

# English

## Learner's Material

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# Quarter I

## Me and My World

D



## Week 1 - Special People, Special Days



### Think and Tell

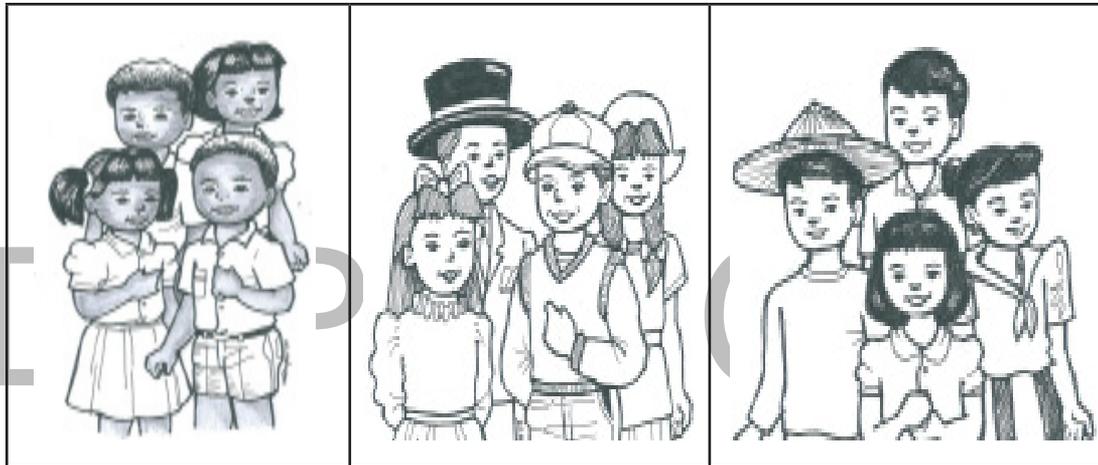
Look at the people in the drawing.

How are they similar?

How are they different?

Are you like them? In what ways are you like them?

In what ways are you different from them?



Tell us something about yourself.



### Find Out and Learn

Read the paragraph and look for the words with the long **a** sound.

When the sun came, Kabunian got some clay. He made a man. He wanted the man to take care of the earth. But the men Kabunian made were not the same. One was black, another was white, and the last one was brown.

Compare how the following words are pronounced:

mat + e = mate

man + e = mane

cap + e = cape

hat + e = hate

pan + e = pane

nap + e = nape

rat + e = rate

tap + e = tape

What is the sound of **a** when letter **e** is added at the end of the word?

Read the following words:

date	game	bake	cane	age	ape	male
gate	lame	cake	lane	cage	cape	pale
late	name	lake	pane	page	nape	sale
mate	same	make	vane	wage	tape	tale



## Try and Learn

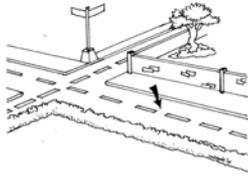
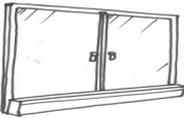
### Exercise 1

Read the sentences. Answer the questions.

1. Jake takes the ape to the lake.  
Where does Jake take the ape?
2. Kate bakes a cake.  
What does Kate bake?
3. Rene is late for his game.  
Who is late for the game?
4. The lame man has a cane.  
What does the lame man have?
5. The cape is on sale.  
What is on sale?

## Exercise 2

Write the word for each illustration to complete the short story below. Rewrite the story in your notebook. Read the story then answer the questions that follow.

Jake has a  . He put the   
on the  . An  took the  
 . The  put the   
on the window  .

1. Who has a rake?
2. Where did he put the rake?
3. Who took the rake?
4. Where did the ape put the rake?



## Do and Learn

Read the poem with correct intonation and expression.  
Pronounce correctly the words with long **a**.

### Ice Cream Cakes

Collete Hiller

Ice cream cake, ice cream cake

I could eat it all day from the minute I wake

I wouldn't miss peas or carrots or grapes

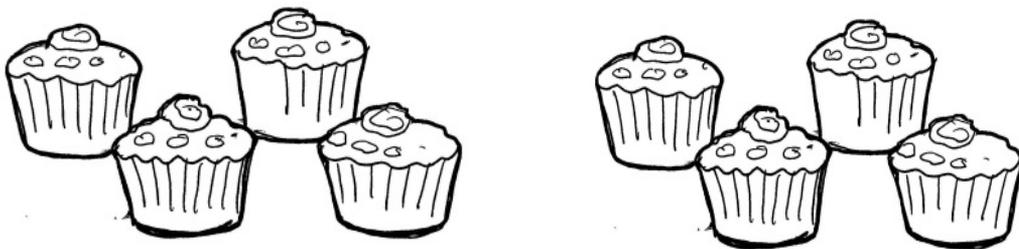
If I could eat loads of ice cream cake.

Ice cream cake, ice cream cake

I could eat it all day, plate after plate

I wouldn't miss apples or tuna paste

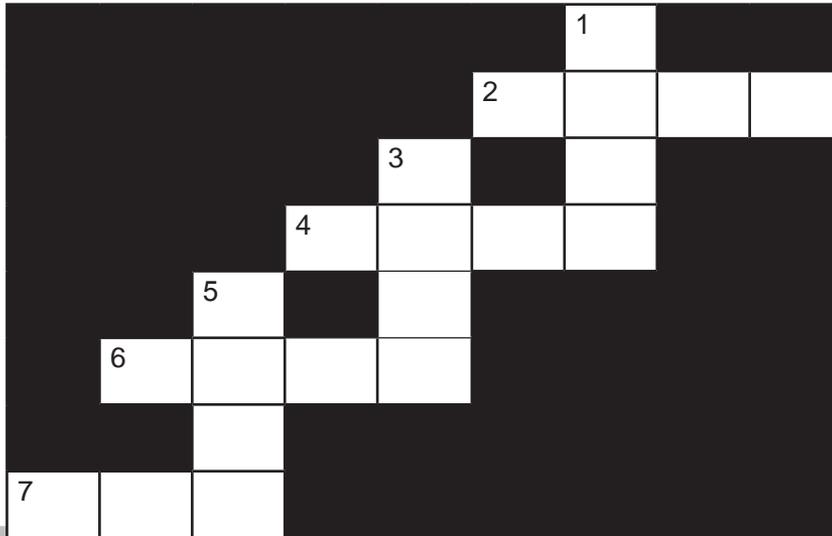
If I could eat loads of ice cream cake.





## Learn Some More

Read the riddles and complete the puzzle.



### Across:

2. People cross the road through me. I am called the pedestrian \_\_\_\_\_.
4. I cannot walk easily as others. I need my cane wherever I go.
6. I am neither an ocean or a sea. I am a small body of water surrounded by land, though a river I could never be.
7. It looks like a monkey for it belongs to the same family. What could it be?

