

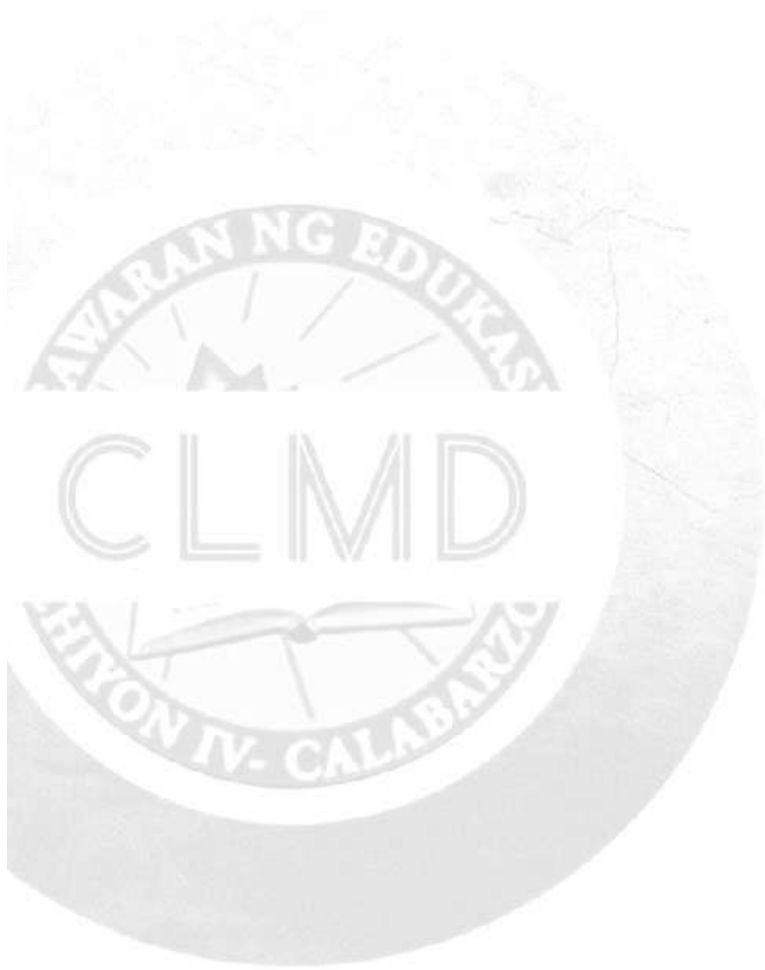
PIVOT^{4A} LEARNER'S MATERIAL



GRADE 3 ENGLISH



QUARTER 4



PIVOT 4A Learner's Material
Quarter 4
First Edition, 2021

English Grade 3

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The Editors

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how the materials and activities are used in the new normal. It is designed to provide 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) in English as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children 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 :

- a. answer all activities in your notebook;
- b. accomplish the **PIVOT Assessment Card for Learners on page 41** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

| | K to 12 Learning Delivery Process | Descriptions |
|--------------|-----------------------------------|--|
| Introduction | What I need to know | This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson. |
| | What is new | |
| Development | What I know | This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s. |
| | What is in | |
| | What is it | |
| Engagement | What is more | In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts . |
| | What I can do | |
| | What else I can do | |
| Assimilation | What I have learned | This part brings the learner to a process where he/ she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings. |
| | What I can achieve | |

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and through other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Degrees of Adjectives

Lesson

I

Adjectives are words that describe persons, places, things, animals and events. They tell something about a noun. Adjectives have three degrees of comparisons. These are the positive, comparative, and superlative degrees.

The **positive degree** signifies quality. It talks about only one thing and it is not being compared with another.

The **comparative degree** signifies quality in greater or less degree. Two things are being compared.

The **superlative degree** signifies quality in the greatest or least degree. Three or more items are being compared.

In this lesson, you are expected to use degrees of adjectives in making comparisons.

Read and study the conversation below, then answer the following questions.

Billy: Jenny, look at this plant.
It is **big**.

Jenny: Yes, Billy. It is big. Now look at this plant. It is **bigger** than your plant.

Billy: Oh, I agree with you. Take a look at that plant in the rectangular pot. *(pointing to the plant in the corner)*.

Jenny: That plant is the **biggest** among the three.



- Who are talking in the conversation?
- What are being compared in the conversation?
- Which plant is big?
- What did Jenny say about the plant in the round pot?
- How did Jenny describe the plant in the rectangular pot?

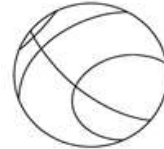
D

Learning Task 1: Write the comparative and superlative degree of each adjective below. Write your answers in your notebook.

1.



big



2.



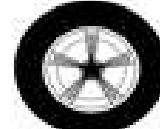
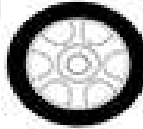
sweet



3.



thick



Forming the Comparison of Adjectives

| | Comparative Degree | Superlative Degree |
|---|--|--|
| One-syllable adjectives | Add <u>-er</u> to the positive degree Examples: weak-weaker near-nearer | Add <u>-est</u> to the positive degree Examples: weak-weakest near-nearest |
| Adjectives ending in <u>y</u> | Change <u>y</u> to <u>i</u> and add <u>-er</u> to the positive degree Examples: dirty-dirtier pretty- prettier | Change <u>y</u> to <u>i</u> and add <u>-est</u> to the positive degree Examples: dirty-dirtiest pretty- prettiest |
| Adjectives ending in <u>e</u> | Drop <u>e</u> and add <u>-er</u> to the positive degree Examples: safe-safer large-larger | Drop <u>e</u> and add <u>-est</u> to the positive degree Examples: safe-safest large-largest |
| Multi-syllable adjectives or more Adjectives ending in <u>-ful</u> or <u>-less</u> | Add <u>more</u> or <u>less</u> to the positive degree Ex. Afraid- more/ less afraid Silent- more/ less silent talented- more/ less talented | Add <u>most</u> or <u>least</u> to the positive degree Ex. Afraid- most/ least afraid Silent- most/ least silent talented- most/ least talented |

Some adjectives are irregularly compared.

| Positive Degree | Comparative Degree | Superlative Degree |
|-----------------|--------------------|--------------------|
| good | better | best |
| bad | worse | worst |
| ill | worse | worst |
| many | more | most |
| much | more | most |
| little | less | least |
| less | lesser | least |

Remember:

- Some one-syllable adjectives with a single vowel before the consonant, form their comparative and superlative degree by doubling the last letter before adding -er for the comparative and -est for the superlative degree.

Examples: mad- madder- maddest

Sad- sadder- saddest

big- bigger- biggest

fat- fatter- fattest

- The word than is often used with comparative adjectives.

Examples: My jacket is thicker than your jacket.

- The word **the** before an adjective signifies superlative degree.

Example: She is **the** cutest among the three.

Learning Task 2: Choose the correct form of adjective for each sentence. Write your answers in your notebook.

- This milk shake is (sweet, sweeter, sweetest).
- Tarsier remains the (small, smaller, smallest) primate in the Philippines.
- My uncle is the (rich, richer, richest) man in our town.
- Today's weather is (cloudy, cloudier, cloudiest) than yesterday.
- The sound of the chirping birds is (pleasant, more pleasant, most pleasant) than the sound of crickets.

D

Learning Task 3: Complete the story by supplying each blank with the correct form of the given adjectives. Write your answers in your notebook.

One sunny day, Galvez family went on a picnic near the river. Sammy, the _____(young) among the three children of Mr. and Mrs. Galvez, saw a flock of ducks along the river. "Ate Liza, look at the yellow duck. It is fat," Sammy, said. "Yes, Sammy. Take a look at the black duck. It is _____ (fat) than the yellow duck," Liza said with excitement.

As soon as the table is ready, they began eating their lunch that Mrs. Galvez prepared. "Mother, this is the _____ (delicious) adobo I have ever tasted!" Harold exclaimed. The children swam in the river. "The water from this river is _____ (cold) than the water from our faucet," Liza said to her brothers. They enjoyed swimming and playing the whole day. For the children, it was the _____ (good) day ever.

Learning Task 4: Write sentences in the comparative and superlative degrees of the underlined adjectives. Write your answers in your notebook.

