

Lesson 18: Working Together Is Best

Let's Try

- I. Complete each set using a word from the box.

December	third	Tuesday
four	large	year

- | | | |
|------------|----------|-------|
| 1. small | medium | _____ |
| 2. day | month | _____ |
| 3. October | November | _____ |
| 4. Sunday | Monday | _____ |
| 5. first | second | _____ |

- II. Write the singular form of each noun on the lines below.

- | | | | |
|----|---------------------|----------|-------|
| 1. | Picture of cherries | cherries | _____ |
| 2. | Picture of babies | babies | _____ |
| 3. | Picture of boxes | boxes | _____ |
| 4. | Picture of churches | churches | _____ |
| 5. | Picture of wheels | wheel | _____ |

III. Write the plural of each noun to complete the sentences below.

1. I am going to attend two birthday (*party*)
_____ this week.
2. Lia bought some (*strawberry*)
_____ for her mother's salad.
3. At the pet store, we saw lots of (*bunny*)
_____ for sale.
4. San Juan and Mandaluyong are small (*city*)
_____ in Metro Manila.
5. All the (*lady*) _____ baked cookies
for the street children.

Get Set

Have you seen a school of fish swimming in the river /
aquarium / pond?
Talk about it with a partner.

Let's Aim

Listen as your teacher reads the story about "Swimmy".
Find out how the little fish became happy again.

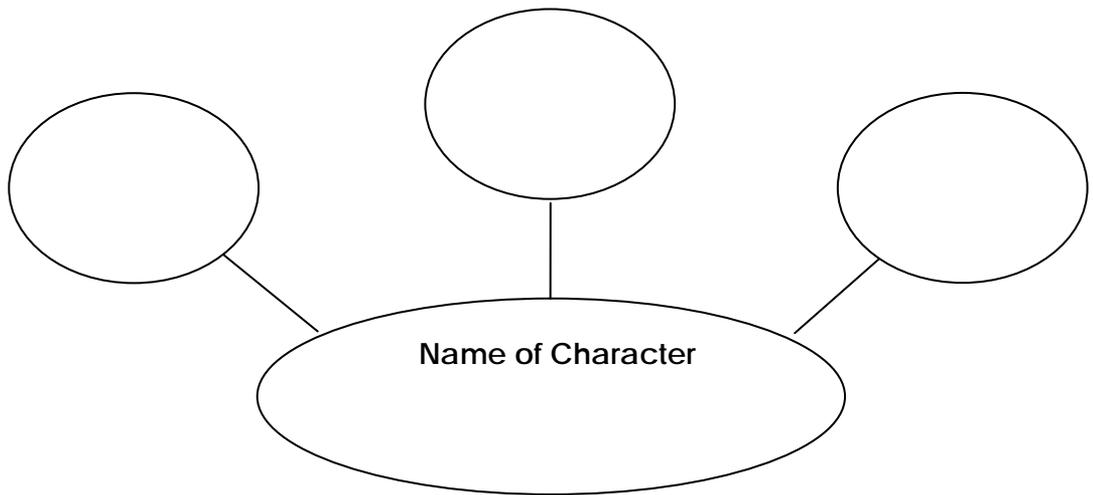
- a. Who are the characters in the story?
- b. What is the color of Swimmy?
- c. Where does he live?
- d. Who did he see one bad day?
- e. What other sea creatures did he see?
- f. What did he see under a rocky corner?¹
- g. Why were they hiding under the rock?
- h. What did they do together?

- i. How did the group of little fish and Swimmy drive away the big fish?
- j. If you were the little fish, will you do the same? Why or Why not?
- k. Did you have the same experience as the little fish in the story?

Example: During their group work, what should they do so that they can make their work better? How can they make a project as a group?

We Can Do It

Describe the traits of the character you liked best in the story. Use the web to do this.



Remember This

Character refers to the looks and traits of a person or animal in a text.

I Can Do It

Draw and color Swimmy as you picture him from the story heard.

