

PIVOT^{4A}

LEARNER'S MATERIAL

GRADE 2 - ENGLISH



QUARTER 3



PIVOT 4A Learner's Material
Quarter 3
First Edition, 2021

English Grade 2

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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 thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Clues

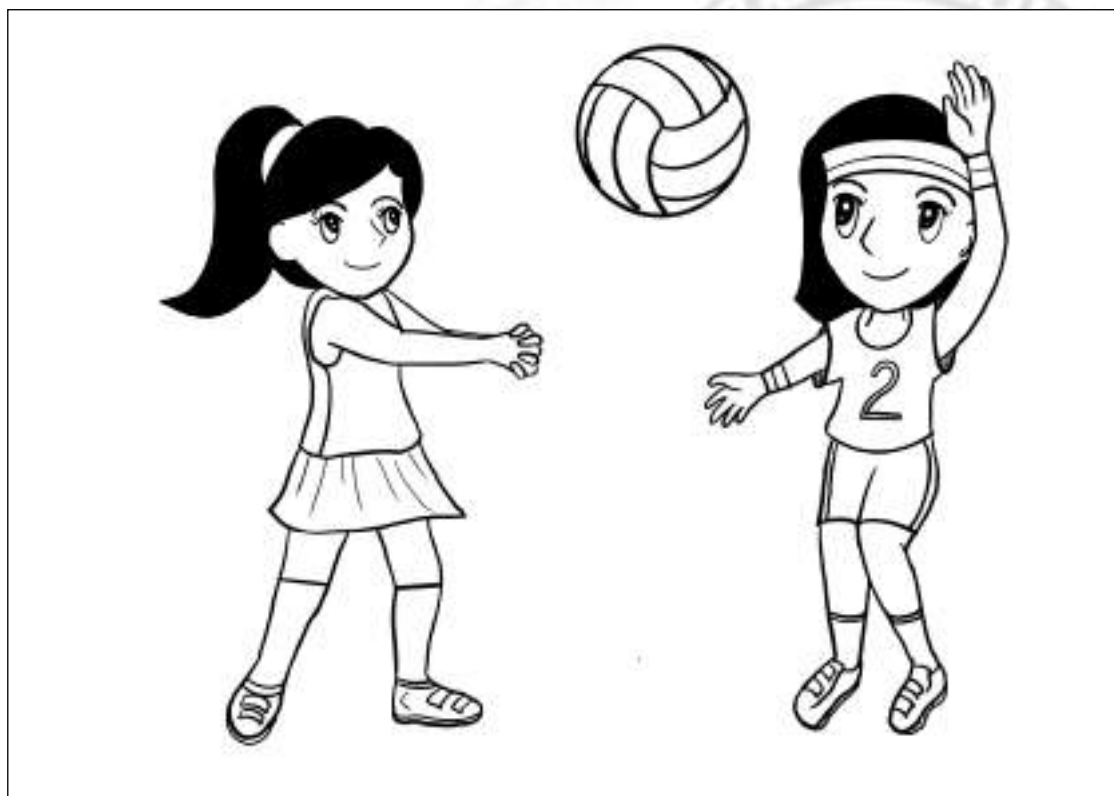
Lesson



A clue is a piece of evidence that helps solve a problem. It is a hint or guide on how you can identify the problem or mystery, and leads you towards the solution. It is helpful in defining unfamiliar word, phrase, image, idea, and action.

In this lesson, you are expected to use clues to answer questions, clarify understanding, and justify predictions before, during, and after reading (titles, pictures, etc.).

Let us examine the sample picture below.



Using the picture above, answer the questions below.

- What game are they playing?
- What number is written on one of the girl's shirt?

D

Learning Task 1: Match the items in Column A with the pictures they represent in Column B. Write the letters of your answers in your notebook.

Column A

____ 1. Drawing

____ 2. Watering the plants

____ 3. Teaching

Column B

A.



B.



C.



Learning Task 2: Look at the pictures carefully. Then, identify what every character does in each picture. Write your answers in your notebook.

1.



2.



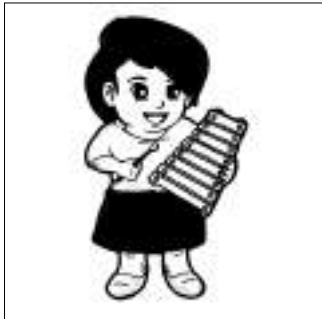
3.



CLUES

Clues help us determine the meaning of words that we do not understand. An image may serve as a clue in providing meaning or description about a given sentence.

Examples:



Angela is playing
her xylophone.



My mother is cooking
our breakfast.



Anna is cleaning
her ears.

E

Learning Task 3: In your notebook, identify the picture that best matches each description. Write the letters of your answers in your notebook.

A. Singing

B. Flying a Kite

C. Running

1.



3.



2.



Learning Task 4: Complete the sentences by choosing your answers from the box. Use the pictures as your clues. Write your answers in your notebook.

happy

thinking

nervous



1. Anna is very _____.



2. Rolly is _____ because it's his first time joining a singing contest.



3. Valentin keeps on _____ of best gift for his friend.

A

In your notebook, complete the paragraph by selecting the correct answers from the choices below.

description

clue

picture

A (1)_____ gives us hint in understanding a sentence. Usually, a (2)_____ is attached to a sentence to clarify its meaning or (3)_____.

