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ENGLISH

TERM 2

**Structured Pedagogy
Lesson Guides**



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English – Grade 3
Structured Pedagogy
Term 2
First Edition, 2026

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English

Term 2

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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. Create paper cutouts of local market items (e.g., mango, tilapia, eggplant) and write a Grade 3 sight word on the back of each. Place them in a big market basket at the front of the room.
2. Call out a student to come "shop." They pick an item, turn it over, and must read the sight word accurately to "buy" it and carry it with them.

B. Discussion

1. Prepare Dolch's Grade 3 level-appropriate sight words. Read each word aloud and ask the learners to repeat after you.
2. Instead of giving a dictionary definition for words like light, small, or grow, split the board into three columns: Draw It, Use It, Act It.
3. Assign a sight word to a student or pair. One draws a quick sketch on the board (e.g., a tiny ant for *small*), another writes a simple sentence, and a third acts out the word silently for the class to read aloud.

C. Practice

Prepare this story on manila paper / on the board / on the screen with numbered blanks. Write the scrambled Word Bank on the side. Have the learners read the story together and identify which sight word fills each blank using context clues.

A Helping Hand

Every Saturday, Elena likes to wake up early to help her family ___1___ the house. Her mother is always happy to see her ___2___ so hard. Elena takes the soft broom and sweeps the dust away until the floor is completely ___3___.

Outside, her brother is trying to ___4___ a heavy bucket of water to wash their bicycle.

"Wait, let's do it ___5___!" Elena says with a big smile.

She runs outside into the ___6___ morning sunshine. Together, they scrub the bicycle until it looks brand new. After they are ___7___, their father gives them a cold glass of juice to ___8___.

"You are the best helpers," Father says. He gives them ___9___ pesos each to buy a treat at the sari-sari store. Elena and her brother ___10___ happily and thank their father. Helping at home is a lot of fun!

Word Cloud

clean	own
try	laugh
drink	six
done	together
carry	warm

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 with the following sight words:

1. today
2. hurt
3. light
4. laugh
5. pick

Term 2
Lesson 2:

Phonics and Word Study (sounds to print)

Read words accurately and automatically according to word patterns (initial, final, medial): (a) VCV Words, and (b) VCCV Words.

I. Learning Objectives

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

1. read words accurately and automatically, including VCV words and VCCV words.

II. Development of the Lesson

A. Motivation

1. Introduce the lesson with an active game called "The Syllable Karate Chop!"
2. Write two words on the board in large letters: TIGER and MONSTER.
3. Tell the learners: "Class, today we are word ninjas! Some words are too long to read all at once, so we have to use a 'ninja chop' to split them into smaller, readable pieces called syllables!"
4. Lead the class in saying TI-GER while doing a gentle downward "hand-chop" motion in the air for each syllable. Do the same for MON-STER (MON-STER).
5. Explain that today, they will learn the secret patterns that tell a word ninja exactly where to chop!

B. Discussion

1. Introduce the following:
 - a. VCV (vowel-consonant-vowel)
 - b. VCCV (vowel-consonant-consonant-vowel)
2. For VCCV, explain that when two consonants are standing next to each other between two vowels, we almost always chop right between the consonants to split the syllables.
 - a. Use the Touch and Say method. Write "bedtime," then underline the first syllable "bed" and say /bed/, then underline the second syllable and say /time/.

- b. Encircle the middle letters "edit" and show the pattern V-C-C-V.

3. For VCV, explain that when there is only one consonant between two vowels, the consonant usually likes to run over to the second syllable. We chop right before the consonant.

- a. Use the Touch and Say method again. Write "frozen," then underline the first syllable "fro" and say /fro/, then underline the second syllable and say /zen/.
- b. Encircle the middle letters "oze" and show the pattern V-C-V.

C. Practice

1. Read the following passage with the learners:

A Weekend at Lola's House

Every Saturday, we visit Lola in the barrio. The weather is super warm, and she leaves the front door open for us. For dinner, she fills a giant basket with delicious food.

My cousin and I sit near a silent corner of the garden. We listen to a funny story about a tiny robot until it is time to sleep. It is the best place to be!

2. Ask the learners to identify which words are VCV and VCCV, then ask them to chop the syllables.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- When you see a word with two consonants in the middle (like basket), where do you split the word?
- How does breaking words into VCV and VCCV patterns help us become faster, better readers?

III. Homework

Ask the learners to copy the following words into their notebooks. For each word, they must:

- Label the middle vowels and consonants by writing V or C over the letters.
- Draw a slash line (/) to show where the word splits into syllables.

- Write on the blank line whether it is a VCV or VCCV word.

Words:

1. Open
2. Target
3. Fever
4. Puppet
5. Robot

Term 2

Lesson 3:

Vocabulary and Word Knowledge (words)

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.

recognize them instantly—in just one second!

- c. Knowing these words by heart helps us read stories smoothly and quickly.

II. Development of the Lesson

A. Motivation

1. Introduce the lesson with an energetic game called "The Popcorn Word Jump."
2. Write 5 to 6 common words on the board in giant letters (e.g., *the, said, there, have, where*).
3. Tell the learners: "Class, these words are like popcorn. They pop up everywhere we look when we read texts. Every time I point to a word on the board and read it, I want you to pop up from your chairs like popcorn and repeat it."
4. Point to the words randomly, increasing the speed as the learners get better at reading them instantly.

2. To practice, introduce a set of Grade 3 high-frequency words using a "**Say, Spell, Stamp**" technique:

- **Say it:** The teacher points to a flashcard of the word "because" and reads it aloud. The class repeats it.
- **Spell it:** The class chants the spelling together: "B-E-C-A-U-S-E" while clapping for each letter.
- **Stamp it:** The learners write the word in the air using their index fingers as an "air pencil" to lock it into their memory.

3. Repeat this process with a curated list of high-frequency words:

- a. Because
- b. About
- c. There
- d. Again
- e. Many
- f. Where
- g. Before
- h. People
- i. Always
- j. Through

B. Discussion

1. Explain the concept of high-frequency words to the learners:
 - a. High-frequency words are words that appear very often in English sentences.
 - b. Some of these words do not follow normal phonics rules (you cannot sound them out), so we must learn to

C. Practice

1. Read the following short story aloud with the learners.

A Visit to the Barangay Park

Yesterday, many children went to the barangay park because it was a sunny day. Before they played, they had to clean

the area. There were some plastic wrappers scattered on the grass.

The people in the community always teach the kids to take care of nature. Together, they walked through the garden pathways and picked up the trash.

When they were done, they ran over to the playground to slide and swing. "Can we come back here again tomorrow?" they asked. It is beautiful there!

2. 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.
3. After the time for group discussion, ask each group to present their sentence by acting it out.

D. Reflection

Ask the learners the following questions:

- What do we mean when we say a word is a "high-frequency word"?
- What did we learn today?

III. Homework

Ask the learners to find and encircle the high-frequency words in these sentences:

1. There are many beautiful trees in our school garden.
2. I wash my hands before I eat my favorite snacks.
3. Ana smiled because she got a perfect score on her quiz.
4. The jeepney drove safely through the busy street.
5. We love to visit our grandmother there in the province.

Term 2 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. identify and use vocabulary words that refer to specific regional themes (local culture, traditions, and geography);
2. identify and use content-specific vocabulary words (Science concepts related to weather and environments); and
3. use these specialized words correctly within simple sentences.

II. Development of the Lesson

A. Motivation

1. Introduce the lesson with an activity called "The Picture Puzzle Clue."
2. Show the class a picture or a simple chalkboard drawing of giant green steps carved into a mountain (The Banaue Rice Terraces).
3. Ask the learners: "Class, look at this mountain. It looks like a giant staircase for a giant! Does anyone know what this place is called? Who do you think built these steps?"

4. Explain that today, they are going to travel up north to the mountains of the Cordillera region through a story, and learn the special words used to describe the people and the environment there.

B. Discussion

1. Explain to the learners that we use different "families" of words depending on the topic we are exploring:
 - a. Regional Themes: These are words that belong to a specific place, cultural group, or heritage in our country.
 - i. Ifugao: The indigenous cultural group of people living in the mountains of northern Luzon who carved the famous rice terraces.
 - ii. Terraces: Flat fields carved into the side of a mountain like wide steps, perfectly shaped for growing crops on steep hills.

