

EVEN CYCLE

BASA PILIPINAS
SUPPLEMENTARY OUTLINES
FOR MULTIGRADE CLASSES (GRADES 2 & 3)
ENGLISH

QUARTER 2

Developed based on DepEd's K–12 Curriculum Guide
in English, July 2015

JUNE 2016

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English – Grades 2 and 3 (Quarter 2 Even Cycle)

Supplementary Outlines for Multigrade Classes

Second Edition, 2016

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Technical Director: Nancy Clark-Chiarelli, EdD

Author: Bonita Marie Cabiles

DepEd Reviewer: Rosalina Villaneza, PhD,
Focal Person, MTB-MLE Program and
the Early Language Literacy and Numeracy/ECARP
DepEd – Bureau of Learning Delivery

Content Reviewer: Regina Ubaña

Language Reviewer: Ofelia Flojo

Layout Artists: Kyleen Sayas and Harry James Creo

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Department of Education - Bureau of Learning Resources (DepEd - BLR)

Ground Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City

Telefax: +63 (02) 634-1072; 634-1054; 631-4985

E-mail Address: blr.lrqad@deped.gov.ph * blr.lrph@deped.gov.ph

BASA MULTIGRADE FRAMEWORK

Background

In the Philippines, there is a significant number of combined classes, otherwise known as multigrade (MG) classes. A multigrade class consists of two or more different grade levels inside a single grade classroom taught by one teacher for the whole school year. An MG class can be a combination of Grades 1 and 2; Grades 2 and 3; Grades 1, 2, and 3 or even Grades 1 to 6 depending on the school's population. According to a study conducted by SEAMEO INNOTECH (2011), most MG classes can be found in schools within more rural and often isolated communities usually situated in mountainous areas and hard-to-reach islands where the population is scattered.

Basa-Approach to Multigrade

Realizing the challenges and distinctiveness of a multigrade classroom, Basa Pilipinas organizes and implements training specifically for multigrade teachers, and develops multigrade supplementary materials. Basa Pilipinas training is designed to help prepare teachers and improve their skills in handling a multiple-grouped class. This is done with the existing curriculum, teachers' competencies, and pupils' needs in mind. The same goes for the multigrade supplementary materials.

The development of the multigrade materials is guided by the principle that in a multigrade classroom, pupils learn and work at different levels of competence. Pupils are expected to do tasks and produce outputs according to the set objectives for their grade levels.

For example, Grades 1-2/2-3 pupils may listen to the same Read Aloud or Listening Story and answer the same set of questions but may focus on different elements of the story (i.e. characters, plot, etc.) or reading skill

(i.e. making inferences or predictions). They are also expected to produce different outputs depending on the skills being developed in that particular week.

The Multigrade Supplementary Outlines

In the Basa Pilipinas multigrade plan, the units of curriculum content in Grades 1-2 and Grades 2-3 are spread across two grades over two years rather than one. All learners work through the same general topic or theme. However, instruction is differentiated. Learners in each grade engage in learning tasks appropriate to their level of learning.

Basa Pilipinas produces two sets or cycles of multigrade outlines – one for even years (2014, 2016, and 2018, etc.) and another for the odd years (2015, 2017, and 2019, etc.). The Grades 1-2/Grades 2-3 two-week instructional sequences are alternately used for the two cycles as reflected in the MG Addenda.

For instance in the 2014 cycle, Week 1 of Grades 1-2 multigrade class follows the Grade 1 Teacher's Guide (as the Read Aloud Story for that week is read and discussed in class). Pupils do the same *Pre-Reading*, *During Reading*, and *After Reading Activities* while targeting specific competencies for each grade level. Also, the general theme or topic is discussed and reinforced in activities like *Sharing Information/News Sharing*. Weeks 2 and 3 of the same multigrade class follow the **Grade 2 Teacher's Guide**. Pupils listen to and discuss the same Read Aloud Story in the first instructional week, while they read and discuss different Leveled Readers in the second instructional week. Weeks 4-5 use the Grade 1 Teacher's Guide as reference while following the two-week instructional sequence, and so on.

In the 2015 cycle, Week 1 of Grades 1-2 multigrade class follows the **Grade 2 Teacher’s Guide** (as the Read Aloud Story for that week is read and discussed in class). Pupils do the same *Pre-Reading, During, and After Reading Activities* while targeting specific competencies for each grade level. Also, the general theme or topic is discussed and reinforced in activities like *Sharing Information/News Sharing*. Weeks 2 and 3 of the same multigrade

class follow the Grade 1 Teacher’s Guide. Pupils listen to and discuss the same Read Aloud Story in the first instructional week, while they read and discuss different Leveled Readers in the second instructional week. Weeks 4-5 use the **Grade 2 Teacher’s Guide** as reference while following the two-week instructional sequence, and so on.

OUTLINES FOR ENGLISH MULTIGRADE CLASSES (GRADES 2 & 3) QUARTER 2

School years beginning on even years (2016, 2018, 2020...)

Week	TG Grade Level and Read Aloud	Theme	Leveled Readers	Multigrade Notes
11	<ul style="list-style-type: none"> Grade 2 TG Listening Story: “The Five Sisters” 	Describe the Sense Organs, Their Functions, and Healthy Habits for the Five Sense Organs	Grade 3: <i>The Five Sisters</i>	<ul style="list-style-type: none"> Refer to Grades 2 and 3 English Teacher’s Guides for the discussion of the Read Aloud, Leveled Reader, and other activities. Some activities are added to the outlines to cater the needs of the Grades 2 and 3 pupils.
12				
13	<ul style="list-style-type: none"> Grade 3 TG Read Aloud: <i>Why Do Birds Build Nests?</i> 	Nature and the Environment	Grade 3: <i>Loro Gets Stuck</i>	
14				

↓
READ ALOUD BOOKS

↓
LEVELED READERS

The pattern of instruction for a Grades 2-3 multigrade class is similar to that of Grades 1-2. However, Grade 3 Teacher’s Guides use Listening Stories, instead of Read Aloud stories. A Listening Story is related to a Leveled Reader and is read by the teacher to pupils. It is found in the Teacher’s Guide.

In 2014, Basa Pilipinas distributed the following Grades 1-2 multigrade outlines for even cycle (SY 2016, 2018, 2020, etc.).

Quarter 3	Quarter 4
I. Mother Tongue	I. Mother Tongue
a. Ilokano	a. Ilokano
b. Sinugbuanong Binisaya	b. Sinugbuanong Binisaya
2. English	2. English
3. Filipino	3. Filipino

This year, the multigrade teachers will receive the odd and even cycles (2015, 2017, 2019, etc.) for all subjects: Mother Tongue, English, and Filipino for Grades 1-2 and English and Filipino for Grades 2-3.

References:

- Mathot, G.B. (2001). *A handbook for teacher of multi-grade classes*. France. UNESCO.
- SEAMEO INNOTECH. (n.d.). *Profile of multigrade schools in the Philippines*. Philippines. Author.

**OUTLINES FOR ENGLISH MULTIGRADE CLASSES (GRADES 2 & 3)
QUARTER 2**

School years beginning on even years (2016, 2018, 2020...)

Week	TG Grade Level and Read Aloud	Theme	Leveled Reader	Multigrade Notes
11	• Grade 2 TG	Describe the Sense Organs, Their Functions, and Healthy Habits for the Five Sense Organs	Grade 3: <i>The Five Sisters</i>	<ul style="list-style-type: none"> Refer to Grades 2 and 3 English Teacher’s Guides for the discussion of the Read Aloud, Leveled Reader, and other activities. Some activities are added to the outlines to cater the needs of the Grades 2 and 3 pupils. If necessary, you may still add other activities to achieve the expected competencies for each grade. The Listening Stories used in Weeks 3, 4 -5, and 8 – 9 are found in the Grade 3 English Teacher’s Guide.
12	• Listening Story: “The Five Sisters”			
13	• Grade 3 TG	Nature and the Environment	Grade 3: <i>Loro Gets Stuck</i>	
14	• Read Aloud: <i>Why Do Birds Build Nests?</i>			
15	• Grade 2 TG	Different Kinds of Plants	Grade 3: <i>Neighbors</i>	
16	• Listening Story: “Neighbors”			
17	• Grade 2 TG	A New Neighbor, A New Friend	Grade 3: <i>Let’s Learn About Ecosystems!</i>	
18	• Listening Story: “Neighbors”			
19	<ul style="list-style-type: none"> Grade 2 TG Listening Story: “Let’s Learn About Ecosystems” 	How Living Things Depend on the Environment to Meet their Basic Needs; Protecting and Conserving the Environment	Grade 3: <i>Let’s Learn About Ecosystems!</i>	

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WEEK

11

SUPPLEMENTARY OUTLINE

MULTIGRADE CLASSES GRADES 2 AND 3 ENGLISH

**THEME: DESCRIBE THE SENSE ORGANS, THEIR FUNCTIONS,
AND HEALTHY HABITS FOR THE FIVE SENSE ORGANS**

LISTENING STORY: "THE FIVE SISTERS"

LEVELED READER: *THE FIVE SISTERS*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 11 (50 MINUTES PER DAY)**

Theme: Describe the Sense Organs, Their Functions, and Healthy Habits for the Five Sense Organs

Listening Story: “The Five Sisters” (Author: Basa Pilipinas)

Leveled Reader for Grade 3: The Five Sisters (Author: Basa Pilipinas; Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **AK** – Alphabet Knowledge
PWR – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness
V – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa-added objective

Note to the Teacher: Use the Basa Pilipinas instructional materials for Grades 2 and 3 to implement the lessons and activities in this guide. The activities for the Read Aloud Story are found in the **Grade 3 Teacher’s Guide**. Note that the objectives for **Grade 3** are in **bold italics**.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	OL	<ul style="list-style-type: none"> EN3OL-II-f.1.11 Restate and retell information 	<ul style="list-style-type: none"> Sharing of Information: Sense Organs 	1. Sharing of Information <ul style="list-style-type: none"> Explain to the pupils that they will be talking about sense organs and their functions. Introduce new vocabulary using a table. 	
	OL	<ul style="list-style-type: none"> Acquire and use vocabulary and structures related to the theme * 			
	LC	<ul style="list-style-type: none"> EN3LC-IIa-j-2 Activate prior knowledge based on the stories to be read 	<ul style="list-style-type: none"> Listening Story: “The Five Sisters” 	2. Listening Story: “The Five Sisters” <ul style="list-style-type: none"> This story is found in the <i>Grade 3 Teacher’s Guide</i>, Quarter I, Week 1. Pre-Reading Activities <ul style="list-style-type: none"> Lead the Anticipation Guide activity. Discuss unfamiliar words found in the text. 	
	OL	<ul style="list-style-type: none"> EN3OL-Ic-1.3 Share background information about the five senses 			
V	<ul style="list-style-type: none"> EN2V-IIa-3 Sort and classify familiar words into basic categories 				

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	LC	<ul style="list-style-type: none"> EN3LC-IIa-j-2.1 Note important details 	<ul style="list-style-type: none"> Reading of the Listening Story by the Teacher: “The Five Sisters” 	<i>During Reading Activities</i> <ul style="list-style-type: none"> Read the Listening Story to pupils and pause for pupils to discuss based on their prior knowledge. 	
	LC	<ul style="list-style-type: none"> EN3LC-IIc-e-1.1 Activate prior knowledge based on new knowledge formed 		<i>After Reading Activities</i> <ul style="list-style-type: none"> Ask questions about the story, the characters, and the setting. Discuss with the pupils if they think the story is real or make-believe, and why they think so. Conclude the Anticipation Guide by asking pupils to review their answers based on the information in the text. 	
	WC	<ul style="list-style-type: none"> EN3WC-IIa-j-4 Draw and write sentences about one’s drawing 		3. Concluding the Session <ul style="list-style-type: none"> Review the pupils’ initial answers to the Anticipation Guide using the information in the story. 	
		b. Homework <ul style="list-style-type: none"> Tell family members about the story and answer the question: <i>What is your favorite part of the story?</i> Draw your answer. 		b. Homework <ul style="list-style-type: none"> Copy the poem “Parties are Pink and Fun” and practice reciting it at home. 	
2	OL F	<ul style="list-style-type: none"> Recite poems with appropriate speed, rhythm, and intonation * 	<ul style="list-style-type: none"> Poems: Grade 2: “Meet the Cs” Grade 3: “Parties are Pink and Fun” 	1. Poems <ul style="list-style-type: none"> Introduce the different poems to different grade levels. Let them practice in small groups. For Grade 2 pupils, let them identify words with hard c (as in cat) and soft c (as in city) sounds. 	
	AK PA	<ul style="list-style-type: none"> Detect words with hard c and soft c in a poem* 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	AK PA	<ul style="list-style-type: none"> Identify words with hard c* 	<ul style="list-style-type: none"> Hard c (as in cat) 	<ul style="list-style-type: none"> 2. Complete Exercises with Soft c Sound (With the group leader) Provide worksheets or activities to pupils. For ideas on activities, refer to Appendix A. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing their activities, guide Grade 3 pupils in reading the Leveled Reader.
	V	<ul style="list-style-type: none"> Show understanding of meaning of words through drawing, actions, and using them in sentences* 	<ul style="list-style-type: none"> Use New Vocabulary and Structures Sight Words: Please, Never 		<ul style="list-style-type: none"> 2. Leveled Reader: <i>The Five Sisters</i> (Chapter 1) (With the teacher) Pre-Reading Activities Lead an Anticipation Guide activity. Introduce a game with sight words. Discuss unfamiliar words and expressions found in the story.
	PWR	<ul style="list-style-type: none"> EN3PWR-IIc-24 Read phrases, sentences, and short stories consisting of words with short a and long a (CVCe) sounds 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> (Chapter 1) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the Leveled Reader individually, discuss and check with the Grade 2 pupils their answers to the activities. While Grade 3 pupils are reading in pairs, reread to the Grade 2 pupils the Listening Story from the previous day. 	<ul style="list-style-type: none"> During Reading Activities Conduct a picture walk. Discuss high frequency words and phonics patterns. Let pupils read the text individually. Then, let them read Chapter 1 with a partner from the same group or level.
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of two-syllable words with long vowel sound with at least 95-100% accuracy 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	LC	<ul style="list-style-type: none"> EN2OL-IIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications; and note important details pertaining to character, settings, and events 	<ul style="list-style-type: none"> Listening Story: "The Five Sisters" 	<ul style="list-style-type: none"> 3. Rereading of the Read Aloud Story (With the teacher) Reread the Listening Story. (With the group leader) Provide worksheets or activities for pupils to answer. For ideas on activities, refer to Appendix A. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing their activities, discuss the Leveled Reader with Grade 3 pupils.
	RC	<ul style="list-style-type: none"> EN3RC-II0-2.2 Note details regarding character, setting, and plot EN3LC-IIa-j-2.6 Retell some parts of the story 			<p><i>After Reading Activities</i> (With the teacher)</p> <ul style="list-style-type: none"> Discuss the story. Let pupils identify character traits, setting, and plot. Discuss pupils' initial answers to the Anticipation Guide using the information in the story. Discuss details about the sense organs.
	G	<ul style="list-style-type: none"> EN3G-IIc-d-3.4 Identify and use action words in simple sentences 	<ul style="list-style-type: none"> Grammar: Verbs 	<ul style="list-style-type: none"> While Grade 3 pupils are answering their worksheets or activities, discuss parts of the book to Grade 2 pupils. 	<ul style="list-style-type: none"> Discuss verbs in sentences. Then, change them into past tense. Provide worksheet for pupils to answer (i.e. using a graphic organizer of senses).