Synonyms and Antonyms

Lesson



As a learner, you may enrich your skills through different vocabulary strategies, such as synonyms and antonyms. Synonyms show the sameness or similarities of words while antonyms show their opposites.

In this lesson, you are expected to recognize that some words have same meaning (synonyms) and opposite meaning (antonyms).

Read the examples below.

Set A

Words	Synonyms
happy	glad
big	large
fast	quick
child	kid
tiny	little
rich	wealthy
beautiful	pretty
begin	start
false	untrue

Set B

Words	Antonyms
happy	sad
big	small
fast	slow
child	adult
tiny	big
rich	poor
beautiful	ugly
begin	end
false	true

The words above are examples of synonyms and antonyms. Set A presents words that show similarities and differences in terms of meaning. They are synonyms. Set B, meanwhile, lists words with opposite meanings. They are antonyms.



Learning Task 1: Match the items in Column A with their synonyms in Column B. Write the letters of your answers in your notebook.

Column A
____ 1. scared
____ 2. wealthy
____ 3. clean
____ 4. quiet
____ 5. quick
____ 6. correct

Column B
A. tidy
B. rich
C. afraid
D. silent
E. fast
F. right

Learning Task 2: Match the items in Column A with their antonyms in Column B. Write the letters of your answers in your notebook.

Column A
____ 1. below
____ 2. close
____ 3. happy
____ 4. man
____ 5. start
____ 6. cold

Column B
A. above
B. end
C. sad
D. hot
E. open
F. woman

SYNONYMS AND ANTONYMS

Synonym refers to a word that has the same or nearly the same meaning with other word/s. It is the same or similar to the given word.

Examples:

circle	-	round
neat	-	clean/tidy
smart	-	intelligent

Antonym refers to the exact opposite of another word. It has an opposite meaning with the given word.

Examples:

hard	-	soft
hot	-	cold
clean	-	dirty

E

Learning Task 3: Write SYNONYM if the given words have the same meaning, and ANTONYM if they are opposite. Write your answers in your notebook.

- | | |
|-----------------|-------------------|
| 1. small—little | 4. left—right |
| 2. true—false | 5. good—bad |
| 3. home—house | 6. difficult—hard |

Learning Task 4: Read the words on the left. Encircle their synonyms and box the antonyms. Do this in your notebook.

1. wrong	correct	false
2. small	tiny	big
3. easy	simple	hard

Learning Task 5: Find the antonym of every underlined word in each sentence. Choose your answers from the given choices inside the box. Write your answers in your notebook.

cold	hard	happy
------	------	-------

- ____ 1. I would like to have some hot water.
 ____ 2. Nathan was mad when he received his gift.
 ____ 3. Our exam was very easy.

A

In your notebook, complete the paragraph by selecting your answers from the choices below.

vocabulary	same	opposite
------------	------	----------

Two of the common strategies in developing (1)_____ skills are through synonyms and antonyms. Synonyms refer to words that have the (2)_____ meanings while antonyms refer to words that have (3)_____ meanings.

Word Cline

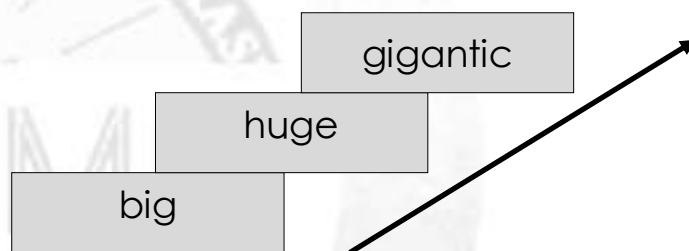
Lesson

Word cline can help you discover and use new words or vocabulary. Word clines are composed of different words that are related to each other. They are words with similar meanings (synonym) but with different levels of intensity. These words are placed within a slope which goes from one extreme to another.

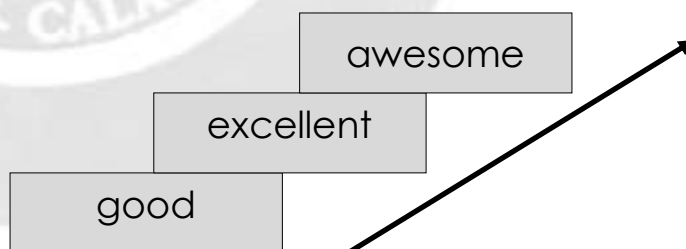
In this lesson, you are expected to create or expand word cline.

Study the examples below.

Example A:



Example B:



Let us analyze the examples above by answering the questions below.

- In Example A, which word has the weakest intensity?
- In Example A, which word has the strongest intensity?
- In Example B, which word has the weakest intensity?
- In Example B, which word has the strongest intensity?

D

Learning Task 1: Read the words inside the box. Then, arrange them from weakest to strongest. Place the weakest in Box 1 and the strongest in Box 3. Do this in your notebook.

unhappy	upset	sad
---------	-------	-----

3.	
2.	
1.	

