



3

ENGLISH TERM 1

**Structured Pedagogy
Lesson Guides**



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English – Grade 3
Structured Pedagogy
Term 1
First Edition, 2026

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3

English

Term 1

Term 1
Table of Contents

Lesson 1		1
Lesson 2		2
Lesson 3		3
Lesson 4		5
Lesson 5		6
Lesson 6		7
Lesson 7		9
Lesson 8		10
Lesson 9		11
Lesson 10		12
Lesson 11		13
Lesson 12		14
Lesson 13		14
Lesson 14		16
Lesson 15		17
Lesson 16		18
Lesson 17		19
Lesson 18		21
Lesson 19		22
Lesson 20		23
Lesson 21		25
Lesson 22		27
Lesson 23		29
Lesson 24		29
Lesson 25		31
Lesson 26		32
Lesson 27		33
Lesson 28		34
Lesson 29		35
Lesson 30		36

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify Grade 3 level-appropriate sight words; and
2. read Grade 3 level-appropriate sight words accurately and automatically.

II. Development of the Lesson

A. Motivation

1. Prepare flashcards or written Grade 3 level-appropriate sight words and place them around the classroom (under chairs, on walls, or near the board).
2. Have the learners play the "Detective: Case of the Missing Words" Game.
 - o Tell learners: *"Class, we have a mystery! Some sight words escaped from our word bank. We need detectives to find and read them before they disappear forever!"*
 - o Ask the learners to search for hidden sight words and read them aloud.
 - o After finding all sight words, say: *"Mystery solved! The sight words are safe!"*
 - o Review words together using choral reading.

B. Discussion

1. Prepare Dolch's Grade 3 level-appropriate sight words. Read each word aloud and ask the learners to repeat after you. After each word, define and use the word in a simple sentence.
 - a. For example, for the word "light," the definition is a "form of energy that allows us to see the world around us." In a sentence: "The sun's light shines so bright!"
2. For 14 of the sight words, use them in simple sentences and ask the learners

to identify what the discussed sight words are.

- a. Sample sentences: "Today is Monday." "An ant is a *small* insect." "If it rains, the clothes outside will be wet."
3. For 14 of the sight words, write them scrambled on the board (e.g., "gulah" for "laugh", "dloh" for "hold", "lyon" for "only"). Have learners unscramble them. Then, ask them to read the formed words aloud.
 4. For 13 of the sight words, provide pictures corresponding to each sight word and ask the learners to identify what word it is via fill-in-the-blanks. For example, a picture of a water bottle may correspond to "d_i_k," which the learners will fill in as "drink."

C. Practice

1. Hold a spelling game. In groups (depending on class size), ask the learners to write their answers using chalk on illustration boards. This fosters collaborative learning and cooperation.

Group the words into easy (1 point), medium (2 points), and hard (3 points). For example:

Easy	Medium	Hard
try small drink eight fall warm seven got six own	about better carry clean done grow never long only shall	together laugh draw keep pick today hold hurt myself light

2. Prepare a fishbowl containing the sight words. Each learner will get one from the fishbowl and use the chosen sight word in a sentence. This strategy not only enhances their mastery of the sight words but also upskills their public speaking.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is your favorite sight word, and what does it mean?

III. Homework

Ask the learners to write simple sentences using the following sight words: together, myself, hold, start, and never,

Term 1

Lesson 2:

Phonics and Word Study (Sounds to Print)

Read words accurately and automatically according to word patterns (initial, final, medial): (a) CVCC words, (b) CCVC words (clusters and diphthongs), (c) VCV words, and (d) VCCV words.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. read words accurately and automatically, including CVCC words, CCVC words (clusters and diphthongs), VCV words, and VCCV words.

II. Development of the Lesson

A. Motivation

1. Sing the following excerpt of a popular song to the class and show the lyrics. **CVCC** words are **bold**, **CCVC** words are **bold and italicized**, VCV words are underlined, and VCCV words are **bold and underlined**.

What It Sounds Like

Huntrix from Kpop Demon Hunters

I broke into a million pieces, and I can't go **back**,
But now I'm seeing all the beauty in the broken **glass**.
The **scars** are **part** of me, darkness and harmony.
My voice without the lies, this is **what** it sounds like.

Why did I cover up the colors **stuck inside** my head?
I should've let the jagged edges meet the light instead.
Show me what's underneath, I'll **find** your harmony,
The **song** we couldn't write, this is **what** it sounds like.

2. Sing the song again and do the following actions corresponding to the different formats:
 - o CVCC words in bold – stomp
 - o CCVC words in bold and italics – gently slap table
 - o VCV words underlined – raise fist

- o VCCV words in bold and underline – clap

Depending on the learners' pace, the actions can be introduced in intervals (e.g., four different singing rounds to introduce and one altogether at the end).

B. Discussion

1. Introduce and explain the following:
 - a. CVCC (consonant-vowel-consonant-consonant)
 - b. CCVC (consonant-consonant-vowel-consonant)
 - c. VCV (vowel-consonant-vowel)
 - d. VCCV (vowel-consonant-consonant-vowel)

Provide examples for each type.

2. For CCVC and CVCC words, write examples on the board and dissect each word, taking note of the C and V pattern.
3. For VCCV and VCV words, use the "Touch and Say" method.
 - o For example, write "frozen" on the board. Underline the syllable "fro" and say /fro/, followed by the syllable "zen." Encircle "oze" and explain that this is the VCV pattern.
 - o For VCCV, for example, say "bedtime." Underline the syllable "bed" and say /bed/, followed by the syllable "time." Encircle "edti" and explain that this is the VCCV pattern.
 - o Do this again while involving the class more and letting them answer.

C. Practice

1. Read the following passage with the learners:

One Summer Day

It feels like such a wonderful day! The sun shines brightly, and the birds chirp pleasantly!

Nanay tells me our family will be going on a picnic. My older sister decides to bring the blanket, and I carry the basket. Together with Tatay, who cooked our food, we walk to the park.

The park is so beautiful! Many children are playing with each other, while some are flying kites or holding balloons. On a clean patch of grass, Nanay sets out the blanket, and my sister and I sit down. Tatay brings out the food, and I jump for joy.

"Wow, hotdog, bacon, and bread!" I say.

"Of course, your favorite food!" Tatay replies.

After we ate our food, my sister and I started playing with the other kids. We played hide and seek, my favorite game!

My sister and I decided to go back to our parents. They buy us ice cream. The ice cream is so cold, it feels frozen!

We watch the sunset happily as a band plays music near the fountain. My favorite instrument from the band is the drum because of how commanding it sounds.

After we go home, I go to bed happy about our simple trip. I am glad to be with my family, and I love them dearly.

2. Ask the learners to identify which words are VCV, VCCV, CCVC, or CVCC. This activity can be done in groups or individually, depending on the class size and pace.

D. Reflection

Ask the learners the following questions:

- What do you think about the short story *One Summer Day*?
- What did we learn today?

III. Homework

Ask the learners to identify whether the following words are VCV, VCCV, CCVC, or CVCC.

1. pencil
2. bald
3. from
4. target
5. spiker
6. wind
7. carol
8. victor
9. worn
10. glad

Afterward, ask them to choose two words to make sentences of.

Term 1:

Vocabulary and Word Knowledge (Words)

Lesson 3:

Identify high-frequency words accurately.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify high-frequency words accurately; and
2. derive meanings of high-frequency words in songs, stories, or chants from context clues.

II. Development of the Lesson

A. Motivation

Hold a group spelling bee using words from the short story below:

1. community
2. serene
3. problem

4. fauna
5. visitor
6. boulder
7. occasionally
8. breathtaking
9. discussion
10. appreciate

B. Discussion

1. Let the learners read the short story below:

The River We Share

Every Saturday morning, Leona treks to the river near her community. To reach the river, she hops past pebbles, skips past rocks, and balances on boulders. She encounters many

flora and fauna while the trees keep her cool with their provided shade.

For Leona, the serene trek clears her mind. Every time she reaches the river, she is always struck with awe. The river is a breathtaking shade of light blue. The sound of its rush is complemented by the chirping of the birds that fly above her. Nature's sound is music to Leona's ears! She savors every peaceful morning by the river. She also occasionally swims in the river's cold waters, staying refreshed.

In the past months, Leona noticed that more and more people have discovered the river. At first, she did not want to keep the river to herself. After all, nature's beauty is for everyone to enjoy! She naturally wanted more people to appreciate what she sometimes takes for granted.

However, more and more of the visitors did not seem to respect the place. There were times on Saturday mornings that the trek would be too populated. People would step on the flora along the path and disturb the fauna. They would pluck leaves and fruits from the trees.

This once serene place became less peaceful. The visitors would be loud and shout at one another while bathing in the river. Worse, they would leave their trash on the ground or throw it in the river!

Because she wanted the best for her community, she began talking to the other locals to raise the problem. The other locals agreed with her, saying that it is important to maintain the peace and cleanliness of the river.

Through this discussion, Leona and her fellow community members began teaching the visitors how to respect the place. They emphasized that everyone has a responsibility to take care of the river so it could be appreciated more.

From then on, the river went back to its serene and peaceful state. It was now refreshing for both visitors and locals alike. Leona smiled. She was happy at how she was able to change things for the better.

2. Discuss the short story using the following guide questions:
 - a. What words do you need clarification on? What words do you not understand?
 - b. What does Leona do every Saturday morning?
 - c. What did she notice as time went by?
 - d. What did she do in response?

3. Introduce the concept of high-frequency words. These are words that will frequently appear when reading a text.

C. Practice

1. In groups, ask learners to read the short story again and identify three high-frequency words from the text. For each high-frequency word, ask them to write a sentence.
2. After the time for group discussion, ask each group to present their sentence by acting it out (e.g., acting out "I swam in the **river**.").

D. Reflection

Ask the learners the following questions:

- What do you think about the short story *The River We Share*?
- What was your favorite high-frequency word discussed today?
- What did we learn today?

III. Homework

Ask the learners to read the short story:

The Little Bird

Once upon a time, there was a little bird who was smaller than her **peers**. Her wings, too, were shorter than normal. Throughout her childhood, everyone **underestimated** her. "You will never fly high!" they would say.

At first, she was not affected by their teasing. Instead, she focused on eating her **nutrients** and exercising her wings.

The time came for her and her peers to fly. But her mom did not allow her to **participate** in the **flight**. She asked her mom why she couldn't fly yet.

"Your time will come, my baby," her mom said lovingly. "Some of us need to wait longer to **soar** higher."

Thus, the little bird waited **patiently**. She again ate nutritiously and focused on exercise. There were mornings when she **enviously** watched her peers fly long **distances**.

One night, the wind blew stronger than **usual**. Some parts of the nests all around the neighborhood were falling. Baby birds were crying for their moms. The little bird knew it

was her time. She **flapped** her wings and jumped, soaring high and fast. She saved the baby birds and kept the nests intact.

