils will learn to associate names of pictures with their written symbols. Guide them in doing more exercises on the same word family.
7. Give the pupils differentiated activities 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 his/her 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.

## Lesson 3

### Goals

- Name the five senses
- Name the body parts used for each sense
- Tell how we use our senses in everyday life
- Identify an imperative sentence
- Use proper punctuation mark and capitalization in forming an imperative sentence
- Associate short vowel words with their meaning

### Key Questions

What is the first thing you see when you wake up in the morning?

What is the first sound you hear?

What is the first thing you hold or touch?

What is the first food you taste?

What do you smell?

### Get Hooked

Class Activity: The Mystery Box

Divide the class into two groups.

Your teacher will pass out one mystery box for each group. Put your hands into the box and try to observe and guess what the item could be. How did you come up with your guess?

### Word Package

project – a task given by the teacher as an application of their lesson in school

interact – to communicate or perform an action

### Read Aloud

#### My Senses

"Aaron, time to get up," called his mother. "It's a school day."



Aaron sat up in bed. He turned on the light. He pushed the record button on the tape player. The machine made a low humming sound.

"Today I begin a science project for Mr. Martin's class," said Aaron. "Our assignment is to keep a 'sense' diary for a day. He wants us to record how we use our senses to interact with our environment. We are to describe how we use our senses to get what we need."

"The first sense I used today was hearing. I heard my mom calling first thing. It's funny, but I was already awake. I wake up at the same time every morning. I wonder how that happens. My body must have gotten used to getting up at the same time every day."

"I used sight next because I couldn't see anything in the dark. I turned on the light. And the next sense I will use is taste. My stomach feels hungry. I need breakfast," said Aaron. He clicked off the tape machine. Then he picked it up and headed into the kitchen.

"Actually, I was wrong," said Aaron into the machine. "The next sense I used was my sense of smell. The toast smelled really good this morning. And it tasted good, too. I wonder if things smell and taste good when you're hungry."

"Turn that off now please," said Aaron's mother.

Click.

"Now I'm riding on the bus to school," said Aaron. "There was a terrible engine exhaust smell just a minute ago. How can some things smell so bad and some smell so good?"

Click.

"I see Mr. Martin has moved all the desks," whispered Aaron into the tape machine. "He did the same thing a few weeks ago. Now my desk is closer to the window. He says he likes to change things in our classroom environment. The first time he did this, we didn't know what to do. Now we know— to look for the desk with our name."

"This got me thinking about my environment. I looked the word up in the dictionary. It says that an environment is a place where an organism lives and survives. My environment includes several places – home, school, and my grandma's house."

"I learn about different things in each place."

"Time to turn off the tape machine, Aaron," said Mr. Martin.

Click.

"It's almost time to go home now," said Aaron. "I've been too busy today to talk. But I wanted to talk about one more sense that I use all the time – the sense of touch. I pick up a pencil to write. I push the drinking fountain button when I'm thirsty. And I kick a soccer ball on the field for fun!"

"I'm going to my grandma's house after school today. We are making tamales for the holidays. I'm sure I'll use all of my senses there. And I will continue using all of my senses to interact with all parts of my environment. I'm not sure I could stop it, even if I tried."

"The end."

Click.

(Source: Read and Understand Science, 3-4,  
Evan-Moor Corp.)

### Think About It!

Answer the following questions:

1. What was the first sense Aaron used when he woke up? What made you say so?

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2. How did Aaron know that breakfast was ready?

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3. What is Aaron's science project for Mr. Martin's class? How did he do it?

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4. What are our five senses? What are the uses of each?

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5. What did he realize about his environment?

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6. Which of his senses does Aaron use all the time? Give examples.

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### Valuing

Your teacher will read these sentences. Repeat after him/her.

1. We have five sense organs. They help us to explore the world around us. Eyes help us to see while ears help us to hear the sound. We take help of our senses to perform our daily tasks.

**Sense of Smell** – We use our nose to smell. We can differentiate between a yummy cookie and a fresh flower through their smell.

