|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit 4: Week 5 (Lesson 32) | | | | | |
| Lesson Parts | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Overview/ Objectives | * Engage in poem reading * Appreciate the value of having a garden. | * Interpret information from pictograph. | * Spell irregularly spelled words correctly. | * Use interrogative sentences | * Use Wh-interrogative sentences. |
| Materials | Copy of the poem” I Will Plant a Garden.”  http//edugreenteri.res.in/  misc/poem/poem.htm   * Pictures, pictogram vegetable garden. * LM Activities 305-307 | Copy of the poem ”I Will Plant a Garden”  http//edugreenteri.res.in/  misc/poem/poem.htm   * Pictures, pictogram vegetable garden. * LM Activities 305-308 | * Copy of the poem ”The Little Plant” * Flashcards of irregularly spelled words(here ,there,   everywhere)   * LM Activities 309-310 | * Pictograph * LM Activities 311-312 | * Picture of a boy in a garden and different pictures of vegetables * LM Activities 313-314 |
| Procedures | Pre-Reading  (10 min)   * Unlock the words straight, everywhere, sprout and squirt using picture clues. * Ask the motivation and motive questions (20 min)   During Reading   * Read aloud the poem. Observe fluency, correct intonation rhythm, and pacing. * Let them read by groups, rows and boys and girls.   (20 min)  Post Reading:   * Discuss the comprehension questions. * Let the pupils do the Draw and Tell Activity – LM Activity 307 | (10 min)  Introduction/Presentation   * Show a pictograph Ask pupils what they see in it to build on prior knowledge   (15 min)  Modelling/ Teaching:  Discuss what a pictograph to the class is.  (15 min.)  Guided Practice:  Allow guided activity through question in interpreting it.  (10 min.)  Independent practice:  Let the pupils make a pictograph of their favourite vegetable and write 1-2 sentences about it.  LM Activity 308 | (15 min)   * Read the poem as the pupils follow.   Ask questions.   * Show examples of irregularly spelled words.   Teacher reads and explains irregularly spelled words  (20 min)  Guided Activity.  Let the pupil play a game:  “Pass the Baton”. Let the pupils read, trace and spell the words in the selection.  (15 min)  Independent Practice  Let the pupils do LM Activity 310 | (10 min)  Presentation/Introduction  Analyze a pictograph using Yes/No/ Alternative Interrogatives questions.  (15 min)  Modelling /Teaching:   * Discuss Yes-No interrogatives and Alternative interrogatives. * Have the “Game It Right” activity   LM Activity 311  (15 min)  Guided Activity:  Allow pupils to ask questions using interrogatives.  (10 min)  Independent Practice  Let the pupils do LM Activity312 | (5 min)  Presentation/Introduction   * Show picture and let them formulate different questions about them. * Brainstorm about the pictures using questions. Yes/No Interrogatives/   Alter-native interrogatives.  Modelling/Teaching:  Discuss Wh- interrogative sentences.  Guided Activity:  Let them do Activity 313.  Independent Practice  Let them do the Writing Activity 314. |

Unit 4: Week 5 (Lesson 32)

Day 1

Objectives: At the end of the lesson the pupils should be able to Engage in poem reading.

Appreciate the value of having a garden.

1. Show pictures of flower and vegetable gardens.

Use these pictures to unlock the words straight and everywhere.

Say: This is a garden. What can you say about the flowers in the garden? ( The flowers are found everywhere.)

Say: Look at the picture of a vegetable garden. How are the vegetables planted in the garden?

Post a picture of a **sprout.**

Say: This is sprout. All plants started from being a sprout before they are grow into plant.



Post a picture of a hose that squirts water.

Ask: What can you say about the water from the hose comes out?

The hose squirts water.



Say: Let us see if you remember the words we discussed today.

Activity 308 Learn About Words

1. Look at the pictures. Read the words aloud. Then draw a line from the picture to the word that tells about it.



Straight

Everywhere

Squirt



Sprout

1. Write a word to complete each sentence. Get the word from A.
2. We can plant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The vegetable garden is planted in a \_\_\_\_\_\_\_\_\_\_\_row.
4. The lemon \_\_\_\_\_\_\_\_\_\_\_\_\_\_s in my eye.
5. The seed show some \_\_\_\_\_\_\_\_\_\_s.

