



# 2 English Quarter 1



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# English

## Grade 2

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PIVOT 4A Learner's Material  
Quarter 1  
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# Guide in Using PIVOT Learner's Material

## For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) for English as prescribed by the Department of Education.

You are expected to assist the child in the tasks and ensure the learner's mastery of the subject matter. Be reminded that **learners have to answer all the activities in their own notebook**

## For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

	Parts of the LM	Description
Introduction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation , mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve	

# Classifying Sounds

## Lesson

This lesson features a local story and a popular children's story to describe different animal sounds. There are many types of sounds in the environment. Some are produced by people, animals, mechanical objects, musical instruments, and other things around us. You are expected to identify the sounds heard and classified them as to loud and soft.

**Learning Task 1:** Read the story below and answer the questions that follow. Write your answers in your notebook.

### Sound Game in the Zoo

by Donabel H. Magararu

It's Theresa's much-awaited day. It's her 7th birthday, her Nanay and Tatay promised that they would go to Laguna Wildlife Park and Rescue Center. A zoo at La Vista Pansol, Calamba City. As promised by her parents, today, the family will visit the Wildlife Park and Rescue Center. To make their visit fun and memorable, they decided to play a game. Theresa would be blindfolded and led by her parents near the animals' cages. She has to identify each animal by listening to the sound it makes.

Nanay, Tatay, and blindfolded Theresa approached the first animal. Theresa listened well until she heard this loud sound, "Neigh...neigh...neigh...neigh". Theresa exclaimed, "It's a horse! It's a horse!" She got it right. It was the Wildlife Park's newly adopted pony named Corona. Nanay replaced Theresa's blindfold and they went on to the next. The birthday girl listened carefully until she heard this loud sound "grunt....grunt....grunt...grunt". "Oh!, what is that?" she asked. "I think it's a crocodile!" She got it right. It's a Caiman crocodile. The sound guessing game continued.

Other animal sounds that Theresa guessed right are the following;

- a. Hissss... hissss.. hissss..hisss.... soft sound made by a snake,
- b. Oink...oink...oink...oink... oink.... loud sound by the wild pigs,
- c. Cooo...cooo...cooo...cooo..... gentle sound from pigeons and
- d. Ungaaaa, ungaaa, ungaaa.....a loud sound coming from a cow.

Theresa's family had a great day at the wildlife park. It was an unforgettable adventure and a birthday celebration that is worth the wait.

#### Questions:

1. What are the animals mentioned in the story?
2. Imitate the sounds of the animals in the story.

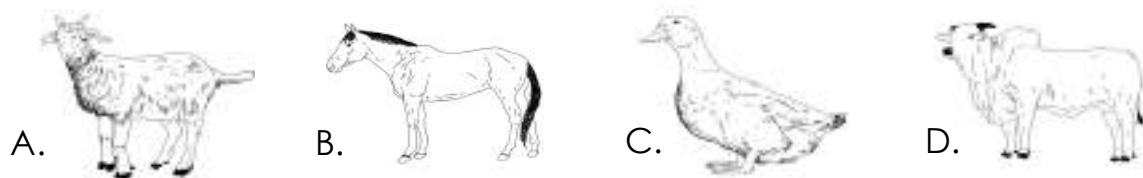
# D

**Learning Task 2:** Read the sound. Repeat the sound. Choose the letter of the sound heard. Write your answers in your notebook.

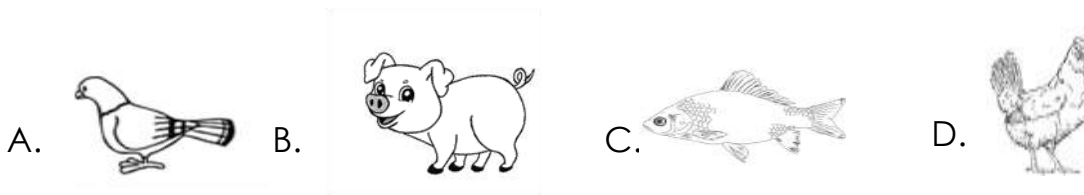
1. hiisssss....hiisssss...hiisssss



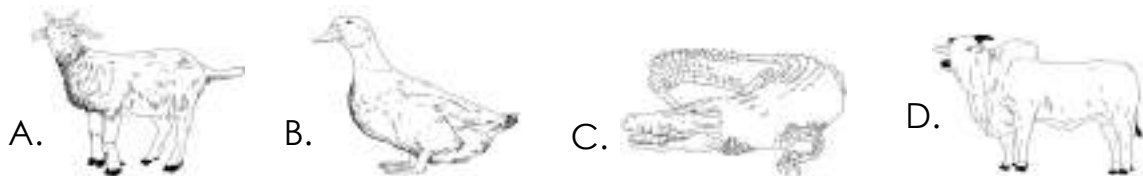
2. neigh.....neigh.....neigh....neigh



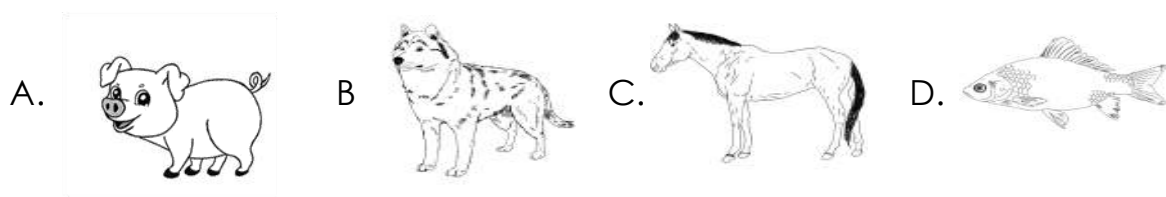
3. cooo...cooo...cooo...cooo.....

