

1

# English

## Quarter 3

### Weeks 1 - 4



# English

## Quarter 3 – Module 1

### Recognize Rhyming Words in Nursery Rhymes, Poems, and Songs



English – Grade 1  
Alternative Delivery Mode  
Quarter 3 – Module 1: Recognizing Rhyming Words in Nursery Rhymes, Poems, and Songs  
Second Edition, 2021

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## ***What I Need to Know***

Hi, kids! I hope you are enjoying the learning experiences you are having through our activities. This module will help you master your skill by recognizing rhyming words in nursery rhymes, poems, songs heard.

The scope of this module is about recognizing rhyming words. The language used recognizes your diverse vocabulary levels. The activities are arranged to follow the standard sequence of the lesson. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to recognize rhyming words in nursery rhymes, poems, songs heard.



## ***What I Know***

Let's get started! At this point, let us try to see your readiness for this new lesson. Come and give it a try and do not worry much about your score. This activity is intended to measure how far you know about the lesson.

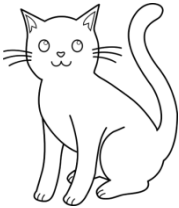


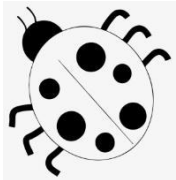
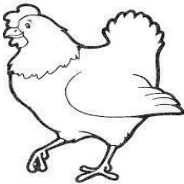





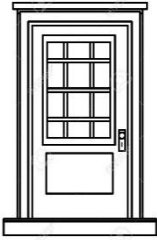
Choose the letter of the best answer.

1. What word rhymes with ten?  
a. can                                      b. men                                      c. son                                      d. bun
2. Come my child, come away.  
Look at the sun shines bright today.  
Away rhymes with \_\_\_\_\_.  
a. come                                      c. shine  
b. look                                      d. today
3. All the pretty things put by,  
Wait upon the children's eye.  
What are the words that rhyme below?  
a. all - eye                                      c. wait - eye  
b. by - eye                                      d. things - eye
4. Come Lily, here are songs for you,  
They are all new and blue.  
you rhymes with \_\_\_\_\_  
a. are                                      b. all                                      c. blue                                      d. they
5. Do you see the small bug?  
It's on my pink \_\_\_\_\_.  
a. clip  
b. ball  
c. bee  
d. mug



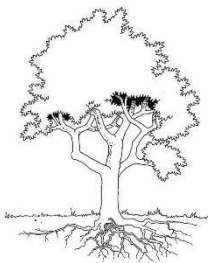
# What's In

Here is a chart of rhyming words.

<div>cat</div> <div></div>	<div>mat</div> <div></div>
<div>mug</div> <div></div>	<div>bug</div> <div></div>
<div>ten</div> <div><div>10</div></div>	<div>hen</div> <div></div>
<div>bib</div> <div></div>	<div>crib</div> <div></div>
<div>cop</div> <div></div>	<div>mop</div> <div></div>
<div>Four</div> <div></div>	<div>door</div> <div></div>



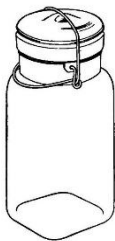
Write the name of the picture. Draw a line to match the pictures that rhymes



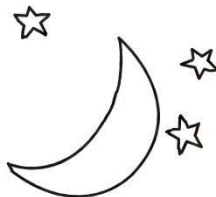
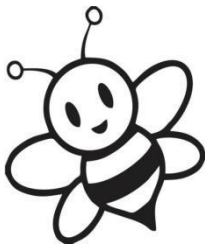
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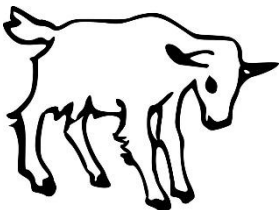
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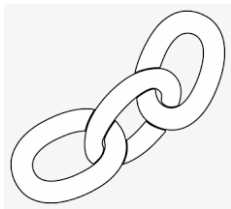
3.



4.



5.





## What's New

### **My Mother's Love For Me**

By Merry Lynn C. Villar

Who dressed me in pink, Oh so gay!  
And gladly taught me how to pray,  
Who molded me like no other?  
No one else like my mother.

She ran to help me when I fell,  
She has always stories to tell,  
Always kiss me on my forehead  
Even I'm hard headed.

Read with me this rhymes.  
For our love unforgotten times,  
For your love is forever,  
Thank you my dear Mother.

### Comprehension Check:

A. Answer each question correctly. Use green crayon. Underline the correct answer inside the box.

1. Who wrote the poem?

My mother

Merry Lynn C. Villar

2. Who helped the girl when she fell?

father

mother

3. Who has lots of stories to tell?

the girl

mother

4. Write one word inside the box to describe your mother.

5. How do you show your love for your mother?

B. Color the picture that shows your love to your mother.





## What is It

Listen to the teacher as she reads again the poem. Listen and observe the underlined words.

### My Mother's Love for Me

By Merry Lynn C. Villar

Who dressed me in pink, Oh so gay!  
And gladly taught me how to pray,  
Who molded me like no other?  
No one else like my mother.