### Down:

1. You put a candle on me. You slice and eat me. I am a sweet treat on your birthday.
3. I rhyme with lane. I am a window \_\_\_\_\_.
5. Know me: call me, for this is how I am.



## Read and Learn

What do you usually have when you celebrate your birthday?  
Do you also have a cake?  
How did Kate get a cake for her birthday? Find out as you read the story.

### A Cake for Kate

Gretel Laura M. Cadiong

Kate was turning ten. But she was not happy. Birthdays were ordinary days for her. She never had a birthday party. She never had a cake on her birthday. But she wished she could have one.



After school, she would stand near the gate to sell rice cakes that her mother made.

One late afternoon, Kate saw a big box on one of the benches. She picked it up and opened it. There were glasses, spoons, and forks. There were also boxes of wrist watches, a bag of marbles, chocolates, combs, and some dresses. She closed the big box. She brought it to the principal's office.

The next day, Mr. Basa, the school principal and a lady came to Kate's class. The lady was Mrs. Salas, the owner of the box. Mr. Basa looked for Kate and he told Mrs. Salas how Kate found the big box. Mrs. Salas thanked Kate.

"I just arrived from Cebu and the things inside the box are my *pasalubong* for my family," she said. "I was in your school because I had to fetch my nephew. Then, I forgot that box," she added.

Sunday came. It was Kate's birthday. After attending mass, Kate and her mother went home. They were surprised to see Mrs. Salas waiting for them.

"Happy birthday, Kate," Mrs. Salas said. "I brought you a gift. I asked your teacher about you and I am happy to know that you are not only a helpful daughter but an honest girl, too." She gave Kate a red box tied with a ribbon. Kate opened the box. What a surprise! It was a cake for her birthday!



## Talk about It

Answer the following questions.

1. What did Kate sell after her classes?
2. Why do you think did Kate sell rice cakes?
3. What did Kate see one afternoon?
4. What did she do with the box?
5. If you were Kate, what would you do with the box?
6. How did Mrs. Salas thank Kate for returning her box of *pasalubong*?
7. How do you think did Mrs. Salas learn about Kate's birthday?



## Write about It

Write at least two short sentences about the following persons.

a. Kate

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

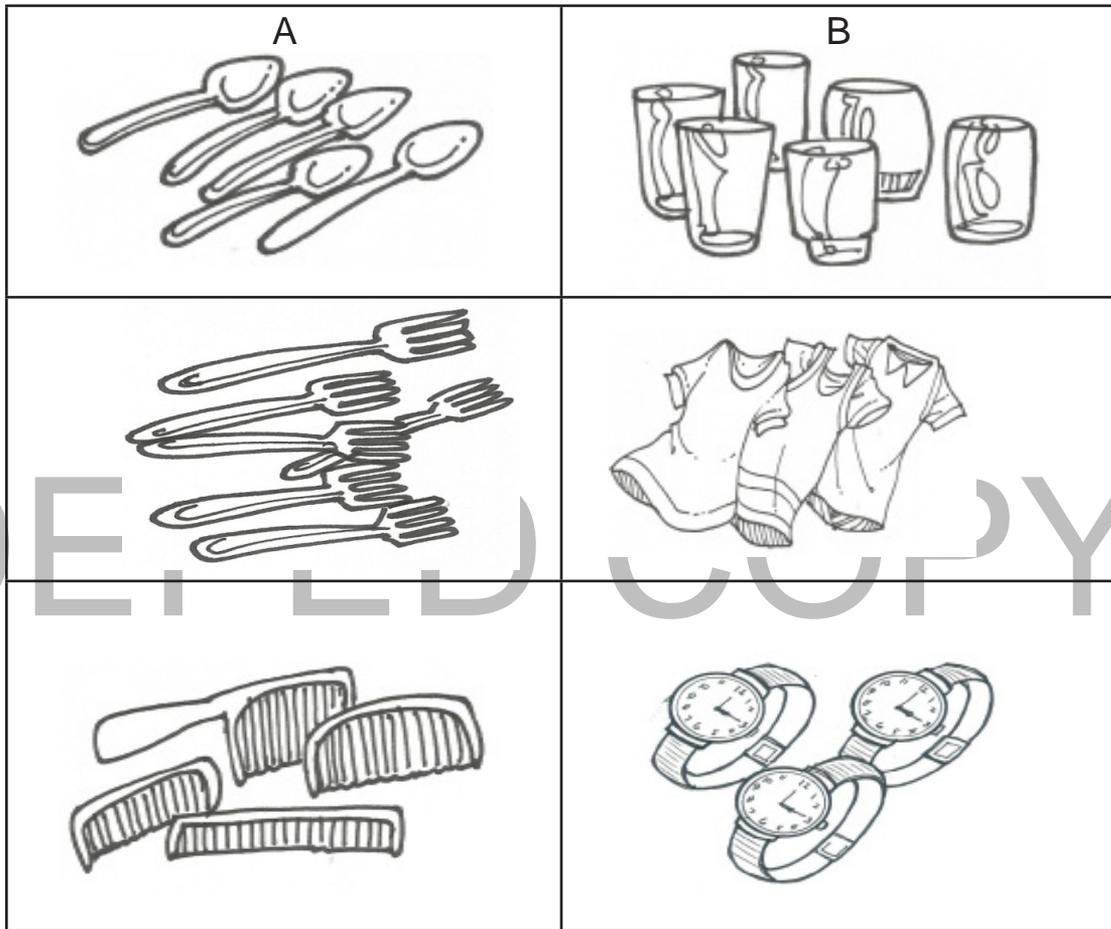
b. Mrs. Salas

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



## Find Out and Learn

Let us name the objects that Kate saw in the *pasalubong* box. Write the name of each picture on your paper.



1. What do you call the words you wrote?
2. Do they show more than one noun?
3. What do you call a noun which is more than one?
4. What letter or letters are added to the noun to mean more than one?
5. How do the nouns in column A form their plural?
6. How do the nouns in column B form their plural?

Here are more examples. Read them.

trees

potatoes

benches

boys

tomatoes

boxes

umbrellas

mangoes

classes



### Remember

- ✓ Nouns which are more than one are called **plural nouns**.
- ✓ Nouns that form their plural by adding **-s** or **-es** are called **regular nouns**.

Examples:

egg – eggs

table – tables

pen – pens

- ✓ Nouns ending in **-ss**, **-sh**, **-ch**, **-x**, and **-z** form their plural by adding **-es**.

Examples:

class – classes

church – churches

wish – wishes

box – boxes

- ✓ Some nouns ending in **-o** form their plural by adding **-es**.

Examples:

tomato – tomatoes

potato – potatoes

- ✓ However, most nouns that end in **-o** form their plural by adding **-s** only.