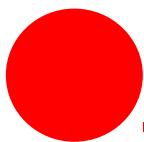


4. grunt....grunt....grunt...grunt

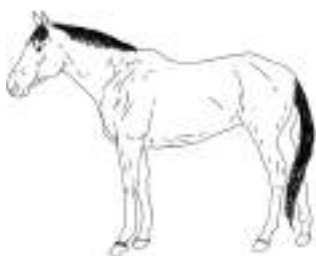


5. oink...oink...oink...oink... oink..





**Learning Task 3:** Look at the animals below. Mimic the sound produced by each animal. Classify each animal according sound as to **loud** sound or **soft** sound. Write your answers in your notebook.



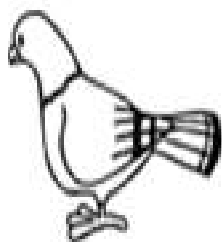
horse



fish



cat



bird



carabao



dog

Animal- Loud Sound

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

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

3. \_\_\_\_\_

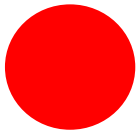
Animal -Soft Sound

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

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

3. \_\_\_\_\_





**Learning Task 4:** Read the story. Answer the questions that follow.  
Write your answers in your notebook.

### **Five Little Goats**

Retold by Myrna J. Hipolito

The first little goat went to the market. The second little goat stayed at home. The third little goat ate a lot of grass.

The fourth little goat had none. "I have nothing," he cried. "Meee-meee-mee."

The fifth little goat cried, "I can't find my way home". "Meee-meee-meee-meee-meee-meee!"

1. Where did the first goat go?

- A. library      B. house      C. market      D. pen

2. Which goat stayed at home?

- A. first      B. second      C. third      D. fourth

3. Which goat ate a lot of grass?

- A. first      B. second      C. third      D. fourth

4. Which goat had nothing?

- A. first      B. second      C. third      D. fourth

5. Why did the fifth goat cry?

- A. He can't eat.      C. He can't sleep.  
B. He can't play.      D. He can't find his way home.

# E

There are sounds that we can hear in our environment, and these sounds may be produced in various ways. Some of these are animal sounds. Animals produce distinct sounds. These sounds help us identify the animals producing them.

**Learning Task 5:** Do the following using the story you have read.

- Mimic the animal sounds.
- Identify the animals.
- Tell whether the sound is loud or soft.



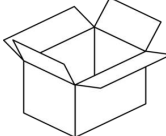


**Learning Task 6:** In your notebook, do the following;

- Describe one animal found at home.
- Draw the animal.
- Describe the sound this animal makes.
- Tell whether the sound is loud or soft.

# A

Can an object produce sound? Some objects can produce sounds when used with other objects.

**Learning Task 7:** Using the objects below, try to produce sounds by using a fork or spoon. Classify the sounds produced as to soft or loud. Write your answers in your notebook.

Object	Sounds Produced	Soft	Loud
			
			
			
			
			

# I

## Reading the Alphabet

Lesson

WEEK

2

In this part, you are expected to identify the letters of the alphabet, exhibit phonological awareness and blend letters to produce a word and sound.

Try this by reading the letters of the English alphabet with correct phonemes or sounds.

5 Vowels

Aa  
Ee  
Ii  
Oo  
Uu

21 Consonants


Bb Cc Dd Ff Gg Hh  
Jj Kk Ll Mm Nn Pp  
Qq Rr Ss Tt Vv Ww  
Xx Yy Zz

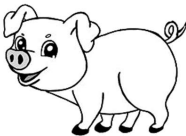
Read the following consonant-vowel-consonant (CVC) words.


sat	fat	cat
pin	kin	bin
pet	net	jet
hot	pot	dot
bud	mud	cud

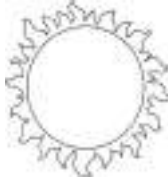
# D


**Learning Task 1:** Copy this in your notebook Write the missing vowel in each word.

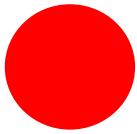
1.  d \_ g

2.  p \_ g

3.  b \_ s

4.  s \_ n

5.  t \_ n

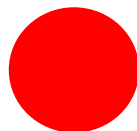


**Learning Task 2:** Read the poem carefully and answer the questions that follow.

**Hot Pot**

Ben ran fast to Aling Pat.  
Ben cried and sat on her lap.  
Ben pointed to the hot pot near the log.

1. What is the initial sound of the word **ran**?  
a. /r/                      b. /a/                      c. /n/
2. What is the final sound from of word **hot pot**?  
a. /o/                      b. /ph/                      c. /t/
3. The word **sat** has \_\_\_\_ phoneme/s.  
a. 2                      b. 1                      c. 3
4. Which of the following word starts with a vowel?  
a. art                      b. man                      c. red
5. Which word has a final /g/ sound?  
a. sad                      b. log                      c. wax








Here are some examples of blended phonemes.