After the **incident**, everyone **cheered** for the little bird. She had grown into a strong and brave bird! Her mom was very proud of her. Word around the community spread, and everyone agreed: Even if she were little, her heart was bigger than everyone else's.

Afterwards, ask them to choose five of the underlined words from the story, find their definitions, and use them in a sentence. The table below can be the template:

Word	Definition	Sentence

Term 1

Lesson 4:

Vocabulary and Word Knowledge (Words)

Use vocabulary referring to: (a) regional themes and (b) content-specific topics.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use vocabulary referring to regional themes; and
2. use vocabulary referring to content-specific topics.

II. Development of the Lesson

A. Motivation

Show and Tell: Ask the learners to bring an item with them that represents themselves or their cultural heritage. Let each learner share and explain what their item is.

B. Discussion

1. Read the passage with the learners:

Kiko and the Strong Winds of Batanes

Kiko lived on an island called Batanes, which was in the middle of the wide blue sea. The young boy lived in a traditional Ivatan house. Unlike popular wooden houses, Kiko's home had very thick stone walls and a roof made of layers of grass called *kugon*.

One afternoon, the sky turned gray. "Kiko, come inside now!" called his Grandpa Ben. "A storm is coming."

The family worked together. They brought the farm tools inside and moved their goats to a safe place. As the wind began to howl like a hungry wolf, Kiko felt safe. He knew their stone house was built to stand strong against the fiercest typhoons.

When the storm passed, the sun came out bright and warm. Kiko stepped outside and saw that their neighbor, Aling Rosa, had a broken fence because of a fallen tree branch. Kiko

and Grandpa Ben immediately went over to help her fix it.

"Thank you, Kiko!" Aling Rosa said with a smile. "The spirit of *bayanihan* is truly alive in you." Kiko smiled back. He learned that while stone walls protect us from the rain, helping one another is what makes a community truly strong.

2. Introduce Batanes to the learners by explaining where it is in the Philippines and what the common conceptions of it are.
 - If possible, show the learners real photographs of what Batanes looks like. Ask learners to describe what they see. Afterward, ask the learners to name indicators from the text that reflect the reality of Batanes (e.g., Ivatan house, farming).
 - If photographs are not possible, ask the learners to name specific information from the text that pertains to Batanes.
3. Discuss the story with the learners using the following guide questions:
 - a. Who are the characters of the story? How would you describe each one?
 - b. Why did Kiko feel safe even if the winds were strong?
 - c. Based on what Kiko did, what is the spirit of *bayanihan*? Why did Aling Rosa tell him this?

C. Practice

In groups, let the learners discuss amongst themselves their personal experiences of *bayanihan*. Afterward, let the learners choose one personal experience and share with the class through role-playing. Ensure that the dialogue is in English and uses vocabulary referring to regional themes.

D. Reflection

Ask the learners the following questions:

- What do you think about the short story *Kiko and the Strong Winds of Batanes*?
- What did we learn today?

III. Homework

Ask the learners to write three sentences about their community or neighborhood.

Term 1

Lesson 5:

Vocabulary and Word Knowledge (Words)

Use content-specific words: (a) Mathematics (basic symbols and terminologies) and (b) Science (basic terminologies).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use content-specific words in Mathematics, including basic symbols and terminologies; and
2. use content-specific words in Science, including basic terminologies.

II. Development of the Lesson

A. Motivation

Tell the learners that the class will play a game called MAMAS, which stands for Masters of Math and Science. To be MAMAS, they must show their expertise of the four basic mathematical operations and three states of matter.

The learners are initially grouped into groups of four. The instructions are as follows:

- a. When the instructor says "SUM!" the four teammates embrace each other.
- b. When the instructor says "DIFFERENCE!" only three will embrace, and the other one will stand at arm's length.
- c. When the instructor says "PRODUCT!" two groups of four will combine. Alternatively, learners will form groups of eight.
- d. When the instructor says "QUOTIENT!" the group will split into two—either to four (if coming from PRODUCT) or two (if coming from SUM or DIFFERENCE).

The groupings can be changed if the instructor says the three states of matter.

- a. When the instructor says "SOLID!" the groupings will not change.
- b. When the instructor says "LIQUID!" the group will be divided into two, and they have to quickly find another pair.
- c. When the instructor says "GAS!" all groups will break off, and the learners need to form a new group of four.

B. Discussion

1. For mathematics, ask learners to recap what the four basic math operations are. Explain to the learners how to use the terms of the basic mathematical operations in sentences.
2. Additionally, cover basic units of measurement, such as indicators for mass, length, height, and the like.
3. For science, provide information on the states of matter. Proceed then to discuss different landforms and bodies of water. This helps the learners articulate their natural surroundings.

C. Practice

1. Show learners a photograph of the Taal Volcano and introduce it to them.

2. Read the following passage with the learners:

Near the Taal Volcano

Nena is a young girl helping her mother sell fruits and vegetables in Tagaytay. In their stall, they sell fruits and vegetables by kilograms. Nena is tasked with computing the total mass of the fruits and vegetables the customers will buy.

Their stall is overlooking the famous Taal Lake and Volcano. When she was younger, Nena did not understand why it was a volcano when it did not look tall.

Nena learned that there are different forms of volcanoes. Taal Volcano is a caldera volcano. Mama told her that long ago, Taal was a much bigger volcano. After a huge eruption, the top of the mountain collapsed and created a giant bowl! It's like the bowl we use for serving cut fruits.

Nena has also seen the volcano erupt before. Mama taught Nena that the red goo Taal spits out is called "lava," but when the goo is still not out there, it's called "magma." It's like when she calls Nena "Bunso" at home, but in school, she is "Nena."

Nena thought that it is so interesting to learn about the environment around her. The Earth is so full of wonders!

3. Discuss the text using the guide questions:

- What does Nena do to help her mother sell fruits and vegetables?
- Nena compared the Taal Volcano to a bowl they use for serving cut fruits. What other comparisons can you think of?
- Nena also compared lava and magma to the different names people call her at various places. What other comparisons can you think of?

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How can we use Math and Science terminologies in real life?

III. Homework

Ask the learners to list three famous landforms or bodies of water and describe them in two sentences.

Term 1 Lesson 6:

Vocabulary and Word Knowledge (Words)

Identify words with different functions: (a) words that label actions (doing words – verbs), (b) words that describe persons, places, things, animals, events, ideas, and emotions (describing words – adjectives), and (c) words that replace persons, places, things, animals, events, ideas, and emotions (personal pronouns, interrogative pronouns, possessive pronouns, and demonstrative pronouns).

I. Learning Objectives

At the end of the lesson, the learners must be able to identify words with different functions, including:

- words that label actions (doing words – verbs),
- words that describe persons, places, things, animals, events, ideas, and emotions (describing words – adjectives), and
- words that replace persons, places, things, animals, events, ideas, and emotions (interrogative pronouns, possessive pronouns, and demonstrative pronouns).

II. Development of the Lesson

A. Motivation

The learners will play a game that resembles Pinoy Henyo. Sorted into groups, one learner from each group will pick a folded paper from a bunch. These papers contain different jobs. The learner will describe the word while the class will guess. Sample words include the following:

actor	construction worker
singer	teacher
painter	pilot
chef	mayor

B. Discussion

1. Explain to learners that most of what they used to explain the job they picked were *verbs*, *adjectives*, and *pronouns*.
2. Introduce that verbs are doing words. Verbs tell us the action that a person, animal, or thing is performing.
 - a. To further facilitate the discussion, draw a house and a school on the board and let the learners identify what actions they do at home and what actions they do at school.
 - b. Explain as well that not all verbs are action verbs. We also use linking verbs, which simply express states of being. These linking verbs are forms of the word "to be," such as "is," "are," and "am."
3. Introduce that adjectives are used to describe persons, places, things, animals, events, ideas, and emotions.
 - a. Show a picture of a mango tree. Say, "This is a tree, but you can also say that it is a tall, green, leafy tree with many mangoes." All the words describe the tree and make it more detailed.
 - b. State that there are so many adjectives that we can use! For the learners to remember better, use the five senses to enhance their adjective vocabulary:
 - i. Sight (may include color, size, shape) – bright, tiny, square, red
 - ii. Sound – loud, quiet, creaky
 - iii. Touch – soft, cold, sharp
 - iv. Smell – stinky, fresh, fragrant
 - v. Taste – savory, sweet, spicy
4. To discuss interrogative, possessive, and demonstrative pronouns: just like the jobs in the game earlier, these

types of pronouns also have their own jobs, and they replace the nouns.

- a. Interrogative pronouns are like detectives. They start and ask questions. These include "who," "whom," "whose," "what," and "which."
 - i. "Who" replaces a person as the subject of a sentence ("Who is at the door?")
 - ii. "Whom" replaces a person as the object of a sentence ("Whom is she talking to?")
 - iii. "Whose" replaces a person in possessive form ("Whose pen is this?")
 - iv. "What" replaces a thing or an idea ("What do you want for lunch?")
 - v. "Which" replaces a person or a thing when it comes to choosing ("Which color do you prefer?")

- b. Possessive pronouns show belonging. They are like owners. They replace the noun + 's. For instance, "your book" becomes "yours." "My notebook" becomes "mine." "Elena's purse" becomes "hers." "John's desk" becomes "his." Provide similar examples for "ours" and "theirs."

- c. Demonstrative pronouns are like navigators. They tell us where things are. Show the table below to further explain demonstrative pronouns.

	Near	Far
Singular	This <i>This is my table.</i>	That <i>That is your book.</i>
Plural	These <i>These are my parents.</i>	Those <i>Those are your siblings.</i>

C. Practice

1. Journal Walk: If possible, bring the listeners on a walk inside the campus. Ask them to list down what they see, hear, feel, and smell. Ask them to observe what other people are doing. Upon going back to the classroom, guide them in forming sentences out of their observations.
2. Fill It In: Ask one learner to provide an adjective. The next learner provides the noun. The next learner provides the verb, and so on and so forth, until a sentence is formed.

D. Reflection

- Ask the learners the following questions:
- What did we learn today?

- What is the purpose of using verbs in real-life conversations?
- What is the purpose of using adjectives in real-life conversations?
- What is the purpose of using pronouns in real-life conversations?

III. Homework

For the following sentences, ask the learners to encircle the pronoun, box the verb, and underline the adjective. Note that not all sentences necessarily have a pronoun or adjective.

1. The busy woman answered the phone call.
2. What color is this? That is blue!
3. The rowdy children played all day.
4. I could not understand his handwriting.
5. Is this pink, glittery bag yours?

Term 1 Lesson 7:

Vocabulary and Word Knowledge (Words)

Identify the synonyms and antonyms of words.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify the synonyms and antonyms of words.