Examples:

radio – radios

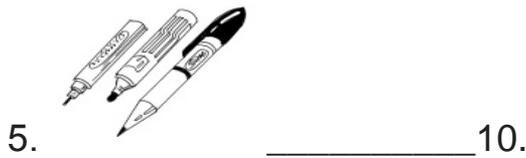
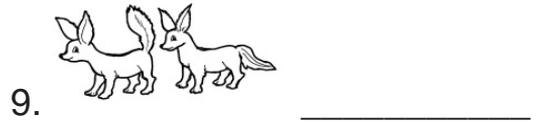
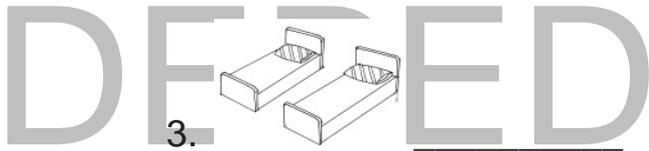
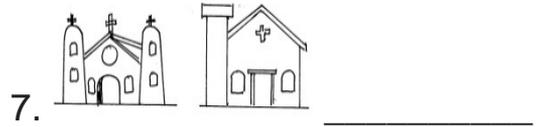
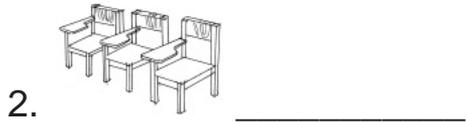
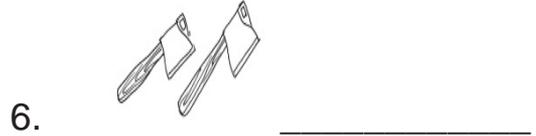
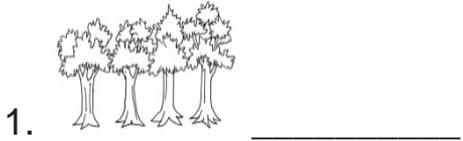
piano – pianos



## Try and Learn

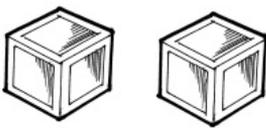
### Excercise 1

Write the words for the following images.



## Exercise 2

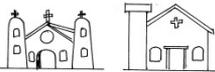
Complete the sentence with the correct form of the noun. The pictures will help you.

1. Mother needs  \_\_\_\_\_ for our unused clothes.

2. The  \_\_\_\_\_ are in school.

3. We made  \_\_\_\_\_ in class.

4. During the Holy Week, our family visited different

 \_\_\_\_\_.

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5. The boys brought their  \_\_\_\_\_ to the camp.

6. There were two  \_\_\_\_\_ on the stage.

7. Helen has  \_\_\_\_\_ on her hair.

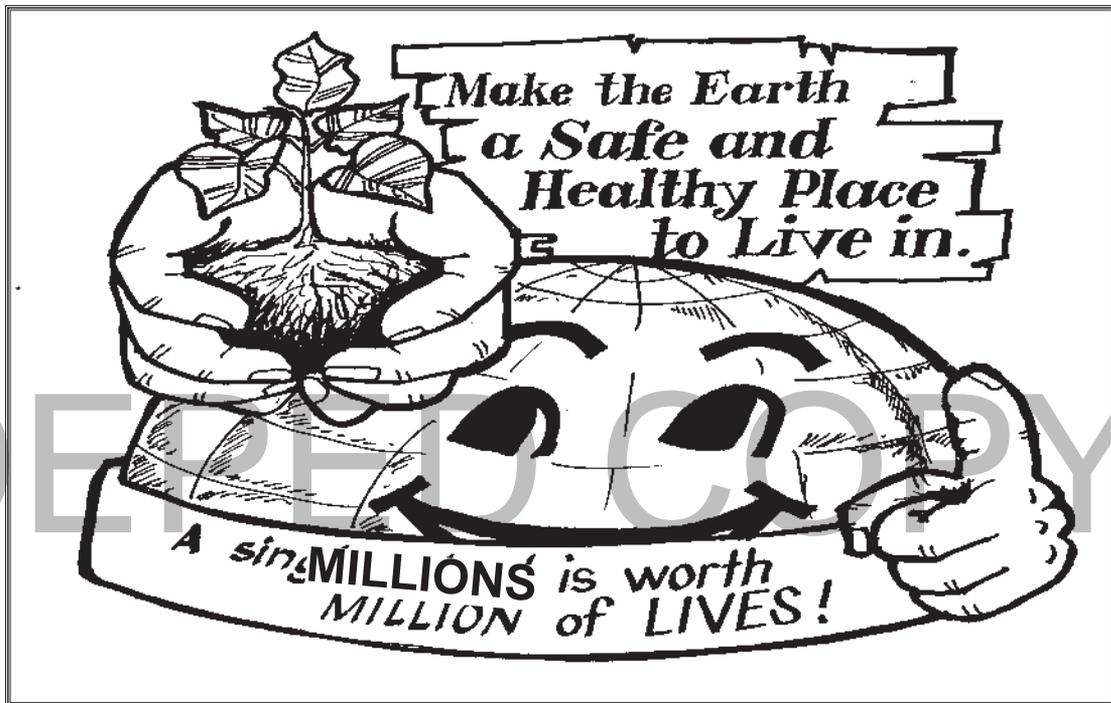
8. The  \_\_\_\_\_ are in the field.

## Week 2 - Caring Ways



### Think and Tell

Look at the poster. Can you tell the class something about it?



Use the following statements to guide you in saying something about the poster.

This poster is about

---

It tells us that

---

This poster will make the people

---



## Find Out and Learn

Read the following sentences. Take note how the underlined words are read.

1. Androcles saw a lion with a bleeding wound.
2. The king freed Androcles.
3. The lion got near its victim.
4. He would feed the lion with some meat.
5. The lion was lying on some dried leaves.

How are the underlined words pronounced?  
Notice how we group the underlined words.

Words with <b>-ee</b>	Words with <b>-ea</b>
feed	meat
freed	near
bleeding	leaves

What is the common vowel sound in the words?  
How is it pronounced? What letters produce the long **e**?

Read more words with long **e**.

eagle	neat	feed	peel	deer
east	meat	seed	feel	feet
ear	leaf	reed	heel	seat
seal	bead	weed	reel	heat



## Try and Learn

### Exercise 1

Read the phrases.

feel the heat

the seed of a weed

hear the beat

the heels of the feet

feed the eagle

a neat seat

### Exercise 2

Read the sentences and answer the questions.

1. The seal feeds on meat.

What does a seal feed on?

2. There's a seed on the seat.

What is on the seat?

3. I hear the beat of the drum from the east.

Where does the beat of the drum come from?

4. The leaves are green.

What is the color of the leaves?

5. The eagles fly to the east.

What flies to the east?

### Exercise 3. Word Search Puzzle

Find words with long **e** sound in this puzzle. Write the words on your paper.

m	s	b	e	a	d
b	e	e	f	b	e
s	e	a	t	d	e
g	b	k	t	f	r
g	r	e	e	n	c
m	e	a	t	y	w



Read the short story and answer the questions that follow.