She ran to help me when I tell,  
She has always stories to tell,  
Always kiss me on my forehead  
Even I'm hard headed.

Read with me these rhymes.  
For our love unforgotten times,  
For your love is forever,  
Thank you my dear mother.

Repeat what the teacher will say:

gay-pray  
fell-tell

other-mother  
rhymes- times

forever-mother

What can you say about the last sound of each pair of words?  
The italicized and underlined words are rhyming words.

**Rhyming words** are two or more words that have the same or similar ending sound. Some examples of rhyming words are:

bed, led  
mat-rat

ball-tall  
tight-light

table-able  
say-hay

### Activity 1

#### LITTLE THINKERS RHYMING WORKSHOP

Fill in the blanks with the correct rhyming word. Choose inside the word bank.

head

Chinky

party

**My Pretty little Doll**  
**My new doll name is Pinky**  
**She likes my old \_\_\_\_\_**  
**Her lips are red,**  
**And ribbon on her \_\_\_\_\_**  
**Mother gave it to me,**  
**As her present during my \_\_\_\_\_**

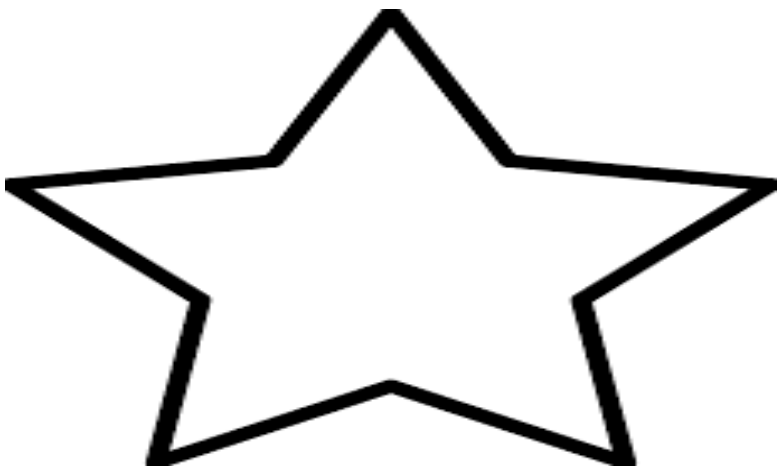


**Activity 2**

Sing with the teacher **“All About Me”**

**All About Me**  
Ten little fingers  
Ten little toes  
Two little ears  
And one little nose.  
Two little eyes  
That shine so bright.  
Two little lips  
To kiss you good night.

Write the rhyming words inside the star.




***What's More***

**Activity 1**

Draw a heart  around the words that rhyme

**EVERYBODY HAS A NAME**

Everybody has a name.  
Some are different,  
Some the same.  
Some are short,  
Some are long,  
All are right,  
None are wrong.  
My name is \_\_\_\_\_.  
It's special to me.  
It's exactly who  
I want to be!



## Activity 2

Sing with the teacher and encircle the words that rhyme.

### Let It Go

**Idina Menzel**

The snow glows white on the mountain tonight  
Not a footprint to be seen  
A kingdom of isolation  
And it looks like I'm the queen  
The wind is howling like this swirling storm inside  
Couldn't keep it in, heaven knows I've tried  
Don't let them in, don't let them see  
Be the good girl you always have to be  
Conceal, don't feel, don't let them know  
Well, now they know  
Let it go, let it go  
Can't hold it back anymore  
Let it go, let it go  
Turn away and slam the door  
I don't care what they're going to say  
Let the storm rage on  
The cold never bothered me anyway  
It's funny how some distance makes everything seem small  
And the fears that once controlled me can't get to me at all  
It's time to see what I can do  
To test the limits and break through  
No right, no wrong, no rules...



## What I Have Learned



Remember that Rhyming Words  
are two or more words that have  
same ending sound, such as;  
van and ran  
tip and lip  
bought and thought  
rainbow and glow



## What I Can Do

### Guided Practice

Draw ☺ if the set of words rhyme and ☹ if not.

- \_\_\_\_ 1. boy - toy
- \_\_\_\_ 2. can - fan
- \_\_\_\_ 3. mail - pail
- \_\_\_\_ 4. say - day
- \_\_\_\_ 5. top - mop

### Guided Assessment.

Identify the rhyming words below. Encircle the letter of the best answer.

1. Twinkle, twinkle, little star  
How I wonder what you \_\_\_\_\_  
A. high                      B. sky                      C. are                      D. wonder
2. One, two, three, four, five,  
Once I caught a fish \_\_\_\_\_  
A. two                      B. four                      C. alive                      D. fish
3. Out came the sunshine and dried up all the rain  
And Incy Wincy spider climbed up the spout \_\_\_\_\_  
A. Incy                      B. again                      C. rain                      D. spider
4. I'm a little tea pot short and stout,  
Here is my handle, here is my \_\_\_\_\_  
A. tea                      B. pot                      C. short                      D. spout
5. Hickory dickory dock  
The mouse ran up the \_\_\_\_\_  
A. clock                      B. mouse                      C. dickory                      D. the



## Assessment

Multiple Choice. Encircle the letter of the best answer.