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	BPK	<ul style="list-style-type: none"> EN2BPK-IIIb-2 Identify parts of a book* 	<ul style="list-style-type: none"> Parts of a Book 	4. Parts of a Book (With the teacher) <ul style="list-style-type: none"> Discuss parts of a book. Let pupils talk about the parts and their functions. 5. Concluding the Session <ul style="list-style-type: none"> Homework: Review the parts of the book. 	3. Concluding the Session <ul style="list-style-type: none"> Homework: Tell family members about the story and complete your table.
3	AK PA	<ul style="list-style-type: none"> Identify words with soft c sound* 	<ul style="list-style-type: none"> Soft C Sound (as in city) 	1. Review of Soft c Sound (With the group leader) <ul style="list-style-type: none"> Provide worksheets or activities as review of the soft c sound (as in city). 	<ul style="list-style-type: none"> While Grade 2 pupils are answering worksheets, let Grade 3 pupils reread the Leveled Reader in pairs.
	F	<ul style="list-style-type: none"> EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> (Chapter 1) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading in pairs, discuss and check answers to the activities with Grade 2 pupils. Then, reread the Listening Story from Day 1. 	1. Rereading of the Leveled Reader: <i>The Five Sisters</i> (Chapter 1) <ul style="list-style-type: none"> Pupils reread the story in pairs (Chapter 1).
	LC	<ul style="list-style-type: none"> EN2OL-IIa-j-1.1 Retell a story listened to 	<ul style="list-style-type: none"> Listening Story: "The Five Sisters" 	2. Rereading of the Listening Story (With the teacher) <ul style="list-style-type: none"> Read the story out loud while leaving off some parts for the pupils to supply. 	
	LC	<ul style="list-style-type: none"> EN2OL-IIa-j-1.1 Note important details pertaining to character, settings, and events 		3. Comprehension Activity (With the group leader) <ul style="list-style-type: none"> Provide group work for pupils to answer questions about the story. For ideas on activities, refer to Appendix A. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	PWR	<ul style="list-style-type: none"> Contrast short a and long a (CVCe) sounds and spelling patterns* 	<ul style="list-style-type: none"> Phonics: short a vs long a (CVCe) 	<ul style="list-style-type: none"> While Grade 3 pupils are answering their Skill Builder activities, let Grade 2 pupils present their group work. 	<ul style="list-style-type: none"> 2. Phonics: short a vs long a (CVCe) (With the teacher) Ask pupils to categorize, read, and participate in an interactive word sort on the board. Let pupils sort a series of words on their own. They correct together. 3. Skill Builder Exercises Guide pupils in completing the Skill Builder exercises (p. 6). Phonics: Word Sort
	S	<ul style="list-style-type: none"> EN2S-III-d-j-4 Spell words with short and long a spelling patterns* 	<ul style="list-style-type: none"> Spelling Words 	4. Concluding the Session <ul style="list-style-type: none"> Homework: Review spelling words. <p><i>Note to the Teacher:</i> There should be different sets of spelling words for Grades 2 and 3 pupils. These are based on the theme and stories used, and are appropriate to the respective grade levels.</p> <ul style="list-style-type: none"> For Grade 2 pupils, use words with short a and long a sounds. For Grade 3 pupils, include verbs. 	
	S	<ul style="list-style-type: none"> EN3S-III-a-d-4 Spell words that were introduced during word recognition 			
4	OL	<ul style="list-style-type: none"> EN2OL-II-i-j-1.6 Recite memorized verses, short poems, and rhymes 	<ul style="list-style-type: none"> Poems 	1. Poems <ul style="list-style-type: none"> Review the poems introduced in the past days. Let pupils form small groups and practice the poem. Let groups recite to the class. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	PWR	<ul style="list-style-type: none"> Contrast words with soft and hard c sounds* 	<ul style="list-style-type: none"> Words with Soft and Hard c Sounds 	<ul style="list-style-type: none"> 2. Words with Soft and Hard c Sounds (With the group leader) Let pupils complete exercises. Provide worksheets or activities to pupils. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing their activities, guide Grade 3 pupils in reading of the Leveled Reader.
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of two-syllable words with long vowel sound with at least 95-100% accuracy 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> (Chapter 2) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the story individually and in pairs, discuss and check activities of the Grade 2 pupils. Then, review the vocabulary and spelling words with Grade 2 pupils. 	<ul style="list-style-type: none"> 2. Leveled Reader: <i>The Five Sisters</i> (Chapter 2) (With the teacher) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Lead an Anticipation Guide activity. Discuss unfamiliar words and expressions found in the story. <i>During Reading Activities</i> <ul style="list-style-type: none"> Conduct a picture walk. Discuss high frequency words and phonics patterns. Let pupils read the text individually. Afterwards, ask pupils to read the text in pairs (same group or level).
	V ATR	<ul style="list-style-type: none"> EN2V-IIb-c-12.1 Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues etc.) 	<ul style="list-style-type: none"> Vocabulary Words 	<ul style="list-style-type: none"> 3. Vocabulary Words (With the teacher) Discuss vocabulary words. Let pupils practice spelling words. (With the group leader) Let pupils answer the worksheet or activity provided by the teacher to review vocabulary and spelling words. 	<ul style="list-style-type: none"> While Grade 2 pupils are answering the worksheet, discuss the Leveled Reader with Grade 3 pupils.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4				4. Concluding the Session <ul style="list-style-type: none"> • Homework: Practice spelling grade level words. 	
	RC	<ul style="list-style-type: none"> • <i>EN3RC-IIa-b-2.19</i> Reread, monitor and self-correct one's comprehension 		<ul style="list-style-type: none"> • Before the class ends, discuss answers to the activity for Grade 2 pupils. 	<i>After Reading Activities</i> (With the teacher) <ul style="list-style-type: none"> • Let pupils scan for a specific word to answer a question and discuss the character, setting, and plot. 3. Concluding the Session <ul style="list-style-type: none"> • Homework: Copy Skill Builder exercise (p. 11) on verbs and complete at home. Practice spelling words.
5	OL	<ul style="list-style-type: none"> • EN2OL-IIi-j-1.6 Recite memorized verses, short poems, and rhymes 	<ul style="list-style-type: none"> • Poems 	1. Poem <ul style="list-style-type: none"> • Let pupils recite a poem to each other. 	
	S	<ul style="list-style-type: none"> • EN2S-III d-j-4 Spell words with short and long a spelling patterns 	<ul style="list-style-type: none"> • Spelling Words 	2. Spelling Assessment <ul style="list-style-type: none"> • Provide differentiated worksheets as spelling assessment for Grades 2 and 3 pupils. 	
	S	<ul style="list-style-type: none"> • <i>EN3S-IIIa-d-4</i> Spell words that were introduced during word recognition 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	OL	<ul style="list-style-type: none"> EN3OL-IIg-h-2.1 Recall and share experiences, film viewed, and story read/listened to as springboard for writing EN3WC-IIa-b-1 Participate in generating ideas through prewriting activities 		<ul style="list-style-type: none"> While Grade 3 pupils are doing the composing activity, discuss action words (verbs) with Grade 2 pupils for mastery. 	<p>3. Composing Activity (With the teacher)</p> <ul style="list-style-type: none"> Model how to make a good diagram. Conduct a guided practice on how to make a good diagram. <p>4. Assign Individual Writing (With the group leader)</p> <ul style="list-style-type: none"> In groups of five, each pupil takes one of the five sense organs and begins drawing a diagram and writing information based on the guide questions given earlier. <p>Note to the Teacher: For the activity, the teacher can provide a word box for pupils to choose words to describe their drawings.</p>
	G	<ul style="list-style-type: none"> EN1G-IIa-e-3.4 Recognize common action words in retelling, conversation, etc. 	<ul style="list-style-type: none"> Verbs 	<p>3. Participate in Discussion on Verbs</p> <ul style="list-style-type: none"> Introduce verbs for vocabulary development of pupils. Let pupils use these words in sentences in a dialogue. 	
	SS	<ul style="list-style-type: none"> EN3SS-IIIb-i-1.2 Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing, retelling, and show and tell 		<p>4./5. Concluding the Session</p> <ul style="list-style-type: none"> Grade 3 pupils share their written work to Grade 2 pupils. Grade 2 pupils listen and ask questions. 	

WEEK

12

SUPPLEMENTARY OUTLINE

MULTIGRADE CLASSES GRADES 2 AND 3 ENGLISH

**THEME: DESCRIBE THE SENSE ORGANS, THEIR FUNCTIONS,
AND HEALTHY HABITS FOR THE FIVE SENSE ORGANS**

LISTENING STORY: "THE FIVE SISTERS"

LEVELED READER: *THE FIVE SISTERS*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 12 (50 MINUTES PER DAY)**

Theme: Describe the Sense Organs, Their Functions and Healthy Habits for the Five Sense Organs

Listening Story: “The Five Sisters” (Author: Basa Pilipinas)

Leveled Reader for Grade 3: The Five Sisters (Author: Basa Pilipinas; Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **AK** – Alphabet Knowledge
PWR – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness
V – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa-added objective

Note to the Teacher: Use the Basa Pilipinas instructional materials for Grades 2 and 3 to implement the lessons and activities in this guide. The activities for the Read Aloud Story are found in the **Grade 3 Teacher’s Guide**. Note that the objectives for **Grade 3** are in **bold italics**.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	OL F	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite poems with appropriate speed, rhythm, and intonation * 	<ul style="list-style-type: none"> Poem: “Hard G and Soft G” 	1. Poem <ul style="list-style-type: none"> Introduce the poem, “Hard G and Soft G” found in the <i>Grade 2 Teacher’s Guide</i>, Quarter 2, Week 12. 	
	F	<ul style="list-style-type: none"> <i>EN3F-Id-c-1.10</i> <i>Read aloud from familiar prose and poetry consisting of short-vowel words with fluency, appropriate rhythm, pacing, and intonation</i> 			
	AK	<ul style="list-style-type: none"> Detect words with hard g and soft g in the poem* 	<ul style="list-style-type: none"> Words with Hard g (as in gum) and Soft g (as in giraffe) sounds 	2. Discussing the Poem <ul style="list-style-type: none"> Highlight on words with hard g (as in gum) and soft g (as in giraffe) sounds. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	LC	<ul style="list-style-type: none"> EN3LC-IIa-j-2 Activate prior knowledge based on the stories to be read 	<ul style="list-style-type: none"> Listening Story: “The Five Sisters” 	3. Listening Story: “The Five Sisters” <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Lead an Anticipation Guide activity. Discuss unfamiliar words and expressions found in the text. 	
	V	<ul style="list-style-type: none"> EN3V-IIc-6 Derive meaning from repetitive language structures review 			
	LC	<ul style="list-style-type: none"> Listen to a variety of literary and expository texts 	<ul style="list-style-type: none"> Reading of the Listening Story by the Teacher: “The Five Sisters” 	<i>During Reading Activities</i> <ul style="list-style-type: none"> Read the Listening Story to pupils and pause for pupils to discuss based on their prior knowledge. 	
	LC	<ul style="list-style-type: none"> EN3LC-IIa-j-2.6 Retell some parts of the story 	<ul style="list-style-type: none"> Story Discussion 	<i>After Reading Activities</i> <ul style="list-style-type: none"> Ask questions about the story to recount the events that were significant. Conclude the Anticipation Guide by asking pupils to review their answers based on the information in the text. 	
	LC	<ul style="list-style-type: none"> EN3LC-IIf-h- 2.8 Make simple inferences about thoughts and feelings based from texts viewed/ listened to 			
	WC	<ul style="list-style-type: none"> EN3WC-IIa-j-4 Draw and write sentences about one’s drawing 	<ul style="list-style-type: none"> Writing a Story Response 	4. Writing <ul style="list-style-type: none"> Ask pupils to draw about what they liked from the story or to predict what is going to happen next in the story. 	
2	OL	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite some poems 	<ul style="list-style-type: none"> Poem: “Hard G and Soft G” 	1. Reviewing the Poem <ul style="list-style-type: none"> Let pupils form small groups and let them recite the poem in groups. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	F	<ul style="list-style-type: none"> EN3F-Id-e-1.10 Read aloud from familiar prose and poetry consisting of short-vowel words with fluency, appropriate rhythm, pacing, and intonation 			↓
	AK	<ul style="list-style-type: none"> Detect words with hard g and soft g in the poem* 	<ul style="list-style-type: none"> Words with Hard g (as in gum) and Soft g (as in giraffe) Sounds 	2. Review: Hard g and Soft g (With the group leader) <ul style="list-style-type: none"> Let pupils answer worksheets or activities. Discuss activity first before going to the Grade 3 pupils. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing their activities, facilitate guided reading of Leveled Reader with Grade 3 pupils.
	PWR	<ul style="list-style-type: none"> EN3PWR-16-d-19.1 Recognize more common sight words in order to read simple phrases and sentences 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> Using New Vocabulary and Structures 		2. Leveled Reader: <i>The Five Sisters</i> (Chapter 3) (With the teacher) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Lead an Anticipation Guide activity. Unlock unfamiliar words and expressions. Encourage pupils to make predictions about the story. Introduce a game with sight words.
	V	<ul style="list-style-type: none"> Give the meaning of words used in stories read* 	<ul style="list-style-type: none"> Sight Words: <i>Their, Know, Made</i> 		
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of two-syllable words 	<ul style="list-style-type: none"> Reading of the Leveled Reader: <i>The Five Sisters</i> (Chapter 3) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the text individually, discuss answers to the activities of the Grade 2 pupils. 	<i>During Reading Activities</i> <ul style="list-style-type: none"> Guide pupils in reading the text individually. Lead pupils through paired reading.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2		<ul style="list-style-type: none"> with long vowel sounds with at least 95-100% accuracy 			
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one's comprehension EN3RC-II0-2.2 Note details regarding character, setting, and plot 	<ul style="list-style-type: none"> Discussion of the Leveled Reader: <i>The Five Sisters</i> (Chapter 3) 	<ul style="list-style-type: none"> While Grade 3 pupils answer questions about the Leveled Reader, provide Grade 2 pupils with exercises on the consonant discussed in the previous week. 	<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Let pupils answer questions about the characters, setting, and plot. Let pupils confirm and discuss predictions about the story. Let them read aloud the parts in the story which confirm their predictions. Let pupils review their initial answers to the Anticipation Guide using the information in the story.
	WC	<ul style="list-style-type: none"> EN3WC-II d-h-3 Write at least three sentences from various familiar sources EN3WC-II i-j-2.6 Use appropriate punctuation marks 	<ul style="list-style-type: none"> Composing Activity 		<p>3. Composing Activity</p> <ul style="list-style-type: none"> Ask pupils to write three to five sentences about their sense organs. Let them begin revising their drafts. <p>Note to the Teacher: Provide a list of words pupils can use for writing to aid the composing process.</p>
	LC	<ul style="list-style-type: none"> EN2LC-IIa-b-2.2 Identify and discuss the elements of a story (theme, setting, characters, and events) 	<ul style="list-style-type: none"> Expressions such as: "Get Well" Story: "Tam and Ted" (Grade 2 English Learner's Material p. 128) 	<p>3. Story Reading: "Tam and Ted" (With the teacher)</p> <ul style="list-style-type: none"> Discuss unfamiliar words. Discuss some expressions used in the story. Read the story aloud. After reading, ask questions about the story. 	<ul style="list-style-type: none"> While Grade 3 pupils are doing their composing activity, discuss the story, "Tam and Ted" with Grade 2 pupils.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	LC	<ul style="list-style-type: none"> EN2LC-IIc-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to 			
3	OL V	<ul style="list-style-type: none"> EN1G-IIa-e-3.4 Recognize common action words in retelling, conversation, etc. 	<ul style="list-style-type: none"> Verbs 	1. Verbs <ul style="list-style-type: none"> Review verbs. Provide exercises that pupils can answer on the board. 	
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of two-syllable words with long vowel sounds with at least 95-100% accuracy 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> (Chapter 3) 	<ul style="list-style-type: none"> While Grade 3 pupils are rereading their Leveled Reader, discuss the story with Grade 2 pupils. 	2. Shared Reading: <i>The Five Sisters</i> (Chapter 3) <ul style="list-style-type: none"> Let pupils reread the story in pairs.
	LC V	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Retell a story listened to 	<ul style="list-style-type: none"> Story: "Tam and Ted" (Grade 2 English Learner's Material p. 128) 	2. Rereading of the Story: "Tam and Ted" (With the teacher) <ul style="list-style-type: none"> Reread the story a second time, stopping in key places to ask questions. 	
	G	<ul style="list-style-type: none"> Identify some words that comprise contractions* 	<ul style="list-style-type: none"> Contraction: <i>Don't</i> 	3. Contraction <ul style="list-style-type: none"> Explain the use of the contraction, <i>don't</i>. Let pupils use the contraction. 	
	WC	<ul style="list-style-type: none"> Illustrate sports and hobbies one doesn't like* 	<ul style="list-style-type: none"> Using "Don't" 	4. Using "Don't" (With the group leader) <ul style="list-style-type: none"> Illustrate sports and hobbies they don't like. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing their illustrations, discuss the Grade 3 activities.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	PWR	<ul style="list-style-type: none"> • Contrast short <i>i</i> and long <i>i</i> (CVCe) words sound and spelling patterns* • <i>EN3PWR-IIa-b-22</i> Read words with initial consonant blends (<i>l</i>, <i>r</i>, and <i>s</i> blends) 	<ul style="list-style-type: none"> • Contrast short <i>i</i> (as in pig) and long <i>i</i> (CVCe) (as in nice) words' sound and spelling patterns 	<ul style="list-style-type: none"> • While Grade 3 pupils are answering Skill Builder, let Grade 2 pupils talk about their illustrations in pairs and to the class. 	<ul style="list-style-type: none"> 3. Phonics: Long <i>i</i> (CVCe) vs. Short <i>i</i> (With the teacher) • Let pupils categorize, read, and participate in an interactive word sort on the board. Let them sort a series of words on their own. Then, they check their work. 4. Skill Builder • Let pupils complete the Skill Builder exercises (p. 16). • Phonics: Word Search
	S	<ul style="list-style-type: none"> • Spell words with short and long <i>i</i> spelling patterns* 	<ul style="list-style-type: none"> • Spelling Words 	<ul style="list-style-type: none"> 5. Concluding the Session • Homework: Review spelling words. 	<p>Note to the Teacher: There should be different sets of spelling words for Grades 2 and 3 pupils. These are based on the theme and stories used, and are appropriate to the respective grade levels.</p>
	S	<ul style="list-style-type: none"> • <i>EN3S-IIIa-d-4</i> Spell words that were introduced during word recognition 			
4	G	<ul style="list-style-type: none"> • <i>EN1G-IIa-e-3.4</i> Recognize common action words in retelling, conversation, etc. 	<ul style="list-style-type: none"> • Action Words (Verbs) 	<ul style="list-style-type: none"> 1. Verbs • Play a game of verbs. Give a verb and let pupils think of an animal that does that action and they perform the action pretending that they are the animal. 2. Verbs (With the group leader) • Provide exercises on action words (verbs) for Grade 2 pupils. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.8 Make simple predictions 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> (Chapter 4) 	<ul style="list-style-type: none"> While Grade 2 pupils are answering worksheets, facilitate reading of the Leveled Reader with Grade 3 pupils. While Grade 3 pupils are reading individually and in pairs, discuss with Grade 2 pupils the answers to their activities. 	<p>3. Leveled Reader: <i>The Five Sisters</i> (Chapter 4)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Lead pupils in an Anticipation Guide activity. Discuss unfamiliar words and expressions. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Let pupils read the text individually. Let pupils read the chapter with a partner from their group or level.
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of one-to-two-syllable words with long vowel sounds with at least 95-100% accuracy 			
	WC G	<ul style="list-style-type: none"> Illustrate sports and hobbies one doesn't like * 	<ul style="list-style-type: none"> Illustration 	<p>3. Sharing of Work (With the group leader)</p> <ul style="list-style-type: none"> Present diagram to discuss hobbies and sports that partners like. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing the paired activity, discuss the Leveled Reader with Grade 3 pupils.
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one's comprehension EN3RC-II0-2.2 Note details regarding character, setting, and plot 	<ul style="list-style-type: none"> Discussion of the Leveled Reader: <i>The Five Sisters</i> (Chapter 4) 		<p>c. <i>After Reading Activities</i> (With the teacher)</p> <ul style="list-style-type: none"> Ask questions about the characters, setting, and plot. Play a game with be-verbs. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Homework: Copy the Skill Builder Exercise (p. 22) in your notebook and complete it at home. Practice spelling words.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	S	<ul style="list-style-type: none"> Spell words with short and long i spelling patterns* 	<ul style="list-style-type: none"> Spelling Assessment 	1. Spelling Assessment <ul style="list-style-type: none"> Provide differentiated worksheets as spelling assessment for Grades 2 and 3 pupils. 	
	S	<ul style="list-style-type: none"> EN3S-IIIa-d-4 Spell words that were introduced during word recognition 			
	ATR	<ul style="list-style-type: none"> EN3A-IIa-b-1 Participate/Engage in a read-along of texts (e.g. poetry, repetitive text) 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>The Five Sisters</i> (Chapter 4) 	<ul style="list-style-type: none"> While Grade 3 pupils are rereading the Leveled Reader, discuss making a class book of hobbies with Grade 2 pupils. 	2. Rereading of the Leveled Reader: <i>The Five Sisters</i> (Chapter 4) <ul style="list-style-type: none"> Ask pupils to reread the story in pairs.
	PWR	<ul style="list-style-type: none"> Represent short i and long i (CVCe) words in spelling* 	<ul style="list-style-type: none"> Contrast short <i>i</i> (as in pig) and long <i>i</i> (CVCe) (as in nice) words sound and spelling patterns 		3. Phonics: Long <i>i</i> (CVCe) vs. Short <i>i</i> (With the teacher) <ul style="list-style-type: none"> Ask pupils to locate words with short and long <i>i</i> vowel sounds.
	OL	<ul style="list-style-type: none"> EN2OL-IIa-b-1.3.3 Talk about one's activities at home, school, and community 	<ul style="list-style-type: none"> Class Book of Hobbies 	2. Class Book of Hobbies (With the teacher) <ul style="list-style-type: none"> Guide pupils in creating a class book of hobbies. 	
	AK G	<ul style="list-style-type: none"> EN1G-IIa-e-3.4 Recognize common action words in retelling, conversation, etc. 	<ul style="list-style-type: none"> Skill Practice: Verbs 	3. Skill Practice (With the group leader) <ul style="list-style-type: none"> Provide practice exercises on verbs and contractions. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	WC	<ul style="list-style-type: none"> Write different forms of simple composition as a response to stories/ poems listened to or read 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> While Grade 2 pupils are answering evaluation worksheets, discuss writing activity with Grade 3 pupils. 4. Concluding the Session Provide homework. Homework: Review verbs at home. 	<ul style="list-style-type: none"> 4. Composing Activity Guide pupils in drawing their diagram and writing sentences about the story read. 5. Concluding the Session Let pupils share their drawings and sentences with a partner.