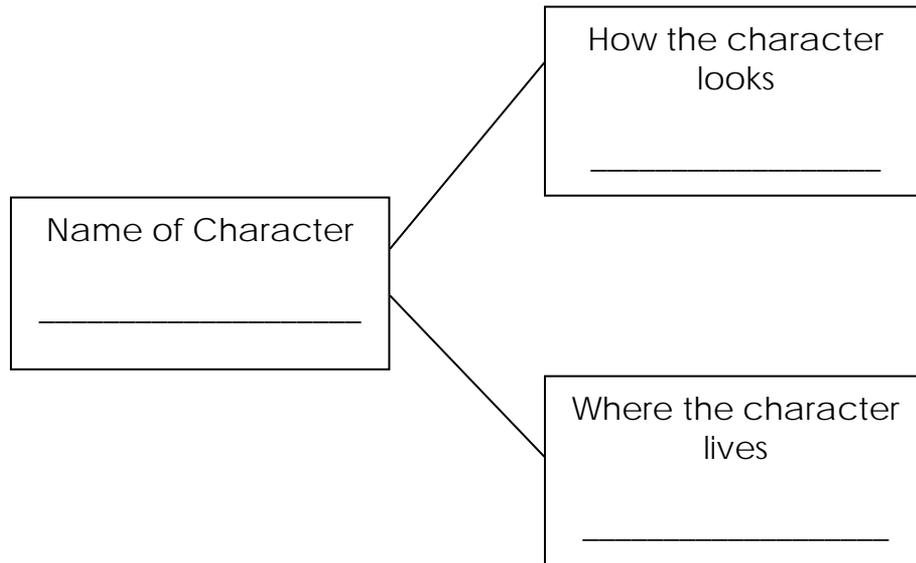


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Measure My Learning

Using the Character Map, describe the character in the story.

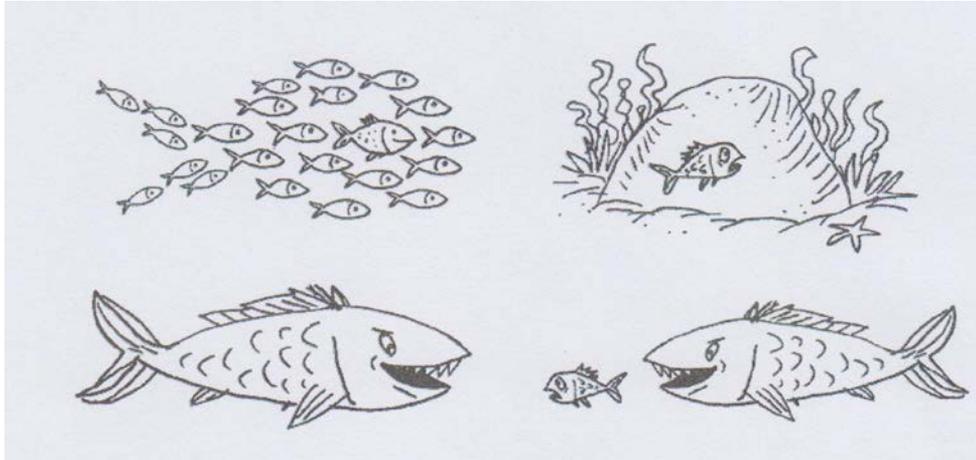
Character Map



Lesson 19: Sequencing of Events

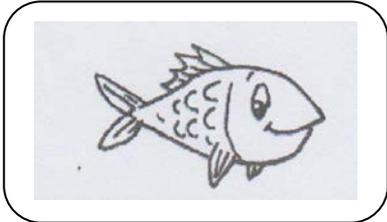
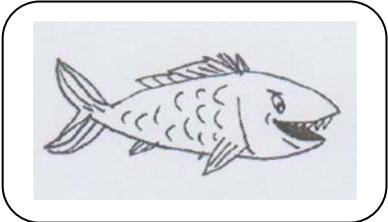
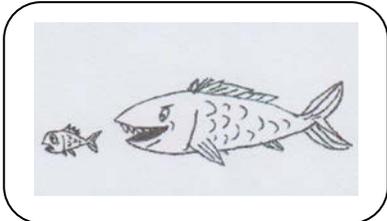
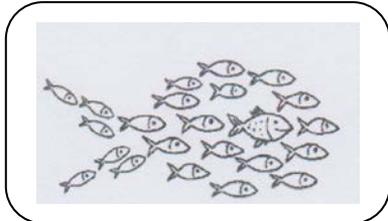
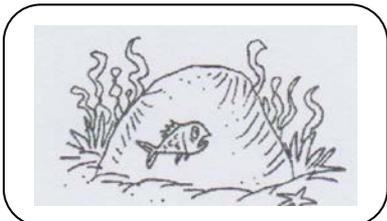
Get Set

What are the events that happened in the story?
Pick a picture and talk about it.