**Sense of Touch** – We touch and feel through our skin. We can feel the difference between a soft rabbit and a hard rock.

**Sense of Taste** – We use our tongue to taste. Our sense of taste tells us the difference between sugar and salt.

**Sense of Hearing** – We use our ears to hear. We can hear the difference between cat and dog sounds.

**Sense to Sight** – We use our eyes to see. We can see the different colors in a rainbow.

2. Our five sense organs are very important for us to perform our daily tasks. It is also important that we take good care of them.

What do you think are the ways to take good care of our five sense organs? Write your answer.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

### Essential Language

- An imperative sentence tells or asks someone to do something. It ends with a period. The word "you" is understood.

Example:

Eat your breakfast.

Close the door.

Turn off the TV.

- A declarative sentence tells something. It ends with a period.

Example:

I use my eyes to see.

I heard a nice music this morning.

- All sentences start with a capital letter.

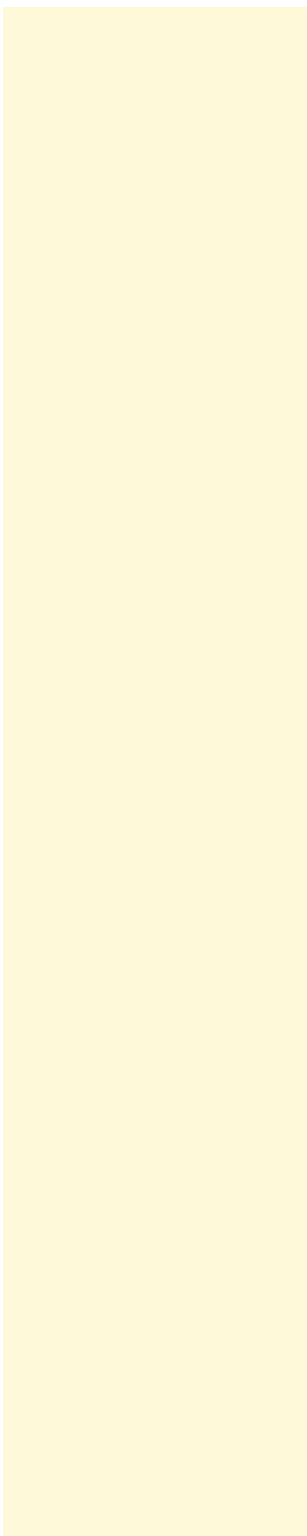
### Learning Tasks

Tell if each sentence is a **declarative sentence** or an **imperative sentence**. Then write each sentence correctly.

1. check the mail

\_\_\_\_\_

\_\_\_\_\_



2. read your book

---

---

3. she met her friend at the mall

---

---

4. listen to this letter

---

---

5. my friend sent me a letter

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### Say and Spell

What imperative sentence would you say in the following situations?

1. You want your sister to turn on the TV.

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2. You want your friend to listen to your story.

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3. You want someone to open the door.

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4. You want your brother teach you how to ride a bike.

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5. You want your younger sister to clean her mess.