Teddy is an eagle. He loves to fly to the east. One day, he found a green bead on a leaf. The eagle thought the bead was a seed. So he ate the bead. Teddy did not like the bead. He could feel the hard bead. "Meat is better," he said. "I will fly to the east to look for some meat."

1. What is Teddy?
2. What did Teddy find?
3. What did he do with the green bead?
4. Why did he not like the green bead?
5. Why did Teddy fly to the east?
6. If you had a pet eagle, what would you feed it? Why?



## Learn Some More

### What's the Word?

Figure out the words using the clues provided.

1. The 1st letter is the 19th letter of the alphabet. The next two letters are twins that follow the 4th letter of the alphabet. The last letter is the beginning letter of the word "did." What's the word?

Clue: A new plant can grow from this.

2. Write the 12th letter followed by the 5th letter of the alphabet. The 3rd letter is the 1st letter of the alphabet. The last letter is also the last letter of the word "beef."

Clue: This is the green part of the plant.

3. Write the letter that follows the letter "o." The 2nd and the 3rd letter is similar to the 2nd and 3rd letter of the word "meat." What's the word?

Clue: This is a small, round, green seed.

4. Start with the 2nd and 3rd letters of peas. Next, write the 7th letter of the alphabet. Then, follow the 12th letter and end it with the 5th letter. What's the word?

Clue: This is a flying bird.

5. The 1st letter is the sound that snakes make. The 2nd letter follows letter D. The 3rd letter is the beginning letter of "ape." The last letter is also the last letter of "bell." What's the word?

Clue: This is a sea mammal with big flippers.



## Read and Learn

How did the big man help the little girl? Find out in the story.

### **Big Feet – Bigger Heart**

(Adapted from Chicken Soup for the Soul)

by Jack Canfield and Mark Hanser

It was a very hot day. Everybody was looking for some kind of relief, so an ice cream store was a natural place to stop.

A little girl, holding her money tightly, entered the store. But before she could buy the ice cream, the store clerk told her to go outside and read the sign on the door. “Stay out until you put on some shoes,” he said. The little girl went out slowly, and a big man followed her out of the store.



He watched as the little girl stood in front of the store and read the sign: “No Bare Feet.” Tears started rolling down her cheeks as she walked away from the store. Just then the big man called her. He was sitting on a bench while he took off his size-12 shoes and put them in front of the girl. “Here,” he said, “You won’t be able to walk in these but if you can slide along, you can get your ice cream.”

Then he lifted the girl up and set her feet into the shoes. “Take your time,” he said. “I get tired of moving them around and it will feel good to just sit here and eat my ice cream.” The girl’s eyes lit up. She immediately went to the counter and ordered her ice cream.

He was a big man, all right. Big belly, big shoes, but most of all, he had a big heart.



### Talk about It

1. Why did the little girl want an ice cream?
2. Where did she go to buy the ice cream?
3. Did the girl have a lot of money? How do you know?
4. Why did the store clerk send the little girl outside?
5. How did the big man help the little girl?
6. Who is referred to in the title “Big Feet – Bigger Heart?” Why is he called such?
7. Where could this story have happened? Could this incident happen in our country? Why?

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### Write about It

Imagine the place where the little girl bought the ice cream. Would you like to visit the place, too? Write at least two sentences about the place.

1. \_\_\_\_\_  
\_\_\_\_\_.

2. \_\_\_\_\_  
\_\_\_\_\_.



## Find Out and Learn

Read and act out the dialog.

Mother:	Vicky, please help me prepare the things we will bring to the picnic.
Vicky:	Of course, Mother! What will I do?
Mother:	Put some spoons and forks and two knives in that basket. Make sure to put plates and table napkins, too.
Vicky:	Should I also put some glasses, Mother?
Mother:	Yes, please. There are loaves of bread on the table. Please put them in the basket, too. I'll put the mangoes and strawberries in another basket.
Vicky:	Could we bring some candies, Mother? I'm sure Susie and Tom will like them.
Mother:	Not too many, Vicky. Children should eat fruits more than candies.
Vicky:	Okay, Mother. Everything is ready for the picnic.

What are the things that Vicky and Mother prepared for the picnic? Are these nouns singular or plural? How are plural nouns formed?

Study this chart.

A		B	
Singular Noun	Plural Noun	Singular Noun	Plural Noun
spoon	spoons	knife	knives
plate	plates	glass	glasses
fork	forks	strawberry	strawberries

How do the nouns in Group A form their plural?

How do the nouns in Group B form their plural?

In the word knife, what do we do with the letters **f/fe** before adding **-es**?

In the word strawberry, what do we do to the letter **y** before adding **-es**?

What other rules can you give when forming the plural of nouns?



## Remember

Here are some more rules to remember when forming the plural of regular nouns:

- ✓ Some nouns ending in **-f/fe** form their plural by changing **f** to **v** before adding **-es**.

Examples:

leaf – leaves

life – lives

elf – elves

wife – wives

hoof – hooves

Exceptions:

handkerchief – handkerchiefs

roof – roofs

- ✓ Some nouns that end in **-y** form their plural by changing **y** to **i** before adding **-es**.

Examples:

candy – candies

sky – skies

berry – berries

- ✓ However, when the letter before **-y** is a vowel, just add **s**.

Examples:

boy – boys

key – keys

tray – trays



## Try and Learn

### Exercise 1

Write in your notebook the correct form of the plural nouns in the following sentences.

1. Mother bought some (blackberrys, blackberries) at the market.
2. She baked some (loafs, loaves) of blackberry bread.
3. We divided the bread into (halfs, halves).
4. Eric, my brother, won't eat them because someone told him that blackberry bread is for (fairys, fairies) only.

### Exercise 2

In the story below, the nouns in parentheses are in their singular form. Use the plural form of each noun in parentheses. Rewrite the story in your notebook.

Ina loves to write (story). She writes about (fairy) and (elf). She wrote a story about a boy who ate (loaf) of bread because he wanted to grow big and touch the sky. She also wrote a story about a girl who got lost in the forest while picking some wild (berry). But what she loves most is her story about two (lady) who quarreled because of their (baby). There is a good lesson to be learned in this story.