II. Development of the Lesson

A. Motivation

1. Tell the learners that the class will play a game called "Find Your Twin and Opposite!" Each learner will be given one Word Card. Each Word Card for this activity also has a picture or icon representing the word.
2. On the go signal, the students will first find a learner who has the word with the same meaning as theirs.
3. After the class finds their partner, the instructor will then tell the class to find the word that means the opposite.
4. A sample of the set of words can be found below:

big	huge	small	tiny
hot	warm	cold	cool
ordinary	regular	unique	outstanding
lazy	idle	diligent	hardworking
clean	neat	dirty	messy
happy	joyful	sad	sorrowful

B. Discussion

1. Introduce the concept of synonyms and antonyms using the Twin and Opposite concept.
 - a. Synonyms are words that are like twins. They look different, but they have the same meaning. Examples include:
 - i. Brave and courageous
 - ii. Delicious and tasty
 - iii. Beautiful and pretty
 - b. Antonyms are words that are pulling in opposite directions. Examples include:
 - i. Push and pull
 - ii. Plus and minus
 - iii. Right and wrong
2. Provide more examples and engage the learners.

C. Practice

1. The learners will re-do the "Find Your Match and Opposite!" game. This time, the Word Cards do not have pictures.
2. Provide sentences that include synonyms or antonyms. Ask learners

to state whether the sentence has a pair of synonyms or antonyms.

- The **quick** brown fox jumped over the *slow* turtle.
- Yesterday was **hot**, but today, it's **scorching**.
- He is **diligent** in studying and **industrious** in working.
- I thought the pearl was *real*-- turns out it's *fake*!
- I don't know why, but even if I sleep **early**, I wake up *late*.

D. Reflection

Ask the learners the following questions:

- What did we learn today?

- How can we use synonyms and antonyms in real life?

III. Homework

Ask the learners to list a synonym and an antonym for each word below:

- start
- speedy
- enormous
- lengthy
- pricey
- intelligent
- loud
- strong
- construct
- friendly

Term 1
Lesson 8:

Vocabulary and Word Knowledge (Words)

Read words correctly for meaning (based on word patterns).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

- read words correctly for meaning (based on word patterns).

II. Development of the Lesson

A. Motivation

- The learners will play the Speed Read game. This game can be played in their seats or in a line. The instructor will flash Word Cards (or a manila paper with a list of words). The instructor will point/flash the word, and the learner needs to read it properly. If the learner is unable to read it, the word will be carried over to the next learner. If a learner can read it, they are done with the game and can sit down.

- A sample of the set of words can be found below:

hotpot	cake	bike	hope
step	gray	rope	whale
think	fish	leaf	sea
cloud	knee	light	station
write	cart	knit	smiling
bridge	badge	mission	nation
bike	poke	mane	rise

B. Discussion

- Recap VCV, VCCV, CCVC, and CVCC.

- Discuss the following word patterns:

- Long Vowel Patterns (CVCe)
– CVCe words have a silent E at the end, changing the vowel sound from short to long (e.g., lake, kite, nose)
- Consonant Blends – two or more consonants bunched together, but each sound can still be heard (e.g., broom, star, hand)
- Consonant Digraphs – two letters that come together to make a new sound (e.g., **chop**, **ship**, **bath**, **when**)
- Vowel Teams (diphthongs and digraphs) – two vowels that make a new sound together (e.g., **goat**, **rain**, **meat**)

- Provide more examples and engage the learners.

C. Practice

The learners will re-do the "Speed Read" game. Afterward, let the class read all the words altogether,

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why do we need to read words properly?

III. Homework

Practice reading the following words and use a dictionary to find out what they mean:

1. edge
2. pitch
3. happier
4. change

5. correction
6. presentation
7. trade
8. match
9. fetch
10. character

Term 1

Lesson 9:

Vocabulary and Word Knowledge (Words)

Write words legibly and correctly (based on word patterns).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. write words legibly and correctly (based on word patterns),

II. Development of the Lesson

A. Motivation

The learners will have a spelling game.

The following words can be used:

sign	wrist	wrap	knee
lawn	fault	mouse	boil
flight	budge	hopping	flopped
baked	design	ghost	extension
rhyme	honor	would	castle
often	knight	wrinkle	kneel

B. Discussion

1. Recap the word patterns discussed from last lesson/s.
2. Introduce the concept of ghost consonants (silent letters), where certain consonants are written but not spoken.
 - a. silent K: knee, knife, knock, knit
 - b. silent W: write, wrist, wrong, wrap
 - c. silent B: lamb, thumb, comb, climb
 - d. silent G: sign, foreign, campaign, align
 - e. silent H: hour, honest, ghastly, rhino
 - f. silent L: chalk, half, palm
 - g. silent T: listen, whistle
3. Introduce complex ending patterns, where clusters of three or four letters

appear frequently at the end of the words.

- a. Common instances include: -tch, -dge, -ight, and -tion/-sion.

4. Introduce inflectional endings, in which word patterns change when -ing or -ed are added.

- a. Doubling the consonant: hop → hopping/hopped
- b. Dropping the silent e: bake → baking
- c. Changing Y to I: happy → happier

C. Practice

The learners will re-do the spelling game. The same pool of words may be used.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What happens if we do not write words properly?

III. Homework

Read out the following words to the learners. Ask them to write them down and use them in a sentence:

1. knife
2. wrong
3. alteration
4. rhythm
5. calf
6. honor
7. wrestling
8. fasten
9. knowledge
10. foreign

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify roots of high-frequency words (nouns, verbs, and adjectives).

II. Development of the Lesson

A. Motivation

In groups of four, learners will have one ¼ sheet of short bond paper, an eraser, and coloring materials. For the first round, the learners will draw a simple house using a pencil.

After the first round, the learners will pass their paper to the person on the right. The next learner will add to the illustration using a pencil. They can add anything, ranging from something attached to the house to a background/foreground.

For the third round, the next learner will erase one thing from the illustration.

For the fourth round, the learner will color the illustration.

The rounds continue until the paper reaches the learner who drew the illustration.

B. Discussion

1. As a bridge from the motivational activity, explain that words can also function as such. When you add something to a word, it can change the meaning and function of the word. These parts are called *affixes*, and the two affixes to be discussed will be prefixes and suffixes.
2. Prefixes are added to the beginning of the word. The common prefixes are:
 - a. un- - opposite of (e.g., unhappy, unsafe)
 - b. re- - to do again (e.g., rewrite, regain)
 - c. dis- - opposite of (e.g., disappear, dislike)

- d. mis- - wrongly (e.g., misbehave, misunderstand)

Ask learners if they can give examples.

3. Suffixes are added to the end of the word. The common suffixes are:
 - a. -ful – has the characteristics of (e.g., careful, helpful)
 - b. -less – without (e.g., careless, helpless)
 - c. -ly – in a way that is (e.g., safely, lovely)
 - d. -er / -or – one who does action (e.g., actor, teacher)
 - e. -ing – ongoing action (e.g., singing, running)
 - f. -ed – past tense (e.g., created, walked)
 - g. -s / -es – more than one (e.g., boxes, cats)

C. Practice

1. Ask learners to separate the root words and identify the prefix/suffix:
 - a. learner
 - b. recycle
 - c. practical
 - d. wonderful
 - e. reboot
 - f. undefeated
 - g. colorless
 - h. measurement
 - i. brainy
 - j. lazy
2. Ask the learners to provide prefixes and suffixes for the following root words and use them in sentences:
 - a. live
 - b. love
 - c. dance
 - d. scare
 - e. slay

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the importance of identifying the roots of high-frequency words?

III. Homework

Ask the learners to identify the roots of the following high-frequency words:

1. prettiest
2. lovable
3. unhappiness
4. golden

5. singer
6. bravery
7. specialty
8. friendly
9. building
10. salty

Term 1

Lesson 11:

Grammar Awareness and Grammatical Structures (Sentences)

Identify sentences and non-sentences.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify sentences and non-sentences.

II. Development of the Lesson

A. Motivation

1. The learners will play the "Sentence Surgeon" game. Each group of learners will be given ten strips of paper containing 4 sentences and 6 fragments. A possible pool of sentences/fragments are listed below:

The humble farmer
Kiko answered the question.
What is the homework?
planted the crops.
Wash the dishes.
My friends and I
finished our group project.
The teacher
The little dog barked at the tree.
will give us a quiz.

2. The learners will "diagnose" whether the long slips contain sentences or fragments. After they sort out the sentences, they will then connect the most appropriate fragments together.

B. Discussion

1. Define what a sentence is. State that it is a group of words that expresses a complete thought.
2. Introduce the Sentence Checklist. This checklist ensures that students know how to properly write sentences:
 - a. Start – Does it start with a Big Letter?
 - b. Stop – Does it end with a punctuation mark?

- c. Story – Does it tell a whole story?

3. Explain that simple sentences contain a subject and a predicate. The subject is what the sentence is talking about (the who or what), while the predicate is what the subject is doing or being.

- a. The simplest sentences have just a subject and predicate (e.g., "The dog barks."; "I eat.").
- b. To further illustrate the concept of a sentence, provide sample sentences and let the listeners identify the subject and predicate.

C. Practice

1. Provide learners with a word pool and ask them to construct sentences.

The wizard and I	did magic tricks.
My aunt with a gorgeous voice	sings so well.
The carabao	plowed the field.
Her hair	is dark black.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why do we need to communicate in full sentences?

III. Homework

Ask the learners to identify if the following are sentences or fragments.

1. Ella is an amazing lawyer.
2. The great dancer Jenny
3. What a wonderful world!
4. Runs in reverse
5. Yours truly

Term 1
Lesson 12:

Grammar Awareness and Grammatical Structures (Sentences)

Use simple sentences to express ideas about regional themes and content-specific topics.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use simple sentences to express ideas about regional themes.

II. Development of the Lesson

A. Motivation

The learners will play a Drawing Roulette game. The learners will be in groups of four. Each student will have ¼ of a short bond paper and coloring materials.

For the first round, the learners will draw anything related to their hometown.

After the first round, the learners will pass their paper to the person on the right. On the back of the paper, the learners will now write a sentence describing what's drawn.

The rounds continue until the paper reaches the learner who drew the illustration.

B. Discussion

1. Recap with the learners what simple sentences are using the Sentence Checklist:
 - a. Start – Does it start with a Big Letter?
 - b. Stop – Does it end with a punctuation mark?
 - c. Story – Does it tell a whole story?

2. Draw from a famous regional theme in the learners' hometown and discuss it with the learners. For instance, for schools in the Luzon region, the instructor could discuss the Sierra Madre. The instructor can choose a more appropriate and/or local theme for this discussion.

3. Afterward, ask the learners what they picked up from the discussion about the regional theme.

C. Practice

1. Group learners and ask each group to discuss one theme each related to their region or hometown:
 - a. Food
 - b. Fiesta
 - c. Natural resources
 - d. Cultural practice

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to express our ideas and feelings about our region?

III. Homework

Ask the learners to list three famous landmarks in their hometown and describe them in two simple sentences.