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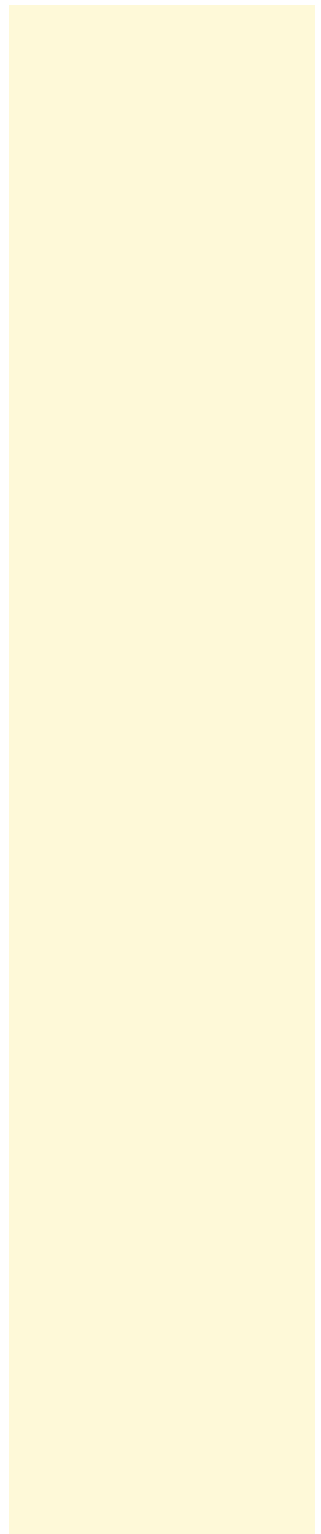
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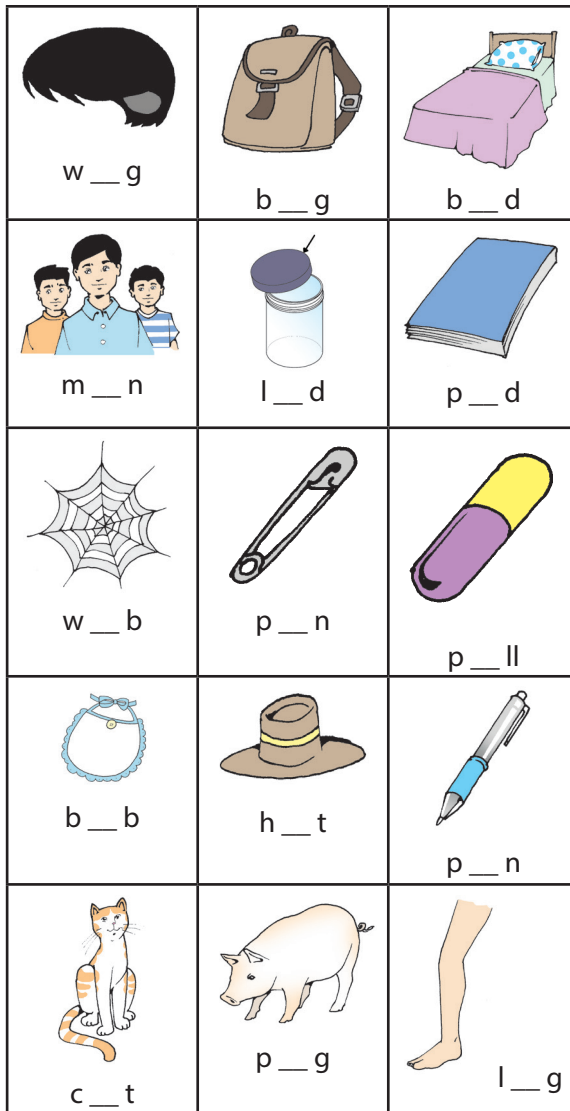
### Skill Extenders

A. Writing correct vowels

Say the name of each picture.

Write the missing letter: a, e, or i.





B. Circle the correct answer. Practice reading the sentences aloud.

- Alex has a pet \_\_\_\_\_. (cat, cut, cot)
- Mom gave me a \_\_\_\_\_ on the back for a job well done.  
(pat, pet, pit)
- Kim looked for the \_\_\_\_\_ of the bin.  
(lad, lid, lod)

4. Grandma is wearing a wide, summer \_\_\_\_\_ . (hit, hot, hat)
  5. The \_\_\_\_\_ are having a business meeting. (men, man, min)
- C. Use the following words in your own sentence.
1. pin
  2. web
  3. pit
  4. mat
  5. wet

### Blog

Make a "Five Senses" booklet. For each sense, paste pictures that show how you use your senses to interact with your environment. Write two–three sentences for each page.

### Integrating Task

Choose your groupmates as your teacher divides the class into two groups. Each group will practice singing this song and make their own choreography for the song. Make it as fun as possible.

