**Unit 4: Week 2 (Lesson 29)**

**“The Future”**

**A. Pre-Reading**

I. Unlocking / Vocabulary & Concept Development

(smog, poison cars, dust)

Show the title of the poem “The Future” then unlock key words before reading the poem. Make sure that the pictures of smog and poison cars are ready.

Show a picture of smog in a city with cars.

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Say: Look at this picture. These are cars and buses in the city. Can you see the smog that poisons the environment? The smog makes the place dark. Where does this smog come from? What do we mean by poison cars?

(For unlocking the word DUST) Now imagine that you have not wiped/cleaned your seats and table for two weeks. When you touch those seats and table you will definitely find dust. What is dust then?

Show a picture of a beautiful place – serene and green. Allow them to share what they think about it.

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Do you want this beautiful place? Why? (Allow pupils to think and tell their answers.)

2. Motivation Question:

Post a picture of our environment (show waters and natural resources that are about to disappear)

Ask: What can you do to prevent this? Find out as you read the poem.

**B. During Reading**

Say: Listen as I read aloud the poem. (After modeling it, allow pupils to read the poem by groups and individually for practice.)

**Activity 284**

**Literature: “The Future”**

Listen as your teacher reads aloud the poem. Be ready to read the poem by group and individually.

**“The Future”**

What does the future had for us?

Smog-filled skies and poison cars,

And broken land with useless dust

And nature’s beauty behind bars.

Can I ever show my children,

If they even come my way

The beauty of a sunset

At the end of the day?

Can I walk into a forest,

And surround myself with trees,

Yet know that it will remain,

For me to visit as I wish.

I know that I can today

Do all the things I’ve said,

But when today is yesterday,

Will all these things be dead?

This problem is huge.

As we slowly see,

We must fix it quickly,

In words and thoughts and deeds.

**C. Post Reading**

1. Discussion Questions

Ask the following questions.

1. What could happen to our environment in the future as said in stanza 1?

2. What was the author worried about?

3. What is the poem about?

4. What is the poem trying to tell you?

5. How can you help maintain the beauty of our environment?

2. Engagement/Enrichment

A. Tell pupils to say YES if the statement tells a good habit and NO if it doesn’t.

1. Andy throws garbage into the river. YES NO

2. Children work hand in hand in planting trees. YES NO

3. Grade 3 pupils help in cleaning the backyard. YES NO

4. Rodel and his friend manage the recycling activities in the class.

YES NO

5. Ben destroys plants in the garden. YES NO

B. Do the group activities.

**Activity 285**

**Let Us Do This**

1. Role play what Grade 3 pupils like you can do to maintain the beauty of our environment.
2. Write a note of advice to people who make our bodies of water dirty.
3. Create a rap about ways on how to maintain the beauty of our environment.

**Lesson 29 Day 2**

Skill Lesson 1: Interacting with others to read aloud with fluency, appreciate rhythm.

**1. Presentation/Introduction**

Pick – Talk

(Note: Print or copy the pictures that follow for this activity.)

Describe the pictures.

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Ask: If you could choose, would you prefer to live in a clean or polluted environment?

**2. Modeling/ Teaching**

Let us read the poem.

**Activity 286**

Let us read the poem.

**Mother Earth**

Before, Mother Earth was beautiful.

With her rivers, mountains and seas;

Seas and rivers were fish-full

And mountains have strong and tall trees.

Now, Mother Earth is ugly.

To us, she is dying slowly.

Garbage and pollution are everywhere.

But only few people are aware.

(GAME) Message Relay

Say: We will play a relay game. Each group will receive a message. You have to make other groups guess the message you got using body movements. The group that will correctly guess the message will win.

FIRST MESSAGE – Mother Earth weeps for attention, she needs our care and protection.

SECOND MESSAGE – Let us spare our world from harm and destruction.

THIRD MESSAGE – Stand up, move and fight against pollution.

Discussion Questions:

1. What were seen in the rivers and seas before?

2. What happens to the fish when the water is dirty?

3. How is Mother Earth pictured in the poem? What has caused this? What harm does this bring to us?

4. What can we do to spare our world from typhoon, flood and disease?

5. How many stanzas are there in the poem?

6. What are the rhyming words in the first stanza?

3. Guided Practice

Ask pupils to memorize the poem by stanza.

Groups 1 and 2

Memorize the first stanza by filling each blank with the missing words.

Before, \_\_\_\_\_\_\_\_\_\_ Earth was \_\_\_\_\_\_\_\_\_\_

With rivers, \_\_\_\_\_\_\_\_\_\_ and seas;

\_\_\_\_\_\_\_\_\_\_ and rivers have plenty of \_\_\_\_\_\_\_\_\_\_

And mountains have strong and tall trees.

What makes our mother earth beautiful?

Groups 3 and 4

Memorize the stanza by rapping.

What happened now to our Mother Earth?

4. Independent Activity

What are the things to avoid in order to maintain the cleanliness of our environment?

Skill Lesson 2: Phonics Lesson: Words and Phrases with –ough

Unlock the key words through sentence strips, pictures, and demonstrations then allow pupils to read the words on the LM – Activity 287. Let them practice reading the words

and phrases.