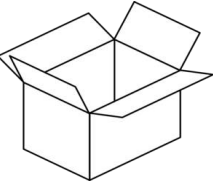

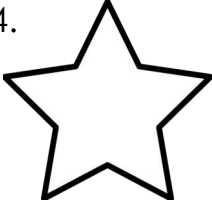

gr	sh	ch	dr
grid	shell	chick	drop
grip	shirt	chunk	drip
grand	show	chart	drink
grade	shock	check	drum
greet	shoe	church	dry

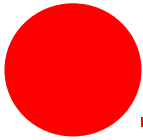
# E

**Learning Task 3:** Copy this in your notebook . Encircle the correct initial blended letter for each picture.

- |    |   |    |    |    |
|----|---|----|----|----|
| 1. |    | br | sk | cm |
| 2. |    | mk | ch | pr |
| 3. |    | cr | tr | al |
| 4. |   | sh | rb | sp |
| 5. |  | dk | el | gl |

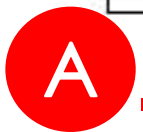
**Learning Task 4:** Arrange the jumbled letters to identify the objects in each box. Write your answers in your notebook.

- |    |   |    |  |    |   |
|----|---|----|--|----|---|
| 1. |  | 2. |   | 3. |  |
|    | <div>_____</div> <div>cra</div>   |    | <div>_____</div> <div>o b x</div>  |    | <div>_____</div> <div>a t c</div>   |
| 4. |  | 5. |  |    |   |
|    | <div>_____</div> <div>t s r a</div>   |    | <div>_____</div> <div>f o r g</div>  |    |   |



**Learning Task 5:** Form three rhyming words for each set by changing the first letter of the given word with the letters below. Write your answers in your notebook.

van	jet	fog	dip	tug
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
p m t	s n p	l h j	s l t	m b j



The English alphabet is composed of five (5) vowels and 21 consonants. These consonants and/or vowels when combined can form a word. Words are composed of multiple letters and phonemes.

**Learning Task 6:** Supply the missing word to complete the poem. Write your answers in your notebook.

### God loves me

I love the morning \_\_\_\_\_ shine



The \_\_\_\_\_ and the morning breeze.



I love my \_\_\_\_\_



my nose and my \_\_\_\_\_



and I love \_\_\_\_\_ cause He gave everything to me.



# Recognizing Common and Proper Nouns in Sentences

WEEK

3

## I

### Lesson

You are expected to recognize nouns in simple sentences or group of sentences; classify nouns in short stories; and write simple sentences using nouns.

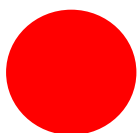
**Learning Task 1:** Name the things you see in the picture. Write your answers in your notebook.



## D

**Learning Task 2:** Identify which category the underlined noun in each sentence belongs to. Write the letter of your answer in your notebook.

1. The museum is closed every Sunday.  
A. animal      B. person      C. place      D. thing
2. The family will have picnic at the park later.  
A. animal      B. person      C. place      D. thing
3. I bought a pretty red dress.  
A. animal      B. person      C. place      D. thing
4. I went to Disneyland last April.  
A. animal      B. person      C. place      D. thing
5. A young kangaroo is called a joey.  
A. animal      B. person      C. place      D. thing



### Learning Task 3: Read the following naming words twice.

Persons	Places	Animals	Things
pupil	school	dog	paper
doctor	park	cow	pencil
teacher	mall	cat	table
priest	library	bird	ball
vendor	market	carabao	fruit

A **noun** is a naming word. It is used to name a person, place, animal, thing, or event. It can be a proper noun or common noun.

A **proper noun** deals with the specific name of a person, place, things, animals, events and the like. It is introduced by a capital letter. Meanwhile, a **common noun** refers to general name of a person, place, things, animals, events and the like. It is usually introduced by a small letter except if it is used as the first word of a sentence.

**Cassie is reading a book at the park with her cat.**

proper

common

common

common

1. **Cassie** is a proper noun because it is a specific name of a person.
2. **Book** is a common noun because it is a general name of a thing.
3. **Park** is a common noun because it is a general name of a place.
4. **Cat** is a common noun because it is a general name of an animal.



### Learning Task 4: Complete the table below by supplying the appropriate common and proper nouns. Write your answers in your notebook.

	Common Noun	Proper Noun
1		Ethan Than
2	book	
3	song	
4		Christmas Day
5	mall	
6		Ilasan Elementary School



**Learning Task 5:** Read the short story. Look for the nouns in the story and classify them according to their categories.

Nilo and Milo are best pals. They love to go to school together. They walk happily on the sidewalk while telling about what makes them excited about going to school every day. During recess, they eat their favorite wafers and talk about their pet animals. Nilo has a pet dog that loves to play in the yard. Milo has a pet cat that loves to sit on the mat. Milo and Nilo really enjoy each other's company.

Persons	Places	Animals	Things

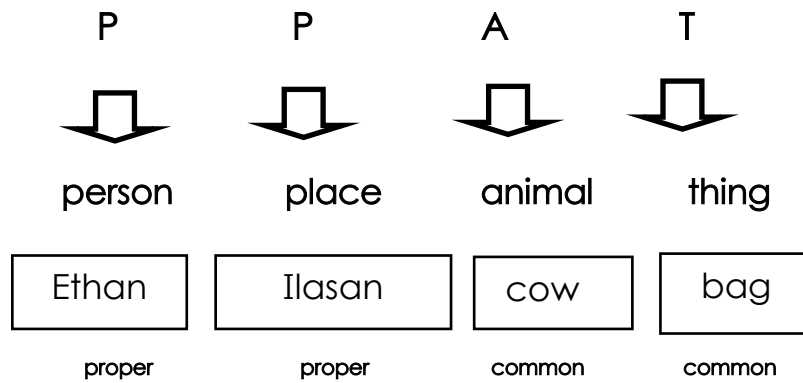
**Learning Task 6:** Identify the nouns in each sentence. Then, complete the table by classifying them as to common or proper noun. Write your answers in your notebook.

