**Unit 4: Week 8 (Lesson 35)**

**I Am Andres Bonifacio**

by: R. M. Aguirre

A. Pre-Reading

Materials: Copy of the story – I Am Andres Bonifacio, ten peso coin, picture of Andres Bonifacio, pictures, paper fans and wooden canes, paper keys

 1. Unlocking / Vocabulary & Concept Development

 (orphaned, products, heroes)

 Present paper keys with words to be unlocked. (Note: The key word-cards should be prepared ahead of time.)

Show different pictures to unlock the difficult words.

 1. orphaned: Show a picture of a family and another picture with only the children.

 Ask: Why do you think are there no parents in this picture? (Their parents died so these children are orphaned.)

 2. heroes: Show a picture of Dr. Jose Rizal.

 Ask: Who can name the picture? Yes, this is Dr. Jose Rizal. What do you know about him? Why do you think is he called a hero?

 3. products: Say: I have here a picture of a buri mat and a basket made of abaca. They are products from the provinces in the Philippines. What comes to your mind when you hear the word products?

2. Motivation

 Here is a ten-peso coin. Do you know who is on the coin?

3. Motive Question:

 Who is on the ten-peso coin? Why do you think is this image here?

 Let’s find out in the selection.

B. During Reading:

 Have a shared reading with the pupils using the Chunking Method. Remember you have to read with the proper fluency, rhythm, intonation, and pacing. While reading the story, ask some questions.

 Refer to LM – Activity 332 on page \_\_\_ for the selection “I Am Andres Bonifacio”.

 P- By the way, I am Andres Bonifacio, I was orphaned at a very young age.

 My parents died when I was 14 that’s why I had to take care of my young brothers and sisters?

 T- How do you think did Andres Bonifacio take care of his brothers and sisters after they were orphaned?

 What kind of brother is he?

 Do you want to be like him?

 P- I had lived the values of friendship, brotherhood, and kindness. I helped those who are in need. And above all, I fought for our rights. I fought for our country’s freedom.

 T- Why do you think is he considered as one of our heroes?

C. Post Reading:

 Now, you know who Andres Bonifacio is. Answer the questions that follow.

 1. Who is on a ten peso coin?

 2. What happened to him at a very young age?

 3. How did Andres Bonifacio earn a living for his brothers and sisters?

 4. What made him know a lot of things?

 5. What made Andres Bonifacio one of our national heroes?

 6. At a very young age, what can you do to help others?

 Engagement Activity:

Allow pupils to write a letter to a friend telling what he learned about Andres Bonifacio. Review the parts of a letter. Refer to LM – Activity 333 on page \_\_\_ for the writing activity.

Lesson 35 Day 2: Inflectional Endings

Materials: letter, flashcard, pile cards, activity cards

 1. Presentation

 Let the pupils share their letter to the group and then to the class. Ask them why they like Andres Bonifacio.

 (Note: Prepare flashcards of the highlighted words in the text. After reading each word post it on the board. Orphaned, appeared, considered, printed)

 Column A Column B

|  |  |
| --- | --- |
| First set of flashcards | Second set of flashcards |
| orphan | orphaned |
| appear | appeared |
| consider | considered |
| print | printed |

What do you see at the end of each word in Column B?

What is common among them?

2. Modeling/Teaching:

 Let us read these sentences.

 1. Andres Bonifacio was orphaned at a very young age.

 What is the underlined word? What is its base form? What is added to the word orphan?

 Let the pupils read and spell the word again.

 2. He had lived the values of friendship.

 What is the underlined word? What is its base form? What is added to the word live?

 3. His face is printed in the ten-peso coin?

 What is the underlined word? What is its base form? What is added to the word print?

 Let the pupils read and spell the word again.

 Say: We call these verbs with inflectional endings, -d and –ed.