1. The lollipop that I bought is sweet.
2. The pillow is light.
3. My cousin is friendly.
4. That car is expensive.
5. Our house is simple.

A

Complete the paragraph by selecting the appropriate answers from the given choices below. Write your answers in your notebook.

| | | | | |
|---------|-------------|----------|-------------|----------|
| degrees | comparative | describe | superlative | positive |
|---------|-------------|----------|-------------|----------|

Adjectives are words that (1)_____ persons, places, things, animals and events. In comparing adjectives, there are three (2)_____ of comparison. The (3)_____ degree states the quality of a noun and pertains only to one thing. (4)_____ degree compares two nouns. It often uses the word "than" to compare two things. The (5)_____ degree compares three or more objects. It states the greatest or the least quality of a noun.

Adverbs of Manner

Lesson


I

Adverbs tell something about a verb, an adjective, or another adverb.

Adverb of manner tells how an action is done. It answers the question how. Adverb of manner usually ends in -ly.

In this lesson, you are expected to recognize adverb of manner.

Study the recipe below. Answer the questions that follow.

| Pancake Recipe | |
|--|---|
| Ingredients: <ul style="list-style-type: none"> • 1 cup all purpose flour • 2 tablespoons sugar • 2 teaspoons baking powder • 1/2 teaspoon salt • 1 cup milk • 2 tablespoons melted butter • 1 large egg • 1 tablespoon vegetable oil  | Procedures: <ol style="list-style-type: none"> 1. In a medium bowl, whisk altogether the milk, butter, and egg properly. 2. Add flour, sugar, salt, and baking powder. Combine thoroughly until there is no more lumps. 3. Heat the pan. Brush it with oil or butter completely. 4. Slowly pour 2-3 tablespoons of the batter onto the pan. 5. Cook until bubbles appear. Flip carefully with thin spatula. 6. Cook until browned on both sides. Serve with your favorite toppings. |

- What recipe is listed ?
- Study the highlighted words in the recipe.
- What do these words describe?

D

Learning Task 1: Fill out the procedures with the appropriate adverbs. Choose your answers from the recipe above. Write your answers in your notebook.

thoroughly carefully properly slowly completely

1. In a medium bowl, whisk altogether the milk, butter, and egg _____.



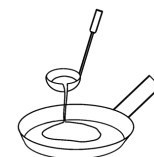
2. Add flour, sugar, salt, and baking powder. Combine _____ until there is no more lumps.



3. Heat the pan. Brush it with oil or butter _____.



4. Pour 2-3 tablespoons of the batter onto the pan _____.



5. Flip _____ with thin spatula.



Examples of Adverb of Manner

Some adverbs of manner are formed by adding -ly to adjectives.

Examples: The turtle is slow. The boy is quick.
The turtle moves slowly. The boy runs quickly.

- If an adjective ends with -e, remove the -e before adding -ly.

Examples: *simple-simply* *gentle-gently*

| | | | |
|---------|-----------|----------|------------|
| safe | safely | skillful | skillfully |
| correct | correctly | smart | smartly |
| sad | sadly | sound | soundly |

- If an adjective ends with -y, change the -y to -i before adding -ly.

Examples: *angry-angrily* *noisy-noisily*

Learning Task 2: Choose the word that says how something is done based on the picture. Write your answers in your notebook.

fast lovingly peacefully loudly gracefully

1. The baby sleeps _____.



2. The little boy shouted _____.



3. Rizza dances _____.



4. The mother hugged her daughter _____.



5. The man swims _____.



Learning Task 3: Choose the adverb in each sentence. Write your answers in your notebook.

1. The mother held her baby delicately.
2. Ronnie answered his homework independently.
3. The old lady gave food to her neighbor kindly.
4. The boy went to school excitedly.
5. The teacher explained the lessons clearly.

E

Learning Task 4: Change the following adjectives into adverbs. Write your answers in your notebook.

- | | | | |
|------------|---------|-------------|---------|
| 1. merry | - _____ | 6. polite | - _____ |
| 2. wise | - _____ | 7. nice | - _____ |
| 3. glad | - _____ | 8. calm | - _____ |
| 4. rapid | - _____ | 9. heavy | - _____ |
| 5. furious | - _____ | 10. fearful | - _____ |

Learning Task 5: Complete the sentences by changing the enclosed adjectives into adverbs. Write your answers in your notebook.

- The little girl sang _____ (sweet) in the party.
- Father drives his car _____ (careful).
- The sun shines _____ (bright) today.
- The children welcomed their visitors _____ (respectful).
- The boys played _____ (happy) outside.

Learning Task 6: Use the following adverbs of manner in sentences. Write your answers in your notebook.

- | | | |
|------------|----------------|--------------|
| 1. slowly | 3. beautifully | 5. excitedly |
| 2. quietly | 4. actively | |

A

Complete the paragraph by selecting the appropriate answers from the given choices below. Write your answers in your notebook.

| ends | adjective | manner | verb | how |
|------|-----------|--------|------|-----|
|------|-----------|--------|------|-----|

An adverb is a word that tells something about a (1)_____, an (2)_____, and another adverb. Adverb of (3)_____ tells how an action is done. It answers the question "(4)_____". Adverbs of manner usually (5)_____ in -ly.

Simple Maps

Lesson

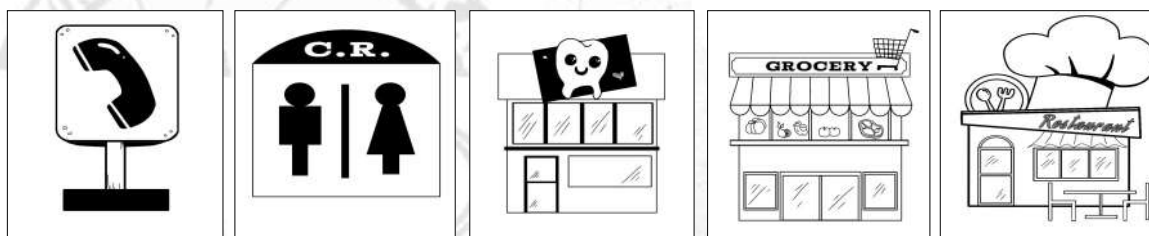
I

Have you been on a trip? Were you able to see some signs and symbols that tell something about the place you have been to?

It is important to know how to read and interpret maps, signs, and symbols. It helps to locate unfamiliar places easily. It also helps do things safely and correctly.

In this lesson, you are expected to interpret simple maps of unfamiliar places.

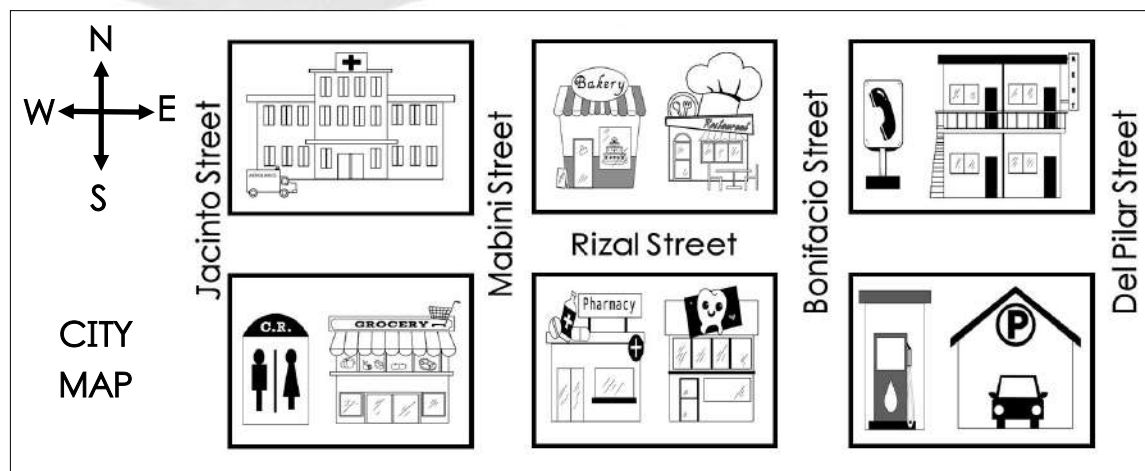
Tell the meaning of the following signs and symbols.