- iii. Payeo: The traditional Ifugao word for a single pond-field or rice terrace step.
- b. Content-Specific Topics: These are exact words we use when we study a specific subject, like Science. Today, we look at Science words used to describe how plants grow and how people farm:
 - i. Agriculture: The science or practice of farming, which includes growing crops and raising animals for food.
 - ii. Irrigation: A scientific way of supplying water to fields or crops through pipes, canals, or streams so plants don't dry up.
 - iii. Harvest: The process of gathering mature crops from the fields when they are ripe and ready to eat.

2. Write this example on the board to show how the words work together:
 - "The Ifugao farmers use a clever irrigation system to bring water to each terrace step."

C. Practice

1. Read the following short story aloud with the learners:

Up in the Green Mountains

My friend is from the Ifugao community. He lives high up in the mountains where his

ancestors practiced agriculture for thousands of years. He loves to look at the beautiful rice terraces. Water flows down from the mountaintop forest, through an ancient irrigation pathway, and into each payeo. When the rice plants turn golden green, the community gathers together. It is time for a happy harvest, and everyone will have delicious rice to eat!

2. Draw two columns on the board. On the left, write the new vocabulary words. On the right, write their simple definitions in a scrambled order. Have individual learners come to the board to draw a line connecting the word to its correct meaning.

1. Ifugao	A. The science of farming and growing crops.
2. Terraces	B. A scientific way of giving water to crops.
3. Payeo	C. Gathering ripe crops from the fields.
4. Agriculture	D. Fields cut into mountain slopes like steps.
5. Irrigation	E. The native people of the Cordillera mountains.
6. Harvest	F. The local name for a single rice terrace field.

D. Reflection

Ask the learners the following questions:

- What is the difference between a regional word like Ifugao and a Science word like irrigation?
- What did we learn today?

III. Homework

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

Term 2 Lesson 5:

Vocabulary and Word Knowledge (words)

Use content-specific words: Mathematics (basic symbols and terminologies) and 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

1. Introduce the lesson with a game. Divide the blackboard into two sides: The Lab (with a drawing of a cloud) and The Bank (with a drawing of a giant Peso sign ₱).
2. Hold up flashcards containing symbols and words (e.g., +, -, °C, thermometer, sum, difference).
3. Tell the learners: "Class, some words and symbols have very special jobs. They only hang out in specific classrooms! Let's help them find their correct home. Does the plus sign (+) belong to the Science Lab or the Math Bank?"
4. Invite learners to stick the flashcards on the correct side of the board.

B. Discussion

1. Explain to the class that we use precise words and mathematical symbols to describe exact ideas in Math and Science.
2. For mathematics, have a visual or ask learners to imagine a small storefront on the board. Explain that when we buy treats at a *sari-sari* store, we are doing Mathematics:
 - a. **₱ (Peso Sign):** The official symbol for Philippine currency. (e.g., ₱10.00)
 - b. **+** **(Plus Sign) & Sum:** The symbol and word for **Addition**. When we put money or items together, we find the *sum*.
 - c. **- (Minus Sign) & Difference:** The symbol and word for **Subtraction**. When we pay and get our change, we take away money to find the *difference*.
 - d. **= (Equal Sign):** The symbol that shows both sides have the exact same total or value.
3. Tell the class that when we look outside to see if it will rain before playing, we are acting like Scientists:

- a. **Temperature:** A science word that tells us how hot or how cold the air is.
- b. **Thermometer:** A special tool or instrument used by scientists to measure the temperature.
- c. **°C (Degrees Celsius):** The standard unit symbol we use to read and write the temperature in the Philippines (e.g., 32°C is a hot day!).
- d. **Anemometer:** A scientific instrument that spins around to measure how fast the wind is blowing.

4. Write a combined example on the board to dissect together:
 - o "The scientist used a thermometer to see that the temperature rose by +5°C today."

C. Practice

1. Read the following passage with the learners:

A Busy Saturday in the Barangay

Today is a very hot Saturday. Maya looks at the outdoor thermometer on the barangay hall wall, and it reads a high temperature of 35°C! She decides to walk to Aling Maria's store to buy a cold ice candy. The ice candy costs ₱5.00, and a biscuit costs ₱7.00. Maya uses the plus (+) operation to find the sum, which is ₱12.00. She hands Aling Maria a ₱20.00 bill. Aling Maria uses a minus operation to calculate the difference. She gives Maya her change, which equals ₱8.00. Maya leaves the store happily as the anemometer on the roof spins rapidly in the warm wind!

2. Provide groups of learners with a worksheet containing a table. They must locate the bolded vocabulary and symbols from the story and sort them logically.

Content Area	Symbol / Word	What it means / What it does
Mathematics	₱	The symbol for Philippine money (Peso).

Mathematics	+ / Sum	Adding numbers together to get a total.
Mathematics	- / Difference	Taking a number away; calculating store change.
Mathematics	=	Shows that two amounts are the same.
Science	Temperature	How hot or cold the air feels.
Science	Thermometer	The tool used to measure hotness or coldness.
Science	°C	The unit symbol for measuring temperature.

Science	Anemometer	The tool that spins to measure wind speed.
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D. Reflection

Ask the learners the following questions:

- What did we learn today?
- If you want to know how fast the wind is blowing during a storm, what Science instrument should you use?
- Why do we need symbols like +, -, and ₱ when we go to a sari-sari store?

III. Homework

Ask the learners to use these in sentences:

1. Anemometer
2. Temperature
3. Sum

Term 2 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); (c) words that replace persons, places, things, animals, events, ideas, and emotions (personal pronouns and demonstrative pronouns).

I. Learning Objectives

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

1. identify words with different functions, including:
 - 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 and demonstrative pronouns).

II. Development of the Lesson

A. Motivation

The learners will play a game that resembles Charades. Sorted into groups, one learner from each group will pick a folded paper from a bunch. These papers contain different jobs. The learner will act

out the word while the class guesses.

Sample words include the following:

celebrity	student
fisherfolk	farmer
driver	painter
chef	baker

B. Discussion

1. Explain to learners that most of what they used to act out the job they picked were verbs.
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 field and a beach on the board and let the learners identify what actions they can do in a field and what actions they can do at a beach.
 - 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 banana. Say, "This is a banana, but you can also say that it is a long, yellow, ripe banana." All the words describe the banana 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 personal and demonstrative pronouns, explain that "if we say a noun's name too many times, it sounds boring; we use pronouns to replace them."
 - a. Personal pronouns are words like I, you, he, she, it, we, and they.
 - i. Instead of "Nanay and Tatay are cooking. Nanay and Tatay love to eat." → "Nanay and Tatay are cooking. They love to eat."
 - b. Demonstrative pronouns 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>
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C. Practice

1. Read the passage with learners:

Cooking Sinigang with Family

Every Sunday, we cook a special lunch together. Tatay carefully slices the crunchy radishes on the wooden board. Nanay washes the green kangkong leaves in the sink.

"Look at these," Ate says, holding up three plump shrimps. She drops them gently into the hot pot. The soup smells delicious! Kuya sets the dining table because he is very hungry.

Finally, the soup is ready. It tastes sour and wonderful. The cheerful family enjoys the meal together!

2. Draw a large chart on the board divided into three columns: The Action Basket (Verbs), The Flavor Jar (Adjectives), and The Helper Bowls (Pronouns). Have groups of learners sort words into their proper places.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the purpose of using verbs in real-life conversations?
- How do adjectives help make our stories or descriptions of food more exciting to read?
- Why do we use pronouns like he, she, or it instead of repeating a person's name again?

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. They drink cold water.
2. This is a sweet mango! You should try!
3. The quick brown fox jumped over the lazy dog.
4. She baked a delicious cake for my birthday.
5. Does he own this purple pen?

I. Learning Objectives

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

1. identify the synonyms and antonyms of words; and
2. use synonyms and antonyms correctly to express ideas in simple sentences.