## Motivation Questions:

Do you like to have your own garden? What do we do when we have a garden? What makes a garden green?

Motive Questions:

What did the “I” want to do in the poem?

1. During Reading

Read the poem aloud . Read the poem again for fluency, correct intonation, appropriate rhythm and pacing. Let them read by groups, rows and boys and girls.

Activity 309

I Will Plant a Garden

<http://edugreen.teri.in/misc/poem/poem.htm>

I will plant a garden green,

Then I’ll watch it grow.

I’ll dig some holes here in the dirt,

In a nice straight row.

With a dig-dig here,

And a dig-dig there,

Here a dig, there a dig,

Everywhere a dig-dig,

I will plant a garden green,

Then I’ll watch it grow.

I will plant a garden green,

Then I’ll watch it grow.

In the hole I’ll drop a seed,

Then each seed I’ll sow

With a drop-drop here,

And a drop-drop there,

Here a drop, there a drop,

Everywhere a drop-drop,

I will plant a garden green,

Then I’ll watch it grow.

I will plant a garden green,

Then I’ll watch it grow.

I’ll water each plant one by one,

They’ll sprout up in a row.

With a squirt-squirt here,

And a squirt-squirt there,

Here a squirt, there a squirt,

Everywhere a squirt-squirt,

I will plant a garden green,

Then I’ll watch it grow.

1. Post Reading

Discussion Questions:

1. What did the ‘I” want to do in the poem?
2. What does the “I” mean by a garden green?
3. Why do you think will he dig holes in a row?
4. What will the “I” crop in the holes?
5. What will the “I” do with the plants that grow?
6. Who do you think is the”I” in the poem?
7. Which of the following sentences happened last?

\_\_\_\_\_\_\_\_\_\_ He watched the plants grow.

\_\_\_\_\_\_\_\_\_\_ He dug holes in a straight row.

\_\_\_\_\_\_\_\_\_\_ He dropped seeds in each hole.

Activity 310

Draw and Tell Activity

Draw your dream garden and tell something about it.

Unit 4: Week 5(Lesson 32)

Day 2

Objectives: Interpret information from the pictograph.

1. Presentation/Introduction

Do you like to vegetables? Miguel likes to vegetables. He has a vegetable garden. His garden has tomato plants, eggplant, okra and carrots. He counted his plants as he watered them. “There are 20 tomato plants. 30 okra, 25 eggplants and 10 carrots. That night he drew his plants “Hmm…” There are 20 tomatoes. I will draw 1 tomato for every 5 tomato plants.”

And this is what Miguel drew:

**Miguel’s Vegetable Garden**

|  |  |
| --- | --- |
| Vegetables | Number of Vegetables Planted |
| Tomatoes | http://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpg |
| Okra | https://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.png  https://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.png |
| Eggplant | http://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpg  http://thebus.net/sites/default/files/40800-Aubergine.jpg |
| Carrots | https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTpfF2rXLxZacZU9lCezc3BSEUKWTqxu6TBFlKWy2BgHqJFn1Zrhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTpfF2rXLxZacZU9lCezc3BSEUKWTqxu6TBFlKWy2BgHqJFn1Zr |

Legend : 1 vegetable = 5

2. Modelling/Teaching

Let us count the number of vegetable plant that Miguel has. Remember that each vegetable represents 5. How many tomato plant are there?

5+5+5+5 = 20 or 5 x 4 =20

Let’s continue.

How many okra plants are there? Eggplant? Carrots?

Class, what Miguel drew is a pictograph.

|  |  |
| --- | --- |
| Worm Image | Remember: A pictograph is a graphic symbol or picture representing things or ideas.  A Legend is an explanation of the symbol/ picture used. |