#### Five Senses Song

by Hi-5

Five, four, three, two, one	One - to see, two - to hear,
Come with us and have some fun.	Three - to taste, four - to feel,
I have five senses, say them with me.	Five - to smell... we're doing well!
Five senses, here we go. Say five (five), hi five (hi five).	Five senses, say them with me.
I have five senses, say them with me.	Five senses, here we go. Say five (five), hi five (hi five).
Five senses, here we go. Say five (five), hi five (hi five).	Five, four, three, two, one.
	Come with us and have some fun.

With my eyes I can see.  
With my ears I can hear.  
With my hands I can  
touch.  
I can feel when you are  
near.  
I can taste sweet and  
sour.  
I can smell with my nose.  
Let's do it one more  
time,  
Here's how it, here's how  
it,  
Here's how it goes...

I have five senses, say  
them with me.  
Five senses, here we go.  
Say five (five), hi five (hi  
five).  
I have five senses, say  
them with me.  
Five senses, here we go.  
Say five (five), hi five (hi  
five).  
One - to see, two - to  
hear,  
Three - to taste, four - to  
feel,  
Five - to smell... we're  
doing well!  
Five senses, say them  
with me.  
Five senses, here we go.  
Say five (five), hi five (hi  
five).  
One, two  
One, two, three, four, five

I can see the moon at  
night.  
I can hear the band play.  
I can touch and feel,  
Hot and cold, either way.  
I can taste, I can smell,  
What I like and what I  
don't.  
Let's do it one more  
time...  
Here's how it, here's how  
it,  
Here's how it goes...

I have five senses, say  
them with me.  
Five senses, here we go.  
Say five (five), hi five (hi  
five).  
I have five senses, say  
them with me.  
Five senses, here we go.  
Say five (five), hi five (hi  
five).  
I have five senses, say  
them with me.  
Five senses, here we go.  
Say five (five), hi five (hi  
five).  
I have five senses, say  
them with me.  
Five senses, here we go.  
Say five (five), hi five (hi  
five).  
Five, four, three, two, one.  
Come with us and have  
some fun

Source: <http://artists.letssingit.com/hi5-lyrics-five-senses-fgttt6l#axzz30Yyb6btq>



## Summative Test

- I. Put a check on the blank if the sentence tells about proper ways of taking care of our senses. Put an X if it doesn't.
- \_\_\_\_\_ 1. Rub your eyes with your hands if they feel itchy.
- \_\_\_\_\_ 2. Eat healthful food. Eat green leafy vegetables like spinach, broccoli, and cabbage.
- \_\_\_\_\_ 3. If you have a cold, blow your nose with a clean tissue. Don't use dirty hands or dirty cloth.
- \_\_\_\_\_ 4. It is good to drink very hot and very cold drinks.
- \_\_\_\_\_ 5. Stay away from fire and don't touch anything hot or you may get burnt.
- II. What sense organ is used for the following situations? Put it under the correct column.
- |  |  |
|--|--|
| • You know that Mom is baking your favorite vanilla cake even if you are at the living room. | • Mom is calling everyone for dinner.  |
| • Your neighbor is playing a guitar.   | • You read a book.   |
| • You got burned by the hot lid of a pot.  | • You eat spicy Korean noodles.  |
| • Your seatmate is wearing perfume.  | • You watch your favorite movie.   |
|  | • You got an insect bite.  |
|  | • You know that it's time to change clothes after a very sweaty sports activity. |

Eyes (sight)	Nose (smell)	Tongue (taste)	Ears (hearing)	Skin (touch)

III. Tell whether each sentence is imperative or declarative. Then write each sentence correctly.

1. check the mail

\_\_\_\_\_

\_\_\_\_\_

2. i will leave the letters on the table

\_\_\_\_\_

\_\_\_\_\_

3. listen to this letter

\_\_\_\_\_

\_\_\_\_\_

4. she will tell me what to write

\_\_\_\_\_

\_\_\_\_\_

5. bring me an envelope

\_\_\_\_\_

\_\_\_\_\_

IV. Arrange the words to form a sentence. Write the sentence.

1. The / nap/ in / a cap. / cats

\_\_\_\_\_

\_\_\_\_\_

2. hugs / Bess / a / big / pet.