1. Jessie Pig is in the pen.
2. Jocelyn wants a bike.
3. Bugs Bunny ate carrots.
4. Daddy Jayson reads the newspaper.
5. Trisha eats fruits daily.

	Common Noun	Proper Noun
1		
2		
3		
4		
5		



A noun refers to a name of a person, place, animal and thing. It can be a proper noun or a common noun.



**Learning Task 7:** Look around you. List down 10 pairs of common and proper nouns based from anything you can see at home. Write your answers in your notebook.

	Common Noun	Proper Noun
Ex.	pet	Bantay
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

# Recognizing the Use of 'A/An' + Noun in Simple Sentences

WEEK

4

I

Lesson

You are expected to:

1. Use a/an in simple phrases and sentences;
2. Recognize the correct use of a/an + noun;
3. Write simple sentences using a/an + noun.

**Learning Task 1:** Read the sentences in the box below. Repeat reading the sentences.

When do we use **an**?

We use "an" before a noun that begins with a vowel sound.

When do we use **a**?

We use "a" before a noun that begins with a consonant sound.

The use of an + noun.



an apple



an elephant



an igloo



an umbrella

The use of a + noun.



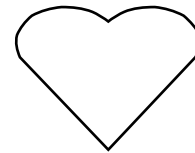
a balloon



a dog



a flower



a heart

D

**Learning Task 2:** Choose the letter of the correct answer to complete each sentence. Write your answers in your notebook.

1. I saw \_\_\_ dog lying on the street  
a. a            b. an            c. it            d. these
2. We can see \_\_\_ owl during nighttime.  
a. a            b. an            c. it            d. those
3. We bought \_\_\_ pet fish in the market.  
a. a            b. an            c. it            d. these
4. There is \_\_\_ snake crawling on the branch of the tree.  
a. these       b. an            c. it            d. a
5. We saw \_\_\_ ostrich at the zoo.  
a. a            b. it            c. an            d. these

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What are the vowels in the alphabet?

a e i o u

What are the consonants in the alphabet?

b c d f g h j k l m n p q r s t v w x y z

Keep in mind that "an" is used with singular words that start with vowel sounds such as an ant, an egg, an ice cube, an owl, an urn. Use "a" before singular words that start with consonant sounds like a fly, a shark, a castle, a race, a bug.



**Learning Task 3:** Write "a" or "an" before the noun. Put your answers in your notebook.

1. \_\_\_ banana
2. \_\_\_ ice cream
3. \_\_\_ egg
4. \_\_\_ fish
5. \_\_\_ cube

**Learning Task 4:** Put a check (✓) if the use of a or an is correct and a cross (X) if not. Copy these in your notebook.

- \_\_\_ 1. My mother wants to bake a cake.
- \_\_\_ 2. There is a old man resting on the bench.
- \_\_\_ 3. There was an tree branch fallen in our yard.
- \_\_\_ 4. Lisa wants to read a comic book.
- \_\_\_ 5. She looks like an angel.



1. The five letters of the English alphabet, a, e, i, o and u, are known as **vowels**.
2. The remaining letters of the English alphabet are known as **consonants**.
3. We use “an” before a singular word that begins with a vowel sound.
4. We use “a” before a singular word that begins with a consonant sound.

**Learning Task 5:** Read and answer each sentence. Pick the letter of your answer. Write your answers in your notebook.

1. How many vowels are there in the alphabet?  
a. 5                      b. 4                      c. 3                      d. 2
2. When do we use the article “a”?  
a. before a word that begins with a vowel sound  
b. before a word that begins with a consonant sound  
c. if there are two or more nouns  
d. before a noun
3. When do we use the article “an”?  
a. before a word that begins with a vowel sound  
b. before a word that begins with a consonant sound  
c. if there are two or more nouns  
d. before a noun
4. There is \_\_\_\_\_ ribbon on the head of the little girl.  
a. in                      b. an                      c. a                      d. on
5. There is \_\_\_\_\_ airplane flying high in the sky.  
a. a                      b. on                      c. in                      d. an

# Identify the English Equivalent of Tagalog Words

## Lesson

### I

You are expected to:

1. Identify English words spoken at home and in school;
2. Compare English and Tagalog words ; and
3. Use the identified words in sentences

**Learning Task 1:** Read aloud. Repeat reading the words in the box.

English is different from Tagalog in terms of how they are spoken at home and in school.

Read the following words written in English and Tagalog.

Tagalog	English
mga aklat	books
masaya	happy
mga kaibigan	friends
mga kuwento	stories
mga awitin	songs

**Learning Task 2:** Read the following sentences twice.

1. Ang **mga aklat** ay nasa istante.  
The **books** are in the shelves.
2. Si Gab ay **masayang** nagpapalipad ng saranggola.  
Gab is **happily** flying his kite.
3. Sila ang aking **mga kaibigan**.  
They are my **friends**.
4. Ang mga bata ay nakikinig sa **mga kuwento** na may gintong aral.  
The children are listening to stories with **lessons**.
5. Ang mga bata ay kumakanta ng **mga awiting** pambata.  
The pupils are singing **children's songs**.