D

Learning Task 1: Draw at least three signs and symbols that you see in your community. Do this in your notebook.

Learning Task 2: Phillip is staying at his cousin's apartment in the city for the first time. Study the city map below. Answer the questions based on the map. Write your answers in your notebook.



1. What establishment is located beside the dental clinic?
2. Phillip and his cousin decided to eat, on which street will they go?
3. What is the location of the apartment where Phillip stays?
4. Where can you buy some basic needs like canned goods and rice?
5. Phillip wanted to buy some cookies from the bakery . Where is it located?

Remember:

The title of a map contains the information the map is telling you.

There are four basic directions. These are the north, south, east, and west.

Here are some of the signs and symbols that you must remember.



Leads the way out of a burning building



Tells that eating and drinking are establishments is not allowed



Tells that smoking is not allowed in the premises



Warns people to be careful to avoid falling from open manhole



Warns people that a substance with this symbol is capable of burning



Reminds people not to park within the area



Reminds people to turn off mobile phones while in the premises



Reminds people to be careful not to slip and fall in the area



Reminds people to wear protective mask before entering the premises



Reminds people to maintain physical distance at least 6 feet away from each other

E

Learning Task 3: Choose the letter of the statement that corresponds to the given signs and symbols. Write your answers in your notebook.



1. A. Talk to your seatmate.
B. Be quiet.
C. Sing loudly.



2. A. Do not run.
B. Do not walk.
C. Keep running.



3. A. Wear ID before entering a premise.
B. Keep your ID inside your bag.
C. Hide your ID to the security personnel.



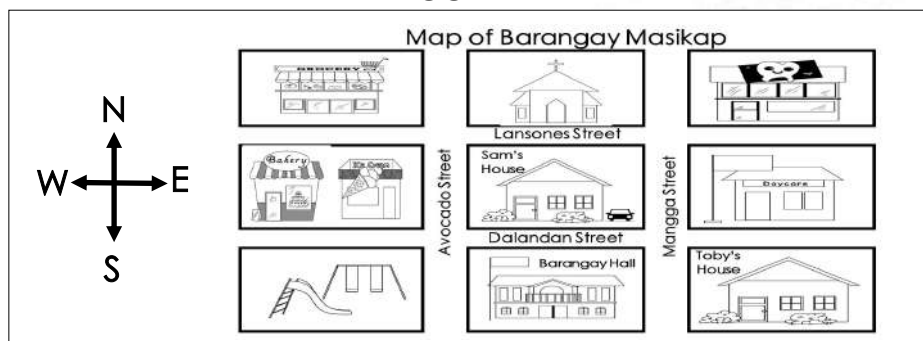
4. A. Use the designated pedestrian crossing.
B. Cross any part of the road.
C. Cross the street when vehicles are moving.



5. A. Vehicles must increase their speed.
B. Vehicles must decrease their speed.
C. Vehicles must give way to other vehicles.

Learning Task 4: Study the map of Barangay Masikap. Read the text, then answer the questions that follow. Write your answers in your notebook.

Sam lives in Barangay Masikap. His house is across Dalandan Street north of the barangay hall. Toby, Sam's best friend, lives near Sam's house. His house is located at the corner of Dalandan Street and Mangga Street.



1. What is located north of Sam's house?
2. What is found west of the barangay hall.
3. Sam will visit his best friend Toby. From his house, which street should he take?
4. When Sam reached his best friend's house, they decided to have some ice cream. From Toby's house, how can they reach the ice cream parlor?
5. Sam's mother works as a barangay health worker. She needs to buy some goods for their feeding program. Which way should she go if she is coming from the barangay hall?



Complete the paragraph by selecting the appropriate answers from the given choices below. Write your answers in your notebook.

| | | | | |
|---------|------------|-------|-------|---------|
| hazards | unfamiliar | signs | south | symbols |
|---------|------------|-------|-------|---------|

Reading and interpreting maps, (1)_____, and (2)_____ is important because it helps a person find (3)_____ locations. It helps a person keeps away from (4)_____. There are four basic directions namely north, (5)_____, east, west.

Pictographs, Simple Graphs, and Tables

I

Lesson

Tables and graphs are visual representations of data. They are used to show the relationships of information. They are used to compare two or more values in an organized way.

In this lesson, you are expected to interpret pictographs, simple graphs, and tables.

Study the table below. Answer the given questions.

Trina's sister is a baker. She bakes different goodies and sells them to her friends and neighbors. On Mother's Day, she sold different flavors of crinkles.

- What is the title of the table?
- How many flavors of crinkles are presented?

Crinkles Sold on Mother's Day

| Flavors of Crinkles | Number of Boxes Sold |
|---------------------|----------------------|
| Chocolate | 18 |
| Yema | 13 |
| Ube | 8 |
| Red Velvet | 15 |
| Buko Pandan | 15 |

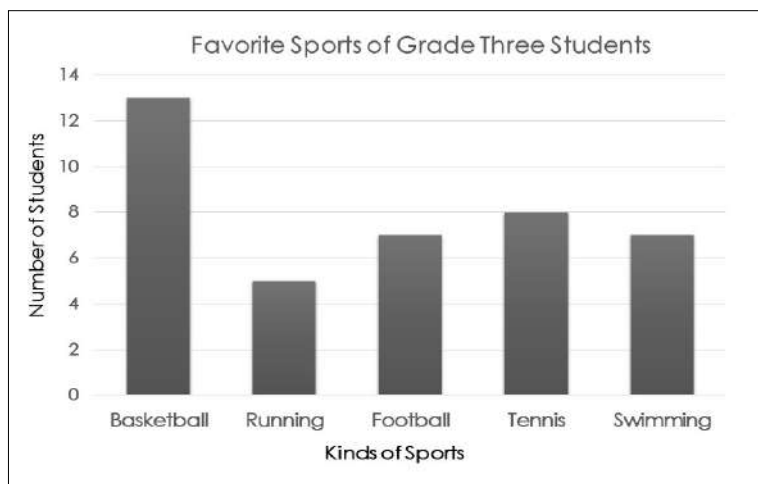
D

Learning Task 1: Answer the questions based on the table above. Write your answers in your notebook.

1. Which flavor of crinkles has the most number of boxes sold?
2. Which flavors of crinkles have the same sales?
3. How many boxes of Yema crinkles were sold?
4. Which flavor of crinkles have the least sales?
5. How many boxes of crinkles were sold on Mother's Day?

Learning Task 2: The P.E. teacher of Sampaguita Elementary School conducted a survey on the favorite sports of the grade three students. The teacher asked them to choose only one (1) among the given sports: basketball, running, football, swimming, tennis.

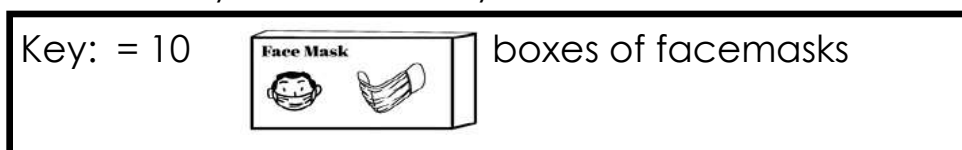
Study the graph then answer the questions. Write the letter of your answers in your notebook.

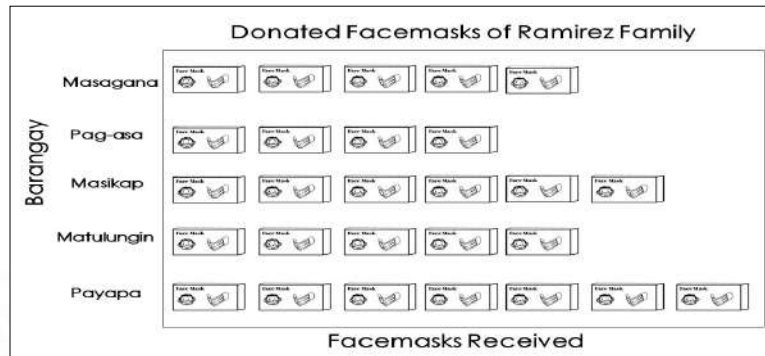


- What is the title of the graph?
 - Favorite Sports of Grade Three Students
 - Number of Students
 - Kind of Sports
- Which is the most favorite sport of the Grade Three students?
 - swimming
 - basketball
 - tennis
- Which is the least favorite sport of the Grade Three students?
 - running
 - football
 - tennis
- Which two sports have the same results?
 - basketball and swimming
 - running and tennis
 - football and swimming
- How many students were asked in the survey?
 - 35
 - 37
 - 40

Graphs and tables have a **title** that tells what the graph or the table is about. It has **labels** showing the contained data.

