

An illustration of a family of four sitting at a dining table. A woman on the left is smiling and holding a glass of water. A man on the right is also smiling. A young boy in the foreground is looking towards the woman. There are plates of food and glasses on the table. A large white circle with the number '1' is in the upper right corner. The background features a window with a view of trees and a decorative pattern of wavy lines in shades of yellow and green.

1

# EnglishTek

**Authors**

Frances Paula L. Ibañez, M.A.  
Johans B. Cruz, M.A.  
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**Aligned with  
MATATAG Curriculum**

# EnglishTek 1

**6th Edition**

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# FOREWORD

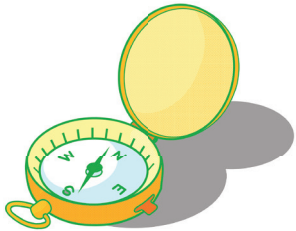
The TechFactors English K to 10 series is closely aligned with DepEd's MATATAG curriculum which seeks to equip students with knowledge and skills that are relevant, timely, and responsive to a constantly changing environment, in order to develop learners who are mentally and emotionally prepared to face the challenges of a competitive world stage.

The series is hinged on Communicative Language Teaching, an approach where communicative competence is achieved through interaction instead of mere mastery of the rules of language. To this end, the lessons provide active learning opportunities in which the students interact with different texts and with one another to construct and communicate meaning. This holistic, interactive, and authentic language learning system aims to produce effective communicators who use appropriate language in social and academic situations, and process information critically to engage in meaningful discourse. The descriptions of each lesson section below serve as a guide in understanding this book's content and purpose for a meaningful journey in learning English:

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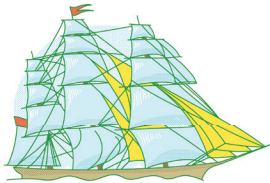
# How To Use This Book

The descriptions of each lesson section in this courseware will serve as a guide in understanding its content and purpose for a fun and meaningful journey in English.



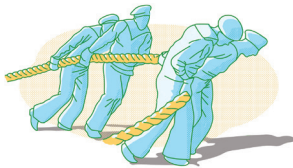
## Chart

This section lists what are expected to be learned at the end of the lesson.



## All Aboard

This section provides pre-reading activities such as vocabulary and similar activities in preparation for the reading selection.



## All Hands on Deck

This section presents the main topics anchored through a reading selection. A discussion on literary or writing topic follows. It has two subsections. **Let's Navigate** presents the grammar points, while **Let's Explore. It's Time to Row Together** contains group activity that combines the skills learned, followed by comprehension questions to gauge understanding of the text read.



## All Ashore

This section contains reflection questions that prompt the students to evaluate and think deeper about the lessons learned.

# About the Authors

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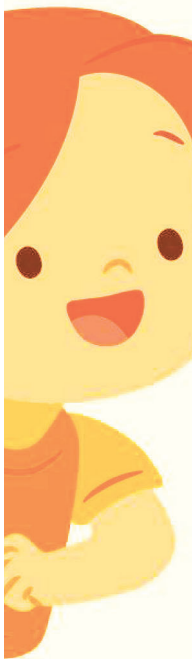


## Unit 1: Self

Welcome to the first chapter of your amazing journey to the wondrous world of the English language!

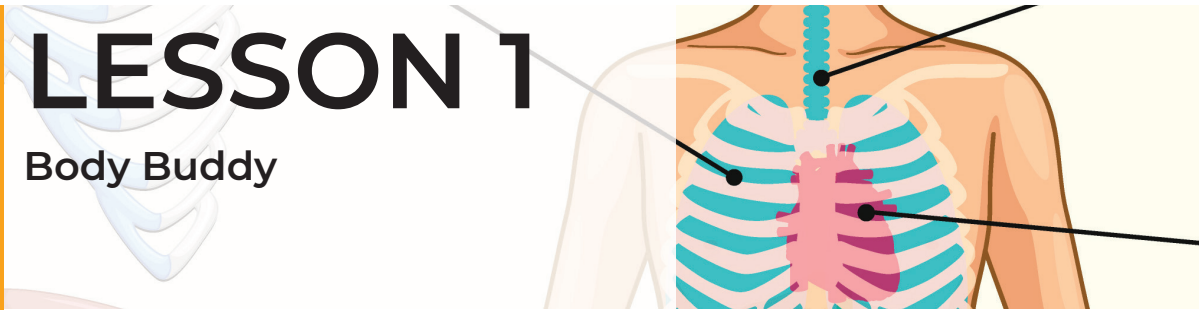
We will begin our adventure by preparing our armor! You will get to know the names of clothes, body parts, and how to take care of both. Then, we set out on our journey by learning the names of actions. Afterward, you will count the things around you and the things you took with you.

As you continue on your journey, you will meet new people. So, you have to introduce yourself—who you are, what you like, where you are from—and your family. As you do, you will learn special words to say something belongs to you.



# LESSON 1

## Body Buddy



## Chart

By the end of this lesson, you will be able to:

- ◇ name body parts
- ◇ name clothes
- ◇ learn ways on how to take care of your body



## All Aboard

Let's sing along! Stretch your arms and legs and sing the song!

### My Toes, My Knees, My Shoulders, My Head



My toes, my knees,  
My shoulders my head.

My toes, my knees,  
My shoulders my head.

My toes, my knees,  
My shoulders my head.



Let's stomp and clap our hands!



## All Hands on Deck

Select passages from each poem and write them under the first column. Then, explain the difference between how the two poems show the concept of “desire”. Write this under the second column.

### Body Buddy

by Lloyd Rano Opalec

Your body is your buddy  
you take care of every day,  
from your head to your feet  
each time you play.

If the sun is too bright,  
go get your glasses!

For your hands and your fingers,  
gloves help from scratches.

For your legs and your chest,  
wear your shorts and your shirt.

These will help your buddy  
when you fall and get hurt.

Your body is your buddy;  
your friend all the while,  
So take care as you play;  
wear your clothes with a smile.

Answer these questions with your teacher.



1. What should you wear if the sun is too bright?
2. What should you wear to protect your hands and fingers?
3. What should you wear for your legs and your chest?

### Let's Navigate!

Do you recognize these body parts? Point a finger to that part then say these words with your teacher. To ask what a thing is called, you can ask, "What is this?" or "What is that?"

lap



hand



calf



chest



leg



neck



back



chin

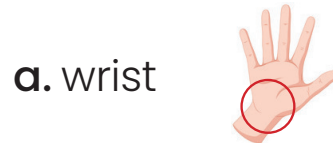


finger



## Let's Explore!

Where do you wear these things? Match the pieces of clothing to the body parts that go with it.



## It's Time to Row Together! Comfy Clothes

In the Philippines, the weather can be hot and sunny or wet and rainy. We need to wear the right clothes to keep our bodies comfortable and safe. But what clothes are these? Your teacher will explain the activity.



### Getting Ready

Gather in a circle with your teacher in the middle.  
Make sure everyone is wearing comfortable clothes.

### Kick-Off

Your teacher will show you pictures of clothes.  
Listen as your teacher mentions a kind of weather.

## Let's Roll

What should you wear for that weather? Point to the picture of those clothes as you say them. For example, if the weather is hot and sunny, you might point to a picture of shorts and t-shirt.

Then, tell which body part you'll put those clothes on.



## All Ashore

A. Once we're done, let's circle up and chat. Did you learn a new word for a piece of a clothing or for a body part?



B. Tell your teacher if you can do the following:

1. I can name body parts.
2. I can name clothes.
3. I can take care of your body.



# LESSON 2

Wake Up!



## Chart

By the end of this lesson, you will be able to:

- ◇ recognize actions
- ◇ follow instructions
- ◇ know why you should stay active



## All Aboard

Let's sing along! Stretch your arms and sing the song!

### Hokey Pokey



You put your right foot in,  
You put your right foot out.  
You put your right foot in,  
And you shake it all about.

You do the Hokey Pokey and you turn yourself around.  
That's what it's all about



You put your left hand in,  
You put your left hand out.  
You put your left hand in,  
And you shake it all about.

You do the Hokey Pokey and you turn yourself around.  
That`s what it`s all about!



## All Hands on Deck

Have you ever noticed how you feel all full of energy in the morning when you wake up? That`s because your body is ready to start the day with a big smile! Read the poem “Wake Up” with your teacher to learn what the speaker does after waking up.

### Wake Up

Wake up! Wake up! Let`s go to the park!  
Pack your things, take a bath,  
Make sure you`re ready before we embark!

Run! Jump! It`s going to tag you!  
Hop over here, stop over there,  
Don`t push, don`t pull as you run through.

Playtime's over; the sun's almost out.  
But turn your frown upside down!  
Come back tomorrow and go all out!

Answer these questions with your teacher.

1. What should you do before going to the park?
2. What should you NOT do while playing at the park?
3. Why is it important not to push or pull when playing in the park?

### Let's Navigate!

Do you recognize these actions? Say these words with your teacher then do the actions.



## Let's Explore!

These words are action words. We use them to tell actions. We also use them to tell people what to do. Can you think of more action words?

In the previous lesson, we learned about the names of the parts of our bodies. What body part do you use for these actions? Tell your teacher, and then do the action.



1. Clap your \_\_\_\_\_!



6. Kick!



2. Pout your \_\_\_\_\_!



7. Wave your \_\_\_\_\_!



3. Kneel!



8. Scowl!



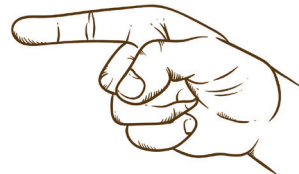
4. Blink!



9. Smile!



5. Flare your \_\_\_\_\_!



10. Point your \_\_\_\_\_

## It's Time to Row Together!

Being active helps us stay healthy and strong. Your teacher will explain the activity.

### "Action" Story

#### Getting Ready

- a. Find a partner to pair up with.
- b. Find a comfortable spot. Make sure that you have enough room to stretch your arms and legs.
- c. Face your partner as you do the activity.

#### Kick-Off

- a. Your teacher will read you a short story. Listen carefully!
- b. When the story begins, be ready to move in any way the story tells you to.



## Let's Roll

- a. As your teacher reads the story, they will pause at an action.
- b. Do that action with your partner. For example, if you hear the word "jump," jump up and down.

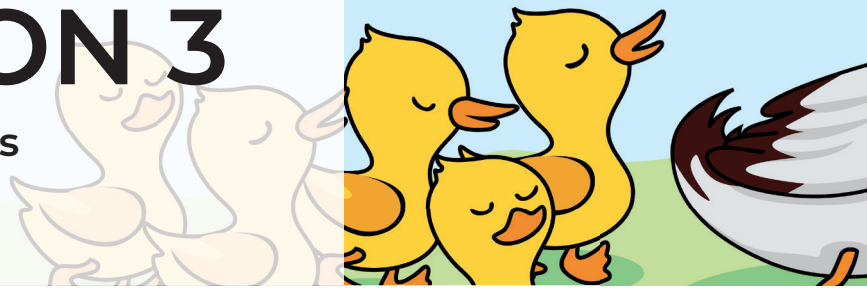


## All Ashore

Once we're done, let's circle up and chat. What did you learn about staying active?

# LESSON 3

## Five Little Ducks



## Chart

By the end of this lesson, you will be able to:

- ◇ count things
- ◇ recognize patterns in counting
- ◇ name animal sounds



## All Aboard

Let's sing along! Stretch your arms and legs and sing the song!