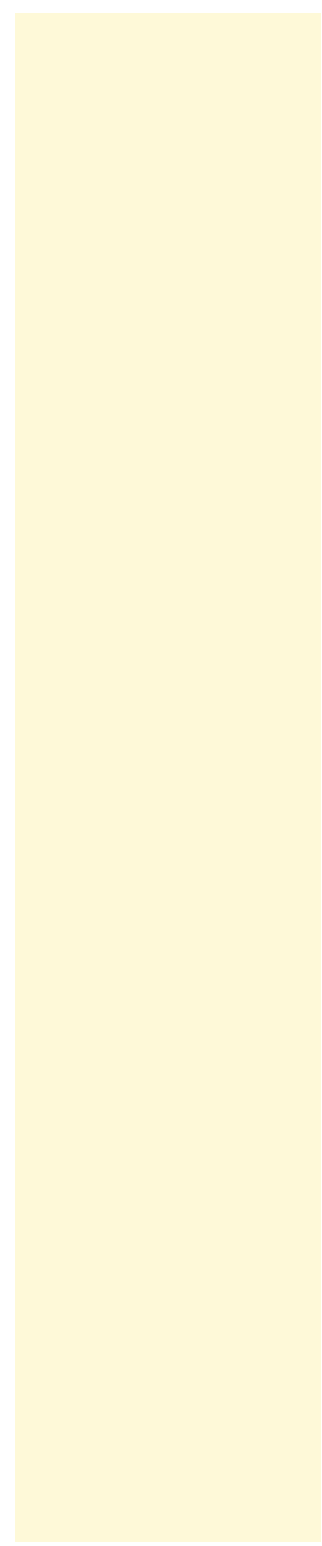
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\_\_\_\_\_

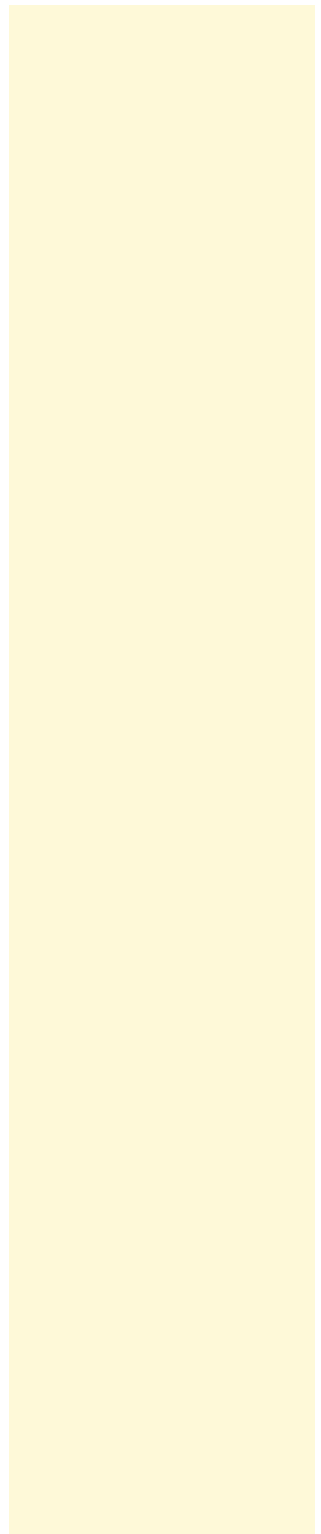
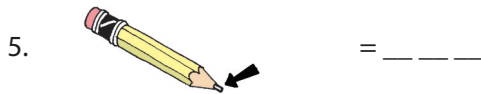
3. bags / sells / of / Gus / nuts.

