

**EVEN CYCLE**

**BASA PILIPINAS**

**SUPPLEMENTARY OUTLINES**

**FOR MULTIGRADE CLASSES (GRADES 2 & 3)**

**ENGLISH**

**QUARTER 4**

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

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**English – Grades 2 and 3 (Quarter 4 Even Cycle)**

**Supplementary Outlines for Multigrade Classes**

**Second Edition, 2016**

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## 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 4

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

Week	TG Grade Level	Read Aloud	Leveled Readers	Multigrade Notes
31	Three	Listening Story: “Benjie’s Long Trip”	<b>Grade 3:</b> <i>Benjie’s Long Trip</i>	<ul style="list-style-type: none"> <li>The Listening Stories are found in the Grade 3 English Teacher’s Guide.</li> <li>Refer to Grades 2 and 3 English Teacher’s Guides for the discussion of the Read Aloud, Leveled Reader, and other activities.</li> </ul>
32			<b>Grade 2:</b> <i>Do Your Chores</i>	
33	Two	Read Aloud Book: <i>Pipit and the Kamagong Tree</i>	<b>Grade 3:</b> <i>Bounty in Our Hands</i>	
34			<b>Grade 2:</b> <i>Making a Fire</i> <b>Grade 3:</b> <i>Bounty in Our Hands</i>	

↓  
**READ ALOUD  
BOOK**

↓  
**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 4**

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

Week	TG Grade Level	Read Aloud Story	Leveled Reader	Multigrade Notes
31	Three	Listening Story: "Benjie's Long Trip"	Grade 3: <i>Benjie's Long Trip</i>	<ul style="list-style-type: none"> <li>The Listening Stories are found in the Grade 3 English Teacher's Guide.</li> <li>Refer to Grades 2 and 3 English Teacher's Guides for the discussion of the Read Aloud, Leveled Reader, and other activities.</li> <li>Some activities are added to the outlines to cater the needs of the Grades 2 and 3 pupils.</li> <li>If necessary, you may still add other activities to achieve the expected competencies for each grade.</li> <li>The Listening Stories used in Weeks 3, 4–5, and 8–9 are found in the Grade 3 English Teacher's Guide.</li> </ul>
32			Grade 2: <i>Do Your Chores</i> Grade 3: <i>Benjie's Long Trip</i>	
33	Two	Read Aloud Book: <i>Pipit and the Kamagong Tree</i>	Grade 3: <i>Bounty in Our Hands</i>	
34			Grade 2: <i>Making a Fire</i> Grade 3: <i>Bounty in Our Hands</i>	
35	Three	Listening Story: "The Biggest Storm"	Grade 3: <i>The Biggest Storm</i>	
36			Grade 2: <i>The End of the World</i> Grade 3: <i>The Biggest Storm</i>	
37	Two	Read Aloud Book: <i>Fruits</i>	Grade 3: <i>Wonders in the Sky</i>	
38			Grade 2: <i>Animals Here, Animals There</i> Grade 3: <i>Wonders in the Sky</i>	
39	Three	Listening Story: "Wonders in the Sky"	Grade 3: <i>Wonders in the Sky</i>	

**Note to the Teacher:** For activities that pupils need to do with a Group Leader, it is recommended that the teacher provides an "Answer Key Box" with answers to the activities so pupils can check and correct their work.

# CONTENTS

<b>Week 31: Our Diverse Surroundings and their Importance to Living Things.....</b>	<b>1</b>
<b>Week 32: Our Diverse Surroundings and their Importance to Living Things.....</b>	<b>11</b>
<b>Week 33: Conserving Energy.....</b>	<b>23</b>
<b>Week 34: Conserving Energy.....</b>	<b>33</b>
<b>Week 35: Getting Ready to the Ever-Changing Weather.....</b>	<b>43</b>
<b>Week 36: Getting Ready to the Ever-Changing Weather.....</b>	<b>53</b>
<b>Week 37: Caring for Nature and the Environment.....</b>	<b>65</b>
<b>Week 38: Caring for Nature and the Environment.....</b>	<b>75</b>
<b>Week 39: Natural Objects in the Sky Affect One’s Daily Activities.....</b>	<b>87</b>



WEEK

31

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES  
GRADES 2 AND 3  
ENGLISH**

**THEME: OUR DIVERSE SURROUNDINGS AND  
THEIR IMPORTANCE TO LIVING THINGS**

**LISTENING STORY: "BENJIE'S LONG TRIP"**

**GRADE 3 LEVELED READER: *BENJIE'S LONG TRIP* (CHAPTERS 1-2)**

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)**  
**QUARTER 4, WEEK 31 (50 MINUTES PER DAY)**

**Theme: Our Diverse Surroundings and their Importance to Living Things**

**Listening Story: “Benjie’s Long Trip”** (Author: Basa Pilipinas)

**Grade 3 Leveled Reader: Benjie’s Long Trip (Chapters 1-2)** (Author: Basa Pilipinas; Illustrator: Rea Diwata Mendoza)

**DOMAINS:** **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development **LC** – Listening Comprehension **RC** – Reading 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	<b>F</b> <b>OL</b>	<ul style="list-style-type: none"> <li>EN2OL-IVc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns and refrains in English</li> </ul>	<ul style="list-style-type: none"> <li>Sharing Information</li> </ul>	1. Sharing Information <ul style="list-style-type: none"> <li>Discuss the theme. Ask questions about the types of surrounding to engage pupils in an exchange of ideas and prior knowledge.</li> </ul>	
	<b>V</b>	<ul style="list-style-type: none"> <li>EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstration, and context clues</li> </ul>	<ul style="list-style-type: none"> <li>Listening Story: “Benjie’s Long Trip”</li> <li>Vocabulary Words</li> </ul>	2. Listening Story: “Benjie’s Long Trip” <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Ask the pupils with what they know about frogs. Discuss unfamiliar words and expressions found in the story.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>			
	LC	<ul style="list-style-type: none"> <li>EN3LC-IIIa-j-2.1 <b>Listen to a literary text and note important details</b></li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Listening Story: “Benjie’s Long Trip”</li> <li>Comprehension: Noting Details, Valuing</li> </ul>	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Read the Listening Story, pausing at a few parts to check pupils’ comprehension.</li> </ul> <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Check for comprehension by asking questions about the text.</li> <li>Conduct a values lesson.</li> </ul>	
	G	<ul style="list-style-type: none"> <li>Identify and use singular personal pronouns*</li> </ul>	<ul style="list-style-type: none"> <li>Singular Personal Pronouns</li> </ul>	<p>3. Singular Personal Pronouns</p> <ul style="list-style-type: none"> <li>Discuss singular personal pronouns. Provide differentiated activities for Grades 2 and 3 pupils.</li> </ul>	
2	SS	<ul style="list-style-type: none"> <li>EN2SS-IVa-b-2 <b>Arrange words alphabetically by the first letter</b></li> </ul>	<ul style="list-style-type: none"> <li>Alphabetical Order</li> </ul>	<p>1. Alphabetical Order</p> <ul style="list-style-type: none"> <li>Discuss how to arrange words alphabetically. Introduce the game and engage pupils in playing the game.</li> </ul>	
	LC	<ul style="list-style-type: none"> <li>EN2LC-IVa-b-2.4 <b>Use an understanding of characters, incidents, and settings to make predictions</b></li> </ul>	<ul style="list-style-type: none"> <li>Listening Story: “Benjie’s Long Trip”</li> </ul>	<p>2. Listening Story: “Benjie’s Long Trip”</p> <ul style="list-style-type: none"> <li>Ask pupils to retell the Listening Story. Have a short discussion about the characters, incidents, and setting.</li> <li>Provide groups activities to Grade 2 pupils. <ul style="list-style-type: none"> <li>– Draw characters’ feelings.</li> <li>– Draw favorite character.</li> <li>– Act out a scene from the story.</li> </ul> </li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	RC	<ul style="list-style-type: none"> <li>EN2RC-IVa-2.2 State details of text during and after reading</li> </ul>	<ul style="list-style-type: none"> <li>State Details</li> </ul>	<ul style="list-style-type: none"> <li>Create a poem or a song about Benjie.</li> <li>Draw a map of the setting</li> </ul>	
	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Benjie's Long Trip</i> (Chapter 1: Pages 1 to 5)</li> <li>Vocabulary: Words from the Text</li> </ul>	(with the Group Leader) <ul style="list-style-type: none"> <li>While Grade 2 pupils are doing their activities, guide Grade 3 pupils in the reading of the Leveled Reader.</li> </ul>	3. Grade 3 Leveled Reader: <i>Benjie's Long Trip</i> (Chapter 1) (with the Teacher) <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Discuss unfamiliar words and phrases.</li> <li>Link what pupils know with the story.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-h-1.6 <b>Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> <li>EN3F-IVa-j-1.11 <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Story</li> </ul>	<i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Divide the class into two groups based on their reading levels.</li> <li>Assign silent activity to Group 2 Then, listen to Group 1 pupils read. Groups switch afterwards.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	RC	<ul style="list-style-type: none"> <li>EN3RC-10-2.2 <b>Note details regarding character, setting, and plot</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting details and Valuing</li> </ul>		<i>After Reading Activities</i> <ul style="list-style-type: none"> <li>Check for comprehension by asking questions about the story.</li> <li>Deliver lesson on using signal words in sequencing events.</li> <li>Discuss cause and effect relationship.</li> </ul>
		<ul style="list-style-type: none"> <li>EN3RC-IIIa-b-2.13 <b>Identify cause and effect</b></li> <li>EN3RC-10-2.10 <b>Sequence three events</b></li> </ul>			
		<ul style="list-style-type: none"> <li>EN2RC-IVa-2.2 State details of text during and after reading</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation</li> </ul>	3./4. Group Presentation <ul style="list-style-type: none"> <li>Let Grade 2 pupils present their group work to the whole class. Then, let Grade 3 pupils react and ask questions.</li> </ul>	
3	ATR	<ul style="list-style-type: none"> <li>EN2A-IVa-e-1 Participate/Engage in a read-along of texts (e.g. poetry, repetitive text)</li> </ul>	<ul style="list-style-type: none"> <li>Poem: “Respect”</li> </ul>	1. Poem: “Respect” <ul style="list-style-type: none"> <li>Introduce the poem, “Respect.” Ask pupils to recite as a whole class. Then, ask pupils to recite the poem to a partner.</li> </ul>	
	RC	<ul style="list-style-type: none"> <li>EN2RC-IVa-2.2 State details of text during and after reading</li> </ul>	<ul style="list-style-type: none"> <li>Listening Story: “Benjie’s Long Trip”</li> </ul>	2. Listening Story: “Benjie’s Long Trip” <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Ask pupils to retell the Listening Story. Then, call on Grade 3 pupils to retell to the Grade 2 pupils the Leveled Reader they read the previous day.</li> <li>Ask questions about the characters, plot, and setting in the story. Provide a comprehension activity (worksheet) for Grade 2 pupils to answer.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	<b>PWR</b>	<ul style="list-style-type: none"> <li>EN2PW-IVh-1.6 Read words with diphthongs: <b>-oi, -oy</b></li> </ul>	<ul style="list-style-type: none"> <li>Diphthongs: <b>-oi, -oy</b></li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are answering their worksheets about the Listening Story, Grade 3 pupils answer their Skill Builder.</li> </ul>	<p>2. Phonics Lesson: Diphthongs <b>-oi</b> and <b>-oy</b></p> <ul style="list-style-type: none"> <li>Introduce diphthongs <b>oi</b> and <b>oy</b>. Provide practice exercise.</li> <li>Ask pupils to copy Skill Builder 1 (page 6) in their notebooks.</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Restate the rule for <b>-oi</b> and <b>-oy</b>.</li> </ul> <p><b>Homework:</b> Complete the Skill Builder Exercise at home.</p>
	<b>S</b>	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>			
4	<b>F</b>	<ul style="list-style-type: none"> <li>EN2F-IVa-d-4 Read phrases, sentences, and stories consisting of short a words and some sight words with appropriate speed, accuracy, and proper expression</li> </ul>	<ul style="list-style-type: none"> <li>Poem: "Respect"</li> </ul>	<ul style="list-style-type: none"> <li>1. Poem: "Respect" (with the Group Leader)</li> <li>Review the poem, "Respect."</li> <li>Let pupils form small groups and practice reciting the poem. Then, ask groups to present to the whole class.</li> </ul>	
	<b>V</b>	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4			<ul style="list-style-type: none"> <li>Vocabulary: Words from the Text, Synonyms and Antonyms</li> </ul>		<ul style="list-style-type: none"> <li>Discuss unfamiliar words from the story using context clues and pictures.</li> <li>Link what the pupils know with the story.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li><i>EN3F-IVa-h-1.6</i> <b>Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> <li><i>EN3F-IVa-j-1.11</i> <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into two groups according to their reading levels.</li> <li>Tell pupils in Group 1 to scan the reading material while the teacher reads with Group 2. They switch afterwards.</li> </ul>
	<b>RC</b>	<ul style="list-style-type: none"> <li><i>EN3RC-IV-2.2</i> <b>Note details regarding characters, setting, and plot</b></li> <li><i>EN3RC-IVa-j-3.15</i> <b>Differentiate real from the make-believe</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details Depicting the Scene</li> <li>Inferring Feelings</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are doing the activities, discuss short /a/ sound with Grade 2 pupils.</li> </ul>	<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into six groups and give text-related task.</li> <li>Ask groups to present after the given preparation time.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	<b>OL</b>	<ul style="list-style-type: none"> <li>EN3OL-IVa-j-5 <b>Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)</b></li> </ul>			2. Concluding the Session <ul style="list-style-type: none"> <li>Discuss homework.</li> </ul> <b>Homework:</b> Let pupils practice spelling words.
	<b>V</b>	<ul style="list-style-type: none"> <li>EN2V-IVa-e-21 Give the meaning of short /a/ words</li> </ul>	<ul style="list-style-type: none"> <li>Short /a/</li> <li>High Frequency Words</li> </ul>	2. Short /a/ and High Frequency Words <ul style="list-style-type: none"> <li>Lead an activity with short /a/ and high frequency words. Provide an activity for pupils to answer.</li> </ul> 3. Concluding the Session <ul style="list-style-type: none"> <li>Discuss homework.</li> </ul> <b>Homework:</b> Write five words with short /a/ sound (CVC.)	
	<b>PWR</b>	<ul style="list-style-type: none"> <li>EN2PWR-IVa-c-1 Read short /a/ words in CVC pattern (cat, man, bag)</li> </ul>			
5	<b>S</b>	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Spelling Words</li> </ul>	1. Spelling Words <ul style="list-style-type: none"> <li>Give activity on spelling words. Spelling words are different for Grades 2 and 3 pupils. Teacher gives differentiated activities for the two levels.</li> </ul>	



Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	WC	<ul style="list-style-type: none"> <li>• <b>Share a personal account (anecdote, past experiences) in letter form, following the correct structure and punctuation*</b></li> </ul>		<ul style="list-style-type: none"> <li>• While Grade 3 pupils are doing the writing activity, guide Grade 2 pupils in prewriting.</li> </ul>	2. Writing <ul style="list-style-type: none"> <li>• Review structure and parts of a letter.</li> <li>• Give individual writing task.</li> </ul> 3. Concluding the Session <ul style="list-style-type: none"> <li>• Invite pupils to share their work in small groups.</li> </ul>
		<ul style="list-style-type: none"> <li>• EN2WC-IVa-c-1 Participate in generating ideas through prewriting activities</li> </ul>		2. Brainstorming <ul style="list-style-type: none"> <li>• Conduct a brainstorming activity on words used for describing or for qualities people have.</li> </ul> 3. Concluding the Session: Sharing and Reading <ul style="list-style-type: none"> <li>• Invite pupils to share their drawings and written work in small groups.</li> </ul>	



WEEK

32

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES  
GRADES 2 AND 3  
ENGLISH**

**THEME: OUR DIVERSE SURROUNDINGS AND  
THEIR IMPORTANCE TO LIVING THINGS**

**LISTENING STORY: "BENJIE'S LONG TRIP"**

**GRADE 2 LEVELED READER: *DO YOUR CHORES***

**GRADE 3 LEVELED READER: *BENJIE'S LONG TRIP (CHAPTERS 3-4)***

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)**  
**QUARTER 4, WEEK 32 (50 MINUTES PER DAY)**

**Theme: Our Diverse Surroundings and their Importance to Living Things**

**Listening Story: “Benjie’s Long Trip”** (Author: Basa Pilipinas)

**Grade 2 Leveled Reader: Do Your Chores** (Author: Education Development Center (EDC); Illustrator: Hannah Manaligod)

**Grade 3 Leveled Reader: Benjie’s Long Trip (Chapters 3–4)** (Author: Basa Pilipinas; Illustrator: Rea Diwata Mendoza)

**DOMAINS:** OL – Oral Language PA – Phonological Awareness BPK – Book and Print Knowledge (Orientation) PWR – Phonics and Word Recognition F – Fluency S – Spelling WC – Writing and Composition G – Grammar Awareness V – Vocabulary Development LC – Listening Comprehension RC – Reading 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"> <li>EN2A-IVa-e-1 Participate/Engage in a read-along of texts (e.g. poetry, repetitive text)</li> </ul>	<ul style="list-style-type: none"> <li>Poem: “Respect”</li> </ul>	1. Poem: “Respect” <ul style="list-style-type: none"> <li>Review the poem. Let pupils create actions for the poem in groups. Afterwards, ask pupils to perform to the class.</li> </ul>	
	V	<ul style="list-style-type: none"> <li>EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstrations, and context clues</li> </ul>	<ul style="list-style-type: none"> <li>Listening Story: “Benjie’s Long Trip”</li> <li>Vocabulary Words</li> </ul>	2. Listening Story: “Benjie’s Long Trip” <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Ask the pupils to recall Listening Story from the previous week.</li> <li>Discuss unfamiliar words, phrases, and expressions in the story.</li> <li>Link what the pupils know with the story.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>			
	LC	<ul style="list-style-type: none"> <li><b>Listen to a literary text</b></li> </ul>	<ul style="list-style-type: none"> <li>Listening to the Story</li> </ul>	<i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Read the story aloud to the pupils.</li> </ul>	
		<ul style="list-style-type: none"> <li>EN3LC-IVa-j-2.1 <b>Note important details</b></li> </ul>	<ul style="list-style-type: none"> <li>Story Discussion</li> </ul>	<i>After Reading Activities</i> <ul style="list-style-type: none"> <li>Discuss the story by asking questions about the plot, setting, and characters.</li> </ul>	
		<ul style="list-style-type: none"> <li>EN3LC-IVa-j-7 <b>Sequence three events</b></li> </ul>			
OL	<ul style="list-style-type: none"> <li>EN3OL-IVa-j-5 <b>Engage in a variety of ways to share information in varied artistic ways (e.g., role playing)</b></li> </ul>	<ul style="list-style-type: none"> <li>Engagement Activities</li> </ul>	<ul style="list-style-type: none"> <li>Divide class into six groups and assign engagement activities.</li> </ul>		
2	PWR	<ul style="list-style-type: none"> <li>EN2PWR-IVa-c-1 Read short /a/ words in CVC pattern (cat, man, bag)</li> </ul>	<ul style="list-style-type: none"> <li>Words with Short /a/ and Short /e/ Sounds (CVC)</li> </ul>	I. Words Short /e/ and /a/ Sounds (with the group leader) <ul style="list-style-type: none"> <li>Assign reading and exercises found in <i>DepEd Learner's Material</i>, p. 116.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activity, guide Grade 3 pupils in reading their Leveled Readers.</li> </ul>
	V	<ul style="list-style-type: none"> <li>EN2V-IVa-e-22 Give the meaning of two-syllable words with short /e/ and /a/ sounds</li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Benjie's Long Trip</i> (Chapter 3)</li> <li>Vocabulary: Words from the Text</li> </ul>		<p>2. Grade 3 Leveled Reader: <i>Benjie's Long Trip</i> (Chapter 3, pp. 12–15) (with the Teacher)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Review events in the Listening Story read the previous day.</li> <li>Discuss unfamiliar words and phrases using context clues and pictures.</li> <li>Link what pupils know with the story.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-h-1.6 <b>Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> </ul>			<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into two groups based on their reading levels.</li> <li>Assign silent activity to Group 2 Then, listen to Group 1 pupils read. Groups switch afterwards.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.11 <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	<b>RC</b>	<ul style="list-style-type: none"> <li>EN3RC-10-2.2 <b>Note details regarding character, setting, and plot</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Making Predictions</li> </ul>		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Return to silent activity and compare pupils' predicted answers with what really happened in the story.</li> <li>Check for comprehension by asking questions about the story.</li> </ul>
3	<b>G</b>	<ul style="list-style-type: none"> <li><b>Supply the correct pronoun based on its antecedent*</b></li> </ul>	<ul style="list-style-type: none"> <li>Grammar: Pronoun/Antecedent Agreement</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils answer their Skill Builder Exercises, guide Grade 2 pupils in reading their Leveled Readers.</li> </ul>	<p>I. Grammar (with the Teacher)</p> <ul style="list-style-type: none"> <li>Present lesson on pronoun/antecedent agreement.</li> <li>Facilitate whole class exercise.</li> </ul> <p>(with the Group Leader)</p> <ul style="list-style-type: none"> <li>Let pupils answer Skill Builder Exercise on p. 22.</li> </ul>
	<b>BPK</b>	<ul style="list-style-type: none"> <li>EN2BPK-IVa-b-4 Identify the common terms in English relating to parts of a book (e.g. cover, title page, etc.) book orientation</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Leveled Reader: <i>Do You Chores</i></li> </ul>	<p>I. Grade 2 Leveled Reader: <i>Do Your Chores</i> (with the Teacher)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Discuss unfamiliar words and phrases.</li> <li>Share experiences related to the story. Talk about the cover of the book, and set a purpose for reading.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	<b>F</b>	<ul style="list-style-type: none"> <li>EN2F-IVa-d-4 Read phrases, sentences, and stories consisting of short a words and some sight words with appropriate speed, accuracy, and proper expression</li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Leveled Reader</li> </ul>	<i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Ask pupils to read the story in pairs.</li> </ul>	
	<b>LC</b>	<ul style="list-style-type: none"> <li>EN2LC-IVa-b-2.4 Use an understanding of characters, incidents, and settings to make predictions</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of the Leveled Reader</li> </ul>	3. After Reading Activities: Guided Reading Text/Seatwork (with the Teacher)  Group A: <i>During Reading Activities</i>  <ul style="list-style-type: none"> <li>Level 1: Conduct a picture walk, identify high frequency words. Let pupils read the text and then echo read the Leveled Reader.</li> </ul> Groups B, C and D: Seatwork  <ul style="list-style-type: none"> <li>Level 2: Ask pupils to complete the activity in the <i>Learner’s Material</i>, “We Can Do It” on p. 169 and “I Can Do It” on pp. 169–170.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing their activity, discuss diphthongs with Grade 3 pupils.</li> </ul>
	<b>OL</b>	<ul style="list-style-type: none"> <li>EN2OL-IVa-b-3.3 Talk about texts identifying major points and key themes</li> </ul>			
	<b>PWR</b>	<ul style="list-style-type: none"> <li>EN2PWR-IVa-c-2.9 Match pictures with short /a/ words</li> </ul>	<ul style="list-style-type: none"> <li>Short /a/ words</li> </ul>		
<ul style="list-style-type: none"> <li>EN2PWR-IVa-c-1 Read short a words in CVC pattern (cat, man, bag)</li> </ul>					



Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	PWR	<ul style="list-style-type: none"> <li>EN3PW-IVh-1.6 Read words with diphthongs: -ou, -ow</li> </ul>	<ul style="list-style-type: none"> <li>Diphthongs</li> </ul>		<ul style="list-style-type: none"> <li>Phonics Lesson: Diphthongs and Ambiguous Vowels -ou and -ow</li> <li>Introduce lesson on diphthongs and ambiguous vowels -ou and -ow. Provide practice exercise.</li> <li>Lead discussion of answers.</li> </ul>
4	<b>Note to the Teacher:</b> For Day 4, you will be working with 4 groups. Grades 2 and 3 pupils are divided into two groups each. First, give the instructions to Grade 2, then move on to Grade 3. Ensure that you have sufficient contact time with each group throughout the period.				
	F	<ul style="list-style-type: none"> <li>EN2F-IVa-d-4 Read phrases, sentences, and stories consisting of short a words and some sight words with appropriate speed, accuracy, and proper expression</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Leveled Reader: <i>Do Your Chores</i></li> </ul>	<p>1. Group Work: Guided Reading Text and Seatwork (with the teacher)</p> <p>Group B: <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Conduct a picture walk, point out high frequency words, and listen to pupils as they read. Lead the pupils through echo reading.</li> </ul>	<ul style="list-style-type: none"> <li>Once Grade 2 pupils are reading, facilitate reading of the Leveled Reader with Grade 3 pupils.</li> </ul>
	OL	<ul style="list-style-type: none"> <li>EN2OL-IVa-b-3.3 Talk about texts identifying major points and key themes</li> </ul>		<p>Groups A, C, and D: Seatwork</p> <ul style="list-style-type: none"> <li>Fluency, phonics, and vocabulary activities with story from <i>DepEd Learner's Material</i>, pp. 136–138 (except for Let's Recall on p. 136.)</li> </ul>	
RC	<ul style="list-style-type: none"> <li>EN2RC-IVa-2.2 State details of text during and after reading</li> </ul>		<p>3. Writing Activity: Webbing</p> <ul style="list-style-type: none"> <li>Model writing activity.</li> </ul>		

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	<b>PWR</b>	<ul style="list-style-type: none"> <li>EN2PWR-IVa-c-1 Read words with short /a/ in CVC pattern (cat, man, bag)</li> </ul>	<ul style="list-style-type: none"> <li>Short /a/ words</li> </ul>	<p>4. Guided Reading Text/Seatwork (with the Teacher)</p> <p>Group C: <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Conduct a picture walk, point out high frequency words, listen to pupils as they read, and lead pupils through echo reading.</li> </ul> <p>Groups A, B, and D: Seatwork</p> <ul style="list-style-type: none"> <li>Writing activity: Webbing</li> </ul>	
	<b>V</b>	<ul style="list-style-type: none"> <li>EN2V-IVa-e-22 Give the meaning of two-syllable words with short /e/ and /a/ sounds</li> </ul>			
			<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Benjie's Long Trip</i> (Chapter 4: Pages 17 to 21)</li> <li>Vocabulary: Words from the Text</li> </ul>	<p>I. Grade 3 Leveled Reader: <i>Benjie's Long Trip</i> (with the Teacher)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Activate pupils' prior knowledge by asking them to retell the series of events in the chapter previously read.</li> <li>Unlock words from the story using context clues and pictures.</li> <li>Link what the pupils know with the story.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	F	<ul style="list-style-type: none"> <li>EN3F-IVa-h-1.6 <b>Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Leveled Reader</li> </ul>		<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into two groups according to their reading levels.</li> <li>Tell pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards.</li> </ul>
	OL	<ul style="list-style-type: none"> <li>EN3OL-IVa-j-5 <b>Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Depicting the Scene, Inferring Feelings</li> </ul>		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into six groups and give text-related tasks.</li> <li>Ask groups to present after the given preparation time.</li> </ul>
	SS	<ul style="list-style-type: none"> <li>EN3SS-IVa-1.3 <b>Follow simple written directions</b></li> </ul>			
5	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Spelling Assessment</li> </ul>	<p>1. Weekly Spelling Assessment</p> <ul style="list-style-type: none"> <li>Teacher gives spelling assessment for Grades 2 and 3 pupils. There are different lists for Grades 2 and 3. Teacher gives differentiated activities.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	<b>F</b>	<ul style="list-style-type: none"> <li>EN3F-IVc-d-1.4 <b>Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Benjie's Long Trip</i></li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are reading their Leveled Readers, guide Grade 2 pupils in their activities.</li> </ul>	2. Revisiting a Familiar Text <ul style="list-style-type: none"> <li>Ask pupils to reread the story, <i>Benjie's Long Trip</i>.</li> </ul>
	<b>OL</b>	<ul style="list-style-type: none"> <li>EN2OL-IVa-b-3.3 Talk about texts identifying major points and key themes</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Leveled Reader: <i>Do Your Chores</i></li> </ul>	2. Group Work: Guided Reading Text and Seatwork (with the Teacher)  Group D: <i>During Reading Activities</i>	
	<b>RC</b>	<ul style="list-style-type: none"> <li>EN2RC-IVa-2.2 State details of text during and after reading</li> </ul>		<ul style="list-style-type: none"> <li>Conduct a picture walk, identify high frequency words, read the text, then, echo read the Leveled Reader.</li> <li>Groups A, B, and C: Seatwork</li> <li>Writing Activity: Webbing</li> </ul> 3. Concluding the Session: Sharing <ul style="list-style-type: none"> <li>Ask pupils to share their Web and what they have learned about caring and respect.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	F	<ul style="list-style-type: none"> <li>EN2F-IVa-d-4 Read phrases, sentences, and stories consisting of short a words and some sight words with appropriate speed, accuracy, and proper expression</li> </ul>			
	LC	<ul style="list-style-type: none"> <li>EN3LC-IVa-j-2.16 <b>Identify cause and effect</b></li> </ul>	<ul style="list-style-type: none"> <li>Cause and Effect</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are reading, discuss cause and effect to Grade 3 pupils.</li> </ul>	3. Concluding the Session <ul style="list-style-type: none"> <li>Review cause and effect.</li> </ul>