1. When the sweet voices of children are heard on the green  
And the loud laugh is heard on the \_\_\_\_\_  
A. mountain                      B. forest                      C. farm                      D. hill
2. Little baby, lay your head,  
On your pretty tiny \_\_\_\_\_  
A. pillow                      B. bed                      C. crib                      D. blanket
3. Three little kittens,  
They lost their mittens.  
Does kittens rhyme with mittens?  
A. yes                      B. maybe                      C. no                      D. I don't know
4. Dear Father, I am very glad,  
I was the little girl you had!  
Glad and had do not rhyme.  
A. yes                      B. maybe                      C. no                      D. I don't know
5. Each day I pray for my family,  
Three things I pray,  
To feel the love so dearly,  
To see thee more clearly  
And be with us day by day.

The underlined word rhymes with \_\_\_\_\_

- A. family                      B. dearly                      C. clearly                      D. day

# English

## Quarter 3 – Module 2

### Recognizing Sentences and Non-Sentences



English – Grade 1  
Alternative Delivery Mode  
Quarter 3 – Module 2: Recognizing Sentences and Non-Sentences  
Second Edition, 2021

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## ***What I Need to Know***

Good day kids! I hope you are all fine today. In your previous lessons, I am sure that you have learned to recognize different sounds, letters, words, and phrases that helped you develop your communication skills.

In this module, you will learn to recognize sentences and non-sentences. This will help you to tell and ask something about yourself, family, school, and community.

After going through this module, you are expected to recognize sentences (telling and asking) and non-sentences.



## ***What I Know***

**Directions:** Check (✓) the box if it is a group of words that expresses a complete idea and cross (X) if it is not.

☐

1. a dog that barks

☐

2. Sam has a pet dog.

☐

3. I love reading story books.

☐

4. Who is your teacher?

☐

5. a glass of water





## What's In

Before we start our new lesson, let us go back to what you have learned last week. Can you recognize the rhyming words in the poem, "**My Dog**"? Pick out the words that rhyme and write them together inside the box.

### My Dog

Did you see my dog  
on the log?

It can jump high  
but never can fly.

Its tail can wag  
like a flag.

Its loud bark  
is a mark.

That he is not a frog,  
but my dog.

1.

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2.

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3.

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4.

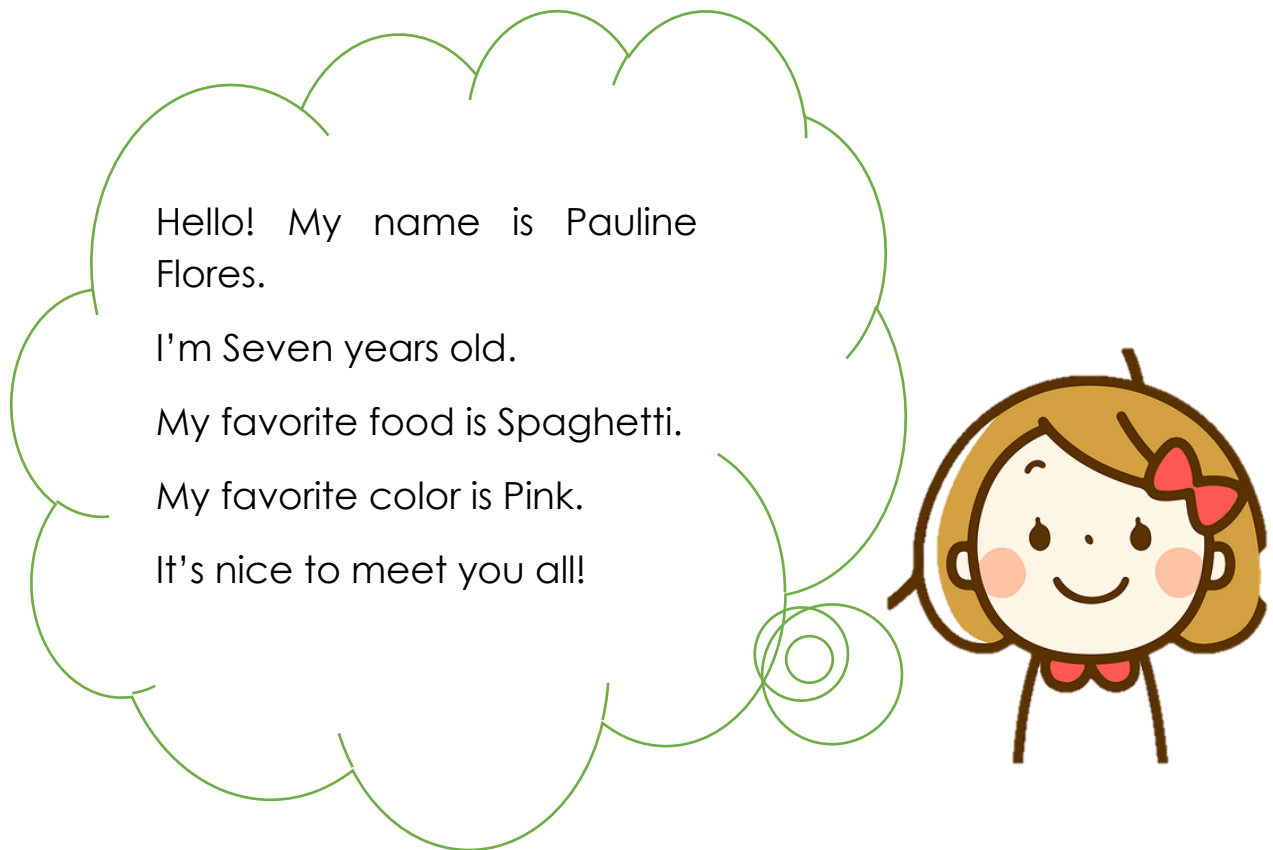
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## What's New