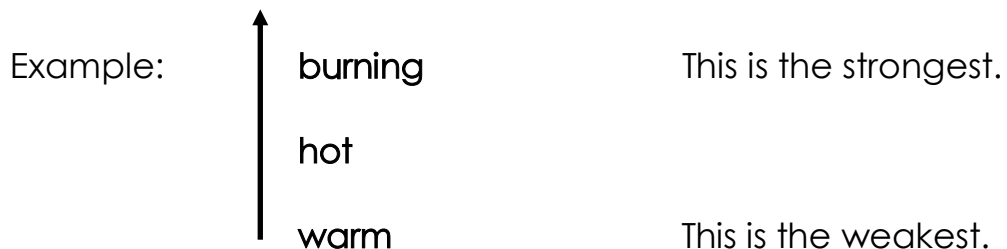
Learning Task 2: Read the lists of words below. Then, arrange them from weakest to strongest. Write each set in a cline. Do this in your notebook.

1. jubilant, happy, joyful
2. pretty, beautiful, glamorous
3. cold, chilly, freezing

WORD CLINE

Word cline is a presentation of words in different levels of intensity. The words in a cline have related meanings but differ in levels. Usually, the words are arranged in extremes from the weakest word to the strongest word.

In creating word clines, it is very helpful to know the synonyms of a word. Remember that these words are related but they differ in level.



E

Learning Task 3: Read the sentences below. Write A if the sentence has the weakest intensity, B for the middle intensity, and C for the strongest intensity. Do this in your notebook.

- _____ 1. The farmers discovered a giant rock formation.
_____ 2. Nicolas is my tall brother.
_____ 3. The mayor inaugurated the towering statue in our town.

Learning Task 4: Arrange the words listed below from weakest to strongest. Write your answers in your notebook.

bright clever genius

- ↑
3. _____
2. _____
1. _____

A

In your notebook, complete the paragraph by choosing your answers from the choices below.

intensity

clines

weakest

Word (1)_____ are composed of words with related meanings but with different levels of (2)_____. The words are arranged from (3)_____ to strongest level.

Made-Up and Real Texts/Stories



Lesson

As a child, you have probably been exposed to various stories that could either be made-up or real. Made-up texts are stories that could not happen in real life while real texts are those which could really happen.

In this lesson, you are expected to recognize the difference between “made-up” and “real” in texts listened to.

Look at the pictures below. Identify the pictures which could tell made-up and real-life stories.

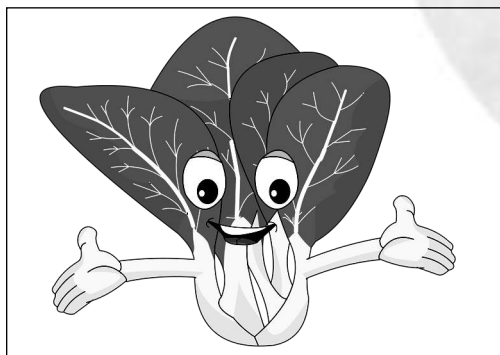
A



B



C



D



Which pictures could tell made-up and real-life stories?

Pictures A and D could tell real-life stories as they could happen in real-life. However, Pictures B and C are pictures that could tell made-up stories as they could not really happen in real-life.



Learning Task 1: Write **MADE-UP** if the statement talks about made-up stories, and **REAL** if the statement is about real stories.

- _____ 1. It talks about true events.
- _____ 2. This is for amusement or entertainment purposes only.
- _____ 3. It talks about facts.
- _____ 4. This story never happened at all.
- _____ 5. It is also called as “fiction”.

Learning Task 2: Group the words inside the box as to **made-up** or **real**. Do this in your notebook.

monster	moon	fairy
school	Earth	Mickey Mouse

Made-Up	Real

MADE-UP AND REAL STORIES

Made-up stories, also known as **fictions**, are texts that cannot happen in real life. They are considered to have never happened at all. They are written for amusement or entertainment purposes only.

Examples: The fairy granted her wish.
 The genie helped him achieve his dreams.

Meanwhile, **real stories** are texts that happen or may happen in real-life. They present facts and talk about true events.

Examples: Jose P. Rizal is a Filipino hero.
 Hermano Pule is a local hero.

E

Learning Task 3: Encircle REAL if the sentence may happen in real life, or MADE-UP if the sentence could never happen in reality. Do this in your notebook.

- | | | |
|------------------------------------|------|---------|
| 1. I saw a pink elephant. | REAL | MADE-UP |
| 2. An eagle can fly. | REAL | MADE-UP |
| 3. My cat is driving the car. | REAL | MADE-UP |
| 4. The mouse answered my quiz. | REAL | MADE-UP |
| 5. The doctor treated the patient. | REAL | MADE-UP |

Learning Task 4: Write R if the statement may happen in real-life and M if the statement is made-up.

- _____ 1. I want to buy wings and fly high up in the sky.
- _____ 2. There are different plant species in the forest.
- _____ 3. Cows give milk.
- _____ 4. Batman saved the world.
- _____ 5. Christmas is celebrated every December 25th.

A

In your notebook, complete the paragraph below by selecting your answers from the given choices.

Real	made-up	Stories
------	---------	---------

(1)_____ may be categorized into real and made-up.
 (2)_____ stories are those that have happened and may happen in real-life. Meanwhile, (3)_____ stories are those that are fictional. They cannot happen in real-life.

Important Details in Expository Texts

Lesson

I

Expository texts are informative texts that explain something to the readers. They give facts and information about a specific topic. The author's purpose is to inform, describe, or explain his or her topic.

Examples of expository texts are found in textbooks, newspapers, magazines, journals, biographies, encyclopedias, atlases, and other informative materials.