WEEK

**33**

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES  
GRADES 2 AND 3  
ENGLISH**

**THEME: CONSERVING ENERGY**

**READ ALOUD STORY: *PIPIT AND THE KAMAGONG TREE***

**GRADE 3 LEVELED READER: *BOUNTY IN OUR HANDS***

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)**  
**QUARTER 4, WEEK 33 (50 MINUTES PER DAY)**

**Theme: Conserving Energy**

**Read Aloud Story: *Pipit and the Kamagong Tree*** (Author: Becky Santos-Gerodias; Illustrator: Korinne C. Banal)

**Grade 3 Leveled Reader: *Bounty in Our Hands*** (Author: Basa Pilipinas; Illustrator: Jericho Moral)

**DOMAINS:** **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development **LC** – Listening Comprehension **RC** – Reading 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	<b>V</b>	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud Story: <i>Pipit and the Kamagong Tree</i></li> <li>Vocabulary: Words from the Text</li> </ul>	1. Sharing of Information <ul style="list-style-type: none"> <li>Explain the weekly theme and ask pupils questions to share what they know about conserving energy and taking care of nature.</li> </ul> 2. Read Aloud Story: <i>Pipit and the Kamagong Tree</i>	Pre-Reading Activities <ul style="list-style-type: none"> <li>Encourage pupils to make predictions about the story.</li> <li>Discuss unfamiliar words and expressions using context clues and pictures.</li> </ul>
		<ul style="list-style-type: none"> <li>EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstrations, and context clues</li> </ul>			



Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities				
				Grade 2	Grade 3			
1	LC	<ul style="list-style-type: none"> <li>EN2LC-IVc-d-2.5 Use an understanding of incidents, characters, and setting to validate predictions</li> </ul>	<ul style="list-style-type: none"> <li>Listening to the Read Aloud Story</li> <li>Comprehension: Noting Details, Cause and Effect Relationship</li> </ul>	<p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> <li>Read aloud the story, <i>Pipit and the Kamagong Tree</i>.</li> </ul> <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into six groups and give text-related activities.</li> <li>Ask comprehension questions and let pupils answer through group presentations.</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Let pupils present their group work to the class.</li> </ul>				
				2	OL	<ul style="list-style-type: none"> <li>EN2OL-IVc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns and refrains in English</li> </ul>	<ul style="list-style-type: none"> <li>Poem: “Energy is Everywhere”</li> </ul>	<p>1. Poem: “Energy is Everywhere”</p> <ul style="list-style-type: none"> <li>Introduce the poem, “Energy is Everywhere.” Let pupils recite the poem as a whole class. Then, let them recite the poem to a partner.</li> </ul>
PWR	<ul style="list-style-type: none"> <li>EN2PWR-IVa-c-1 Read words with short /i/ sound in CVC pattern (<i>bit, six, kit</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Words with Short /i/ Sounds (CVC)</li> </ul>	<p>2. Words with Short /i/ Sounds</p> <ul style="list-style-type: none"> <li>Discuss words with short /i/ sounds.</li> </ul> <p>For Grade 3 pupils, introduce minimal pairs:</p>					
			S					<ul style="list-style-type: none"> <li>EN2S-IVa-e-3 Spell words with short /i/ sound in CVC pattern (<i>bit, six, kit</i>)</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Bounty in Our Hands</i> (Chapter 1)</li> <li>Vocabulary: Words from the Text</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activity, guide Grade 3 pupils in reading their Leveled Readers.</li> </ul>	<p>3. Sharing of Information</p> <ul style="list-style-type: none"> <li>Ask pupils to share the weather reports they found.</li> </ul> <p>4. Grade 3 Leveled Reader: <i>Bounty in Our Hands</i> (Chapter 1)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Discuss unfamiliar words and phrases using context clues and pictures.</li> <li>Link what pupils know with the story.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-h-1.6 <b>Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> <li>EN3F-IVa-j-1.11 <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Leveled Reader</li> </ul>		<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into two groups based on their reading levels.</li> <li>Assign silent activity to Group 2. Then, listen to Group 1 pupils read. Groups switch afterwards.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	<b>RC</b>	<ul style="list-style-type: none"> <li>EN3LC-IVa-j-2.6 <b>Retell parts of the story</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details</li> </ul>		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Ask pupils to share their responses on the silent activity to their partners.</li> <li>Check for story comprehension by asking questions about the text.</li> </ul>
	<b>SS</b>	<ul style="list-style-type: none"> <li>EN3SS-IVc-d-1.2.7 <b>Interpret pictographs</b></li> </ul>	<ul style="list-style-type: none"> <li>Interpreting Pictographs</li> </ul>	<p>5. Understanding a Pictograph</p> <ul style="list-style-type: none"> <li>Conduct introductory lesson on pictographs. Provide guided practice.</li> </ul> <p>6. Concluding the Session</p> <p><b>Homework:</b> Make a pictograph for the number of hours you spend in a day for the certain activities.</p>	
3	<b>G</b>	<ul style="list-style-type: none"> <li>EN2G-IVa-f-4.2.1 Use possessive pronouns (<b>yours, mine</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Possessive Pronouns</li> </ul>	<p>1. Possessive Pronouns</p> <ul style="list-style-type: none"> <li>Introduce possessive pronouns. Let pupils use them in sentences.</li> </ul>	
	<b>PWR</b>	<ul style="list-style-type: none"> <li><b>Read words, phrases, sentences, and stories containing words with diphthongs and ambiguous vowels*</b></li> </ul>	<ul style="list-style-type: none"> <li>Diphthongs <b>-oi</b> and <b>-oy</b></li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are answering their Skill Builder on diphthongs, guide Grade 2 pupils in their activities.</li> </ul>	<p>2. Phonics Lesson: Review of Diphthongs and Ambiguous Vowels (with the Teacher)</p> <ul style="list-style-type: none"> <li>Conduct a class review of diphthongs and ambiguous vowels.</li> <li>Facilitate class game.</li> <li>Ask pupils to copy Skill Builder I (page 6) in their notebooks.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	LC	<ul style="list-style-type: none"> <li>EN2LC-IVc-d-2.5 Use an understanding of incidents, characters, and setting to validate predictions</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud Story: <i>Pipit and the Kamagong Tree</i></li> </ul>	2. Retelling of the Story (with the Group Leader) <ul style="list-style-type: none"> <li>Ask pupils to retell the story.</li> <li>Provide activity for pupils on sequencing three events from the story.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activity, discuss parts of a newspaper with Grade 3 pupils.</li> </ul>
	RC	<ul style="list-style-type: none"> <li>EN2RC-IVc-3.1.3 Give the sequence of three events in stories read</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing Events in the Story</li> </ul>		
	SS	<ul style="list-style-type: none"> <li>Identify the parts of a newspaper*</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a Newspaper</li> </ul>	3. Study Skills: Parts of a Newspaper <ul style="list-style-type: none"> <li>Present lesson on parts of a newspaper.</li> <li>Provide exercise on different headlines that can be found in the different parts of the newspaper.</li> </ul>	
4	G	<ul style="list-style-type: none"> <li>EN2G-IVc-d-4.2.3 Use demonstrative pronouns (<b>this/that</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrative Pronouns</li> </ul>	1. Demonstrative Pronouns <ul style="list-style-type: none"> <li>Have a discussion on demonstrative pronouns and conduct a game with pronouns.</li> </ul> <p><b>Note to the Teacher:</b> <i>This serves as a review for Grade 3 pupils. Provide an activity on demonstrative pronouns for Grade 2 pupils.</i></p>	
	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Bounty in Our Hands</i> (Chapter 2)</li> <li>Vocabulary: Words from the Text</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activities, facilitate guided reading of Leveled Reader with Grade 3 pupils.</li> </ul>	2. Skill Builder Activities (with the Teacher) <ul style="list-style-type: none"> <li>Lead pupils through the correction of the Skill Builder on p. 11.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	F	<ul style="list-style-type: none"> <li>EN3F-IVa-h-1.6 <b>Read grade level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> </ul>	<ul style="list-style-type: none"> <li>Reading of Text</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are reading their Leveled Readers and doing their activities, teacher reviews words with short <i>i</i> sound to Grade 2 pupils.</li> </ul>	<p>3. Grade 3 Leveled Reader: <i>Bounty in Our Hands</i></p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Activate pupils' prior knowledge by asking them to retell what happens during El Niño and La Niña.</li> <li>Unlock words from the story using context clues and pictures.</li> <li>Link what the pupils know with the story.</li> </ul>
		<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.11 <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into two groups according to their reading levels.</li> <li>Tell pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	V	<ul style="list-style-type: none"> <li>Use known words to perform artistic theme-based activities: <b>Weather Patterns*</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Information Analysis</li> </ul>		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Return to the prompt and ask evidence from the text.</li> <li>Ask questions to pupils' understanding of the text.</li> <li>Ask pupils to work in pairs and create a weather pattern.</li> </ul>
	G	<ul style="list-style-type: none"> <li>Observe correct pronoun/antecedent agreement*</li> </ul>	<ul style="list-style-type: none"> <li>Grammar: Pronoun/Antecedent Agreement</li> </ul>		<p>4. Grammar: Pronoun/Antecedent Agreement</p> <ul style="list-style-type: none"> <li>Review lesson on pronoun/antecedent agreement.</li> <li>Ask pupils to answer Skill Builder 2 (page 11.)</li> </ul> <p>5. Concluding the Session</p> <p><b>Homework:</b> Review your spelling words and grammar lesson.</p>
	V	<ul style="list-style-type: none"> <li>EN2V-IVg-21 Give the meaning of short /i/ words</li> </ul>	<ul style="list-style-type: none"> <li>Words with Short /i/</li> </ul>	<p>2. Spelling: Words with Short /i/ Sounds (with the Teacher)</p> <ul style="list-style-type: none"> <li>Guide pupils in answering the activity with short i sounds, <i>DepEd Learner's Material</i>, pp. 181 (Let's Aim) &amp; p. 182.</li> </ul>	
	PWR	<ul style="list-style-type: none"> <li>EN2PW-IVg-h-2.8 Match pictures with short /i/ words</li> </ul>		<p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Discuss homework.</li> </ul> <p><b>Homework:</b> Practice spelling words at home.</p>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Weekly Assessment: Spelling and Grammar</li> </ul>	1. Weekly Assessment <ul style="list-style-type: none"> <li>Provide spelling and grammar tests.</li> </ul> <p><b>Note to the Teacher:</b> <i>There are different spelling words and grammar focus for Grades 2 and 3. Give differentiated activities for the two levels.</i></p>	
	G	<ul style="list-style-type: none"> <li>Observe correct pronoun/ antecedent agreement*</li> </ul>			
		<ul style="list-style-type: none"> <li>EN2G-IVc-d-4.2.3 Use demonstrative pronouns (<b>this/that</b>)</li> </ul>			
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.10.1 <b>Read aloud from familiar prose consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation</b></li> </ul>	<ul style="list-style-type: none"> <li>Reading for Fluency: Various Leveled Readers (Read in the Past)</li> </ul>	2. Reading for Fluency <ul style="list-style-type: none"> <li>Divide the class into groups of four, making sure pupils are grouped by reading levels. Ask pupils to take turns reading a page each.</li> </ul>	
	RC	<ul style="list-style-type: none"> <li>EN2RC-IVa-b-2.1.3 Identify cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Cause and Effect Relationship</li> </ul>	3. Comprehension <ul style="list-style-type: none"> <li>Ask pupils to identify three cause-effect relationships in the story.</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Introduce the poem “Rain or Shine” for the class to recite.</li> </ul>	





WEEK

34

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES  
GRADES 2 AND 3  
ENGLISH**

**THEME: CONSERVING ENERGY**

**READ ALOUD STORY: *PIPIT AND THE KAMAGONG TREE***

**GRADE 2 LEVELED READER: *MAKING A FIRE***

**GRADE 3 LEVELED READER: *BOUNTY IN OUR HANDS***

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)  
QUARTER 4, WEEK 34 (50 MINUTES PER DAY)**