\_\_\_\_\_

\_\_\_\_\_



V. Write the name of the following pictures.



## For the Teacher:

### Lesson 4

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

#### A. Introduction/Preparatory Activities

1. Start the learning session by activating the pupils' 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 were 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 pupils 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 streetsmart.

4. Introduce another kind of sentence according to function which is the exclamatory sentence. Have them 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 his/her 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.

## Lesson 4

### Goals

- Be aware of some of the ways to avoid danger
- Sequence sentences in chronological order
- Identify an exclamatory sentence
- 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!

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

1. wise – knows things
2. path – a place to walk
3. skin and bones – thin
4. edge – along the outside

### 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!

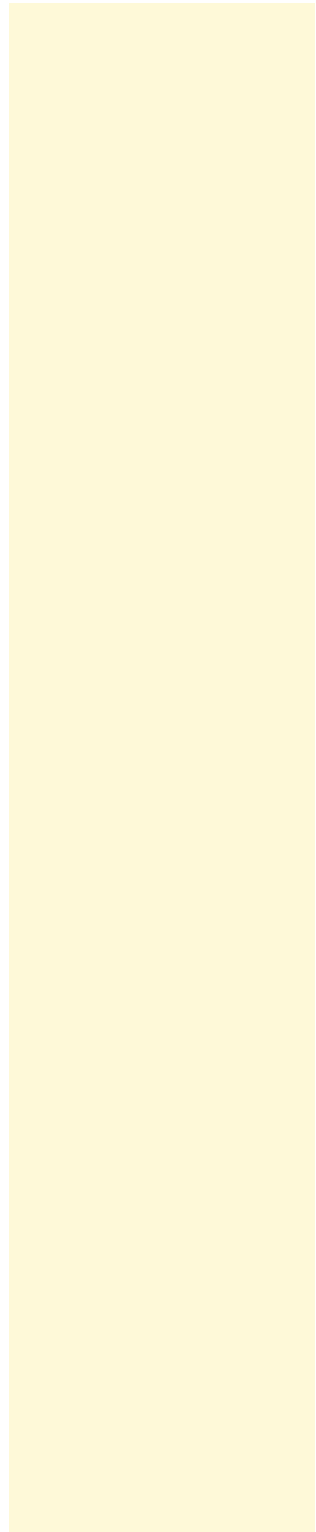
Answer the following questions.

1. Where did the old woman live?  
\_\_\_\_\_  
\_\_\_\_\_
2. How did she get to her son's house?  
\_\_\_\_\_  
\_\_\_\_\_
3. Who did she meet on the way? What did they want to do to her?  
\_\_\_\_\_  
\_\_\_\_\_
4. What did she do at her son's house?  
\_\_\_\_\_  
\_\_\_\_\_
5. What did she do with the giant pumpkin?  
\_\_\_\_\_  
\_\_\_\_\_
6. What two wise things did the old woman do?  
\_\_\_\_\_  
\_\_\_\_\_

### Valuing

Read and discuss the following tips on how to be streetsmart.

1. Do you know how to be streetsmart? Being streetsmart means knowing how to keep yourself safe from strangers when you're alone or with other kids. Being streetsmart helps you stay safe.
2. It is 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)]

### 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 group of words an exclamatory sentence. Write your answers on the blanks.

great	Hey	Look	Quick
see	too	What	Wow

1. \_\_\_\_\_, there's a letter for you!
2. \_\_\_\_\_ a surprise!
3. \_\_\_\_\_, open the envelope!
4. \_\_\_\_\_, it's from Grandma!
5. \_\_\_\_\_, she has a new puppy!
6. That's \_\_\_\_\_!
7. There's a picture, \_\_\_\_\_!
8. Let me \_\_\_\_\_!

## Say and Spell

- A. Take turns reading the following dialogue. Take note of 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 the blanks.

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

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

## Skill Extenders

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

Various online tools which make teaching and learning richer and more meaningful are just a few clicks away!

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

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**

Choose a partner. Interview each other and discuss how one can be safe while in a mall.

### **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 by putting 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 sentences in sequence and 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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