In this lesson, you are expected to identify important details in expository text listened to.

Below is an example of an expository text.

How do clouds form?



Cloud formation starts with evaporation as the water on Earth is heated by the sun. The water vapor rises into the air. The tiny droplets of water group together and become clouds. If the air becomes cold enough, the cloud falls down as rain!

The paragraph above tells how clouds are formed. The details and process on how they are formed are presented. This kind of paragraph that gives information is known as an expository text.



Learning Task 1: Write TRUE if the statement about an expository text is correct, and FALSE if it is not. Do this in your notebook.

- ___ 1. It presents information and facts.
- ___ 2. It aims to amuse or entertain the readers.
- ___ 3. It may present a process or steps in doing something.
- ___ 4. It is fictional in nature.
- ___ 5. It may compare and contrast two or more items or subjects.

EXPOSITORY TEXTS

Expository texts are fact-based texts. They are non-fiction texts that provide information or details about a particular topic or subject matter.

There are five ways in presenting an expository text. These are:

1. **Description** - presents characteristics, features, and examples to describe a subject or topic.
2. **Sequence** - presents items or events in numerical or chronological order.
3. **Comparison and Contrast** – explains how two or more things are alike or different.
4. **Cause and Effect** – explains the causes and the results.
5. **Problem and Solution** – states a problem and lists solution/s for it.

E

Learning Task 2: Identify what element of expository text is used in each item. Select your answers from the choices below. Write your answers in your notebook.

Description	Sequence	Comparison and Contrast
Cause and Effect		Problem and Solution

- _____ 1. In planting, you have to place first some soil in a pot. Then, put the flower seeds in it.
- _____ 2. Desiree is smaller than Emma.
- _____ 3. COVID-19 hit the country. All schools were closed.
- _____ 4. Many Filipinos were affected by the COVID-19 pandemic. The government provided support funds to them.
- _____ 5. The Philippines is a country in Southeast Asia. It is divided into three major island groups---Luzon, Visayas and Mindanao.

Learning Task 3: Arrange the following in sequence or in order. Write 1 for the first, 2 for the second, and 3 for the last.

How to plant flowers?

- ___ Water it everyday and put it in a place where there is sunlight.
- ___ In a pot, put some soil.
- ___ Put some flower seeds.

Learning Task 4: Write A if the statements are alike or have the same ideas, and D if they are different.

- _____ 1. Josh: Let's go to the mall and buy some new clothes.
Robbie: I was thinking of the same thing. Let's go!
- _____ 2. The difference between Annie and Sophie is that Annie does not like to eat vegetables, but Sophie loves them.
- _____ 3. Both Daisy and Sonia want to go to the beach.



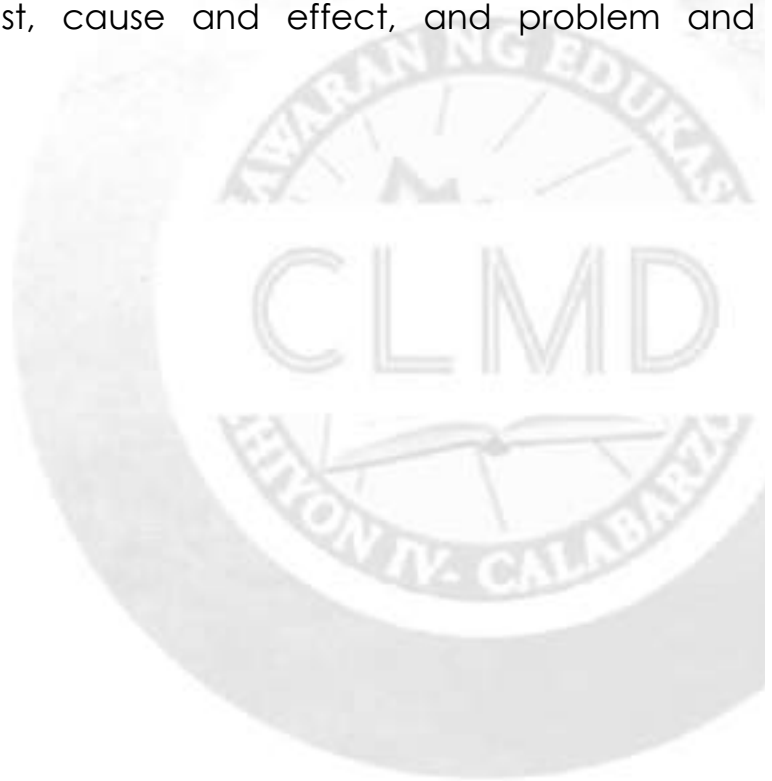
In your notebook, complete the paragraph by selecting your answers from the choices below.

description

non-fiction

inform

Expository texts are (1)_____ or fact-based texts. They tell details or information about a particular topic. They are written to (2)_____, describe, or explain. Some types or elements of expository texts include (3)_____, sequence, comparison and contrast, cause and effect, and problem and solution.



Retelling Events

Lesson

I

Retelling events is a skill which we use regularly, such as telling someone about our day or weekend. It is a difficult task and requires many smaller skills to be developed first.

In retelling events, you have to remember or act out all important events, but it would be better if you can remember the entire story.

In this lesson, you are expected to retell and/or reenact events from a story.

Below is an example of a short story.