WEEK

13

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: NATURE AND THE ENVIRONMENT

READ ALOUD STORY: *WHY DO BIRDS BUILD NESTS?*

LEVELED READER: *LORO GETS STUCK*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 13 (50 MINUTES PER DAY)**

Theme: Nature and the Environment

Read Aloud Story: *Why Do Birds Build Nests?* (Author & Illustrator: Jomike Tejido)

Leveled Reader for Grade 3: *Loro Gets Stuck* (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **AK** – Alphabet Knowledge
PWR – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness
V – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa-added objective

Note to the Teacher: Use the Basa Pilipinas instructional materials for Grades 2 and 3 to implement the lessons and activities in this guide. The activities for the Read Aloud Story are found in the **Grade 2 Teacher’s Guide**. Note that the objectives for **Grade 3** are in **bold italics**.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	OL	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite poems with appropriate speed, rhythm, and intonation* 	<ul style="list-style-type: none"> Poem About Nature and the Environment 	1. Poem <ul style="list-style-type: none"> Introduce a poem about nature and the environment. Let pupils recite the poem as a class. For ideas of poems about nature, this website may be useful: <i>Anita Poems</i>, http://www.anitapoems.com/poems-about-nature.html 	
	V	<ul style="list-style-type: none"> EN2V-IIb-c-12.1 Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues, etc.) 	<ul style="list-style-type: none"> Read Aloud Story: <i>Why Do Birds Build Nests?</i> Using New Vocabulary and Structures 	2. Read Aloud Story: <i>Why Do Birds Build Nests?</i> <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Discuss unfamiliar words, phrases, and expressions. Let pupils use the words in sentences. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	LC	<ul style="list-style-type: none"> EN3LC-IIa-j-2.8 Infer feelings and traits of characters 	<ul style="list-style-type: none"> Reading of the Story: <i>Why Do Birds Build Nests?</i> 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Read the story aloud while pausing at certain parts to ask questions. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Ask questions about the story. Let the pupils discuss in pairs the answers to the questions before calling volunteer pupils to answer. 	
	WC	<ul style="list-style-type: none"> EN3WC-IIa-j-4 Draw and write sentences about one's drawing 	<ul style="list-style-type: none"> Writing a Story Response 	<p>3. Concluding the Session</p> <ul style="list-style-type: none"> Ask pupils to draw a picture of their favorite character. 	<p>3. Concluding the Session</p> <ul style="list-style-type: none"> Ask pupils to write a paragraph about their favorite character.
2	PA	<ul style="list-style-type: none"> EN2PA-If-1.2.1 Recognize same/different sounds 	<ul style="list-style-type: none"> Song: "Vowels Have Two Sounds – Short e" 	<p>1. Song</p> <ul style="list-style-type: none"> Introduce the song "Vowels Have Two Sounds - Short e." Let pupils practice singing the song. Discuss what the song is about, highlighting on the letter e sounds. 	
	OL V	<ul style="list-style-type: none"> EN1G-IIa-e-3.4 Recognize common action words in retelling, conversation, etc. 	<ul style="list-style-type: none"> Action Words (Verbs) 	<p>2. Action Words (Verbs) (With the group leader)</p> <ul style="list-style-type: none"> Discuss activity on verbs and let pupils answer worksheets independently. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing their worksheets, facilitate reading of the Leveled Reader with the Grade 3 pupils.
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.8 Make simple predictions 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 1) 		<p>2. Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 1)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Lead an Anticipation Guide activity. Discuss unfamiliar words found in the story.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2					<ul style="list-style-type: none"> Introduce a game with sight words for pupils to play. Let pupils share experiences related to the story. Engage them to talk about the illustrations in the story.
	PWR	<ul style="list-style-type: none"> Read phrases, sentences, and short stories consisting of words with short o and long o (CVCe) sounds* 		<ul style="list-style-type: none"> While Grade 3 pupils are reading individually and in pairs, reread and discuss the Read Aloud Story with the Grade 2 pupils. 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Conduct a picture walk. Discuss high frequency words and phonics patterns. Let pupils read the text individually. Afterwards, let them read the chapter with a partner from their group or level.
	LC	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 	<ul style="list-style-type: none"> Read Aloud Story: <i>Why Do Birds Build Nests?</i> 	<p>3. Rereading of the Story: <i>Why Do Birds Build Nests?</i> (With the teacher)</p> <ul style="list-style-type: none"> Reread the story while leaving off some parts for the pupils to supply. Provide worksheets for pupils to answer. 	<ul style="list-style-type: none"> While Grade 2 pupils answer worksheets, teacher discusses the Leveled Reader with Grade 3 pupils.
	G	<ul style="list-style-type: none"> EN3G-IIa-b-3.4 Use the be-forms of verbs (am, is, are, was, were) correctly in sentences 	<ul style="list-style-type: none"> Be-Forms of Verbs: am, is, are, was, were 		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Discuss the story and identify character traits, setting, and plot. Review pupils' initial answers to the Anticipation Guide using the information in the story. Talk about the "be" verbs in the present and past tense.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	RC	<ul style="list-style-type: none"> EN3RC-II0 -2.10 Sequence three events in the story 	<ul style="list-style-type: none"> Sequencing Events 		<ul style="list-style-type: none"> Identify the sequence of events of the chapter using signal words. 3. Concluding the Session Homework: Tell family members the sequence of events of the chapter you read today and write three events using signal words.
3	PA	<ul style="list-style-type: none"> EN2PA-If-1.2.1 Recognize same/ different sounds 	<ul style="list-style-type: none"> Song: “Vowels Have Two Sounds – Short e” 	1. Song <ul style="list-style-type: none"> Review the song learned. Call on pairs to sing to the class. 	
	OL F	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite poems with appropriate speed, rhythm, and intonation * 	<ul style="list-style-type: none"> Poem: “I Love Nature” 	2. Poem (With the group leader) <ul style="list-style-type: none"> In small groups, practice reciting the poem with actions. 	<ul style="list-style-type: none"> While Grade 2 pupils practice reciting poems, guide Grade 3 pupils in reading their Leveled Reader and discuss the phonics lesson.
	F ATR	<ul style="list-style-type: none"> EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation EN3A-IIa-b-1 Participate/ engage in a read-along of texts (e.g. poetry, repetitive text) 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 1) 		2. Rereading of the Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 1) <ul style="list-style-type: none"> Let pupils reread the story in pairs. Let pupils share their drawings or sentences with a partner.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	V	<ul style="list-style-type: none"> EN1V-IIIa-j-25 Show understanding and meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences 	<ul style="list-style-type: none"> Phonics: Words with Short o (as in hot) and Long o (CVCe) (as in cone) Sounds 	<ul style="list-style-type: none"> While Grade 3 pupils are doing their Skill Builder exercises, let Grade 2 pupils present their poems to the class. Afterwards, discuss the rest of the topics for Grade 2. 	(With the teacher) 3. Phonics: Words with Short o and Long o (CVCe) Sounds <ul style="list-style-type: none"> Discuss the phonics lesson through an interactive word sort. 4. Skill Builder Exercises <ul style="list-style-type: none"> Let pupils answer Skill Builder exercises (p. 6) in phonics.
	PWR	<ul style="list-style-type: none"> Contrast short o and long o-Ce sounds/spelling patterns* 			
	AK PA	<ul style="list-style-type: none"> Identify/Locate words with the short e sound* 	<ul style="list-style-type: none"> Words with Short e Sound 	3. Words with Short e Sound <ul style="list-style-type: none"> Complete exercises with short e sound. 	
	LC	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Read Aloud Story: <i>Why Do Birds Build Nests?</i> 	4. Supply missing parts of the story during rereading.	
	LC	<ul style="list-style-type: none"> EN2LC-IIa-b-2.2 Identify and discuss the elements of a story (theme, setting, characters, and events) 		5. Answer questions about the story.	
	S	<ul style="list-style-type: none"> EN2S-III d-j-4 Spell words with short e spelling patterns 	<ul style="list-style-type: none"> Spelling Words 	6./5. Concluding the Session <ul style="list-style-type: none"> Homework: Pupils review spelling words. <p><i>Note to the Teacher: There should be different sets of spelling words for Grades 2 and 3 pupils. These are based on the theme and stories used, and are appropriate to the respective grade levels.</i></p>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	S	<ul style="list-style-type: none"> EN3S-IIIa-d-4 Spell words that were introduced during word recognition 			
4	OL F	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite poems with appropriate speed, rhythm, and intonation * 	<ul style="list-style-type: none"> Poem: "I Love Nature" 	1. Review the poem. <ul style="list-style-type: none"> Let pupils recite the poem in small groups. 	
	AK PA	<ul style="list-style-type: none"> EN2AK-IIa-e-3 Give the beginning letter of the name of each picture 	<ul style="list-style-type: none"> Beginning Consonant Sounds 	2. Guide pupils in completing exercises with beginning consonants.	<ul style="list-style-type: none"> While Grade 2 pupils answer the exercises, facilitate reading of the Leveled Reader with the Grade 3 pupils.
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.8 Make simple predictions 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> (Chapters 1 and 2) 		2. Rereading of the Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 1) <ul style="list-style-type: none"> Let pupils reread the story in pairs (Chapter 1).
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of two-syllable words with long vowel sound with at least 95-100% accuracy 			3. Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 2) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Lead an Anticipation Guide activity. Unlock unfamiliar words and expressions.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4				<ul style="list-style-type: none"> While Grade 3 pupils are reading the Leveled Reader individually and in pairs, discuss “cause and effect” with Grade 2 pupils. 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Conduct a picture walk. Discuss high frequency words and phonics patterns. Let pupils read the text individually (Chapter 2). Let pupils read the text with a partner from the same level or group.
	V LC	<ul style="list-style-type: none"> EN2LC-IIc-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to 	<ul style="list-style-type: none"> Cause and Effect 	<p>3. Cause and Effect (With the teacher)</p> <ul style="list-style-type: none"> Discuss action words (verbs) as to what each character did (cause) and what happened (effect). 	
	LC	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Retell the story listened to 	<ul style="list-style-type: none"> Read Aloud Story: <i>Why Do Birds Build Nests?</i> Illustrating a Story Sequence 	<p>4. Retelling of the Story</p> <ul style="list-style-type: none"> Let pupils illustrate events in the story. 	<ul style="list-style-type: none"> While Grade 2 pupils are illustrating events, discuss the Leveled Reader with Grade 3 pupils.
	RC	<ul style="list-style-type: none"> EN3RC-IIc-e-2.2 Note details in a given text 		<p>5. Concluding the Session (With the group leader)</p> <ul style="list-style-type: none"> Let pupils practice spelling words. 	<p><i>After Reading Activities</i> (With the teacher)</p> <ul style="list-style-type: none"> Let pupils scan for a specific word to answer a question and discuss the character, setting, and plot in the story.
	G	<ul style="list-style-type: none"> EN3G-II d-f-3.2 Form and use the past tense of frequently occurring regular verbs 			<ul style="list-style-type: none"> Review verb “to be.”