## Hickory Dickory Dock

Hickory dickory dock.

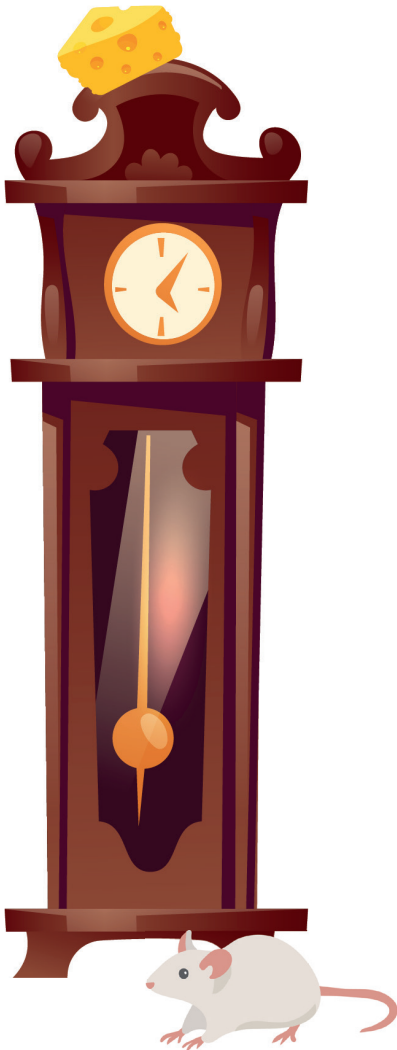
The mouse ran up the clock.

The clock struck one,

The mouse ran down,

Hickory dickory dock.





Hickory dickory dock.  
The mouse ran up the clock.  
The clock struck two,  
The mouse ran down,  
Hickory dickory dock.

Hickory dickory dock.  
The mouse ran up the clock.  
The clock struck three,  
The mouse ran down,  
Hickory dickory dock.

Hickory dickory dock.  
The mouse ran up the clock.  
The clock struck four,  
The mouse ran down,  
Hickory dickory dock.





## All Hands on Deck

Sing the nursery rhyme “Five Little Ducks” with your teacher and notice the pattern in it.

### Five Little Ducks

FIVE little ducks went swimming one day,  
Over the hill and far away.

Mamma duck said: ‘Quack, quack, quack, quack!’  
And only FOUR little ducks came back.

FOUR little ducks went swimming one day,  
Over the hill and far away.

Mamma duck said: ‘Quack, quack, quack, quack!’  
And only THREE little ducks came back.

THREE little ducks went swimming one day,  
Over the hill and far away.

Mamma duck said: ‘Quack, quack, quack, quack!’  
And only TWO little ducks came back.

TWO little ducks went swimming one day,  
Over the hill and far away.

Mamma duck said: ‘Quack, quack, quack, quack!’  
And only ONE little duck came back.

ONE little duck went swimming one day,

Over the hill and far away.

Mamma duck said: 'Quack, quack, quack, quack!'

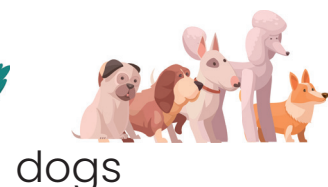
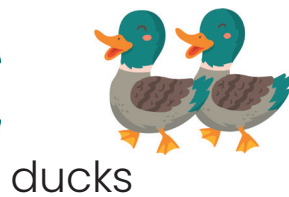
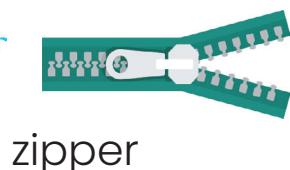
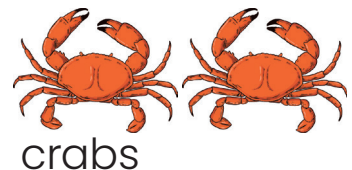
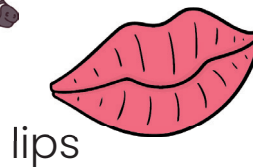
And all her five little ducks came back.

Answer these questions with your teacher.

1. How many little ducks went swimming at the beginning of the poem?
2. What did Mamma duck say when the little ducks didn't come back?
3. How many little ducks came back in the end?

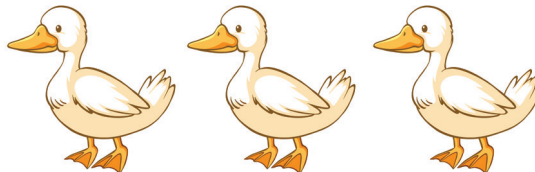
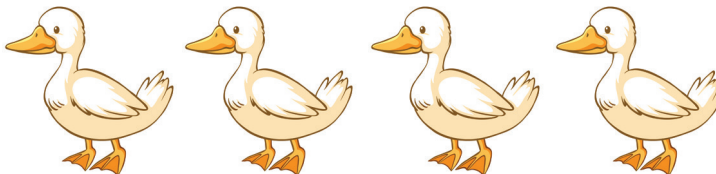
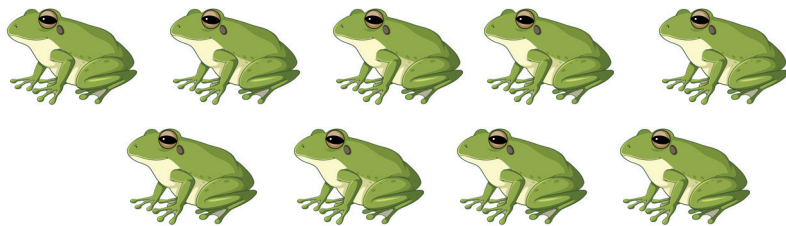
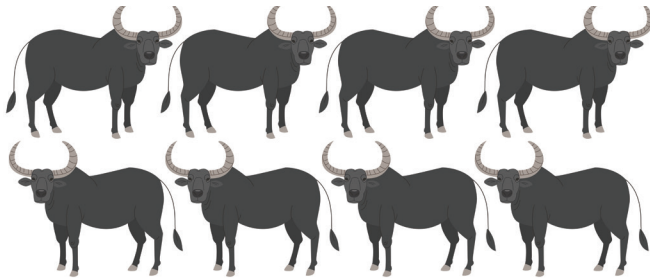
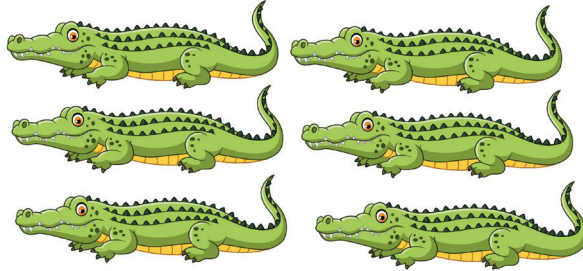
### Let's Navigate!

Do you recognize these words? Say these with your teacher.



## Let's Explore!

What are the names of these animals? How many do you see? Count them, and then tell your teacher.



Did you notice? When we talk about more than one animal, we put -s at the end of the word.

## It's Time to Row Together!

Let's count! Your teacher will explain the activity.

### Counting Quacks and Barks

#### Getting Ready

- a. Get ready to explore the classroom. Make sure everyone has enough room.
- b. Close your eyes as your teacher hides pictures around the room. No cheating!

#### Kick-Off

- a. There are hidden pictures of animals around the classroom.
- b. Look for them. Be careful not to bump into each other.

#### Let's Roll

- a. Once all pictures are found, return them to your teacher.
- b. Then, make the noise that animal makes as many times the number of animals in the picture. For example, if there are two dogs in the picture, say "bark, bark!"



## All Ashore

- A. Once we're done, let's circle up and chat. What did you learn about counting numbers?
- B. Tell your teacher if you can do the following:
  1. I can count things.
  2. I can recognize patterns in counting.
  3. I can name animal sounds.

# LESSON 4

Hi! Hello!



## Chart

By the end of this lesson, you will be able to:

- ◇ tell your name
- ◇ tell your age
- ◇ make new friends
- ◇ invite others to do something



## All Aboard

A. What do these pictures show?



B. Let's sing along! Stretch your arms and legs and sing the song!

## I'm a Little Teapot



I'm a little teapot,  
short and stout.  
Here is my handle,  
here is my spout.  
When I get all steamed up,  
hear me shout.  
"Tip me over  
and pour me out!"

I'm a clever teapot,  
yes, it's true.  
Here let me show you  
what I can do.

I can change my handle  
and my spout.  
Just tip me over  
and pour me out!





## All Hands on Deck

Let's get to know Clive! Read the poem "Hi! Hello!" with your teacher.

### Hi! Hello!

Hi! Hello! My name is Clive!

I like pies, and I am five.



My birthday is close—only a day away—  
Tomorrow on the twenty-eighth of May.

Here's my friend! His name is Ben.

He likes trains, and he is ten.

His birthday's far—wait a couple of weeks.

Just wait until October twenty-six.

I want to learn about you, your life.

So how about you? Are you also five?

What's your name? What do you like?

I hope that we are very much alike!





Answer these questions with your teacher.

1. How old is Clive and when is his birthday?
2. How old is Ben and when is his birthday?
3. What do Clive and Ben like?

### Let's Navigate!

Do you know what these words are? They are names of people! Say these with your teacher.



Fred



Victoria



Sophia



Steve



Vincent



Philip



Dave



Olivia



Francis



Vanessa



### **Let's Explore!**

We make new friends by introducing ourselves. We can give our name, age, and grade level. You can use this pattern:

*Hello! My name is Jose. I am six years old. I'm in the first grade.*

To get to know someone, you can ask these questions:

*What is your name?*

*How old are you?*

*What grade are you in?*

To invite your friend to do something with you, you can use:

*"Let's":*

*Let's play!*

*Let's walk!*

What things can you do with a friend? Here are some suggestions:



**play**



**study**



**eat**



**walk**

## **It's Time to Row Together!** **A Friend Indeed**

### **Getting Ready**

Grab a pen and paper and write your name on it. You can add a design to it if you want, as long as your classmate can read it. Stick the paper on your shirt using a tape. Remember to ask help from your teacher if it's hard to do. Gather around in a circle in the classroom.

## **Kick Off**

Your teacher will call on you one by one to introduce yourself. Say the following as you introduce yourself:

1. your name
2. your age
3. your birthday
4. interests

## **Let's Roll**

After everyone has introduced themselves, your teacher will call on each of you again. This time, introduce the classmate that your teacher points to. Mention their name, their age, their birthday, and their interests. Tell the class one thing that you like about.



## **All Ashore**

Once we're done, let's circle up and chat. What new thing did you learn about your seatmate?

# LESSON 5

## My Parents, My Parents



### Chart

By the end of this lesson, you will be able to:

- ◇ introduce your family
- ◇ name jobs
- ◇ recognize that all jobs are important



### All Aboard

A. Look at the picture. They look happy, don't they? What is the family doing? Tell them to your teacher.



B. Let's sing along! Stretch your arms and legs and sing the song!

## Hush, Little Baby



Hush, little baby, don't say a word,  
Papa's gonna buy you a mockingbird.  
And if mockingbird won't sing,  
Mama's gonna buy you a diamond ring.

And if that diamond ring turns to brass,  
Papa's gonna buy you a looking glass.  
And if that looking glass gets broke,  
Mama's gonna buy you a billy goat.

And if that billy goat won't pull,  
Papa's gonna buy you a cart and bull.  
And if that cart and bull turn over,  
Mama's gonna buy you a dog named Rover.