The Garden



Julia and Anna went gardening yesterday. They watered the plants and bushes. Julia picked up the dried leaves and threw them in the garbage bin. Anna planted sunflower seeds. After doing their tasks, they sat under the tree and ate apples and bananas. They immediately went back to their house because it rained.

Answer the following questions:

- Where did Julia and Anna go?
- What did Julia do in the garden?
- What did Anna do in the garden?
- Why did they go back to their house?



Learning Task 1: Read the short story below. Choose the best answer for each question. Write the letters of your answers in your notebook.

Hamburger Sunday

Michelle and her friends have hamburgers every Sunday night for dinner. She helps her friend Lily prepare the buns. When the ham is done, Michelle sets the table. Everyone enjoys the delicious hamburgers!

- ____ 1. What do Michelle and her friends eat on Sundays?
- A. hotdog B. hamburger C. fries
- ____ 2. What do Michelle and Lily prepare?
- A. hotdog B. sauce C. buns
- ____ 3. What does Michelle do after cooking the ham?
- A. eats B. sets the table C. goes home

Learning Task 2: Read the short story below. Choose the best answer for each question. Write the letters of your answers in your notebook.

Red Riding Hood

Mother gave Red Riding Hood a basket of food for Granny. On her way through the woods, Red met the wolf. The wolf ran ahead to Granny's house and pretended that he was Granny. "What big eyes you have!," said Red. "And what big ears you have!" Red screamed when the wolf tried to eat her. The woodcutter came and frightened the wolf away.

- ____ 1. Who went to visit her granny?
A. Red Riding Hood B. Fox C. Woodcutter
- ____ 2. Who said "What big eyes you have"?
A. Red Riding Hood B. Fox C. Woodcutter
- ____ 3. Who frightened the wolf away?
A. Red Riding Hood B. Fox C. Woodcutter

Learning Task 3: Write **TRUE** if the statement is correct, and **FALSE** if not. Do this in your notebook.

- ____ 1. Retelling events refers to remembering what we read or listened to.
- ____ 2. You must read the story again while retelling.
- ____ 3. It is okay to forget the important details of the story in retelling it.

RETELLING AND/OR REENACTING EVENTS

Retelling and reenacting events are two important skills that you must have to check how you understand a particular story. In doing these, you need to actively listen and focus on the details or information presented to you.

Retelling events is simply to tell the story again by focusing on the important details. These details include the characters, settings, and events.

Reenacting events refers to acting out a story. From the story that you have read or listened to, you have to act it out by focusing on the important details or information. You may also relate yourself in every event, so you can easily remember or recall what happened.



Learning Task 4: Read the short story below. Choose the best answer for each question. Write the letters of your answers in your notebook.

Amber the Ant and the Dove

One hot day, Amber the Ant was searching for some water. He came to a spring. But to reach it, he had to climb up a blade of grass. While making his way up, he slipped and fell into the water. A dove sitting on the nearby tree saw him and quickly plucked a leaf and dropped it into the water to save the drowning ant.

- ____ 1. Where did the ant climb to get some water?
A. tree B. vine C. blade of grass
- ____ 2. How did the Dove save the ant?
A. plucked a leaf and dropped it in the water
B. swam
C. called a friend
- ____ 3. If you were the Dove and you saw an ant drowning, what would you do?
A. save the ant B. fly and enjoy C. go home

Learning Task 5: Read the short story. Select the best answer for every question. Write the letters of your answers in your notebook.

Harry and the Purple Crayon

Harry is very imaginative. One day, he decided to go for a walk. He took with him his favorite purple crayon. He drew the moon. It started following him in his path as he continued his walk. Along the road, he drew his favorite tree with his purple crayon. Moving a little further, he drew a beautiful sea with a boat to sail.

- _____1. Who is the main character in the story?
A. Peter B. Gary C. Harry
- _____2. What is the favorite color of the main character?
A. blue B. purple C. pink
- _____3. What was the last thing that Harry drew?
A. moon B. tree C. sea

Learning Task 6: Reenact the story in Learning Task 5. Do this in front of your parents, guardians, or siblings. Then, ask them to give their comments about your performance using the questions below.

1. Was I able to reenact the events well?
2. Did I include all important details in reenacting the story?

A

In your notebook, complete the paragraph by selecting your answers from the choices below.

events	understands	reenacting
--------	-------------	------------

Retelling (1)_____ refers to recalling of the important details from the story read or listened to. Meanwhile, (2)_____ events means acting out the story using the necessary information. Retelling and reenacting events are two important skills that one must have to know if he/she (3)_____ a particular story.

Major Points and Key Themes

I

Lesson

Every story has different elements. It has characters, settings, and events. These significant details play important roles in understanding the story.

Aside from these story elements, stories also give specific major points and key themes. As a reader, it is necessary that you are able to identify the major points and key theme shown in each story.

In this lesson, you are expected to identify major points and key themes.

Read the story below.

The Studious Pupil



Anthony is a studious pupil. He performs well in school. He gets good grades in almost all of his subjects. In school, he listens well to his teacher. He also actively participates in class discussions. At home, he reads a lot of books during his free time. He also does his assignments. He prepares his projects before the deadline. He studies well to serve as good example to other pupils. He also wants to achieve his dreams someday.

The selection above tells us that Anthony is a studious pupil as he studies well in school and at home. This is the major point.