3. Guided Practice

A. Miguel’s friend named Mark has a vegetable garden too. These are his vegetable plants. They are all vines.

**Mark’s Vegetable Garden**

|  |  |
| --- | --- |
| Vegetables | Number of Vegetables Planted |
| String beans | http://image.shutterstock.com/display_pic_with_logo/671422/671422,1287364028,2/stock-vector-green-beans-63198673.jpghttp://image.shutterstock.com/display_pic_with_logo/671422/671422,1287364028,2/stock-vector-green-beans-63198673.jpghttp://image.shutterstock.com/display_pic_with_logo/671422/671422,1287364028,2/stock-vector-green-beans-63198673.jpghttp://image.shutterstock.com/display_pic_with_logo/671422/671422,1287364028,2/stock-vector-green-beans-63198673.jpg |
| Ampalaya | http://s22.postimg.org/4jhaix6gh/Ampalaya2.jpghttp://s22.postimg.org/4jhaix6gh/Ampalaya2.jpghttp://s22.postimg.org/4jhaix6gh/Ampalaya2.jpghttp://s22.postimg.org/4jhaix6gh/Ampalaya2.jpghttp://s22.postimg.org/4jhaix6gh/Ampalaya2.jpghttp://s22.postimg.org/4jhaix6gh/Ampalaya2.jpg |
| Patola | http://www.stuartxchange.com/PatolangBilog.jpghttp://www.stuartxchange.com/PatolangBilog.jpghttp://www.stuartxchange.com/PatolangBilog.jpghttp://www.stuartxchange.com/PatolangBilog.jpghttp://www.stuartxchange.com/PatolangBilog.jpg |
| Squash | https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQtRcIff2f0HHC5rZc97sGKUi7bpJPkMG93EHJSyjNbHUwTDovFhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQtRcIff2f0HHC5rZc97sGKUi7bpJPkMG93EHJSyjNbHUwTDovFhttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQtRcIff2f0HHC5rZc97sGKUi7bpJPkMG93EHJSyjNbHUwTDovF |

Legend : 1 vegetable = 5

Answer the following questions based on the pictograph.

1. What is the pictograph about?
2. What is meant by the given legend?
3. How many string beans did Mark plant?
4. How many ampalaya did mark plant?
5. How many patola did Mark plant?
6. How many squash did Mark plant?

B. Group Activity

Break the class into three groups and give them the different sets of activity about a pictograph.

Group I – Eggplant Garden

Group II – Tomato Garden

Group III – Okra Garden

Group I

Patrick, Emily, Willy, Janet and Kevin planted vegetables in the garden.

Look at the pictograph below to see how many eggplants had grown in their garden. Answer the questions below.

**Eggplant Garden**

|  |  |
| --- | --- |
| Names | Number of Eggplant Grown |
| Patrick | http://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpg |
| Emily | http://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpg |
| Willy | http://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpg |
| Janet | http://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpg |
| Kevin | http://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpghttp://thebus.net/sites/default/files/40800-Aubergine.jpg |

http://thebus.net/sites/default/files/40800-Aubergine.jpgLegend: = eggplant

Answer the following questions based on the pictograph.

1. What is the pictograph about?
2. What is meant by the given legend?
3. Who has the most number of eggplants?
4. How many eggplant did Willy and Janet have?
5. How many eggplant are there in all?

Group 2

Giselle, Leo, Abigail, Sandino. Camille and Karen planted vegetables in their garden. Look at the pictograph below to see how many tomatoes had grown in their garden. Answer the questions below.

Tomato Garden

|  |  |
| --- | --- |
| Names | Number of Tomatoes Grown |
| Giselle | http://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpg |
| Leo | http://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpg |
| Abigail | http://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpg |
| Sandino | http://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpg |
| Camille | http://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpg |
| Ken | http://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpghttp://www.ishs.org/sites/default/files/news-images/tomato.jpg |



Legend : = 5 tomatoes

Answer the following questions based on the pictograph.

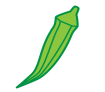
1. What is the pictograph about?
2. What is meant by the given legend?
3. Who has the most number of tomatoes?
4. How many tomatoes did Camille and Sandino have?
5. How many tomatoes are there in all?

Group 3

Susan, Carlos, Malou, Edgar and Anita planted vegetables in their garden. Look at the pictograph below to see how many okras had grown in their garden. Answer the questions below.

Okra Garden

|  |  |
| --- | --- |
| Names | Number of Okras Grown |
| Susan | https://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.png |
| Carlos | https://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.png |
| Malou | https://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.png |
| Edgar | https://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.png |
| Anita | https://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.pnghttps://s3.amazonaws.com/piktochartv2-dev/v2/uploads/764feef7-ed25-486c-9535-ed67b8f01efa/7eef7e149afa5c43918e4d9129f1de739f697e58_original.png |



Legend: = 5 okras

Answer the following questions based on the pictograph.