# D

**Learning Task 3:** For each item, choose the letter of the correct answer. Write your answers in your notebook.

1. What is in the picture?



A. glass

B. vase

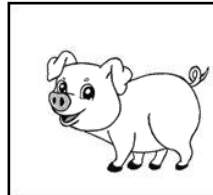
C. jar

D. can

2. The \_\_\_\_\_ is on the table. What is the appropriate word to complete the sentence?



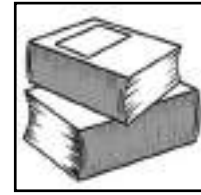
A. chair



B. pig

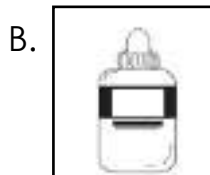


C. igloo



D. book

3. Which of the following things cannot be found in school?



4. The girl is beautiful in her yellow dress. What is the synonym of the underlined word?



A. angry



B. pretty



C. sad



D. ugly

5. What is the Tagalog word for this object?



A. pisara

B. mesa

C. pinto

D. bubong

**Learning Task 4:** Read the story and answer the questions below. Write your answers in your notebook.

### Books

Books are our good friends. They make us happy (masaya). Some tell nice stories and poems. Others teach beautiful (maganda) songs. Still, others teach us many things about the world (mundo).

Books live long if we take good care of them. We should not tear (punitin) or write on their pages.

1. Which are considered as good friends?  
A. books                      B. stories                      C. poems
2. What do books do for us?  
A. make us cry              B. make us sick      C. make us happy
3. What are found in books?  
A. stories                      B. cars                      C. airplanes
4. What should we do to make books live long?  
A. good care                  B. decorating them      C. coloring them
5. Which is not good for books?  
A. covering                  B. tearing                  C. reading

Here are some examples of English and Tagalog words that are spoken at home and in school.

Tagalog	English
bata	child
bansa	country
araw	day
mata	eye
pamilya	family
kamay	hand
tahanan	home
pera	money
ina	mother
gabi	night

**Learning Task 5:** Make a list of 10 Tagalog and English (five each) words spoken at home and in school. Write your answers in your notebook.

Tagalog	English

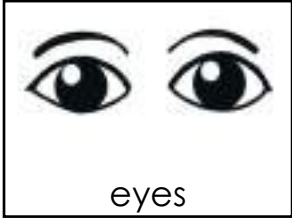
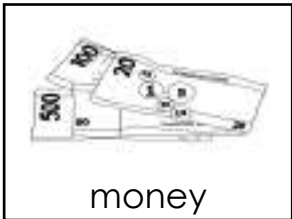
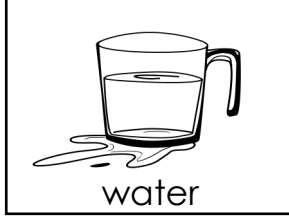




# E

**Learning Task 6:** Match the Tagalog words in Column A with the correct English words in Column A. Write the letters of your answers in your notebook.

A	B
_____ 1. pasyente	a. doctor
_____ 2. sundalo	b. police
_____ 3. drayber	c. patient
_____ 4. pulis	d. soldier
_____ 5. doktor	e. driver

**Learning Task 7:** Identify the objects in each picture. Write their equivalent in Tagalog. Write your answers in your notebook.

1.  eyes _____	2.  money _____	3.  water _____
4.  hand _____	5.  school _____	

**Learning Task 8:** Supply the missing word to complete each sentence. Choose your answers from the box. Write your answers in your notebook.

night	place	time	mother	country
-------	-------	------	--------	---------

1. My (nanay) \_\_\_\_\_ wakes up early to cook my breakfast.
2. There are many stars in the sky every (gabi) \_\_\_\_\_.
3. We need to eat our meals on (oras) \_\_\_\_\_ to become healthy.
4. Philippines is the name of our (bansa) \_\_\_\_\_.
5. Tagaytay City is a beautiful (lugar) \_\_\_\_\_.



**Tagalog** is the mother tongue for most children in CALABARZON. This serves as our first language. The English language serves as our second language.

**Learning Task 9:** Choose the letter of the correct answer. Write your answers in your notebook.

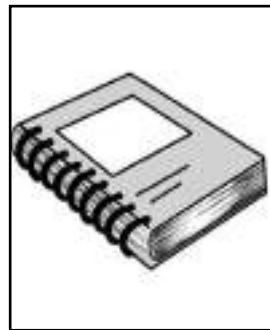
1. The pencil case is in my bag. Which is the correct picture for the underlined word?



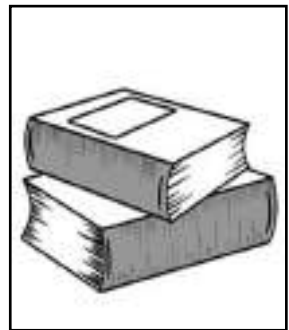
A.



B.



C.



D.

2. My (guro) \_\_\_\_\_ teaches me how to read, count and write. What is the missing word?

A. doctor

B. nurse

C. police

D. teacher

3. My teacher said that I'm a good child. It's because my parents taught me good (pag-uugali) \_\_\_\_\_ at home. What is the best word to complete the sentence?