Have you introduced yourself to others? How did you do it? Listen to Pauline as she introduces herself in the class.



Answer the questions below:

1. How old is Pauline?
2. What is her favorite color?
3. How about her favorite food?
4. Can you introduce yourself just what Pauline did?



## ***What is It***

A **sentence** is a group of words that expresses a complete idea.

A sentence begins with a capital letter and ends with a punctuation mark.

It is used in telling or asking something.

Every sentence has two parts – the **naming part** that tells us who or what the sentence is about and the **telling part** that tells us something about the person, animal, or thing in the naming part.

Examples:

1. My name is Pauline Flores.
2. I'm Seven years old.
3. My favorite color is Pink.
4. It's nice to meet you all!
5. Where do you study?

**Non-sentence** is a word, clause, or phrase that does not form a complete sentence.

Examples:

1. on the bed
2. red car
3. school
4. a pet dog
5. small bag



## What's More

**Activity 1:** Write **S** in the box if the group of words is **sentence** and **NS** if **non-sentence**. The first one is done for you.

Example:  She loves to read.  small bag

- 1. a pen in a box
- 2. Pauline likes to dance.
- 3. center table
- 4. She wears a face mask.
- 5. using hand sanitizer

**Activity 2:** Draw a 😊 if the group of words is a sentence and ☹️ if it is a non-sentence.

- \_\_\_\_\_ 1. Eduard takes Vitamin C.
- \_\_\_\_\_ 2. She washes her hands regularly.
- \_\_\_\_\_ 3. face shield and mask
- \_\_\_\_\_ 4. Covid-19
- \_\_\_\_\_ 5. self-learning modules



## ***What I Have Learned***

Complete the statements below by choosing the correct words from the parenthesis. Write your answers on the blank provided.

A \_\_\_\_\_ is a group of words that expresses a complete idea.  
**(Sentence, Non-Sentence, Phrase)**

A sentence begins with a \_\_\_\_\_ letter and ends with a punctuation mark. **(small, capital, sound)**

A \_\_\_\_\_ is a word, clause, or phrase that does not form a complete sentence. **(Sentence, Non-Sentence, Phrase)**



## What I Can Do

Look at the picture. Then, write its name to complete each sentence.

1. Samantha wants an \_\_\_\_\_.



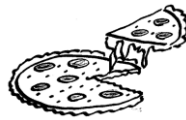
2. Angelo plays with his \_\_\_\_\_.



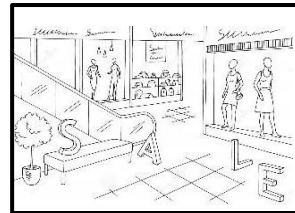
3. The girl drinks \_\_\_\_\_.



4. Do you like \_\_\_\_\_?



5. Have you been in the \_\_\_\_\_?







## Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. **a small pink** This is an example of \_\_\_\_\_.  
A. letter sound                      C. phrase  
B. sentence                          D. non-sentence
2. **I am happy.** This is an example of \_\_\_\_\_.  
A. letter sound                      C. phrase  
B. sentence                          D. non-sentence
3. Choose the group of words that shows sentence.  
A. my laptop                      C. I have an online class today.  
B. online class                      D. answering the modules
4. Which is an example of non-sentence?  
A. My pet is a cat.                      C. I will join the contest.  
B. I love to draw.                      D. on the left side
5. Which sentence tells about the picture?  
A. on the bed  
B. She woke up early.  
C. father's room  
D. She cleaned her room.



# English

## Quarter 3 – Module 3

### Using Words About Self, Family, School, and Community



English – Grade 1  
Alternative Delivery Mode  
Quarter 3 – Module 3: Using Words About Self, Family, School and Community  
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## What I Need to Know

Hello, children! Welcome to Week 3 of Quarter 3 in English!

How are you today? I hope you are well and happy to learn another interesting lesson in English. This time, you will read and learn some words that relate to yourself, family, school, and community. Last week, we discussed the sentences that help you tell and ask something about yourself and the things around us.

This module is written to help you understand words that relate to yourself and the people around you. You will be using these words to describe or to give information about yourself, family, school, and community.