II. Development of the Lesson

A. Motivation

Provide a pair of words for each learner and ask them if the words are Twins or Opposites. Sample pairs are as follows:

- a. Full – Empty
- b. Lacking – Incomplete
- c. Best – Worst
- d. Begin – Stop
- e. Brave – Cowardly
- f. Sanitize – Disinfect
- g. Occupied – Vacant

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. Read the story with the learners:

Barangay Clean-Up Day

Saturday **morning** was bright and **sunny**. The street was **dirty** after the **heavy** rain, so the neighbors gathered outside. Mang Juan

brought a **huge** trash bin, and the **children** helped pick up the plastic wrappers. Everyone worked hard to make the plaza look **tidy**. Soon, the street was completely clean! By noon, the workers felt tired but **happy**. It was a **wonderful** day for the **community**.

2. Ask the learners for synonyms of these words in the text:

- a. Tidy
- b. Wonderful
- c. Sunny
- d. Huge
- e. Community

3. Ask the learners for antonyms of these words:

- a. Morning
- b. Dirty
- c. Heavy
- d. Children
- e. Happy

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

Read each sentence. Look at the **bolded** word. Choose the word from the options that has the **same or similar meaning** and write it on the blank line.

1. The Grade 3 learners are very **intelligent** when solving math puzzles.
(options: slow, smart, noisy)

2. Tatay built an **enormous** wooden table for our dining room.
(options: huge, tiny, broken)

3. Be careful because the street is very busy and the cars are **speedy**.
(options: slow, long, fast)

4. Kuya Jun will **construct** a small fence around our vegetable garden.

(options: break, build, buy)

5. Our new neighbor is very **friendly** and always smiles at us.

(options: mean, kind, quiet)

Read each sentence. Look at the **bolded** word. Choose the word from the options that means the **opposite** and write it on the blank line.

1. The school bell was so **loud** that it woke up the sleeping puppy.

(options: noisy, quiet, big) _____

2. The carabao is a **strong** animal that helps the farmer plow the fields.

(options: weak, powerful, heavy)

3. The chocolate cake at the bakery is too **pricey** for my small allowance.

(options: expensive, sweet, cheap)

4. We need to **start** our group project before the sun goes down.

(options: begin, finish, try) _____

5. The line at the barangay health center was very **lengthy**.

(options: long, short, straight)

Term 2 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:

1. read words accurately based on VCV and VCCV word patterns;
2. distinguish the differences in meaning between words when their patterns change; and
3. use context clues in simple sentences to read and understand pattern-based words automatically.

II. Development of the Lesson

A. Motivation

Introduce the lesson with two drawings on the board: TIGER and MONSTER.

- a. The Tiger Rule: Write TI-GER on the board.

- i. "Class, look at the word Tiger. When a tiger roars, it roars loud and free! Tigers like open spaces. Today, we will look at words that split right after a vowel, leaving the vowel free to shout its long name!"

- b. The Monster Rule: Write MON-STER on the board.

- i. "Now look at the word Monster. Monsters like to hide behind walls. In some words, two consonants stand together like a wall, trapping the vowel and making it use its short sound!"

B. Discussion

1. Explain that paying close attention to word spelling patterns helps us read automatically and understand the exact meaning of a story. Reintroduce the VCV and VCCV patterns.

2. For the VCCV pattern, look at the middle of the word. Find the first vowel, the consonants, and the next vowel. If there are two consonants between the vowels, split them right down the middle.

- a. Visualizing it: VC | CV

- b. Then, use the word *basket* as an example. Because the consonant *s* closes the first syllable, the vowel *a* makes its short sound (/ah/ as in /bat/).

3. For the VCV pattern, look at the middle of the word. If there is only one consonant between two vowels, that consonant usually runs over to join the second syllable.

- a. Visualizing it: V | CV
- b. Then, use the word *robot* as an example. Because the first syllable ends directly in a vowel, it is an open syllable. The vowel *o* is then a long sound.

C. Practice

1. Read the following paragraph with the learners, emphasizing the target words:

A Quiet Afternoon

The afternoon was silent. Inside the house, the children sat near the window. Little Nina was playing with a colorful cloth puppet, while her brother built a toy robot. Their mother brought a wooden basket filled with fresh, open fruits for them to eat. It was a peaceful day.

2. Have the learners look at the target words from the story. Ask them to locate the middle pattern, perform the syllable "surgery", and identify if the first vowel sound is long or short.

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. pilot
2. winter
3. planet
4. music
5. utensil
6. river
7. finish
8. costume
9. capsule
10. sunset

Term 2 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 by correctly aligning letter sizes within designated tracks (Topline, Midline, Baseline); and
2. write and divide words correctly based on VCV (Vowel-Consonant-Vowel) and VCCV (Vowel-Consonant-Consonant-Vowel) patterns; and
3. practice using a clean slash line (/) to neatly separate written syllables while maintaining clear word spacing.

II. Development of the Lesson

A. Motivation

1. Introduce the lesson with a visual game called "The Letter Land Grid."
 - a. Draw three horizontal parallel lines on the board. Color the top area blue, the middle area green, and the bottom area brown.

2. Tell the learners: "Class, today we are going to help paint and decorate our new Barangay Daycare Center! To make the daycare beautiful, our painted signs must be neat and perfectly lined up. We can think of our writing notebook as a little landscape:

- a. The Sky (Top Line): Where tall letters stretch up to touch the clouds.
- b. The Grass (Middle Space): Where small letters sit comfortably on the lawn.
- c. The Dirt (Bottom Space): Where hanging letters dig their tails into the soil.

3. Write a quick word on the board to demonstrate how letters stay in their proper zones.

B. Discussion

1. Explain that legible writing means keeping your letters steady on the baseline while recognizing how word patterns tell us where a word splits.
2. Remind the learners of the handwriting alignment:
 - a. Tall Letters (touch the sky line): b, d, f, h, k, l, t
 - b. Small Letters (stay in the middle grass line): a, e, i, o, u, c, m, n, r, s, v, w, x, z
 - c. Hanging Letters (dig below the ground line): g, j, p, q, y
3. When writing bigger words, tell the learners they can look at the pattern in the middle to divide them neatly with a clean slash line (/):
 - a. VCCV Pattern – when two consonants sit between two vowels, write a slash right between the consonants (e.g., bas / ket; win / ter)
 - b. VCV Pattern – when only one consonant sits between two vowels, it slides over to the second half (e.g., ro / bot, mu / sic)

C. Practice

1. Tell the learners to write the following paragraph on the board using their best, standard manuscript print. Have the class read aloud together before practicing their writing:

The Barangay Science Exhibit

The science room is very **silent**. We put a solar panel near the **window**. Juan displays his moving toy **robot**. Maria brings a wooden **basket** filled with native rocks. Listen to the beautiful **music** playing at the door. It is **open** to everyone!

2. Have the learners open their writing notebooks. Instruct them to copy the target pattern words from the science exhibit story into a practice grid. They must focus on writing the letters legibly, adding a neat slash line (/) to show the pattern split.

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. Please wipe the dust off the plastic **tablet**.
2. We love to listen to local **music**.
3. Use a cloth **napkin** to clean the science bench.
4. The **human** brain is an amazing topic to study.
5. The sick child has a high **fever** today.

Term 2

Lesson 10:

Vocabulary and Word Knowledge (words)

Identify roots of high-frequency words (nouns, verbs, and adjectives)

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); and
2. recognize how a root word can change into a noun, a verb, or an adjective by adding beginnings or endings (affixes).

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

As a bridge from the motivational activity, explain that words can also function as such. Explain that a root word (or base word) is the simplest form of a word. It has no special beginnings (prefixes) or endings (suffixes) attached to it. When we add endings to a root word, it can change its function or "job" in a sentence:

1. Growing into a noun (naming word)
 - o Endings like -er or -or to a root word change it into a person or thing that does an action
 - o For example, **play** becomes **player**. **Act** becomes **actor**.
2. Growing into a verb (doing/action word)
 - o Endings like -s, -ed, or -ing added to a root word show when an action is happening.
 - o For example, **play** can become **playing** (doing the action right now) or **played** (the action is done).
3. Growing into an adjective (describing word)
 - o Endings like -ful or -y added to a root word turn it into a word that describes something.
 - o For example, the word **play** can become **playful** to describe someone who loves to play.