Learning Task 3: Ramirez Family donated face masks to their neighboring barangays as part of their advocacy to prevent the spread of virus. Study the pictograph below then answer the questions. Write your answers in your notebook.



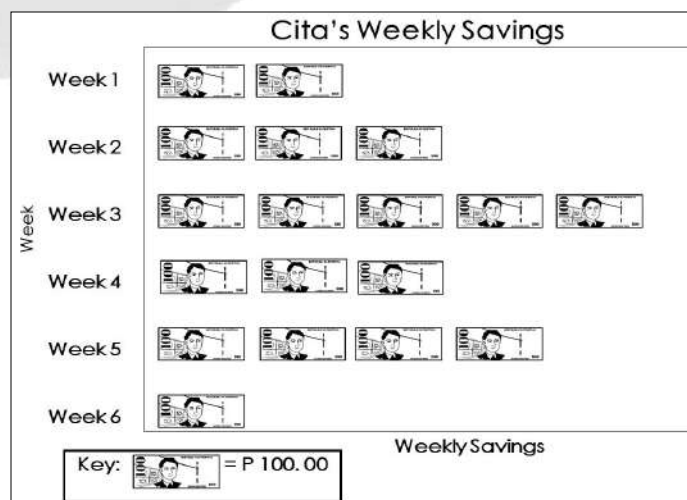


1. What is the title of the pictograph?
2. How many barangays received donations of facemasks?
3. How many boxes of face masks did Barangay Pag-asa receive?
4. Which barangay has the highest number of facemasks received?
5. How many boxes of facemasks did the Ramirez Family donate in all?

Pictograph is a type of graph which uses different pictures in presenting data. It uses **symbols** (pictures) that represent a given number of object. It uses a **key** to show what or how much each picture represents.

E

Learning Task 4: Cita saves some of her daily allowance to buy a gift for her parents' anniversary. She keeps saving every week for six weeks. Study the pictograph below, then answer the questions. Write your answers in your notebook.




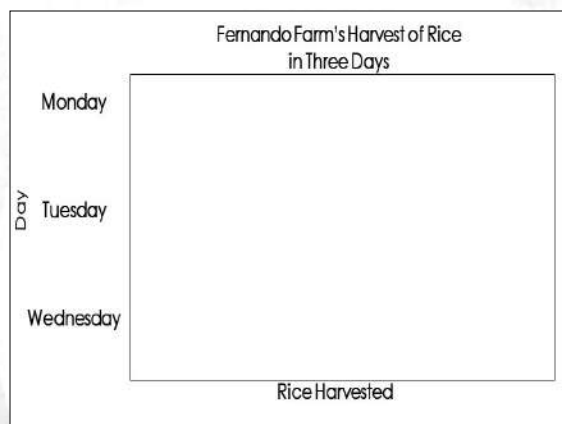
1. What is the title of the pictograph?
2. How much did she save in Week 3?
3. Which weeks did Cita save the same amount of money?
4. Which week did she save the highest amount?
5. How much is her total savings for six weeks?

Learning Task 5: The farmers of Fernando Farm harvested rice for three days. Study the given table and make a pictograph of the given data. Write your answers in your notebook.

Title: Sacks of Rice Harvested in Three Days

| Day | Number of Sacks Harvested |
|-------|---------------------------|
| Day 1 | 150 |
| Day 2 | 130 |
| Day 3 | 120 |

Key:  = 10 sacks



Complete the paragraph by selecting the appropriate answers from the given choices below. Write your answers in your notebook.

| | | | |
|-------|-------|----------------|------|
| label | title | Pictograph key | data |
|-------|-------|----------------|------|

Tables and graphs are visual representation of (1)_____ that shows the relationships of information. They have (2)_____ that tells what the graph or table is about. It has a (3)_____ that shows the kind of data presented.

(4)_____ is a type of graph that uses symbols or pictures in presenting data. It has a (5)_____ that shows how much each symbol stands for.

Informational Text

Lesson

I

Informational texts are factual information about specific topics that are conveyed to the readers in different forms. Authors of informational texts employ a variety of structures to assist readers in finding information quickly and efficiently.

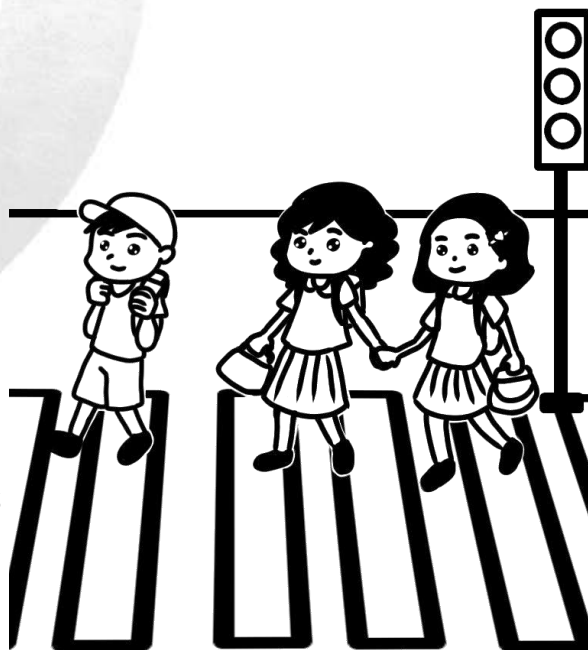
At the end of this lesson, you are expected to restate facts on climate change, children's rights, and traffic safety from informational texts.

Read the passage carefully.

Road safety is the protection and prevention of road accidents by following all the road safety measures. It is very important to know the traffic lights and signals.

Traffic lights and signals for pedestrians should be observed. Red man light means do not cross. If you see it, you should not walk. Green man light means you are safe to cross the pedestrian and you can walk.

In traffic signals, red means *stop*. When the signal turns red, all vehicles have to stop. Green means *go*. When the signal turns green, vehicles should move. Yellow means *slow down*. When the signal turns yellow, vehicles should slow down.

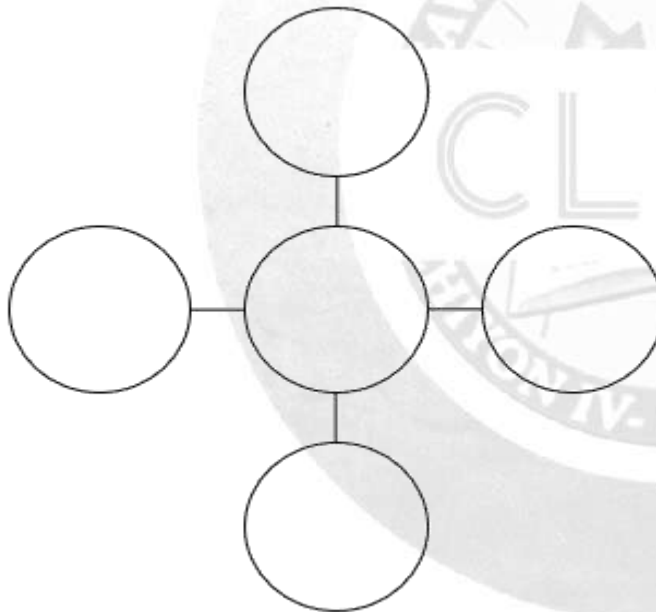


Restate the paragraphs above in 5 sentences.



Learning Task 1: Fill in the bubble map with the restated facts about the child's right from the informational text below. Do this on your notebook.

Do you know your rights? Every child has rights. As an important part of the society, you should be loved and taken care of. As a child, you should know and value your rights. The first right that you should know is the right to be born and be given a name. It is also your right to become part of a family that will love and take care of you. Your family should provide your needs such as clothing, foods and shelter. You should also be protected from danger. It is also your right to be educated. Now that you know your rights, do you enjoy these rights?