Term 1
Lesson 13:

Grammar Awareness and Grammatical Structures (Sentences)

Use simple sentences with proper intonation (pitch, juncture, rhythm).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use simple sentences with proper intonation (pitch, juncture, rhythm).

II. Development of the Lesson

A. Motivation

The learners will play the Rhythm Game. To play the Rhythm Game, a simple sentence will be shown, and the learners need to read the sentence five times, emphasizing different words each round.

For instance, for the sentence "I want to swim today," they will stress each word on each round:

- a. I ↗ want to swim today.
- b. I want ↗ to swim today.
- c. I want to ↗ swim today.
- d. I want to swim ↗ today.
- e. I want to swim today ↗.

Other sentence samples are shown below:

- a. I love watching cartoon movies.
- b. The bat flew over us.
- c. The moon shines brightly today.
- d. I love this music genre.

This exercise emphasizes how putting stress on certain words alters the meaning and/or makes it not make sense.

B. Discussion

1. Explain that saying sentences requires or necessitates pitch. Proper intonation expresses mood, emotion, and the intended message.

- a. Falling Intonation – commands, statements
- b. Rising Intonation – for questions
- c. Fall-Rise Intonation – used to show hesitation, uncertainty, or listing items

Provide examples to further illustrate the lesson.

2. Juncture is the pause between words that can sometimes change the meaning of the sentence. For instance, the pause in "Let's eat / Kuya!" is important. Without a pause, it becomes "Let's eat Kuya!" Provide the learners with more examples that illustrate this concern.

3. The rhythm placed on certain words in sentences provides more meaning. For example, in the sentence "Stick to the plan," various emphases can add color to the sentence. Normally, it is read stressing /Stick/ and /plan/. But stressing /to/ and /the/ gives it different interpretations.

C. Practice

1. The learners will read the poem "How Many, How Much" by Shel Silverstein.

How Many, How Much By Shel Silverstein

How many slams in an old screen door?
Depends how loud you shut it.

How many slices in a bread?
Depends how thin you cut it.

How much good inside a day?
Depends how good you live them.
How much love inside a friend?
Depends how much you give them.

2. In groups, ask learners to take note of:
 - a. the pitch of each line
 - b. the pause in each line
 - c. the certain words emphasized

In their presentation, ask them to:

- a. bow their heads if the pitch falls
- b. tiptoe if the pitch rises
- c. hold out their palms during pauses
- d. stomp during words stressed

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to use appropriate pitch, juncture, and rhythm?

III. Homework

Ask the learners to note if the sentences are rising or falling in intonation:

1. What did you learn today?
2. Wow, what a nice picture of the mountain!
3. I really like bagoong.
4. When you grow up, what do you want to be?

Ask the learners to underline which words will be emphasized when spoken:

1. I didn't understand the story.
2. John wants to be an actor.
3. I love reading!
4. My mother went to the market.
5. Did you bring your costume?

Term 1
Lesson 14:

Grammar Awareness and Grammatical Structures (Sentences)

Sequence words to represent meaning in simple sentences: (a) telling sentences (declarative); (b) asking sentences (interrogative); (c) commanding and requesting sentences (imperative); and (d) exclamatory sentences.

I. Learning Objectives

At the end of the lesson, the learners must be able to sequence words to represent meaning in simple sentences, including:

1. telling sentences (declarative),
2. asking sentences (interrogative),
3. commanding and requesting sentences (imperative), and
4. exclamatory sentences

II. Development of the Lesson

A. Motivation

1. The instructor will write down these sentences on the board (or any similar variation):
 - a. Peter Piper picked a peck of pickled peppers.
 - b. How many pickled peppers did Peter Piper pick?
 - c. Peter Piper picked seven pickled peppers.
 - d. Wow! He picked so many pickled peppers!
 - e. Now you pick some pickled peppers!
2. The learners will read the sentences altogether. The instructor can also divide the class to recite the lines alternatively, like a call-and-response exercise.

B. Discussion

1. Recap the Sentence Checklist.
2. Discuss the different types of sentences:
 - a. Declarative Sentences – tell something and end with a period
 - i. I study English.
 - ii. The teacher writes on the board.
 - iii. The cat eats fish.
 - b. Interrogative Sentences – ask questions and end with a question mark
 - i. Are you okay?
 - ii. What's for dinner?

- iii. Is that yours?

- c. Exclamatory Sentences – show strong feeling and end with an exclamation mark
 - i. Hooray!
 - ii. You are so smart!
 - iii. I can't believe it!
- d. Imperative Sentences – give commands and end with a period or an exclamation mark
 - i. Please answer the following questions.
 - ii. Please be quiet.
 - iii. Clean your room.

3. Provide more examples and engage the learners.

C. Practice

1. The instructor will flash images of various items. Samples are below:
 - i. A dog eating
 - ii. A computer turned on
 - iii. A sharpened, yellow pencil
 - iv. A grandmother folding clothes
 - v. A beach with coconut trees

On the board are the punctuation marks: period (.), question mark (?), and exclamation mark (!).

When the instructor flashes the images and points to the punctuation mark, the learners (in groups) will construct simple sentences using the right punctuation mark.

2. Let's Convert: Ask learners to convert the following into various types of sentences.
 - a. Clean the classroom.
 - b. I ordered chicken with rice.
 - c. This candy tastes sweet!
 - d. What do you want for dinner?

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why do we need to know what the different types of sentences are?

III. Homework

Ask the learners to identify what type of sentences the following are:

1. This is delicious!
2. Your glasses look good.
3. Who owns this water bottle?
4. Did you finish your homework?
5. I can't believe there's a quiz today!

Term 1

Lesson 15:

Grammar Awareness and Grammatical Structures (Sentences)

Identify the parts of simple sentences (who/what, what are they doing, when/where/how) in telling sentences (declarative), asking sentences (interrogative), commanding and requesting sentences (imperative), and exclamatory sentences.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify the parts of simple sentences (who/what, what are they doing, when/where/how) in the following:
 - a. telling sentences (declarative),
 - b. asking sentences (interrogative),
 - c. commanding and requesting sentences (imperative), and
 - d. exclamatory sentences.

II. Development of the Lesson

A. Motivation

The class will play Simon Says. In addition to the rule that the learners will not follow instructions that do not include "Simon Says," they will also not follow instructions formulated as requests/questions.

B. Discussion

1. Recap that simple sentences contain a subject and a predicate. The subject is what the sentence is talking about (the who or what), while the predicate is what the subject is doing or being. The simplest sentences have just a subject and predicate (e.g., "The dog barks."; "I eat.").
 - a. To further illustrate the concept of a sentence, provide sample sentences and let the listeners identify the subject and predicate.Sentences can also contain words that qualify the action. These words answer the questions "when,"

"where," or "how." An example is shown below:

- a. I hiked Mount Daraitan last weekend. (Mount Daraitan → where; last weekend → when)
 - b. My mother diligently colored her hair brown. (diligently → how)
2. Explain to readers that other types of sentences do not necessarily follow the Subject → Predicate format.
 - a. For instance, interrogative sentence structures often start with the predicate, or it surrounds the sentence.
 - i. Are you going to the store? → you: who; are going: action done; to the store: where
 - ii. When are you going to use your computer? → you: who; are going to use your computer: action done; when → when
 - b. Subjects are usually invisible in imperative sentences.
 - i. Love yourself always. → [You]: subject, love yourself: action done; always: when
 - c. Subjects and actions may also be invisible in exclamatory sentences.
 - i. "What a funny joke!"
 - ii. "How beautiful!"

C. Practice

1. Encircle the subject (who/what), underline the predicate (what are they doing), and box the when/where/how.

- a. What a journey it has been!
- b. The waterfalls rage loudly down the mountain.
- c. What did you write in your journal today?
- d. Yesterday, the hikers quickly climbed the mountain.
- e. Don't give up.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why do we need to know the parts of simple sentences in various types of sentences?

III. Homework

Encircle the subject (who/what), underline the predicate (what are they doing), and box the when/where/how.

1. I love my hardworking mother.
2. The yellow house there is ours.
3. Wow, your grades are so high!
4. Bong loves watching movies in the cinema.
5. What are you doing on Friday?
6. Helen asked Kaye a challenging question.
7. Please clean your room later.
8. The airplane flew over us this morning.
9. This kare-kare is amazing!
10. What fish did you catch today?

Term 1

Lesson 16:

Grammar Awareness and Grammatical Structures (Sentences)

Use correct capitalization and punctuation for simple sentences (i.e., telling sentences (declarative), asking sentences (interrogative), commanding and requesting sentences (imperative), and exclamatory sentences)

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use correct capitalization and punctuation for simple sentences, such as in:
 - a. telling sentences (declarative),
 - b. asking sentences (interrogative),
 - c. commanding and requesting sentences (imperative), and
 - d. exclamatory sentences.

- b. What is your favorite Filipino food
- c. This sorbetes is so delicious
- d. My pencil is broken
- e. When is your hometown's fiesta

Note: If space is not adjustable, the learners can instead raise their fists for a period, shrug for a question mark, or raise their finger for an exclamation mark.

II. Development of the Lesson

A. Motivation

The instructor will write big punctuation marks (.), (!), and (?) on the board.

If possible, the learners will stand and move the chairs to the side. The instructor will say a sentence (with a neutral tone, if needed for additional difficulty), and the learners will line up in front of the punctuation mark most appropriate for the sentence.

Examples:

- a. Go home

B. Discussion

1. Recap the different types of sentences. Emphasize which punctuation marks correspond with the sentence types:

- a. Declarative Sentences – tell something and end with a period
- b. Interrogative Sentences – ask questions and end with a question mark
- c. Exclamatory Sentences – show strong feeling and end with an exclamation mark
- d. Imperative Sentences – give commands and end with a period or an exclamation mark

2. Emphasize that the start of sentences is always capitalized, alongside proper nouns. Examples to share with the class include:

- a. **T**he boy and his family went to **M**anila.
- b. **E**rica is an avid fan of **R**egine **V**elasquez.
- c. **D**o you listen to **BINI**?
- d. **S**top the car!
- e. **D**on't pause the music.

C. Practice

Ask the learners to read the passage and rewrite according to correct capitalization and punctuation.

The Singing Boy

ray likes to sing since he was young? he Always wanted to be a Singer when he grows up.

"i Want to be like gary Valenciano!" he would say. But his parents think Music is a distraction from his studies? Because of this, They always tell him to study hard instead.

when he told his sister about his problem, His sister supported him. because of his sister's support, he felt brave enough to Join the school contest? he eventually won and he also got good grades because he also studied well.

this accomplishment made ray's Parents realize he can balance his passion and school. They decided to support him and help him achieve his dreams?

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to use correct capitalization and the most appropriate punctuation marks?