Write this master anchor table on the board to visualize the growth of high-frequency words:

Root Word	Noun Form	Verb Form	Adjective Form
help	helper	helping/ helped	helpful

C. Practice

1. Read the following short passage with the learners:

Working in the Barangay Garden

Yesterday, the Grade 3 students became excellent **helpers** in the community. They **visited** the eco-park to plant trees.

Marcus was **painting** the **wooden** signs with bright labels. He is a very talented artist!

Luisa was **careful** in **watering** the small soil beds. She is always **observant**, not spilling a single drop.

Everyone was **working** hard because they wanted to be **helpful** citizens. By afternoon, the young workers felt proud of their **beautiful** green garden!

2. Have the learners answer the table:

Word from Story	Suffix Added	Hidden Root Word	Noun, Verb, or Adjective?
helpers	-ers	help	noun
visited	-ed	visit	verb
painting	-ing	paint	verb
wooden	-en	wood	adjective
careful	-ful	care	adjective
watering	-ing	water	verb
observant	-ant	observe	adjective
working	-ing	work	verb
helpful	-ful	help	adjective
beautiful	-ful	beauty	adjective

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How does finding the root word help you understand a long, difficult word when you are reading a new book?

III. Homework

Look at the underlined word in each sentence. Identify its root word and write it on the first line. Then, decide if the underlined word is acting as a Noun, Verb, or Adjective, and write it on the second line.

1. The young painter washed his messy brushes in the sink.

- Root Word: _____
 - Part of Speech: _____
- Mother is **cooking** a delicious pot of chicken tinola for lunch.
 - Root Word: _____
 - Part of Speech: _____
 - Please be **careful** when walking across the wet floor.
 - Root Word: _____

- Part of Speech: _____
- The **singers** practiced their school hymn beautifully.
 - Root Word: _____
 - Part of Speech: _____
 - Kuya Jun was **cleaning** the backyard all morning.
 - Root Word: _____
 - Part of Speech: _____

Term 2

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:

- identify sentences and non-sentences.

II. Development of the Lesson

A. Motivation

- 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 persevering fisherman
Marina hosted the event.
What is the task today?
went out to sea this morning.
Clean your room.
My classmates and I
got a good grade on our project.
The principal
The orange cat rests under a tree.
will give a speech.

- 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

- Define what a sentence is. State that it is a group of words that expresses a complete thought.
- Introduce the Sentence Checklist. This checklist ensures that students know how to properly write sentences:

- Start – Does it start with a big letter?
- Stop – Does it end with a punctuation mark?
- Story – Does it tell a whole story?

- 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.

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

C. Practice

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

The boy wearing a jacket	thought it was going to rain.
The restaurant	served great pinakbet.
The tarsier	stared at us with its huge eyes.
My family and I	went to the park last Sunday.

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 whether the following are sentences or fragments.

1. That's a horrible thing to do!

2. Ate peanuts
3. Can I have this dance?
4. You should go home.
5. Tired of this traffic

Term 2

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 basic simple sentence structures to express ideas clearly; and
2. construct simple sentences combining regional themes and content-specific topics.

II. Development of the Lesson

A. Motivation

The learners will do a Show and Tell. They will bring one item symbolic of their hometown or a topic they are interested in and explain what it is and its personal significance.

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. Then, explain to learners that we will build sentences using two special kinds of words:
 - a. Regional Theme Words: For this session, the instructor can focus on Bohol (Chocolate Hills, Boholano, tarsier)

- b. Content-Specific Words: For this session, the instructor can focus on landforms (hills, grass, limestone)

4. Provide sample sentences related to the provided words:
 - a. The Chocolate Hills are located in Bohol.
 - i. Subject: The Chocolate Hills
 - ii. Predicate: are located in Bohol.
 - b. Green grass covers the limestone rocks.
 - i. Subject: Green grass
 - ii. Predicate: covers the limestone rocks.

C. Practice

1. Read the passage with the learners:

The Wonders of Bohol

Visitors love the island of Bohol. The famous Chocolate Hills rise proudly from the ground. These hills are made of weathered limestone. In the rainy season, green grass covers the land. During the dry season, the hot sun dries the grass. The hills turn brown like sweet chocolate. Tiny tarsiers sit on tree branches nearby. Nature creates wonderful sights in our country!

2. Divide the class into small groups of three. Give each group a set of scrambled word blocks. They must arrange the blocks to form a grammatically correct simple sentence that describes Bohol's geography or science.
 - a. Scrambled Blocks group 1:
[Bohol] [The] [is] [beautiful.]
[island] [of]

- i. Correct Simple Sentence: The island of Bohol is beautiful.
- b. Scrambled Blocks group 2: [hills.] [The] [sun] [the] [dries]
 - i. Correct Simple Sentence: The sun dries the hills.
- c. Scrambled Blocks group 3: [Limestone] [creates] [these] [landforms.] [unique]
 - i. Correct Simple Sentence: Limestone creates

these unique landforms.

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 and topics we feel strongly about?

III. Homework

Ask the learners to write about a province they want to visit in 3-5 simple sentences.

Term 2 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. identify and demonstrate proper pitch (highness or lowness of voice) in sentences;
2. use correct juncture (pauses) to change or clarify word meanings;
3. apply natural rhythm (beats and stress) when reading simple sentences aloud; and
4. read and express simple sentences accurately to convey the correct emotional meaning.

II. Development of the Lesson

A. Motivation

1. Introduce the lesson with an activity called "The Talking Jeepney Horn."
 - a. Imitate a jeepney horn blowing in two different ways:
 - i. A cheerful, short beep: "Beep-beep!" (High pitch, fast rhythm)
 - ii. A loud, angry warning: "BEEEEEP!" (Low pitch, long hold)
2. Tell the learners: "Class, when a jeepney driver blows his horn, the sound tells us exactly how he feels or what he wants us to do. Our voices

do the exact same thing when we read sentences! We don't sound like robots. We change our music, our breaks, and our speed so people understand us perfectly!"

B. Discussion

1. Explain that speaking English beautifully relies on three magical voice keys: Pitch, Juncture, and Rhythm.
2. Proper intonation and pitch express 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.

3. 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 pause, it becomes "Let's eat Kuya!" Provide the learners with more examples that illustrate this concern.

4. 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 "Who Has Seen the Wind?" by Christina Rossetti.

Who Has Seen the Wind?

By Christina Rossetti

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling,
The wind is passing through.
Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads,
The wind is passing by.

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

Read each simple sentence. Draw an arrow pointing up if the pitch should rise, or an arrow pointing down if the pitch falls.

1. Do you have enough coins for the jeepney fare?
2. The market sells fresh yellow mangoes.
3. Can we sit near the open window?
4. Mang Juan drives his tricycle carefully.

Term 2

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. She sells seashells by the seashore.
 - b. When does she sell seashells by the seashore?

- c. Wow! She sells so many seashells by the seashore!
- d. Please buy her seashells by the seashore!

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. Then, explain that words cannot just be thrown together; they must follow a specific sequence. Depending on how we arrange the words and what punctuation we put at the end, we can build four distinct types.

2. Discuss the different types of sentences:

- a. Declarative Sentences – state a fact, give information, or tell a story; end with a period
 - i. The banner is colorful. (Subject → Linking Verb → Description)
- b. Interrogative Sentences – ask questions and end with a question mark
 - i. Is the banner colorful? (Verb/Question Word → Subject → Description)
- c. Exclamatory Sentences – show strong feeling and end with an exclamation mark
 - i. Wow, what a colorful banner!
- d. Imperative Sentences – give commands and end with a period or an exclamation mark
 - i. Please hang the colorful banner. (Polite Word → Verb → Description)

3. Provide more examples and engage the learners.

C. Practice

1. Divide the class into small teams. Give each group a set of scrambled word cards. They must sequence the words

correctly, write them on the board with the correct punctuation, and identify the sentence type.

- a. [cooked] [Mother] [pansit] [.]
- b. [cooked] [pansit] [Mother] [Has] [?]
- c. [Cook] [pansit] [the] [.]
- d. [delicious] [How] [this] [pansit] [is] [!]

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the importance of punctuation marks?

III. Homework

Unscramble and sequence the words below to form a correct sentence. Write the final sentence on the blank line with its correct ending punctuation mark (., ?, or !). Then, write inside the parentheses if it is Declarative, Interrogative, Imperative, or Exclamatory.