1. What is the pictograph about?
2. What is meant by the given legend?
3. Who has the most number of okras?
4. How many okras did Susan and carls have?
5. How many okras are there in all?

Additional Activities:

|  |  |
| --- | --- |
| Ice Cream Sold | |
| Vanilla | http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif |
| Chocolate | http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif |
| Strawberry | http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/halfcone.gif |
| Chocolate Peanut Butter | http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/halfcone.gif |
| Twist | http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif http://www.studyzone.org/testprep/math4/d/j0345442.gif |
| Legend: Each http://www.studyzone.org/testprep/math4/d/j0345442.gif = 50           Each  http://www.studyzone.org/testprep/math4/d/halfcone.gif = 25 | |

Answer the following questions based on the pictograph.

1. What is the pictograph about?
2. What is meant by the given legend?
3. How many chocolate ice cream cones were sold?
4. Which type of ice cream cones were sold least?
5. How many strawberry ice cream cones were sold?
6. How many chocolate peanut butter cones were sold?
7. Which has the most number of sold ice cream cones?

|  |  |
| --- | --- |
| Color of Car | |
| Black | http://www.studyzone.org/testprep/math4/d/j0223788.gif http://www.studyzone.org/testprep/math4/d/j0223788.gif  http://www.studyzone.org/testprep/math4/d/halfcar.gif |
| Gray | http://www.studyzone.org/testprep/math4/d/j0223788.gif http://www.studyzone.org/testprep/math4/d/j0223788.gif http://www.studyzone.org/testprep/math4/d/j0223788.gif  http://www.studyzone.org/testprep/math4/d/halfcar.gif |
| Blue | http://www.studyzone.org/testprep/math4/d/j0223788.gif http://www.studyzone.org/testprep/math4/d/j0223788.gif |
| Red | http://www.studyzone.org/testprep/math4/d/j0223788.gif http://www.studyzone.org/testprep/math4/d/halfcar.gif |
| White | http://www.studyzone.org/testprep/math4/d/j0223788.gif http://www.studyzone.org/testprep/math4/d/j0223788.gif http://www.studyzone.org/testprep/math4/d/j0223788.gif |
| Green | http://www.studyzone.org/testprep/math4/d/j0223788.gif |
| Key: Each http://www.studyzone.org/testprep/math4/d/j0223788.gif = 10           Each http://www.studyzone.org/testprep/math4/d/halfcar.gif    = 5 | |

Answer the following questions based on the pictograph.

1. What is the pictograph about?
2. What is meant by the given legend?
3. How many people like the white car?
4. How many people like the green car?
5. What color of car is the most popular?
6. How many people like the green car

Activity 311

Drawing a Pictograph

Draw your favourite vegetable in a form of a pictograph. Vegetables I Eat in a Week.

Unit 4 : Week 5 ( Lesson 32)

Day 3

Objectives : Spell irregularly spelled words correctly.

1. Presentation/Introduction

Read the poem – “ I Will Plant a Garden” again as a pupils practice fluency, correct intonation, appropriate rhythm, pacing and intonation. Ask them some questions to help them recall the poem.

Questions:

1. What will you do to make your garden green?
2. What will you plant in your garden?
3. How can you help take care of your environment?

Write irregularly- spelled words taken from the poem on the board. Explain what makes them irregularly spelled words.

|  |
| --- |
| What are irregularly – spelled words?  These are words with some letters that do not have their usual sounds or usual pronunciation. These words are read differently. Not all letters are sounded.  Example “here” . “Here “ is an irregularly –spelled word because some of the letters do not have their usual sounds. We do not sound out the last letter e in this word.  Other examples : enough please knife said again |

Point to the word as you read it aloud

This is the word “here”. “Here” is an irregularly-spelled word because some of the letters do not have their usual sounds. We do not sound out the last letter e in this word.

2. Guided Activity

Say: Read the following words. Then, tell me what letters are not sounded out in each word.

Enough said

Please again

Knife

Activity 312 “Pass the Baton Activity”

I will show a word written on a flashcard. You will trace the name of each letter of the word while saying the letter names. Write the word again on the air in the air while spelling the letter names. Repeat until all words had been read and spelled. Then read the word.