A. values

B. dance steps

C. poems

D. songs

4. Differentiate the two words : doctor-doktor. What letters are different?

A. d and t

B. c and k

C. r and r

D. o and o

5. If **halaman** is plant, what is the English word for **prutas**?

A. tree

B. vegetables

C. seed

D. fruit

# Identifying the Beginning Letter of the Name of Each Picture

WEEK

6

## Lesson

I

You are expected to:

1. Identify the beginning letter of the name of each picture; and
2. Recognize different objects around you

**Learning Task 1:** Read the sentences in the box. What do you know about this?

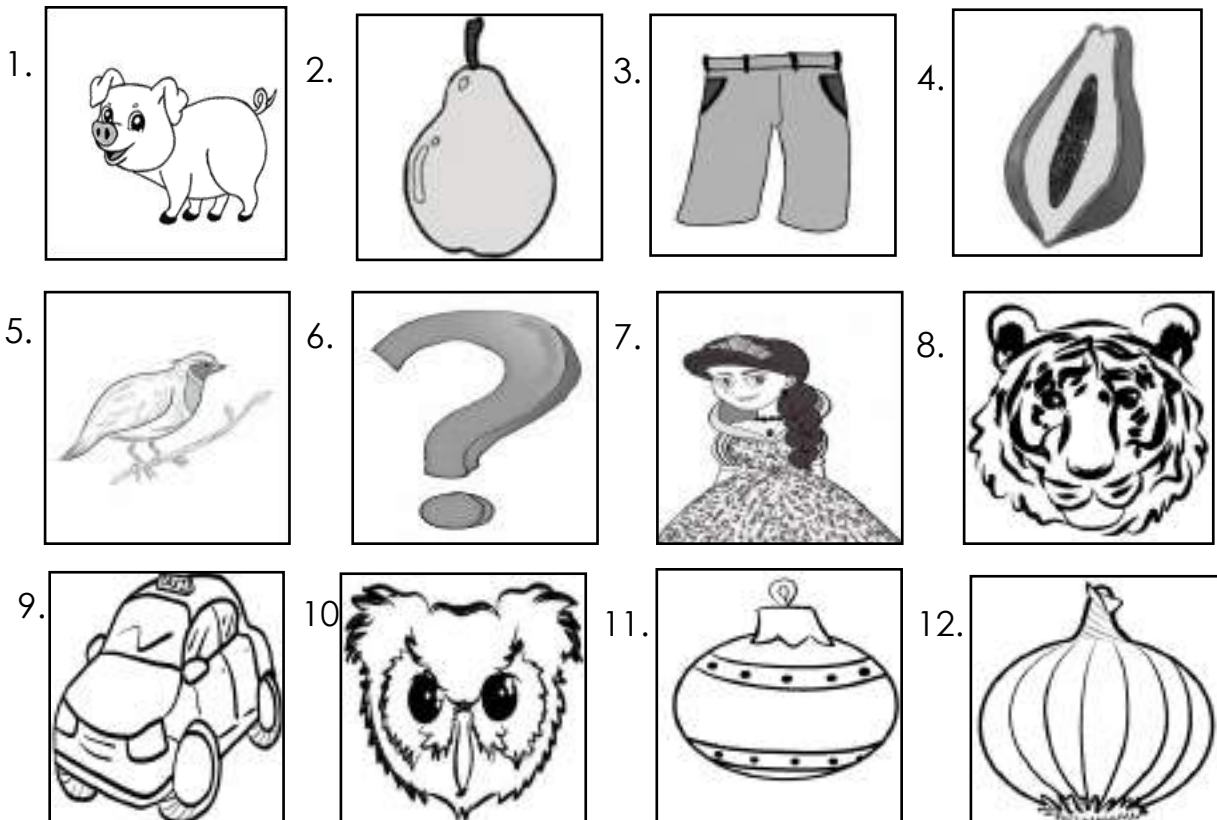
A **word** is a letter or group of letters that has meaning. Each word is introduced by a specific letter.

Example: Can starts with letter C.

Happy starts with letter H.

D

**Learning Task 2:** Do you know the consonants in the English alphabet? How about the vowels? Identify the name of each picture below. Write your answers in your notebook.



PIVOT 4A CALABARZON

**Learning Task 3:** Identify the correct beginning vowel to complete each word. Write your answers in your notebook.



a	e	i	o	u
---	---	---	---	---

\_\_\_ nk



a	e	i	o	u
---	---	---	---	---

\_\_\_ pple



a	e	i	o	u
---	---	---	---	---

\_\_\_gg pie



a	e	i	o	u
---	---	---	---	---

\_\_\_xpressway



a	e	i	o	u
---	---	---	---	---

\_\_\_ctagon

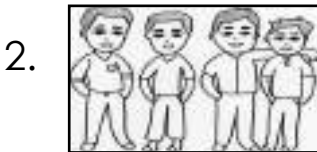
**E**

**Learning Task 4:** Copy and identify the pictures below. Select the beginning letter for each word describing the picture. Write your answers in your notebook.



( p q r )

\_\_\_en



( l m n )

\_\_\_en



( g h l )

\_\_\_en



( s t u )







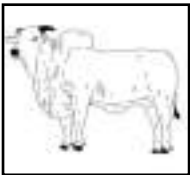



\_\_\_en



( c d f )

\_\_\_en

**Learning Task 5:** Supply the missing consonant to complete the word in each item. Write your answers in your notebook.

- |        |   |                     |  |                |
|--------|---|---------------------|--|----------------|
| 1. The |    | __abbit ate the     |    | __arrots.      |
| 2. The |    | __arabao plowed the |    | __ice field.   |
| 3. The |    | __og chased the     |    | __at.          |
| 4. The |   | __ow ate the        |   | __ay.          |
| 5. A   |  | __en can lay an     |  | __gg in a day. |

**A**

Remember, a word is a letter or group of letters that have meaning. Each word is introduced by a specific letter.

**Learning Task 6:** Look around you. What objects do you see? Can you name at least 10 objects? List down your answers in your notebook.

# Recognize Common Action Words in Retelling Stories and Conversations

## Lesson

You are expected to;

1. Identify action words; and
2. Recognize action words used in retelling stories, conversation, making statement and others.

Today, we are going to talk about action words, do you know what an action word is? An **action word** tells about what is someone or something is doing. We also call it as **verb**.