1. [beautiful] [dress] [is] [Her]
 - a. Sentence _____
 - b. Type _____
2. [you] [dance] [Can] [finishing]
 - a. Sentence _____
 - b. Type _____
3. [door] [Please] [close] [the]
 - a. Sentence _____
 - b. Type _____
4. [huge] [firework] [look] [That] [at]
 - a. Sentence _____
 - b. Type _____
5. [dirty] [floor] [Sweep] [the]
 - a. Sentence _____
 - b. Type _____

Term 2 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

Introduce the lesson with an activity called "The Sentence Detective Agency."

- a. Write the sentence on the board: "The boy ran to the school yesterday."
- b. Tell the learners: "Class, attention! We have a mystery to solve. A sentence left behind some clues, and we need to crack the case. To decode any sentence in the world, a detective only needs to ask three magic questions:
 - i. Who or what is this story about?
 - ii. What are they doing?
 - iii. Where, when, or how did it happen?"
- c. Invite students to circle the answers on the board.
- d. Tell them: "Excellent job, detectives! Today, we will hunt down these three parts in every type of sentence train!"

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. Then, identify what type of sentence it is.
 - a. The strong rain fell hard outside.
 - b. Is the window locked tightly?
 - c. Oh no, the wind opened the door!
 - d. Please close the lock quickly.
 - e. We sat on the sofa until evening.

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. I love my hardworking mother.

1. Did the children play in the plaza?
2. The brown dog barked loudly last night.
3. Please wash your hands in the sink carefully.
4. Wow, the firefly shines so brightly in the dark!
5. Where is your brother?

Term 2

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 use correct capitalization and punctuation for simple sentences, such as in:

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

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. Wow, it's so hot
- b. Where are you going
- c. Sharpen your pencil
- d. The exam had five parts
- e. When is your birthday

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.

B. Discussion

1. Recap the different types of sentences. Emphasize what 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. **W**ho is the doctor?
 - b. **P**lease give this to **A**ling **R**osa.
 - c. **O**h no, the ice cream melted!
 - d. **O**ur family trip to **B**atangas is next month.
 - e. **D**id you sleep well?

C. Practice

1. Write the following unpunctuated paragraph on the chalkboard in all lowercase letters. Read it aloud together as a class, intentionally running the sentences together without breathing to show why punctuation matters:

**tomorrow is the school field trip do
you have your yellow bag please
pack your lunch early wow this is
so exciting**

2. Divide the class into groups, then ask each group to dissect the text into four sentences and rewrite them with proper punctuation and capitalization.

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. our school principal is very hardworking
2. can you help me carry these heavy books
3. please line up quietly outside the classroom
4. ouch the pan is very hot
5. ben and ana went to rizal park

Term 2

Lesson 17:

Grammar Awareness and Grammatical Structures (sentences)

Identify in a compound sentence: (1) the two independent clauses in a compound sentence; (2) the joining word in a compound sentence (coordinating conjunction); (3) 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 the two independent clauses (complete thoughts) inside a compound sentence;
2. recognize the joining word (coordinating conjunction) and the comma that connects them; and
3. pinpoint the doers (subjects) and the actions (verbs) in both parts of the compound sentence.

II. Development of the Lesson

A. Motivation

1. Draw two small, separate islands on the board: Island A and Island B.
2. Write a simple sentence on Island A: "The boy sweeps." Write another on Island B: "The girl paints."
3. Tell the learners: "Class, look at our two islands. Each island has a complete group of words that makes total sense on its own. But today, we want to help them cooperate—just like our local tradition of Bayanihan! To connect these two separate islands into one big compound country, we need to build a bridge using a tiny comma (,) and a special joining word!

4. Draw a bridge between them with (,) and write on it to show: "The boy sweeps, and the girl paints."

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. Mang Pablo arranges the harvest, and Kuya Jose brings them to the market.

3. Dissect the sentence step-by-step using colors or shapes:

- a. Step 1: Find the joining word and encircle it.
- b. Step 2: Split into two independent clauses:
 - Clause 1: Mang Pablo arranges the harvest.
 - Clause 2: Kuya Jose brings them to the market.
- c. Step 3: Identify Doers and Actions in both sides.
 - In Clause 1: The Doer is Mang Pablo; the Action is "arranges."
 - In Clause 2: The Doer is Kuya Jose; the Action is "brings."

C. Practice

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

The Town Plaza

The morning sun shines, and people from different walks of life arrive at the plaza. The women do their daily zumba, while the kids chat with each other. The barangay captain visits at around 10 AM, but he goes alone. Either he chats with the people or he just watches them do their daily activities. Everyone in the barangay is joyful, and all of them go home with a smile.

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 sun shines, and people from different walks of life arrive at the plaza.	sun → shines	and	people → arrive

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:
 - Anna likes apples, but the tree near her house grows mangoes.
 - The baby cried, so the mother carried him.
 - You can go with us for lunch, or you can stay at home.
 - Marina plucks the strawberries, and Leo cleans them.
 - Sarah brought her umbrella, for the weather forecast said it might rain.

**Term 2
Lesson 18:**

Grammar Awareness and Grammatical Structures (sentences)

Use correct capitalization and punctuation in compound sentences,

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 Mario, Teacher Lita), places (like Pasig, Mindanao), 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. sam drank some buko juice for he was thirsty
- b. perla doesn't like shrimp nor does she like crab
- c. all the children wanted to eat meryenda but no one wanted to buy

- d. we could go to the park or we could go to the mall
- e. the weather was warm yet we still enjoyed

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. the door is locked and I don't have a key
2. i don't like playing sipa nor does my dad
3. he went to volleyball seminars for he hopes to be successful one day
4. she was tired so she went to bed early
5. i wanted to drink soda but my parents did not allow me

Term 2

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. define discourse markers (transition words) as signpost words that connect ideas;
2. identify discourse markers specific to three text types (time order and procedural; description; explanation); and
3. categorize discourse markers correctly according to the text type they belong to.

II. Development of the Lesson

A. Motivation

Do the "Card Sort" activity with the learners.

- a. Prepare flashcards with discourse markers written on them.

Sample discourse markers:

First	Additionally	For instance
Next	Furthermore	Such as
Then	Moreover	Since
Lastly	Also	Consequently

- b. Lay the cards on a flat surface. Make sure that the learners can see the cards.
- c. Ask the learners to sort the cards according to their function and purpose (time order and procedural, description, explanation).

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

Do the "Skeleton Paragraph" activity with the learners.

- a. Prepare sentences and paragraphs for the learners to put a discourse marker in. Write the sentences on the board.

Sample sentences:

Lola cooked rice.
She fried fish.
The jeepney was full.

Ate loves sweet cakes.
The street vendor shouts "Taho!"
We like sweet mangoes.

- b. Write a discourse marker word bank on the board.

Sample discourse marker word bank:

First	For example	Because
Next	Such as	So
Then	In addition	Therefore
Finally	Also	As a result

- c. Write the purpose of the discourse markers on the board in a different area.

Time order and procedural	Description	Explanation
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- d. Pick 2 sentences on the board for the learners to connect. Then, pick a purpose for the learners to apply.

- e. Ask the learners to connect the sentences using the discourse markers, while maintaining the intended purpose.
- f. Read and explain the sentences created by the learners.
- g. Repeat the activity with different pairs of sentences and purpose.

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 night or evening routine in 4-5 sentences using discourse markers.

Term 2

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.

II. Development of the Lesson

A. Motivation

Do the "Say the Sentence" activity with the learners.

- a. Prepare strips of paper with sentences written on each strip. Make sure the sentences have different emotions.
- b. Fold the strips of paper and put them in a container. This may be a paper bag or a small box.
- c. Have the learners form a circle.
- d. Play some music. Ask the learners to pass the container around the circle.

- e. When the music stops, the learner that the container ends on picks a strip of paper from the container.
- f. The learner then reads the sentence with appropriate speed, accuracy, and expression.
- g. Repeat the activity as needed.

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

Do the "Reader's Theater" activity with the learners.