Restating a fact is a means of expressing or stating original ideas using your own words. In effect, it can change the structure of the sentence by either making it shorter or longer. Restating can be done in varied ways. Some of the ways to restate is by paraphrasing and summarizing.

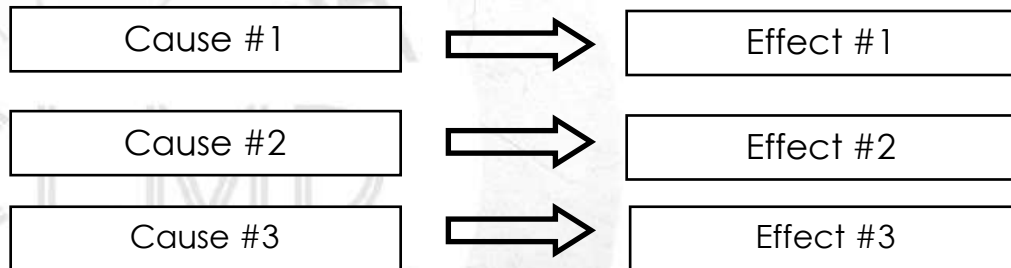
Restating usually draws information from an existing information or details. This is known as **informational text** which is in the form of a story, a passage, an article, or a news. These informational texts are factual.

Learning Task 2: Restate the cause and effect of an earthquake from the given informational text below. Do this in your notebook.

Why do Earthquakes happen?

Earthquakes usually happen when underground rocks suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake. When two blocks of rock or two plates are rubbing against each other, they stick a little. They do not just slide smoothly; the rocks catch on each other. The rocks are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that was built up. When rocks break, an earthquake occurs. During and after an earthquake, the plates or blocks of rocks start moving, and they continue to move until they get stuck again. The spot underground where the rock breaks is called the focus of the earthquake. The place right above the focus (on top of the ground) is called the epicenter of an earthquake.

Source: <http://www.geo.mtu.edu/UPSeis/why.html>



Learning Task 3: Complete the dialogue of Tom and Ben about COVID19. Refer to the given text. Do this in your notebook.

Corona virus disease or COVID19 is an infectious disease transferrable between humans and animals. Once infected, the virus spreads all over the body, but usually affects the respiratory system. This leads to sore throat, dry cough and even runny nose. Other symptoms include fever, headache, and loss of taste. When most of these symptoms occur, a person should immediately consult a doctor for early treatment to prevent the virus from affecting the body.

Tom: Hello Ben! Have you heard of COVID19?

Ben: Yes, Tom. What do you know about it?

Tom: _____.

Ben: What body system does it highly affect?

Tom: _____.

Ben: Oh, I see. What about its symptoms?

Tom: _____. Do you know any other symptoms?

Ben: _____.

Tom: So, what should one do if these symptoms appear?

Ben: _____.

Tom: All right Ben. I have to go. Thank you.



Learning Task 4: Read the article. Restate the highlighted parts of the article. Do this in your notebook.

Student Opinion: Zoos should be banned

by Megan Zhou (Adapted by Newsela Staff)

Published on July 16, 2020

Do you think zoos are nice places for animals to live? If you do, think again. **Zoos are harmful to animals.** There are three main reasons why. First, zoos breed animals inhumanely. Second, they do not help animals return to the wild. Third, they do not take good enough care of the animals. For these reasons, zoos should be shut down and banned, or stopped altogether.

The first reason zoos should be banned is that they breed captive animals. **Zoos breed animals so that they will have baby animals to show the public.** Most zoo animals are born inside zoos. Many are raised without ever seeing their original, wild homes. When zoos have too many animals, they do not return them to the wild. They simply kill the "extra" animals.

Take this example from 2014. The Copenhagen Zoo is located in Denmark, a country in northern Europe. **A giraffe there named Marius was raised as a baby in the zoo.** He was loved by the public. Yet, when he became an adult, he was killed. The zoo's staff shot him. They didn't think he would be useful. They had other male giraffes they could breed instead of Marius.

Baby animals attract more visitors than older animals. Killing an adult animal opens up space and resources to bring in a younger animal. That animal can draw bigger crowds and more money. That is the real reason Marius was killed. The zoo made less money as he grew up. People were more interested in Marius when he was a baby than when he became an adult.

The second reason zoos should be banned is that they rarely help endangered animals return to their original habitats. A report by National Geographic found that most zoos do not have any contact with reintroduction programs.

People for the Ethical Treatment of Animals (PETA) is a nonprofit organization that fights for animal rights. According to them, fewer than one-fifth of the animals in United States zoos are actually endangered. When animal species is endangered, it is at risk of dying out completely. **Zoos spend tons of money building enclosures for animals.** Yet, they do almost nothing to restore wild habitats or to stop poaching in wild environments. Finally, zoos simply do not have enough resources to properly house the creatures that live there. Wild habitats cannot be remade in spaces where animals are held captive. An opinion article called "All the Reasons Why Zoos Should Be Banned" was published by Vice in 2015. It said polar bears in zoos have up to 18,000 times less space than they do in the wild.

Animals cannot be healthy in zoos. Seventy-five percent of elephants kept in zoos are overweight, according to the article. Forty percent of lion cubs pass away before their full life span. This data supports the argument that zoos do not have the resources to support animals' well-being, health and populations. The British Broadcasting Company (BBC) has reported that around 3,000 to 5,000 animals are killed each year in zoos in Europe. Many more animals show signs of zoochosis. This is a psychological disorder observed in zoo animals that leads to pacing, bar biting and other repeated behaviors.

Zoos should make an effort to reintroduce the animals they own into natural habitats. Some could be returned to the wild. However, many zoo animals would not be able to survive in the wild. These animals should then be sent to sanctuaries where they can live peacefully.

Zoos inhumanely source and breed animals. They do little to improve wildlife populations. Zoos also do little to help the public understand their impact on wildlife. Also, they cannot provide what is needed to support animals' lives. Zoos should reintroduce their animals into the wild or into sanctuary settings. This will have the added benefit of relieving zoos of the burden of keeping these animals alive. Isn't that a win-win?

Source: <https://newsela.com/read/ela-ban-zoos-student-opinion/id/2001009233/>



Complete the paragraph by selecting your answers from the choices below. Write your answers in your notebook.

| | | |
|--------------|-----------|---------------------|
| paraphrasing | Restating | informational texts |
| summarizing | | structure |

(1)_____ is a means of expressing or stating defined facts or ideas by using your own words. In effect, it can change the (2)_____ of the sentence by either making it shorter or longer. It can be done in varied ways. Some of the ways to restate is by (3)_____ and (4)_____.

Restating usually draws information from an already existing information or details and this is known as (5)_____ in the form of story, passage, article, or news. These informational texts are all factual and if used for restating, same message should be expressed though words and structure are different.

Vowel Digraphs (ai, ay, ea, ee, oo, oa)

Lesson

Understanding different sounds is necessary in reading. Unique sounds may be formed by putting together different sounds. **Vowel digraphs** are combinations of vowels to make a single vowel sound such as ai in pail, ay in clay, ea in sea, ee in jeep, oo in moon and oa in coat.

In this lesson, you are expected to read words, phrases, sentences and stories containing vowel digraphs **ai, ay, ea, ee, oo, oa**.

Read the names of the pictures below.

/ai/



rain



tail

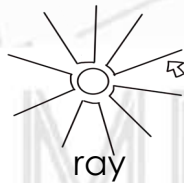


pail



mail

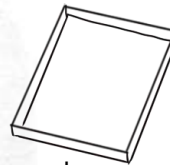
/ay/



ray



play



tray



clay

/ea/



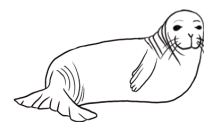
leaf



meat



read



seal

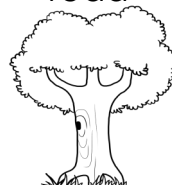
/ee/



bee



feet



tree

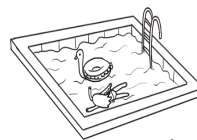


seed

/oo/



boot



pool



hook



tool

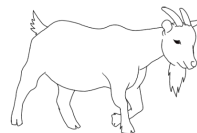
/oa/



coat



soap



goat



toad

What sounds are produced by each group?