After going through this module, you are expected to use words that are related to self, family, school, and community.



## What I Know

Look at the pictures. What word or words will complete the sentences? Encircle the letter of the correct answer.



1. **My mother and father love me. I love my \_\_\_\_\_.**

- A. friends
- B. parents
- C. teachers
- D. uncle and aunt



2. **She is Anne. He is John. They are my \_\_\_\_\_ in school.**

- A. classmates
- B. family
- C. brother and sister
- D. neighbor



3. **\_\_\_\_\_ prepares our food every day.**

- A. father
- B. mother
- C. teacher
- D. brother



4. **Father, mother, sister, and I love to play. We are a happy \_\_\_\_\_.**

- A. neighbors
- B. relatives
- C. family
- D. home



5. My \_\_\_\_\_ and I enjoy playing at the playground.

- A. teachers
- B. parents
- C. uncle and aunt
- D. friends



## What's In

In Module 2, you learned about telling sentences.

Study the picture below. Draw a happy face 😊 if the sentence talks about the picture, and a sad face ☹️ if the sentence does not talk about the picture.

- \_\_\_\_ 1. Mother serves the food.
- \_\_\_\_ 2. The family eats the food together.
- \_\_\_\_ 3. The family plays at the park.
- \_\_\_\_ 4. There are four members of the family.
- \_\_\_\_ 5. Father works while we eat.



## What's New

**Let's get to know Mary McDonald.**

Read the jazz chant by Carolyn Graham to know more about Mary McDonald.

**Do You Know Mary?**

**Do you know Mary?**

Mary who?

**Mary McDonald.**

Of course, I do.

**Do you know her little brother?**

Yes, of course I do.

I know her brother, and her mother and her father too.

**Do you know her older sister?**

Yes, of course I do.

I know her older sister, Betty and her younger sister, Sue.

**Do you know her Aunt Esther?**

Yes, of course I do.

I know her aunts and her uncles and her cousins too.

**Do you know her husband Bobby?**

Yes, of course I do.

I know her husband and his brother and his father too.

**Who is Mary McDonald?**

**Yes or No**

- 1. Does Mary have a little brother?  
\_\_\_\_\_
- 2. Does she have an older sister?  
\_\_\_\_\_
- 3. Is Sue her older sister?  
\_\_\_\_\_
- 4. Is Aunt Esther her aunt?  
\_\_\_\_\_
- 5. Does Mary have three sisters?  
\_\_\_\_\_



## What is It

Words that are related to yourself include some information about yourself like your **name, parents, brothers and sisters, address, age, likes and dislikes, interests, hobbies, and other information.**

Let us meet John Andrew in his self-introduction. Are you ready to know more about him? Let us listen to John Andrew.

Hello! I am **John Andrew Perez**. I am **6 years old**. I live in **Barangay Rizal, Makati City**. I study at **Rizal Elementary School**. I am from **Grade One-Section Rose**. My parents' names are **Christian** and **Anita Perez**. My favorite food is **chicken tinola**. I like **reading fairytale stories**. My adviser is **Miss Aprilyn Sanchez**. My favorite subject is **English**.



Words that relate to **self**.

<b>Name</b>	John Andrew Perez
<b>Age</b>	6 years old
<b>Address</b>	Barangay Rizal, Makati City
<b>Parents</b>	Christian and Anita Perez
<b>Favorite Food</b>	Chicken Tinola

There are words that relate to **school**. These include the name of the **school where you study, teachers, subjects, classmates, and activities in school.**

<b>School</b>	Rizal Elementary School
<b>Grade Level</b>	One
<b>Section</b>	Rose
<b>Adviser</b>	Miss Aprilyn Sanchez
<b>Favorite Subject</b>	English
<b>Activity in School</b>	Reading fairytale stories

There are also words that relate to the community. These include the name of the **name of your barangay, barangay officials (barangay captain, barangay councilors, SK chairman), community helpers (street sweepers, vendors, barangay health workers), and the different centers and other places in your barangay (clinic, sports complex, playground).**





# What's More

## Activity 1.1 The Family of Mary

Read again the jazz chant. Identify the relationship of Mary to the following people. Write your answer on the space provided.

Name	Relationship
Betty	Sister
Sue	
Esther	
Bobby	

## Activity 1.2 Four Pics One Word

Arrange the jumbled letters to form a word that relates to self, family, and school. Read also the clue to help you figure out the word. Write the word in the box beside the jumbled letters.



RFETHA

Clue: Male parent



TIGNEACH

Clue: Work of a teacher



IRSFEND

Clue: People you know very well

**Activity 1.3 In One Word**

Read the list of specific words and write the main word that relates to self, family, and school. Choose your answer from the list of words inside the box below and write it in the box provided for each number.

1

Brother	Father	Mother	Sister

2

Math	English	Science	Mother Tongue

3

Uncle	Grandmother	Aunt	Cousins

4

Fried Chicken	Sinigang	Adobong Baboy	Spaghetti

5

Reading	Drawing	Writing	Playing

School Activities	Subjects	Classmates	Family Members
Favorite Foods	Relatives		



# What I Have Learned

Complete the graphic organizer to summarize what you have learned. Sample answers are given to guide you.

