

## **Lesson 37: I Can Tell What Is Next**

### **Objectives:**

Infer / predict outcomes

Recognize that some words have opposite meanings (antonyms)

**Subject Matter:** Story: “The King Kalapati” (Dove King), adapted by Rose Ann B. Pamintuan

Inferring/Predicting Outcomes

Antonyms

**Materials:** charts, pictures: dove, flock of doves, mouse, hunter

**Value Focus:** Helpfulness

### **Procedure:**

#### **Drill/Review:**

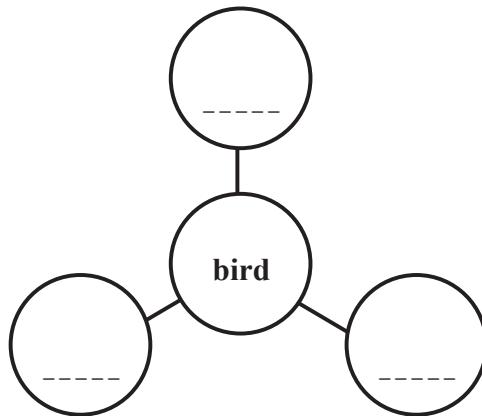
Let the class read the following words with /ow/.

blow	grow	row	stow
bow	know	show	throw
flow	low	slow	tow
glow	mow	snow	arrow

### **Motivation:**

Ask: What are the birds that you know?

What can you say about birds?



### **Presentation:**

#### **Unlocking of Difficulties:**

Unlock the meaning of these words through pictures:

1. dove (Show a picture of a dove.)
2. flock (Show a picture of a flock of doves.)
3. mouse (Show a picture of a mouse.)
4. hunter (Show a picture of a hunter.)

**Read Along:** (Refer to LM, pp. 350-351, Get Set)

**Comprehension Questions:** (Refer to LM, p. 351)

**Practice Exercises:** (Refer to LM, p. 352, Let's Aim and We Can Do It)

Note:

The words are taken from the story.

Emphasize that antonyms are words that have opposite meaning.

**Application:** (Refer to LM, pp. 353-354, I Can Do It)

**Evaluation:** (Refer to LM, p. 355, Measure My Learning)

**Agreement:** (Refer to LM, p. 356, Agreement)

## Lesson 38: I Can Share Things

### Objective:

Perform dialogues, drama, mock interview, TV talk show, etc.

**Subject Matter:** “Prayer for Other Children” by Rose Ann B. Pamintuan

Performing Dialogues, Drama, Mock Interview, TV Talk Show, etc.

**Materials:** charts, pictures

**Value Focus:** Common Good

### Procedure:

#### Drill/Review:

Let the pupils give the antonyms of the following words:

1. big
2. clean
3. black
4. night
5. boy

#### Motivation:

Let the pupils have a brainstorming activity to answer this question:  
Is money good or bad?

#### Presentation:

#### Unlocking of Difficulties:

Unlock the meaning of these words through pictures:

- a. share (Show a picture of a child giving food to another.)
- b. feel bad (Show a picture of an angry face or a sad face.)

**Reciting the Prayer:** (Refer to LM, p. 357, Let's Aim)

### **Comprehension Check:**

<b>Read</b>	<b>Ask</b>
<b>Prayer for Other Children</b>  Dear God, I pray not only for myself but also for other boys and girls.	Who did the child pray for?
As you give me the things that I need, may I learn to share them with other children.	What are the things that God gives to the children like you? What will the child do with the things God gave him/her?
If other children have more toys than I, may I not feel bad about it.	If other children have more toys than you, how should you feel? If you have more toys than other children, what should you do?
And may I learn to think first of what others need before I think about what I need. Amen.	What does it mean by thinking first of others? Was there a time that you put your siblings / friends / classmates first? Was there a time that you put your parents first?

Read the lines again. This time ask the pupils to repeat after you.

### **Practice Exercise:**

Say: I will show you a cartoon that shows about “thinking of other people first.”

(Refer to LM, p. 357, *We Can Do It*)

Tell me what you understand about it.

(Show a picture of a man hugging a big piggy bank overflowing with money.)

### **Application:**

**Group Activity:** Have each group think of a situation at home / school that shows about “thinking of other people first.” Inform them to be ready for the presentation.

### **Evaluation:**

Let each group present their dialogue or skit about common good.

## **Lesson 39: I Can Use a Map**

### **Objective:**

Interpret simple maps of unfamiliar places, signs, and symbols

**Subject Matter:** Interpreting Simple Maps

**Materials:** charts, pictures, and maps

### **Procedure:**

#### **Review:**

Have the pupils interpret the following graph. Let them answer the questions that follow.

**Rose's Savings**

Peso	Monday	Tuesday	Wednesday	Thursday	Friday
50					
40					
30					
20					
10					

How much did Rose save on Monday? Tuesday? Wednesday? Thursday? Friday?

How much did she save all in all?

Why do you think on some days she saved more?

### **Motivation:**

Say: Let us match the symbols with their meanings. (*Refer to LM, p. 358, Get Set*)

### **Presentation:**

Say: Let's help King Kalapati find the mouse's house. (*Refer to LM, p. 359, Let's Aim*)

### **Practice Exercise:**

Say: Let's study the school map shown on LM p. 360, *Let's Answer*.

**Application:** (*Refer to LM, p. 361, I Can Do It*)

**Evaluation:** (*Refer to LM, p. 362, Measure My Learning*)