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4					<p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Homework: Copy Skill Builder exercise (p. 11) on present and past forms of verbs in your notebook and complete at home. Practice your spelling words.
5	S	<ul style="list-style-type: none"> • EN2S-IIIId-j-4 Spell words with short e spelling patterns 	<ul style="list-style-type: none"> • Spelling Assessment 	<p>1. Spelling Assessment</p> <ul style="list-style-type: none"> • Provide differentiated worksheets as spelling assessment for Grades 2 and 3 pupils. • For ideas on differentiated activities, refer to Appendix A. 	
	S	<ul style="list-style-type: none"> • EN3S-IIIa-d-4 Spell words that were introduced during word recognition 			
	LC	<ul style="list-style-type: none"> • Discuss story in reverse sequence * 	<ul style="list-style-type: none"> • Read Aloud Story: <i>Why Do Birds Build Nests?</i> 	<p>2. Retelling of the Read Aloud Story: <i>Why Do Birds Build Nests?</i> (With the teacher)</p> <ul style="list-style-type: none"> • Guide pupils in making a group book retelling the story in reverse order. • Discuss and give activity to Grade 2 pupils before discussing composing activity with Grade 3 pupils. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	WC	<ul style="list-style-type: none"> EN3WC-IIa-1.1 Participate in generating ideas through prewriting activities 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> While Grade 3 pupils are writing, let Grade 2 pupils present their group work. 	<ol style="list-style-type: none"> Composing Activity (With the teacher) <ul style="list-style-type: none"> Let pupils listen and contribute ideas for teacher modeling of web for interview questions. Let pupils contribute ideas, sentences, and phrases for teacher-guided practice of web for interview questions and answers. Let pupils choose a character and answer the questions on the board from their perspective. Concluding the Session <ul style="list-style-type: none"> Encourage pupils to share their chosen character to interview and ideas about initial answers.

WEEK

14

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: NATURE AND THE ENVIRONMENT

READ ALOUD STORY: *WHY DO BIRDS BUILD NESTS?*

LEVELED READER: *LORO GETS STUCK*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 14 (50 MINUTES PER DAY)**

Theme: Nature and the Environment

Read Aloud: *Why Do Birds Build Nests?* (Author & Illustrator: Jomike Tejido)

Leveled Reader for Grade 3: *Loro Gets Stuck* (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **AK** – Alphabet Knowledge
PWR – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness
V – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa-added objective

Note to the Teacher: Use the Basa Pilipinas instructional materials for Grades 2 and 3 to implement the lessons and activities in this guide. The activities for the Read Aloud Story are found in the **Grade 2 Teacher’s Guide**. Note that the objectives for **Grade 3** are in **bold italics**.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	AK PA	<ul style="list-style-type: none"> EN2AK-IIc-e-2 Identify letters in English that are not present in the Mother Tongue/ Filipino and vice-versa 	<ul style="list-style-type: none"> Song: “Vowels Have Two Sounds – Short a” 	1. Song <ul style="list-style-type: none"> Introduce the song, “Vowel Has Two Sounds - Short a.” Let pupils practice singing the song. 	
	OL LC	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Retell a story listened to 	<ul style="list-style-type: none"> Read Aloud Story: <i>Why Do Birds Build Nests?</i> 	2. Retelling of the Read Aloud Story: <i>Why Do Birds Build Nests?</i> <ul style="list-style-type: none"> Guide pupils in retelling the Listening Story, “Why do Birds Build Nests?”. 	
	LC	<ul style="list-style-type: none"> EN3LC-IIa-j-2.6 Retell some parts of the story 			
	OL	<ul style="list-style-type: none"> Illustrate activities the family does to help care for the environment * 	<ul style="list-style-type: none"> Story Response 	3. Making a Story Response <ul style="list-style-type: none"> Guide pupils in illustrating how we take care of nature. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	OL	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: “The Itsy Bitsy Spider” 	1. Introduce the song, “The Itsy Bitsy Spider.”	
	OL	<ul style="list-style-type: none"> EN2OL-IIc-d-1.3.4 Talk about topics of interest 	<ul style="list-style-type: none"> Sharing of Information: Spiders 	2. Sharing of Information: Spiders (With the group leader) <ul style="list-style-type: none"> Let pupils work in pairs and draw what they know about spiders. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing paired work, facilitate guided reading of the Grade 3 Leveled Reader.
	OL	<ul style="list-style-type: none"> EN3OL-IIf-1.11 Restate and retell information 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 3) 		2. Leveled Reader <i>Loro Gets Stuck</i> (Chapter 3) (With the teacher) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Lead an Anticipation Guide activity. Let pupils share experiences related to the story. Engage them to talk about the illustrations in the story.
	V	<ul style="list-style-type: none"> Give the meaning of words used in stories read* 			<ul style="list-style-type: none"> Discuss unfamiliar words found in the story.
	PWR	<ul style="list-style-type: none"> EN3PWR-Ib-d-19.1 Recognize more common sight words in order to read simple phrases and sentences 			<ul style="list-style-type: none"> Introduce a game with sight words for pupils to play.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	F	<ul style="list-style-type: none"> EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation 		<ul style="list-style-type: none"> While Grade 3 pupils are reading individually and in pairs, read and discuss the Listening Story, “Anton’s Spider.” 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Conduct a picture walk. Discuss high frequency words and phonics patterns. Let pupils read the text individually. Afterwards, let them read the chapter with a partner from their group or level.
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one’s comprehension 			<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Discuss the sequence of events in the story. Review pupils’ initial answers to the Anticipation Guide using the information in the story.
	WC	<ul style="list-style-type: none"> EN3WC-III-j-2.6 Use appropriate punctuation marks 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> While Grade 3 pupils are doing the composing activity, let Grade 2 pupils prepare a role play about the story and present it before the class ends. 	<p>3. Composing Activity</p> <ul style="list-style-type: none"> Let pupils begin revising their draft interview questions and answers.
	WC	<ul style="list-style-type: none"> Write different forms of simple composition 			<p>4. Concluding the Session</p> <ul style="list-style-type: none"> Homework: Pupils take home their draft interview questions and answers, and finish their revisions.
	SS	<ul style="list-style-type: none"> EN2SS-IIa-e-1.2 Participate in oral dramatic activities 	<ul style="list-style-type: none"> Role Playing 	<p>3. Presentation of Role Play</p> <ul style="list-style-type: none"> Create and present role play using new vocabulary. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of two-syllable words with long vowel sounds with at least 95-100% accuracy 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 3) 	<ul style="list-style-type: none"> While Grade 3 pupils are doing the paired activities, guide Grade 2 pupils as they retell the Listening Story. 	<ol style="list-style-type: none"> Shared Reading (With the group leader) <ul style="list-style-type: none"> Encourage pupils in pairs to share their revised draft. Ask a few pairs to share with the class. Ask pupils to reread the story in pairs (Chapter 3).
	ATR	<ul style="list-style-type: none"> EN3-IIa-b-1 Participate/Engage in a read-along of texts (e.g. poetry, repetitive text) 			
	LC V	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Retell the story listened to 	<ul style="list-style-type: none"> Listening Story: “Anton’s Spider” (Grade 2 English Learner’s Material, p. 156) 	<ol style="list-style-type: none"> Rereading of the Story: “Anton’s Spider” <ul style="list-style-type: none"> Reread the Listening Story while pausing at certain parts and letting pupils retell the specific part. 	
OL G	<ul style="list-style-type: none"> EN1G-IIa-e-3.4 Recognize common action words in retelling, conversation, etc. 	<ul style="list-style-type: none"> Action Words (Verbs) 	<ol style="list-style-type: none"> Action Words (Verbs) (With the group leader) <ul style="list-style-type: none"> Complete exercises about action words (verbs) found in Grade 2 DepEd English Learner’s Material, p. 261. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing the exercises, give instructions for the exercises of Grade 3 pupils. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	PWR	<ul style="list-style-type: none"> Contrast short u and long u (CVCe) words' sounds and spelling patterns* 	<ul style="list-style-type: none"> Contrast short u (as in cub) and long u (CVCe) (as in cube) words' sounds and spelling patterns 	<ul style="list-style-type: none"> While Grade 3 pupils answer their Builder Exercises, discuss with Grade 2 pupils answers to their exercises. Then, give a review and activities for the short a sound. 	<p>2. Phonics: Words with Long u and Short u sounds</p> <ul style="list-style-type: none"> Write words on the board from the Leveled Reader and word list. Various activities: Categorize, Whole Class Reading, Interactive Word Sort Ask pupils to sort a series of words on their own. Then, let them correct their work together. <p>3. Skill Builder Exercises</p> <ul style="list-style-type: none"> Let pupils to complete the Skill Builder Exercises (p. 16) on Word Search.
	AK PA	<ul style="list-style-type: none"> Identify/Locate words with the short a sound* 		<p>3. Guide pupils in completing exercises with short a sound.</p>	
	S	<ul style="list-style-type: none"> EN2S-IIIId-j-4 Spell words with short e spelling patterns 	<ul style="list-style-type: none"> Spelling Words 	<p>4. Concluding the Session</p> <ul style="list-style-type: none"> Homework: Pupils review spelling words. <p><i>Note to the Teacher:</i> There should be different sets of spelling words for Grades 2 and 3 pupils. These are based on the theme and stories used, and are appropriate to the respective grade levels.</p>	
	S	<ul style="list-style-type: none"> Spell one-to-two-syllable words with short and long u spelling patterns * 			
4	OL	<ul style="list-style-type: none"> Sing a song * 	<ul style="list-style-type: none"> Song: "Vowels Have Two Sounds – Short a" 	<p>1. Song</p> <ul style="list-style-type: none"> Review the song. Let pupils sing the song in small groups. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	AK	<ul style="list-style-type: none"> Identify letters in English that are not present in the Mother Tongue/ Filipino and vice-versa Identify the name and sound of each consonant* 	<ul style="list-style-type: none"> Beginning Consonants 	2. Beginning Consonants (With the group leader) <ul style="list-style-type: none"> Guide pupils in completing exercises with beginning consonants. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing the activity on beginning consonants, give instruction for rereading to Grade 3 pupils.
	F	<ul style="list-style-type: none"> <i>EN3F-IIa-j-3.5.1</i> Read Grade 3 level texts consisting of one-to-two-syllable words with long vowel sounds with at least 95-100% accuracy 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 3) 	<ul style="list-style-type: none"> While Grade 3 pupils are rereading the story, discuss the sentence frames. 	2. Shared Reading: <i>Loro Gets Stuck</i> (Chapter 3) (With the teacher) <ul style="list-style-type: none"> Ask pupils to reread the story in pairs (Chapter 3). Ask pupils to locate two sentences written in the past tense.
	G	<ul style="list-style-type: none"> <i>EN3G-II d-f-3.2</i> Form and use the past tense of frequently occurring regular verbs 			
	G	<ul style="list-style-type: none"> Use action words in sentences * 	<ul style="list-style-type: none"> Action Words (Verbs) 	3. Action Words (Verbs) (With the group leader) <ul style="list-style-type: none"> Complete sentence frames with verbs. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing the activity, facilitate reading of the Leveled Reader with Grade 3 pupils.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.8 Make simple predictions 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 4) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading individually and in pairs, discuss cause and effect with Grade 2 pupils. 	<p>3. Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 4) (With the teacher)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Let pupils engage in an Anticipation Guide around the story. Let pupils review words that are unfamiliar. Let pupils talk about the illustrations in the story. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Pupils read the text individually. Pupils read the chapter with a partner from their level. Then, let them echo read.
	V	<ul style="list-style-type: none"> EN1V-IIIa-j-25 Show understanding of meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences 			
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of one-to-two-syllable words with long vowel sounds with at least 95-100% accuracy 			
	OL LC	<ul style="list-style-type: none"> Discuss cause and effect* Share information about the story listened to * 	<ul style="list-style-type: none"> Cause and Effect 	<p>4. Cause and Effect (With the teacher)</p> <ul style="list-style-type: none"> Review cause and effect. Provide situations for pupils to talk about cause and effect in a conversation with a classmate. <p>(With the group leader)</p> <ul style="list-style-type: none"> Let pupils answer an activity on cause and effect. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one's comprehension 			<p><i>After Reading Activities</i> (With the teacher)</p> <ul style="list-style-type: none"> Discuss the sequence of events with pupils. Ask questions and let them find the answers from the text. Let them read aloud the part of the text with the answers. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Homework: Copy Skill Builder Exercises on the past tense in your notebook and complete at home. Practice spelling words.
5	S	<ul style="list-style-type: none"> EN2S-III d-j-4 Spell words with short e spelling patterns 	<ul style="list-style-type: none"> Spelling Words 	<p>1. Spelling Assessment</p> <ul style="list-style-type: none"> Provide differentiated worksheets as spelling assessment for Grades 2 and 3 pupils. 	
	S	<ul style="list-style-type: none"> Spell one-to-two-syllable words with short and long u spelling patterns * 			
	OL	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite memorized verses, short poems, and rhymes 	<ul style="list-style-type: none"> Poem: "Itsy Bitsy Spider" or any poem related to the theme 		

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	G	<ul style="list-style-type: none"> EN2G-II-f-j-5.1 Recognize descriptions of people, objects, things, and places (color, shape, size, height, weight, length, distance, etc.) 	<ul style="list-style-type: none"> Adjectives 	3. Adjectives (With the group leader) <ul style="list-style-type: none"> Discuss adjectives. Let pupils use the adjectives in dialogues. Draw a spider and choose three words to describe it. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing the activity, teacher discusses the activity of Grade 3 pupils.
	PWR	<ul style="list-style-type: none"> Contrast short u and long u (CVCe) words * 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Loro Gets Stuck</i> Words with Short and Long u Sounds 		3. Rereading of the Leveled Reader: <i>Loro Gets Stuck</i> (Chapter 4) (With the teacher) <ul style="list-style-type: none"> Ask pupils to reread the story in pairs by level. Let pupils locate words with the long u sound.
	WC	<ul style="list-style-type: none"> Write simple sentences* 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> While Grade 3 pupils are doing the composing activity, instruct Grade 2 pupils in answering evaluation exercises. 	4. Composing Activity <ul style="list-style-type: none"> Encourage pupils to write their interview questions.
	G	<ul style="list-style-type: none"> EN1G-II-a-e-3.4 Recognize common action words in retelling, conversation, etc. 	<ul style="list-style-type: none"> Action Words (Verbs) 	4. Action Words (Verbs) (With the group leader) <ul style="list-style-type: none"> Give activities for pupils to apply target skills learned in evaluation exercises. Refer to Appendix A for suggested exercises. 	
	ATR	<ul style="list-style-type: none"> EN3A-II-a-b-1 Participate/Engage in a read-along of texts (e.g. poetry, repetitive text) 			5. Concluding the Session: Sharing and Reading <ul style="list-style-type: none"> Encourage pupils to share their writing with a partner and let some pupils present to the class.