## Do and Learn

Write a sentence using the plural form of the following nouns:

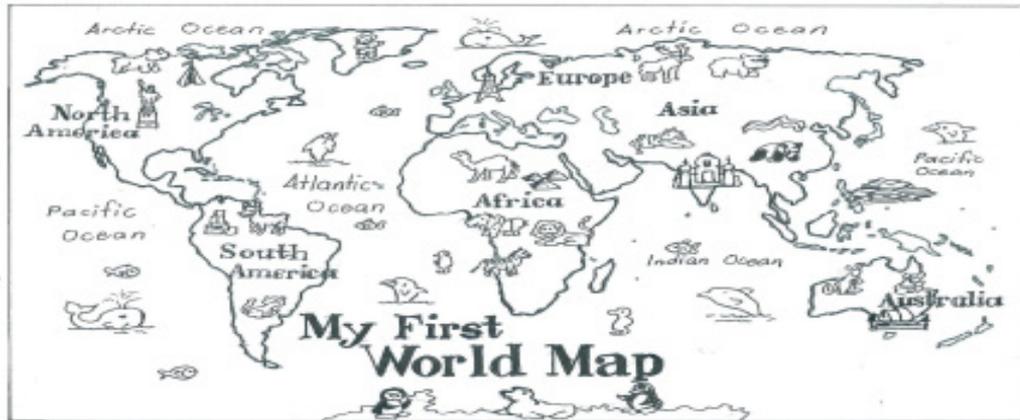
- |               |                 |
|---------------|-----------------|
| 1. key        | 5. trolley      |
| 2. wolf       | 6. handkerchief |
| 3. calf       | 7. half         |
| 4. strawberry | 8. roof         |

## Week 3 - The World in My Eyes



### Think and Tell

What places in the world would you like to visit? Complete the sentence that follows.



I want to visit \_\_\_\_\_ because \_\_\_\_\_.



### Find Out and Learn

Read the paragraph. Note how the underlined words are pronounced.

Mike and Spike are mice. They wanted to go on a trip. They had to find time to make money. They picked ripe limes and made wine. They made money to buy a bike. They biked miles and miles and had a nice time.

What is the common sound of the underlined words?

Compare how the following words are pronounced:

rid + e = ride      pip + e = pipe  
kit + e = kite      bit + e = bite

What is the sound of **i** when letter **e** is added at the end of a word?  
What is the sound of the long vowel **i**?

Read the words.

dine	fine	dike	five	bike	ride
mice	hide	line	nice	bite	side
wide	time	ripe	nine	kite	tide



### Try and Learn

#### Exercise 1

Read the phrases.

five nice mice	dine with wine	a nice ride
a wide dike	ride a bike	side by side
time to dine	fly nine kites	hide the dice

#### Exercise 2

Read the sentences. Answer the questions after each sentence.

1. The five nice mice will ride a bike.  
Who will ride a bike?
2. It's time to dine after five.  
When is the time to dine?
3. We will fly nine kites in the countryside.  
What will we do in the countryside?
4. We saw a wide dike.  
What did we see?
5. Mike had a nice ride.  
Who had a nice ride?

### Exercise 3

Complete the story with words having long i. Some pictures in the box will help you.

Last summer, my family went camping. There were \_\_\_\_\_ of us. The place was beautiful. It was near a \_\_\_\_\_. We saw wild flowers. We also saw some bees in a \_\_\_\_\_. At night time, we made a \_\_\_\_\_. During the day we flew a big \_\_\_\_\_. We also rode a \_\_\_\_\_. We had a nice \_\_\_\_\_ together.



**Do and Learn**

Read the following story. Answer the questions that follow.

Mike has a kite and a bike. He rides on his bike to the dike. He flies his kite by the dike. One day, the kite fell in the dike. Mike was sad. He had no more kite.

1. Who had a kite?
2. Where does Mike fly his kite?
3. How does Mike go to the dike?
4. What happened to the kite?
5. If you had a kite, would you fly it by the dike? Why?



## Learn Some More

Tell a story about the picture.

Write at least three sentences about it.

Use the words below to make your sentences.

Be ready to share your story with the class.

bike

kite

hike

dike

line of pine trees





## Read and Learn

What do children all over the world do? Find out in the poem.

### We Are One World

Meish Goldish

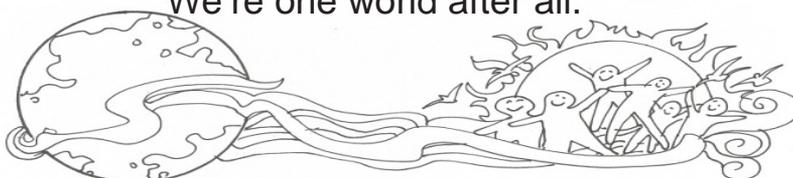
Pierre lives in Canada,  
Marla lives in Spain.  
But both like to ride their bikes  
Along the shady lane.

Liv lives in Norway,  
Ramon is in Peru.  
But both laugh with the giraffe  
When visiting the zoo.

Anwar is Egyptian,  
Kim is Japanese.  
But both run beneath the sun  
And fly kites in the breeze.

Jack is from the U.S.A.,  
Karintha is from Chad.  
But both can write a poem at night  
Upon a writing pad.

Children live all over,  
The world's a giant ball.  
But far and near, it's very clear  
We're one world after all.





### Talk about It

1. In what ways are the children all over the world alike?
2. In what ways are they different?
3. Would you like to have a friend from another country? Why?
4. What would you tell your friend about your country?
5. What would you ask your friend about his/her country?



### Write about It

Write a letter to your friend. Tell him/her things you love doing as a Filipino. Ask your friend about what children in their country love doing.



### Find Out and Learn

Read the short poem.

#### Help!

Grete! Laura M. Cadiong

I wonder why English words are not fixed  
If root is roots then why is foot, feet?  
I have one tooth but when many they are teeth,  
Please answer me for I cannot wait.

House becomes houses but mouse is mice,  
Blouse to blouses but louse is lice,  
A boy or a girl is a child but both are children  
Add one more man and it will become men.  
Are these words true?  
Help me, please do.



## Remember

Nouns that form their plural by changing their spelling are called **irregular nouns**.

- ✓ Some nouns form their plural by changing their spelling.

Examples:

goose – geese

man – men

child – children

- ✓ Some irregular nouns have the same singular and plural form.

Examples:

deer

sheep

news

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## Try and Learn

Complete each sentence with the correct plural noun.

1. Father caught three (mouse) \_\_\_\_\_ in the rice field.
2. One mouse had long (tooth) \_\_\_\_\_ that stuck out from its mouth.
3. Another mouse had very long (foot) \_\_\_\_\_.
4. When the (child) \_\_\_\_\_ saw the three (mouse) \_\_\_\_\_, they felt afraid.
5. Louna said they might bite her (foot) \_\_\_\_\_.



## Do and Learn

With a partner, change the nouns inside the parentheses into plural forms. Present the dialog to the class.

Pupil A: Hello, \_\_\_\_\_. I heard some great (news) today.

Pupil B: Oh, and what is the (news)?

Pupil A: There were three (deer) caught by some (man) in the forest.

Pupil B: What happened to the (deer)?

Pupil A: Some scientists will study them. The news said, the (deer) have extraordinary long (foot), long shiny antlers and sets of long, pointed (tooth). They are rare kind of (deer).

Pupil B: Oh, it's really great news. I wish they would bring them to a zoo so many (child) can see them.