III. Homework

Rewrite the following sentences using proper capitalization and punctuation:

1. wow what a Fun activity
2. can I have this dance.
3. Brenda has long Hair?
4. excuse me, please Let me pass
5. the volcano stood Tall

Term 1

Lesson 17:

Grammar Awareness and Grammatical Structures (Sentences)

Identify in a compound sentence: (a) the two independent clauses in a compound sentence; (b) the joining word in a compound sentence (coordinating conjunction); (c) the doers and the actions in the two clauses.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. Identify in a compound sentence the following:
 - a. the two independent clauses in a compound sentence,
 - b. the joining word in a compound sentence (coordinating conjunction), and
 - c. the doers and the actions in the two clauses.

II. Development of the Lesson

A. Motivation

1. Introduce the lesson with a game called "The Sentence Train Match-Up."

2. Prepare flashcards of short, complete sentences (Independent Clauses) and separate small cards with joining words: and, but, or.
3. Distribute these cards to different learners.
4. Tell the learners: "Class, our sentence train cars are uncoupled! We need to bring two complete thoughts together using our special connector cars (joining words) to make a long Compound Sentence Train!"
5. Have two learners with complete thoughts stand on opposite sides of a learner holding a joining word (e.g., Learner 1: "The sun is hot," Learner 2: "but," Learner 3: "the wind is cool").

6. Read the combined sentence aloud as a class via choral reading.

B. Discussion

1. Explain that a compound sentence is like two complete sentence tracks joined together by a bridge. Introduce the three major parts:
 - a. Independent Clauses: A big name for a simple sentence. It has a complete thought, a doer, and an action. A compound sentence always has two of these.
 - b. The Joining Word (Coordinating Conjunction): The bridge that connects them. For Grade 3, focus on FANBOYS anchors: and (adding ideas), but (contrasting ideas), and or (choices).
 - c. The Doers (Subject): Who or what is performing the action in the clause.
 - d. Action (Verb): What the doer is doing.
2. Write this local, context-friendly example on the board to dissect it with the class:
 - a. Kuya Pedro catches fish, and Aling Rosa sells them in the market.
3. Dissect the sentence step-by-step using colors or shapes:
 - a. Step 1: Find the joining word. Circle the word and.
 - b. Step 2: Split into two independent clauses:
 - Clause 1: Kuya Pedro catches fish.
 - Clause 2: Aling Rosa sells them in the market.
 - c. Step 3: Identify Doers and Actions in both sides.
 - In Clause 1: The Doer is Kuya Pedro; the Action is "catches."
 - In Clause 2: The Doer is Aling Rosa; the Action is "sells."

C. Practice

1. Ask the learners to read the following short passage:

The Barangay Fiesta

The morning bell rings, and the children run outside. The boys decorate the plaza, but the girls fix the colorful banderitas. Mang Juan cooks delicious adobo while he bakes sweet rice cakes for the guests. The visitors arrive early, and they happily greet the locals.

2. In small groups, ask the learners to analyze the sentences from the story. Provide them with a worksheet or chart to break down the compound sentences like this:

Compound Sentence	Clause 1 (Doer → Action)	Joining Word	Clause 2 (Doer → Action)
The morning bell rings, and the children run outside,	bell → rings	and	children → run

Do the same for the next sentences.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What are the three things we need to find to make sure a sentence is a compound sentence?
- Why do you think joining words are important when we speak or write?

III. Homework

For the following compound sentences, ask the learners to do the following:

1. Draw a bracket [] around the two independent clauses.
2. Put a triangle around the joining word.
3. Underline the doer and box the action in both clauses.
4. Sentences:
 - The carabao plows the muddy field, and the farmer plants the rice seeds.
 - We wanted to play basketball outside, but the heavy rain started to fall.
 - You can study your reading lesson, or you can practice your math counting.
 - Maya sings a beautiful song, and her brother plays the guitar.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. apply correct capitalization rules in compound sentences (starting letter of the sentence, proper nouns, and the pronoun "I");
2. use the comma (,) and coordinating conjunction (and, but, so) in the correct sequence;
3. place the correct ending punctuation mark at the end of a compound sentence; and
4. proofread and correct improperly punctuated and capitalized compound sentences.

II. Development of the Lesson

A. Motivation

1. Draw two separate train cars on the board:
 - a. **Train Car 1:** [we went to the market]
 - b. **Train Car 2:** [i bought yellow mangoes]
2. Ask the learners: "Class, if these two train cars are carrying passengers, can they run safely if they are completely uncoupled with lowercase letters?" (No, they will roll away!)
3. Tell the learners: "To link these two train cars into one long, safe train, we need to apply our three **Rules of the Road**:
 - a. Turn on the green headlights (Capitalize the first letter of the train).
 - b. Add the coupling link (Put a comma, right before our joining word).
 - c. Put up the red stop sign (Put a period . at the very end of our journey).
4. Invite a volunteer to come up and "fix" the train cars on the board: We

went to the market, and I bought yellow mangoes.

B. Discussion

Explain that writing a compound sentence correctly is like following a recipe. If we skip a step, the sentence falls apart. Let's look at our master checklist:

a. **Rule 1: The Green Headlight (Capitalization)**

- i. **The Start:** Always capitalize the very first letter of your compound sentence.
- ii. **Special Names (Proper Nouns):** Capitalize the names of specific people (like *Lito*, *Teacher Maria*), places (like *Manila*, *Laguna*), or days of the week.
- iii. **The Pronoun "I":** The letter **I** is super proud. Whenever it stands alone in a sentence, it **must** be a capital letter, even if it is in the middle of the sentence!

b. **Rule 2: The Soft Brake (The Comma ,)**

- i. When we join two complete thoughts together using *and*, *but*, or *so*, we **must** place a comma **directly before** the joining word.
- ii. Think of the comma as a soft brake—it tells the reader to take a tiny breath before the next thought begins.

c. **Rule 3: The Red Stop Sign (Ending Punctuation)**

- i. Since a compound sentence is now one big sentence, you only need one ending punctuation mark at the very end of the second clause (usually a period). Do not put a period in the middle of the sentence!

C. Practice

Have the learners open their writing notebooks. Write these four "broken" compound sentences on the board. Ask the learners to copy them and rewrite them with correct capitalization, commas, and periods.

- a. she swept the floor so the room became clean
- b. my brother likes chocolate and I prefer vanilla ice cream
- c. we wanted to go to manila but the bus was full

- d. angie finished her homework early so she played outside

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to use correct capitalization and punctuation marks?

III. Homework

Rewrite the following sentences using proper capitalization and punctuation:

1. kuya marc planted tomato seeds and he watered them daily
2. we wanted to swim in the beach but the wind was too strong
3. mother baked fresh bread so I set the dining table
4. ben lives in davao city and lina lives in dipolog
5. the baby was crying so i sang a lullaby

Term 1

Lesson 19:

Grammar Awareness and Grammatical Structures (Sentences)

Identify discourse markers for a given text type: (a) Time order and procedural, (b) Description, and (c) Explanation.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify discourse markers for a given type:
 - a. time order and procedural;
 - b. description; and
 - c. explanation.

II. Development of the Lesson

A. Motivation

Arrange Yourselves: Divide learners into groups. Ask each group to line up. When the instructor gives a prompt, the learners must rearrange themselves based on the prompt. Prompts may include:

- a. Alphabetical order of first name
- b. Birthday (without thinking of the year)
- c. Alphabetical order of middle name

B. Discussion

1. Define discourse markers. These are like signposts that help organize speech or writing. They tell readers or listeners how the different parts of a conversation or story fit together. In this sense, they serve as bridges too, connecting ideas to each other.

2. Explain the different types of discourse markers:

Time order and procedural markers tell us the order of steps in a process or a sequence of events.

- Examples include: First, Next, Then, After that, Finally.

Description markers help add more detail to a person, place, or thing.

- Examples include: For example, For instance, Such as, In addition, Also.

Explanation markers help explain why something happened.

- Examples include: Because, So, Therefore, As a result, This means.

C. Practice

1. Ask learners to read the following passage and identify the used discourse markers. Underline the text for time order and procedural, encircle for description, and box for explanation.

How to Cook Pork Sinigang

Pork sinigang is a staple Filipino dish. Because of its unique mix of sour and savory flavors, it has become famous internationally as well. In addition, the broth is so flavorful that it brightens one's day. For instance, sinigang during the rainy season can help boost your energy!

To cook pork sinigang, first, we prepare the ingredients such as pork, tamarind, and vegetables. We use fresh tamarind because it gives the best sour taste.

Then, boil the fresh tamarind in a small pot with a little water until the shells crack and the fruit becomes soft. Mash the tamarind with a fork and strain the juice. Set the sour juice aside.

Next, sauté the onions and tomatoes in a big pot. Add the pork and cook until it turns light brown.

Once the pork is light brown, pour in the rice wash. Let it simmer for about 30–40 minutes until the pork is very soft. In addition, the pork's fat makes the broth rich,

After that, add the tamarind juice you made earlier. Taste it to see if it is sour enough!

Following that, drop in the radish and string beans. Cook for 3 more minutes.

Finally, add the kangkong leaves and season with a little fish sauce (patis). Serve it hot with rice! Because it was cooked with love, it will be much more delicious, for sure!

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to add appropriate discourse markers when we speak or write?

III. Homework

Ask the learners to write their morning routine in 4-5 sentences using discourse markers.

Term 1

Lesson 20:

Comprehending and Analyzing Text (Discourse)

Read grade level sentences with appropriate speed, accuracy, and expression.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. read grade level sentences with appropriate speed, accuracy, and expression.

- c. Clouds group – slow and lazy; will read lines slow and dragging
- d. Hikers group – excited and joyful; will read lines with high energy and actions

II. Development of the Lesson

A. Motivation

Group the readers into four: the Sierra Madre group, the Waves group, the Clouds group, and the Hikers group. Each group will have a distinct tone/persona:

- a. Sierra Madre group – ancient and protective; will read lines in a strong, clear voice
- b. Waves group – playful and rhythmic; will read lines fast and with a high pitch

Where the Mountains Meet the Sea

ALL: Mabuhay! Welcome to Dingalan, where the green hills touch the blue sky and kiss the ocean!

SIERRA MADRE: I am the great mountain range. I am covered in thick forests. I stand tall against the wind.

WAVES: Splash! Crash! We are the waves of the Pacific. We are blue, salty, and never stop moving!

CLOUDS: We are the clouds that hover over Dingalan. We drift slowly over the hills. The sun shines too brightly for us to provide cover.

HIKERS: Look at the view! Are we standing on a cloud? No! We are at the view deck! What a trail!

CLOUDS: Did someone say our name? I want to take a nap on the mountaintops. It must be nice not to move like Sierra Madre.

SIERRA MADRE: I am not lazy. I watch over the Feeder Port. I protect the boats from the big storms. I am the wall of Luzon.

WAVES: We race to the white beach. We tickle the toes of the children. Hihihi! Swoosh! Then we go back to the deep.

HIKERS: Let's hike to the Lighthouse! Is it far? Our legs are tired, but our hearts are very happy!