Meanwhile, it also tells that studying well can help one get good grades and be successful in life. This is the theme.



Learning Task 1: Read the paragraph below. Then, answer the questions that follow. Write the letters of your answers in your notebook.

My Cat

I have a cat named Floppy. I taught her lots of tricks. When I call her, she comes to me immediately. She also massages my back even if I don't tell her to. When I say "sleep", she will close her eyes and pretend to be sleeping. I couldn't believe that a cat like her would be that smart.

- ____ 1. What is the major point of the paragraph?
- A. Floppy is a cat.
 - B. Floppy can do tricks.
 - C. Floppy is smart.
- ____ 2. What is the best key theme of the story?
- A. Cats are smart animals.
 - B. Cats are tricky animals.
 - C. Cats are sleepy animals.

Learning Task 2: Read each paragraph. Then, identify what each item tells. Write the letters of your answers in your notebook.

1. Carabaos help farmers in plowing the field. They give us milk and meat.
The story is about _____.
A. farmers B. carabaos C. meats
2. Emma and Roi go to school everyday. After school, they help their parents in doing household chores. Emma washes the dishes while Roi sweeps the floor.
The paragraph is about the _____.
A. honest children B. helpful children C. polite children

MAJOR POINTS AND KEY THEMES

The major point or main idea is the main point of a paragraph in a story. When summarizing a paragraph, it is most likely a one-sentence major point.

Meanwhile, the key themes are facts or statements that bind the main ideas of the story. They provide the central idea of the whole story.

In every story, our goal is to get or understand its major point. In coming up with the key theme, you have to take note of the major or main ideas.



Learning Task 3: Read the paragraphs. Then, identify the theme and main idea in each story. Write the letters of your answers in your notebook.

The Bats

Some kinds of bats eat many insects. Some bats can eat up to 1,000 small insects in one hour. They are helpful to the environment. They help us by eating insects. Without them, we would have many insects in the environment.

- _____ 1. What is the major point of the story?
 - A. Bats are mammals.
 - B. Bats can eat up to 1,000 insects in one hour.
 - C. Bats help in controlling the population of insects.

- _____ 2. What is the key theme of the story?
 - A. bats' eating habits
 - B. bats' favorite food
 - C. bats' contribution to nature

Cold Weather

One day, Hana walked outside with her small pink jacket. But even if she was wearing one, she still felt very cold. She looked at her phone and noticed that it was 15 degrees outside. It was indeed cold due to *amihan*. She was chilling, so she decided to go back inside.

- _____ 3. What is the major point of the story?
- A. It was very cold outside.
 - B. She wore pink jacket.
 - C. Hana went outside with her friends.
- _____ 4. What is the key theme of the story?
- A. Cold weather makes us sleepy.
 - B. Cold weather tells us to wear jacket.
 - C. Cold weather prevents us from going outside.

A

In your notebook, complete the paragraph by selecting your answers from the choices below. Write your answers in your notebook.

elements

major points

key themes

The (1)_____ of a story deal with what the story is all about. Meanwhile, the (2)_____ explain the central idea that a story tells. These two (3)_____ are both important in understanding a story or selection.

Repeated Patterns and Refrains

Lesson

I

Repeated patterns are frequently used structure or method of poetry writing. Certain words and/or sounds are repeated for effect or emphasis.

Refrain is a repeated line or group of lines that may be found at the middle, or usually at the end of each stanza. It may be repeated at regular intervals.

In this lesson, you are expected to participate in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns and refrains in English.

Read the examples below.

Example A	Example B
<i>I visited my grandfather.</i> <i>I visited my grandmother.</i> <i>They love to see me often.</i> <i>They love to cook and sleep.</i> <i>They rest under an old tree.</i>	I visit them always As they love to see me often. <i>I love my grandparents.</i> They always cook and sleep. I bring their favorite food. <i>I love my grandparents.</i>

Which of the examples shows repeated patterns? Which one presents refrains?

Example A is a poem that shows repeated patterns. Two patterns are shown in the given poem---*I visited my* and *They*.

Meanwhile, Example B shows the use of refrain. The last line in each stanza shows the refrain of the poem.

D

Learning Task 1: Read the poems carefully. Then, answer the questions that follow. Write the letters of your answers in your notebook.

The Moon

The moon shines in the dark.
The moon is half.
The moon is tainted.
So is the human heart.

- _____ 1. What is being repeated in the story?
A. sun B. moon C. heart
- _____ 2. What type of pattern is used in the poem?
A. repetitive pattern B. refrain
- _____ 3. Which among the words below rhymes with "moon"?
A. zoom B. noon C. room

My mother baked a delicious cake.
She prepared spaghetti and pancit.
It's my birthday.

Fried chicken was prepared
By my loving and supportive father.
It's my birthday.

- _____ 4. What is being repeated in the story?
A. It's my birthday. B. Fried chicken was prepared.
- _____ 5. What type of pattern is used in the poem?
A. repetitive Pattern B. refrain

REPEATING PATTERNS AND REFRAIN

Repeating patterns refers to the repeated words to place emphasis on the given poem. Sounds may also be repeated to emphasize the pattern.

Refrain is the repetition of lines. This is also to emphasize the idea shown in the poem. The lines may be repeated at the middle part of each stanza. However, refrain usually occurs at the end of each stanza.