WEEK

15

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: DIFFERENT KINDS OF PLANTS

LISTENING STORY: "NEIGHBORS"

LEVELED READER: *NEIGHBORS*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 15 (50 MINUTES PER DAY)**

Theme: Different Kinds of Plants

Listening Story: “Neighbors” (Authors: Nathalie Louge and Suzanne Simard)

Leveled Reader for Grade 3: Neighbors (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Jericho Moral)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **AK** – Alphabet Knowledge
PWR – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness
V – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa-added objective

Note to the Teacher: Use the Basa Pilipinas instructional materials for Grades 2 and 3 to implement the lessons and activities in this guide. The activities for the Read Aloud Story are found in the **Grade 3 Teacher’s Guide**. Note that the objectives for **Grade 3** are in **bold italics**.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	OL PA	<ul style="list-style-type: none"> <i>Sing a song*</i> 	<ul style="list-style-type: none"> Song: “Vowels Have Two Sounds – Short <i>i</i>” 	1. Song <ul style="list-style-type: none"> Introduce the song, “Vowels Have Two Sounds – Short <i>i</i>.” Let pupils practice singing the song. 	
	LC	<ul style="list-style-type: none"> <i>EN3LC-IIa-j-2</i> Activate prior knowledge based on the stories to be read 	<ul style="list-style-type: none"> Listening Story: “Neighbors” Activating Prior Knowledge 	2. Listening Story: “Neighbors” <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Engage pupils in an activity to access prior knowledge. 	
	V	<ul style="list-style-type: none"> <i>EN1V-Ia-b-01</i> Give meaning of words used in listening stories and leveled text read 	<ul style="list-style-type: none"> New Vocabulary Structures 	<ul style="list-style-type: none"> Discuss unfamiliar words, phrases, or expressions that are unfamiliar. Let pupils read and use them in sentences. 	
	LC	<ul style="list-style-type: none"> <i>Listen to a variety of literary and expository texts</i> 	<ul style="list-style-type: none"> Reading of the Listening Story by the Teacher: “Neighbors” 	<i>During Reading Activities</i> <ul style="list-style-type: none"> Let pupils listen attentively to the story read. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1		<ul style="list-style-type: none"> EN3LC-IIa-j-2.1 Note important details 		<i>After Reading Activities</i> <ul style="list-style-type: none"> Discuss the story especially the town of Kipong. 	
	SS	<ul style="list-style-type: none"> EN3SS-IIc-d-2.15 Use graphic organizers to show understanding of texts 		<ul style="list-style-type: none"> Use a Venn diagram in discussing the story. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Homework: Tell family members about the story and answer the question: <i>What would you plant in your garden to win the contest?</i> Draw a picture to go with your answer. 	
2	OL	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: “Vowels Have Two Sounds-Short i” 	<p>1. Song</p> <ul style="list-style-type: none"> Review the song learned. Let pupils sing the song to their partners with each one taking turns. 	
	LC	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 	<ul style="list-style-type: none"> Listening Story: “Neighbors” 	<p>2. Rereading of the Listening Story: “Neighbors”</p> <ul style="list-style-type: none"> Reread the story leaving off some parts for the pupils to supply. 	
	OL	<ul style="list-style-type: none"> Acquire and use vocabulary and structures related to theme and stories* 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 1) Use New Vocabulary and Structures 	<ul style="list-style-type: none"> While Grade 3 pupils are reading Leveled Readers, let Grade 2 pupils read grade level texts in small groups. These can be short passages found in their Learner’s Materials. 	<p>3. Leveled Reader: <i>Neighbors</i> (Chapter 1)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Let pupils share experiences related to the story. They talk about the illustrations in the story. Discuss unfamiliar words in the story. Introduce a game with sight words. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Conduct a picture walk. Point out high frequency words and phonics patterns.
	PWR	<ul style="list-style-type: none"> Review reading and writing short and long a, u, o, and i in CVC and CVCe patterns* 	<ul style="list-style-type: none"> Sight Words: <i>each, special</i> 		
F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of two-syllable words with long vowel sound with at least 95-100% accuracy 				

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2					<ul style="list-style-type: none"> Let pupils read the text individually (Chapter 1). Then, let pupils read the chapter with a partner from their level.
	RC	<ul style="list-style-type: none"> EN3RC-IIc-e-2.2 Note details in a given text EN3RC-II0-2.2 Note details regarding character, setting, and plot 	<ul style="list-style-type: none"> Discussion of the Leveled Reader: <i>Neighbors</i> (Chapter 1) 	<ul style="list-style-type: none"> Before the class ends, ask Grade 2 pupils to share what they talked about in small groups. 	<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Discuss the story using a Venn diagram. Let pupils compare the major character in the story. Discuss descriptive adjectives found in the story.
	G	<ul style="list-style-type: none"> EN3G-III f-g-5.3.1 Use descriptive adjectives 			4. Concluding the Session
	SS	<ul style="list-style-type: none"> EN3SS-IIc-d-2.15 Use graphic organizers to show understanding of texts 			<ul style="list-style-type: none"> Homework: Tell family members about the story of Jake and Jack and choose one question to answer: <i>Do you think Jake will win? Why?</i> <i>Do you think Jack will win? Why?</i>
3	OL F	<ul style="list-style-type: none"> EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems and rhymes with repeated patterns and refrains in English 	<ul style="list-style-type: none"> Poem: "The People in My Town" 	<p>1. Poem</p> <ul style="list-style-type: none"> Introduce the poem, "The People in My Town." Conduct echo reading. Then, let pupils practice and recite it as a class. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	F	<ul style="list-style-type: none"> EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 1) 	<ul style="list-style-type: none"> While Grade 3 pupils are rereading their Leveled Readers, review previous vowel lesson using the poem as springboard. 	2. Rereading of the Leveled Reader: <i>Neighbors</i> (Chapter 1) <ul style="list-style-type: none"> Let pupils reread the story in pairs. Encourage pupils to share their drawings or sentences with a partner.
	ATR	<ul style="list-style-type: none"> EN2A-IIa-b-1 Participate/Engage in a read-along of texts (e.g. poetry, repetitive text) 			
	OL V	<ul style="list-style-type: none"> EN2OL-IIIa-b-3.3 Talk about texts identifying major points and key themes 	<ul style="list-style-type: none"> Sharing of Information: Community 	2. Sharing of Information (With the group leader) <ul style="list-style-type: none"> Let pupils share information about what is special in their community (in pairs or in small groups). 	<ul style="list-style-type: none"> While Grade 2 pupils are sharing in pairs or groups, discuss phonics lesson with Grade 3 pupils.
	PWR	<ul style="list-style-type: none"> Read words with short and long a, e, u, o, and i in CVC and CVCe patterns 	<ul style="list-style-type: none"> Phonics: Short (CVC) vs. Long Vowel Sounds (CVCe) 		3. Phonics: Short o vs. Long o (CVCe) (With the teacher) <ul style="list-style-type: none"> Discuss phonics lesson through an interactive word sort.
	V	<ul style="list-style-type: none"> EN1V-IIIa-j-25 Show understanding of meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences 			4. Skill Builder Exercises (With the group leader) <ul style="list-style-type: none"> Guide pupils in completing the Skill Builder Exercises (p. 6) on Phonics: Short and Long Vowel Sounds.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	LC	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Retell the story listened to 	<ul style="list-style-type: none"> Listening Story: "Neighbors" 	3. Rereading of the Story: "Neighbors" (With the teacher) <ul style="list-style-type: none"> Let pupils supply the missing parts of the story. 	<ul style="list-style-type: none"> While Grade 3 pupils are answering exercises, reread the Read Aloud Story to Grade 2 pupils.
	OL	<ul style="list-style-type: none"> Participate in oral dramatic activities* 	<ul style="list-style-type: none"> Retelling the Story 	4. Retelling the Story (With the group leader) <ul style="list-style-type: none"> Let pupils create a role play. 	
	S	<ul style="list-style-type: none"> EN2S-IVa-e-3 Spell words with short i spelling patterns 	<ul style="list-style-type: none"> Spelling Words 	5. Concluding the Session <ul style="list-style-type: none"> Let pupils practice spelling words through a game. <p>Note to the Teacher: Grades 2 and 3 pupils have different spelling words.</p>	
	S	<ul style="list-style-type: none"> Spell one-to-two-syllable words with short and long o spelling patterns* 			
4	OL	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite memorized verses, short poems, and rhymes 	<ul style="list-style-type: none"> Poem: "The People in My Town" 	1. Poem <ul style="list-style-type: none"> Review the poem. Let pupils recite the poem to a partner. 	
	AK PA	<ul style="list-style-type: none"> EN2AK-IIa-e-3 Give the beginning letter of the name of each picture 	<ul style="list-style-type: none"> Beginning Consonants 	2. Beginning Consonants <ul style="list-style-type: none"> Let pupils complete exercises with beginning consonants. 	<ul style="list-style-type: none"> While Grade 2 pupils are answering exercises, facilitate reading of the Grade 3 Leveled Reader.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of two-syllable words with long vowel sound with at least 95-100% accuracy 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 2) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading their Leveled Reader, reread and discuss Read Aloud Story. 	<p>2. Leveled Reader: <i>Neighbors</i> (Chapter 2)</p> <p><i>Pre-Reading Activities</i> (With the teacher)</p> <ul style="list-style-type: none"> Let pupils review words that are unfamiliar. Ask pupils to generate examples of using an apostrophe to indicate possession. Let pupils talk about the illustrations in the story. <p><i>During Reading Activities</i> (With the group leader)</p> <ul style="list-style-type: none"> Let pupils read the text individually. Then, let them read the text to a partner.
	LC	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Retell the story listened to 	<ul style="list-style-type: none"> Listening Story: “Neighbors” 	<p>3. Rereading of the Story: “Neighbors” (With the teacher)</p> <ul style="list-style-type: none"> Reread parts of the story. Stop at certain parts for pupils to retell. Give questions about the story for pupils to answer. Ask pupils to prepare for their group presentation. (Role Play) 	<ul style="list-style-type: none"> While Grade 2 pupils are doing group activity, discuss Leveled Reader with Grade 3 pupils.
	LC	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Note important details pertaining to characters, setting, and events 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	G	<ul style="list-style-type: none"> EN3G-IVi-j-5.2 Use the degrees of adjectives in making comparisons 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 2) 	<ul style="list-style-type: none"> While Grade 3 pupils discuss the story, let Grade 2 pupils practice reading phonics words. 	<p><i>After Reading Activities</i> (With the teacher)</p> <ul style="list-style-type: none"> Let pupils scan for a specific word to answer a question and discuss the character, setting, and plot, and note details. Discuss the story through a Venn diagram. Discuss comparative adjectives. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Homework: Copy Skill Builder exercise (p. 11) on comparative adjectives in your notebook and complete at home. Practice spelling words.
	RC	<ul style="list-style-type: none"> EN3RC-II0-2.2 Note details regarding character, setting, and plot 			
	SS	<ul style="list-style-type: none"> EN3SS-IIc-d-2.15 Use graphic organizers to show understanding of texts 			
5	S	<ul style="list-style-type: none"> EN2S-IVa-e-3 Spell words with short i spelling patterns 	<ul style="list-style-type: none"> Spelling Words 	<p>1. Spelling Assessment</p> <ul style="list-style-type: none"> Give spelling assessment. Provide differentiated worksheets as spelling assessment for Grades 2 and 3 pupils. 	
	S	<ul style="list-style-type: none"> Spell one-to-two-syllable words with short and long o spelling patterns * 			
	V	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite memorized verses, short poems, and rhymes 	<ul style="list-style-type: none"> Poem: "The People in My Town" 	<p>2. Poem</p> <ul style="list-style-type: none"> Review the poem introduced. Let pupils recite the poem. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	OL	<ul style="list-style-type: none"> EN2OL-Ih-j-1.3.2 Discuss the people in one's community 	<ul style="list-style-type: none"> People in the Community 	3. Group Book (With the group leader) <ul style="list-style-type: none"> Guide pupils in making a group book about the people in their community. 	<ul style="list-style-type: none"> While Grade 2 pupils are making the group book, discuss activities for Grade 3 pupils.
	OL	<ul style="list-style-type: none"> EN3OL-IIg-h-2.1 Recall and share experiences, film viewed, and story read/listened to as springboard for writing EN3WC-IIa-b-1 Participate in generating ideas through prewriting activities 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 2) Note details regarding character, setting, and plot Composing Activity 	<ul style="list-style-type: none"> While Grade 3 pupils are doing composing activity, discuss activities for Grade 2 pupils. 	3. Composing Activity: Cooperative Writing (With the teacher) <ul style="list-style-type: none"> Let pupils listen to and contribute ideas for teacher modeling of a drawing for a brochure. Let pupils contribute words, phrases, and sentences for teacher's draft of a brochure. Ask pupils to choose a special place. Let them draw it and get their ideas down as to what is special about it. 4. Concluding the Session <ul style="list-style-type: none"> Let pupils share their special place and their initial answer/ideas for a brochure. Ask pupils to share their web. Homework: Share your drawing and initial ideas with a family member.
	G	<ul style="list-style-type: none"> EN1G-IIa-e-3.4 Recognize common action words in retelling, conversation, etc. 		4. Action Words (Verbs) <ul style="list-style-type: none"> Review action words. Provide worksheets for pupils. 	

WEEK

16

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: DIFFERENT KINDS OF PLANTS

LISTENING STORY: "NEIGHBORS"

LEVELED READER: *NEIGHBORS*

OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 16 (50 MINUTES PER DAY)

Theme: Different Kinds of Plants

Listening Story: “Neighbors” (Authors: Nathalie Louge and Suzanne Simard)

Leveled Reader for Grade 3: Neighbors (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Jericho Moral)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **AK** – Alphabet Knowledge
PWR – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness
V – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa-added objective