ALL: Dingalan is beautiful! Dingalan is our home!

B. Discussion

1. Emphasize that sentences can express different emotions and feelings. You may use the five Inside Out emotions to illustrate: Joy, Disgust, Sadness, Fear, and Anger. Ask the learners to differentiate the emotions and provide sample sentences.
2. Explain as well that, like animals, sentences can also be said fast and slow. Just like how leopards run, surprised and happy sentences are usually spoken fast. And just like how turtles move, sad and bored speakers may speak slower than usual.

C. Practice

Group the readers into four: the Wise Turtles, the Naughty Monkeys, the Tropical Trees, and the Hungry Crocodiles. Each group will have a distinct tone/persona:

- a. Wise Turtles – patient, calm, and smart; will read their lines slowly and clearly with a steady voice
- b. Naughty Monkeys – fast, loud, and teasing; will read their lines fast using a high-pitched voice
- c. Tropical Trees – tall and observant; will read their lines with a gentle firmness
- d. Hungry Crocodiles – grumpy and scary; will read their lines with a deep voice and stretched words.

The Monkey and the Turtle

ALL: In the green jungles of our land, a story begins by the river sand!

TREES: The leaves sway. The sun is hot. First, the friends find a prize in this spot!

MONKEYS: Look, look! A banana tree! It is floating in the river. It belongs to me!

TURTLES: Wait, friend. Let us share. We can cut it into two. That is fair.

CROCODILES: Grumble... mumble... I am watching from the mud. Do not fall in with a heavy thud! Or else I'll eat you up!

MONKEYS: I want the top! It has the tree's leaves. It is beautiful like a crown! I will plant it high on the hill.

TURTLES: I will take the bottom. It has the roots. I will plant it deep in the dirt. Roots make the tree grow.

CROCODILES: Time passes slowly. The sun goes down. Who will wear the winner's crown?

TREES: The weeks go by. The rain falls down. One tree is green, and one tree is brown.

MONKEYS: Oh no! My leaves are dry! My tree is dead! Why did I pick the top instead?

TURTLES: Look at my tree. It is tall and strong. I will have bananas all day!

ALL: Patience is better than being fast. The one who thinks is the one who will last!

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why do we need to read sentences with the appropriate speed, delivery, and expression?

III. Homework

Read the following sentences and identify the expression that matches the emotion of the sentence:

JOY	SADNESS	ANGER	DISGUST	FEAR
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1. Ew, the restroom smells bad!
2. Why did you step on me?!
3. My favorite basketball team lost.
4. I'm afraid the typhoon will be strong.
5. Don't go swimming at night, please.
6. Yes, I got a high score!
7. Nanay is cooking tinola later!
8. I think I'm sick.
9. Oh, did you not like the gift I gave you?
10. Don't bully him!

Term 1**Lesson 21:****Comprehending and Analyzing Text (Discourse)**

Comprehend stories: (a) Note important elements from stories (characters, setting, events), (b) Sequence at least five events, (c) Identify the problem and solution in stories, (d) Infer the character's feelings and traits, (e) Relate story events to one's experience, (f) Identify cause and effect of events, (g) Predict possible ending, and (h) Give a summary.

I. Learning Objectives

At the end of the lesson, the learners must be able to comprehend stories, including:

1. note important elements from stories (characters, settings, events);
2. sequence at least five events;
3. identify the problem and solution in stories;
4. infer the character's feelings and traits;
5. relate story events to one's experience;
6. identify cause and effect of events;
7. predict possible ending; and
8. give a summary.

II. Development of the Lesson**A. Motivation**

Tell the learners the class will be detectives! They will solve "The Case of the Missing Golden Trophy." Each group will be given a case file, and the fastest group to solve the case will win. The case details are as follows:

The school's golden trophy for "Cleanest Classroom" has disappeared from the Principal's office! It happened during the 10:00 AM recess. Ate Baby was able to notice it at 10:10 AM.

The suspects are as follows:

Teacher Tess	She was seen carrying a stack of papers near the office at 9:50 AM
Ate Baby (janitor)	She was mopping the hallway outside the office at 10:10 AM before she noticed the trophy was gone
Santi (student)	He was seen running to the canteen at 10:00 AM
Maya (class president)	She was seen holding a polisher and leaving the office with her bag at 10:05 AM
Kuya Ben (guard)	He went to the restroom at 10:05 AM
Madam Principal	She was last seen talking to Maya at 10:00 AM

What happened to the trophy?

B. Discussion

1. Define what a story is. Link it to when the learners tell their parents about their day or when they tell their friends what they did for the weekend.
2. Discuss the elements of a story:
 - a. Characters are the people or animals in the story. The focus of the story is called the main character.
 - b. Setting is the place and time of the story,
 - c. Plot/Events are what happens in the story. It includes the problem (conflict) and the solution.
3. Recap the story "The River We Share" discussed in an earlier lesson.

The River We Share

Every Saturday morning, Leona treks to the river near her community. To reach the river, she hops past pebbles, skips past rocks, and balances on boulders. She encounters many flora and fauna while the trees keep her cool with their provided shade.

For Leona, the serene trek clears her mind. Every time she reaches the river, she is always struck with awe. The river is a breathtaking shade of light blue. The sound of its rush is complemented by the chirping of the birds that fly above her. Nature's sound is music to Leona's ears! She savors every peaceful morning by the river. She also occasionally swims in the river's cold waters, staying refreshed.

In the past months, Leona noticed that more and more people have discovered the river. At first, she did not want to keep the river to herself. After all, nature's beauty is for everyone to enjoy! She naturally wanted more people to appreciate what she sometimes takes for granted.

However, more and more of the visitors did not seem to respect the place. There were times on Saturday mornings that the trek would be too

populated. People would step on the flora along the path and disturb the fauna. They pluck leaves and fruits from the trees.

This once serene place became less peaceful. The visitors would be loud and shout at one another while bathing in the river. Worse, they would leave their trash on the ground or throw it in the river!

Because she wanted the best for her community, she began talking to the other locals to raise the problem. The other locals agreed with her, saying that it is important to maintain the peace and cleanliness of the river.

Through this discussion, Leona and her fellow community members began teaching the visitors how to respect the place. They emphasized that everyone has a responsibility to take care of the river so it could be appreciated more.

From then on, the river went back to its serene and peaceful state. It was now refreshing for both visitors and locals alike. Leona smiled. She was happy at how she was able to change things for the better.

4. Ask the learners:

- a. Where did the story take place?
- b. Who are the characters?
- c. What is Leona like? What does she care about? Why did she feel this way?
- d. What is the problem of the story?
- e. How was the problem solved?

5. Ask the learners to arrange the following events according to the story:

- a. Leona and her fellow community members taught the visitors how to respect the place.
- b. Leona noticed that more and more people have discovered the river, but they were disturbing the peace.
- c. Leona told the other locals her concern about the visitors.
- d. The river went back to its serene and peaceful state.
- e. Leona treks to the river near her community every Saturday morning.

C. Practice

1. Read the passage with the learners:

Likaman's Revenge

Once upon a time, in a remote town called Likaman, there lived a tight-knit community led by Datu Sakim. Before he became the datu, Sakim was known by the community as a friendly and funny person. Because of this, everyone was excited for him to become the datu.

But the community did not expect his attitude as a datu. When he decides, he only thinks about himself. He would not think about the community members. He even ignores the babaylan, disrespecting tradition. When the farmers harvest their crops, Datu Sakim takes all the best ones for himself. He takes more than he needs, and the community starves instead.

One day, Datu Sakim wanted the community to cut down their tall coconut trees. "I need a place to store all my food. Cut down these trees and build me a bigger house!" he commanded.

The community decided it was enough. Instead of cutting down the trees, they marched to his house.

"We can't take this anymore," said the babaylan.

"What do you mean? I am datu, you should follow me!" the datu replied.

"A real datu should respect the people," Tino, one of the elders, said.

Datu Sakim was cornered. He did not know what to do. The people threw him out of the community and did not allow him to come back. Because of this, the community of Likaman became happier. They made sure to never recognize a selfish datu.

2. Ask the learners the following questions:

- a. Where did the story take place?
- b. Who are the characters in the story? What are they like?
- c. Can anyone give a recap or summary of what the story is about?
- d. What problem does the community face?
- e. What did they do to solve the problem?
- f. What did you learn from the story?

3. In groups, ask the learners to provide an alternate ending to the story. Let the learners role-play to share their answer.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What did you like most about *Likaman's Revenge*? What did you not like?
- What is the importance of understanding short stories?

III. Homework

Ask the learners to arrange the following events based on the story "Likaman's Revenge":

1. The people threw Datu Sakim out of the community and lived happier.
2. Sakim was known as a friendly and funny person.
3. When he became datu, Datu Sakim decided for the community and took all the good crops.
4. Datu Sakim wanted the community to cut down coconut trees for a bigger house for him.
5. The people marched to Datu Sakim's house.

Term 1

Lesson 22:

Comprehending and Analyzing Text (Discourse)

Comprehend informational texts: (a) Note at least five significant details in informational texts, (b) Identify problem and solution, (c) Identify text types: (1) Time order and procedural, (2) Description, (3) Explanation, and (d) Draw conclusions.

I. Learning Objectives

At the end of the lesson, the learners must be able to comprehend informational texts, particularly to:

1. note at least five significant details in informational texts;
2. identify problem and solution;
3. identify text types:
 - a. time order and procedural,
 - b. description, and
 - c. explanation; and
4. draw conclusions.

II. Development of the Lesson

A. Motivation

Hold a trivia game in groups.

1. What do you call the protective blanket of air around the Earth?	a. ocean b. atmosphere c. Sierra Madre d. greenhouse
2. What do you call the long-term heating of the Earth?	a. climate change b. La Niña c. drought d. earthquake
3. What causes rice fields to crack and carabaos to get thirsty?	a. tag-init or El Niño b. habagat or monsoon c. high tide d. mangroves
4. When the oceans get warmer, what melts into the sea?	a. beaches b. icebergs c. rain d. cliffs

5. The 3Rs stand for Reduce, Reuse, and ____?	a. Rejuvenate b. Revive c. Restore d. Recycle
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B. Discussion

1. Define what informational texts are. Explain that they are used to inform or teach readers about specific topics. Informational texts are based on facts. They also help learners identify why things happen in nature (e.g., cause and effect/problem and solution).
2. Recap the difference between time order and procedural, description, and explanation.

C. Practice

1. Read the following text:

Our Changing World

The beautiful Philippines is known for its bright sunshine and blue seas, but lately, our "Home" is catching a fever. This fever is called climate change.

The Earth has a protective blanket of air called the atmosphere. Because we burn too much coal for electricity and use many cars that release smoke, this blanket is becoming too thick. This thick blanket traps the sun's heat like a giant greenhouse, making our islands much hotter than they used to be. Because of this, the

balance of our nature is changing, and this is a big problem for everyone from the mountains of the Sierra Madre to the shores of Tawi-Tawi.