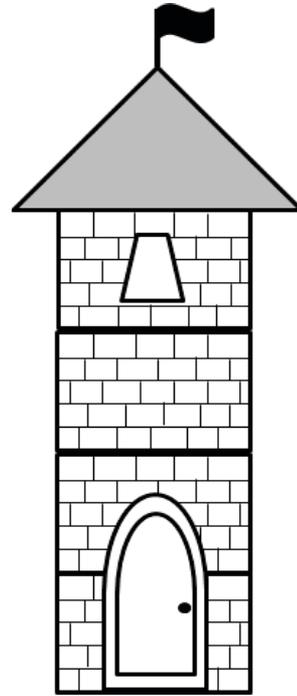
## Week 4 - Dreams and Wishes



### Think and Tell

Draw your work tower. Write your wishes and dreams in your tower. Share it with your classmates.

What do you wish for yourself?  
What do you wish for your family?



### Try and Learn

Arrange the events as they happened in the story “Tower to the Moon” that your teacher read.

- \_\_\_ The king sent for the best carpenter in the kingdom.
- \_\_\_ The king climbed higher and higher until he came to the top of the tower.
- \_\_\_ The king commanded that every box in the kingdom be brought to the carpenter.
- \_\_\_ The carpenter and his helpers drew lines on big sheets of paper. They hammered and measured.
- \_\_\_ The carpenter yelled at the king that there were no more boxes anywhere.
- \_\_\_ The carpenter and his helpers walked to the tower and pulled out the bottom box.



## Remember

The sequence is the order in which events take place. Understanding the sequence of events can help you know what is happening and why it happens.



## Do and Learn

Write 1-5 to sequence the events as they happened in the story “In a Minute.”

\_\_\_\_\_ Mother told Juana to close the door of the room. Juana said, “In a minute.”

\_\_\_\_\_ Mother asked Juana to get a glass of water. She said, “In a minute, Mother.”

\_\_\_\_\_ Juana saw the feathers scattered all around the room.

\_\_\_\_\_ The cat entered the room and saw Juana’s pet parrot.

\_\_\_\_\_ Juana cried and cried. She no longer said “In a minute.”



## Find Out and Learn

Read the paragraph. Pay attention to the words in boldface. Pronounce them the way your teacher did when he/she read the story.

The king sits on a high **throne**. He wants to **go** to the moon. **So** he commands a carpenter and his men to build a tower for him. They think of a way to build a tower. They **post** a **notice** to gather all the boxes in the kingdom. The carpenter and his men know that the boxes will not be enough to build a tower.

Where does the king sit?  
What does he want to do?  
What do they post to gather all the boxes?  
Could they build a tower with the boxes? Why? Why not?



## Try and Learn

### Exercise 1

Read other words with long o.

go	code	bone	rope	throne
so	rode	cone	stove	notice

### Exercise 2

Read the phrases.

the dog's bone  
an ice cream cone  
use the code  
rode to a cove  
poke with a pole

### Exercise 3

Read the sentences.

- I gave my dog a bone.
- Don't drop the ice cream cone.
- Use the code to open the door.
- We rode to the cove. It was fun!
- Poke him with a pole, so he can move.

## Exercise 4

Read the rhyme.

### Who's Afraid?

Grace U. Rabelas

One day I heard a different tone  
It woke me up  
It chilled me to the bone  
"What could it be?" I spoke alone.  
Will I open  
Or close tightly my door?  
After a while I heard it no more  
Well, I hope it's just Rome  
With a brand new joke  
Every time he comes home.

Recite the rhyme in unison, by groups, or individually.

Do a choral recitation of the poem afterwards.



### Do and Learn

Fill in each blank with the correct word to complete the rhymes.

joke                  open                  code                  rope

Tie a \_\_\_\_\_.  
To \_\_\_\_\_ the door.  
Or try the \_\_\_\_\_.  
It's not a \_\_\_\_\_.

alone                  bone                  cone                  home

Give the dog a \_\_\_\_\_.  
Eat the ice cream \_\_\_\_\_.  
Clean your room \_\_\_\_\_.  
And be happy to be \_\_\_\_\_.



## Read and Learn

Read the poem.

### Cooking in the Kitchen

When you're cooking  
in the kitchen,  
You're learning all the while —  
To pour and measure,  
mix and stir  
And sift flour into a pile.

Wash your hands  
before you start  
Then gather up the gear -  
Like pots and pans and  
measuring cups  
That you use throughout  
the year.

Go over the recipe,  
step-by-step,  
So you'll know just what to do.  
By carefully following  
the directions,  
It won't be hard for you.

Have a hot pad handy  
And a grown-up standing by—  
So you won't hurt yourself  
When using the stove or baking  
a pie.

Besides the fun and learning,  
There's always cleaning up  
to do,  
And even though it's quite  
a chore,  
It's part of cooking, too.

But after all the work is done,  
It will soon be time for dinner.  
And when someone asks  
for seconds,  
You'll know you've cooked  
a winner!

<http://www.canteach.ca/elementary/songspoems77.html>

1. List down three reminders when cooking

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. What other reminders can you add to the list?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_



### Think and Tell

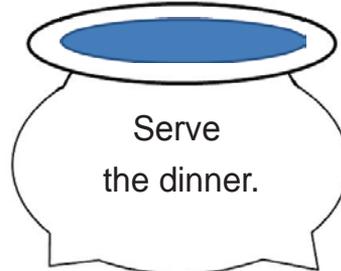
Say something about each picture.



### Try and Learn

Arrange the set of activities as mentioned in the poem.

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## Do and Learn

A. Arrange the steps in baking a cake.

1. Put the mixture in the oven.
2. Mix all the ingredients.
3. Let the cake cool down.
4. Put some icing or frosting on the cake.

B. Number the sentences in the order a sandwich is made.  
Susan made a peanut butter and jelly sandwich.

- \_\_\_\_\_ Finally, she ate it.
- \_\_\_\_\_ Next, she spread jelly on another slice of bread.
- \_\_\_\_\_ After spreading the jelly, she put the two slices of bread together.
- \_\_\_\_\_ First, she spread peanut butter on one slice of bread.



## Learn Some More

What are the steps in cooking scrambled eggs? Complete the process by supplying the missing steps.

1. Break one or two eggs in a bowl and add a pinch of salt.
2. \_\_\_\_\_
3. Heat a little oil in the pan.
4. \_\_\_\_\_



## Find Out and Learn

Read the paragraph.

Gabbie helped her mother bake their favorite cake. First, they prepared the baking tin, spoon, bowl, and other utensils. Then, they gathered all the ingredients for the cake like flour, sugar, butter, milk, chocolate, and some eggs. After everything was ready, they mixed all the ingredients in the bowl. Next, Mother poured the mixture in the baking tin. Then, she placed it inside the oven. After an hour, the cake was ready. Gabbie added some icing and fruits on top of the cake. Everybody enjoyed Gabbie's special chocolate cake.