- a. Prepare a short script for the learners to follow. Print copies of the script on paper.
- b. Have the learners form groups equal to the number of characters in the script. You may provide different stories or scripts for each group.
- c. Ask the learners to assign amongst themselves a character to perform in the script.
- d. Give the learners time to practice for the reader's theater.
- e. After enough time has passed and the groups are ready to perform, ask the learners to settle down and listen to the presentation.
- f. Have each group of learners perform one at a time. Give comments and points for improvement after each performance.

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
-----	---------	-------	---------	------

1. Maria clapped her hands with joy when she saw the sweet *halo-halo*.
2. The little boy shook with fear upon hearing the loud thunder and lightning.
3. The children cheered as they won the *patintero* game.
4. Ben pinched his nose when he smelled the rotten trash outside.
5. She looked at the slimy bug with disgust and stepped back quickly.
6. Tears rolled down Maya's cheeks because her best friend moved away.
7. Kuya spoke with anger after someone accidentally stepped on his clean shoes.
8. The teacher frowned when the students would not stop shouting.
9. Lito felt sad when his favorite toy truck broke.
10. Grace held her mother's hand as the big dog barked.

Term 2

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

Do the "Story Organizer" activity with the learners.

- a. Prepare a short story for the learners to read. You may use a story in their textbooks or online.

- b. Read the story with the learners.
- c. After, answer the questions below with the learners. You may add more questions about the story for the learners to answer.
 - i. What was the story about?
 - ii. Who are the characters in the story?
 - iii. Who is the main character?
 - iv. What are the traits of the main character?
 - v. Where did the story occur?
 - vi. When did the story happen?
 - vii. What was the problem in the story?
 - viii. How was the problem solved?

B. Discussion

1. Define what a story is. Liken 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. After reading a story, explain that the learners should be able to answer the following questions:
 - a. Where did the story take place?
 - b. Who are the characters?
 - c. What are the characters like? What does the character care about? What are they feeling?
 - d. What happened in the story?

- e. What is the problem in the story?
- f. How was the problem solved?

4. Ask the learners to take note of the events that happen in the story. Knowing the sequence and order of when the events happened is helpful when retelling the story.
5. Define what a summary is. Say that it is like explaining the main points of something briefly.

C. Practice

Do the "Ask and Answer" activity with the learners.

- a. Prepare a short story for the learners to read. You may use a story in their textbooks or online.
- b. Prepare flashcards with the questions Who, What, Where, When, Why, and How written on each card.
- c. Read the short story along with the learners.
- d. Ask the learners to form pairs. Have them assign roles of Asker and Answerer.
- e. The Asker starts by picking a card. Then, the Asker thinks of a question about the card related to the story. For example, the Asker got a Who card. The Asker will think of questions about the story that start with Who, like "Who is the main character in the story?", "Who was the character that you related to the most?", etc.
- f. The Answerer then answers the question of the Asker. After that, they switch roles, and the process repeats.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the importance of understanding short stories?

III. Homework

Ask the learners to look for a short story either online or in their textbooks. Using the short story

that they chose, ask the learners to answer the following questions:

1. Who are the characters?
2. What happened in the story? What was the story about?
3. Where did the story take place?
4. When did the story occur?
5. What was the problem in the story?
6. How was the problem solved?
7. What did you learn from the story?

Term 2

Lesson 22:

Comprehending and Analyzing Text (discourse)

Comprehend informational texts: (a) Note at least four to 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:

1. comprehend informational texts, particularly to:
 - a. note at least five significant details in informational texts;
 - b. identify problem and solution;
 - c. identify text types:
 - i. time order and procedural,
 - ii. description,
 - iii. explanation; and
 - d. draw conclusions.

II. Development of the Lesson

A. Motivation

Hold a trivia game in groups.

1. Who is the national hero of the Philippines?	a. Juan Luna b. Andres Bonifacio c. Dr. Jose Rizal d. Emilio Aguinaldo
2. What is the longest mountain range in the Philippines?	a. Sierra Madre b. Chocolate Hills c. Mount Apo d. Mount Pulag
3. What is the national sport or martial art of the Philippines?	a. Basketball b. Billiards c. Arnis d. Boxing
4. What is the traditional Filipino house made of bamboo and nipa leaves called?	a. Hotel b. Bahay Kubo c. Townhouse d. Bungalow
5. What is the national bird of the Philippines?	a. Pigeon b. Maya c. Dove d. Philippine Eagle

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:

Philippine Cultures and Traditions

The Philippines has a rich culture shaped by family values, colorful festivals, and warm hospitality. One of which is bayanihan, which emphasizes the unity and cooperation within Filipino communities. This is seen in the people in the community ready to help out during times of need.

There are many festivals and fiestas held in various towns and locations across the Philippines, each celebrating something different. Like the Sinulog Festival held in Cebu City every January to honor the Santo Niño with rhythmic street parades and the famous "Pit Señor!" chant. The Pahiyas Festival celebrated every May 15th in Lucban, Quezon, where houses are decorated with colorful *kiping* (rice wafers) and agricultural produce to honor San Isidro Labrador. The Kadayawan Festival held every third week of August in Davao City as a thanksgiving celebration for life, nature, and abundant harvests, and many more!

Preparing for a fiesta needs time, cooperation, and teamwork within the community. It starts by

planning the events, schedules, and activities throughout the fiesta. Then, the streets are cleaned and decorated. Once the preparations are ready, the fiesta can begin. It starts with a mass to mark the beginning of the fiesta. It is followed by a procession and a parade around the town or barangay. Throughout the day, there are many activities and events like singing contests, beauty pageants, basketball leagues, stage plays, band performances, and dances. Then, there is always a feast with a lot of Filipino food, where the community is encouraged to eat. To end the fiesta, there is a thanksgiving mass, and the things in the community are packed up and returned.

Sometimes, modern digital life and foreign trends cause people to forget our local customs and traditions. The solution is active community teaching, school programs, and local festivals that bring the people in the community together.

2. Ask the learners the following questions:

- What significant details can you get from the text?
- What is the problem described in the text?
- 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.

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:

Biodiversity in the Philippines

The Philippines is a global hotspot for biodiversity, meaning it has a huge variety of unique plants and animals. Many of the islands comprising the archipelago are believed to have a very high degree of land and animal species endemism, covering at least 25 genera of plants and 50% of terrestrial wildlife.

The country hosts more than 52,177 described species, of which more than half are found nowhere else in the world. On a per unit area basis, the Philippines probably harbors more diversity of life than any other country on the planet.

The Philippines derives large benefits from ecosystems. In particular, the country recognizes the important role played by watersheds, river basins, and coastal areas in the environment and in society as a source of livelihood (supporting fisheries, recreation and tourism, and many other activities). For instance, a watershed with adequate forest cover provides water that supports lowland agriculture, prevents soil erosion and siltation of coasts and water bodies, and sustains the supply of surface and groundwater for domestic use. Likewise, the forest ecosystem provides ecological services that benefit agriculture, industries, water, and power needs.

However, this rich wildlife faces a major threat from habitat loss caused by deforestation, overfishing, and pollution. A simple way that we can help is by throwing our trash in the proper place and planting trees.

To plant a tree, start by picking a spot with enough space for the tree. Then dig a wide hole to match the depth of the roots. Then, take the tree out of its container and loosen its roots. Lastly, put the tree in the hole and fill the remaining space with soil.

- List five significant details from the text.
- Identify a problem stated in the text and provide the solution they said.
- List the third step of tree planting.

Term 2

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:

- 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. You see your friend looking sad.
2. Your classmate will dance in the school talent show.
3. You are greeting your parents when you arrive home.
4. Your sibling has a fever.
5. Your classmate borrowed your pencil and said thank you.

**Term 2
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 explainers. Sample words are as follows:

sunflower	notebook	popcorn	rainforest
waterfall	earthquake	keyboard	backpack
playground	classmate	sunset	midnight

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 poems.

Sun and Moon

Before the earth had days and nights, the sky was ruled by twin deities: Sol, who radiated blazing golden heat, and Luna, who shone with a gentle silver light. They lived in harmony, sharing the sky at the exact same time.

However, Sol grew proud and wanted the sky all to himself. "I am much brighter and stronger than you!" Sol boasted to Luna. He flared his fiery light so intensely that Luna was pushed back, hidden completely in his shadows.