Words that relate to self	Words that relate to family	Words that relate to school
Name	Father	Teachers



# What I Can Do

Write some information about yourself, family, and school.

Name	
Age	
Address	
Birthday	
Parent/Parents	
School	
Adviser	
Section	

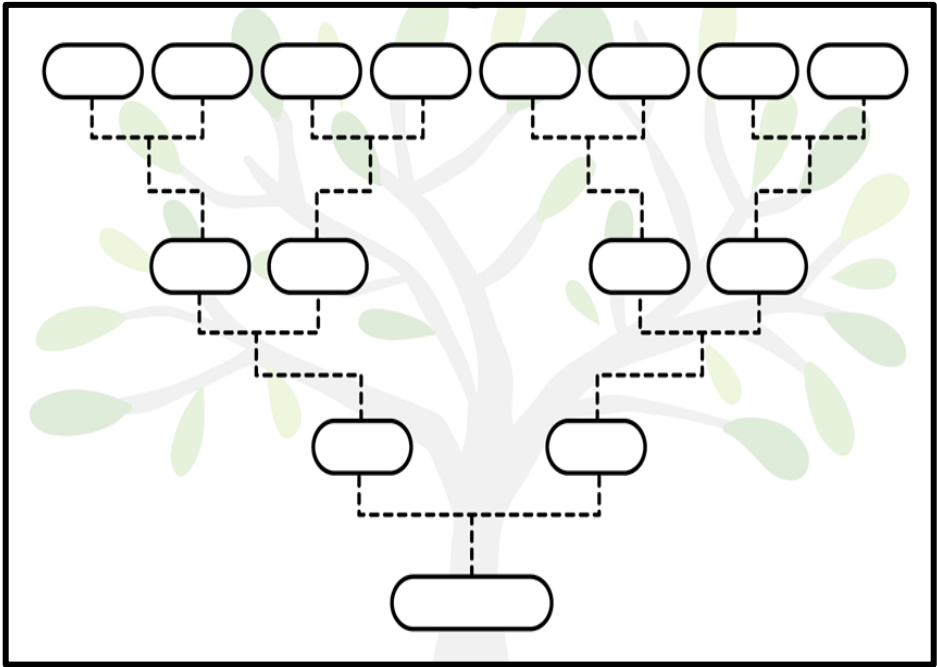


1. I am Brent David Ramirez. I live in **Barangay Pembo, Makati City**.
  - a. age
  - b. address
  - c. birthday
  - d. religion
2. My **Mom** is a loving and hardworking parent. She takes care of us.
  - a. father
  - b. mother
  - c. aunt
  - d. sister
3. I study at Makati Elementary School. Our adviser is **Miss Joana Lopez**.
  - a. classmate
  - b. principal
  - c. parent
  - d. teacher
4. I learn about plants and animals in **Science**.
  - a. material
  - b. activity
  - c. subject
  - d. interest
5. Uncle Bobby, Aunt Esther, and their **children** went to our house.
  - a. cousins
  - b. classmates
  - c. classmates
  - d. sisters



# Additional Activities

Gather information about your family. Write down what you know, ask family members (your mother, father, brother, or sister) to fill in the gaps, and find and paste the pictures on a bond paper. You may have your own design of family tree.



# English

## Quarter 3 – Module 4

### Listening to Short Stories/Poems





English – Grade 1  
Alternative Delivery Mode  
Quarter 3 – Module 4: Listening to Short Stories/Poems  
Second Edition, 2021

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## ***What I Need to Know***

Hi there! How are you? Today you will have a new lesson. This module will provide you varied and important opportunities to listen to short stories or poems. You'll be delighted at how quickly your reading will progress.

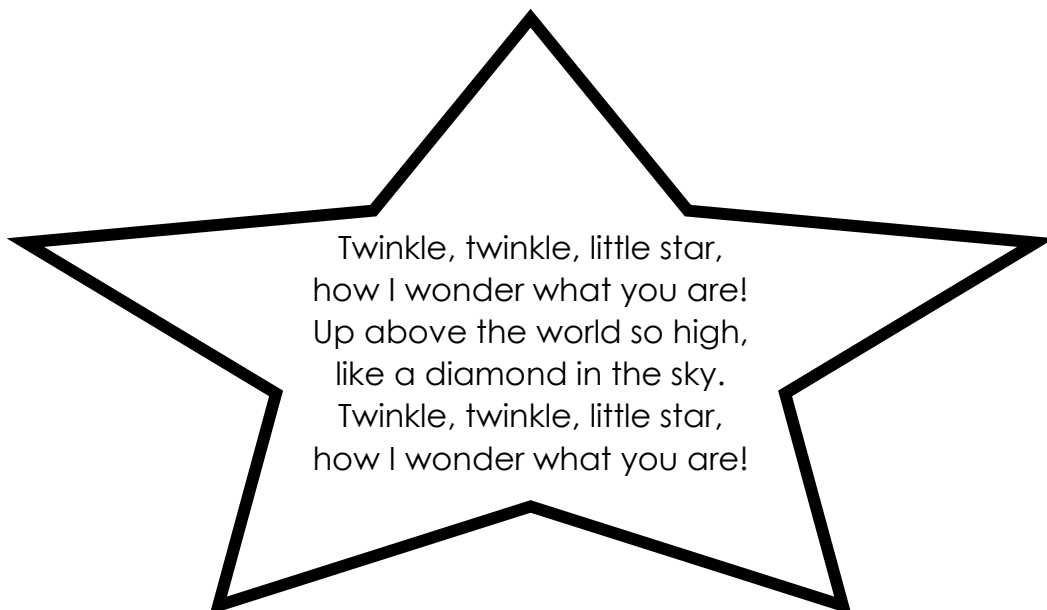
After going through this module, you are expected to:

1. Note important details pertaining to;
  - a. character
  - b. setting
  - c. events
2. Give the correct sequence of three events
3. Infer the character feelings and traits
4. Identify cause and effect/or effect of events
5. Identify the speaker in a story or poem



## ***What I Know***

Do you still know the song "Twinkle, Twinkle Little Star"? Can you sing it? Let us sing this song together. You can also ask your parents/guardians or older siblings to sing with you.



Do you enjoy singing this song? How do you feel while singing?

You will enjoy this song very much while watching it on YouTube with your family. Use the link below and be delighted in singing the song.  
(<https://www.youtube.com/watch?v=yCjJyiqpAuU>)

**Activity 1. Shine Bright Like a Star!**

How well do you understand the song? Encircle the letter of the correct answer.

- 1. What is the song about?  
A. sky                      B. star                      C. snow                      D. sea
- 2. Where can you see the stars?  
A. in the sky                      C. in the mountain  
B. in the sea                      D. in the forest
- 3. What does a star look like?  
A. like a stone                      C. like a diamond  
B. like a kite                      D. like a firework
- 4. When can we see a star?  
A. in the morning                      C. in the evening  
B. in the afternoon                      D. in the dark
- 5. What does the child think about the stars?  
A. "How I wonder where you are?"  
B. "How I wonder what you do?"  
C. "How I wonder where you come from?"  
D. "How I wonder what you are?"



***What's In***

Have you celebrated your birthday already? How did your family prepare for your birthday last year? Let's listen to this story and answer the questions that follow.

**A Birthday Party**  
by: Ma. Cecilia B. Hojas

Emma celebrated her birthday at home last Saturday. She wished to hang out in the mall but because of the pandemic they were not able to go out. Her mother cooked her favorite spaghetti and fried chicken. She played games with her sister and brothers. They sang her favorite songs too. She opened their gifts for her. Emma enjoyed her birthday party just like she used to do.

**Comprehension Check up!**

Write the letter of the correct answer on the space provided before each number.

- \_\_\_\_ 1. Who had a birthday party?  
A. Emma                      B. Elena                      C. Eliza                      D. Edna

- \_\_\_\_2. When did the party happen?  
 A. last Sunday C. last Saturday  
 B. last Monday D. last Friday
- \_\_\_\_3. Where did Emma celebrate her birthday?  
 A. At the mall C. At the beach  
 B. At home D. At the park
- \_\_\_\_4. What did mother cook for Emma?  
 A. Spaghetti and fried chicken C. Cake and pizza  
 B. Salad and pasta D. Noodles and eggs
- \_\_\_\_5. Why did they celebrate her birthday at home?  
 A. It was raining on that day.  
 B. The weather was bad.  
 C. Emma had a fever.  
 D. It is not safe to go out because of the pandemic.



## What's New

A sequence of events is an arrangement of actions or happenings in the story

### Activity 1. Arrange them Well!

Based on the story, which of these sentences happened first, second, third and last. Write letter A, B, C, D on the box.

- ☐ Emma played games with her sister and brothers.
- ☐ They sang her favorite songs.
- ☐ Her mother cooked her favorite foods.
- ☐ She received gifts from them.

### Activity II. Put them in Order

What did Emma do on her birthday? Write **first**, **next**, **then** and **last** after the given pictures. Number one is done for you.



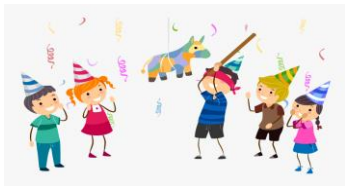
1. \_\_\_\_\_



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



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



4. \_\_\_\_\_



5. \_\_\_\_\_

### Activity III. Sequence the Events

Ask an adult at home to read the paragraph. Write numbers 1,2,3,4 and 5 on the pictures based from the given paragraph. The first one is done for you.

Emma woke up early. She fixed her bed and brushed her teeth after.  
Then she took a shower and put on her birthday dress.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## What is It

Inferring character's feelings and traits is drawing conclusion based on what the character says, thinks or does. It could be happy, sad, excited, afraid, surprise and many more.

Activity 1. Tell What They Feel!

Read the story then draw the correct emotion to show the character’s feeling or trait about the given situation.