 Read these verbs.

|  |  |  |
| --- | --- | --- |
| /d/ | /-ed/ | /ed/ |
| died | started | asked |
| shared | wanted | helped |
| lived | printed | stopped |
|  | needed | wondered |
|  |  | considered |
|  |  | orphaned |
|  |  | appeared |

 Read the words in the first column. What is added to the words die, share, and live?

 Say: We add –d when the verb ends in e.

 Read the words in the second column. What is added to the words start, want, print, and need?

 Say: Adding –ed to some verbs form new syllable.

 Read the words in the third column. What is added to the words ask, help, stop, wonder, consider, orphan, and appear?

 Say: Some verbs form their past form by adding –ed.

|  |
| --- |
| REMEMBER:Inflectional Endings The –d or –ed when added to the verb in base form denotes that the action happened in the past. |

3. Guided Practice:

 Make 20 word cards with inflectional endings –d or –ed. Distribute the cards to the pupils.

 Say: Study each word and decide whether a –d or an –ed is added to its base form. Then post each card under each column.

|  |  |
| --- | --- |
| /-d/ | /-ed/ |
|  |  |

smiled laughed washed accepted admired combed

brushed jumped cleaned covered closed guided

walked danced decided failed hunted

prayed obeyed admired advised baked

4. Independent Practice:

 Add –d or –ed to the following verbs to give the correct inflectional ending of the verbs.

 Refer to LM – Activity 334 on page \_\_\_.

Lesson 35 Day 3: Adverbs: A Plan

1. Presentation/ Introduction

Listen as I read some good things about Andres Bonifacio.

|  |
| --- |
| Andres truly helped his young brothers and sisters. |

|  |
| --- |
| He happily sold products in the streets. |

|  |
| --- |
| Andres gladly helped those who are in need. |

|  |
| --- |
| Andres fought bravely for our country’s freedom. |

 How did Andres help his brothers and sisters?

 Andres truly helped them.

 How did Andres sell products in the streets?

 He happily sold products in the streets.

 How did Andres help those who are in need?

 Andres gladly helped those who are in need.

 How did Andres fight for our country’s freedom?

 He fought bravely for our country’s freedom.

2. Modeling and Teaching

 Let us read the sentences I have written on the board.

 Andres helped them.

 Ask: How did he help them?

 Andres truly helped them. (Read the word truly with emphasis)

 Explain that when they said – Andres helped them. – They are stating what Andres did for his brothers and sisters but then when they said – Andres truly helped them. – They are describing how Andres helped his brothers and sisters. They are describing the action he did.

 He sold products in the streets.

 Ask: How did he sell products in the streets?

 He happily sold products in the streets.

 Explain that when they said – He sold products in the streets. – They are stating what Andres actually did but then they said – He happily sold products in the streets. The word happily describes how Andres felt about the selling of products.

 Andres happily helped those who are in need.

 (Explain that when they said – Andres helped those who are in need. – They are stating what Andres Bonifacio did for us. But when they said – He fought bravely. Bravely is a word that describes how Andres Bonifacio fought for us.)

 Ask: How would you identify the adverbs in sentences?

 Say: An adverb describes a verb, an adjective and another adverb. Look at the diagram.

**It tells how the action is done in the sentence.**

3. Guided Practice

 Let us try to put the adverbs in our discussion on the table below.

 Allow pupils to do the task with your help. You may recall what nouns and adjectives are so that it would be easy for them to understand this lesson.

 DESCRIPTION TABLE

|  |  |
| --- | --- |
| Word described | Word that describes the verb |
| helped | truly |
| sold | happily |
| helped | happily |
| fought | bravely |

 After listing the words to their appropriate cells, introduce a sentence- game where sets of words will be given and they are going to arrange them and afterward point out the adverb and the word that it describes. Then, allow them to post their answers on the DESCRIPTION TABLE.

 Write the following words in word cards for the activity.