When the earth below became too hot and dry from Sol's endless heat, the people cried out for balance. Hearing their pleas, the Creator of All descended upon the sky world to pass judgment on Sol's hubris.

"Sol, because you refused to share the sky with your sister, you will no longer walk together," the Creator declared.

The Creator separated their paths forever. Sol was commanded to watch over the world during the day, pouring out his light until he grew weary. As he retreated into the west to rest, Luna was granted the night sky to rule over in peaceful silence, bringing cool breezes and gentle silver starlight to comfort the earth below.

From that day on, day and night were born—a reminder of the divine power that enforces balance in the world.

The Legend of Mount Mayon

Once upon a time, there was a young woman named Daragang Magayon. Many men fell head over heels for this young woman because of her unique beauty and very smooth complexion. Her father, Rajah Makusog, had already given Magayon permission to marry if ever she decides it herself, since she is already at the right age. However, despite having many suitors, Magayon still did not find the right person for her.

One day, while Magayon was bathing in the river, she accidentally slipped and fell on the deep side of the river. Magayon started shouting for help since she does not know how to swim. Fortunately, a young man saw her and immediately jumped to save her from

drowning. This young man's name is Panganoron, the brave son of Rajah Karilaya.

Panganoron fell in love by the beauty of Magayon and Magayon also felt the same way for the young brave warrior who saved her. Eventually, their marriage was revealed throughout the kingdom. However, Paguga, an avid suitor of Magayon, thought of a way to prevent the marriage of the two couples. He abducted Magayon's father, Rajah Makusog, in exchange for her father's freedom. Magayon would have to marry Paguga, and since Magayon loved her father very much, she could not do anything but accept the marriage.

Magayon went to the place of Paguga to give herself in to release her father. Panganoron knew what happened to Magayon, so he assembled his brave warriors to save Magayon and her father. A major war took place between the two tribes, but Panganoron prevailed against Paguga and killed him. When Magayon saw that Panganoron had killed Paguga, she quickly ran to Panganoron, and while she was on her way to him, a stray spear was thrust behind Magayon. While Magayon fell to the ground, Panganoron rushed to her aid. As he knelt over Magayon, a warrior of Paguga struck him in the back, and they both died.

When the war ended, Rajah brought the dead bodies of Magayon and Panganoron home. Her death was mourned all over the land. Rajah then buried the bodies together. A few days later, a mysterious mountain appeared in the grave where Magayon and Panganoron were put to rest.

This mountain is now called Mayon, named after their beautiful princess Magayon. It is said that when Mayon is about to erupt, Paguga is challenging Panganoron. When Mayon is calm, Panganoron is embracing Magayon, and the tears of Panganoron are represented as rain in times of his grief.

The Hawk and the Hen

A hawk flying in the sky one day decided that he would like to marry a hen whom he often saw on earth. He flew down and searched until he found her and then asked her to become his wife. She at once agreed as long as he would wait until she could grow wings like his, so that she might also fly high. The hawk agreed to this and flew away, after giving her a ring as an engagement present and telling her to take good care of it.

The hen was very proud of the ring and placed it around her neck. The next day, however, she met the cockerel who looked at her in

astonishment and said, "Where did you get that ring? Do you not know that you promised to be my wife? You must not wear the ring of anyone else. Throw it away." The hen threw away the beautiful ring.

Not long after this, the hawk came down, bringing beautiful feathers to dress the hen. When she saw him coming, she was frightened and ran to hide behind the door, but the hawk called to her to come and see the beautiful dress he had brought her.

The hen came out, and the hawk at once saw that the ring was gone.

"Where is the ring I gave you?" he asked. "Why do you not wear it?"

The hen was too frightened and ashamed to tell the truth, so she answered, "Oh, sir, yesterday when I was walking in the garden, I met a large snake, and he frightened me so that I ran as fast as I could to the house. Then I missed the ring, and I searched everywhere but could not find it."

The hawk looked sharply at the hen, and he knew that she was deceiving him.

He said to her, "I did not believe that you could behave so badly. When you have found the ring, I will come down again and make you my wife. But as a punishment for breaking your promise, you must always scratch the ground to look for the ring. Every chicken of yours that I find, I shall snatch away."

Then he flew away, and ever since, all the hens throughout the world have been scratching to find the hawk's ring.

The Little Seed's Secret

Deep down inside the dark, brown soil,
A little seed lay fast asleep,
Tucked under leaves of green and gold,
Buried safe and buried deep.

She heard the tapping of the rain,
"Wake up! Wake up!" the raindrops said.
"Come see the bright and sunny world,
And leave your cozy dirt-filled bed."

"I am too small," the little seed
Whispered back in quiet fear.
"The world above is far too big,
I think I'll stay right buried here."

Then came a warm and glowing ray,
The golden Sun reached down a hand.
"Trust in yourself," he whispered low,
"And grow to help this fertile land."

So with a push and with a stretch,

The tiny seed began to rise,
She broke right through the quiet earth
And opened up her sleepy eyes.

She did not stay a tiny seed,
She grew a stem so green and tall,
With colorful and fragrant blooms
To bring great joy to one and all.

The bees flew down to drink her sweet,
The butterflies all danced around,
She learned that even small, young things
Can spread big goodness all around.

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 Mt. Mayon come to be?
- d. For the fable: What animals are the characters? What is the moral of the story?
- e. For the narrative poem: What was the narrative poem about?

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 role-play 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 2**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 form 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.

Mayon Volcano	Chocolate hills	Intramuros
Andres Bonifacio	Emilio Aguinaldo	Lapu-Lapu
Adobo	Kare-Kare	Sinigang
Lanzones	Calamansi	Mango

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. Bayanihan
5. Filipino hospitality

Term 2**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 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:

Max's Good Habit

Max reads more than anyone he knows. He loves to read during all his free time. His friends tease him because he would rather read than play video games, but his parents and his teachers are proud of him. They say reading is important, and it will help him learn about the world around him. They also tell him it is a good habit to read on a regular basis.

One day, Max was reading a magazine article about volcanoes. He told his friends all about volcanoes and what causes them to erupt. The very next week, his class was assigned a science project about volcanoes. Guess who everyone wanted in their project group? Max's friends weren't teasing him anymore.

Max ended up being in a group with Liz, Anna, and Josh. The assignment was to create a poster board with information about volcanoes and to build a volcano model.

Max made copies of the magazine article about volcanoes so his project partners could read about them too. They also went to the library to look for more information about volcanoes.

The group met at Anna's house that night to organize the information and decide what they wanted to put on the poster board. They all asked Max what he thought was most important. Then they decided on the following together.

What causes volcanoes to erupt? The release of pressure when magma rises through cracks in the Earth's crust causes volcanoes to erupt.

How do volcanoes form? Lava from eruptions cools and forms new crust. The crust builds up after several eruptions to form a volcano.

How hot is lava? Lava can get as hot as 700 degrees Celsius.

The next night they met at Josh's house to build their volcano. They used cardboard and modeling clay. First, they made a volcano shape with cardboard, and then they covered the shape in brown and red clay. The red lava was flowing down the volcano. They also attached red clay to the top of the volcano to make it look like it was erupting.

The volcano looked great. Max, Liz, Anna, and Josh were very proud of their hard work. When they turned in their project, their teacher was proud too. Thanks to Max's good habit, they earned a perfect score on both parts of the project.

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 base their story on the title. The leaders will draw lots for the title:

- a. The Lost Wallet
- b. Bayanihan in the Barangay
- c. The Respectful Child
- d. The Favorite Book

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. Clean
2. Toward
3. Paper
4. House
5. Full
6. Drink
7. Better
8. Before
9. Friend
10. Show

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 of the room for PLAY and 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, setting, 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:

Amusement Park Problem

The smell of popcorn was in the air. I could hear kids laughing and screaming. People were everywhere! The breeze felt warm on my skin. It was a perfect day at the amusement park.

My family and I wandered around the park, getting snacks and going on rides. I loved almost all types of rides! I loved to go fast and to spin around, to go down hills, and to get splashed. The only rides I didn't like were rides that turn you upside-down. My little brother, Ben, didn't like those either, but my older sister, Laura, loved them.