And if that dog named Rover won't bark,  
Papa's gonna buy you a horse and cart.  
And if that horse and cart fall down,  
You'll still be the sweetest little baby in town!





## All Hands on Deck

How would you describe your family? Read the poem “My Parents, My Parents” with your teacher.

### My Parents, My Parents

Meet my mom, so kind and dear,  
She teaches kids year after year.  
She’s a teacher, in school and at home  
In the classroom, she helps us grow.

Here’s my dad, strong and wise,  
His uniform’s the dirt and the rice.  
He’s a farmer, always working hard  
With grain in hand and courage at heart.

Our life is simple; our life is proud,  
But I will always shout it loud.  
No matter the weather today, tomorrow,  
They are my parents; I love them so.



Answer these questions with your teacher.

1. What is the mom's job?
2. What is the dad's job?
3. Do you love your parents or guardians? How so?

### Let's Navigate!

Do you know these words? Say them with your teacher.



father



third



teacher



actor



mother



fourth



lawyer



professor



brother



sixth



carpenter



janitor



## Let's Explore!

We use *she* to talk about a female friend, your grandmother, your mother, or your sister. We use *he* to talk about a male friend, your grandfather, your father, or your brother. To talk about more than one friend or several brothers and sisters, we use *they*. To talk about your pet, we use *it*.

Practice this by saying these sentences out loud:



*This is my friend Miguel. **He** has a pet cat.*



*My sister's name is Rosario. **She** is an engineer.*



*These are my twin brother and sister. **They** are twelve years old.*

## Activity

Adults like your mom and dad work a living. They have jobs.

On the left column are names of jobs. On the right are pictures of places. Match the jobs with the places where these people work.

1. engineer

a.



2. teacher

b.



3. nurse

c.



4. baker

d.



5. pilot

e.



6. barber

f.



7. farmer

g.



8. driver

h.



## It's Time to Row Together!

### A Family Indeed

#### Getting Ready

Bring a picture of your family to class. Then gather around in a circle in the classroom.

#### Kick Off

Your teacher will call each of you to introduce your family. Say the following about your mother, father, and siblings:

1. their names
2. their ages
3. their jobs or what they usually do
4. their interests

Be sure to listen carefully to your classmate as they introduce their families.

#### Let's Roll

As you introduce your family, mention why their jobs are important. For example, you could say, "My dad is a farmer. He grows rice and vegetables. His job is important because it brings food on our tables."



## All Ashore

**A.** Let's circle up and chat:

What did you learn about your seatmate's family?

**B.** Tell your teacher if you can do the following:

- I can introduce my family.
- I can name jobs.
- I understand that all jobs are important.

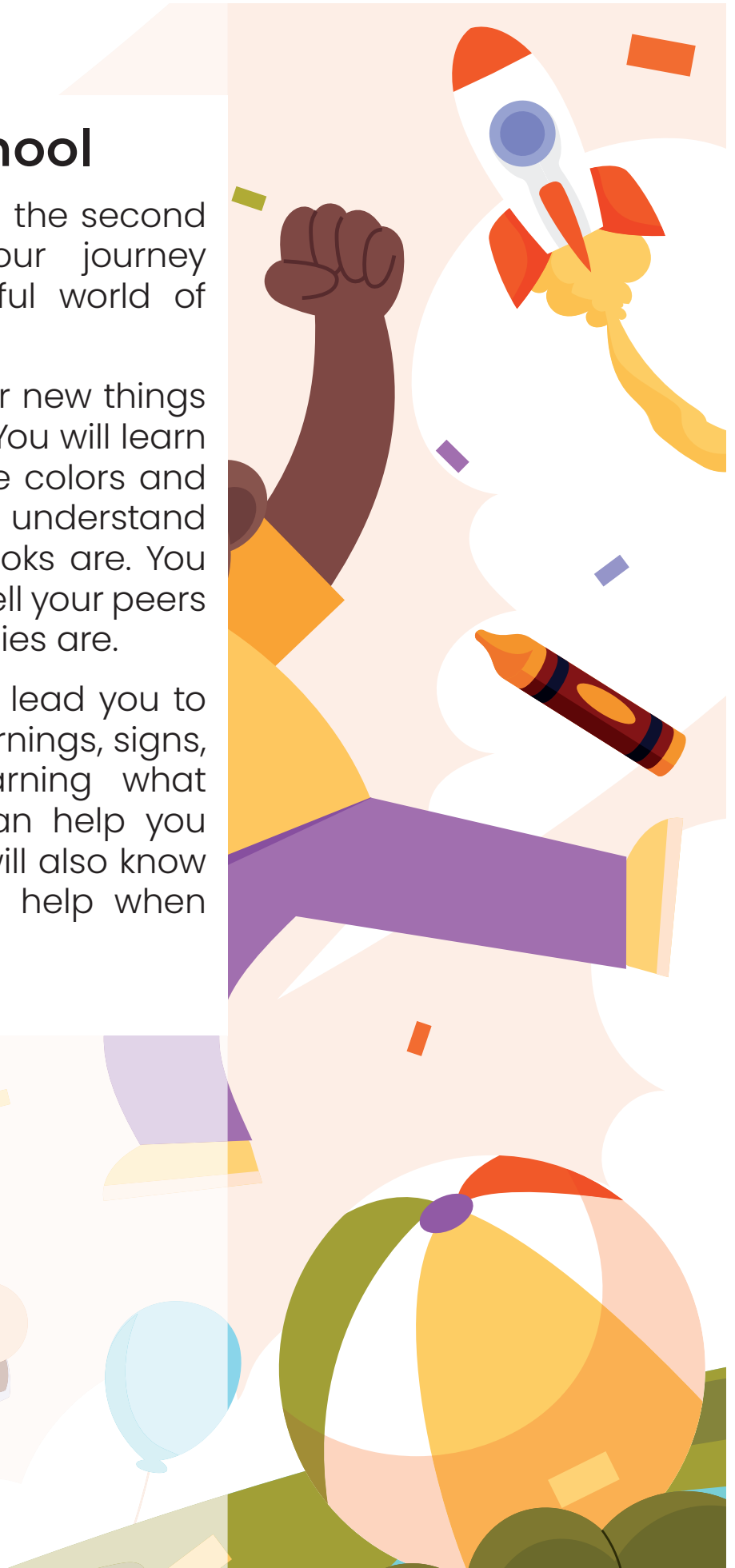
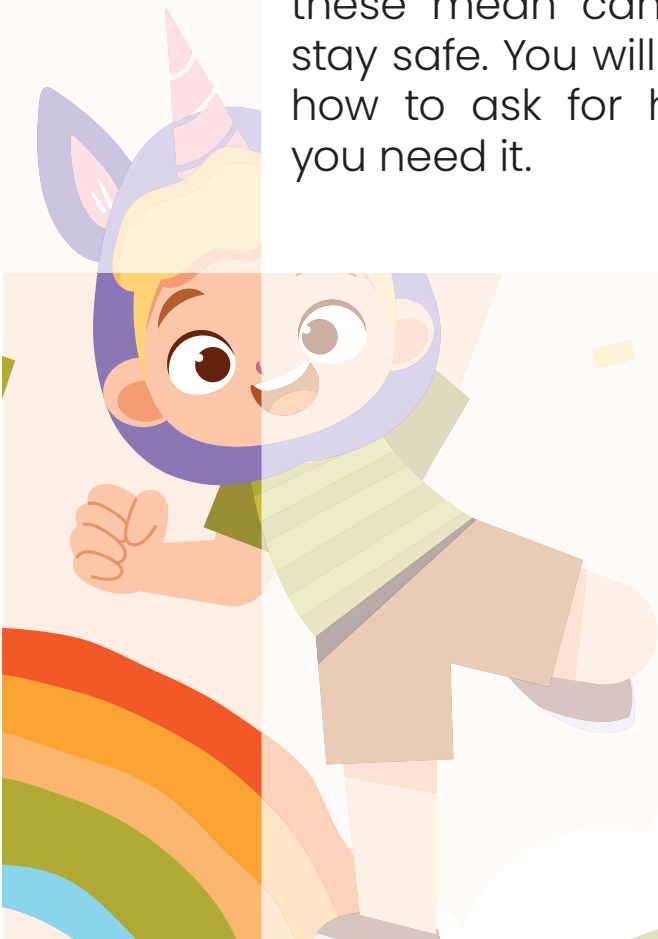


## Unit 2: School

You are now on the second chapter of your journey to the wonderful world of English!

You will discover new things along the way. You will learn how to describe colors and shapes. You will understand how special books are. You will also get to tell your peers what your hobbies are.

The journey will lead you to know about warnings, signs, and rules. Learning what these mean can help you stay safe. You will also know how to ask for help when you need it.



# LESSON 6

## The Selfish Shellfish



### Chart

By the end of this lesson, you will be able to:

- ◇ tell what you have
- ◇ name things inside your house and bag
- ◇ name others' things
- ◇ practice how to share



### All Aboard

A. Look inside your bags. Do you have any of these?



B. Let's sing along! Stretch your arms and legs and sing the song!

## Little Bo-Peep

Little Bo-Peep has lost her sheep,  
And can't tell where to find them;  
Leave them alone, and they'll come home,  
Bringing their tails behind them.

Little Bo-Peep fell fast asleep,  
And dreamt she heard them bleating;  
But when she awoke, she found it a joke,  
For they were still all fleeing.

Then up she took her little crook,  
Determined for to find them;  
She found them indeed, but it made her heart bleed,  
For they'd left their tails behind them.

It happened one day, as Bo-Peep did stray  
Into a meadow hard by,  
There she espied their tails, side by side,  
All hung on a tree to dry.



She heaved a sigh and wiped her eye,  
And over the hillocks she raced;  
And tried what she could, as a shepherdess should,  
That each tail be properly placed.



## All Hands on Deck

*How would you describe your family? Read the poem "My Parents, My Parents" with your teacher.*

## The Selfish Shellfish

Shelly the Shellfish is a selfish miss. Every day, she would search for the shiniest shell and stack them up beside her. She believed these shells made her the most beautiful creature in the sea, and she was not about to let anyone steal her shine. "It's mine, and mine, and only mine!" she said.

Whenever the other fish would come up to her, she would shoo them away and say, "It's mine, and mine, and only mine!" So, she stacked and stacked

and stacked

and stacked.

It's hers, and hers, and only hers, she said over and over.

Soon, her shells towered over all other creatures on the ocean floor. It reached the skies and the birds above. Sadly, all it took was one wrong step for Shelly the Shellfish to lose her balance. With a big splash, she tumbled over, and all her precious shells came crashing down around her.

The other fish came rushing over.

“Don’t steal my shells! They’re mine, and mine, and only mine!” she said.

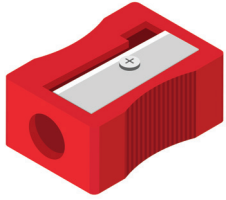
But they weren’t stealing them; they were helping her pick them up. Tears welled up from what was left of her and her lone shell. With one look at her treasures scattered all over, she knew.

“You can have them,” she said with a smile. “I don’t need them anymore.”

1. What did Shelly the Shellfish like to collect?
2. How did Shelly react when the other fish came near her shells?
3. What happened to Shelly’s shells in the end? How did she feel about it?