 ***Say:*** *Look at the list of words inside the box. You are going to arrange them to form a sentence. Then using the DESCRIPTION TABLE, you will post the correct word under each column.*

|  |
| --- |
| the dancedhappily boy |

|  |
| --- |
| Girlie trulysad is |

|  |
| --- |
| welcome the guests the pupils gladly |

|  |
| --- |
| powerfully the wind blows |

|  |
| --- |
| the quickly run mother to boys |

DESCRIPTION TABLE

|  |  |
| --- | --- |
| Word described | Word that describes the verb |
|  |  |
|  |  |
|  |  |
|  |  |

4. Independent Practice

 Refer to LM – Activity 335 on page \_\_\_.

Lesson 35 Day 4: Adverbs of Manner

1. Presentation/Introduction

 Review:

 Read the following sentences. Underline the adverbs.

 1. The girls danced gracefully.

 2. The children listen attentively.

 3. Alex runs quickly.

 4. Ana dances well.

2. Modeling/Teaching

 Use DRTA approach: Let the pupils read aloud the story “A Plan.”

 Refer to LM – Activity 336 on page \_\_\_.

Write the sentences with adverbs of manner on the board. Underline the adverbs used in the sentence.

 1. Mang Cardo, the postman, called loudly outside for mother.

 2. Mother eagerly went outside to get the letter from him.

 3. Samantha and Miguel giggled happily about the good news.

Read the sentences.

 Ask: How did Mang Cardo call the mother in sentence 1? (loudly)

 How did mother go outside in sentence 2? (eagerly)

 How did Samantha and Miguel giggle? (happily)

Write their answers on the board.

Say: Words that answer the question how are called adverbs of manner. They tell us the way or how something is done. Adverbs of manner are usually adjectives that end with ly.

 adjective + ly = adverb

 beautiful + ly = beautifully

 soft + ly = softly

Let’s read these examples:

 Ana plays piano beautifully. (Ask: How did Ana play piano? beautifully)

 Ana plays piano softly. (Ask: How did Ana play piano? softly)

How do we call the words beautifully, softly, and terribly? (adverbs) Why? Because they tell how something is done.

Have the pupils give the generalization:

Ask: What is adverb of manner? Give examples.

Generalization:

Adverbs of manner tell us the way something is done. It answers the question how.

3. Guided Practice:

 Divide the class into groups of four or five members. Provide them with activity

 sheets about adverbs of manner.

Directions: Complete the sentence by changing the adjective inside the phrase into an adverb.

Example:

Alex sings (loud) \_\_\_\_\_\_\_\_\_\_. Answer: loudly

1. The boy speaks (harsh) \_\_\_\_\_\_\_\_\_\_.

Answer: harshly

2. The girl dances (graceful) \_\_\_\_\_\_\_\_\_\_.

Answer: gracefully

3. Raymond listens (attentive) \_\_\_\_\_\_\_\_\_\_.

 Answer: attentively

4. Karen greeted the guest (polite) \_\_\_\_\_\_\_\_\_\_.

Answer: politely

5. Rodel works (careful) \_\_\_\_\_\_\_\_\_\_.

Answer: carefully

Alteran

A

Alternative Activity:

 Divide the class into groups of four to five members. Provide each group with 10 adverb-cards and 10 adjective-cards. Allow each group to complete the table written on a Manila Paper by changing the adjective into an adverb by simply adding +ly to the adjective.

 If they managed to finish the game earlier than the anticipated time, then the group will swap cards and play the game again.

 After the end of this activity, collect the cards. Acknowledge the pupils by thanking and praising them.

|  |  |
| --- | --- |
| ADJECTIVE | ADVERB |
| great |  |
| loud |  |
| neat |  |
| rapid |  |
| soft |  |
| cheap |  |

Small Group Activity

 Form three groups. Let each group write five sentences using any of the adverbs written on the board. Pupils present their outputs in class.

**List of adverbs**

 beautifully frankly quietly lovingly

 neatly nicely slowly quickly

 loudly greatly

Sentences:

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

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

4. Independent Practice

 Pupils answer worksheets on adverbs. Refer to LM – Activity 337 on page \_\_\_.