How do you call these sound classifications?

Vowel digraphs are combination of vowels that produce a single vowel sound such as **ai** in rain, **ay** in tray, **ea** in beat, **ee** in deep, **oo** in pool and **oa** in loaf.

Read the following examples.

| /ai/ | /ay/ | /ea/ | /ee/ | /oo/ | /oa/ |
|-------|------|-------|-------|------|-------|
| nail | Faye | beak | feel | wool | road |
| pain | bay | beach | sweet | moon | cloak |
| grain | pray | beast | week | zoo | soar |

days in a week
a dark moon
a blocked road

sack of grain
long beak
silent prayer

a sweet treat
a pink soap
an old clock

I saw a jeep along the street.
Jean has a stain on her coat.
Grandma's hair is gray.

D

Learning Task 1: Copy and read the phrases and sentences below, then box the vowel digraphs. Do this in your notebook.

a good book
a blue coat
brown loaf
a ray of sun

jeep along the street
shell along the sea
free seat
train on a railway

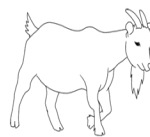
The moon shines brightly.
A big boat sails on the sea.
I eat three slices of loaf.
Ren plays under the rain.

Learning Task 2: Read the passages below. Copy the words with vowel digraphs in your notebook.

1. May has a red coat. She wears it in going to school. Her friends Lee and Pooh want to look at it. Lee and Pooh asked May to play when suddenly, it rains. Her red coat got stained. She went home and washed it with soap. Her red coat is clean again.
2. Mother cooked good food. She put the foods in a plain tray. Mother reserved a seat for me. She also gave me spoon and fork. "Oh! How I love to eat on a day like this."

E

Learning Task 3 : Name the pictures. Write the vowel digraphs **ai, ay, ea, ee, oo, oa** on the blanks to complete the names of the pictures below. Write the words in your notebook.



r _ _ _ n cl _ _ _ r _ _ _ d s _ _ _ d h _ _ _ k g _ _ _ t

Learning Task 4: Complete the sentences with the words from Learning Task 4. Do this in your notebook.

1. A _____ is a farm animal. It eats grass.
2. Children like to play with colorful _____.
3. Faye got sick because she played in the _____.
4. I like to _____ story books.
5. I planted a watermelon _____ last week.
6. Father puts a _____ on the wall.

Learning Task 5: Read the short passage below and answer the questions that follow. Write the answers in your notebook.

May and Faye are good friends. They have been neighbors since childhood. May wants to play colorful clay while Faye loves to go to the beach on sunny days. They both like to eat sweet foods. They treat each other like sisters. May and Faye are happy everyday.

1. Who are good friends? _____
2. What do they want to do? _____
3. How do they treat each other? _____

A

Complete the paragraph by selecting the correct answers from the given choices below. Do this in your notebook.

(1) _____ are combinations of (2) _____ that produce a (3) _____ vowel sound such as *ai, ay, ee, ea, oo* and *oa*.

vowels

Vowel digraphs

single

Vowel Diphthongs (oy, oi, ou, ow)

I

Lesson

In reading, understanding how to read words is very important. In the previous lesson, you have learned that vowel digraphs are combinations of vowels to make a single sound.

At the end of the lesson, you are expected to read words, phrases, sentences and stories containing vowel diphthongs **oy**, **oi**, **ou**, **ow**.

Read the poem below.

Roy and His Clown Toy

Glenda A. Capistrano

Roy has a clown toy.
He named it Bound.
It has brown coiled hair,
and big round eyes
It's wearing a blouse.
with a black tie
His friends join him,
to play with Bound.
They enjoy the day,
having Bound.

Answer the following questions.

1. What are the words underlined in the poem?
2. What sounds are produced in each word?
3. How do you call these sound classifications?

D

Learning Task 1: Copy the table below in your notebook and classify the underlined words in the poem according to their sound.

| oi | oy | ou | ow |
|----|----|----|----|
| | | | |
| | | | |
| | | | |

Vowel diphthongs are sounds formed by combining two vowels in a single syllable. The sound begins as one vowel sound and moves towards another. The most common diphthongs in the English language are the letter combinations **oy**, **oi**, **ou**, and **ow**.

Read the following words, phrases and sentences.

oy
toy
boy
soy
enjoy
destroy

oi
oil
soil
coil
toil
boil

ou
out
mouth
cloud
blouse
house

ow
owl
brown
crown
frown
town

toil the soil
join the team
boil the water
a brown round toy
a pretty gold crown

a blue cloud
taste the soy
count the coin
enjoy the show
boy and his toy

The farmers toil the soil.
Roy joined the sports team.
I enjoyed watching the clown's show.
Father bought me a brown round toy.
The princess is wearing a pretty gold crown.

Learning Task 2: Label each picture with the correct name. Write the answers in your notebook.



E

Learning Task 3: Read the phrases and copy the words with vowel diphthongs. Write your answers in your notebook.

Example: an old toy

Answer: toy

1. a new toilet
2. an enjoyable voyage
3. five big oysters
4. a chocolate moist cake
5. bow and arrow
6. down the river
7. a modern house
8. a loud sound

Learning Task 4: Read each sentence and answer the questions that follow. Write the answers in your notebook.

1. **Roy toils the soil with his friend, Moy.**
 - A. Who toils the soil? _____
 - B. Who helped Roy toil the soil? _____
 - C. What are the words with vowel diphthongs? _____
2. **The tailor sews a gown for the crown princess.**
 - A. Who sews the gown? _____
 - B. To whom is the gown for? _____
 - C. What are the words with vowel diphthongs? _____
3. **The boys go around the playground.**
 - A. Who go around the playground? _____
 - B. Where do they go around? _____
 - C. What are the words with vowel diphthongs? _____

Learning Task 5: Read the short passage below and copy the words with vowel diphthongs in your notebook.

Noy is a newspaper boy. He wakes up early to sell newspapers. He wants to earn money for his mother. Everyday he goes around the town and shouts, "newspaper, newspaper for sale." He sells 20 pieces of newspaper a day. His newspaper costs 10-peso coin. He gives the money he earns to his mother. His mother is very happy and proud of Noy.



Complete the paragraph by selecting the correct answers from the given choices below. Do this in your notebook.

(1)_____ are sounds formed by combining
(2)_____ vowels in a (3)_____ syllable. The sound begins as one vowel sound and moves towards another. The most common diphthongs in the English language are the letter combination oy , oi
(4)_____, and (5)_____.

single

Vowel diphthongs

two

ou

ow

Irregularly Spelled Words

Lesson

I

Irregular spelled words are words that contain letters that are not individually sounded or phonetically produced due to the combination of letter-sound or other characteristics.

At the end of this lesson, you are expected to recognize and read some irregularly spelled words.

Read the examples below.



IRREGULARLY SPELLED WORDS

These words do not follow the phonics or spelling rules. They are phonetically irregular. They also require correct and fluent reading for readers to easily identify them.

Examples:

eight

straight

knuckle

wrap

write

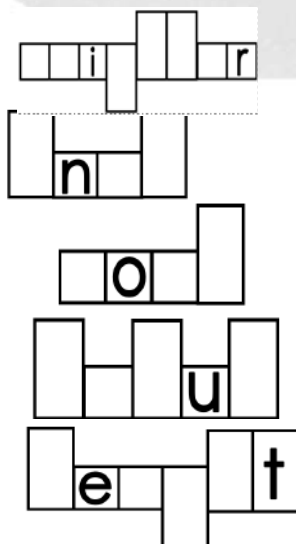
kneel

Wednesday

again

D

Learning Task 1: Fill in the missing letters to complete the word being defined. Write your answers in your notebook.



Learning Task 2: Complete the analogy by supplying the irregularly spelled antonyms. Write your answers in your notebook.

Example: short: tall

1. black : _____
2. day : _____
3. open : _____

4. far : _____
5. big : _____

Learning Task 3: Read the words below. If the word is irregularly spelled, put a check mark (/) and X if not. Write your answers in your notebook.