## Let's Navigate!

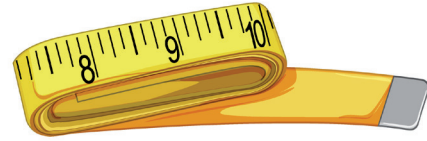
Do you have these things in your house? Say them with your teacher.



sharpener



tissue



tape measure



shelf



television



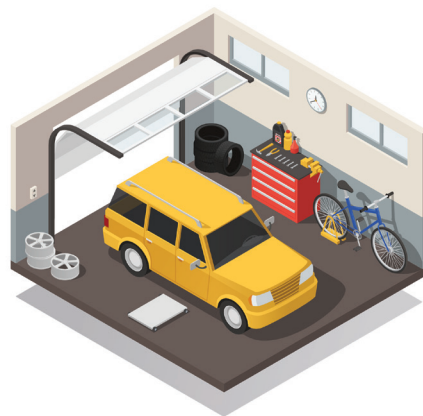
shirt



brush



trash



garage

## Let's Explore!

We use *my* to say that something belongs to the one speaking.



*my pencil*



*my book*

We use *our* to say that something belongs to the speaker and their company.



*our backyard*



*our dog*

We use your to say that something belongs to the person or people we are talking to.



*your eraser*



*your house*

### Activity

Who owns these things?

Look closely at the pictures. Is the person owning the thing a girl, a boy, or a group of people? Choose the right word inside the box.

his      her      their



\_\_\_ ID



\_\_\_ lunchbox



\_\_\_ cat

Earlier you learned about my and our. In this activity, you have seen his, her, and their. These are used when you want to say that something belongs to someone else aside from the one you are talking to.

You use his when you want to say that something belongs to a boy, while you use her when talking about a girl. You use their for a group of people.

## **It's Time to Row Together!**

### **Share and Tell**

How do you feel about sharing things with others? How about when others share something with you?

#### **Getting Ready**

Bring your favorite toy to school! It could be a stuffed animal, a toy car, special souvenir, or anything you love. Then gather around in a circle in the classroom.

#### **Kick-Off**

Your teacher will call on each one to go to the middle of the circle to show their favorite toy and talk about it. You can say, "This is my teddy bear. I love it because my mom gave it to me."

## Let's Roll

After introducing your favorite toy, let a classmate borrow it. Your classmate will stand up and introduce your favorite toy. Each one can introduce as many of their classmates' toys as they can.

Remember: Your classmate trusted you to play with their favorite toy, so make sure to keep it safe.



## All Ashore

A. Let's circle up and chat:

Were you happy to share your toy with a friend? How did you feel when they shared their toy with you?

B. Tell your teacher if you can do the following:

- I can tell people what I have.
- I can name things inside my house or my bag.
- I can share my things to others.

# LESSON 7

## A Book's Embrace



### Chart

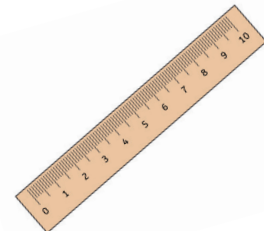
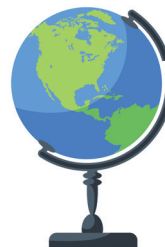
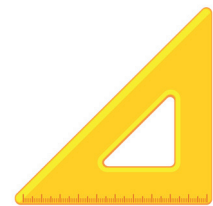
By the end of this lesson, you will be able to:

- ◇ name objects around you
- ◇ describe objects
- ◇ name the parts of a book
- ◇ recognize how special books are



### All Aboard

A. Do you have these things in your classroom? Put a check on the boxes below the pictures.





B. Let's sing along! Stretch your arms and sing the song!

## Books, Books

Books, books, on the shelf,  
Tell me, tell me, all about myself.  
Who I am and what I'll be,  
In the pages of a book, I'll see.  
Books, books, everywhere,  
On the table, on the chair,  
Books, books everywhere,  
Let's read them all today, I swear.



## All Hands on Deck

*How would you describe your family? Read the poem "My Parents, My Parents" with your teacher.*

## A Book's Embrace

In a book's embrace, let's explore  
its parts that make us want to read more.  
Title, authors, on the cover's face,  
guiding us through each exciting place.

Illustrations, a colorful delight,  
and the spine holds it all, just right.

1. What parts of a book are mentioned in the poem?
2. What does the spine of a book do?
3. What does the cover of the book do?

### Let's Navigate!

What things do you remember when you see these words?  
Say them with your teacher.



blue



cube



bleak



deep



cool



maroon



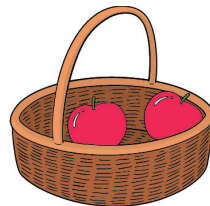
green



messy



beautiful



few



easy



roomy

## Let's Explore!

To describe things around you, put a describing word before the name of the object. Study the sentences below.



*My teacher has a **long** ruler.*



*Daniel has a **soft** eraser.*



*We have **colorful** pictures in the classroom.*



*Gabriel and Isabel have blue bags.*

Which objects below have the same shape as the object you have in your classroom? Match them.



ball



pyramid



sign



box



flag

What are the shapes of these objects? Tell the class.

## **It's Time to Row Together!** **My Book**

Books are like magical portals that can take us on exciting adventures. What's your favorite book? Share it with the class in this activity.

### **Getting Ready**

Bring your favorite book to class. Then gather around in a circle in the classroom.

## Kick Off

Your teacher will call on each one to go to the middle of the circle to show their favorite book and talk about it. You can say, "I love this book because it has a beautiful cover. It is special because it has an amazing story."

## Let's Roll

After talking about your favorite book, let a classmate borrow it. Your classmate will stand up and introduce your favorite book. Each one can introduce as many of their classmates' books as they can. You can then read those books. But remember to give them back to their owners once you're done.



## All Ashore

A. Let's circle up and chat:

How did you find the book you read? Did you enjoy it? Why or why not?

B. Tell your teacher if you can do the following:

- I can describe things.
- I can name the parts of a book.
- recognize how special books are.

# LESSON 8

## The Bear Who Loves Fishing



### Chart

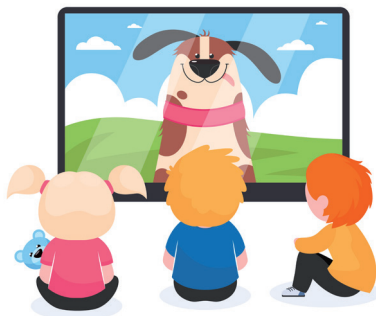
By the end of this lesson, you will be able to:

- ◇ name hobbies
- ◇ tell people your hobbies
- ◇ try other people's hobbies



### All Aboard

A. Do you have hobbies? Well, the kids in the picture have theirs! Can you guess what they are? Do you think they're fun?



B. Let's sing along! Stretch your arms and legs and sing the song!

## Jack and Jill

Jack and Jill went up the hill  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.

Then up got Jack and said to Jill,  
As in his arms he took her,  
"Brush off that dirt for you're not hurt,  
Let's fetch that pail of water."

So Jack and Jill went up the hill  
To fetch the pail of water,  
And took it home to Mother dear,  
Who thanked her son and daughter.



## All Hands on Deck

*Do you have a hobby you do every day? Benny the Bear has one. Let's read his story.*

### The Bear Who Loves Fishing

In the forest lives a friendly bear named Benny, who goes fishing every sunny morning. Fishing rod in hand, he takes off into the river, bright-eyed and bushy-tailed. First, he casts his line. Then, he waits for a moment, and then... reel! Reel! Reel! He feels the excitement with every pull until finally, he makes his first catch of the day.

As he travels home, rod in one hand, his catch in the other, he goes to each of his friends' houses. He likes sharing his haul with them, and he loves telling and hearing their stories of what a perfect day the day had been.

1. Who is the main character in the story?
2. What does Benny like to do every sunny morning?
3. Why does Benny visit his friends' houses after fishing?



## Let's Navigate!

Do you know these words? Do you do some of these often?  
Say these with your teacher.



movie



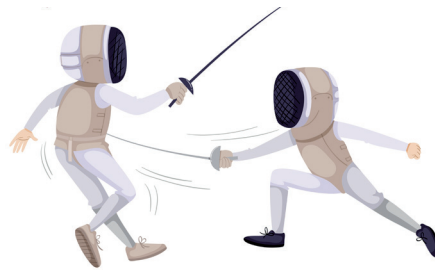
nature



swimming



music



fencing



running



magic



dancing



singing

## Let's Explore!

Some hobbies have **-ing** at the end. To tell what hobbies you or others have, you can say the following:



I like swimming.



I like reading.

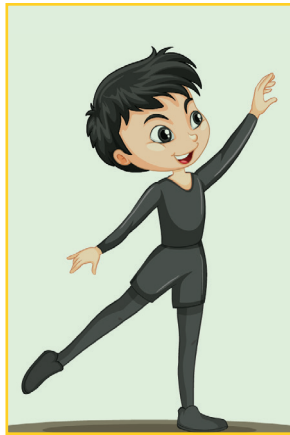


I like basketball.

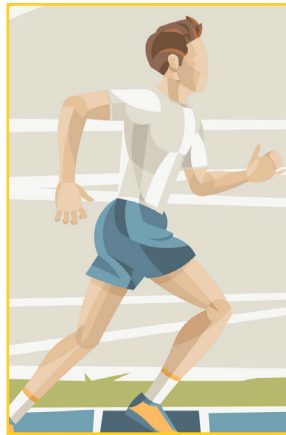
Maria and her family have a lot of hobbies. Do you know what day they do their hobbies? You can say the following:



Maria does basketball every Monday.



Her younger brother does ballet every Tuesday.



Her older brother goes every Wednesday



Her older sister does badminton every Thursday.



Her mother does sewing every Friday.



Her father does gardening every Saturday.



Her family does biking every Sunday.

How about you? On what day do you do your hobbies?

## It's Time to Row Together!

### Happy Hobbies

Hobbies are activities we do just because we love them.

#### Getting Ready

Bring something that you use with your hobby. For example, if you like drawing, you can bring a paintbrush; if you enjoy playing basketball, bring a ball. Then gather around in a circle in the classroom.

#### Kick Off

Your teacher will call on each one of you to share what your hobby is and when you usually do it. For example, you can say, "I like swimming. I do it every weekend." As you introduce your hobby, act it out.

#### Let's Roll

After everyone is done sharing, your teacher will ask which of your classmates' hobbies you find exciting. The classmates whose hobby you picked can share tips about it with you.



## All Ashore

**A.** Let's circle up and chat:

Did you find a hobby you want to try? What is it?

**B.** Tell your teacher if you can do the following:

- I can name hobbies.
- I can tell others my hobbies.
- I can try other people's hobbies.

# LESSON 9

## Timmy vs. the Signs



### Chart

By the end of this lesson, you will be able to:

- ◇ recognize signs
- ◇ follow rules
- ◇ say more words related to school
- ◇ tell the importance of being safe in school



### All Aboard

A. Do you know what signs are? What do the signs below mean?



B. Let's sing along! Stretch your arms and legs and sing the song!

## Little Birdie

Little Birdie up so high,  
Mama's rules, you can't deny.  
Tomorrow, you'll take your flight  
But till then, go sleep so tight.

Little Birdie, don't you stray,  
Mama says you must obey  
Flap your wings, but not too far,  
Stay close to home, my shining star.

Little Birdie as you grow,  
Mama's rules will help you know,  
How to soar and reach so far,  
With love and guidance, like a star.



## All Hands on Deck

Are there signs posted around your classroom? What do they say? Read the poem "Timmy vs. the Signs" with your teacher and see what Timmy does against the signs.