**Theme: Conserving Energy**

**Read Aloud Story: *Pipit and the Kamagong Tree*** (Author: Becky Santos-Gerodias; Illustrator: Korinne C. Banal)

**Grade 2 Leveled Reader: *Making a Fire*** (Author: Education Development Center (EDC); Illustrator: Hannah Manaligod)

**Grade 3 Leveled Reader: *Bounty in Our Hands*** (Author: Basa Pilipinas; Illustrator: Jericho Moral)

**DOMAINS:** **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development **LC** – Listening Comprehension **RC** – Reading 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	<b>OL</b> <b>F</b>	<ul style="list-style-type: none"> <li>EN2A-IVa-e-1 Participate/Engage in a read-along of texts (e.g. poetry, repetitive text)</li> </ul>	<ul style="list-style-type: none"> <li>Poem: “Energy is Everywhere”</li> </ul>	1. Poem: “Energy is Everywhere”	<ul style="list-style-type: none"> <li>Divide the class into groups of four to six. Ask them to practice and create actions for the poem.</li> </ul>
	<b>LC</b>	<ul style="list-style-type: none"> <li>EN2LC-IVi-j-2.6 Retell a story</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud Story: <i>Pipit and the Kamagong Tree</i></li> </ul>	2. Retelling of the Story	<ul style="list-style-type: none"> <li>Ask pupils to retell the story, <i>Pipit and the Kamagong Tree</i>. Discuss the story by asking their reactions, opinions, own thoughts, and ideas.</li> </ul>
	<b>SS</b>	<ul style="list-style-type: none"> <li>EN2SS-IVc-d-3 Interpret simple maps of unfamiliar places, signs, and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Composing Activity: Drawing a Map</li> </ul>	3. Composing Activity	<ul style="list-style-type: none"> <li>Let pupils answer the activity in the <i>DepEd Learner’s Material</i>, pp. 357–358.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Read sight words*</li> </ul>	<ul style="list-style-type: none"> <li>Sight Words</li> </ul>	4. Concluding the Session: Sight Words	<ul style="list-style-type: none"> <li>Lead pupils through a drill of reading sight words.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	OL	<ul style="list-style-type: none"> <li>EN2OL-IVc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns and refrains in English</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice</li> </ul>	1. Rereading of the Leveled Reader (with the Group Leader) <ul style="list-style-type: none"> <li>Let pupils reread the Leveled Reader, <i>Do your Chores</i> to a partner.</li> </ul>	
	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Bounty in Our Hands</i> (Chapter 4)</li> <li>Vocabulary: Words from the Text</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activity, guide Grade 3 pupils in reading their Leveled Readers.</li> </ul>	1. Grade 3 Leveled Reader: <i>Bounty in Our Hands</i> (with the Teacher)  <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Discuss unfamiliar words and phrases using context clues and pictures.</li> <li>Link what pupils know with the story.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-h-1.6 <b>Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Leveled Reader</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are doing the activity, review CVC words with Grade 2 pupils.</li> </ul>	<i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Divide the class into two groups based on their reading levels.</li> <li>Assign silent activity to Group 2 Then, listen to to Group 1 pupils read. Groups switch afterwards.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.11 <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	LC	<ul style="list-style-type: none"> <li>EN3LC-IVa-j-2.1 <b>Note important details</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Interpreting Pictographs</li> </ul>		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Ask pupils to share their responses to the silent activity to their partners.</li> <li>Check for story comprehension by asking facts from the text.</li> </ul>
		<ul style="list-style-type: none"> <li>EN3LC-IVi-j-3.5 <b>Restate facts from informational texts</b></li> </ul>			
	PWR	<ul style="list-style-type: none"> <li>EN2PWR-IVd-13 Differentiate and read correctly words with short /a/, /e/, and /i/ (pan-pen-pin, man-men, tan-ten-tin etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Words with short /a/, /e/, and /i/</li> </ul>	<ul style="list-style-type: none"> <li>2. Words with Short /a/, /e/, and /i/ Vowel Sounds (CVC) (with the Teacher)</li> <li>Conduct a game as review and practice.</li> </ul>	
3	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Spelling: Words in Phonics List</li> </ul>	<ul style="list-style-type: none"> <li>1. Spelling Review</li> <li>Provide spelling activity. There are different spelling words for Grades 2 and 3 pupils. Provide differentiated activities for the two levels.</li> </ul>	
	PWR	<ul style="list-style-type: none"> <li><b>Read words and phrases, sentences, and stories containing words with diphthongs and ambiguous vowels: -al, -au, -aw*</b></li> </ul>	<ul style="list-style-type: none"> <li>Phonics: Diphthongs and Ambiguous Vowels (<b>-al, -au, -aw</b>)</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are answering their Skill Builder, guide Grade 2 pupils in reading their Leveled Reader.</li> </ul>	<ul style="list-style-type: none"> <li>2. Phonics Lesson: Ambiguous Vowels <b>-al, -au, -aw</b> (with the Teacher)</li> <li>Introduce lesson on ambiguous vowels <b>-al, -au, -aw</b>. (with the Group Leader)</li> <li>Ask pupils to answer the exercise on ambiguous vowels <b>-al, -au, -aw</b> in Skill Builder 3 (page 16.)</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	F	<ul style="list-style-type: none"> <li>EN2F-IVa-d-4 Read phrases, sentences, and stories consisting of short /a/ words and some sight words with appropriate speed, accuracy, and proper expression</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Leveled Reader: <i>Making a Fire</i> (Chapter 2)</li> <li>Vocabulary: Words from the Text</li> </ul>	<p>2. Grade 2 Leveled Reader: <i>Making a Fire</i> (Chapter 2)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Discuss unfamiliar words and expressions.</li> <li>Ask questions to stimulate pupils' interests about the story and to identify common terms relating to parts of the book.</li> </ul> <p><i>During Reading Activities: Reading in Pairs</i></p> <ul style="list-style-type: none"> <li>Go around as all 4 groups read the story in pairs.</li> </ul> <p><i>After Reading Activities: Guided Reading Text and Seatwork</i></p> <p>Group A: <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Conduct a picture walk, point out high frequency words, listen to pupils as they read and lead pupils through echo reading.</li> </ul> <p>Groups B, C, and D: Seatwork</p> <ul style="list-style-type: none"> <li>Fluency, Spelling, and finish story board from Day 2.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	WC	<ul style="list-style-type: none"> <li>Write a compare and contrast story*</li> </ul>	<ul style="list-style-type: none"> <li>Writing: Compare and Contrast Story</li> </ul>	3. Concluding the Session <ul style="list-style-type: none"> <li>Ask pupils to choose a word from the list and use it in a sentence.</li> </ul> <p><b>Homework:</b> Read/show your compare and contrast paragraph to the one you interviewed. Ask what other information you can add.</p>	
		<p><b>Note to the Teacher:</b> For Day 4, you will be working with 6 groups. Grades 2 and 3 pupils are divided into four and two groups respectively. First give the instructions to Grade 2, then move on to Grade 3. Ensure that you have sufficient contact time with each group throughout the period.</p>			
4	F	<ul style="list-style-type: none"> <li>EN2F-IVa-d-4 Read phrases, sentences, and stories consisting of short /a/ words and some sight words with appropriate speed, accuracy, and proper expression</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Leveled Reader: <i>Making a Fire</i> (Chapter 2)</li> <li>Vocabulary: Words from the Text</li> </ul>	1. Group Work: Guided Reading Text and Seatwork (with the teacher) <p>Group B: <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Conduct a picture walk, point out high frequency words, listen to pupils as they read, and lead pupils through echo reading.</li> </ul> <p>Groups A, C, and D: <i>Seatwork</i></p> <ul style="list-style-type: none"> <li>Fluency, Spelling, Storyboard</li> </ul>	
	RC	<ul style="list-style-type: none"> <li>EN2RC-IVa-2.2 State details of text during and after reading</li> </ul>		2. Instruction: Storyboard of the Leveled Reader <i>Making a Fire</i> <ul style="list-style-type: none"> <li>Model making a storyboard.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4				3. Group Work: Guided Reading Text and Seatwork  Group C: <i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Conduct a picture walk, point out high frequency words, listen to pupils as they read and lead pupils through echo reading.</li> </ul>	
	V	<ul style="list-style-type: none"> <li><i>EN3V-IVa-j-12.3</i> <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Bounty in Our Hands</i> (Chapter 4)</li> <li>Vocabulary: Words from the Text</li> </ul>	1. Sharing of Information (with the Group Leader) <ul style="list-style-type: none"> <li>Ask pupils to bring out their homework and share their comparative writing with their partners.</li> </ul> 2. Grade 3 Leveled Reader: <i>Bounty in Our Hands</i> (Chapter 4) (with the Teacher)  <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Activate pupils' prior knowledge by recalling characters' actions.</li> <li>Discuss unfamiliar words from the story using context clues and pictures.</li> <li>Link what the pupils know with the story.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	PWR	<ul style="list-style-type: none"> <li>Read words and phrases, sentences, and stories containing words with diphthongs and ambiguous vowels: -al, -au, -aw*</li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Grade 3 Leveled Reader: <i>Bounty in Our Hands</i> (Chapter 4)</li> </ul>		<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into two groups according to their reading levels.</li> <li>Tell pupils in Group 1 to scan the reading material while Group 2 reads. They switch afterwards.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</li> </ul>			
	OL	<ul style="list-style-type: none"> <li>EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Making Inferences</li> </ul>		



Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	OL	<ul style="list-style-type: none"> <li>EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)</li> </ul>	<ul style="list-style-type: none"> <li>Retelling</li> </ul>	4./3. Concluding the Session <ul style="list-style-type: none"> <li>Let Grades 2 and 3 pupils retell the stories to each other.</li> </ul>	
5	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Assessment: Spelling and Grammar</li> </ul>	1. Weekly Assessment <ul style="list-style-type: none"> <li>Provide spelling test.</li> </ul> <p><b>Note to the Teacher:</b> <i>There are different spelling words for Grades 2 and 3. Give differentiated activities for the two levels.</i></p>	
	F	<ul style="list-style-type: none"> <li>EN3F-IVc-d-1.4 Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Rereading of the Story</li> </ul>	<ul style="list-style-type: none"> <li>If there are activities not accomplished by Grade 2 pupils in the past days, use Day 5 to catch up on those activities. Alternatively, fluency activities may also be given to Grade 2 pupils.</li> </ul>	2. Revisiting a Familiar Text <ul style="list-style-type: none"> <li>Divide class into groups of four and ask pupils to take turns in reading the text.</li> <li>Introduce poem “Rain or Shine” and ask the class to recite it.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	WC	<ul style="list-style-type: none"> <li>• <b>Write a compare and contrast story*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writing: Compare and Contrast Story</li> </ul>		3. Writing: Compare and Contrast Story <ul style="list-style-type: none"> <li>• Ask pupils to write their paragraphs in clean copy by following the given criteria.</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>• Ask pupils to share their paragraphs.</li> </ul>

WEEK

35

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES  
GRADES 2 AND 3  
ENGLISH**

**THEME: GETTING READY TO THE EVER-CHANGING WEATHER**

**LISTENING STORY: "THE BIGGEST STORM"**

**GRADE 3 LEVELED READER: *THE BIGGEST STORM***

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)  
QUARTER 4, WEEK 35 (50 MINUTES PER DAY)**

**Theme: Getting Ready to the Ever-changing Weather**

**Listening Story: “The Biggest Storm”** (Author: Suzanne Simard)

**Grade 3 Leveled Reader: *The Biggest Storm*** (Author: Suzanne Simard; Illustrator: Rea Diwata Mendoza;

Photographers: Darius Arturo Macasi and Jon Andrew Cabiles)

**DOMAINS:** **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development **LC** – Listening Comprehension **RC** – Reading 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	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Listening Story: “The Biggest Storm”</li> <li>Vocabulary: Words from the Text</li> </ul>	I. Listening Story: “The Biggest Storm” <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Activate pupils’ prior knowledge by asking what they remember about the very hot summers.</li> <li>Discuss unfamiliar words and expressions using context clues and pictures.</li> </ul>	
		<ul style="list-style-type: none"> <li>EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstrations, and context clues</li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	LC	<ul style="list-style-type: none"> <li>EN3LC-IVa-j-2 <b>Activate prior knowledge based on the stories to be read</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details</li> </ul>	<p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> <li>Read the Listening Story out loud.</li> </ul> <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Check for comprehension by asking questions about the text.</li> <li>Ask pupils to list down what the farmers plan to do to limit the harmful effects of El Niño.</li> </ul>	
		<ul style="list-style-type: none"> <li>EN3LC-IVe-f-3.7. <b>Give personal accounts related to the story (anecdotes, past experiences)</b></li> </ul>			
	OL	<ul style="list-style-type: none"> <li>EN3OL-IVa-j-3.2 <b>Ask and respond to questions about texts listened to</b></li> </ul>			
2	V	<ul style="list-style-type: none"> <li>Give the meaning of words with the short /o/ sound*</li> </ul>	<ul style="list-style-type: none"> <li>Words with Short /o/ Sounds (CVC)</li> </ul>	1. Words with Short /o/ Sounds (CVC) (with the Group Leader) <ul style="list-style-type: none"> <li>Provide activity on words with short o sounds.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing their activity, facilitate reading of the Leveled Reader with Grade 3 pupils.</li> </ul>
		<ul style="list-style-type: none"> <li>Give the meaning of two-syllable words with short /a/, /e/, /i/, /o/, and /u/ sounds*</li> </ul>	<ul style="list-style-type: none"> <li>Words with Short Vowel Sounds: /a/, /e/, /i/, /o/, /u/</li> </ul>	2. Two-Syllable Words (with the Teacher) <ul style="list-style-type: none"> <li>Lead an activity with two-syllable words with short /a/, /e/, /i/, /o/, /u/ sounds LM pp. 318–319 Get Set and Let’s Aim and LM pp. 320–321 We Can Do It.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>The Biggest Storm</i> (Chapter 1: Pages 1 to 5)</li> <li>Vocabulary: Words from the Text</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activities, guide Grade 3 pupils in reading their Leveled Readers.</li> </ul>	<p>I. Sharing of Information (with the Group Leader)</p> <ul style="list-style-type: none"> <li>Ask pupils to share the weather reports they found.</li> <li>Grade 3 Leveled Reader: <i>The Biggest Storm</i> (with the Teacher)</li> </ul> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Review events in the Listening Story read in the previous meeting.</li> <li>Discuss unfamiliar words and phrases using context clues and pictures.</li> <li>Link what pupils know with the story.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-h-1.6 <b>Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> </ul>		<ul style="list-style-type: none"> <li>While Grade 3 pupils are doing the activities, review CVC words with Grade 2 pupils.</li> </ul>	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into two groups based on their reading levels.</li> <li>Assign silent activity to Group 2. Then, listen to Group 1 pupils read. Groups switch afterwards.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	F	<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.11 <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			
	RC	<ul style="list-style-type: none"> <li>EN3RC-IVa-b-2.13 <b>Identify cause and effect</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Making Inferences</li> </ul>		<i>After Reading Activities</i> <ul style="list-style-type: none"> <li>Ask pupils to share their responses to the silent activity to their partners.</li> <li>Check for story comprehension by asking questions about the text.</li> </ul>
	LC	<ul style="list-style-type: none"> <li>EN3LC-IVa-j-2.6 <b>Retell parts of the story</b></li> </ul>			
	V	<ul style="list-style-type: none"> <li>Read phrases, short sentences, and short stories consisting of words with short /e/, /a/, and /i/ sounds and the <b>Who, What,</b> and <b>Where</b> questions about them*</li> </ul>	<ul style="list-style-type: none"> <li>Words with Short /e/, /a/, and /i/ Sounds</li> </ul>	3. Words with Short Vowel Sounds (with the Group Leader) <ul style="list-style-type: none"> <li>Let pupils practice reading the story with short /e/, /a/, and /i/ sounds or their Leveled Readers: <i>Do Your Chores, Making a Fire.</i></li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Spelling Words</li> </ul>	4./2. Concluding the Session <ul style="list-style-type: none"> <li>Give homework.</li> </ul> <b>Homework:</b> Practice spelling words at home.	
3	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Spelling Words</li> </ul>	1. Spelling Words <ul style="list-style-type: none"> <li>Give spelling activity. There are different spelling words for Grades 2 and 3 pupils.</li> <li>Provide differentiated activities for the two levels.</li> </ul>	
	LC	<ul style="list-style-type: none"> <li>EN2LC-IVe-f-2.4 Use personal experiences to make predictions about text viewed and listened to</li> </ul>	<ul style="list-style-type: none"> <li>Listening Story: "The Biggest Storm"</li> <li>Make Predictions</li> </ul>	2. Rereading of the Listening Story: "The Biggest Storm" (with the Group Leader) <ul style="list-style-type: none"> <li>Reread the story. Ask comprehension questions for pupils to answer.</li> <li>Prepare a worksheet for Grade 2 pupils to answer.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing their activity, guide Grade 3 pupils with their activity.</li> </ul>
OL	<ul style="list-style-type: none"> <li>EN2OL-IIIe-f-1.1 Listen and respond to texts to clarify meanings heard while drawing on personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Answer Comprehension Questions</li> </ul>			



Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	<b>PWR</b>	<ul style="list-style-type: none"> <li>Read words, phrases, sentences, and stories containing words with diphthongs and ambiguous vowels*</li> </ul>	<ul style="list-style-type: none"> <li>Phonics: Diphthongs and Ambiguous Vowels (-oil-oy, -oul-ow, -all-awl -au)</li> </ul>		2. Phonics Lesson: Review of Diphthongs and Ambiguous Vowels (with the teacher) <ul style="list-style-type: none"> <li>Conduct class review of diphthongs and ambiguous vowels. Ask pupils to answer Skill Builder 1 (page 6) 4 in their notebooks.</li> </ul>
	<b>G</b>	<ul style="list-style-type: none"> <li>Identify coordinating conjunctions and their roles in sentences*</li> </ul>	<ul style="list-style-type: none"> <li>Grammar: Coordinating Conjunctions</li> </ul>	3. Concluding the Session <ul style="list-style-type: none"> <li>Ask pupils to recall coordinating conjunctions using the acronym FANBOYS.</li> </ul> <p><b>Homework:</b> Review your spelling words using Look, Cover, Write, Check.</p>	
4	<b>LC</b>	<ul style="list-style-type: none"> <li>EN2LC-IIIa-j-1.1 Retell the story</li> </ul>	<ul style="list-style-type: none"> <li>Listening Story: "The Biggest Storm"</li> </ul>	1. Retelling of the Listening Story: "The Biggest Storm" <ul style="list-style-type: none"> <li>In groups, let pupils retell the story in their own words.</li> <li>Ask questions about the characters, incidents, and setting in the story: <i>Who, Where, When, What is the problem, What is the solution.</i></li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activities, facilitate guided reading of the Leveled Reader with the Grade 3 pupils.</li> </ul>
	<b>OL</b>	<ul style="list-style-type: none"> <li>EN2OL-IVe-1.1 Listen and respond to texts to clarify meanings heard while drawing on personal experiences</li> </ul>			
	<b>V</b>	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean</li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>The Biggest Storm</i> (Chapter 2)</li> <li>Vocabulary: Words from the Text</li> </ul>	1. Reading of the Grade 3 Leveled Reader: <i>The Biggest Storm</i> (Chapter 2, pp. 7–11) (with the Teacher)	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4					<p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Activate pupils' prior knowledge by asking them to retell what happened in Typhoon Yolanda.</li> <li>• Unlock words from the story using context clues and pictures.</li> <li>• Link what the pupils know with the story.</li> </ul>
	PWR	<ul style="list-style-type: none"> <li>• <b>Read words and phrases, sentences, and stories containing words with diphthongs and ambiguous vowels: -al, -au, -aw*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading of the Leveled Reader: <i>The Biggest Storm</i> (Chapter 4)</li> </ul>		<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Divide the class into two groups according to their reading levels.</li> <li>• Tell pupils in Group 1 to scan the reading material while teacher reads with Group 2. They switch afterwards.</li> </ul>
	F	<ul style="list-style-type: none"> <li>• <b>EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	OL	<ul style="list-style-type: none"> <li>EN3OL-IVa-j-5 <b>Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Making Inferences</li> </ul>		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Go back to the prompt before the story reading.</li> <li>Divide the class into six groups and assigns text-related activities.</li> <li>Ask groups to present.</li> </ul>
	V	<ul style="list-style-type: none"> <li>EN3V-IVg-1-9 <b>Use known words to perform artistic theme-based activities: Weather Patterns</b></li> </ul>		<p>2. Concluding the Session</p> <ul style="list-style-type: none"> <li>Ask pupils to use the words they have learned in the past days in sentences.</li> </ul>	<p>2. Concluding the Session</p> <ul style="list-style-type: none"> <li>Ask pupils what they have learned for the day.</li> </ul> <p><b>Homework:</b> Copy and answer the Skill Builder on coordinating conjunctions (page 11.)</p>
5	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Weekly Assessment: Spelling and Grammar</li> </ul>	<p>1. Weekly Assessment</p> <ul style="list-style-type: none"> <li>Give spelling test.</li> </ul> <p><b>Note to the Teacher:</b> <i>There are different spelling words for Grades 2 and 3. Give differentiated activities for the two levels.</i></p>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	WC	<ul style="list-style-type: none"> <li>EN2WC-IVd-g-1.6 Express idea through illustrations or storyboard</li> </ul>	<ul style="list-style-type: none"> <li>Composing Activity: Story Board for the Listening Story, "The Biggest Storm"</li> </ul>	2. Composing Activity (with the Teacher) <ul style="list-style-type: none"> <li>Model making a storyboard of the Listening Story, "The Biggest Storm."</li> </ul> 3. Concluding the Session: Sharing and Reading <ul style="list-style-type: none"> <li>Let pupils share their ideas in groups of 4 and talk about it.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activities, guide Grade 3 pupils in their activities.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.10.1 <b>Read aloud from familiar prose consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation</b></li> </ul>	<ul style="list-style-type: none"> <li>Rereading of Story for Fluency</li> </ul>		2. Reading (with the Group Leader) <ul style="list-style-type: none"> <li>Divide the class into groups of four, making sure pupils are grouped by reading levels.</li> <li>Ask pupils to take turns reading a page each.</li> </ul>
	C	<ul style="list-style-type: none"> <li>EN3WC-IVa-e-22 <b>Write a news story</b></li> </ul>	<ul style="list-style-type: none"> <li>Writing: News Story</li> </ul>		3. Writing: News Article <ul style="list-style-type: none"> <li>Review elements of a newspaper article.</li> <li>Discuss how to write a news story using a graphic organizer.</li> <li>Give individual writing task.</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Ask pupils to read their newspaper articles to their partners.</li> </ul>

WEEK

36

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES  
GRADES 2 AND 3  
ENGLISH**

**THEME: GETTING READY TO THE EVER-CHANGING WEATHER**

**LISTENING STORY: "THE BIGGEST STORM"**

**GRADE 2 LEVELED READER: *THE END OF THE WORLD***

**GRADE 3 LEVELED READER: *THE BIGGEST STORM***

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)  
QUARTER 4, WEEK 36 (50 MINUTES PER DAY)**

**Theme: Getting Ready to the Ever-changing Weather**

**Listening Story: “The Biggest Storm”** (Author: Education Development Center (EDC))

**Grade 2 Leveled Reader: *The End of the World*** (Author: Education Development Center (EDC); Illustrator: Ryan Bordadora)

**Grade 3 Leveled Reader: *The Biggest Storm*** (Author: Suzanne Simard; Illustrator: Rea Diwata Mendoza;

Photographers: Darius Arturo Macasi and Jon Andrew Cabiles)

**DOMAINS:** **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development **LC** – Listening Comprehension **RC** – Reading 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	<b>V</b>	<ul style="list-style-type: none"> <li>EN2OL-IVf-g-1.16 Create and participate in oral dramatic activities</li> </ul>	<ul style="list-style-type: none"> <li>Listening Story: “The Biggest Storm”</li> </ul>	1. Retelling of the Story <ul style="list-style-type: none"> <li>Retell the story through dramatization. Let pupils work in small groups.</li> </ul>	
	<b>PWR</b>	<ul style="list-style-type: none"> <li>EN2PWR-IVf-15 Read two-syllable words consisting of short /e/ and /a/ (<b>basket, magnet</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Sight Words</li> </ul>	2. Sight Words <ul style="list-style-type: none"> <li>Discuss sight words and conduct a game to reinforce lesson.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activity, provide worksheets as review of grammar lessons for Grade 3 pupils.</li> </ul>
			<ul style="list-style-type: none"> <li>Fluency Practice</li> </ul>	3. Reading of Grade Level Words <ul style="list-style-type: none"> <li>Let pupils read grade level words in small groups.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	V	<ul style="list-style-type: none"> <li>EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstrations, and context clues</li> </ul>	<ul style="list-style-type: none"> <li>Storyboard</li> </ul>	<ul style="list-style-type: none"> <li>1. Storyboard (with the Group Leader)</li> <li>Let pupils continue writing their storyboard.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activities, guide Grade 3 pupils in reading their Leveled Readers.</li> </ul>
		<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>The Biggest Storm</i> (Chapter 3)</li> <li>Vocabulary: Words from the Text</li> </ul>		<ul style="list-style-type: none"> <li>1. Sharing of Information (with the Teacher)</li> <li>Ask pupils to share the weather reports they found.</li> <li>2. Grade 3 Leveled Reader: <i>The Biggest Storm</i></li> <li><i>Pre-Reading Activities</i></li> <li>Review events in the Listening Story read in the previous meeting.</li> <li>Unlock words and phrases using context clues and pictures.</li> <li>Link what pupils know with the story.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	F	<ul style="list-style-type: none"> <li>EN3F-IVa-h-1.6 <b>Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Leveled Reader</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are doing the activity, review CVC words with Grade 2 pupils.</li> </ul>	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into two groups based on their reading levels.</li> <li>Assign silent activity to Group 2. Then, listen to Group 1 pupils read. Groups switch afterwards.</li> </ul>
		<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.11 <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			
	ATR	<ul style="list-style-type: none"> <li>EN3A-IVd-f-2.9 <b>Take part in creative responses to stories like preparing logs, journals, and other oral presentations</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details</li> </ul>		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Go back to the silent activity and asks pupils to share their answers.</li> <li>Divide the class into six groups and assigns text-related tasks.</li> <li>Check for comprehension by asking questions about the story and asking groups to present their responses.</li> </ul>
SS	<ul style="list-style-type: none"> <li>EN3SS-IVe-f-1.2.2 <b>Interpret simple graphs and tables</b></li> </ul>	<ul style="list-style-type: none"> <li>Study Skills: Tables and Graphs</li> <li>Interpreting Pictographs</li> </ul>	<p>2./3. Understanding Tables and Graphs</p> <ul style="list-style-type: none"> <li>Show a bar graph and discusses its parts.</li> </ul>		



Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2				3./4. Concluding the Session <ul style="list-style-type: none"> <li>Ask pupils to state the importance of studying graphs.</li> </ul> <b>Homework:</b> Cut out a table or graph from a newspaper or magazine. For those without newspaper access, they can make their own graphs.	
3	<b>S</b>	<ul style="list-style-type: none"> <li><i>EN3S-IVa-b-4</i> <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Spelling Words</li> </ul>	1. Spelling Words <ul style="list-style-type: none"> <li>Provide spelling activity. There are different spelling words for Grades 2 and 3 pupils. Provide differentiated activities for the two levels.</li> </ul>	
	<b>PWR</b>	<ul style="list-style-type: none"> <li><b>Read words and phrases, sentences and stories containing words with complex consonants (/kn/, /wr/, /gnl)*</b></li> </ul>	<ul style="list-style-type: none"> <li>Phonics: Words with Complex Consonants (/kn/, /wr/, /gn/)</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are answering their Skill Builder on page 16, guide Grade 2 pupils in reading their Leveled Readers.</li> </ul>	2. Phonics Lesson: Words with Complex Consonants (/kn/, /wr/, /gn/) <ul style="list-style-type: none"> <li>Introduce lesson on words with complex consonants (/kn/, /wr/, /gn/)</li> <li>Explain new or difficult words in the word list.</li> <li>Ask pupils to answer the exercise on words with complex consonants (/kn/, /wr/, /gn/) in Skill Builder 3 (page 16.)</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	V	<ul style="list-style-type: none"> <li>EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstrations, and context clues</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Leveled Reader: <i>The End of the World</i></li> <li>Use New Vocabulary and Structures</li> </ul>	3. Grade 2 Leveled Reader: <i>The End of the World</i>  Pre-Reading Activities <ul style="list-style-type: none"> <li>Discuss unfamiliar words and expressions.</li> <li>Ask questions to stimulate pupils' interest about the story and to identify common terms relating to parts of a book.</li> </ul>	
	F	<ul style="list-style-type: none"> <li>EN2F-IVa-d-4 Read phrases, sentences, and stories consisting of short /a/ words and some sight words with appropriate speed, accuracy, and proper expression</li> </ul>	<ul style="list-style-type: none"> <li>Group C: Read Leveled Reader</li> <li>Groups A, B, D: Fluency and Spelling practice; Storyboard</li> </ul>	During Reading Activities: Reading in pairs <ul style="list-style-type: none"> <li>Go around as all 4 groups read the story in pairs.</li> </ul> After Reading Activities: Guided Reading Text and Seat Work  Group C: During Reading Activities (with the Teacher) <ul style="list-style-type: none"> <li>Conduct a picture walk, asks for predictions, points out high frequency words, listens to pupils as they read, and lead pupils through echo reading.</li> </ul>	
4		<p><b>Note to the Teacher:</b> For Day 4, you will be working with 4 groups. Grades 2 and 3 pupils are divided into two groups each. First give the instructions to Grade 2, then move on to Grade 3. Ensure that you have sufficient contact time with each group throughout the period.</p>			
	F	<ul style="list-style-type: none"> <li>EN2WC-IVd-g-1.6 Express idea through illustrations or storyboard</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Leveled Reader: <i>The End of the World</i></li> </ul>	1. Group Work: Guided Reading Text and Seatwork (with the Teacher)	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4			<ul style="list-style-type: none"> <li>Vocabulary: Words from the Text</li> </ul>	<p>Group B: <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Conduct a picture walk, point out high frequency words, listen to pupils as they read, and leads pupils through echo reading.</li> </ul> <p>Groups A, C, and D: Seatwork</p>	
	LC	<ul style="list-style-type: none"> <li>EN2LC-IVc-d-2.5 Use an understanding of incidents, characters, and settings to validate predictions</li> </ul>		<ul style="list-style-type: none"> <li>Fluency, Spelling, Storyboard</li> </ul> <p>2. Instruction: Storyboard of the Grade 2 Leveled Reader: <i>The End of the World</i></p> <ul style="list-style-type: none"> <li>Provide instruction on making a storyboard.</li> </ul> <p>3. Group Work: Guided Reading Text and Seatwork</p> <p>Group D: <i>During Reading Activities</i> (with the Teacher)</p>	
	F	<ul style="list-style-type: none"> <li>EN2F-IVf-4.1 Read phrases, sentences, and stories consisting of short /e/, /a/, and /i/ words and some sight words with appropriate speed, accuracy, and proper expression</li> </ul>		<ul style="list-style-type: none"> <li>Conduct a picture walk, point out high frequency words, listen to pupils as they read, and lead pupils through echo reading.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	LC	<ul style="list-style-type: none"> <li>EN2LC-IVc-d-2.5 Use an understanding of incidents, characters, and setting to validate predictions</li> </ul>			
	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>The Biggest Storm</i> (Chapter 4)</li> <li>Vocabulary: Words from the Text</li> <li>Comprehension: Noting Details, Making Inferences</li> <li>Grammar: Subordinating Conjunctions</li> </ul>		<ol style="list-style-type: none"> <li>Skill Builder Correction and Lesson Review                             <ul style="list-style-type: none"> <li>Let pupils check their partners' answers.</li> <li>Let pupils participate in the phonics review lesson.</li> </ul> </li> <li>Leveled Reader: <i>The Biggest Storm</i> <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Let pupils recall the safety measures discussed previously.</li> <li>Let pupils derive the meanings of words using context clues and pictures.</li> <li>Let pupils link what they know with the story.</li> </ul> </li> </ol>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	PWR	<ul style="list-style-type: none"> <li>Read words and phrases, sentences and stories containing words with complex consonants (<i>lknl, lwrl, lgnl</i>)*</li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Grade 3 Leveled Reader: <i>The Biggest Storm</i> (Chapter 4)</li> </ul>		<i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Let pupils go into two groups according to their reading levels.</li> <li>Read with Group 2 pupils while Group 1 pupils scan the reading material. They switch afterwards.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</li> </ul>			
	OL	<ul style="list-style-type: none"> <li>EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Making Inferences</li> </ul>		<i>After Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils go into six groups and do text-related tasks.</li> <li>Pupils in groups present after the given preparation time.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> </ul>	4./3. Concluding the Session  <b>Homework:</b> Practice spelling words	
5	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Weekly Assessment: Spelling and Grammar</li> </ul>	1. Weekly Assessment  <ul style="list-style-type: none"> <li>Give spelling test.</li> </ul> <b>Note to the Teacher:</b> <i>There are different spelling words for Grades 2 and 3. Give differentiated activities for the two levels.</i>	
	WC	<ul style="list-style-type: none"> <li>EN2WC-IVd-g-1.6 Express idea through illustrations or storyboard</li> </ul>	<ul style="list-style-type: none"> <li>Group A: Read Leveled Reader</li> <li>Groups B, C, and D: Fluency and Spelling practice; Storyboard</li> </ul>	2. Group Work: Guided Reading Text and Seatwork (with the Teacher)  Group A: <i>During Reading Activities</i>  <ul style="list-style-type: none"> <li>Conduct a picture walk, ask for predictions, point out high frequency words, listen to pupils as they read and lead pupils through echo reading</li> </ul> Groups B, C, and D: Seatwork  <ul style="list-style-type: none"> <li>Writing Activity: Postcard/Storyboard</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing their activity, guide Grade 3 pupils in their activities.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5				3. Concluding Session: <ul style="list-style-type: none"> <li>• Invite pupils to share their postcards/ storyboards and what they have learned about being thankful and grateful</li> </ul>	
	<b>F</b>	<ul style="list-style-type: none"> <li>• <i>EN3F-IVc-d-1.4 Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation</i></li> </ul>	<ul style="list-style-type: none"> <li>• Grammar: Subordinating Conjunctions</li> <li>• Writing: Comparative Writing</li> </ul>		2. Subordinating Conjunctions <ul style="list-style-type: none"> <li>• Discuss briefly Subordinating Conjunctions with the pupils.</li> <li>• Ask pupils to use the conjunctions in their writing activity.</li> </ul>
	<b>G</b>	<ul style="list-style-type: none"> <li>• <i>Identify conjunctions and their roles in sentences*</i></li> </ul>			3. Writing: Comparative Writing <ul style="list-style-type: none"> <li>• Ask pupils to write their paragraphs in clean copy by following the given criteria.</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>• Ask pupils to share their paragraphs.</li> </ul>