Situation	Emotion
1. Elsa is not allowed to visit her sick grandmother in the hospital. What will Elsa feel?	
2. Ben is accidentally locked in his bedroom. What will Ben feel?	
3. Rina won the grand prize in a singing contest. How does Rina feel about it?	
4. Father gave Roy a new bike. What will Roy feel?	
5. Peter heard that they are going to a picnic on Sunday. How does Peter feel about it?	

Activity 2. Reveal What He Feels!

Listen to the short story and infer the character's trait and feelings. Write happy, sad, excited, afraid, and surprised.

**My Lost Tooth**  
By Ma. Cecilia B. Hojas

“Mother! my tooth is aching.” cried DJ. Mother ran to see DJ and she noticed that his gum was bleeding. “We need to see the dentist” mother said. “No, I will not go, mother please.” “You must see a dentist to cure your bleeding gum that causes the pain. They went to the dentist and he pulled DJ’s decayed tooth. “Don’t worry you will soon have another tooth. Brush your teeth every day and don’t eat too much sweets.” The dentist said.

Answer the following questions. Tell whether the character is happy, sad, excited, afraid or surprised.

- \_\_\_\_\_1. What did he feel when he lost his tooth?
- \_\_\_\_\_2. What did DJ feel when they went to the dentist?

- \_\_\_\_\_3. What does he feel when the dentist says he will have another tooth?
- \_\_\_\_\_4. What will DJ feel if one day he has another tooth?
- \_\_\_\_\_5. What will DJ feel if his new tooth is strong and healthy?



# What's More

## Who is Telling the Story?

Character or Narrator



Character	Narrator
Uses words like I, me, my, us Tells the story only from what they see.	Uses words like they, he, she Tells the story but they are not in the story.

### Activity 1. Who is Talking?

Read the story in each box then color the picture of the character.

1. I cooked breakfast every morning. I take care of the children at home.

2. I cure the sick. I give medicines to the patients.

3. Children learn a lot from me. I take care of them in school.



**Activity 2. Guess Who!**

Read the story in each box then circle the name of the narrator.

1. Jon always takes his pet for a walk. He gives him bread every morning and bathes him regularly. He also gives his pet medicine to make him healthy. Who is telling in the story? Jon                                      man                                      dog
2. Mother likes to clean the house every day. She cleans every corner and fixes everything inside the house. I admire her hard work and plan to give her a treat. Who is telling in the story? mother                                      friend                                      daughter
3. My students are very obedient. They do their tasks and finish their homework on time. I admire all of them. Who is talking in the story? policeman                                      doctor                                      teacher



***What I Have Learned***

Write the correct word or words to complete the important concepts of this module. Choose from the given words below.

\_\_\_\_\_ is the person, animal, creature or thing in the story read.

\_\_\_\_\_ is where the story happened. It is the time and place of the story.

\_\_\_\_\_ are the things or actions happened in the story.

\_\_\_\_\_ is an arrangement of actions or happenings in the story read.

\_\_\_\_\_ It could be happy, sad, excited, afraid, surprise and many more.

\_\_\_\_\_ The reason why something happened.

\_\_\_\_\_ The result or what happened.

\_\_\_\_\_ Tells the story only from what they see.

\_\_\_\_\_ Tells the story but they are not in the story.

(events, cause, effect, setting, character, sequence of events, character's trait or feeling, narrator, character)



## What I Can Do

### Activity 1. Be a Spy!

Join your mother in the kitchen and observe how she does the cooking. Tell the first thing you observe up to the last one. Write a short paragraph about it. Ask somebody to help you do the task.

### Activity II. Be a Singer!

Sing the song “Ba Ba Black Sheep” and identify the characters in the song.

#### “Ba ba lack Sheep”

Ba ba black sheep have you any wool?

Yes sir, yes sir three bags full.

One for the master, one for the dame,

One for the little boy who lives down the lane.

Ba ba black sheep have you any wool?

Yes sir, yes sir three bags full.



## Assessment

Directions: Ask an adult to read the paragraph and answer the questions that follow. Choose the letter of the correct answer and write it on the space provided.

Ana wants to be healthy. She eats nutritious food and washes her hands after eating. She also cleans the house everyday to avoid her from getting sick.

- \_\_\_\_ 1. Who wants to be healthy?  
A. Alexa                      B. Ana                      C. Andrea                      D. Donna
- \_\_\_\_ 2. What does she eat every day?  
A. junk foods              B. street foods              C. nutritious foods              D. fruits
- \_\_\_\_ 3. What makes Ana healthy?  
A. eating nutritious foods                      C. both A and B  
B. being clean                      D. none of the above
- \_\_\_\_ 4. What does Ana do after eating?  
A. play outside                      C. sleep on her bed  
B. washes her hands                      D. cleans the house
- \_\_\_\_ 5. Why does Ana want to be healthy?  
A. to avoid getting sick                      C. to make her parents proud  
B. to get high grades in school                      D. to play outside



## Additional Activities

Ask your family to join you in doing a simple exercise at home. List down the steps in doing it. Take a picture or a video on this activity.