Let's Answer

Number the picture 1-5 as they happened in the story.

<input type="text"/>		<input type="text"/>	
<input type="text"/>		<input type="text"/>	
<input type="text"/>			

We Can Do It

- Group 1 Act out Swimmy getting away from the tuna fish
- Group II Act out Swimmy hiding behind the big rock

- Group III Act out a school of fish forming a giant fish
- Group IV Act out a very hungry tuna fish

I Can Do It

Read each paragraph and the sentences below it.
Number
the sentences in the order that they happened in the
story.

Last week, my older brother, Mark, got some pieces of wood He made a doghouse for his dog, Dori. Last night, Dori slept in his new house.

He made a doghouse
for Dori.



Dori slept in his new house.



Mark got some wood.



This morning, Mela's class went on a trip to the park. Then, they ate lunch. After lunch, they went to the zoo. Lastly, they went back to school.



They went back to school.

They went to the zoo.



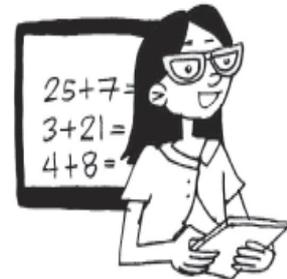
They went to the park.



They ate lunch.



Measure My Learning



Read the paragraph and answer the questions below.

Every Monday morning, we line up first in the schoolyard for the flag ceremony. After the flag ceremony we all get inside our classrooms. When everyone is seated, the teacher checks the attendance. Next, we learn about mathematics.

1. What do you usually do in school first thing in the morning?

2. What happens after the flag ceremony?

3. When does the teacher check the attendance?

-

4. What happens next?

Agreement

Read the story. Draw a picture of each item that Lia and her Nanay bought in the market. Do it in the order by which they were bought.

Lia went to the market with her Nanay. First, they went to buy 1 kilo of fish. Next, they bought pechay, tomatoes, onions and garlic. On their way home, Lia saw a fruit stand and asked her Nanay to buy some fruits. Lastly, they bought a bunch of bananas, two avocados and mangoes.

The image shows a simple line drawing of a market stall layout. At the top, there are two identical rectangular tables side-by-side. Each table has a smaller rectangular stool or pedestal centered underneath it. Below these two tables, centered horizontally, is a larger rectangular table. Underneath this larger table is another smaller rectangular stool, centered under the table. All shapes are empty, intended for drawing the items bought in the market.

Lesson 20: Words Showing Order of Events

Get Set

Listen as your teacher retells the story "Swimmy".

Look at the picture of the events in the story.

What happened first?

What happened next? and then next?

What happened last?

Let's Aim

How do we make peanut butter sandwich?

Number the sentences in correct order to show how it is done.

Next, spread peanut butter on one slice of bread.

First, take two slices of bread.

Last, carefully wrap the sandwich.

Then, put the two pieces of bread together.

We Can Do It

Look for a partner. Tell your partner the things that you do before going to school. Use the words *first*, *next*, *and then*, *and last* in telling your story.

Remember This

Sequencing is the order of events in a story. Stories have a beginning, a middle, and an end. Use the words *first*, *next*, *and then*, *last* to show sequences.

Measure My Learning

Draw a picture in each square to tell a story.
Draw what happens first, next, and last.

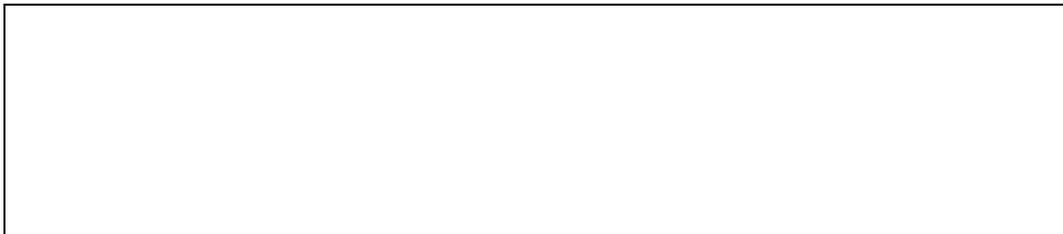
Before going to Bed



First



Next



Last

Lesson 21: Plural Form of Nouns by Adding -s

Let's Try

Listen to your teacher as she reads the story "Swimmy" again.