**Learning Task 1:** Look at the following pictures. Read the sentences. Identify what is being done in the picture. Write your answers in your notebook.

1. The boy eats breakfast early.



2. Ina washes her face daily.



3. Tony plays his favorite musical instrument very well.



4. Mother cooks my favorite dish every morning.



5. Tony writes a poem when he is happy.



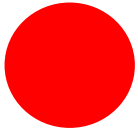


**Learning Task 2:** Choose the letter of the correct answer. Write your answers in your notebook.

1. Which of the following is an action word or verb?  
A. Ana                      B. bakes                      C. cake
2. Andrew plays with his favorite toy car. Which word from the sentence tells an action?  
A. plays                      B. toy                      C. car
3. Mother \_\_\_\_\_ our favorite dish every day. What action word fits the sentence?  
A. dries                      B. washes                      C. cooks
4. Which of the following is **not** an action word or verb?  
A. run                      B. stand                      C. poem
5. Jane reads her favorite story. What is the action word in the sentence?  
A. reads                      B. her                      C. stories

**Learning Task 3:** Read the following examples of action words twice.

run	write	listen
eat	sing	draw
dance	wish	clean
watch	walk	bake
wash	jump	play
brush	read	cook



**Learning Task 4:** Read the story and look for the verbs. List them down in your notebook.

### **My Fruitful Quarantine Days**

Since I stopped going to school because of the pandemic, I asked my mother how I could help her at home. She said I could start by picking my dirty clothes and putting them in the laundry area where she washes our clothes every day. She also added that I could help her by peeling some vegetables she would use to cook our favorite food. My mother also asked me to clean and organize my toys in the cabinet. Mother also reminded me that before leaving the bedroom in the morning, I should fix our beddings. I also help my brother and sister in washing the dishes, and in preparing the table before and after meals. Even though I don't go to school every day, I still read my books and write something on my notes. I also draw and paint different animals, flowers, and superheroes that I see in my books. These are the things that I do every day to have fruitful quarantine days.

Answer the following questions:

1. What did the mother ask him to do with dirty clothes?
  - a. Pick the dirty clothes and put them in the laundry area.
  - b. Put the dirty clothes under the bed.
  - c. Pick the dirty clothes and throw them in the trash bin.
2. How did he help his mother in the kitchen?
  - a. Cook the dishes for the family.
  - b. Buy vegetables and spices mother needs for cooking.
  - c. Peel the vegetable mother needs for cooking.
3. What did he do with his toys?
  - a. Played with them and left them everywhere.
  - b. Cleaned and organized his toys after playing.
  - c. Let his mother clean his toys alone.



4. What did he do to learn at home?
- a. Watched TV every day.
  - b. Read his books.
  - c. Played with his brother and sister.
5. How does the boy spend his quarantine days at home?
- a. He just sleeps long and eats his favorite foods.
  - b. He spends it fruitfully by helping his mother with household chores.
  - c. He watches his favorite TV shows all day long.



**Learning Task 5:** Match the statements with the correct image. Write the letters of your answers in your notebook.

- 1. I pick my dirty clothes and put it in the laundry.
- 2. When my mother cooks, I help peel some vegetables.
- 3. Clean my toys after playing.
- 4. I wash the dishes with my brother.
- 5. I read my favorite book.



**Learning Task 6:** Copy this in your notebook. Then, supply the correct action words or verbs to complete the things that you do every morning before going to school.

Every morning, I get up at 6 o'clock. First, I \_\_\_\_\_ my face. Then, I \_\_\_\_\_ my hair. Next, I \_\_\_\_\_ my breakfast mother \_\_\_\_\_ for us. After that, I \_\_\_\_\_ my teeth and take a bath. Finally, I kiss my mother and father and \_\_\_\_\_ goodbye.

## A

Action word or verb tells what someone or something is doing.

Examples: **walk, run, talk, skip, sleep, jump, hop, eat**

In a sentence, action words usually appear like this:

Ernest **walks** to the store.

**Walks** is the action word or verb because it tells what Ernest does.

**Learning Task 7:** Choose the letter of the correct answer for each item. Write your answers in your notebook.

1. Xhania Georgina and Xian Gio Craig bake their favorite cake every Mother's Day. What is the verb in the sentence?  
a. Xhania Georgina      b. bake      c. Xian Gio Craig
2. Grei Justin plays with his friends in the playground. Which word from the sentence tells an action?  
a. plays      b. friends      c. playground
3. Aubrey Nicole \_\_\_\_\_ our dirty clothes every day. What action word fits the sentence?  
a. watches      b. washes      c. throws
4. Gelsey Jade and Maria Franchezka play with their dolls. Which of the words is an action word?  
a. dolls      b. play      c. their
5. Francis Brian and Gian Kyle draw flowers and trees. What is the action word in the sentence?  
a. draw      b. flowers      c. trees

# Elements of a Story

## (Theme, Setting, Characters and Events)

Lesson

WEEK

8

I

You are expected to identify the elements of a story and differentiate each element based on its features.

Do you like or enjoy reading or storytelling? You would have noticed that stories have four basic elements such as theme, settings, characters, and events. The theme is the main idea (could be a lesson or moral) reflected in the story. The setting is the place and time where and when the story happens. Characters are the people, animals, or entities involved in the story. Events are the series (or sequence) of events ( beginning, middle, ending).