This "fever" causes a chain of events that we can see in our own backyards. First, the oceans get warmer, which makes the ice in far-away cold countries melt into the sea.

Next, the sea level rises, and during high tide, the saltwater starts to reach the streets of our coastal barangays.

Then, the weather becomes unpredictable. Sometimes, the tag-init and El Niño season is so dry that the rice fields crack and the carabaos get thirsty.

After that, when the habagat or monsoon comes, the storms become much stronger and cause heavy flooding in our schools and homes. Because of pollution, the flood also worsens.

Finally, this affects our food because the fish move to deeper, cooler waters where our fishermen cannot easily reach them.

We can still help our country "cool down" and find a solution. We can plant more trees like the mangroves along the shore because these green heroes breathe in the gases that make the blanket thick. We can also practice the "3 Rs"—Reduce, Reuse, and Recycle—so that we produce less trash that ends up in our rivers. We can also tell our government officials to discuss climate change more seriously. When we protect our environment, we are also protecting our future and our beautiful Filipino home.

2. Ask the learners the following questions:
 - a. What significant details can you get from the text?
 - b. What is the problem described in the text?
 - c. What is the solution described in the text?
3. In groups, ask the learners to identify which parts of the text are in time order/procedural, description, and explanation.
4. Ask the groups to also fill in the blanks:
 - a. Because of _____, the world _____.The Philippines

experiences _____,
_____, and _____. To
combat this, we can
_____, _____, and
_____.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to comprehend informational texts?

III. Homework

Read the passage and answer the following questions:

Lake Sebu: The Sparkling Gem of the South

High in the mountains of South Cotabato is a peaceful place called Lake Sebu. It is a large, blue lake surrounded by green hills. This is the home of the T'boli people. They are famous for weaving a beautiful cloth called T'nalak, which is made from abaca fibers and colored with natural dyes from roots and leaves.

One of the most exciting things in Lake Sebu is the group of seven waterfalls. The water comes from the high mountains. Because the water falls from such a great height, it creates a very strong mist and a loud sound that you can hear from far away.

The T'boli weavers are very patient. They follow these steps to make their famous cloth. First, they harvest the abaca plant and strip the fibers to make thin threads. Next, they tie small knots in the threads to create secret patterns. Then, they boil the threads in pots filled with colors from plants and barks. Finally, they weave the threads together on a loom to finish the T'nalak.

Sometimes though, there are too many fish pens (cages) in the lake. If the lake gets too crowded, the water becomes dirty, and the fish cannot breathe. Because of this, the local government and the T'boli people work together to limit the number of fish pens. They clean the lake regularly because they want the water to stay fresh for the fish and the people.

1. List five significant details from the text.
2. Identify a problem stated in the text and provide the solution they said.
3. List the third step of T'nalak weaving.

Term 1
Lesson 23:

Creating and Composing Text (Discourse)

Use common expressions and polite greetings appropriate to a given situation.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use common expressions and polite greetings appropriate to a given situation.

II. Development of the Lesson

A. Motivation

The learners will play the Greeting Game. The class will be divided into four groups. When the instructor says, "How are you, Group _?" That specific group will stand and say, "I'm fine, thank you. How about Group _?" The game will continue until only one group remains.

B. Discussion

1. Discuss how important it is to use polite greetings in different situations.
2. Explain the use of the following greetings:
 - a. Good morning/afternoon/evening/night
 - b. Nice to see you!
 - c. How are you?
 - d. See you later/next time.
 - e. Thank you. → You're welcome.
 - f. I am sorry. → I forgive you.
 - g. Please
3. Explain the use of the following expressions:
 - a. Hold your horses!

- b. I'm over the moon!
- c. I'm all ears.
- d. Break a leg!
- e. Do you need a hand?
- f. I feel under the weather

C. Practice

In groups, ask the learners to role-play a situation that necessitates the use of the following expressions:

- a. Good afternoon.
- b. How are you?
- c. I'm all ears.
- d. I'm sorry.
- e. Do you need a hand?
- f. See you next time.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the importance of using appropriate expressions and greetings?

III. Homework

Ask the learners to identify what expressions they will use in the following situations:

1. Your friend says she has a problem
2. Your classmate will sing in the school program.
3. You are greeting your teacher when you arrive at school.
4. You are telling your mom you feel sick.
5. Your classmate dropped your pencil and he said sorry.

Term 1
Lesson 24:

Creating and Composing Text (Discourse)

Use own words in retelling myths, legends, fables, and narrative poems.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use own words in retelling myths, legends, fables, and narrative poems.

II. Development of the Lesson

A. Motivation

The learners will play (a modified version of) the Taboo Game in four groups.

In this game, the explainers will be given a compound word. They must explain without using any part of the word. Half of the group will be the guessers and half of

the group will be the explainer. Sample words are as follows:

laptop	armchair	laptop	fingernail
volleyball	textbook	superhero	raincoat
firework	rainbow	sunglasses	newspaper

B. Discussion

1. Define myths, legends, fables, and narrative poems.
 - a. Myths explain big questions about the world. They often involve gods, goddesses, or supernatural beings.
 - b. Legends are tied to real things. They often explain how towns, mountains, or fruits got their names.
 - c. Fables are short stories with animals as characters. Their goal is to teach a lesson.
 - d. Narrative poems are stories told in the structure of poems. They have rhythm, rhyme, and stanzas.
2. Read the following myth, legend, fable, and narrative poem

The Myth of the Lights

Long, long ago, when the world was brand new, the sky was very dark. There were no lights to guide the people at night, and during the day, the world was gray and cold.

Bathala, the great Sky Spirit, looked down at the world and saw that the people were bumping into trees and losing their way. He wanted to make the world easier for them.

First, Bathala took small, glowing embers from his forge and threw them into the sky. They sparkled like tiny, happy fireflies. These became the stars. But the stars were too small to light up the whole world.

Next, Bathala created a silver lamp. He hung it high in the sky. This was the moon. The moon was beautiful, but it was soft and quiet, and it could not warm the cold earth.

Finally, Bathala made a giant, golden orb. He poured all his power into it, making it hot and bright. He tossed it into the center of the sky. This was the sun. Now, the people had light to work during the day, the moon to watch over them at night, and the stars to wish upon.

The Legend of the Makahiya

Once upon a time, there was a stray tree growing in the forest. It was beautiful. Its leaves

were lush and green. Its flowers were violet and sparkled like the stars. Because of this, the tree became boastful.

Once, it rained hard. The industrious ant that was collecting food got stranded. The ant climbed the stray tree to be safe.

The tree got mad at the poor ant. It swayed its branches, and the ant fell into the water. The firefly felt bad for the ant. It plucked a leaf and gave it to the ant.

Diwata, the forest fairy, saw everything. The fairy rewarded the firefly by giving it light. Meanwhile, Diwata punished the boastful tree. It became small. It lost its beauty, and its lush leaves became thorns. Now, the small plant folds its leaves when it is touched.

The Moth and the Flame

One warm, dark night, a little *gamugamo* (moth) was flying around his house. He was young, curious, and loved bright things.

Suddenly, he saw a beautiful, dancing light on the table. It was a tall candle!

The little moth flew closer. "Oh, how bright! How warm! It looks like a little star made just for me!" he whispered.

Just then, his elder—a wise, old moth—flew down and blocked his path. "Stop! Do not go near that flame," the wise moth warned. "It looks beautiful, but it is dangerous. It will burn your wings if you fly too close."

But the little moth was stubborn. "You are just old and scared," he thought. *Wait, let me just take one little look.* He fluttered closer and closer. The heat grew stronger.

Suddenly, he felt his wing get too hot! *Snap!* He fluttered away just in time, but his wing was singed and sore. He finally understood why the elder wanted him to stay away.

Caloy's Dreams

There was once a boy named Caloy,
Who lived in joyous Hagonoy.

His simple heart had just one wish,
To spend his days and catch some fish.

He went to sea with his father,
To watch, learn, and not to bother.

And when he grew up, the time came
For him to fish and do the same.

But upon collecting his net,
Nothing was there but sad regret!

Yet even then, he tried again,
And lo and behold, he got ten!

"Never give up" is what he learned,
For him to get all that he yearned.

3. Ask the following questions for each story:
 - a. Who are the characters? What is the setting? What are the events?
 - b. For the myth: What is the myth about?
 - c. For the legend: What is the legend about? How did the Makahiya come to be? What is the moral of the story?
 - d. For the fable: What animal is the character? What is the moral of the story?
 - e. For the narrative poem: What did Caloy want to be? What problem did he face? How did he solve it?

C. Practice

1. Ask the learners to summarize the stories in their own words.
2. For further practice, assign the learners to groups. Assign each group with a story and have them roleplay the assigned story.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What do myths and legends tell us about the world?
- Why do you think fables use animals?
- What are your thoughts on narrative poems?

III. Homework

Choose one of the stories and write an alternate ending. Write the new ending in 3-5 sentences.

Term 1 Lesson 25:

Creating and Composing Text (Discourse)

Express ideas about one's experiences, including regional themes and content-specific topics.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. express ideas about one's experiences, including regional themes and content-specific topics.

II. Development of the Lesson

A. Motivation

The learners will play Pinoy Henyo. The learners will be in three groups, with one person guessing. To win, the groups must get all four words. If many groups get all three words, the group who guessed the fastest wins.

Banaue Rice Terraces	Mount Apo	Boracay
Tandang Sora	Jose Rizal	Gabriela Silang
Chicken Inasal	Bicol Express	Sisig
tarsier	carabao	eagle

B. Discussion

Frame the discussion using the I-We framework. Start by asking them to

narrate a memory (e.g., "Tell me about a time you experienced a storm" or "Tell me about a time you went to the market"). Connect that memory to their hometown or province, and you can also ask other learners if they have similar experiences.

C. Practice

For practice, do the reverse. Show the learners relevant regional news or facts and ask them to express their ideas.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the importance of articulating and expressing thoughts about your experiences?

III. Homework

Complete the following sentences:

1. The famous landmark I want to see from my region is _____.

2. One thing I want to do for my community is to _____.
3. During fiesta, my favorite thing to do is _____.

Write your thoughts about the following concepts:

4. Kapit-bisig
5. Lechon

Term 1

Lesson 26:

Creating and Composing Text (Discourse)

Use basic sight words, high frequency, and content-specific words.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use basic sight words, high frequency, and content-specific words.

II. Development of the Lesson

A. Motivation

Hold a spelling bee for learners in groups. Use Grade 3 level-appropriate sight words for this motivational activity. Essentially, this activity is a review of their first lesson/topic.

Easy	Medium	Hard
try	about	together
small	better	laugh
drink	carry	draw
eight	clean	keep
fall	done	pick
warm	grow	today
seven	never	hold
got	long	hurt
six	only	myself
own	shall	light

B. Discussion

1. Recap Grade 3 level-appropriate sight words. Read each word aloud and ask the learners if they remember what the words mean.
2. Ask the learners to use them in sentences.