WEEK

**37**

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES  
GRADES 2 AND 3  
ENGLISH**

**THEME: CARING FOR NATURE AND THE ENVIRONMENT**

**READ ALOUD STORY: *FRUITS***

**GRADE 3 LEVELED READER: *WONDERS IN THE SKY***

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)  
QUARTER 4, WEEK 37 (50 MINUTES PER DAY)**

**Theme: Caring for Nature and the Environment**

**Read Aloud Story: Fruits** (Author: Lolita J. Bulalacao; Illustrator: Crispin Dayao, Jr.)

**Grade 3 Leveled Reader: Wonders in the Sky** (Author: Basa Pilipinas; Illustrator: Hannah Manaligod)

**DOMAINS:** **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development **LC** – Listening Comprehension **RC** – Reading 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	<b>V</b>	<ul style="list-style-type: none"> <li><i>EN3V-IVa-j-12.3</i> <b>Use clues from the context to figure out what words mean</b></li> <li><b>Identify rhymes and give words that rhyme*</b></li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud Story: <i>Fruits</i></li> <li>Vocabulary: Words from the Text; Rhyming Words</li> </ul>	1. Sharing of Information <ul style="list-style-type: none"> <li>Explain the weekly theme and ask pupils what they know about natural objects in the sky.</li> </ul> 2. Read Aloud Story: <i>Fruits</i> <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Activate pupils’ prior knowledge by asking what they know about the sun.</li> <li>Unlock words and expressions using context clues.</li> <li>Link what pupils know with the story.</li> </ul>	
	<b>LC</b>	<ul style="list-style-type: none"> <li><i>EN3LC-IVa-j-2</i> <b>Activate prior knowledge based on the stories read</b></li> </ul>			
			<ul style="list-style-type: none"> <li><i>EN3LC-IIIa-j-2.1</i> <b>Listen to a literary text and note important details</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Making Inferences</li> </ul>	<i>During Reading Activity</i> <ul style="list-style-type: none"> <li>Read aloud the Listening Story.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	LC	<ul style="list-style-type: none"> <li>EN3LC-IVe-f.3.7 <b>Give personal accounts related to the story (anecdotes, past experiences)</b></li> </ul>		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Reread the story, then, check for comprehension by asking questions about the text.</li> <li>Read the riddle again and ask pupils to take down notes about the clues given in the riddle.</li> </ul>	
	SS	<ul style="list-style-type: none"> <li><b>Take down notes*</b></li> </ul>	<ul style="list-style-type: none"> <li>Study Skills: Note Taking</li> </ul>	<p>3. Understanding Rhyme</p> <ul style="list-style-type: none"> <li>Present lesson on rhymes.</li> <li>Ask pupils to give words that rhyme with the given word.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Ask pupils to read the riddle (in poem form) again.</li> </ul> <p><b>Homework:</b> List as many words you could think of that rhyme with “sun.” Write them in your notebook.</p>	
2	V	<ul style="list-style-type: none"> <li>Give the meaning of words with the short /u/ sound*</li> </ul>	<ul style="list-style-type: none"> <li>Words with Short /u/</li> </ul>	<p>1. Short /u/ (with the Group Leader)</p> <ul style="list-style-type: none"> <li>Pupils complete short /u/ exercises with words with the short /u/ sound LM pp. 375–376.</li> </ul>	
		<ul style="list-style-type: none"> <li>Match pictures with short /u/ words*</li> </ul>			
	PWR	<ul style="list-style-type: none"> <li>Read words with short /u/ sound in CVC pattern (e.g., bug, fun.)*</li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	V	<ul style="list-style-type: none"> <li>• <i>EN3V-IVa-j-12.3</i> <b>Use clues from the context to figure out what words mean</b></li> <li>• <b>Identify rhyming words*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Grade 3 Leveled Reader: <i>Wonders in the Sky</i> (Chapter 1)</li> <li>• Vocabulary: Words from the Text</li> </ul>	<ul style="list-style-type: none"> <li>• While Grade 2 pupils are doing the activities, guide Grade 3 pupils in reading their Leveled Readers.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sharing of Information (with the Teacher)</li> <li>• Ask pupils to share the weather reports they found.</li> <li>2. Grade 3 Leveled Reader: <i>Wonders in the Sky</i></li> </ol> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Review the events in the Listening Story read in the previous meeting.</li> <li>• Discuss unfamiliar words and phrases using context clues and pictures.</li> <li>• Link what pupils know with the story.</li> </ul>
	F	<ul style="list-style-type: none"> <li>• <i>EN3F-IVa-h-1.6</i> <b>Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading of the Grade 3 Leveled Reader: <i>Wonders in the Sky</i> (Chapter 1)</li> </ul>		<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Divide the class into two groups based on their reading levels.</li> <li>• Assign silent activity to Group 2. Then, listen to Group 1 pupils read. Groups switch afterwards.</li> </ul>
	F	<ul style="list-style-type: none"> <li>• <i>EN3F-IVa-j-1.11</i> <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	LC	<ul style="list-style-type: none"> <li>EN3LC-IVa-j-2.6 <b>Retell parts of the story</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Making Predictions</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are doing the activity, teacher reviews CVC words with Grade 2 pupils.</li> </ul>	<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Go back to the silent activity and ask pupils to share their answers.</li> <li>Ask questions about the text to check for understanding.</li> <li>Ask pupils to make a prediction chart and share their predictions with their classmates.</li> </ul>
	C	<ul style="list-style-type: none"> <li>Write a simple poem*</li> </ul>	<ul style="list-style-type: none"> <li>Composition: Writing a Simple Poem</li> </ul>	<p>2./3. Understanding Poetry</p> <ul style="list-style-type: none"> <li>Listen and participate in the lesson on poetry.</li> <li>Complete a rhyming verse based on the given pattern. Provide differentiated activities based on the level of the pupils.</li> </ul> <p>3./4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Ask pupils to share their poems.</li> </ul> <p><b>Homework:</b> Find a poem about the sun or nature. Copy it in your notebook.</p> <p><b>Note to the Teacher:</b> <i>Pupils who don't have access to a library can write their own poems instead.</i></p>	
3	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Spelling Words</li> </ul>	<p>1. Spelling</p> <ul style="list-style-type: none"> <li>Give spelling activity. There are different spelling words for Grades 2 and 3 pupils. Provide differentiated activities for the two levels.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	LC	<ul style="list-style-type: none"> <li>EN2LC-IVg-3.15 Recognize the difference between <b>made-up</b> and <b>real</b> in texts listened to</li> </ul>	<ul style="list-style-type: none"> <li>Listening Story: “Wonders in the Sky”</li> </ul>	2. Rereading of the Listening Story (with the teacher) <ul style="list-style-type: none"> <li>Reread the story. Ask comprehension questions for pupils to answer. Talk about <b>made-up</b> and <b>real</b>. (with the Group Leader)</li> <li>Prepare a worksheet for Grade 2 pupils to answer.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing their activities, guide Grade 3 pupils with their Skill Builder.</li> </ul>
	OL	<ul style="list-style-type: none"> <li>EN2OL-IVe-1.1 Listen and respond to texts to clarify meanings heard while drawing on personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Answer Comprehension Questions</li> </ul>		
	PWR	<ul style="list-style-type: none"> <li><b>Read words and phrases, sentences, and stories with consonant clusters*</b></li> </ul>	<ul style="list-style-type: none"> <li>Phonics: Review of words with consonant clusters</li> </ul>	2. Phonics: Consonant Clusters (/thr/, /shr/, /squ/) (with the Teacher) <ul style="list-style-type: none"> <li>Present lesson on consonant clusters (/thr/, /shr/, /squ/)</li> <li>Give class exercise on consonant clusters.</li> <li>Ask pupils to answer Skill Builder I on page 6.</li> </ul>	
	G	<ul style="list-style-type: none"> <li>EN3G-IVg-h-7.3 <b>Use the more frequently occurring prepositions</b></li> </ul>	<ul style="list-style-type: none"> <li>Grammar: Prepositions</li> </ul>		3. Grammar: Review of Prepositions <ul style="list-style-type: none"> <li>Discuss the lesson on prepositions.</li> <li>Provide differentiated activities.</li> </ul>
					4. Concluding the Session <ul style="list-style-type: none"> <li>Pupils note the word “position” in “preposition.”</li> </ul> <p><b>Homework:</b> Pupils illustrate three prepositions and use each in a sentence.</p>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	LC	<ul style="list-style-type: none"> <li>EN2LC-IIIa-j-1.1 Retell the story</li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud Story: <i>Fruits</i></li> </ul>	<ol style="list-style-type: none"> <li>Retelling of the Read Aloud Story: <i>Fruits</i> (with the Group Leader) <ul style="list-style-type: none"> <li>Let pupils retell the story. In groups, let them write the story in their own words.</li> <li>Ask questions about the characters, incidents, and setting in the story: <i>Who, Where, When, What is the problem? What is the solution?</i></li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activity, facilitate guided reading of the Leveled Reader with the Grade 3 pupils.</li> </ul>
	OL	<ul style="list-style-type: none"> <li>EN2OL-IVe-1.1 Listen and respond to texts to clarify meanings heard while drawing on personal experiences</li> </ul>			
	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Wonders in the Sky</i> (Chapter 2: Pages 7 to 11)</li> <li>Vocabulary: Words from the Text</li> </ul>	<ol style="list-style-type: none"> <li>Sharing of Homework (with the Teacher) <ul style="list-style-type: none"> <li>Ask pupils to share their homework on prepositions.</li> </ul> </li> <li>Grade 3 Leveled Reader: <i>Wonders in the Sky</i></li> </ol> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Activate pupils' prior knowledge by asking them to retell what happened in Typhoon Yolanda.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4					<ul style="list-style-type: none"> <li>• Discuss unfamiliar words from the story using context clues and pictures.</li> <li>• Link what the pupils know with the story.</li> </ul>
	PWR	<ul style="list-style-type: none"> <li>• <b>Read words and phrases, sentences, and stories containing words with diphthongs and ambiguous vowels: -al, -au, -aw*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rereading of the Leveled Reader</li> </ul>		<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Divide the class into two groups according to their reading levels.</li> <li>• Read with Group 2 pupils while Group 1 pupils scan the reading material. They switch afterwards.</li> </ul>
	F	<ul style="list-style-type: none"> <li>• <i>EN3F-IIIg-j-1.11</i> <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			
	OL	<ul style="list-style-type: none"> <li>• <i>EN3OL-IVa-j-5</i> <b>Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling, and show and tell)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension: Noting Details Making Inferences</li> </ul>		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Go back to the prediction charts from the previous meeting (Day 2.)</li> <li>• Divide the class into six groups. Assign text-related tasks.</li> <li>• Ask questions about the text and asks the groups to present their answers.</li> </ul>



Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	G	<ul style="list-style-type: none"> <li>Use the correct preposition to complete a sentence*</li> </ul>	<ul style="list-style-type: none"> <li>Grammar: Prepositions</li> </ul>	2/3. Grammar: Prepositions <ul style="list-style-type: none"> <li>Present a song about prepositions.</li> <li>Give differentiated activities for Grades 2 and 3 pupils. For Grade 3 pupils, ask them to answer Skill Builder 2 on page 11.</li> </ul>	
5	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 Spell words that were introduced during word recognition and based on the phonics concepts studied</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Assessment: Spelling and Grammar</li> </ul>	1. Weekly Assessment <ul style="list-style-type: none"> <li>Give the spelling test.</li> </ul> <p><b>Note to the Teacher:</b> There are different spelling words for Grades 2 and 3. Give differentiated activities for the two levels.</p>	
	WC	<ul style="list-style-type: none"> <li>EN2WC-IVd-g-1.6 Express idea through pictograph</li> </ul>	<ul style="list-style-type: none"> <li>Composing Activity: Pictograph</li> </ul>	2. Composing Activity: Pictograph Which fruit do you like best? <ul style="list-style-type: none"> <li>Model how to make a pictograph.</li> <li>Lead pupils into constructing their own pictographs.</li> </ul> 3. Concluding the Session: Sharing and Reading <ul style="list-style-type: none"> <li>Teacher invites pupils to share their pictographs.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activities, guide Grade 3 pupils in their activities.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	F	<ul style="list-style-type: none"> <li>EN3F-IVc-d-1.4 <b>Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation</b></li> </ul>	<ul style="list-style-type: none"> <li>Rereading of the Story</li> </ul>		<ol style="list-style-type: none"> <li>Revisiting a Familiar Text (with the Group Leader)                             <ul style="list-style-type: none"> <li>Pupils reread the story, <i>Wonders in the Sky</i>.</li> </ul> </li> <li>Writing: Poetry                             <ul style="list-style-type: none"> <li>Review elements of poetry.</li> <li>Engage pupils in cooperative writing and write their poems.</li> </ul> </li> <li>Concluding the Session                             <ul style="list-style-type: none"> <li>Let pupils share their poems.</li> </ul> </li> </ol>
	C	<ul style="list-style-type: none"> <li><b>Write a poem*</b></li> </ul>	<ul style="list-style-type: none"> <li>Writing: Poem</li> </ul>		

WEEK

**38**

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES  
GRADES 2 AND 3  
ENGLISH**

**THEME: CARING FOR NATURE AND THE ENVIRONMENT**

**READ ALOUD STORY: *FRUITS***

**GRADE 2 LEVELED READER: *ANIMALS HERE, ANIMALS THERE***

**GRADE 3 LEVELED READER: *WONDERS IN THE SKY***

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)**  
**QUARTER 4, WEEK 38 (50 MINUTES PER DAY)**

**Theme: Caring for Nature and the Environment**

**Read Aloud Story: *Fruits*** (Author: Lolita J. Bulalacao; Illustrator: Crispin Dayao, Jr.)

**Grade 2 Leveled Reader: *Animals Here, Animals There*** (Author: Education Development Center (EDC); Illustrator: Rea Diwata Mendoza)

**Grade 3 Leveled Reader: *Wonders in the Sky*** (Author: Basa Pilipinas; Illustrator: Hannah Manaligod)

**DOMAINS:** **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development **LC** – Listening Comprehension **RC** – Reading 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	<b>V</b>	<ul style="list-style-type: none"> <li>EN2SS-IVh-1.2 Interpret pictographs</li> </ul>	<ul style="list-style-type: none"> <li>Pictographs</li> </ul>	1. Pictographs <ul style="list-style-type: none"> <li>Continue making pictographs.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activities, let Grade 3 pupils reread Chapters 1–2 of their Leveled Readers.</li> </ul>
	<b>PWR</b>	<ul style="list-style-type: none"> <li>EN2WC-IVd-g-1.6 Express idea through pictographs</li> </ul>			
	<b>V</b>	<ul style="list-style-type: none"> <li><i>EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean</i></li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud Story: <i>Fruits</i></li> <li>Vocabulary: Words from the Text</li> </ul>	2./1. Rereading Read Aloud Story: <i>Fruits</i>  <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Review the details about the book (i.e. title, author, and illustrator)</li> <li>Unlock words and expressions using context clues that were not discussed in the previous week.</li> <li>Link what pupils know with the story.</li> </ul>	
	<b>LC</b>	<ul style="list-style-type: none"> <li><i>EN3LC-IVa-j-2 Activate prior knowledge based on the stories read</i></li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	LC	<ul style="list-style-type: none"> <li>EN3LC-IIIa-j-2.1 <b>Listen to a literary text</b></li> </ul>	<ul style="list-style-type: none"> <li>Read Aloud Story: <i>Fruits</i></li> </ul>	<i>During Reading Activity</i> <ul style="list-style-type: none"> <li>Reread the Story.</li> </ul>	
		<ul style="list-style-type: none"> <li>EN3LC-IVa-j-2.1 <b>Note important details</b></li> <li>EN3LC-IVa-j-2.6 <b>Retell parts of the story</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Making Inferences</li> </ul>	<i>After Reading Activities</i> <ul style="list-style-type: none"> <li>Go back to the prompt, then reread the story.</li> <li>Divide the class into five groups and assign text-related tasks.</li> <li>Check for comprehension by asking questions about the text and letting the groups present their answers.</li> </ul>	
	OL	<ul style="list-style-type: none"> <li>EN3OL-IVa-e-1.19 <b>Present information in varied artistic ways (e.g., role playing, show and tell, radio play, podcast/broadcast/reporting, poster presentations)</b></li> </ul>		<ul style="list-style-type: none"> <li>Note to the Teacher: Ask pupils to choose a fruit from the story and ask them to make a presentation about their chosen fruit. Pupils get information from the story.</li> </ul> 3./2. Concluding the Session <ul style="list-style-type: none"> <li>Let pupils say something about the presentations (insights, realizations, etc.)</li> </ul>	
2	V	<ul style="list-style-type: none"> <li>EN2F-IVg-j-4.2 Read phrases, sentences, and stories consisting of two-syllable short /e/, /a/, /i/, /o/, and /u/ words and some sight words with appropriate speed, accuracy, and proper expression</li> </ul>	<ul style="list-style-type: none"> <li>Two-syllable Words</li> </ul>	1. Two-syllable words <ul style="list-style-type: none"> <li>Give pupils the story to read and exercises LM p. 360, “Get Set,” and LM p. 361 “Let’s Aim.”</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activities, guide Grade 3 pupils in reading their Leveled Readers.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	V	<ul style="list-style-type: none"> <li>EN2V-IVh-j-22 Give the meaning of two-syllable words with short vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>Two-syllable words with short /e/, /a/, and /i/ sounds</li> </ul>		
		<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Wonders in the Sky</i> (Chapter 3)</li> <li>Vocabulary: Words from the Text</li> </ul>		<ol style="list-style-type: none"> <li>Sharing of Information                             <ul style="list-style-type: none"> <li>Ask pupils to share poem or song about the blue moon.</li> </ul> </li> <li>Grade 3 Leveled Reader: <i>Wonders in the Sky</i></li> </ol> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Review events in the Listening Story read in the previous meeting.</li> <li>Unlock words and phrases using context clues and pictures.</li> <li>Link what pupils know with the story.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-h-1.6 <b>Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Grade 3 Leveled Reader: <i>Wonders in the Sky</i> (Chapter 3)</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are doing the activity, review CVC words with Grade 2 pupils.</li> </ul>	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into two groups based on their reading levels.</li> <li>Assign silent activity to Group 2. Then, listen to Group 1 pupils read. Groups switch afterwards.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	F	<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.11 <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			
	LC	<ul style="list-style-type: none"> <li>EN3LC-IVi-j-3.5 <b>Restate facts from informational texts</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details</li> </ul>		<i>After Reading Activities</i> <ul style="list-style-type: none"> <li>Go back to the silent activity and ask pupils to share their answers.</li> <li>Introduce the idiomatic expression “once in a blue moon.”</li> <li>Ask pupils to write sentences using the expression “once in a blue moon.”</li> </ul>
	C	<ul style="list-style-type: none"> <li>Write a haiku or chant*</li> </ul>	<ul style="list-style-type: none"> <li>Writing Activity</li> </ul>	2/3. Writing a Haiku or Chant <ul style="list-style-type: none"> <li>Introduce a haiku and show examples.</li> <li>Give paired writing exercise on writing a haiku or chant.</li> <li>Pair Grades 2 and 3 pupils together. If haiku is too hard, pupils can write a chant.</li> </ul> 3/4. Concluding the Session <ul style="list-style-type: none"> <li>Let pupils share their written work to each other.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	<b>S</b>	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Spelling Words</li> </ul>	<ol style="list-style-type: none"> <li>Give a spelling activity. There are different spelling words for Grades 2 and 3 pupils.                             <ul style="list-style-type: none"> <li>Teacher provides differentiated activities for the two levels.</li> </ul> </li> </ol>	
	<b>PWR</b>	<ul style="list-style-type: none"> <li><b>Read words and phrases, sentences, and stories with consonant clusters (/scr/, /str/, /spr/, /spl/)*</b></li> </ul>	<ul style="list-style-type: none"> <li>Phonics: Review of Words with Consonant Clusters</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are answering their Skill Builder, guide Grade 2 pupils in reading their Leveled Readers.</li> </ul>	<ol style="list-style-type: none"> <li>Phonics: Consonant Clusters (/scr/, /str/, /spr/, /spl/)</li> <li>Present lesson on consonant clusters (/scr/, /str/, /spr/, /spl/)</li> <li>Give class exercise on consonant clusters (Word Hunt)</li> <li>Ask pupils to answer Skill Builder 3 on page 16.</li> </ol>
	<b>V</b>	<ul style="list-style-type: none"> <li>EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstrations, and context clues</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Leveled Reader: <i>Animals Here, Animals There</i></li> <li>Use New Vocabulary and Structures</li> </ul>	<ol style="list-style-type: none"> <li>Grade 2 Leveled Reader: <i>Animals Here, Animals There</i> <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Discuss unfamiliar words and expressions.</li> <li>Ask questions to stimulate pupils' interests about the story and to identify common terms relating to parts of the book.</li> </ul> </li> </ol>	



Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	F	<ul style="list-style-type: none"> <li>EN2F-IVa-d-4 Read phrases, sentences, and stories consisting of short a words and some sight words with appropriate speed, accuracy, and proper expression</li> </ul>	<ul style="list-style-type: none"> <li>Group C: Read Leveled Reader</li> <li>Groups A, B, D: Fluency and Spelling Practice; Storyboard</li> </ul>	<p><i>During Reading Activities: Reading in Pairs</i></p> <ul style="list-style-type: none"> <li>Go around as all 4 groups read the story in pairs.</li> </ul> <p>3. Group Work: Guided Reading Text and Seat Work</p> <p>Group C: <i>During Reading Activities</i> (with the Teacher)</p> <ul style="list-style-type: none"> <li>Conduct a picture walk, asks for predictions, point out high frequency words, listen to pupils as they read and lead pupils through echo reading</li> </ul>	
		<p><b>Note to the Teacher:</b> For Day 4, you will be working with 4 groups. Grades 2 and 3 pupils are divided into two groups each. First give the instructions to Grade 2, then move on to Grade 3. Ensure that you have sufficient contact time with each group throughout the period.</p>			
4	RC	<ul style="list-style-type: none"> <li>EN2RC-IVe-2.16 Use clues to make and justify predictions before, during, and after reading (titles, pictures,)</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Leveled Reader: <i>Animals Here, Animals There</i></li> <li>Vocabulary: Words from the Text</li> </ul>	<p>1. Group Work: Guided Reading Text and Seat Work (with the Teacher)</p> <p>Group A: <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Conduct a picture walk, ask questions to link to prior knowledge, point out high frequency words, listen to pupils as they read, and lead pupils through echo reading.</li> </ul> <p>Groups B, C, D: Seatwork</p> <ul style="list-style-type: none"> <li>Fluency, illustration of favorite animal.</li> </ul>	
	LC	<ul style="list-style-type: none"> <li>EN2LC-IVh-3.1 Identify important details in expository text listened to</li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	F	<ul style="list-style-type: none"> <li>EN2F-IVf-4.1 Read phrases, sentences, and stories consisting of short e, a, and i words and some sight words with appropriate speed, accuracy, and proper expression</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Leveled Reader: <i>Animals Here, Animals There</i></li> </ul>	<p>2. Composing: Pictograph of Favorite Animals</p> <ul style="list-style-type: none"> <li>Teacher instructs pupils on how to compose a pictograph of favorite animals.</li> </ul> <p>3. Group Work: Guided Reading Text and Seatwork</p> <p>Group B: <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Conduct a picture walk, ask questions to link to prior knowledge, point out high frequency words, listen to pupils as they read, and lead pupils through echo reading.</li> </ul> <p>Groups A, C, D: Seatwork</p> <ul style="list-style-type: none"> <li>Writing activity: Pictograph of favorite animals</li> </ul>	
	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Wonders in the Sky</i> (Chapter 4)</li> <li>Vocabulary: Words from the Text</li> </ul>	<p>Groups A, C, D: Seatwork</p> <ul style="list-style-type: none"> <li>Writing activity: Pictograph of favorite animals</li> </ul>	<p>I. Skill Builder Correction and Lesson Review (with the Group Leader)</p> <ul style="list-style-type: none"> <li>Let pupils check their partners' answers.</li> <li>Let pupils participate in the phonics review lesson.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4					<p>2. Grade 3 Leveled Reader: <i>The Biggest Storm</i> (with the Teacher)</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Let pupils recall the safety measures discussed previously.</li> <li>• Let pupils derive the meanings of words using context clues and pictures.</li> <li>• Let pupils link what they know with the story.</li> </ul>
	PWR	<ul style="list-style-type: none"> <li>• <b>Read words, phrases, sentences, and stories containing words with complex consonants (lscr/, lstr/, lspri/, lspil)*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading of the Grade 3 Leveled Reader: <i>Wonders in the Sky</i></li> </ul>		<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Let pupils go into two groups according to their reading levels.</li> <li>• Read with Group 2 pupils while Group 1 pupils scan the reading materials. They switch afterwards.</li> </ul>
	F	<ul style="list-style-type: none"> <li>• <b>EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	OL	<ul style="list-style-type: none"> <li>EN3OL-IVa-j-5 <b>Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Making Inferences</li> </ul>		<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Go back to the question prompt before the story reading.</li> <li>Divide the class into six groups. Assign text-related tasks.</li> <li>Ask questions about the text and ask the groups to present their answers.</li> </ul>
	RC	<ul style="list-style-type: none"> <li>EN3RC-IIIe-f-2.11 <b>Draw conclusions</b></li> <li><b>Make informational reports*</b></li> </ul>	<ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Make Informational Reports</li> </ul>		
	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> </ul>		
5	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Weekly Assessment: Spelling and Grammar</li> </ul>	<p>I. Weekly Assessment</p> <ul style="list-style-type: none"> <li>Give spelling test.</li> </ul> <p><b>Note to the Teacher:</b> <i>There are different spelling words for Grades 2 and 3. Give differentiated activities for the two levels.</i></p>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	WC	<ul style="list-style-type: none"> <li>EN2WC-IVd-g-1.6 Express idea through illustrations or storyboard</li> </ul>	<ul style="list-style-type: none"> <li>Group A: Read Leveled Reader</li> <li>Groups B, C, and D: Fluency and Spelling practice; Storyboard</li> </ul>	<p>2. Group Work: Guided Reading Text and Seatwork (with the Teacher)</p> <p>Group C: <i>During Reading activities</i></p> <ul style="list-style-type: none"> <li>Conduct a picture walk, asks for predictions, point out high frequency words, listen to pupils as they read, and lead pupils through echo reading</li> </ul> <p>Groups A, B, D: Seatwork</p> <ul style="list-style-type: none"> <li>Writing activity: post card/storyboard.</li> </ul> <p>3. Concluding Session</p> <ul style="list-style-type: none"> <li>Invite pupils to share their pictographs and what they have learned about caring for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing their activities, teacher guides Grade 3 pupils in their activities.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVc-d-1.4 <b>Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation</b></li> </ul>	<ul style="list-style-type: none"> <li>Writing: Comparative Writing</li> </ul>		<p>2. Revisiting a Familiar Text (with the Group Leader)</p> <ul style="list-style-type: none"> <li>Divide the class into groups of four and ask pupils to take turns reading the text.</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Play the song, “The Best Things in Life are Free,” by George Olsen (1927.)</li> </ul>
	RC	<ul style="list-style-type: none"> <li>Identify elements of poetry*</li> </ul>			