D

**Learning Task 1:** Read the statements below. Write your answers in your notebook.

1. It tells the happening/occurrences of the story in a logical order.
  - a. settings
  - b. characters
  - c. theme
  - d. events
2. It refers not only to the physical location but also the time the action takes place.
  - a. setting
  - b. introduction
  - c. protagonist
  - d. falling action
3. It refers to any person, animal, or figure represented in a literary work.
  - a. setting
  - b. plot
  - c. character
  - d. theme
4. It is the part of the story that usually sets where the problem is resolved.
  - a. beginning
  - b. middle
  - c. ending
  - d. settings

5. Which of the following elements pertains to the lesson or moral in the story?

- a. events
- b. theme

- c. character
- d. setting



### The Ants and the Grasshopper Aesop

One bright day in late autumn, a family of Ants were bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.

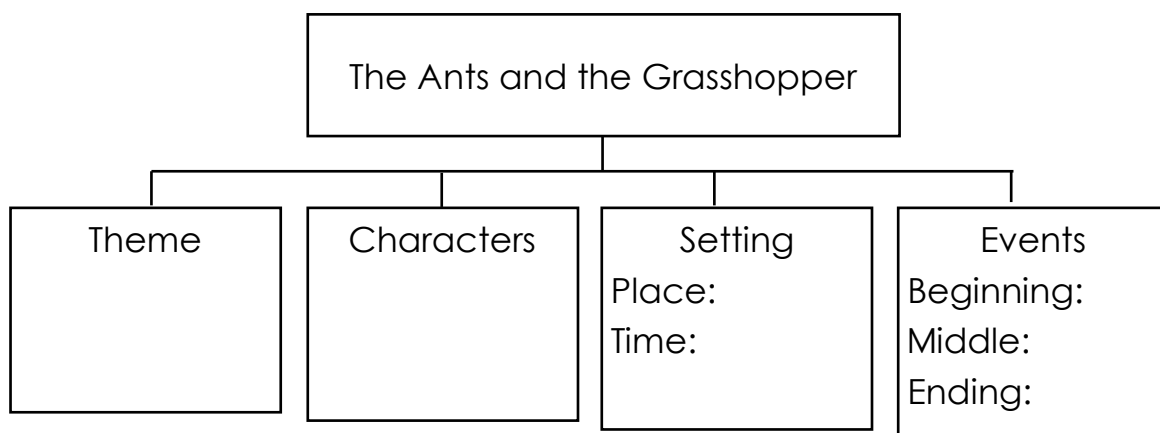
"What!" cried the Ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store up any food," whined the Grasshopper; "I was so busy making music that before I knew it the summer was gone."

The Ants shrugged their shoulders in disgust.

"Making music, were you?" they cried. "Very well; now dance!" And they turned their backs on the Grasshopper and went on with their work.

**Learning Task 2:** From the story entitled "The Ants and the Grasshopper", copy and complete the graphic organizer below in your notebook.

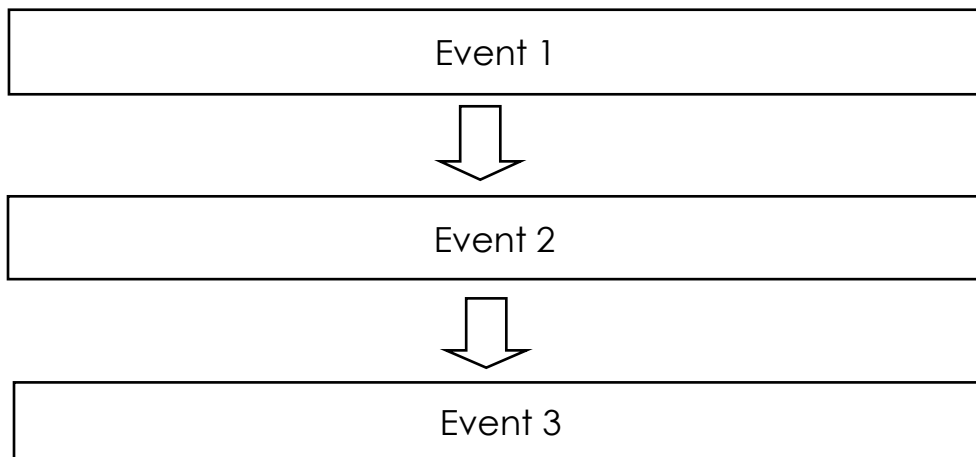


**Learning Task 3:** Draw a ☐ if you agree with the statement and a ☐ if you don't. Write your answers in your notebook.

- \_\_\_\_ 1. Reading stories will teach us lessons in life.
- \_\_\_\_ 2. Characters' actions do not affect the development of events.
- \_\_\_\_ 3. The setting shows us the place and the time in the story.
- \_\_\_\_ 4. Characters are usually introduced at the beginning of the story.
- \_\_\_\_ 5. Problems in stories are usually solved at the beginning part.



**Learning Task 4:** Using the story "The Ants and the Grasshopper", write the events in their correct sequence. Use the guide below. Write your answers in your notebook.



**Learning Task 5:** Study and complete the word puzzle. Write your answers in your notebook.

1. 

t	h			
---	---	--	--	--
2. 

s		t	t			
---	--	---	---	--	--	--
3. 

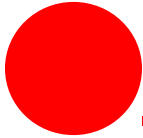
c	h							r	
---	---	--	--	--	--	--	--	---	--
4. 

				t	s
--	--	--	--	---	---



Week 8	
Learning Task 5	1. Theme 2. Setting 3. Characters 4. Events
Learning Task 3	1. circle 2. square 3. circle 4. circle 5. square
Learning Task 1	1. D 2. A 3. C 4. C 5. B

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[www.HaveFunTeaching.com](http://www.HaveFunTeaching.com)

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