- _____ 1. four
- _____ 2. bad
- _____ 3. enough
- _____ 4. rat
- _____ 5. caught

- _____ 6. loud
- _____ 7. mouth
- _____ 8. go
- _____ 9. net
- _____ 10. busy

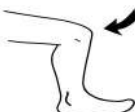


Learning Task 4: Fill out the blanks with the appropriate words. Choose the answers from the word bank below. Write your answers in your notebook.

1. Would you _____ pass the dessert?
2. The _____ spreads all over the town.
3. You are the most _____ girl I have ever seen.
4. She needs to lose _____ for health reasons.
5. Wash the clothes, then _____ them out thoroughly.

| | | |
|-----------|--------|---------|
| beautiful | weight | disease |
| please | rough | wring |

Learning Task 5: Match the pictures in Column A with their appropriate names in Column B. Write the letters of your answers in your notebook.

Column A

1. 
2. 
3. 

Column B

- A. anchor
- B. wrinkle
- C. knight

Column A

Column B

4.



D. knee

5.



E. sprout

Learning Task 6: Choose at least five (5) irregularly spelled words from the story. Write your answers in your notebook.

Lito's curiosity heightened when news about COVID 19 broke out. He has many questions about the things happening around.

One day, when his mother was busy cleaning the house, he asked, "Nanay, why do people wear mask when they go out?" Her mother carefully explained the reason, so Lito would understand.

While working on his module, he heard his older siblings arguing about online and offline learning. When he asked them about it, his siblings explained the difference between the two modes of learning. After attentively listening, Lito said with great awe "Mine is offline!"

He also asked his father, "Tatay, why can't I go outside and play or go to school and to the park like you and Nanay?" Lito's father answered so he would understand the present situations.

A

Arrange the jumbled letters to form irregular words. Be guided by the meaning. Do this in your notebook.

1. a feeling of admiration for someone
2. a small short-winged brown songbird
3. to hear with attention
4. sound produced by forcing breath out or through a small hole between partly closed lips
5. a place where learners go to study

v o e l

e r w n

i s t l n e

t l e w i h

o o l s c h

Presentation of Information

Lesson

I

Information are details that tell, explain, or show the condition of something or someone. It may be a fact or an opinion. For information to be easily understood, it can be presented in varied ways.

At the end of this lesson, you are expected to present information in varied artistic ways (e.g. role play, show and tell, radio play/podcast/broadcast/reporting/poster presentation)

Read the conversation below and present it through a role play with one of your family members.

Daniel: Hi Marcus! Can I ask you about our homework in Mathematics?

Marcus: Of course! What about it?

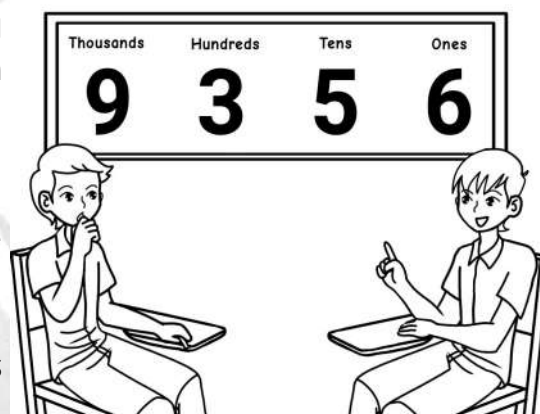
Daniel: I want to know the place value of the whole number up to thousands.

Marcus: Each digit in a number has a place value.

Daniel: Really! What else?

Marcus: Place value refers to the position that a digit occupies in the place value chart. Ones, tens, hundreds and thousands are called place value. In 9356, 6 is in the ones place, 5 is in the tens place, 3 is in the hundreds place, and 9 is in the thousands place.

Daniel: Thank you Marcus.



Answer the following questions based on the conversation.

- What topic did Marcus discuss?
- What is place value?
- If the numeral is 8 410, what is the place value of 8?



Learning Task 1: Use Show and Tell strategy. Draw your favorite clothes and complete the paragraph below. Do this in your notebook.

| |
|---------------------|
| My Favorite Clothes |
|---------------------|

This is my favorite _____. Its color is _____. I wear it when I am _____. My _____ bought it for me.

Presentation of information

Presenting information can be done through artistic ways like role play, show and tell, radio play/podcast/broadcast/reporting and poster presentation.

Role playing is an artistic way of portraying other person's character. In doing so, the person pretends to feel like, think like, and act like the one being portrayed.

Show and tell is a strategy where someone displays or shows an object to the class while talking about it.

Learning Task 2: Act as a reporter for a day. Report the given passage in front of your family members. Then, answer the questions that follow. Do this in your notebook.

Typhoon Ulysses with the international name Vamco hardly hit Luzon on November 11-12, 2020 carrying heavy rains that triggered massive flooding affecting Cagayan Valley, Metro Manila and nearby provinces.

The typhoon entered the Philippine Area of Responsibility (PAR) on November 10 and weakened on November 13 before finally leaving PAR.

Its first landfall was recorded in the vicinity of Patnanungan Island, Province of Quezon on November 11.

In a Philippine News Agency's report, about 891457 families; 6169 barangays in Regions I, II, III, IV-A, IV-B, V, NCR and CAR were affected.

1. What is the international name of Typhoon Ulysses?
2. When did it enter the PAR?
3. What places were affected by the typhoon?
4. Where did its first landfall happen?

E

Learning Task 3: Below are the instructions on how to wash hands properly. Make an illustration for each step. Do this in your notebook.

Wet hands with water and apply soap.

Rub hands together, palm to palm and in between.

Rub back of one hand with the palm of your other hand.

Rub fingertips of each hand in opposite palm.

Rub each thumb clasped in opposite hand.

Rub both palms with fingers then rinse running with water.

Learning Task 4: Your dream is to become a singer. You decided to join in a songwriting competition. The theme is about protecting the environment. Compose a song telling ways on how to protect the environment. You may create your own melody or use the melody of any familiar song that fits your composition. Do this in your notebook. You will be rated using the rubric below.

| Category | 4 | 3 | 2 | 1 |
|----------|---|---|---|---|
| Melody | The notes and tones of the song flow like they perfectly belong together | The notes and keys of the song flow smoothly | The notes and tones of the song have a basic flow | The notes and tones do not flow together. |
| Content | The song contains more than five ways of protecting nature; the message is clear and strong | The song contains five ways of protecting nature; the message is clear. | The song contains fewer than five ways of protecting nature; the message is unclear | The song does not contain any form of protecting nature; no message is being conveyed |
| Effort | The pupil worked hard, and completed the song and submitted it on time | The pupil devoted an adequate time to finish the song on time | The pupil devoted short time and submitted it a day late. | The pupil devoted little time and effort; did not finish the song |

A

Complete the paragraph by selecting your answers from the choices below. Do this in your notebook.

An (1)_____ way of presenting information may include role play, (2)_____, radio play/podcast/broadcast/reporting and poster presentation.

artistic show and tell



Key to Corrections

Week 1 - DEGREES OF ADJECTIVES

| | | | |
|---|---|--|--|
| Learning Task 1 1. bigger-biggest 2. sweeter-sweetest 3. Thicker-thickest | Learning Task 2 1. sweetest 2. smallest 3. richest 4. cloudier 5. more pleasant | Learning Task 3 youngest fatter most delicious colder best | A Phase 1. describe 2. degrees 3. positive 4. comparative 5. superlative |
|---|---|--|--|

Week 2 - ADVERBS OF MANNER

| | | | | | |
|--|---|--|--|--|---|
| Learning Task 1 1. properly 2. Thoroughly 3. completely 4. slowly 5. carefully | Learning Task 2 1. peacefully 2. loudly 3. gracefully 4. lovingly 5. fast | Learning Task 3 1. delicately 2. independently 3. kindly 4. excitedly 5. clearly | Learning Task 4 1. merrily 2. wisely 3. gladly 4. rapidly 5. furiously 6. politely 7. nicely 8. calmly 9. heavily 10. fearfully | Learning Task 5 1. sweetly 2. carefully 3. brightly 4. respectfully 5. happily | A Phase 1. verb 2. adjective 3. manner 4. how 5. ends |
|--|---|--|--|--|---|