WEEK

39

SUPPLEMENTARY OUTLINE

**MULTIGRADE CLASSES  
GRADES 2 AND 3  
ENGLISH**

**THEME: NATURAL OBJECTS IN THE SKY AFFECT ONE'S DAILY ACTIVITIES**

**LISTENING STORY: "WONDERS IN THE SKY"**

**GRADE 3 LEVELED READER: *WONDERS IN THE SKY***

**OUTLINES FOR MULTIGRADE ENGLISH (GRADES 2 & 3)  
QUARTER 4, WEEK 39 (50 MINUTES PER DAY)**

**Theme: Natural Objects in the Sky Affect One’s Daily Activities**

**Listening Story: “Wonders in the Sky”** (Author: Basa Pilipinas)

**Grade 3 Leveled Reader: Wonders in the Sky** (Author: Basa Pilipinas; Illustrator: Hannah Manaligod)

**DOMAINS:** **OL** – Oral Language **PA** – Phonological Awareness **BPK** – Book and Print Knowledge (Orientation) **PWR** – Phonics and Word Recognition **F** – Fluency **S** – Spelling **WC** – Writing and Composition **G** – Grammar Awareness **V** – Vocabulary Development **LC** – Listening Comprehension **RC** – Reading 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 objectives for **Grade 3** are in **bold italics** which are addressed using the activities from the Grade 2 Teacher’s Guides and other additional activities for Grade 3 level.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
I	<b>V</b>	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Listening Story: “Wonders in the Sky”</li> <li>Vocabulary: Words from the Text; Rhyming Words</li> </ul>	I. Listening Story: “Wonders in the Sky”  <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Discuss unfamiliar words and expressions.</li> <li>Model using new vocabulary and structures</li> </ul>	
	<b>PA</b>	<ul style="list-style-type: none"> <li>EN2PA-IIf-2.3; EN2PA-IIg-h-2.4 Identify rhyme and give words that rhyme</li> </ul>			
	<b>V</b>	<ul style="list-style-type: none"> <li>EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstrations, and context clues</li> </ul>			



Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
1	LC	<ul style="list-style-type: none"> <li>EN2LC-IIIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension Questions</li> </ul>	<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Read the Listening Story to the pupils.</li> </ul> <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Ask questions about the story.</li> </ul> <p>Note to the Teacher: Grade 1 pupils didn't read the Grade 3 Leveled Readers and might have a hard time answering the questions in the Teacher's Guide; hence, it is suggested that a new set of questions be given. A character map or a story grammar can also be used to have a more engaging discussion of the listening story</p> <p>2. Concluding the Session: Poem</p> <ul style="list-style-type: none"> <li>Remind pupils of the poem "Care for Mother Earth." Let them read the pledge in LM p. 479.</li> </ul>	
		<ul style="list-style-type: none"> <li>EN2LC-IIIa-j-1.1 Identify the speaker in the story or poem</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Speaker</li> </ul>		
		<ul style="list-style-type: none"> <li>EN2LC-IIIa-j-1.1 Infer the characters' feelings and traits</li> </ul>	<ul style="list-style-type: none"> <li>Inferring Skills</li> </ul>		
2	V	<ul style="list-style-type: none"> <li>EN2V-IVh-j-22 Give the meaning of two-syllable words with short vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>Two-Syllable Words</li> </ul>	<p>1. Two-Syllable Words with Short Vowels (with the Group Leader)</p> <ul style="list-style-type: none"> <li>Guide pupils in reading two-syllable words. Then, let them complete the exercises.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing their activities, facilitate reading of the Leveled Reader with Grade 3 pupils.</li> </ul>
	PWR	<ul style="list-style-type: none"> <li>EN2PWR-IVj-2.8 Match the two-syllable words with the correct pictures</li> </ul>			
		<ul style="list-style-type: none"> <li>EN2PWR-IVj-15.2 Read two-syllable words consisting of short vowel words (pigpen, magnet, ...)</li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Wonders in the Sky</i> (Chapter 5)</li> <li>Vocabulary: Words from the Text</li> </ul>	<ul style="list-style-type: none"> <li>To conclude the session, discuss with Grade 2 pupils the answers to their exercises.</li> </ul>	<ol style="list-style-type: none"> <li>Sharing of Information (with the Teacher)                             <ul style="list-style-type: none"> <li>Ask pupils to share the weather reports they found.</li> </ul> </li> <li>Grade 3 Leveled Reader: <i>Wonders in the Sky</i> <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Review events in the Listening Story read in the previous meeting.</li> <li>Discuss unfamiliar words and phrases using context clues and pictures.</li> <li>Link what pupils know with the story.</li> </ul> </li> </ol>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-h-1.6 <b>Read Grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95–100% accuracy</b></li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Leveled Reader</li> </ul>		<i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Divide the class into two groups based on their reading levels.</li> <li>Assign silent activity to Group 2. Then, listen to Group 1 pupils read. Groups switch afterwards.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.11 <b>Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</b></li> </ul>			

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
2	LC	<ul style="list-style-type: none"> <li>EN3LC-IVi-j-3.5 <b>Restate facts from informational texts</b></li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Making Predictions</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 3 pupils are doing the activity, review CVC words with Grade 2 pupils.</li> </ul>	<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Go back to the silent activity and ask pupils to share their answers.</li> <li>Ask questions about the text to check for understanding.</li> <li>Talk about idiomatic expressions (review from Week 38.)</li> <li>Ask pupils to write a sentence using the expression “shoot for the stars.”</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Ask pupils to share their sentences.</li> </ul> <p><b>Homework:</b> Find out other idiomatic expressions using natural objects in the sky. Hint: Many songs use idiomatic expressions.</p>
	OL	<ul style="list-style-type: none"> <li>EN3OL-IVa-j-5 <b>Engage in a variety of ways to share information</b></li> </ul>			
	RC	<ul style="list-style-type: none"> <li>Retell a story read*</li> </ul>	<ul style="list-style-type: none"> <li>Story Retelling</li> </ul>	<p>2./4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Ask pupils for form small groups with Grades 2 and 3 pupils. Then, let them retell the Leveled Reader they read.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3	<b>S</b>	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Spelling Words</li> </ul>	1. Spelling Activity <ul style="list-style-type: none"> <li>Give spelling activity. There are different spelling words for Grades 2 and 3 pupils. Provide differentiated activities for the two levels.</li> </ul>	
	<b>LC</b>	<ul style="list-style-type: none"> <li>EN2PW-IVj-10.1.2 Read phrases, sentences, and short stories consisting of two-syllable words and the questions about them</li> </ul>	<ul style="list-style-type: none"> <li>Rereading</li> </ul>	2. Fluency <ul style="list-style-type: none"> <li>Listen to pupils practice reading the Grade 2 Leveled Reader: "Animals Here, Animals There." Let pupils practice first in groups of three to four.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing their activity, guide Grade 3 pupils with their activity.</li> </ul>
	<b>PWR</b>	<ul style="list-style-type: none"> <li><b>Read words, and phrases, sentences and stories with consonant clusters*</b></li> </ul>	<ul style="list-style-type: none"> <li>Phonics: Review of Words with Consonant Clusters</li> </ul>		2. Review of Consonant Clusters <ul style="list-style-type: none"> <li>Review consonant clusters and their pronunciation rules.</li> <li>Give class exercise on consonant clusters.</li> <li>Ask pupils to answer Skill Builder 5 on page 28.</li> </ul>
	<b>G</b>	<ul style="list-style-type: none"> <li>EN3G-IVi-j-6.1 <b>Recognize adverbs of manner</b></li> </ul>	<ul style="list-style-type: none"> <li>Grammar: Adverbs of Manner</li> </ul>	3. Grammar: Adverbs of Manner <ul style="list-style-type: none"> <li>Review lesson on adverbs of manner.</li> <li>Provide differentiated activities. For Grade 3, ask pupils to answer Skill Builder on p. 6 on page 34.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
3				4. Concluding the Session <ul style="list-style-type: none"> <li>Play a game on adverbs of manner. Let pupils guess an action and the adverb to describe how the action is done (ex: walking slowly; talking loudly.)</li> </ul>	
4	LC	<ul style="list-style-type: none"> <li>EN3LC-IIIa-j-1.1 Retell the story</li> <li>EN2LC-IIIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications</li> </ul>	<ul style="list-style-type: none"> <li>Listening Story: “Wonders in the Sky”</li> </ul>	1. Retelling of the Listening Story: “Wonders in the Sky” <ul style="list-style-type: none"> <li>Show pictures to help pupils retell the Read Aloud Story, <i>Message in the Sand</i>, in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activities, facilitate guided reading of the Leveled Reader with Grade 3 pupils.</li> </ul>
		<ul style="list-style-type: none"> <li>EN2LC-IIIa-j-1.1 Identify cause and/or effect of events</li> <li>EN2LC-IIIa-j-1.1 Infer the characters’ feelings and traits</li> </ul>	<ul style="list-style-type: none"> <li>Cause and effect</li> <li>Feelings of characters</li> </ul>	2. Rereading of the Listening Story: “Wonders in the Sky” <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Ask pupils to share their pledge in Day 3.</li> </ul> <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Reread the story pausing at some parts to ask questions and check comprehension.</li> </ul>	

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4				<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Lead discussion and help pupils identify cause and effect as well as infer the feelings of the characters.</li> </ul> <p><b>Note to the Teacher:</b> Do the rereading when Grade 3 pupils are reading their Leveled Readers.</p>	
	V	<ul style="list-style-type: none"> <li>EN3V-IVa-j-12.3 <b>Use clues from the context to figure out what words mean</b></li> </ul>	<ul style="list-style-type: none"> <li>Grade 3 Leveled Reader: <i>Wonders in the Sky</i> (Chapter 6)</li> <li>Vocabulary: Words from the Text</li> </ul>		<p>2. Sharing of Homework</p> <ul style="list-style-type: none"> <li>Ask pupils to share their homework on prepositions.</li> <li>Grade 3 Leveled Reader: <i>Wonders in the Sky</i></li> </ul> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Activate pupils' prior knowledge by asking them to retell what happened in Typhoon Yolanda.</li> <li>Unlock words from the story using context clues and pictures.</li> <li>Link what the pupils know with the story.</li> </ul>

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
4	PWR	<ul style="list-style-type: none"> <li>Read words and phrases, sentences, and stories containing words with diphthongs and ambiguous vowels: -al, -au, -aw*</li> </ul>	<ul style="list-style-type: none"> <li>Rereading of the Grade 3 Leveled Reader: <i>Wonders in the Sky</i></li> </ul>		<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Divide the class into two groups according to their reading levels.</li> <li>Read with Group 2 pupils while Group 1 pupils scan the reading material. They switch afterwards.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVa-j-1.11 Observe the use of punctuation including commas, periods, and question marks to guide reading for fluency</li> </ul>			
	OL	<ul style="list-style-type: none"> <li>EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: Noting Details, Making Inferences</li> </ul>		

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 2	Grade 3
5	S	<ul style="list-style-type: none"> <li>EN3S-IVa-b-4 <b>Spell words that were introduced during word recognition and based on the phonics concepts studied</b></li> </ul>	<ul style="list-style-type: none"> <li>Weekly Assessment: Spelling</li> </ul>	1. Weekly Assessment <ul style="list-style-type: none"> <li>Provide spelling test.</li> </ul> <p><b>Note to the Teacher:</b> <i>There are different spelling words for Grades 2 and 3. Give differentiated activities for the two levels.</i></p>	
	WC	<ul style="list-style-type: none"> <li>EN2WC-IVd-g-1.6 Express ideas through a poster</li> </ul>	<ul style="list-style-type: none"> <li>Composing Activity: Poster</li> </ul>	2. Composing Activity: Message to their Grandmothers <ul style="list-style-type: none"> <li>Guide pupils to write a message.</li> </ul> 3. Concluding the Session: Sharing and Reading <ul style="list-style-type: none"> <li>Let pupils share their messages.</li> </ul>	<ul style="list-style-type: none"> <li>While Grade 2 pupils are doing the activities, guide Grade 3 pupils in their activities.</li> </ul>
	F	<ul style="list-style-type: none"> <li>EN3F-IVc-d-1.4 <b>Read aloud from familiar prose with fluency, appropriate rhythm, pacing, and intonation</b></li> </ul>	<ul style="list-style-type: none"> <li>Rereading of the Story</li> </ul>	1. Revisiting a Familiar Text <ul style="list-style-type: none"> <li>Let pupils reread the story of <i>Wonders in the Sky</i></li> </ul> 2. Writing: Riddles <ul style="list-style-type: none"> <li>Let pupils review their riddles.</li> <li>Let pupils put their riddles in good copy. They add their drawings to their texts.</li> </ul> 3. Concluding the Session <ul style="list-style-type: none"> <li>Ask pupils to share their riddles.</li> </ul>	
	WC	<ul style="list-style-type: none"> <li>Write a riddle*</li> </ul>	<ul style="list-style-type: none"> <li>Writing: Riddles</li> </ul>		