## Timmy vs. the Signs

Timmy loved to play pranks, but there was one place where his mischievous plans just couldn't work—school.

You see, Timmy's school was full of signs that made it impossible for him to cause mischief.

There was a big sign that said, "Don't run!" So, Timmy had to walk slowly in the hallways, even though he wanted to race with his friends.

Another sign said, "Don't Shout!" Timmy couldn't shout or giggle loudly, which was hard for a boy who loved making funny noises.

Then, there was a sign that read, "Don't litter," so he couldn't toss paper airplanes or crumpled papers.

Soon, Timmy realized that these signs were there to keep everyone safe and happy.

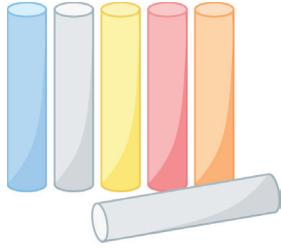
Even though he couldn't be mischievous at school, he knew there were plenty of fun adventures waiting for him outside the classroom.

1. Why couldn't Timmy run in the school hallways?
2. What did Timmy learn about the signs at school?
3. Why should school signs be followed?



## Let's Explore!

Do you know these words? They have something to do with school. Say these with your teacher.



**chalk**



**match**



**project**



**gym**



**chair**



**teach**



**subject**



**knowledge**

## Let's Navigate!

We have rules inside the classroom. When people tell us not to do something, they use *Don't*. Look at the sentences below:



*Don't run!*



*Don't shout!*



*Don't jump!*

## Activity

Do you know the items in your classroom? Match the names on the right column with the numbers of the object in the picture. The first one is done for you



1  
2  
3  
4  
5  
6

wall  
fan  
chair  
blackboard  
door  
table

## It's Time to Row Together!

### Simon Says

It's important to follow rules. They are there to keep us safe from harm. To practice this, let's play "Simon Says!"

#### Getting Ready

Find a comfortable place to stand in. Make sure that you have enough room for this game. Listen carefully to your teacher.

#### Kick Off

If your teacher says, "Simon says," do what they say! For example, if your teacher says "Simon says touch your toes," go and touch your toes! You need to be quick though! If you're too late, you could lose the game.

#### Let's Roll

If your teacher gives a command without saying "Simon says" first, stand still and don't do anything. If you do, you're out of the game. But don't worry! You can play the game with your friends after class.



## All Ashore

**A.** Let's circle up and chat:

What did you learn from the activity we just did?

**B.** Tell your teacher if you can do the following:

- I know how to follow rules.
- I can say more words related to school.
- I appreciate the importance of being safe in school.

# LESSON 10

## Sara Seeks Support



### Chart

By the end of this lesson, you will be able to:

- ◇ ask for help
- ◇ tell people what you are good at
- ◇ identify people in school



### All Aboard

A. Do you know the people who work in your school? Do you know what they do? Tell your teacher.



B. Let's sing along! Stretch your arms and legs and sing the song!

## Humpty Dumpty

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall.  
All the king's horses and all the king's men  
Couldn't put Humpty together again.



## All Hands on Deck

*When do you ask for help? Read the poem "Sara Seeks Support" with your teacher.*

## Sarah Seeks Support

Sarah was a bright student. However, she had a big problem: She was very, very stubborn. She never asked for help from her teachers.

One day, Sarah was looking for a special book in the library. She searched and searched. But she couldn't find it anywhere. She felt frustrated. But still, she didn't want to ask Mrs. Johnson for help.

Finally, she gave up and sat down with a frown.

Mrs. Johnson noticed Sarah and said, "Is there something I can help you with, dear?"

Sarah hesitated, then replied, "I'm fine. Thank you."

Mrs. Johnson smiled kindly and said, "Sometimes, it's okay to ask for help. It's not a sign of weakness; it's a sign of strength and learning. Let me help you find that book."

With Mrs. Johnson's help, Sarah quickly found the book she had been looking for. She felt a warm feeling inside her heart.

Later that day, Sarah saw Tom in class. He could not solve a math problem. Sarah knew what she had to do. She walked toward Tom and said, "Tom, do you need help with that math problem?"

Tom looked surprised, then smiled and said, "Yes, please!"

1. What was Sarah's problem in the story?
2. How did Sarah feel when Mrs. Johnson helped her?
3. How did Sarah feel when she helped Tom with his math problem?

## Let's Navigate!

Let's learn more words that have something to do with school. Say these with your teacher.



library



pencil



guard



reading



locker



school



classroom



rule



principal



language



art



report

## Let's Explore!

No man is an island. We have to ask for help for things that we cannot do alone. To ask for help from your teacher, the school staff, or even your classmates, we can use the following expressions:



*Can you help me with this?*

*I'm afraid! Can you come with me?*

*I can't see the board. Can you read it for me?*

*I can't stand. Can you bring my books to me?*

Don't forget to say "Thank you" afterward!

### Activity

Which of these activities do you need help with? Which of these are you good at? Tell your teacher. For example, you could say, "I'm not good at drawing" and "I'm good at dancing."



coloring



counting



drawing



singing

$$1+1=2$$

adding

$$5-3=2$$

subtracting



dancing

What other things are you not good at? Maybe your teacher can help?

## It's Time to Row Together!

### Help Me!

We all need a little help from time to time, and it's okay to ask for it.

#### Getting Ready

Get ready to explore the classroom. Make sure everyone has enough room. Close your eyes as your teacher hides things around the room. No cheating!

#### Kick Off

There are hidden objects around the classroom. When your teacher asks for help, explore the classroom and look for an object. For example, if your teacher says, "Help me! I need a red ball," look for a red ball and bring it to your teacher. The first one to find the object gets to ask for help next. They will say "Help me!" and ask for an object.

#### Let's Roll

Remember to take turns and give others a chance to ask for help. Be careful not to bump into each other while you do the activity.



## All Ashore

**A.** Let's circle up and chat:

What did you feel when you asked for help? What about when you gave help?

**B.** Tell your teacher if you can do the following:

- I know when and how to ask for help.
- I know how to tell people what I'm good at.
- I know the people in my school.

## Unit 3: Community

The third chapter of your journey to the wonderful world of English just got more challenging!

You will learn how to use your five senses as you head on this journey. You will recognize action words and learn how to say them when talking about the present. Then you will learn how to tell your story and arrange events in order. You will also talk about your routines and habits, and your experiences—the good and the bad.



# LESSON 11

## The Lonely Hand



## Chart

By the end of this lesson, you will be able to:

- ◇ observe your surroundings
- ◇ tell what you see, hear, smell, taste, or feel
- ◇ describe what you see, hear, smell, taste, or feel



## All Aboard

A. Look at the picture. What do you think they are looking at or listening to? What do you think they are feeling?



B. Let's sing along! Stretch your arms and legs and sing the song!

## **I See the Moon**

I see the moon,  
And the moon sees me.  
The moon sees somebody  
I want to see.

God bless the moon  
And God bless me:  
And God bless that somebody  
I want to see.



## **All Hands on Deck**

*Do you know what we use to observe our surroundings?  
Read this poem with your teacher.*

## **The Lonely Hand**

The hand felt lonely down there, below;  
So it waved to its friends up high and said, "hello!"  
The eyes took one look and mistook it for a crook;  
They closed, for it gave them a spook!

The tongue loved the taste of food that's sweet;  
But it was shy—it stayed in with no one to meet.

The nose didn't care for the hand that waved,  
Because the smell of flowers was what it craved.

The ears said "hi" to the hand that's brave;  
They said that they heard its call and noticed its wave.

The hand held and felt all things and more;  
But, for sure, it would feel their wave forevermore.

1. Why did the hand wave to its friends up high?
2. How did the eyes react when they saw the hand waving?
3. Which body part in the poem liked the smell of flowers?

### Let's Navigate!

Do you know these words? They are feelings. Say them with your teacher.



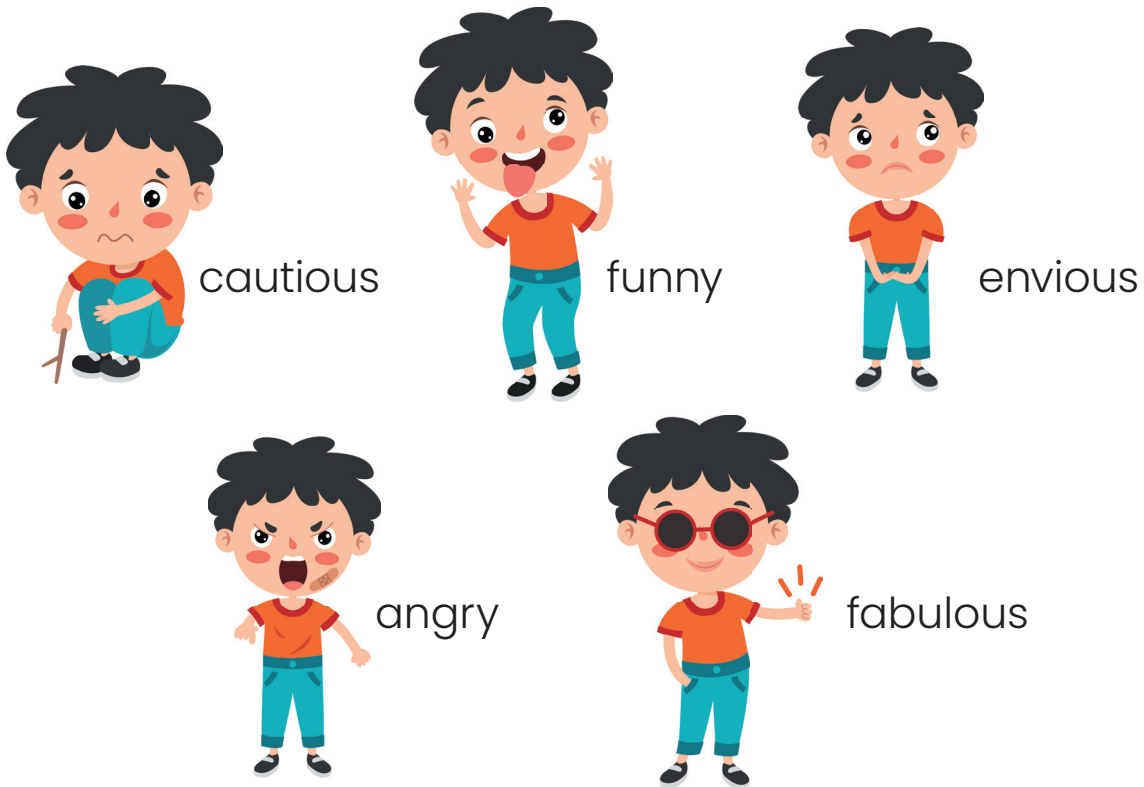
happy



nervous



lucky



### Let's Explore!

We use the five senses to observe our surroundings. We use our eyes for the sense of sight. We use our nose for the sense of smell. We use our tongue for the sense of taste. We use our skin for the sense of touch.

To describe what you see, you can use these expressions:

*This bag looks big/good.*

*The river looks shallow.*



To describe what you hear, you can use the following:

*Daniel's voice sounds soft. The music sounds harsh.*

To tell how you feel, you can use the word "feel."