**Activity 287**

**-ough Words**

A. Read the following words. What is the difference between the two sets of –ough words?

**/o/ /Ʌf/**

bough cough

dough tough

although rough

enough

B. Read the following phrases.

a light on a bough cough at daytime

dough on the table a tough blow

although busy a rough road

through the night

**Lesson 29 Day 3: Alternative Questions**

1. Presentation/ Introduction

Read the poem “What Should I do?”

**Activity 288**

**Interrogative Sentence and –ough Words**

Read the poem. Take note of the questions asked on the second stanza.

**What Should I Do**

By: Ma. Criselda G. Ocana

What should I do?

The times are tough, the trees are gone

The path is rough; the garbage is around

we need to do something John

What should I do?

Should I go and campaign

though resources are limited

Or plant a tree with a friend

although time is restricted?

Should I stand still and eat dough instead

Or go and till the soil and let boughs grow?

Questions:

1. What should we do when the trees are gone and the garbage is around?
2. Should we go and plant a tree though time is restricted?

Take note of the questions asked. List / Write them on the board which shall be used the discussion of the lesson: Alternative questions.

2. Modeling / Teaching

(Write the questions from the second stanza of the poem “What should I do” and allow pupils to read each of the questions. Let pupils find what is common among all those questions?)

1. Should I go and campaign though resources are limited or plant a tree with a friend although time is restricted?

If you were asked, what would you like to do?

Would you campaign or plant a tree?

2. Should I stand still and eat dough instead or go and till the soil and let boughs grow?

If you were asked, what would you like to do?

Would you stand still or till the soil?

In these questions, you were given a choice on what you would like to do. You are given an alternative – an option. These questions are what we call Alternative questions.

**Remember:**

Alternative questions are linked by **or** and the answer is found in one of the choices or options. They are questions that provide two or more alternative answers. In other words, you’re providing a choice.

Examples:

1. Does Ben want a cat or a frog for a pet?

This presents a choice between a cat or a frog.

1. Does Susan want to move to Cebu or stay here in Pangasinan?

This presents a choice between Cebu or Pangasinan.

1. Should I call or e-mail you?

This presents a choice whether to call or to e-mail.

Skill Lesson: Phonics

Recall the Day 2 Phonics exercises including the reading of the poem before the Day 3 phonics activity.

**Activity 289**

1. Read again the following phrases with –ough words.

a light on a bough cough at daytime

dough on the table a tough blow

although busy a rough road

through the night enough of the fight

1. Write 2 to 3 sentences in your notebook using any of the –ough words.

**Activity 290**

**-Ough Words**

Read the following.

1. Time is tough.
2. It is difficult to run in a rough path.
3. My money is just enough to buy food for lunch.
4. Although Mother is busy, she still finds time to take care of us.

3. Guided Practice:

A. Fill in the blanks with choices.

1. Do you like \_\_\_\_\_ or \_\_\_\_\_ for snacks? (What food do you like for snacks?)

2. Does your friend love \_\_\_\_\_ or \_\_\_\_\_\_ during your vacant time? (What does your friend love to do on your vacant time?)

3. Would you want a visit to \_\_\_\_\_ or to \_\_\_\_\_\_ this Christmas? (What place do you like to visit on vacation?)

4. Independent Practice:

Write 3 alternative questions. Use Activity A as a guide.

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

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

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

Skill Lesson: Decoding / Fluency / Writing (-ough words)

Presentation of –ough words from the poem “What Should I Do?” Pupils read after you read them. Determine the difference in pronouncing the words.

Tell pupils that there are words that are spelled with –ough that are sounded as /Ʌf/ and others /ɒ/.

Read the poem “ What Should I do?” and answer the questions that follow.

**Lesson 29 Day 4**

Skill Lesson 1: Rhyme Patterns

**1. Presentation / Review**

Say: Let us read the poem “The Future”. Read the poem with your pupils.

Say: Observe the last word in each line of stanza 1. What can you say about the words: cars and bars? ( They rhyme.)

**2. Modeling / Teaching**

What does the future hold for us? A

Smog-filled skies and poison cars, B

And broken land with useless dusts C

And nature’s beauty behind bars B

Say: Rhyming words follow patterns. Let us look at the last word of the line 1. (us) Let us label it A. What is the last word for line 2? (cars). Does it rhyme with “us”? (no). So, let’s give a different label for it. Let’s label it B. Does the last word inline 3 rhyme with “us”? (no). Let’s label it C. Does the last word in line 4 rhyme with “dusts”? (no). Does it rhyme with cars? (yes). So, let us label it B. We give the lines with rhyming words the same label.

Say: So, the rhyme patterns of stanza 1 is A-B-C-B.

3. Guided Practice

Identify the rhyme pattern of stanzas 2 and 3

4. Independent Practice

Identify the rhyme pattern of stanzas 4 and 5

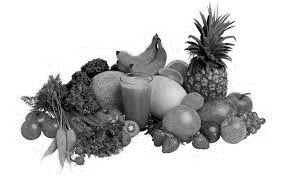
Skill Lesson 2: Phonics Lesson (-ough words)

Allow pupils to recall –ough words and phrases introduced in Day 2 and 3. Let pupils write two sentences about the picture.

**Activity 291**

**Writing sentences with –ough (sounded as /Ʌf/ and /o/)**

 Look at the picture below and write 2 to 3 sentences about it. Do this in your notebook.



Tell pupils that the boy has the alternative to choose which of the two sets of food he will take. Pupils should also use at least a word with –ough like enough.