When we finally were near a ride that went upside-down, she started asking me to go with her. I told her I didn't like those rides, but she kept asking. Then, she started whining because she didn't want to go alone. I was feeling sympathy for her, so I started thinking that maybe I should go with her, even though I really don't like to go upside down. I looked to my parents for help.

"Matt, you are allowed to stand up for yourself. If something makes you feel really uncomfortable, you can tell people 'no.' It's okay to tell Laura that you can't go with her because going upside-down makes you uncomfortable. Be strong but kind when you tell her, so that she knows you're serious," Mom said.

"I don't want to make Laura mad or sad, though," I replied to Mom, "and I don't want her to think I'm being mean."

"There's a difference between being aggressive and being assertive. You're not saying 'no' to be mean to Laura or to hurt her feelings, you're just listening to your own feelings to make sure you stay safe. It's fine to tell her no for this," Mom answered. "The same goes for Laura. If you ask her to arm-wrestle and she doesn't feel comfortable, she's allowed to say 'no,' too. We are all allowed to stand up for ourselves to make sure we stay safe. Does that make sense?"

"Yes, thanks Mom," I said. I told Laura that I love her and like to do things with her, but that I wasn't comfortable going on upside-down rides today because they scare me. She was sad but went on the ride by herself and was really happy when it was over. We had a great rest of the day at the amusement park!

2. Ask the learners the following questions:

- a. What lesson did Matt learn?
- b. What is the difference between being aggressive and being assertive?

- c. How might Matt have felt if he agreed to go on the ride with Laura? Why?

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

The Solver

Kevin loves to read mystery books. He reads mystery books because he likes to try to solve the mystery himself before he gets to the end. Solving puzzles is like solving mysteries, so he likes working on puzzles too. He also likes solving problems. Kevin can usually solve any mystery, puzzle, or problem.

One day, Kevin's mom was trying to find her glasses. Without her glasses, she could not drive. This was a problem because she was going to drive Kevin to his friend's house. It was also a mystery and a puzzle. Kevin really wanted to solve this mystery.

Kevin sat down with his mom. "Where do you last remember seeing your glasses?" he asked.

"I had them on while I was watching the news this morning," she said.

"Where were you watching the news?" asked Kevin.

His mom thought for a minute, and then she answered that she was in the family room. She

remembered sitting in her favorite chair and taking off her glasses when the news ended. She thought she placed her glasses on the table, but they weren't there.

"Are you sure you didn't put them on again after the morning news?" asked Kevin.

"Maybe I did," his mom replied.

"Let's walk through your day, Mom," said Kevin.

Kevin had his mom describe everything she remembered doing during the day so far. She mentioned watching the news, making breakfast, folding laundry, working in her home office, and then gardening. It was after gardening that she started looking for her glasses.

After hearing about his mom's day, Kevin retraced her path through the house and yard. He looked under the cushion of her favorite chair, in the kitchen, in the laundry basket, in her office, and around the garden. He didn't find her glasses.

Kevin doesn't give up easily though, so he looked in each place again, and he looked even harder. It was on his second go-around of the kitchen that he thought to open the cabinets instead of just looking at the counters. Kevin solved the mystery, the puzzle, and the problem. He found his mom's glasses in the drawer with the silverware.

"Thank you, Kevin," said his mom, "I wouldn't be able to see anything without you."

- What does Kevin like to solve?
- What was Kevin's mom trying to find?
- Why did Kevin want his mom to find her missing item?
- Did Kevin solve the mystery easily?
- Where did Kevin end up finding the missing item?

Term 2

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. pizza or burger
- b. cats or dogs
- c. the beach or the mountains
- d. drawing or reading
- e. singing or dancing

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 when it rains outside?

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. Leche Flan vs. Mango Graham: Which is the best Filipino dessert?
- b. The City vs. The Province: Which is the best place to live in the Philippines?

- c. Jollibee vs. McDonald's: Which is the best fast-food chain?

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. Adobo
 - Opinion:
 - Reason:
 - Evidence:
2. Mall
 - Opinion:
 - Reason:
 - Evidence:
3. Patintero
 - Opinion:
 - Reason:
 - Evidence:
4. Carabao
 - Opinion:
 - Reason:
 - Evidence:

Term 2	Creating and Composing Text (discourse)
Lesson 29:	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.

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 questions:

- 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.

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.
 - c. Explain the main points of the plot/key events. No need to focus on details.
 - d. Organize summary to ensure smooth flow.
3. Use "My New Scooter" as an example.

My New Scooter

The scooter at the store was amazing. I couldn't keep my eyes off it. The way it shone in the light kept drawing my eye back to it.

My dad noticed. He said, "Sophie, you have a scooter already—a really nice one!"

"I know, but look at this one! It's so shiny and new," I said.

"It is great, but we have to get going. Come on," said Dad.

We left the store, with me taking one last glance back at the new scooter. I knew my scooter was nice, and it still worked even though I'd gotten it for my birthday many years ago. I just couldn't stop thinking of that new scooter!

A few weeks later, Dad and I were back in the store. The scooter wasn't on display where it was before, but as we passed the toy section, I kept my eyes open for it. There it was, with a big sale sign on it! I couldn't help myself. I ran right over to it. Dad looked at the price.

"I know you've been thinking about this scooter a lot, Sophie, and you haven't asked for much from me or mom lately. You've been helpful around the house, too. The sale price is pretty good, though it's still a lot of money. I can't just buy this for you, but what if I pay for part of it, then lend you the money for the rest of the scooter, and you promise to pay me back?" Dad asked.

"Would you really?" I said excitedly. "I promise I will pay you back, I will!"

"Sure, let's get it," said Dad as he picked up the box. As we were walking toward the registers,

Dad asked me if I knew what it meant to borrow money.

"Yes, it means that I have to give it back to you," I answered.

Dad responded, "You're right, but you can give it back to me a little at a time. Right now, you get thirty pesos a week for your allowance. Instead of using it for a little treat, you could pay it back to me until you pay off your part of the scooter. It will take some time for you to be done paying me back if you do that. Does that work for you?"

"Sure, Dad! Thank you so much, I can't wait to use my new scooter! I will pay you back with my allowance until I return all the money I'm borrowing from you today. You're the best!" Sophie said, happy with her new scooter.

A sample summary is as follows:

Sophie saw a new scooter with her dad at the store. Sophie and her dad did not buy the scooter at first because Sophie still has her own scooter. When they visited again, the scooter was on sale. They bought the new scooter, and Sophie agreed to pay her dad back for buying the new scooter.

C. Practice

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

The Golden Mango Tree

Every morning before the bell rang, Maya and Leo loved playing under the big mango tree behind their classroom. The tree gave them shade during hot afternoons, and its sweet, yellow fruits were the best treat in the whole schoolyard.

One Friday, Maya noticed something wrong. The leaves on their favorite branch were drooping, and several ripe mangoes had fallen onto the dirt, squished and forgotten. Flies buzzed around the mess, and none of the other children wanted to play near the tree anymore.

"We shouldn't just walk away," Maya said, picking up a fallen leaf. "This tree gives us sweet fruit and shade every day. It's our job to take care of it!"

Leo agreed. Together, they found two plastic buckets near the garden shed. They carefully picked up the fallen mangoes and placed them into a compost bin behind the cafeteria. Then, using a small watering can, they gave the roots of the tree a long, cool drink.

By the next week, the area under the mango tree was clean and fresh again. Their classmates ran over to play tag in the cool shade. Maya smiled as she looked up at the golden branches, proud that a little hard work made their school a happier place for everyone.

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 of it.

Term 2 Lesson 30:

Creating and Composing Text (discourse)

Express ideas using text types: time order and procedural, description, 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:

initially	furthermore	in other words
because	next	meanwhile
however	for instance	consequently

B. Discussion

Recap what the text types are:

- a. **Time order and procedural** texts tell us the order of steps in a process or a sequence of events.
- b. **Descriptive** texts help add more detail to a person, place, or thing.

- c. **Explanation** texts help explain why something happened.

C. Practice

1. Ask learners to answer the following questions:
 - a. What does your barangay look like?
 - b. How do you prepare for a fiesta?
 - c. Why do we study Philippine history?

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 descriptive 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 the most memorable day in your life.
2. Description – Describe a place that you would like to visit.
3. Explanation – Why should we keep our environment clean?