*I feel tired.*



*Isabel feels sleepy.*



*They feel hot.*

You can also say the following:



*I'm hungry.*



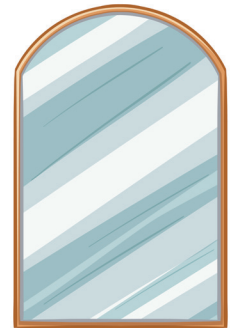
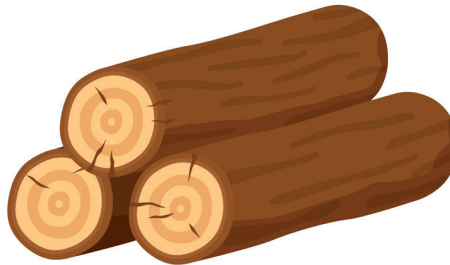
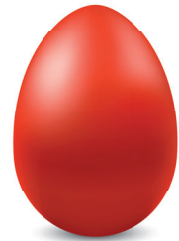
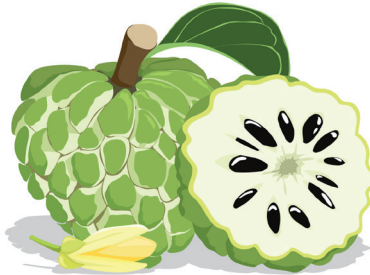
*I'm thirsty.*

Look at the things below. What are they? How do they taste, smell, or feel? Share your thoughts with your teacher. You can use these expressions:

*It tastes sweet.*

*It smells bad*

*It feels rough*



## **It's Time to Row Together!**

### **Sensory Hunt**

Our senses help us explore and understand the world around us. We use them to see, hear, smell, taste, and touch things. In this activity, we will get to use them all!

#### **Getting Ready**

Get ready to explore the classroom! Be careful not to bump into each other as you explore.

## Kick Off

You will go on a scavenger hunt to find things using your five senses. Your teacher will give you a list of items to find. For example, your list could include:

1. something red
2. something soft
3. something loud
4. something that smells good
5. something sweet

## Let's Roll

Once you have found all the items on your list, come back to your teacher and share what you found. Then, answer these questions: How did you find that item? What sense did you use? You can say, "This is a red ball. I used my sense of sight to look for it."



## All Ashore

A. Let's circle up and chat:

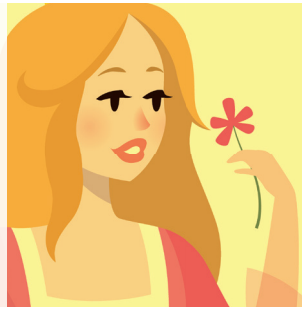
What did you feel when you asked for help? What about when you gave help?

B. Tell your teacher if you can do the following:

- I know how to observe my surroundings.
- I can tell what I see, hear, smell, taste, or feel.
- I can describe what I see, hear, smell, taste, or feel.

# LESSON 12

## Patience



## Chart

By the end of this lesson, you will be able to:

- ◇ recognize action words
- ◇ say what a person is doing
- ◇ talk about the present
- ◇ practice patience



## All Aboard

A. Kids do a lot of things every day. Look at the pictures. What do you think the kids are doing? Share your thoughts with your teacher.



B. Let's sing along! Stretch your arms and sing the song!

## Wait, Wait, Waiting in a Line

Wait, wait, waiting in a line,  
Wonder how to pass the time.  
Watch the clock go tick and tock  
Waiting's part of life's own clock.  
Wait, wait, waiting now we see,  
Teaches us just how to be.  
Patient, calm, and oh so wise,  
Waiting helps us realize.



## All Hands on Deck

*Do you believe that patience is a virtue? Read this poem with your teacher.*

### Patience

I point and point to the princess gown,  
"I want it now," I say with a frown.  
Mama said, "Not now, not yet,  
Just wait and wait, but never fret.  
Though waiting feels long, sometimes lifelong,  
You'll get what you've always wanted all along."

“I’m hoping and praying, with patience in sight.”  
I said, “Good things will come when the time is right.”

1. What does the child want in the poem?
2. What does Mama tell the child about waiting?
3. How does the child feel about waiting at the end of the poem?

### Let’s Navigate!

Do you know these action words? Say them with your teacher.



watch



whistle



yell



win



whirl



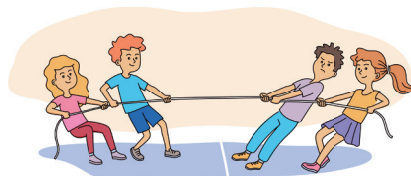
yawn



walk



wheeze



yank

## Let's Explore!

The kids in the picture are doing something in the present.

To talk about the present, you can use the words *now* and *right now*.

*Gian is watching TV **right now**.*

*Dan and Lana are **now** walking in the park.*

What actions do you do with these objects? Match the objects with the actions.

1.



a. eat

2.



b. read

3.



c. play

4.



d. sweep

5.



e. drive

6.



f. wash

7.



g. watch

## It's Time to Row Together!

### Red Light, Green Light

Patience means waiting calmly and not rushing. Let's test our patience in this activity.

#### Getting Ready

Gather around one side of the classroom. Your teacher will be staying on the other side.

#### Kick Off

Your teacher will play the role of the "Traffic Light" and will face away from you. The goal of this activity is to reach your teacher.

#### Let's Roll

When your teacher shouts "Green light!", take small steps toward your teacher. When your teacher shouts "Red light!", stop immediately.





## All Ashore

A. Let's circle up and chat:

Did you learn anything about patience during the activity? What did you learn?

B. Tell your teacher if you can do the following:

- I can recognize actions.
- I can say what a person is doing.
- I can talk about the present.
- I can practice patience.

# LESSON 13

## Field Trip



## Chart

By the end of this lesson, you will be able to:

- ◇ talk about the past
- ◇ arrange events in order
- ◇ tell a short story



## All Aboard

Let's sing along! Stretch your arms and legs and sing the song!

### Rain, Rain, Go Away

Rain, rain, go away,  
We planned a zoo trip day today.  
Little ones want to see,  
Monkeys swing from tree to tree.  
Rain, rain, go away,  
Please don't make our trip delay.  
We want to see the lion's mane,  
But can't while there's still so much rain.

Rain, rain, go away,  
Come again another day.  
Kangaroos and pandas wait,  
We hope the rain won't  
make us late.



## All Hands on Deck

*Have you ever been to a zoo? Read this story with your teacher.*

### Field Trip

You won't believe the adventure I had with my family. Yesterday, we went to the zoo for a field trip!

That morning, we followed our routine. First, we took a warm bath. Then, we ate a hearty breakfast. Lastly, we packed our food and some extra shirts.

The bus came on time. First, we took our seats. Then, my mom checked our bags. Lastly, we prayed for safety. It did not take long to get to the zoo.

At the zoo, we saw lots of animals. First, we saw farm animals. There were horses, rabbits, and sheep.

Next came the wild animals. Lions, giraffes, and monkeys roamed their cages. There were reptiles like snakes and crocodiles, too!

Then, we visited the sea animals. There were dolphins, fishes, and seals.

Lastly, we went to the birds. There were parrots, eagles, and pelicans. It was an awesome sight!

That night, we went home, bags and souvenirs in hand.

We were exhausted, but we slept the night away with smiles on our faces.

1. Where did the family go for their field trip?
2. What animals did they see at the zoo?
3. How did the family feel after their field trip?

### Let's Navigate!

Do you know these words? Say these with your teacher.



played



paid



croaked



uploaded



stayed



claimed



soaped



floated



brayed



fainted



loathed



toasted

### Let's Explore!

A timeline helps us to see the order of things that happened in the past.

Now, look at the timeline. Did you notice how certain words were used to show that the actions happened in the past?

To talk about what you did in the past, you can use the words below.



*Yesterday, I played with my friends.*

*Last night, Miguel did his assignment.*

*This morning, you ate breakfast.*

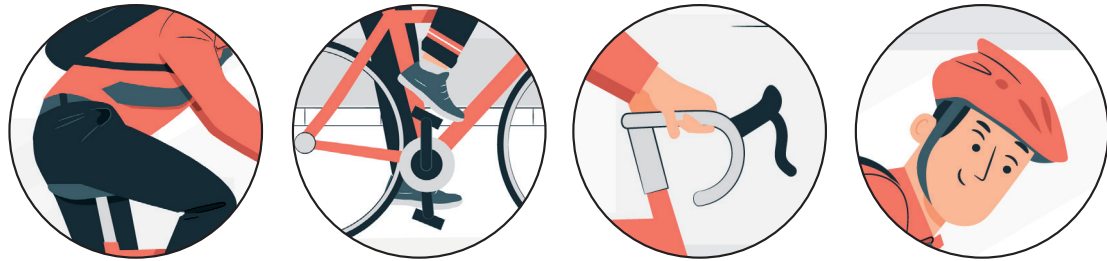
### Activity

Oh no, the timeline is a mess! Arrange the following events in the correct order. Label each picture from one to five—one being the first thing that happened and five being the last

1.



2.



3.



How did you go to school today? What did you do first? What did you do next? You can describe the action like this:

*This morning , I woke up, I ate breakfast, then I got dressed*

## It's Time to Row Together!

### I Know What I Did Last Summer

What did you do last summer? Share it with the class through this activity.

#### Getting Ready

Gather around in a circle in the classroom. Your teacher will first tell you all a story about their summer.

#### Kick Off

Then, your teacher will call on each of you to tell what you did last summer. Go in the middle of the circle and describe what you did. For example, you can say "Last summer, I went to the zoo with my family. We saw lots of animals. My favorite was the lion!"

#### Let's Roll

After everyone has finished telling their story, your teacher will ask each one which story was their favorite and why. What part of the story did you like?



## All Ashore

**A.** Let's circle up and chat:

What did you learn about your friends' stories?

**B.** Tell your teacher if you can do the following:

- I can talk about the past.
- I can arrange events in order.
- I can tell a short story.



# LESSON 14

Every Morning



## Chart

By the end of this lesson, you will be able to:

- ◇ talk about habits
- ◇ tell the time
- ◇ describe your routine



## All Aboard

A. Name the things that you do in the morning. Draw a line from the picture on the left to the group of words on the right that describes it.

Do you also do the same thing in the morning? If yes, draw a smiley face inside the blue circle.



a. eat breakfast



b. wake up



c. go to school



d. take a bath



e. get dressed

B. Let's sing along! Stretch your arms and legs and sing the song!

## Three Bright Lights

Three bright lights, three bright lights,  
See how they shine; see how they shine!  
They all light up when it's time to rise,  
Telling kids, "Open your eyes!"

Brush your teeth, comb your hair, nice and precise,  
Did you ever have such a start to your life,  
As three bright lights?



## All Hands on Deck

*What do you do every morning? Read the story with your teacher.*

## Every Morning

Every morning is quite the same. I wake up when it is still dark. Sometimes, Mom wakes me up. Sometimes, I wake up to the sound of the water in the bathroom. It is my Kuya taking a shower. I take a bath after him.

Then, I put on my school uniform: I wear my blouse, skirt, and white socks. As I dress up, I hear oil sputtering from the kitchen. Mom is cooking fried eggs. Sometimes, I smell corned beef, or fried fish, or bacon, or hotdogs. Many times, I smell coffee. I ask Mom if I can have a sip. She says it's only for grown-ups, so I stick to my milk.

I eat breakfast with Mom, Dad, Kuya, and my younger brother. We talk a bit, as we munch our food. Then we get ready to leave.

Dad gets his car keys. It jingles as he goes to the garage and starts the car. The ride to school takes twenty minutes. I love the ride, especially when Dad tells stories. But I get sleepy sometimes. I doze off, but wake up when the car stops at the school gate.