Note to the Teacher: Use the Basa Pilipinas instructional materials for Grades 2 and 3 to implement the lessons and activities in this guide. The activities for the Read Aloud Story are found in the **Grade 3 Teacher’s Guide**. Note that the objectives for **Grade 3** are in **bold italics**.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	PWR	<ul style="list-style-type: none"> • Read words with short o sound 	<ul style="list-style-type: none"> • Song: “Vowels Have Two Sounds – Short o” 	1. Song	<ul style="list-style-type: none"> • Introduce the song, “Vowels Have Two Sounds – Short o.”
	LC	<ul style="list-style-type: none"> • <i>EN3LC-IIa-j-2</i> Activate prior knowledge based on the story to be read 	<ul style="list-style-type: none"> • Listening Story: “Neighbors” 	2. Listening Story: Neighbors	<i>Pre-Reading Activities</i> <ul style="list-style-type: none"> • Discuss unfamiliar words and expressions. <p>Note to the Teacher: <i>The Listening Story is found in the Grade 3 English Teacher’s Guide, Week 16, Day 1.</i></p>
	V	<ul style="list-style-type: none"> • <i>ENIV-Ia-b-01</i> Give meaning of words used in listening stories and leveled readers 			
	LC	<ul style="list-style-type: none"> • <i>EN3LC-IIf-h- 2.8</i> Make simple inferences about thoughts and 	<ul style="list-style-type: none"> • Reading and Discussion of the Listening Story: “Neighbors” 	<i>During Reading Activities</i>	<ul style="list-style-type: none"> • Read the Listening Story to pupils, pausing to ask a question for comprehension check.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1		<ul style="list-style-type: none"> • feelings based from texts viewed/ listened to 		<i>After Reading Activities</i> <ul style="list-style-type: none"> • Ask questions about significant events in the story. Discuss the story through a Venn Diagram. 	
	WC	<ul style="list-style-type: none"> • <i>EN3WC-II-d-h-3</i> Write at least three sentences from various familiar sources • <i>EN3WC-II-a-j-4</i> Draw and write sentences about one's drawing 	<ul style="list-style-type: none"> • Composing Activity 	<ul style="list-style-type: none"> • While Grade 3 pupils are doing the composing activity, discuss places in the community to Grade 2 pupils. 	3. Composing Activity <ul style="list-style-type: none"> • Ask pupils to share their ideas about the questions and answers on the character they chose. 4. Concluding the Session <ul style="list-style-type: none"> • Homework: Tell family members about the story, and answer the question: <i>What do you think Jack and Jake will do when they go see the other garden?</i>
	OL	<ul style="list-style-type: none"> • EN2OL-Ih-j-1.3.1 Talk about one's community 	<ul style="list-style-type: none"> • Sharing of Information 	3./5. Sharing of Information <ul style="list-style-type: none"> • Encourage pupils to share information about places in the community. • Illustrate one's favorite place in the community. 	
2	PWR	<ul style="list-style-type: none"> • Read words with short o sound* 	<ul style="list-style-type: none"> • Song: "Vowels Have Two Sounds – Short o" 	1. Song <ul style="list-style-type: none"> • Review the song, highlighting on words with short o sound. Let pupils sing in small groups. 	
	OL	<ul style="list-style-type: none"> • EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems and rhymes with repeated patterns and refrains in English 	<ul style="list-style-type: none"> • Poem: "The People in My Town" 	2. Poem <ul style="list-style-type: none"> • Ask pupils to work in groups to practice reciting the poem and coming up with actions for the poem. 	<ul style="list-style-type: none"> • While Grade 2 pupils are rehearsing the poem, facilitate reading of Leveled Reader by Grade 3 pupils.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	V	<ul style="list-style-type: none"> Give the meaning of words used in a story read* EN3V-II d-e-5.1 Show understanding of meaning of words with final consonant blends through drawing, actions, and using them in sentences 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 3) Use New Vocabulary and Structures Sight Words: <i>About, Around</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the Leveled Reader, let Grade 2 pupils recite the poem in groups. Afterwards, read and discuss the story. 	<p>2. Leveled Reader: <i>Neighbors</i> (Chapter 3)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Let pupils share experiences related to the story. They talk about the illustrations in the story. Discuss unfamiliar words in the story. Introduce a game with sight words. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Conduct a picture walk. Point out high frequency words and phonics patterns. Let pupils read the text individually (Chapter 1). Then, let pupils read the chapter with a partner from their level.
	PWR	<ul style="list-style-type: none"> EN3PWR-II f-1.1 Read phrases, sentences, and short stories consisting of words with final consonant blends and other words previously studied and the questions about them 			
	RC	<ul style="list-style-type: none"> EN3RC-II 0-2.2 Note details regarding character, setting, and plot 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	V	<ul style="list-style-type: none"> EN2V-IIb-c-12.1 Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues etc.) 	<ul style="list-style-type: none"> Story: “A Visit at the Zoo” (DepED Grade 3 English Learner’s Material, p. 227) 	3. Reading of the Story: “A Visit at the Zoo” <ul style="list-style-type: none"> Discuss unfamiliar words. Read the story aloud to the pupils, pausing at a few points to check comprehension. 	
	LC	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Note important details pertaining to characters, setting, and events 			
		<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Discuss, illustrate, and dramatize specific events 	<ul style="list-style-type: none"> Role Playing 	4. Role Playing <ul style="list-style-type: none"> Let pupils create and present a role play using new vocabulary. 	<ul style="list-style-type: none"> While Grade 2 pupils are practicing their role play, discuss Leveled Reader read by Grade 3 pupils.
	RC	<ul style="list-style-type: none"> EN3RC-IIc-e-2.2 Note details in a given text 	<ul style="list-style-type: none"> Discussion of Leveled Reader: <i>Neighbors</i> (Chapter 3) 		<i>After Reading Activities</i> <ul style="list-style-type: none"> Discuss the story through a Venn diagram.
	WC	<ul style="list-style-type: none"> Review sentences for brochure* EN3WC-IIi-j-2.6 Use appropriate punctuation marks 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> Before the class ends, ask Grade 2 pupils to present their role plays to the class. 	3. Writing <ul style="list-style-type: none"> Discuss adjectives and let pupils use some in their brochure to make it more attractive. 4. Concluding the Session <ul style="list-style-type: none"> Homework: Take your draft brochure home and finish revisions.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	OL	<ul style="list-style-type: none"> EN2OL-III-j-1.6 Recite memorized verses, short poems, and rhymes 	<ul style="list-style-type: none"> Poem: “The People in My Town” 	1. Poem <ul style="list-style-type: none"> Review the poem, “The People in My Town.” Conduct echo reading, then, let pupils recite the poem to a partner. 	
	AK PA	<ul style="list-style-type: none"> Identify and locate words with the short o sound* 	<ul style="list-style-type: none"> Short o Sound 	2. Words with Short o Sound (With the teacher) <ul style="list-style-type: none"> Guide pupils in completing exercises with short o sound. 	<ul style="list-style-type: none"> While Grade 2 pupils answer exercises, Grade 3 pupils reread the story in pairs.
	ATR	<ul style="list-style-type: none"> EN3A-IIa-b-1 Participate/Engage in a read-along of texts (e.g. poetry, repetitive text) 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 3) 	<ul style="list-style-type: none"> While Grade 3 pupils reread the story in pairs, discuss the story previously read with Grade 2 pupils. 	2. Shared Reading: <i>Neighbors</i> (Chapter 3) (With the group leader) <ul style="list-style-type: none"> Ask pupils to reread the story in pairs.
	LC	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Retell the story listened to 	<ul style="list-style-type: none"> Story: “A Visit at the Zoo” (DepED Learner’s Material, p. 227) 	3. Rereading of the Story (With the teacher) <ul style="list-style-type: none"> Participate in rereading of the story. Ask pupils to share information about: <i>Who works at the zoo? What does he do?</i> 	
	PWR	<ul style="list-style-type: none"> Read words with final sounds -k, -ck, -ke * 	<ul style="list-style-type: none"> Words with final sounds: -k, -ck, -ke 	<ul style="list-style-type: none"> While Grade 3 pupils are answering the exercises, discuss adjectives with Grade 2 pupils. 	3. Phonics: Words with Final Sounds: -k, -ck, -ke (With the teacher) <ul style="list-style-type: none"> Write on the board words from the Leveled Reader and word list.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	PWR	<ul style="list-style-type: none"> EN3PWR-II-f-1.1 Read phrases, sentences, and short stories consisting of words with final consonant blends, and other words previously studied and the questions about them 			<ul style="list-style-type: none"> Various activities: Categorize, Whole Class Reading, Interactive Word Sort Ask pupils to sort a series of words on their own. Then, ask them to correct their work together.
	V	<ul style="list-style-type: none"> EN3V-II-d-e-5.1 Show understanding of meaning of words with final consonant blends through drawing, actions, and using them in sentences 			4. Skill Builder Exercises <ul style="list-style-type: none"> Let pupils complete the Skill Builder (p. 16). Exercises: Locate words and compose a sentence.
	G	<ul style="list-style-type: none"> Use adjectives in dialogues* 	<ul style="list-style-type: none"> Describing Words (Adjectives), Learner's Material, p. 408 	4. Describing Words (Adjectives) (With the teacher) <ul style="list-style-type: none"> Guide pupils in completing exercises about numeric describing words. 	
	S	<ul style="list-style-type: none"> Spell words with short o spelling patterns* 	<ul style="list-style-type: none"> Spelling Words 	5. Concluding the Session <ul style="list-style-type: none"> Spelling words: Pupils practice spelling words through a game. <p>Note to the Teacher: There are different spelling words for Grades 2 and 3 pupils.</p>	
	S	<ul style="list-style-type: none"> Spell one-to-two-syllable words ending in -k, -ck, and -ke* 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	OL	<ul style="list-style-type: none"> EN2OL-IIi-j-1.6 Recite memorized verses, short poems, and rhymes 	<ul style="list-style-type: none"> Poem: "The People in My Town" 	1. Poem <ul style="list-style-type: none"> Review the poem. Ask pupils to recite the poem in small groups. 	
	PA	<ul style="list-style-type: none"> EN2PA-IIf-2.3 Distinguish rhyming words from non-rhyming words 	<ul style="list-style-type: none"> Rhyming Words 	2. Rhyming Words (With the group leader) <ul style="list-style-type: none"> Provide an activity for pupils to identify rhyming words from the poem. 	<ul style="list-style-type: none"> While Grade 2 pupils are identifying rhyming words, facilitate reading of the Leveled Reader with Grade 3 pupils.
	F	<ul style="list-style-type: none"> EN3PWR-IIf-1.1 Read phrases, sentences, and short stories consisting of words with final consonant blends, and other words previously studied and the questions about them 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 4) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading their Leveled Reader, discuss activities of Grade 2 pupils. 	2. Leveled Reader: <i>Neighbors</i> (Chapter 4) (With the teacher) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Let pupils review words that are unfamiliar. Ask pupils to talk about the illustrations in the story. <i>During Reading Activities</i> <ul style="list-style-type: none"> Let pupils read the text individually. Then, ask pupils to read the chapter with a partner from their level.
	G	<ul style="list-style-type: none"> EN2G-IIf-j-5.1 Recognize descriptions of people, objects, things, and places 	<ul style="list-style-type: none"> Describing Words (Adjectives) 	3. Describing Words (Adjectives) (With the teacher) <ul style="list-style-type: none"> Guide pupils in completing the exercises about describing words found in DepED Grade 2 English Learner's Material, p. 419. 	<ul style="list-style-type: none"> While Grade 2 pupils are answering their exercises, discuss the Leveled Reader to Grade 3 pupils.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4		(color, shape, size, height, weight, length, distance, etc.)			
	RC	<ul style="list-style-type: none"> • <i>EN3RC-III0-2.2</i> Note details regarding character, setting, and plot • <i>EN3RC-IIa-b-2.19</i> Reread, monitor, and self-correct one's comprehension 	<ul style="list-style-type: none"> • Discussion of the Leveled Reader: <i>Neighbors</i> (Chapter 4) 		<p><i>After Reading Activities</i> (With the teacher)</p> <ul style="list-style-type: none"> • Let pupils discuss the characters and events through a Venn diagram.
	G	<ul style="list-style-type: none"> • <i>EN3G-IIIg-5.3.1</i> Use descriptive adjectives • <i>EN3G-IVi-j-5.2</i> Use the degrees of adjectives in making comparisons (positive, comparative, superlative) 	<ul style="list-style-type: none"> • Adjectives 		<ul style="list-style-type: none"> • Discuss adjectives and their forms. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Homework: Copy Skill Builder exercises (p. 22) in your notebook and complete at home. Practice spelling words.
5	S	<ul style="list-style-type: none"> • Spell words with short o spelling patterns* 	<ul style="list-style-type: none"> • Spelling Assessment 	<p>I. Spelling Assessment</p> <ul style="list-style-type: none"> • Provide differentiated worksheets as spelling assessment for Grades 2 and 3 pupils. 	
	S	<ul style="list-style-type: none"> • Spell one-to-two-syllable words ending in -k, -ck, and -ke* 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	V	<ul style="list-style-type: none"> EN2V-If-5 Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers in both Mother Tongue and English 	<ul style="list-style-type: none"> Vocabulary Words 	<ul style="list-style-type: none"> 2. Vocabulary Exercise (With the teacher) Guide pupils in completing a sentence using vocabulary words previously discussed. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing their activity, give instructions for Grade 3 pupils to accomplish their exercises.
	PWR	<ul style="list-style-type: none"> Read words with final sounds -k, -ck, -ke * EN3PWR-II-f-1.1 Read phrases, sentences, and short stories consisting of words with final consonant blends, and other words previously studied and the questions about them 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Neighbors</i> (Chapter 4) Contrast words with -k, -ck, -ke endings 	<ul style="list-style-type: none"> While Grade 3 pupils are answering exercises, teacher gives instructions for activities of Grade 2 pupils. 	<ul style="list-style-type: none"> 2. Rereading of the Leveled Reader: <i>Neighbors</i> (Chapter 4) Let pupils reread the story in pairs by level. Ask pupils locate words with -k, -ck, -ke endings.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	G	<ul style="list-style-type: none"> EN2G-II-f-j-5.1 Recognize descriptions of people, objects, things, and places (color, shape, size, height, weight, length, distance, etc.) 	<ul style="list-style-type: none"> Describing Words (Adjectives) 	<p>3. Describing Words (Adjectives) (With the group leader)</p> <ul style="list-style-type: none"> Provide practice exercises for pupils to apply target skills learned in evaluation exercises. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Let pupils pair up with a classmate. Let them describe each other. Call volunteer pupils to share to the class before the session ends. 	<ul style="list-style-type: none"> While Grade 2 pupils are answering exercises, model composing activity to Grade 3 pupils.
	G	<ul style="list-style-type: none"> EN3G-III-f-g-5.3.1 Use descriptive adjectives EN3G-IV-i-j-5.2 Use the degrees of adjectives in making comparisons (positive, comparative, superlative) 	<ul style="list-style-type: none"> Adjectives 		<p>3. Composing Activity</p> <ul style="list-style-type: none"> Ask pupils to write their interview questions in good copy. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Let pupils share their interview questions with a partner.

WEEK

17

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: A NEW NEIGHBOR, A NEW FRIEND

READ ALOUD STORY: *MY NEW PLAYMATE*

LEVELED READER: *LET'S LEARN ABOUT ECOSYSTEMS!*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 17 (50 MINUTES PER DAY)**

Theme: A New Neighbor, A New Friend

Read Aloud Story: My New Playmate (Author: Rhandee Garlitos; Illustrator: Kinomi K. Mariano)

Leveled Reader for Grade 3: Let’s Learn About Ecosystems! (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **AK** – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension **ATR** – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa-added objective