Cover the word and let them write the word again in the air while spelling it. Repeat until all words had been read and spelled. Words written in the flashcards are:

1. enough
2. please
3. knife
4. said
5. again

Explain why they are irregularly –spelled words.

1. **Independent Practice**

Let pupils work on their activity sheet/ notebook.

Activity 313

Copy the following sentence in your notebook. Then encircle the irregularly- spelled words in each sentence.

1. Please, give me a glass of water.
2. Mother said that we are going to the market tomorrow.
3. His money is just enough for lunch.
4. My sister will be home soon.
5. I love my family very much.
6. Do you like to eat meat or vegetables.

Unit 4: Week 5 ( Lesson 32)

Day 4

Objective: Use Interrogative Sentences.

1. Presentation/ Introduction

As a review, show a pictograph to the class. Ask questions using Yes, No Interrogative Alternative questions.

1. Do you like to plant vegetables in your garden?
2. Mother, are you going to the market?
3. Did you walk to the school this morning?
4. What would you like to plant, tomatoes or eggplant?
5. Do you like to study or play?
6. Do you like to eat meat or vegetables?

Say: Take note on the use of question marks in asking questions. Read with fluency, correct intonation, and pacing.

Remember when there is a question mark our voice or intonation goes up.

2. Modelling/ Tracing

Discuss Yes/No Interrogative and Alternative Interrogatives.

|  |
| --- |
| **Yes/No Interrogative Sentences** are questions that can be answered by yes or a no.  Examples:\* Do you like to plant vegetables in your garden?  \*Mother are you going to the market?  \*Did you walk to school this morning?  **Alternative Interrogatives Sentences** are questions that provide two or more choices as answers. In other words, you’re providing choices.  Examples: \* What would you like to plant, tomatoes or eggplants?  \* Do you like to study or to play?  \* Do you like to eat meat or vegetables? |

Here the game It right.

Activity 314 Game It Right!

Raise your right hand if the question is a Yes/No Alternative;

Your left hand if the question is an alternative question.

1. Do you like ice cream or chocolate?
2. Did you brush your teeth this morning?
3. What subject do you like, English or Math?
4. Giselle, are you going to the market?

3.Guided Activity different Interrogatives. Guide them in using the Yes/ No and Alternative Interrogatives.

Group 1 – Ask Yes/ No Interrogative and answer the questions of Group 2

Group 2 – Ask Alternative Interrogatives and answer the questions of Group 2

Validate the answers of the pupils

4.Independent Practice

Activity 315 Write on our Own!

Write 2 sentences using Yes/No Interrogatives and 2 sentences using Alternative Question. Do this in your notebook.

Unit 4: Week 5 ( Lesson 32)

Day 5

Objectives : Use Wh-Interrogative sentences.

1. Presentation/Introduction

Show different pictures to the class and let them read and answer the different questions orally.

What is the boy doing? What do you see in the picture?

Where do you think he is? Where are these vegetables placed?

2. Modelling/ Teaching

Say: Do you know that we have different of questions?

|  |
| --- |
| One is the Wh – interrogative sentences that begin with a wh-word and it calls for an open-ended answer. A yes or no answer isn’t appropriate for these questions nor does the question provide alternative answer. The answer can be a simple response or an explanation.  Wh-interrogative sentences begin with a wh-word and end with a question mark.  Examples of wh-interrogative sentences  \*Who is playing in the super Bowl?  \*What are you doing?  \*Which song do you like best?  \*Where do you live?  \*Why do you like those songs? |

Ask: What is the expended answer /response if the question is who? What? Where? Which? Why?

3.Guided Practice

Activity 316

Write the correct wh-word to complete each interrogative sentences based on the first statement.

1. I like fish.

\_\_\_\_\_do I like?

1. Roy is sad today.

\_\_\_\_\_\_ is sad today?

1. My family lives in Pangasinan.

\_\_\_\_\_\_\_\_ does my family live?

1. Lara is going to Manila on Saturday.

\_\_\_\_\_\_ is Lara going to Manila?

1. Ana got a high score in the test because she studied hard.

\_\_\_\_\_\_\_did Ana get a high score in the test?

4.Independent Practice

Activity 317

Writing Activity

Write 2 wh- interrogative sentences based on the given statements. Do this in your notebook.

Maria studies at Tambo Elementary School. She is in Grade 3.