This is how my morning usually goes. It may be simple, but it is more than I could ever ask for.

1. What does the child do in the morning?
2. What does the child usually smell while getting ready in the morning?
3. How does the child feel about their morning routine?

## Let's Navigate!

Do you know these words? Say them with your teacher.



cry



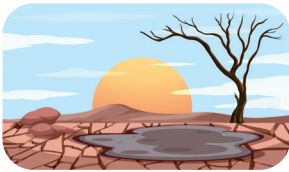
lies



boil



enjoy



dry



ties



join



destroy



try



flies



avoid



annoy

## Let's Explore!

To talk about your routine, you can use the words below:

*every day, every morning, every afternoon, every night, always*

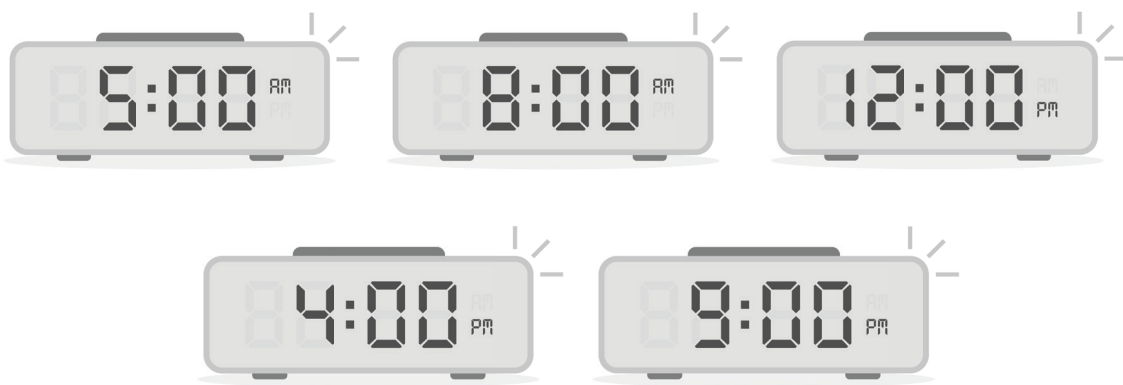
*I brush my teeth **every morning**.*

*We go to school **every day**.*

*Isabel **always** prays.*

### Activity

We use numbers whenever we tell time. Can you tell the time in the clocks below? if so, tell your teacher together.



What do you do during time shown above? You can use time to talk about your habits. You can say:

*I read books at four o'clock in the afternoon*

### It's Time to Row Together!

#### Charades

Routines help us stay organized. You will act out some routines in this activity.

## Getting Ready

Pair up with a partner! If you can't find one, don't worry; your teacher can pair up with you. Make sure that you have enough space for this activity.

## Kick off

Act out a simple routine, like brushing your teeth. Remember, don't use words!

## Let's Roll

Your partner will guess what you are doing. They can say: "You are brushing your teeth!" If they guess right, switch roles! Repeat this until the end of the activity.



## All Ashore

A. Let's circle up and chat:

What's your routine in the morning?

B. Tell your teacher if you can do the following:

- I can talk about habits.
- I can tell time.
- I can describe my routine.

# LESSON 15

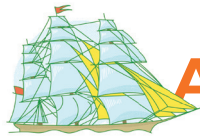
## A Trip to the Doctor



### Chart

By the end of this lesson, you will be able to:

- ◇ talk about your experiences
- ◇ talk about your sickness
- ◇ tell and listen to stories



### All Aboard

A. Do you know what's happening in the pictures? Did they happen to you before? If so, share your experience with the class.





B. Let's sing along! Stretch your arms and legs and sing the song!

### **Peter, Peter**

Peter, Peter, played around,  
Fell down hard and hit the ground.  
Ouch, he cried, both loud and clear,  
That's why you should be careful, dear.



### **All Hands on Deck**

*Have you been sick? Read the story with your teacher.*

### **A Trip to the Doctor**

Believe it or not, but I have actually been sick before. I remember waking up with a stuffy nose and a little cough. "I don't want to go to the doctor, mom," I said. "Please don't make me go."

My mom took one look and knew, against my wishes, that I needed to see the doctor.

I wasn't too excited about going to the doctor. I have been there before. When my mother got sick, I saw them insert tubes and needles into her arms. I didn't want that to happen to me. I didn't want to see a doctor ever again.

As my mom drove me to the clinic, I tried to tell myself that this visit would be different. I willed the sickness away, but it kept on coming back with each cough.

When the doctor came, I felt my heart skip a beat. He gently checked my throat and ears. "Don't worry," he said. "I'm just making sure everything's okay."

To my surprise, he didn't reach for any scary-looking tools. Instead, he told me that I had a common cold and that it would go away on its own with some rest and plenty of water.

Mom knew. She knew I only had a cold, but she took me to the doctor to show me that there was nothing to be afraid of. They were there to help me feel better, just like my mom when she got sick.

As we walked back to the car, my mom held my hand and said, "See, it wasn't so bad, was it?"

I couldn't help but smile.

1. Why did the child not want to go to the doctor?
2. What did the doctor do during the visit that surprised the child?
3. How did the child feel after the doctor's visit?

## Let's Navigate!

Do you know these words? Say them with your teacher.



hurt



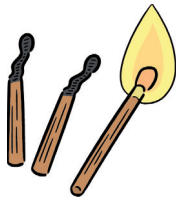
stir



ouch



scowl



burn



first



loud



down



burp



whirl



foul



brown

## Let's Explore!

To talk about your experience, you can use the word *before*. When you haven't experienced something, you can use the word *never*.

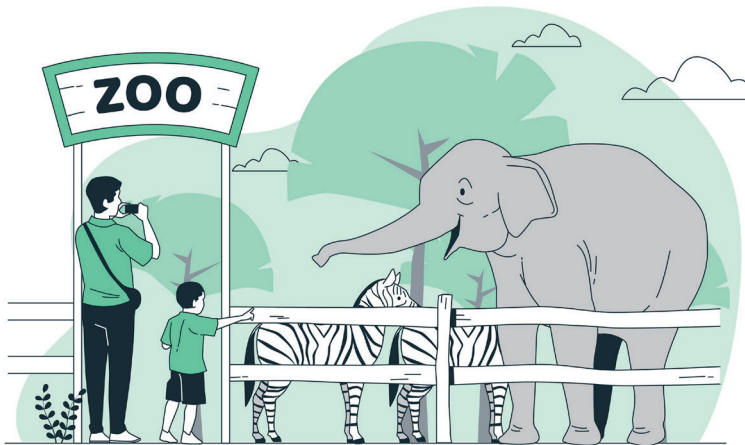


*I have been to the beach  
**before.***



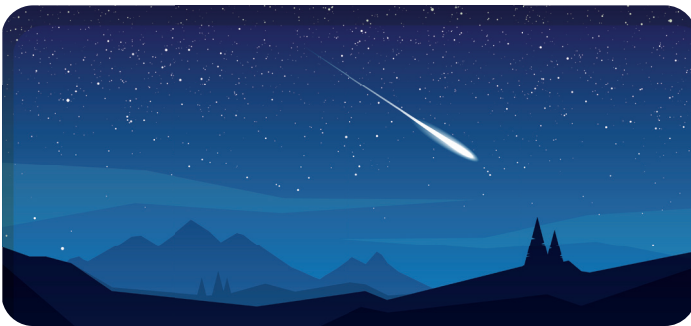
Miguel has **never** eaten bagoong.

You can also use the two words in one sentence.



We have **never** seen this animal **before**.

You can also count the times when you have done something.



Joaquin has seen a shooting star **once**.



My uncle has given me gifts **three times**.

### Activity

Have you ever been sick? Have you been hurt? Tell your teacher about how you felt



How did you get sick? To tell your story, you can say:

*I have headache before.*

*I watched too much TV.*

### It's Time to Row Together! Caring Tales

What did you do when you got sick? Tell a story!

## Getting Ready

Find a partner. If you can't find one, don't worry; your teacher will partner up with you! Sit down facing your partner, and make sure you can hear each other well.

## Kick off

Tell your partner about a time when you got sick. Here are some questions you can answer:

1. When did you get sick?
2. How did you feel?
3. What did you do to feel better?
4. Did you tell someone about it? Who?

## Let's Roll

Take turns listening to each other's stories.



## All Ashore

A. Let's circle up and chat:

What did you learn from your partner's story?

B. Tell your teacher if you can do the following:

- I can talk about my experiences.
- I can talk about my sickness.
- I can tell and listen to stories.



An illustration of a young girl with red hair, wearing a yellow shirt and a blue skirt with white polka dots, walking through a forest. She is carrying a red basket filled with blueberries. In the background, another person in an orange coat is partially visible. The scene is set in a lush green environment with trees and bushes.

## Unit 4: Environment

In the final chapter of your journey to the wonderful world of English, you'll learn to appreciate the world around you.

You will talk about your future plans. But you will have to discover what you can and can't do to make your plans work. Be mindful that you are not alone in your journey. There are people who can help you along the way.

Forks on the road will teach you how to make choices. Knowing how to use a map will keep you from getting lost. You will also get to describe your surroundings along the way.

After all of these, you are now well-equipped and ready for your next journey.



# LESSON 16

## Maria's Dilemma



### Chart

By the end of this lesson, you will be able to:

- ◇ talk about the future
- ◇ tell about your plans
- ◇ follow through with your plans



### All Aboard

A. What do you think is the girl going to do? Draw it on your notebook or on a separate sheet of paper.



B. Let's sing along! Stretch your arms and legs and sing the song!

## **Mary Plans to Ride Her Bike**

Mary plans to ride her bike, ride her bike, ride her bike,  
Mary plans to ride her bike, at a steady pace.

Not too early, not too late, not too late, not too late.  
Not too early, not too late, timing's what she'll chase.

She will find the perfect time, perfect time, perfect time,  
She will find the perfect time, not a second to waste.

Pace is key to win the race, win the race, win the race,  
Pace is key to win the race, Mary knows her way.



## All Hands on Deck

*Have you ever found it hard to decide? Read Maria's story and see what she did.*

### Maria's Dilemma

Maria is going out to buy a new pen. She walks to the store with her friend's money in her pocket. On the way, she spots a beautiful, sparkly bracelet at the shop window. It has shiny beads that glisten in the sunlight. It's the bracelet she always wanted.

Right then and there, she daydreams. She thinks of the bracelet on her wrist, all day, all night. She thinks of wearing her matching favorite dress with it.

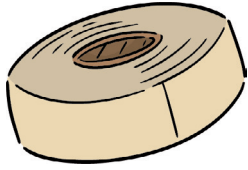
But then, she remembers that the money isn't hers. It belongs to her friend. So, with a sigh, she goes into the store and buys the pen.

But she tells herself she will come back. Not today, not tomorrow, but later than later, and buy the bracelet of her dreams.

1. What was Maria supposed to buy with her friend's money?
2. What did Maria see at the shop window that made her daydream?
3. Did Maria buy the bracelet she wanted? Why or why not?

## Let's Navigate!

Do you know these words? Say them with your teacher.



tape



save



wipe



describe



late



name



bite



ride



bake



pace



bike



smile

To talk about your plans, you can use the words below.



now

later

tonight

tomorrow

We're going to meet my grandfather **tonight**.

Miguel is going to review his lessons **later**.

I'm going to play with my cousins **tomorrow**.