3. Read the following text:

The Philippines and Its Many Islands

The Philippines is a beautiful archipelago located in Southeast Asia. An archipelago is a large group of islands surrounded by the ocean. Did you know that our country has more than 7,000 islands?

Some islands are large, like Luzon and Mindanao. Other islands are very small. Because we live on islands, the coast is never

too far away. Many people live near the shore and catch fish for their families.

Traveling between the islands can be an adventure! You could ride a fast plane or a big ship. In the old days, our ancestors used wooden boats called balangays to sail across the waves. Even though the islands are separated by water, we are all part of one nation. What place in the Philippines would you want to visit?

Ask learners if there are words they don't understand. Guide them through understanding what they mean.

C. Practice

In groups, ask the learners to write a short play. They will be given a random title, and they must base their story on the given title. The leaders will draw lots for the title:

- a. When I Comforted My Friend
- b. Preparing for Nochebuena
- c. It's Fiesta Time!
- d. When I Didn't Study for the Exam

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What words do you like using?

III. Homework

Use the following words in a sentence:

1. present
2. airplane
3. hallway
4. clean
5. floor
6. dress
7. clock
8. table
9. garden
10. grammar

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. Compose texts to react to the character, setting, or events in a story.

II. Development of the Lesson

A. Motivation

The learners will play "PLAY or SKIP." This activity can be done in their seats or standing up. If done in their seats, the learners can do a thumbs-up or thumbs-down. If done standing up, the learners can go to the left for PLAY and to the right for SKIP.

The instructor will show an image of anything from Filipino or pop culture, and the learners will react if they like it or not.

B. Discussion

1. Recap what the elements of a short story are:
 - a. Characters are the people or animals in the story. The focus of the story is called the main character.
 - b. Setting is the place and time of the story,
 - c. Plot/Events are what happens in the story. It includes the problem (conflict) and the solution.

2. Let learners understand that to further engage with a text, we express our thoughts about the characters, settings, and plot/events. These insights, even if they may be personal, still need to be grounded in the text.

C. Practice

1. Ask the learners to read the following text:

The Stray Dog and Cat

In a small neighborhood in Metro Manila, there lived a stray dog and cat.

The stray dog was irritable. He kept barking at the people passing by. He always fought with the other dogs, too. To survive, he would scavenge trash cans for food or eat droppings from nearby carinderias.

Meanwhile, the stray cat was nonchalant. She prowled the streets gently. She would calmly purr at the people passing by. Because of this, people gained a soft spot for her and would always give her food.

Because the food was sometimes too much, the cat would share her food with the dog. They formed an unlikely friendship: the scary dog and the friendly cat.

One time while they were eating, the stray dog talked to the cat. "Why do you always get food even when you don't ask them to?" he asked.

"Because I don't scare them," the cat replied.

"But I don't mean to. I bark at them because I want them to notice me. I chase them because I want them to pet me," the dog said sadly. "Is it because I'm ugly?"

"No!" the cat replied. "Next time, go with me."

And so the dog and the cat walked everywhere together. The dog learned how to behave more appropriately from the cat. Meanwhile, the cat learned how painful it is to be misunderstood.

After this, the people passing by started noticing the dog and petting him. They regretted not liking the dog, but they were glad to start feeding him before it was too late.

2. Ask the learners the following questions:

- a. What do you feel about the stray dog?
- b. Do you think the cat did the right thing?
- c. If you were passing by, would you also ignore the dog and/or the cat?

3. As they answer, make sure their responses are grounded in the text. Ask what parts of the text strengthen or support their statements.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How can we use our words to express our feelings about stories?

III. Homework

Read the short story and answer the questions below:

Coco and the TV

Coco loves watching TV. He tells everyone that when he grows up, he wants to be an actor.

But because he loves watching TV so much, he cannot study as properly as he should. His focus

is on the TV shows even at night. He stays up past his bedtime. Sometimes, he is even unable to finish his homework.

When his mother saw his grades, she talked to him. "Coco, you must study properly, please. If you get good grades and finish your schooling, we will support you in what you want to do," his mother said.

"Okay, Mama," Coco replied.

- What do you think about Coco's habits?
- Do you think his mother said the right thing?
- What do you think will happen to Coco after this conversation?

Term 1

Lesson 28:

Creating and Composing Text (Discourse)

Compose texts to react to a topic.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. compose texts to react to a topic.

II. Development of the Lesson

A. Motivation

The class will play "Split the Room." The instructor will say two options, and the learners will group themselves based on what they prefer. After each round, the instructor will ask someone from each side to state why they prefer it. Sample questions are as follows:

- a. English or Math
- b. Longganisa or corned beef
- c. Sunny side up or scrambled egg
- d. Sunny or cloudy
- e. Kapuso or Kapamilya

B. Discussion

1. To teach learners how to organize their thoughts, the instructor may explain the following structure:
 - a. Opinion – How do you feel? (i.e., I think, I feel, I believe, For me)
 - b. Reason – Why do you feel that way? (i.e., because, due to)

- c. Evidence – What specific part in the text/topic makes you feel this way?

2. To practice, ask learners to form their reaction to this question using the structure: How do you feel about living in an archipelago?

C. Practice

Engage the learners in a fun moderated debate-like activity. For each round, ask for 3-5 volunteers. Sample topics are as follows:

- a. Ice Cream vs. Halo-Halo: Which is the best treat for a hot day in the Philippines?
- b. Traveling by Plane vs. Traveling by Ship: Which is the best way to see our archipelago?
- c. Being an Explorer in the Past vs. the Future: Would you rather sail a balangay with our ancestors or fly a rocket to the moon?

Make sure to structure the conversation using the Opinion-Reason-Evidence scheme.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why do you need to support your opinion with reason and evidence?

III. Homework

Ask the learners to write their thoughts on the following topics:

1. Sinigang

- Opinion:
- Reason:
- Evidence:

2. Science

- Opinion:
- Reason:
- Evidence:

3. Basketball

- Opinion:
- Reason:
- Evidence:

4. Today's lesson

- Opinion:
- Reason:
- Evidence:

Term 1

Lesson 29:

Creating and Composing Text (Discourse)

Make a summary of narrative text.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. make a summary of narrative text.

c. Explain the main points of the plot/key events. No need to focus on details.

d. Organize the summary to ensure a smooth flow.

II. Development of the Lesson

A. Motivation

1. Ask learners to write down their favorite movie/book/TV show. When they are called, they will share their answers to the following:

- a. What is your favorite movie/book/TV show about?
- b. What do you like about it?

2. Before the learner reveals what it is, the classmates can guess.

3. Use "The Moth and the Flame" as an example.

The Moth and the Flame

One warm, dark night, a little gamugamo (moth) was flying around his house. He was young, curious, and loved bright things.

Suddenly, he saw a beautiful, dancing light on the table. It was a tall candle!

The little moth flew closer. "Oh, how bright! How warm! It looks like a little star made just for me!" he whispered.

Just then, his elder—a wise, old moth—flew down and blocked his path. "Stop! Do not go near that flame," the wise moth warned. "It looks beautiful, but it is dangerous. It will burn your wings if you fly too close."

But the little moth was stubborn. "You are just old and scared," he thought. Wait, let me just take one little look. He fluttered closer and closer. The heat grew stronger.

Suddenly, he felt his wing get too hot! Snap! He fluttered away just in time, but his wing was singed and sore. He finally understood why the elder wanted him to stay away.

B. Discussion

1. Recap what a summary is. Explain that it is a brief statement of the main points of a text. It is designed to give readers a clear understanding of the original project without needing to read it in full.

2. The recommended steps to writing a summary are as follows:

- a. Read and take notes.
- b. Start with an introductory sentence that states what the work is and how it is set up.

A sample summary is as follows:

In the story "The Moth and the Flame," a curious *gamugamo* got attracted to a tall candle. Before he got close, an elder moth warned him that the flame would burn his wings if he gets close. But the stubborn moth went closer, and his wing got hurt. He then understood what the elder warned.

C. Practice

1. Ask learners to read the following story and craft a summary.

Lakan's Growth

Many years ago in Butuan, a boy named Lakan stood by the river. He was watching his father and the other men build a balangay. A balangay is a large, wooden boat used to travel across the deep blue sea.

Lakan wanted to help, but he thought he was too small. Every day, he watched how they joined the long planks of wood using tiny wooden pegs.

"The boat must be strong," his father said. "Because the waves in the ocean can be very big, we must build it with care."

One morning, the datu arrived. "It is time to navigate to the next island," the datu announced. "We need to trade our gold and beeswax for silk and jars."

But suddenly, the sky turned dark. The wind began to howl. A "ghost" of a storm had appeared! Huge waves crashed against the sides of the boat.

"The mast is leaning!" shouted one of the sailors.

Lakan felt a surge of fear. He saw a thick rope had slipped from its tie. If the rope stayed loose, the sail would fly away, and they would be lost at sea.

"I can reach it!" Lakan yelled. He crawled across the wet, slippery planks. The boat rocked violently, but the wooden pegs held the boat together. With all his might, Lakan grabbed the rope and tied it back to the heavy wooden beam.

The boat stabilized. Slowly, the wind died down, and the waves grew small.

The datu walked over to Lakan and put a hand on his shoulder. "You were brave, Lakan. You and this balangay have a very strong spirit."

Lakan looked at the wooden boat. He realized that even when things are difficult, being prepared and staying calm can help you weather any storm.

2. To further discuss the story, the instructor can utilize the elements of a short story.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What makes a summary good?

III. Homework

Choose a short story that has already been discussed in class. Write a summary for it.

Term 1

Lesson 30:

Creating and Composing Text (Discourse)

Express ideas using text types: (a) Time order and procedural, (b) Description, and (c) Explanation.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. express ideas using text types:
 - a. time order and procedural,
 - b. description, and
 - c. explanation.

II. Development of the Lesson

A. Motivation

The board is sectioned into three: "Time order and procedural," "description," and "explanation." The instructor will say a discourse marker, and the learners will line up in front of what they think its type is.

The sample words are as follows:

First	Due to this	After that
For example	Second	In addition
Therefore	As a result	This means

B. Discussion

Recap what the text types are:

Time order and procedural texts tell us the order of steps in a process or a sequence of events.

Description texts help add more detail to a person, place, or thing.

Explanation texts help explain why something happened.

C. Practice

Ask learners to answer the following questions:

- a. What does your neighborhood look like?
- b. How do you study for an exam?
- c. Why do we need to study?

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- When do we use time order and procedural text? When do we use description text? When do we use explanation texts?

III. Homework

Ask learners to write at least three sentences using the following prompts:

1. Time order – Share a day in your life as a student.
2. Description – Describe your favorite animal.
3. Explanation – How do you get good grades?