E

Learning Task 2: Read the poem carefully. Then, answer the questions that follow. Write the letters of your answers in your notebook.

The stars shine bright at night.
The stars bring joy to my life.
The stars guide us in our lives.
They make us happy at night.

- _____ 1. What is being repeated in the story?
A. bright at night B. the stars
- _____ 2. What type of pattern is used in the poem?
A. repetitive pattern B. refrain

Learning Task 3: Read the poem below. Ask your parents, guardians, or siblings to read it with you.

I play my toys during my free time.
My parents allow me to bring them outside.
I am still a child.

My friends play with me in the park.
We bring our toys with us.
I am still a child.

A

In your notebook, complete the paragraph by selecting the correct answers from the choices below.

refrain

emphasis

patterns

Repeating (1)_____ refers to the repeated words or sounds to place (2)_____ on the given poem. Meanwhile, (3)_____ is the repetition of lines. This usually occurs at the end of each stanza.

Meanings through Personal Experiences

Lesson

I

Stories can be related to real-life experiences. We always learn lessons based on what we have experienced, and what we have read or listened to. One's personal experiences give wider views to better understand a particular story.

It is advantageous when we talk about things that each of us can relate to. If we can relate to a particular story, we can easily connect to its major points and ideas.

At the end of the lesson, you are expected to listen and respond to texts to clarify meanings while drawing on personal experiences.

Read the story and tell if you can relate to it.



Lara and her family love going to the beach. It relaxes them. They feel that they are safe whenever they are at the beach. It is also fun for them. The sound waves and the smell of the sea give them peace and make them happy.

Answer the following questions:

- Have you experienced going to the beach or have you known someone who had been to a beach?
- What did you/they feel while you/they were at the beach?
- Did you/they have fun at the beach?



Learning Task 1: Read the story. Then, answer the questions that follow. Write the letters of your answers in your notebook.

The Lonely Rainbow Horse

The Rainbow Horse is the prettiest among other horses in the farm. He has glowing pink, purple, and yellow skin. One day, a little brown pony asked the horse how he got his glowing skin. "Go away!," said the Rainbow Horse. The little brown pony was very upset and told the other horses what happened, and the day after that, no one wants to go near or help the Rainbow Horse.

- _____ 1. What did the little brown pony feel when he was asked by the Rainbow Horse to go away?
A. happy B. upset C. excited
- _____ 2. What would the Rainbow Horse feel when he knew that other horses would never go near or help him?
A. happy B. sad C. proud
- _____ 3. If you were the Rainbow Horse, what would you feel if you had the prettiest color among the horses?
A. lonely B. angry C. happy
- _____ 4. If you were the Rainbow Horse, what would you feel if other horses would not go near you?
A. lonely B. excited C. angry

Learning Task 2: Read the selections. Then, answer the given questions. Write the letters of the correct answers in your notebook.

- _____ 1. Bitoy left his snacks at home. Christian, his friend, shared his food with him. Is Christian a good friend?
A. Yes B. No

- _____ 2. Suzy forgot her wallet at home and asked Julie for some extra money for her to eat. Julie did not have extra money. Was Julie able to help Suzy?
A. Yes B. No

PERSONAL EXPERIENCES

Personal experiences are important in understanding a story. Using your personal experiences, you will be able to establish connection to the story. With that connection, you will easily know the details of the story, and understand what the characters do and feel.

Using your personal or others' experiences, you will easily relate to the story that will be understandable to your own context and level. They will help you in interpreting the story using your personal experiences.

E

Learning Task 3: Read the story. Then, answer the questions that follow. Write the letters of your answers in your notebook.

The Rose and the Sunflower

The Rose thought that she was a slow-grower and less pretty than the Sunflower. She said to herself, "When the sun rises and shines bright, I will bloom and be prettier than the Sunflower." The day after that, the sun shone, and the rose bloomed, while the Sunflower died.

- _____ 1. How did the Rose feel towards the beauty of the Sunflower?
A. happy B. lonely C. proud

- _____2. Why did the Rose say those things to herself?
A. She is insecure.
B. She is just singing.
C. She is a proud flower.
- _____3. Should the Rose be insecure with the Sunflower?
A. Yes B. No

Learning Task 4: Read the story. Then, answer the questions that follow. Write the letters of your answers in your notebook.

The Test

It was Caloy's exam day. He reviewed well for the past few days. Before the exam started, he immediately placed his books and notes in his bag. He answered his papers silently and honestly during the test. He was satisfied with the results of the test.

- _____1. What did Caloy do in preparation for the test?
A. review B. sleep C. play
- _____2. Was Caloy satisfied with the results of the exams?
A. Yes B. No



In your notebook, complete the paragraph by selecting your answers from the choices below.

interpreting

relate

experiences

Personal (1)_____ help us in understanding a story. Through these, we can easily (2)_____ to a particular story. Its connection to our experiences can help us in (3)_____ it.