Answer the questions.

1. What did Gabbie and her mother bake?
2. What did they prepare before baking the cake?
3. What ingredients were used to bake the cake?
4. What did Gabbie add on top of the cake?
5. Why do you think everybody enjoyed the cake?
6. Which nouns can be counted? Which nouns cannot be counted?



## Remember

**Count nouns** are nouns which can be counted as one or more.  
**Mass nouns** are nouns which cannot be counted. Generally, they cannot be pluralized.



## Try and Learn

Read the poem. Identify the count nouns and mass nouns.

### I Love the Market

Grace U. Rabelas

Today I will visit the old market  
Buy some goods and fill my basket  
Tomatoes, potatoes, and a kilo of meat  
For the soup and stew that I love to eat.

I would care for some apples and bananas, too,  
Peanuts, rice, and corn, a kilo of them will do  
Then a bottle of vinegar and a jar of spices.  
Cabbage, lettuce, vegetables of all sorts and sizes.

If there will be coins left in my pocket,  
I will buy my favorite box of chocolate.  
Going to the market I simply love to do.  
I think you'll love doing it, too.



## Learn Some More

Your mother sent you to the market/grocery store. With a partner, prepare a list of things you are going to buy.



### Market List

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



## Do and Learn

Listen as the teacher says the steps and shows you how to prepare fruit salad.

First, wash the fruits.

Next, peel the fruits.

Then, slice the fruits into small cubes or pieces.

Then, mix the fruits together with milk or cream.

Lastly, share the salad with everyone.



## Remember

The words first, next, then, and lastly are called **signal words**. Signal words introduce the steps in a process or a sequence of events.



## Write about It

Here are three tasks for you. Write the directions for each task.

- A. Write directions for crossing the street.
- B. Write directions for brushing one's teeth.
- C. Write directions for cooking rice.

First, \_\_\_\_\_

Next, \_\_\_\_\_

Then, \_\_\_\_\_

Finally, \_\_\_\_\_

## Week 5 - Giving Care, Getting Wise



### Think and Tell



What do you notice about the girl in the picture? How do you know that the girl is sick? Have you ever been sick? What made you feel better when you were sick?

Listen to your teacher as he/she reads the story “Haluhalo Espesyal.”

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<p>A.</p>	<p>B.</p>
<p>C.</p>	<p>D.</p>
<p>E.</p>	<p>F.</p>

Which of the six events happened first?

What happened second? What happened last?



## Try and Learn

A. Recall how Lola Itang prepared the *haluhalo*. Arrange the steps in preparing the *haluhalo*.

Pour the milk. Add a spoonful of *ube* and a slice of *leche flan*.

Mix everything using a long spoon.

Fill half of the tall glass with the following sweets: beans, banana, *nata de coco*, *gulaman*, and jackfruit.

Add sugar, and then fill the remaining half of the glass with shaved ice.

B. Listen to your teacher as he/she reads another short story. Arrange the pictures of the events as they happened in the story.

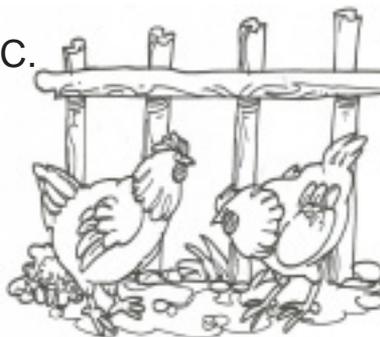
A.



B.



C.



D.





### Find Out and Learn

This is Lola Itang's special *haluhalo*. Name the ingredients of Lola Itang's *haluhalo* and classify them as count nouns or mass nouns.



Count Nouns	Mass Nouns



### Read and Learn

Read the paragraph.

Lola Itang is busy in the kitchen. She is busy preparing Jackie's favorite treats. She has just finished baking the rice cakes. Lola Itang's rice cakes have a sprinkling of coconut shreds. They have slices of cheese on them. Then, she cooked a pot of *champorado*. While cooking *champorado*, she took out from the oven the *ensaymada* that she also baked. She spread a teaspoon of butter and a spoonful of sugar on the *ensaymada*.

Lola Itang has the best *haluhalo*. She mixes all sorts of nice things in her glasses of *haluhalo*. She puts slices of *nata de coco*, spoonfuls of *ube jam*, and slices of *leche flan*. Then she adds a half cup of milk and shaved ice. The *haluhalo* looks delightful with its swirl of colors.

- What is placed on top of Lola Itang's rice cakes?
- What else are placed on the rice cake?
- What did Lola Itang cook?
- What did she spread on the *ensaymada*?
- What food did Lola Itang prepare?
- What ingredients did she put in the *haluhalo*?
- What made the *haluhalo* look delightful?



### Try and Learn

Read the phrases.

sprinkling of shredded coconut  
 slices of cheese  
 a pot of *chamorado*  
 a dab of butter  
 a spoonful of sugar  
 glasses of *haluhalo*  
 bits of *nata de coco*  
 slices of *leche flan*  
 spoonful of *ube* jam  
 a half cup of milk  
 shavings of ice  
 a swirl of colors



### Remember

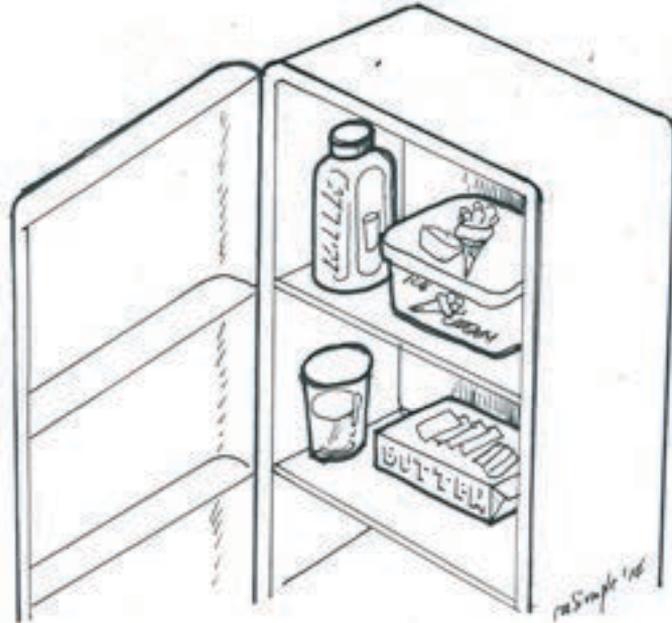
**Quantifiers** or **counters** are expressions of quantity. We use quantifiers to tell us how much or how little the mass nouns are. Some quantifiers are **much, many, lots of, a little of, a bit of, a piece of, a glass of, a kilo of, or a pound of.**



## Do and Learn

What's in the Refrigerator?

- A. List down the food items inside the refrigerator. Use quantifiers for the mass nouns.