Note to the Teacher: Use the Basa Pilipinas instructional materials for Grades 2 and 3 to implement the lessons and activities in this guide. The activities for the Read Aloud Story are found in the **Grade 2 Teacher’s Guide**. Note that the objectives for **Grade 3** are in **bold italics**.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	AK PA	<ul style="list-style-type: none"> Read words with short u sound* 	<ul style="list-style-type: none"> Song: “Vowels Have Two Sounds – Short u” 	1. Song <ul style="list-style-type: none"> Introduce the song, “Vowels Have Two Sounds – Short u.” 	
	OL	<ul style="list-style-type: none"> EN2OL-Ih-j-1.3.2 Talk about one’s environment (e.g. persons, animals, places, things, events, etc.) 	<ul style="list-style-type: none"> Read Aloud Story: <i>My New Playmate</i> 	2. Read Aloud: <i>My New Playmate</i> <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Engage pupils in a K-W-L activity around the story. 	
	LC	<ul style="list-style-type: none"> EN3LC-IIa-j-2 Activate prior knowledge based on the stories to be read 			
	V	<ul style="list-style-type: none"> Give meaning of words used in listening stories and Leveled Readers* 	<ul style="list-style-type: none"> New Vocabulary and Structures 	<ul style="list-style-type: none"> Discuss unfamiliar words, phrases, or expressions found in the story. Let pupils talk about the words and use them in sentences. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	F	<ul style="list-style-type: none"> EN3F-Id-e-1.10 Read aloud from familiar prose and poetry consisting of short vowel words with fluency, appropriate rhythm, pacing, and intonation 	<ul style="list-style-type: none"> Reading of the Story by the Teacher 	During Reading Activities <ul style="list-style-type: none"> Read the story aloud to pupils while pausing at some parts to check on their comprehension. Ask them to relate parts of the story to their personal lives. 	
	LC	<ul style="list-style-type: none"> EN3LC-IIa-j-2.1 Note important details EN3LC-IIa-j-2.6 Retell some parts of the story 	<ul style="list-style-type: none"> Elements of a Story 	After Reading Activities <ul style="list-style-type: none"> Ask questions about the story. Encourage pupils to add to their K-W-L chart by answering their “want to know” questions and saying what they learned. 	
	WC	<ul style="list-style-type: none"> EN3WC-IIa-j-4 Draw and write sentences about one’s drawing 	<ul style="list-style-type: none"> Story Response 	3. Concluding the Session <ul style="list-style-type: none"> Homework: Tell family members about the story and answer the question: <i>Give an example of an ecosystem where you live and draw a picture of what you think it looks like. Label the picture.</i> 	3. Concluding the Session <ul style="list-style-type: none"> Homework: Tell family members about the story and answer the question: <i>Give an example of an ecosystem where you live and draw a picture of what you think it looks like. Write a sentence to describe it.</i>
2	AK PA	<ul style="list-style-type: none"> Read words with short u sound* 	<ul style="list-style-type: none"> Song: “Vowels Have Two Sounds – Short u” 	1. Song <ul style="list-style-type: none"> Review the song. Ask pupils to sing the song to a partner. They take turns singing the song. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	OL V	<ul style="list-style-type: none"> EN2OL-IIa-b-1.3.3 Talk about one's activities/ responsibilities at home, in school, and in the community 	<ul style="list-style-type: none"> Sharing of Information 	<p>2. Sharing of Information</p> <ul style="list-style-type: none"> Ask pupils to talk in pairs about friendship. Provide guide questions: <ul style="list-style-type: none"> Who is your friend? What do you like about your friend? What things do you do to make your friend happy? 	<ul style="list-style-type: none"> While Grade 2 pupils are sharing in pairs, facilitate reading of the Leveled Reader with Grade 3 pupils.
	OL	<ul style="list-style-type: none"> Acquire and use vocabulary and structures related to theme and stories* 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 1) Using New Vocabulary and Structures Sight Words: <i>About, Draw, Does</i> 		<p>2. Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 1)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Let pupils share experiences related to the story. Engage pupils in a K-W-L activity around the story. Discuss unfamiliar words, phrases, and expressions found in the text. Introduce a game of sight words with the pupils.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	PWR	<ul style="list-style-type: none"> EN3PWR-IIc-24 Read phrases, sentences, and short stories consisting of words with short a and long a (CVCe, ai, ay; as in bake, wait and say) sounds 	<ul style="list-style-type: none"> Reading of Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 1) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading their Leveled Reader, read a story to Grade 2 pupils. 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Conduct a picture walk. Point out high frequency words and phonics patterns. Let pupils read the text individually. Afterwards, ask pupils to read the chapter with a partner from their level.
	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one's comprehension 			
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 leveled texts consisting of two-syllable words with long vowel sound with at least 95-100% accuracy 			
	LC	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 	<ul style="list-style-type: none"> Read Aloud Story: <i>My New Playmate</i> 	<p>3. Retelling of the Read Aloud Story</p> <ul style="list-style-type: none"> Ask pupils to retell the story. Prepare group work for Grade 2 pupils. Ask them to illustrate significant parts of the story. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	G	<ul style="list-style-type: none"> EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense 	<ul style="list-style-type: none"> Verbs 	<ul style="list-style-type: none"> While Grade 2 pupils are answering questions, discuss the Leveled Reader with Grade 3 pupils. 	<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Discuss the information presented. Let pupils add to their K-W-L chart by answering their “want to know” questions and saying what they learned. Discuss the past tense of the verb. Discuss the sequence of events of the chapter. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Homework: Tell family members the sequence of events of the chapter you read today. Draw a topographic map of a watershed.
	RC	<ul style="list-style-type: none"> EN3RC-IIc-e-2.2 Note details in a given text 			
3	OL	<ul style="list-style-type: none"> Recite poems with appropriate speed, rhythm, and intonation* 	<ul style="list-style-type: none"> Poem: “Make New Friends” 	<p>1. Poem</p> <ul style="list-style-type: none"> Introduce the poem, “Make New Friends.” Let pupils practice reciting the poem. 	
	PA	<ul style="list-style-type: none"> Identify words with the short u sound* 	<ul style="list-style-type: none"> Words with Short u Sound 	<p>2. Words with Short u Sound</p> <ul style="list-style-type: none"> Guide pupils in completing the exercises with short u sound. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing the activity with short u sound, facilitate activities with Grade 3 pupils.
	PWR	<ul style="list-style-type: none"> Contrast words with long a vowel spelling patterns (CVCe, ai, ay)* 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Let’s Learn About Ecosystems!</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are answering their exercises, discuss the story read the previous day with Grade 2 pupils. 	<p>2. Words with Long a Spelling Patterns (CVCe, ai, ay)</p> <ul style="list-style-type: none"> Phonics: Less Common Long a Vowel Spelling Patterns (a-e, ai, ay) Discuss phonics lesson through an interactive word sort.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	V	<ul style="list-style-type: none"> EN1V-IIIa-j-25 Show understanding of meaning of words with long a vowel spelling patterns (CVCe, ai, ay) through drawing, actions, and using them in sentences 	<ul style="list-style-type: none"> Phonics: Words with Long a Spelling Patterns (CVCe, ai, ay) 		3. Skill Builder Exercises <ul style="list-style-type: none"> Guide pupils in completing the Skill Builder Exercises (p. 5).
	LC	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Retell the story listened to 	<ul style="list-style-type: none"> Story: “My New Friend” 	3. Rereading of the Story: “My New Friend” <ul style="list-style-type: none"> Reread the story while leaving out some parts for pupils to supply. 	
	LC	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Note important details in a story heard 		<ul style="list-style-type: none"> Give questions for pupils to answer. 	
	S	<ul style="list-style-type: none"> Spell words with short u spelling patterns* 	<ul style="list-style-type: none"> Spelling Words 	4. Concluding the Session <ul style="list-style-type: none"> Spelling words: Pupils practice spelling words through a game. 	
	S	<ul style="list-style-type: none"> Spell one-to-two-syllable words with long a spelling patterns (CVCe, ai, ay)* 		Note to the Teacher: There are different spelling words for Grades 2 and 3.	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	OL F	<ul style="list-style-type: none"> Recite poems with appropriate speed, rhythm, and intonation* 	<ul style="list-style-type: none"> Poem: "Friends Are Special" 	1. Poem <ul style="list-style-type: none"> Introduce the poem. Conduct echo reading. Let pupils recite the poem through choral reading as a class and in small groups. 	
	AK PA	<ul style="list-style-type: none"> Identify words with the same beginning sound* 	<ul style="list-style-type: none"> Beginning Sounds 	2. Beginning Consonants <ul style="list-style-type: none"> Review beginning consonants and provide activities for pupils. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing the activity, teacher facilitates reading of the Leveled Reader with Grade 3 pupils.
	F	<ul style="list-style-type: none"> <i>EN3F-IIa-j-3.5.1</i> Read Grade 3 level texts consisting of two-syllable words with long vowel sound with at least 95-100% accuracy 	<ul style="list-style-type: none"> Leveled Reader: <i>Let's Learn About Ecosystems!</i> 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the Leveled Reader, reread the story to Grade 2 pupils. 	2. Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 2) <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Engage pupils in a K-W-L activity around the story. Discuss unfamiliar words or expressions.
	RC	<ul style="list-style-type: none"> <i>EN3RC-IIa-b-2.19</i> Reread, monitor, and self-correct one's comprehension 			<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Conduct a picture walk. Point out high frequency words and phonics patterns. Let pupils read the text individually. Then, let pupils read the text with a partner.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	LC V	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Note important details in a story heard 	<ul style="list-style-type: none"> Read Aloud Story: <i>My New Playmate</i> 	3. Retelling of the Read Aloud Story: <i>My New Playmate</i> <ul style="list-style-type: none"> Ask pupils to retell the story. Ask questions about the story for pupils to answer. Let them give their own opinions by completing a sentence frame. 	<ul style="list-style-type: none"> While Grade 2 pupils complete their sentences frames, discuss the Leveled Reader with the Grade 3 pupils.
	RC	<ul style="list-style-type: none"> EN3RC-IIc-e-2.2 Note details in a given text 	<ul style="list-style-type: none"> Noting Details 		<i>After Reading Activities</i> <ul style="list-style-type: none"> Let pupils answer questions about information on the text. Let pupils add to the K-W-L they started in Day 2 by answering their “want to know” questions and saying what they learned. Let pupils put verbs found in the text into the past tense.
5	S	<ul style="list-style-type: none"> Spell words with short <i>u</i> spelling patterns* 	<ul style="list-style-type: none"> Spelling Words 	1. Spelling Assessment <ul style="list-style-type: none"> Provide differentiated worksheets as spelling assessment for Grades 2 and 3 pupils. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	S	<ul style="list-style-type: none"> Spell one-to-two-syllable words with long a spelling patterns (CVCe, ai, ay)* 			
	OL	<ul style="list-style-type: none"> EN3OL-IIg-h-2.1 Recall and share experiences, film viewed, and story read/listened to as springboard for writing EN3WC-IIa-b-1 Participate in generating ideas through prewriting activities 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> While teacher discusses composing activity with Grade 3 pupils, discuss adjectives with Grade 2 pupils. 	<p>2. Composing Activity</p> <ul style="list-style-type: none"> Model making of a diamond poem on a theme (i.e. watersheds). Encourage pupils to contribute to the organization of a diamond poem. Ask pupils to choose an ecosystem and list adjectives, nouns, and verbs about it. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Encourage pupils to share their chosen ecosystem and their ideas. Homework: Share your list of words on your ecosystem with family members.
	G	<ul style="list-style-type: none"> EN2G-IIf-j-5.1 Recognize descriptions of people, objects, things, and places (color, shape, size, height, weight, length, distance, etc.) 	<ul style="list-style-type: none"> Descriptive Words (Adjectives) 	<p>2. Descriptive Words (Adjectives)</p> <ul style="list-style-type: none"> Ask pupils to use descriptive words (adjectives). Guide pupils in completing a web to describe a friend. 	

WEEK

18

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES
GRADES 2 AND 3
ENGLISH**

THEME: A NEW NEIGHBOR, A NEW FRIEND

READ ALOUD STORY: *MY NEW PLAYMATE*

LEVELED READER: *LET'S LEARN ABOUT ECOSYSTEMS!*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 18 (50 MINUTES PER DAY)**

Theme: A New Neighbor, A New Friend

Read Aloud Story: My New Playmate (Author: Rhandee Garlitos; Illustrator: Kinomi K. Mariano)

Leveled Reader from Grade 3: Let’s Learn About Ecosystems! (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **AK** – Alphabet Knowledge **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension **ATR** – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa-added objective

Note to the Teacher: Use the Basa Pilipinas instructional materials for Grades 2 and 3 to implement the lessons and activities in this guide. The activities for the Read Aloud Story are found in the **Grade 2 Teacher’s Guide**. Note that the objectives for **Grade 3** are in **bold italics**.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	AK PA	• Sing a song *	• Song: “What is This?”	1. Song • Introduce the song, “What is This?”. Let pupils sing as a class.	
	LC	• <i>EN3LC-IIa-j-2.6</i> Retell some parts of the story	• Read Aloud Story: <i>My New Playmate</i>	2. Read Aloud Story: <i>My New Playmate</i> • Ask pupils to retell the story using pictures from the story. Discuss the story.	
	WC	• <i>EN3WC-Ia-j-4</i> Draw and write sentences about one’s drawing	• Write a Response to a Story Listened To	3. Composing Activity • Ask pupils to draw their favorite part of the story and write a sentence about it.	3. Composing Activity • Ask pupils to begin drafting their diamond poem. 4. Concluding the Session • Homework: Pupils tell family members about the story, and answer the question: <i>What do you think Joan’s group will learn about mangroves?</i>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	AK PA	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "What is This?" 	1. Song <ul style="list-style-type: none"> Review the song, "What is This?." Let pupils rehearse the song and sing in groups of four to five. 	
2	OL	<ul style="list-style-type: none"> <i>EN3OL-II-f-1.11</i> Restate and retell information 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 3) 	<ul style="list-style-type: none"> While teacher facilitates reading of the Leveled Reader with Grade 3 pupils, ask Grade 2 pupils to read "Brothers for Life" from their Learner's Materials. 	2. Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 3) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Engage pupils in a K-W-L activity around the story. Introduce a game with sight words. Discuss unfamiliar words found in the story.
	PWR	<ul style="list-style-type: none"> <i>EN3PWR-Ib-d-19.1</i> Recognize more common sight words in order to read simple phrases and sentences 			
	V	<ul style="list-style-type: none"> Give the meaning of words used in stories read* 			
	F	<ul style="list-style-type: none"> <i>EN3F-IIa-j-1.10.1</i> Read aloud from familiar prose and poetry consisting of long vowel words (CVCe, oa, ow) with fluency, appropriate rhythm, pacing, and intonation 	<ul style="list-style-type: none"> Reading of the Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 3) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the Leveled Reader, teacher reads aloud and discusses the story, <i>Brothers for Life</i>. 	<i>During Reading Activities</i> <ul style="list-style-type: none"> Conduct a picture walk. Point out high frequency words and phonics patterns. Let pupils read the text individually (Chapter 3). Afterwards, ask pupils to read the chapter with a partner from their level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Rereads, monitors and self-correct one’s comprehension 			
	RC	<ul style="list-style-type: none"> EN3RC-IIc-e-2.2 Note details in a given text 			<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Discuss the story. Let pupils add to their K-W-L chart by answering their “want to know” questions and saying what they learned.
	ATR V	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 	<ul style="list-style-type: none"> Story: “Brothers for Life” (DepED Learner’s Material, p. 231) Make Predictions Encourage Pupils to Present Role Plays: Resolving a Quarrel 	<p>2. Read Aloud Story: “Brothers for Life” (With the teacher)</p> <ul style="list-style-type: none"> Engage pupils in pre-reading activities. Discuss the story. Encourage pupils to create and present a role play using new vocabulary. 	<ul style="list-style-type: none"> While Grade 2 pupils are preparing for the role play, discuss composing activity for Grade 3 pupils.
	G	<ul style="list-style-type: none"> EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense 	<ul style="list-style-type: none"> Composing Activity 	<ul style="list-style-type: none"> Before the session ends, let Grade 2 pupils present their role play to the class. 	<p>3. Composing Activity (With the teacher)</p> <ul style="list-style-type: none"> Discuss past tense of verbs. Guide pupils in revising their diamond poem drafts. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Homework: Finish revising your diamond poem draft at home.
	WC	<ul style="list-style-type: none"> Revise diamond poem* 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	OL F	<ul style="list-style-type: none"> Recite poems with appropriate speed, rhythm, and intonation * 	<ul style="list-style-type: none"> Poem: "With A Friend" 	1. Poem <ul style="list-style-type: none"> Introduce the poem, "With a Friend." Conduct an echo reading. Ask pupils to recite as a class. 	
	F	<ul style="list-style-type: none"> <i>EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words (CVCe, oa, ow) with fluency, appropriate rhythm, pacing, and intonation</i> 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Let's Learn About Ecosystems</i> (Chapter 3) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the Leveled Reader, discuss rhyming words with Grade 2 pupils. 	2. Shared Reading: <i>Let's Learn About Ecosystems</i> (Chapter 3) (With the group leader) <ul style="list-style-type: none"> Ask pupils to reread the story in pairs. Let pupils share their revised draft with a partner.
	AK PA	<ul style="list-style-type: none"> EN2PA-IIf-2.3 Distinguish rhyming words from non-rhyming words 	<ul style="list-style-type: none"> Rhyming Words 	2. Rhyming Words (With the teacher) <ul style="list-style-type: none"> Discuss the poem's message and rhyming words in the poem. 	
	PWR	<ul style="list-style-type: none"> Contrast words with different less common long o vowel spelling patterns (CVCe, oa, ow)* 	<ul style="list-style-type: none"> Contrast words with different less common long o vowel spelling patterns (CVCe, oa, ow) 	<ul style="list-style-type: none"> While Grade 3 pupils are doing their exercises, discuss demonstrative pronouns with Grade 2 pupils. Then, reread the story from the previous day. 	3. Phonics: Long o Vowel Spelling Patterns (CVCe, oa, ow) (With the teacher) <ul style="list-style-type: none"> Let pupils categorize, read, and participate in an interactive word sort on the board. Let pupils sort a series of words on their own, and they correct together.
	V	<ul style="list-style-type: none"> Show understanding of meaning of words with different less common long o vowel spelling patterns* 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3		(CVCe, oa, ow) through drawing, actions, and using them in sentences			4. Skill Builder Exercises • Pupils complete the Skill Builder exercises (p. 16).
	OL G	• EN2G-IVc-d-4.2.3 Use demonstrative pronouns	• Demonstrative Pronouns	3. Demonstrative Pronouns (With the group leader) • Let pupils complete exercises about demonstrative pronouns.	
	S	• EN2S-III d-j-4 Spell words with short vowel sounds (CVC)	• Spelling Words	4./5. Concluding the Session • Spelling Words: Pupils practice spelling words through a game. Note to the Teacher: There are different spelling words for Grades 2 and 3.	
	S	• Spell one-to-two-syllable words with long o spelling patterns (CVCe, oa, ow)*			
4	OL	• EN2OL-IIi-j-1.6 Recite a poem	• Poem: "With A Friend"	1. Review the poem introduced the previous day. • Let pupils recite the poem to each other. They take turns.	
	OL	• EN2OL-IIc-d-1.3.4 Talk about topics of interest (likes and dislikes)	• Role Playing	2. Group Work (With the group leader) • Engage pupils in reenacting what to do to welcome new people. • Ask pupils to conduct interview with a classmate using an interview sheet: – <i>What do you do when you meet a new friend?</i>	• While Grade 2 pupils are doing group works, facilitate reading of the Leveled Reader with the Grade 3 pupils.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4				<ul style="list-style-type: none"> – What if Joko, or the three brothers (Miguel, Mateo and Lucas), moved in next door? What would you do? • Discuss, role play, and present. • Draw and complete sentence frames. 	
	F	<ul style="list-style-type: none"> • <i>EN3F-Ia-j-3.5.1</i> Read Grade 3 level texts consisting of one-to-two-syllable words with long vowel sounds with at least 95-100% accuracy 	<ul style="list-style-type: none"> • Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 4) 	<ul style="list-style-type: none"> • While Grade 3 pupils are reading the text individually, let Grade 2 pupils present their group work. 	<p>2. Leveled Reader: <i>Let's Learn about Ecosystems!</i> (Chapter 4) (With the teacher)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Engage pupils in a K-W-L activity to add to what they know and want to know about mangroves. • Ask pupils to read words they know in the story. Discuss unfamiliar words found in the text. <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Conduct a picture walk. • Point out high frequency words and phonics patterns. • Let pupils read the text individually. Afterwards, ask pupils to read the chapter with a partner from their level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
	G	<ul style="list-style-type: none"> EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense 	<ul style="list-style-type: none"> Verbs 		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Discuss the significant events in the story. Pupils add to the K-W-L they started in Day 2 by answering their “want to know” questions and saying what they learned.
4	RC	<ul style="list-style-type: none"> EN3RC-IIa-b-2.19 Reread, monitor, and self-correct one’s comprehension EN3RC-IIc-e-2.2 Note details in a given text 	<ul style="list-style-type: none"> Noting Details 		<ul style="list-style-type: none"> Ask pupils to create sentences from the verbs in the text. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Homework: Copy Skill Builder Exercise on the past tense in your notebook and complete it at home. Practice your spelling words.
	OL G	<ul style="list-style-type: none"> EN2G-IVc-d-4.3.2 Use demonstrative pronouns 	<ul style="list-style-type: none"> Demonstrative Pronouns 	<p>3. Review: Demonstrative Pronouns (With the group leader)</p> <ul style="list-style-type: none"> Review demonstrative pronouns. Provide worksheets as Skill Practice. 	
5	S	<ul style="list-style-type: none"> EN2S-IIIId-j-4 Spell words with short vowel sounds (CVC) 	<ul style="list-style-type: none"> Spelling Words 	<p>1. Spelling Assessment</p> <ul style="list-style-type: none"> Provide differentiated worksheets as spelling assessment for Grades 2 and 3 pupils. 	
	S	<ul style="list-style-type: none"> Spell one-to-two-syllable words with long o spelling patterns (CVCe, oa, ow)* 			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	G	<ul style="list-style-type: none"> Recognize demonstrative pronouns * 	<ul style="list-style-type: none"> Skill Practice 	2. Skill Practice: Demonstrative Pronouns and Adjectives (With the group leader) <ul style="list-style-type: none"> Provide practice exercises for pupils to apply target skills learned in evaluation exercises. 	<ul style="list-style-type: none"> While Grade 2 pupils are answering evaluation exercises, discuss the activities for Grade 3 pupils.
	G	<ul style="list-style-type: none"> EN2G-II-f-j-5.1 Recognize descriptions of people, objects, things, and places (color, shape, size, height, weight, length, distance, etc.) 			
	F	<ul style="list-style-type: none"> EN3F-Ia-j-3.5.1 Read Grade 3 level texts consisting of one-to-two-syllable words with long vowel sounds with at least 95-100% accuracy 	<ul style="list-style-type: none"> Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 4) 	2. Rereading of the Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 4) <ul style="list-style-type: none"> Ask pupils to reread the story in pairs. Pairs should come from the same group or level. 	
	PWR	<ul style="list-style-type: none"> Represent less common long o vowel spelling patterns (CVCe, oa, ow) in spelling* 	<ul style="list-style-type: none"> Long o Vowel Spelling Patterns (CVCe, oa, ow) 	3. Long o Vowel Spelling Patterns (CVCe, oa, ow) <ul style="list-style-type: none"> Ask pupils to locate words with the long o vowel sound. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	WC	<ul style="list-style-type: none"> • <i>Write different forms of simple composition as a response to stories/ poems listened to or read</i> 	<ul style="list-style-type: none"> • Composing Activity 		4. Writing <ul style="list-style-type: none"> • Guide pupils in putting their diamond poems in good copy. 5. Concluding the Session: Sharing and Reading <ul style="list-style-type: none"> • Ask pupils to share their poems with a partner and present to the class.