What are the nouns in the story?

Write them in the column below.

Column A (Singular Nouns)	Column B (Plural Nouns)

Let's Listen

Listen and repeat after your teacher.

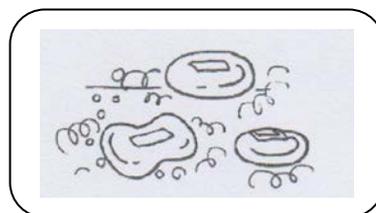
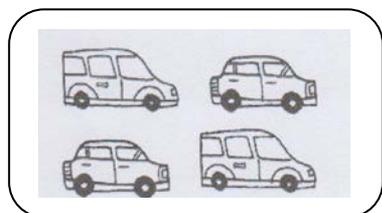
plant	plants
chair	chairs
fork	forks
room	rooms
row	rows

What letter is added to the noun to make it plural?

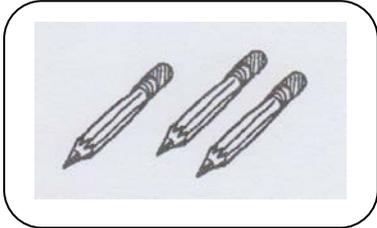
What letter comes before -s, consonant or vowel?

Let's Answer

Write the plural of each of the following nouns.



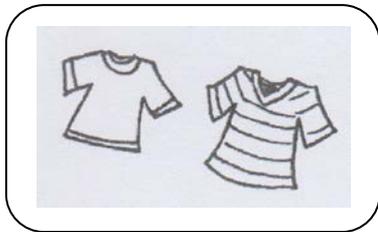
1. _____



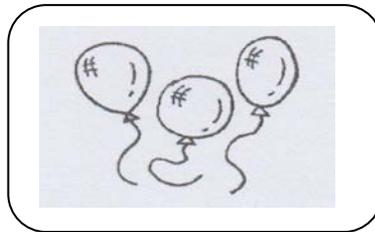
6. _____



2. _____



7. _____



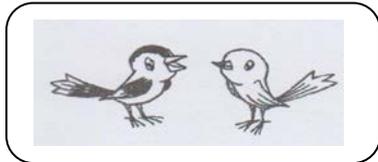
3. _____



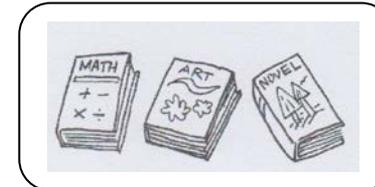
8. _____



4. _____



9. _____



5. _____

10. _____

Remember This

Singular nouns ending in consonant sounds except y, x, f, s, h form their plural by adding -s.

Measure My Learning

Underline the nouns in the sentence.
Tell whether the noun is singular or plural.

- _____ 1. Three of the plates are round.
- _____ 2. My grandmother is very kind.
- _____ 3. Joshua 's crayons are broken.
- _____ 4. That map is old.
- _____ 5. Birds flew in the sky.

Lesson 22: More Rules: Plural Form of Nouns

Let's Try

Let's play a game called "The Longest List".
Go to your group and fill in each column with as many nouns as you can think of. Share your lists with the class.
You will be given two to three minutes to do the task.

Person	Place	Things	Animals

Let's Listen

Look at the pictures.
Listen and repeat after your teacher.

- 2. bunny _____
- 3. dress _____
- 4. shoe _____
- 5. match _____

- 7. fly _____
- 8. wish _____
- 9. bench _____
- 10. cherry _____

Measure My Learning

Match column A with B by writing the letter before each number.

- A
- _____ 1. box
 - _____ 2. strawberry
 - _____ 3. fairy
 - _____ 4. glass
 - _____ 5. lady

- B
- a. fairies
 - b. boxes
 - c. glasses
 - d. strawberries
 - e. ladies

1.