Key to Correction

CLUES

A Phase 1. clue 2. picture 3. description	Learning Task 4 1. happy 2. nervous 3. thinking	Learning Task 3 1. B 2. C 3. A	Learning Task 2 1. Painting 2. Fixing the bed/ 3. Eating	Learning Task 1 1. C 2. A 3. B
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SYNONYMS AND ANTONYMS

A Phase 1. vocabulary 2. same 3. opposite	Learning Task 5 1. cold 2. happy 3. hard	Learning Task 4 Box Circle 1. correct 2. false 3. tiny 4. big 5. hard 6. simple	Learning Task 3 1. Synonym 2. Antonym 3. Synonym 4. Antonym 5. Antonym 6. Synonym	Learning Task 2 1. A 2. E 3. C 4. F 5. B 6. D	Learning Task 1 1. C 2. B 3. A 4. D 5. E 6. F
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WORD CLINE

A Phase 1. cline 2. intensity 3. weakest	Learning Task 4 1. bright 2. clever 3. genius	Learning Task 3 1. B 2. A 3. C	Learning Task 2 1. happy, joyful, jubilant 2. pretty, beautiful, glamorous 3. chilly, cold, freezing	Learning Task 1 1. sad 2. unhappy 3. upset
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MADE-UP AND REAL TEXTS/STORIES

A Phase 1. Stories 2. Real 3. made-up	Learning Task 4 1. M 2. R 3. R 4. M 5. R	Learning Task 3 1. Made-up 2. Real 3. Made-up 4. Made-up 5. Real	Learning Task 2 Made-up Real monster moon school Earth Mickey Mouse	Learning Task 1 1. Real 2. Made-up 3. Real 4. Made-up 5. Made-up
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IMPORTANT DETAILS IN EXPOSITORY TEXTS

A Phase 1. non-fiction 2. inform 3. description	Learning Task 4 1. A 2. D 3. A	Learning Task 3 1. 3 2. 2 3. 1	Learning Task 2 1. Sequence 2. Comparison and Contrast 3. Cause and Effect 4. Problem and Solution 5. Description	Learning Task 1 1. True 2. False 3. True 4. False 5. True
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RETELLING EVENTS

A Phase 1. events 2. reenacting 3. understands	Learning Task 5 1. C 2. B 3. C	Learning Task 4 1. C 2. A 3. A	Learning Task 3 1. True 2. False 3. False	Learning Task 2 1. A 2. A 3. C	Learning Task 1 1. B 2. C 3. B
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MAJOR POINTS AND KEY THEMES

REPEATED PATTERNS AND REFRAINS

A Phase 1. patterns 2. emphasis 3. refrain	Learning Task 2 1. B 2. A	Learning Task 1 1. B 2. A 3. B 4. A 5. B	A Phase 1. major points 2. key themes 3. elements	Learning Task 3 1. C 2. C 3. A 4. C	Learning Task 2 1. B 2. B	Learning Task 1 1. C 2. A
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MEANINGS THROUGH PERSONAL EXPERIENCES

A Phase 1. experiences 2. relate 3. interpreting	Learning Task 4 1. A 2. A	Learning Task 3 1. B 2. A 3. B	Learning Task 2 1. A 2. B	Learning Task 1 1. B 2. B 3. C 4. A
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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.



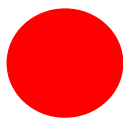
- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. 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 3

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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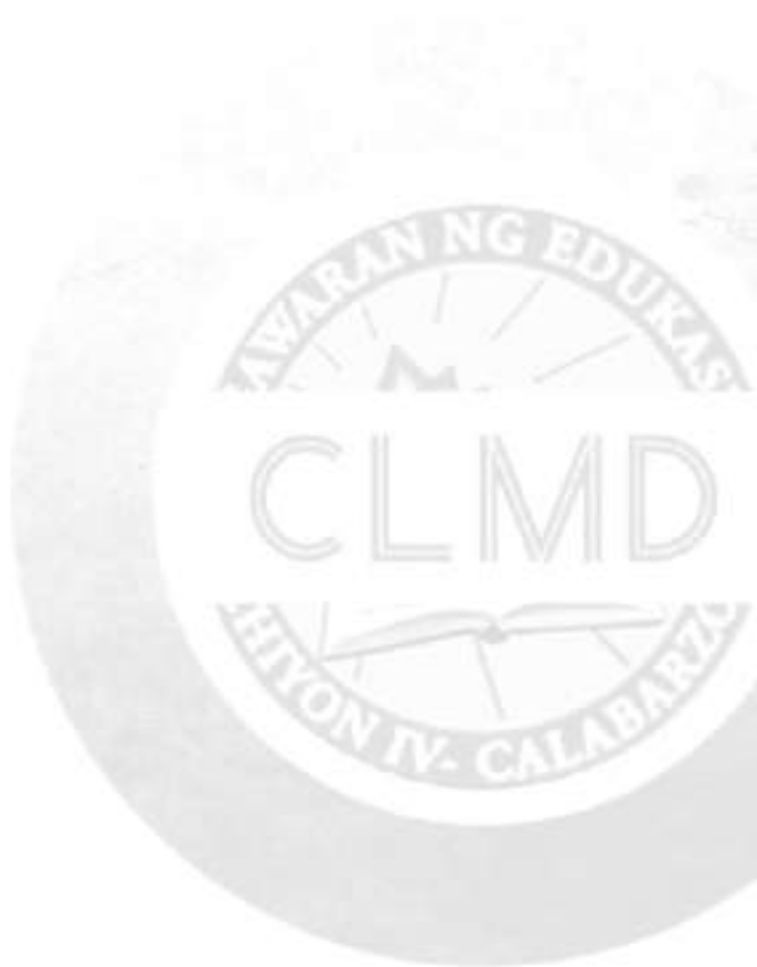
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