WEEK

19

SUPPLEMENTARY OUTLINE

MULTIGRADE CLASSES GRADES 2 AND 3 ENGLISH

**THEME: HOW LIVING THINGS DEPEND ON THE ENVIRONMENT
TO MEET THEIR BASIC NEEDS; PROTECTING AND
CONSERVING THE ENVIRONMENT**

LISTENING STORY: "LET'S LEARN ABOUT ECOSYSTEMS!"

LEVELED READER: *LET'S LEARN ABOUT ECOSYSTEMS!*

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)
QUARTER 2, WEEK 19 (50 MINUTES PER DAY)**

Theme: How Living Things Depend on the Environment to Meet their Basic Needs; Protecting and Conserving the Environment

Listening Story: “Let’s Learn About Ecosystems!” (Authors: Nathalie Louge and Suzanne Simard)

Leveled Reader for Grade 3: Let’s Learn About Ecosystems! (Authors: Nathalie Louge and Suzanne Simard; Illustrator: Rea Diwata Mendoza)

DOMAINS: **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **AK** – Alphabet Knowledge
PWR – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness
V – Vocabulary Development **RC** – Reading Comprehension **LC** – Listening Comprehension
ATR – Attitude Towards Language (Reading), Literature, and Literacy **SS** – Study Strategies * – Basa-added objective

Note to the Teacher: For this week, use the Grade 2 English Teacher’s Guide distributed by Basa Pilipinas. The activities for the Read Aloud Story are found in the **Grade 3 Teacher’s Guide**. Note that the objectives for **Grade 3** are in **bold italics**.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	OL F	<ul style="list-style-type: none"> Recite poems with appropriate speed, rhythm, and intonation* 	<ul style="list-style-type: none"> Poem: “In a Story Book” 	1. Poem <ul style="list-style-type: none"> Introduce the poem, “In a Story Book.” Ask pupils to recite the poem as a whole group. <p>Note to the Teacher: The poem is found in Grade 2 English Teacher’s Guide, Quarter 2, Week 19, Day 1.</p>	
	V	<ul style="list-style-type: none"> Give the meaning of some words using pictures as context clues* 	<ul style="list-style-type: none"> Listening Story: “Let’s Learn About Ecosystems!” Vocabulary Words 	2. Listening Story: “Let’s Learn About Ecosystems!” <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Discuss unfamiliar words and expressions. <p>Note to the Teacher: The Listening Story is found in the Grade 3 English Teacher’s Guide, Week 19, Day 1.</p>	
	LC	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher* 	<ul style="list-style-type: none"> Listening Story: “Let’s Learn About Ecosystems!” 	<i>During Reading Activities</i> <ul style="list-style-type: none"> Read the Listening Story to pupils while pausing to discuss some parts and relate it to their prior knowledge. 	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	LC	<ul style="list-style-type: none"> EN3LC-Ia-j-2.1 Note important details 	<ul style="list-style-type: none"> Respond to Story: Life Graph 	3. Life Graph <ul style="list-style-type: none"> Respond to the story by plotting the events in the character's life during the story. 	
	WC	<ul style="list-style-type: none"> EN3WC-IIa-j-4 Draw and write sentences about one's drawing 	<ul style="list-style-type: none"> Write a Response to a Story Listened to 		
2	OL F	<ul style="list-style-type: none"> Recite poems with appropriate speed, rhythm, and intonation * 	<ul style="list-style-type: none"> Poem: "In a Story Book" 	1. Poem <ul style="list-style-type: none"> Review the poem. Let pupils recite the poem in pairs. They take turns reciting to each other. 	
	ATR OL	<ul style="list-style-type: none"> EN3A-IIc-2 Revisit favorite books, songs, and rhymes 	<ul style="list-style-type: none"> Sharing of Information: "What book have I read that has the best story?" 	2. Sharing of Information (With the group leader) <ul style="list-style-type: none"> Share information about the best book they have ever read (in pairs or small groups). Then, they share to the whole class. 	<ul style="list-style-type: none"> While Grade 2 pupils are sharing information, facilitate reading of the Leveled Reader with Grade 3 pupils.
	OL	<ul style="list-style-type: none"> Acquire and use vocabulary and structures related to theme and stories 	<ul style="list-style-type: none"> Grade 3 Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 5) 	2. Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 5) (With the teacher) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Engage pupils in a K-W-L activity around the story. Introduce a game with sight words that pupils can play. Discuss unfamiliar words found in the story. 	
	PWR	<ul style="list-style-type: none"> EN3PWR-Ib-d-19.1 Recognize more common sight words in order to read simple phrases and sentences 	<ul style="list-style-type: none"> New Vocabulary and Structures Sight Words: <i>Some, Good, Get</i> 		

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	V	<ul style="list-style-type: none"> Show understanding of meaning of words with different less common vowels (CVCe, ui, oo, and ew) through drawing, actions, and using them in sentences* 			
	F	<ul style="list-style-type: none"> EN3F-IIa-j-3.5.1 Read Grade 3 level texts consisting of two-syllable words with long u sound with at least 95-100% accuracy (CVCe, ui, oo, and ew) EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long u words (CVCe, ui, oo, and ew) with fluency, appropriate rhythm, pacing, and intonation 	<ul style="list-style-type: none"> Reading of Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 5) 	<ul style="list-style-type: none"> While Grade 3 pupils are reading the Leveled Reader, discuss proper behavior in the library with Grade 2 pupils. 	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Conduct a picture walk. Discuss high frequency words and phonics patterns. Let pupils read the text individually. Afterwards, let pupils read the chapter with a partner from their level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	RC	<ul style="list-style-type: none"> EN3RC-IIc-e-2.2 Note details in a given text 	<ul style="list-style-type: none"> Noting Details 	<ul style="list-style-type: none"> While you discuss the Leveled Reader with the Grade 3 pupils, give Grade 2 pupils exercises to review previous lessons. 	<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Discuss the sequence of events in the story.
	G	<ul style="list-style-type: none"> EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense 	<ul style="list-style-type: none"> Verbs 		<ul style="list-style-type: none"> Let pupils add to their K-W-L chart by answering their “want to know” questions and saying what they learned. Ask pupils to locate verbs and to turn them into the past tense. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Homework: Tell family members about the story and name three things learned on forests.
3	OL	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: “This is the Way” 	<p>1. Song</p> <ul style="list-style-type: none"> Introduce the song, “This is the Way.” Let pupils sing the song as a class. 	
	PWR	<ul style="list-style-type: none"> Contrast words with different less common vowels (CVCe, ui, oo, and ew)* 	<ul style="list-style-type: none"> Sight Words: Goes, Many, Found Words with Long u Sounds (CVCe, ui, oo, and ew) 	<ul style="list-style-type: none"> While Grade 3 pupils are doing their exercises, discuss the activities of Grade 2 pupils. 	<p>2. Phonics: Words with Long u Vowel Spelling Patterns (CVCe, ui, oo, and ew) (With the teacher)</p> <ul style="list-style-type: none"> Discuss phonics lesson using an interactive word sort.
	F	<ul style="list-style-type: none"> EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words (CVCe, ui, oo, and ew) with fluency, appropriate rhythm, pacing and intonation 			<p>3. Skill Builder Exercises (With the group leader)</p> <ul style="list-style-type: none"> Pupils complete the Phonics Skill Builder exercise: Bingo with CVCe, ay, ai, CVCe, oa, ow, CVCe, oo, and ew spelling patterns.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	V	<ul style="list-style-type: none"> Show understanding of meaning of words with different less common vowels: (CVCe, ui, oo, and ew) through drawing, actions, and using them in sentences* 			
	PWR	<ul style="list-style-type: none"> Recognize CVC words* 	<ul style="list-style-type: none"> CVC Words 	2. Review: CVC Words (With the teacher) <ul style="list-style-type: none"> Introduce the game, "Sound Bingo." Let pupils play. 	
4	OL F	<ul style="list-style-type: none"> Recite poems with appropriate speed, rhythm, and intonation* 	<ul style="list-style-type: none"> Poem: "In a Story Book" 	1. Poem <ul style="list-style-type: none"> Let pupils practice reciting the poem in small groups. Then, they perform in class. 	
	LC	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it* 	<ul style="list-style-type: none"> Listening Story: "Let's Learn About Ecosystems!" 	2. Rereading of the Story <ul style="list-style-type: none"> Reread the story. Leave some parts out so pupils can supply the missing parts. 	
	LC	<ul style="list-style-type: none"> EN2LC-IIa-j-1.1 Note important details in a story heard 			
	LC	<ul style="list-style-type: none"> EN1G-IIa-e-3.4 Recognize common action words in retelling, conversation, etc. 	<ul style="list-style-type: none"> Verbs 	3. Verbs (With the group leader) <ul style="list-style-type: none"> Review verbs. Provide a worksheet for pupils to work on. 	<ul style="list-style-type: none"> While Grade 2 pupils are doing the activity, facilitate reading of the Leveled Reader with Grade 3 pupils.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	PWR	<ul style="list-style-type: none"> • <i>EN3PWR-Ib-d-19.1</i> Recognize more common sight words in order to read simple phrases and sentences • Contrast words with different less common vowels: u-Ce, ui, oo, and ew 	<ul style="list-style-type: none"> • Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 6) • Verbs • Words with long u Vowel Sounds: CVe, ui, oo, and ew 		<p>3. Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 6) (With the teacher)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> • Discuss unfamiliar words found in the text. • Engage pupils in discussing the illustrations in the story.
	F	<ul style="list-style-type: none"> • <i>EN3F-Ie-j-4.3</i> Read with accuracy, speed and proper phrasing sentences and stories with long u vowel spelling patterns: u-Ce, ui, oo, and ew and other words previously studied • <i>EN3F-Ie-j-4.2.1</i> Read with accuracy, appropriate speed and correct intonation two-syllable words consisting of less common long u vowel spelling patterns: u-Ce, ui, oo, and ew 	<ul style="list-style-type: none"> • Reading of the Leveled Reader: <i>Let's Learn About Ecosystems!</i> (Chapter 6) 		<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> • Conduct a picture walk. • Point high frequency words and phonics patterns. • Let pupils read the text individually. Afterwards, let pupils read the chapter with a partner from their level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	G	<ul style="list-style-type: none"> EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense 	<ul style="list-style-type: none"> Verbs 	<ul style="list-style-type: none"> Before the class ends, check Grade 2 pupils' work. 	<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Discuss the significant events in the story. Engage pupils in a K-W-L activity. Discuss past tense of the verbs. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Homework: Copy Skill Builder Exercise on the past tense in your notebook and complete it at home. Practice your spelling words.
	RC	<ul style="list-style-type: none"> EN3RC-IIc-e-2.2 Note details in a given text 	<ul style="list-style-type: none"> Noting Details 		
5	OL	<ul style="list-style-type: none"> Sing a song* 	<ul style="list-style-type: none"> Song: "This is the Way" 	<ol style="list-style-type: none"> Song <ul style="list-style-type: none"> Review the song, "This is the Way." 	
	S	<ul style="list-style-type: none"> Correctly spell grade level words* 	<ul style="list-style-type: none"> Spelling Assessment 	<ol style="list-style-type: none"> Spelling Assessment <ul style="list-style-type: none"> Provide differentiated worksheets as spelling assessment for Grades 2 and 3 pupils. 	
	ATR	<ul style="list-style-type: none"> EN3A-IIc-2 Revisit favorite books, songs, or rhymes EN3A-II-d-f-7 Identify favorite authors and stories 	<ul style="list-style-type: none"> Favorite Books, Songs, or Rhymes 	<ol style="list-style-type: none"> Stories, Songs, or Rhymes <ul style="list-style-type: none"> Engage pupils to discuss their favorite story this term and why. Let pupils discuss how some stories are similar to their experiences or not. 	

APPENDIX A

Ideas for Phonics Activities	Ideas for Comprehension Activities
<p>The following websites are good sources of phonics activities for the Early Grade Learners:</p> <p>Make Take & Teach. (2015). <i>Teaching the Hard and Soft “C” and “G.”</i> Website: http://blog.maketaketeach.com/teaching-the-hard-and-soft-c-and-g/</p> <p>Teachers Pay Teachers. <i>Have Fun Teaching</i>. Website: http://www.havefunteaching.com/activities/phonics-activities</p> <p>Education.com. (2206). Website: http://www.education.com</p> <p>Kizphonics. (2012). <i>Phonics Games Online</i>. Website: http://www.kizphonics.com/materials/phonics-games/</p>	<p>Teacher can adjust the activities to create differentiated instructions. Provide more scaffolding for the group that needs more assistance.</p> <p>The activities can start out as paired or group work. Then, it can be individual assignments. It is essential for each pupils to produce an output of the competency targeted.</p> <ul style="list-style-type: none"> • Summarizing by retelling the main ideas • Relating the text to a similar one they have read or heard in the past • Use of story maps and story frames – Story frames can be simple to complex. This is a good activity for differentiation. • Reading to a buddy or story retelling with a buddy • Describing characters through a graphic organizer • Comparing characters or situations or settings • Noting cause and effect • Recognizing problem and solution • Using cloze paragraphs or passages • Interviews and questionnaires • Structured group discussions <p>Note to the Teacher: <i>Every now and then, give pupils an opportunity to assess their comprehension skills. This can be done through sharing or filling out a simple self-assessment form.</i></p>