- B. Complete the lines of the poem with the appropriate counter or quantifier. Choose the quantifier from the box.

Today I will bake my favorite pie.  
A treat for mother and my Aunt Sie.  
First, I will sift a \_\_\_\_\_ of flour.  
Add a \_\_\_\_\_ of yeast. Mix and leave the dough for an hour.  
Later, I will put two \_\_\_\_\_ of sugar.  
A \_\_\_\_\_ of milk, I'll be sure it's not vinegar.  
A couple of eggs would add some flavor.  
A \_\_\_\_\_ of vanilla and honey would do me a favor,  
Of making my pie the best that they could savor.

spoonful   cup   kilo   teaspoon   can



## Learn Some More

Choose the correct counter/quantifier for the mass nouns from the box to complete the phrases.

handful

box

cup

bottle

bowl

jar

plateful

basket

1. A \_\_\_\_\_ of chocolates



2. A \_\_\_\_\_ of peanuts



3. A \_\_\_\_\_ of grapes



4. A \_\_\_\_\_ of fries



5. A \_\_\_\_\_ of water



6. A \_\_\_\_\_ of soup



7. A \_\_\_\_\_ of coffee



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## Find Out and Learn

Read the words.

pure  
sure

sugar  
cure

What is the common sound in these words?

Read other words with the long **u** sound.

cube  
use

fuse  
amuse

excuse  
muse

cute  
tube

huge  
tune



## Try and Learn

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### Exercise 1

Read aloud the following sentences.

1. **Sugar** is sweet. What do you use sugar for?
2. A bus is **huge**. Name other things which are huge.
3. I feel good when I hear my favorite **tune** on the radio.  
Do you have a favorite **tune**? What is your favorite **tune**?
4. I want a **cube** of ice in my glass of water.
5. I will **use** a long spoon for the *haluhalo*.
6. Father needs to change the **fuse** so he can turn on the lights.
7. The children were **amused** by the clown's magic tricks.
8. I will be absent from class. So, I wrote an **excuse** letter.
9. The pretty girl was chosen to be the **muse** of the class.
10. Hello Kitty looks **cute**.

## Exercise 2

Read the phrases.

tune of the piano  
pure sugar  
the huge cube  
excuse letter  
clean utensils

## Exercise 3

Read the sentences.

The tune of the piano makes me sad.  
Pure sugar is really sweet.  
The huge cube fell from the roof.  
The teacher signed the excuse letter.  
We use clean utensils.

## Exercise 4

Read the rhymes.

1. Huge Uncle Luke looks like a real duke.  
Yesterday he was in the news.  
For the old pipe he blew  
Played a tune no one knew.
2. The cute little muse ate a cube of sugar  
And drank a tube of pure juice.  
She thought it's a sure cure  
For the fume that made her mute.



## Read and Learn

### The Milkmaid

Mutya, the Milkmaid, was going to the market carrying a huge pail of pure milk on her head. She hummed a happy tune while walking. As she went along, she began thinking of what she would do with the money she would get for the milk. "I'll buy some chicken from Mang Tomas," said she, "and they will lay eggs each morning, then I will sell the eggs to the mayor's wife. With the money that I will get from the sale of the eggs, I'm sure I can buy myself a cute dress and a hat; and when I go to the market I would be a muse. Won't all the young men come up and speak to me! Ana will be that jealous, but I don't care. I shall just look at her and toss my head like this." As she spoke, she tossed her head back, the pail fell down, and all the milk was spilled. She had to go home and tell her mother what happened.



## Talk about It

1. What did Mutya plan to buy with her money?
2. When did she stop thinking about her plans?
3. How did she feel about the spilt milk?
4. How do you think her mother feel?
5. What advice do you think did her mother give her?
6. If you were Mutya, what would you do?
7. How can Mutya realize her plans?
8. How can you realize your own plans?



## Do and Learn

Using the events in the story, write or draw in each box to show the story sequence.

### Storyboard

In the beginning...	And then...
Suddenly...	And then...
And then...	In the end...



## Remember

**Graphic organizers** are charts or visuals which are used to represent what we think of. They can help us understand what we read. In sequencing events, we use organizers like the storyboard, flow chart, story train, chain of events chart, and sequence chart.



## Learn Some More

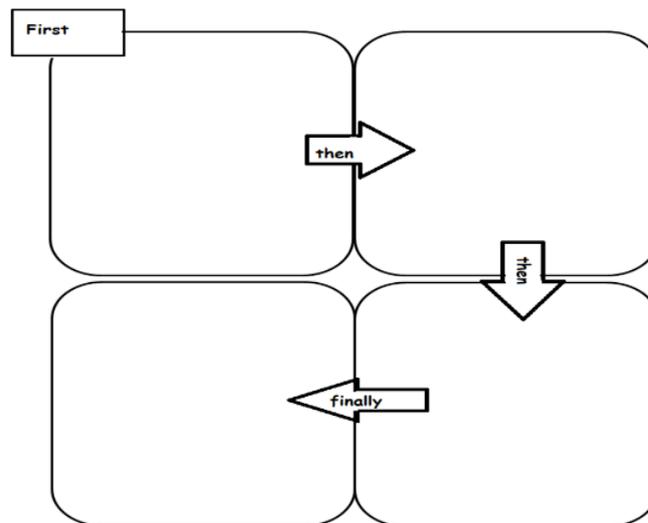
Arrange the events to form a story. Write each event in the appropriate box in the chart. Be guided by the signal words.

### Story A

- Pepito saw an old woman who was having a hard time crossing the street.
- He approached the old woman and offered help, and the latter gladly accepted the offer.
- When the two reached the other side of the street, the old woman gave Pepito a big seed. It was her way of thanking him.
- When Pepito got home, he planted the big seed. The next morning he found a money tree in the place where he had put the seed!

Name: \_\_\_\_\_

### Here's What Happened



## Story B

- One evening, Rhodora went to sleep without fixing her school things. While she was sleeping, she was interrupted by some noises.
- Those were her school things – the bag, books, notebooks, pens, and papers. They all came alive!
- Her school things were mad at her for not fixing them.
- Rhodora asked forgiveness from her school things and promised to take care of them. Suddenly, she opened her eyes realizing everything was just a dream.

 Rhodora went to sleep without fixing her school things.

 Then,

 Next,

 And then, she asked forgiveness and promised to take care of her school things.

 Finally,

## Story C

Retell the story by sequencing the events in the chain of events organizer.

### **The Bundle of Sticks**

(Aesop)

An old man who was about to die called his sons to give them some parting advice. He ordered his servants to bring in a bundle of sticks, and he told his eldest son, "Break it."

The son strained and strained, but with all his efforts, he was unable to break the bundle. The other sons also tried, but no one of them was successful.

"Untie the sticks," said the father, "and each of you take a stick."

When they had done so, he called out to them:

"Now, break," and each stick was easily broken. "Do you see what I mean?" asked their father.