Week 3 - SIMPLE MAPS

| | | | |
|--|--|--|---|
| Learning Task 2 1. Pharmacy 2. Rizal Street 3. across Rizal Street corner 4. across Rizal Street beside the telephone station 5. Across Rizal Street Corner Mabini Street / beside the restaurant | Learning Task 3 1. B 2. A 3. A 4. A 5. B | Learning Task 4 1. Chapel/ Church 2. Playground 3. Mangga Street 4. Go straight to Dalandan Street 5. Go straight to Avocado Street then turn left to the Lansones Street | A Phase 1-2. signs, symbols 3. unfamiliar 4. hazards 5. south |
|--|--|--|---|

Week 4 - PICTOGRAPHS, SIMPLE GRAPHS AND TABLES

| | | | | |
|---|--|---|---|--|
| Learning Task 1 1. Chocolate 2. Red velvet 3. pandan 4. ube 5. 69 boxes | Learning Task 2 1. A 2. B 3. A 4. C 5. C | Learning Task 3 1. masks of Ramirez 2. Family 3. 5 barangays 4. Barangay Paya- pa 5. 270 boxes | Learning Task 4 1. Cita's Weekly Savings 2. 500 pesos 3. Week 2 and Week4 4. Week 3 5. 1800 pesos | A Phase 1. data 2. title 3. label 4. Pictograph 5. key |
|---|--|---|---|--|

Week 5 - INFORMATIONAL TEXT

| |
|--|
| <p>1. Restating</p> <p>2. structure</p> <p>3-4. summarizing & paraphrasing</p> <p>5. informational texts</p> |
|--|

Week 6 - VOWEL DIGRAPHS (ai, ay, ea, ee, oo, oa)

| | | |
|--|--|--|
| <p>Learning Task 1</p> <p>good book jeep street</p> <p>blue coat sea</p> <p>brown loaf free seat</p> <p>ray</p> <p>train railway</p> <p>boat sea</p> <p>moon</p> <p>eat three loaf</p> <p>rain</p> | <p>Learning Task 2</p> <p>1. May, coat, Lee,</p> <p>Pooh, play, rains,</p> <p>stained, clean,</p> <p>again</p> <p>2. cooked, good,</p> <p>food, plain, tray,</p> <p>seat, eat, day</p> | <p>Learning Task 3</p> <p>1. rain</p> <p>2. clay</p> <p>3. read</p> <p>4. seed</p> <p>5. hook</p> <p>6. goat</p> |
| <p>Learning Task 4</p> <p>1. goat</p> <p>2. clay</p> <p>3. rain</p> <p>4. read</p> <p>5. seed</p> <p>6. hook</p> | <p>Learning Task 5</p> <p>1. May and</p> <p>Faye</p> <p>2. They like to</p> <p>eat sweet</p> <p>foods.</p> <p>3. Like sisters</p> | <p>A Phase</p> <p>1. V o w e l</p> <p>2. digraphs</p> <p>3. single</p> |

Week 6 - VOWEL DIPHTHONGS (oy, oi, ou, ow)

| | | | | | |
|--|---|--|--|---|---|
| <p>Learning Task 1</p> <p>1. oi - colled,</p> <p>joined</p> <p>2. oy - Roy,</p> <p>toy, enjoy</p> <p>3. ou - bound,</p> <p>round,</p> <p>blouse</p> <p>4. ow - clown,</p> <p>brown</p> | <p>Learning Task 2</p> <p>1. soy sauce</p> <p>2. soil</p> <p>3. mouse</p> <p>4. house</p> <p>5. owl</p> | <p>Learning Task 3</p> <p>1. toilet</p> <p>2. enjoy a b l e,</p> <p>voyage</p> <p>3. five, oysters</p> <p>4. moist, cake</p> <p>5. bow, arrow</p> <p>6. down</p> <p>7. house</p> <p>8. loud, sound</p> | <p>Learning Task 4</p> <p>1. A. Roy</p> <p>B. Moy</p> <p>C. Roy, Moy, toils,</p> <p>soil</p> <p>2. A. tallor</p> <p>B. crown princess</p> <p>C. gown, crown</p> <p>3. A. boys</p> <p>B. playground</p> <p>C. boys, around,</p> <p>playground</p> | <p>Learning Task 5</p> <p>Noy, boy, town,</p> <p>shouts, proud</p> <p>wakes, sole</p> | <p>A Phase</p> <p>1. Vowel diphtongs</p> <p>2. two</p> <p>3. single</p> <p>4. ou</p> <p>5. ow</p> |
|--|---|--|--|---|---|

Week 7 - IRREGULARLY SPELLED WORDS

| | | | | | |
|--|---|---|--|---|--|
| <p>Learning Task 1</p> <p>1. neighbor</p> <p>2. knot</p> <p>3. comb</p> <p>4. debut</p> <p>5. height</p> | <p>Learning Task 2</p> <p>1. white</p> <p>2. night</p> <p>3. close</p> <p>4. near</p> <p>5. small</p> | <p>Learning Task 3</p> <p>1. /</p> <p>2. X</p> <p>3. /</p> <p>4. X</p> <p>5. /</p> <p>6. /</p> <p>7. /</p> <p>8. X</p> <p>9. X</p> <p>10. /</p> | <p>A Phase</p> <p>1. love</p> <p>2. wren</p> <p>3. listen</p> <p>4. whistle</p> <p>5. school</p> | <p>Learning Task 4</p> <p>1. please</p> <p>2. disease</p> <p>3. beautiful</p> <p>4. weight</p> <p>5. wing</p> | <p>Learning Task 5</p> <p>1. D</p> <p>2. B</p> <p>3. E</p> <p>4. A</p> <p>5. C</p> |
|--|---|---|--|---|--|

Week 8 - PRESENTATION OF INFORMATION

| | |
|--|---|
| <p>Learning Task 2</p> <p>1. Vamco</p> <p>2. November 10</p> <p>3. Regions I, II, III, IV</p> <p>-A, IV-B, V, NCR,</p> <p>and CAR</p> <p>4. Patnungan,</p> <p>Quezon</p> | <p>A Phase</p> <p>1. artistic</p> <p>2. show and tell</p> |
|--|---|

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



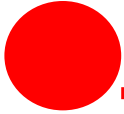
- I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 4

| Week 1 | LP | Week 2 | LP | Week 3 | LP | Week 4 | LP |
|-----------------|----|-----------------|----|-----------------|----|-----------------|----|
| Learning Task 1 | | Learning Task 1 | | Learning Task 1 | | Learning Task 1 | |
| Learning Task 2 | | Learning Task 2 | | Learning Task 2 | | Learning Task 2 | |
| Learning Task 3 | | Learning Task 3 | | Learning Task 3 | | Learning Task 3 | |
| Learning Task 4 | | Learning Task 4 | | Learning Task 4 | | Learning Task 4 | |
| Learning Task 5 | | Learning Task 5 | | Learning Task 5 | | Learning Task 5 | |
| Learning Task 6 | | Learning Task 6 | | Learning Task 6 | | Learning Task 6 | |
| Learning Task 7 | | Learning Task 7 | | Learning Task 7 | | Learning Task 7 | |
| Learning Task 8 | | Learning Task 8 | | Learning Task 8 | | Learning Task 8 | |

| Week 5 | LP | Week 6 | LP | Week 7 | LP | Week 8 | LP |
|-----------------|----|-----------------|----|-----------------|----|-----------------|----|
| Learning Task 1 | | Learning Task 1 | | Learning Task 1 | | Learning Task 1 | |
| Learning Task 2 | | Learning Task 2 | | Learning Task 2 | | Learning Task 2 | |
| Learning Task 3 | | Learning Task 3 | | Learning Task 3 | | Learning Task 3 | |
| Learning Task 4 | | Learning Task 4 | | Learning Task 4 | | Learning Task 4 | |
| Learning Task 5 | | Learning Task 5 | | Learning Task 5 | | Learning Task 5 | |
| Learning Task 6 | | Learning Task 6 | | Learning Task 6 | | Learning Task 6 | |
| Learning Task 7 | | Learning Task 7 | | Learning Task 7 | | Learning Task 7 | |
| Learning Task 8 | | Learning Task 8 | | Learning Task 8 | | Learning Task 8 | |

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



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