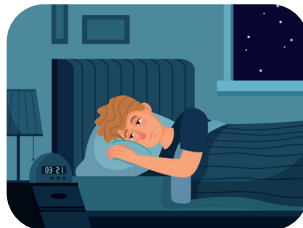
You can also express your plans with time.

I'm going to have a snack at 3 in the afternoon.

Ms. Marquez is going to be at school at 7 in the morning.

### Let's Explore!

Do you know what they are planning to do? Tell your teacher.



## It's Time to Row Together!

### A Day of Fun

Making plans means thinking about what you want to do and then doing it step by step.

#### Getting Ready

Find a partner. If you can't find one, don't worry; your teacher can partner up with you. Think of something fun you'd like to do today, like drawing a picture, playing with your toys, or going to the mall.

#### Kick off

Share your plan with your partner. Use words like "I am going to" and "I will" to tell them what you want to do. Take turns. Give your partner a chance to share their plans. Write your plans on a sheet of paper and give it to your partner.

#### Let's Roll

Make a promise to your partner that you will do what you planned on doing. Return the next day with a picture or proof that you followed through with your plans.



## All Ashore

### A. Let's circle up and chat:

Did you keep your promise to your partner? How did it go? Share your story with the class.

### B. Tell your teacher if you can do the following:

- I can talk about the future.
- I know how to tell people about my plans.
- I know how to follow through with my plans.

# LESSON 17

## Airplanes



### Chart

By the end of this lesson, you will be able to:

- ◇ talk about talents and skills
- ◇ tell the things I can do
- ◇ tell the things I can't do



### All Aboard

A. Do you think you can do these things?





B. Let's sing along! Stretch your arms and sing the song!

## One, Two, I Can Sew

One, two, I can sew,  
Three, four, stitch some more.  
Five, six, quick with jokes,  
Seven, eight, I can skate.  
Nine, ten, got a question,  
What's the skill you treasure then?



## All Hands on Deck

*Do you ever wonder how it feels to ride an airplane?  
Read the story with your teacher.*

## Airplanes

My father lived and worked abroad. Before he left, I went and asked, "Can I come with you?"

He said no. "But you can come with me to the airport." My mother and I went with him.

We rode a bus. There were lots of passengers, but we found a seat. Baggage sat below us. Right now, we didn't have to think of them. All I wanted was to rest on my father's shoulders.

Through the window, I saw lots of taxis, cars, jeepneys, and vans going in the same direction. In the back of each one, there were boxes of memories to bring someplace else. There were also some kids like me. Will they ride the plane, or will they stay, too?

Then, at the airport, I asked my father again, "Can I come with you?"

And, again, he said no. "Airplanes are boring. It's too cold. Plus, you'll have to sit for hours. You'll hate it there." But I didn't mind. I just wanted to be with him.

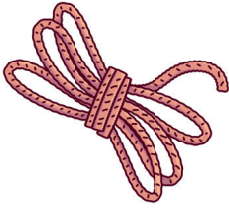
He looked at me and said with a smile, "I'm always with you, anytime, anywhere."

I smiled back. I hugged him, and then I let him go, as airplanes came and went outside the airport.

1. Why did the child want to go with their father on the airplane?
2. What did the father say to the child when he couldn't take them on the airplane?
3. How do you think the child felt when the father said, "I'm always with you, anytime, anywhere"?

## Let's Navigate!

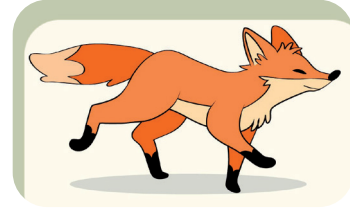
Do you know these words? Say them with your teacher.



rope



home



quick



quote



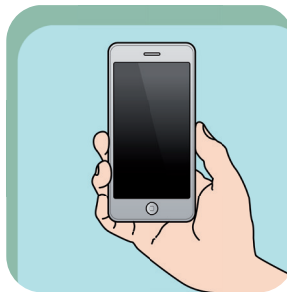
code



quiz



joke



phone



question

## Let's Explore!

To talk about talents and abilities, use the word *can*.



I **can** tie my shoes.



My aunt **can** climb a coconut tree.



Miguel **can** swim.

If you or someone is not able to do something, use can't.



My father **can't** sing.



Isabel **can't** shout.

What are they doing? Can anyone in your family do these things? Another way of saying that one can do something is telling people they know how to do it "My sister know how to do magic"



## **It's Time to Row Together!**

### **Can You Do It?**

It's important to know what we can and can't do. This helps us stay safe and make good choices.

#### **Getting Ready**

Gather in a circle with your classmates and your teacher. Get ready to listen carefully!

#### **Kick off**

Your teacher will start by asking a question like, "Can you touch your toes?" If you think you can do it, stand up and show everyone how! If you don't think you can do it, you can just watch your friends. It's better to watch others than to get yourself hurt.

#### **Let's Roll**

You and your classmates will take turns asking a question. Think of something you can do and something you can't do. For example, you might say, "Can you hop on one foot?" or "Can you sing your favorite song?" If someone says, "Yes, I can do it!" then they should stand up and show everyone.



## All Ashore

### A. Let's circle up and chat:

What did you learn from the activity? Did you discover something you didn't know you could do before? Share it with the class!

### B. Tell your teacher if you can do the following:

- I can talk about talents and skills.
- I can tell things I can do.
- I can tell things I can't do.

# LESSON 18

## Lunch



## Chart

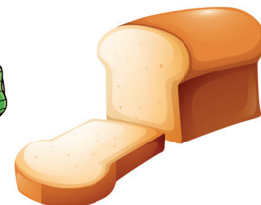
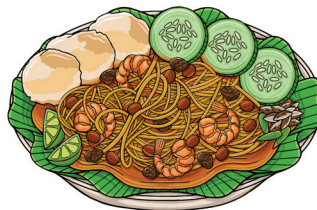
By the end of this lesson, you will be able to:

- ◇ name food and drinks
- ◇ name fruits and vegetables
- ◇ describe what others like
- ◇ recognize the value of making choices



## All Aboard

A. Do you like these things? What food do you like? Tell your teacher.



B. Let's sing along! Stretch your arms and legs and sing the song!

### **Avocado, Mango, Go**

Avocado, mango, go,

Pick the tastiest one you know,

If it's ripe, take a bite,

Eenie meenie miney moe.

Papaya's orange, sweet and fine,

Cut it up, it's munching time,

If it's soft, don't delay,

Eenie meenie miney moe.

Guava green or sometimes pink,

Cut it up and take a drink,

Juice or smoothie, either way,

Eenie meenie miney moe.





## All Hands on Deck

Do you ever wonder how it feels to ride an airplane? Read the story with your teacher.

### Lunch

Rosario and Miguel never got along, so their teacher told them to eat lunch together and see what happens.

As they sat on the cafeteria table, they opened their lunchboxes. What they found shocked them both! They had the same lunch: fried pork sinigang with brown rice and okra.

“Wow,” Rosario said, “we have the same lunch today.”

Miguel nodded, “I guess we do.”

As they ate, they began to talk. At first, it was just small talk about school. But then, Rosario mentioned, “I really love reading comic books.”

Miguel’s eyes lit up. “No way! I love comics too! My favorite superhero is Captain Awesome.”

Rosario’s eyes widened. “Captain Awesome is my favorite, too! I have a whole collection at home.”

They discovered their shared love for video games, LEGOs, and so much more. It was as if they knew each other since forever.

After lunch, their teacher saw them walk back to class together. She was pleased. All it took was a shared lunch.

1. Why did their teacher ask Rosario and Miguel to eat lunch together?
2. What did Rosario and Miguel discover they had in common?
3. How did Rosario and Miguel feel about each other after lunch?

### Let's Navigate!

To talk about people who do the same thing, we use *and* and *together*. Look below to know how you can use it.



Miguel and Isabel did the assignment **together**.



I asked my brother **and** my cousin about my assignment.

You can also use the word *with*.



My mother went to the market **with** my brother.



I visited my grandfather **with** my cousin.

### Let's Explore!

When asking someone about what they want, use the word *which*. You may use the word this way:

**Which** do you like, spaghetti or pancit?

**Which** drink do you like, juice or chocolate?

Don't forget to give them the things they have to choose from.

When making a choice, use the pattern: I like \_\_\_\_ better.

For example:

Rosa: **Which** do you like, spaghetti or pancit?

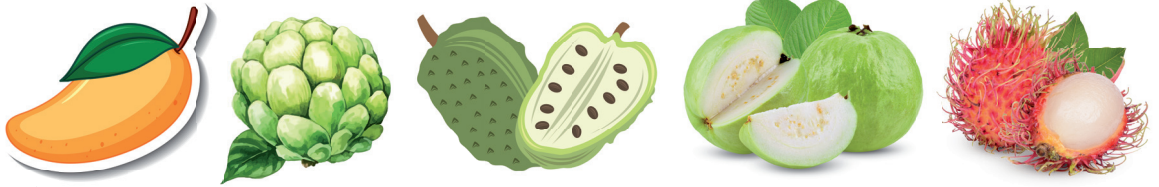
Maria: *I like spaghetti better.*

If you like the two, you may answer **both**.

Maria: **Which** drink do you like, juice or chocolate?

Juan: *I like **both**.*

What are the names of these fruits and vegetables? Which of these you like? Why?



## It's Time to Row Together! Likes or Dislikes

Get to know your classmate's favorite food with this activity.

## Getting Ready

Find three classmates to form a group of four. Think of a favorite food, fruit, vegetable, or drink.

## Kick off

Describe your favorite food to your group, but don't tell them! Let them guess. The first one to answer will be the next to describe their favorite food.

## Let's Roll

Once everyone has described their food, it's time to talk about them. What do you like about it? You may further explore their preference. For example, you may say, "You like spaghetti. Which do you like, with cheese or without cheese?"



## All Ashore

A. Let's circle up and chat:

Why do you think we should eat plenty of vegetables?

B. Tell your teacher if you can do the following:

- I can name food and drinks.
- I can name fruits and vegetables.
- I can describe what others like.
- I recognize the value of making choices.

# LESSON 19

## Three Sisters Love to Compare



### Chart

By the end of this lesson, you will be able to:

- ◇ use words that describe
- ◇ tell what you have in common with others
- ◇ tell when and when not to compare



### All Aboard

A. How would you describe them? Tell your teacher.



B. Let's sing along! Stretch your arms and legs and sing the song!

## See Saw, Margery Daw

See saw, Margery Daw,  
Tommy's tall and Sally's small.

Tommy's broad, and Sally's slight,  
See saw, up and down, that's right!

Sally's quick, and Tommy's staunch,  
See saw, both of them can launch.

Different looks, but both stand tall,  
See saw, Margery Daw, we're all enthralled!



## All Hands on Deck

Do you often compare yourself to another student or sibling? Read the poem with your teacher. It is about three sisters who love to compare.

## Three Sisters Love to Compare

Three sisters love to compare,  
all day, all night, their yelling fills the air.

Yana is small, she is the youngest.

Anna is older, but Mara is oldest.

"I am tall," Yana says when she's not.

"I am taller," Anna says with a nod.

"But I am the tallest! None of you come close!"

Mara says, as she stands on tiptoes.

Even in singing, they keep on comparing.

"I am good," "I am better," they keep on yelling.

But only one person knows the truth of the matter.

All three are the best for their loving mother.

Three sisters love to compare,

all day, all night, their yelling fills the air.

They have their differences, both big and small,

but they love each other, despite it all.



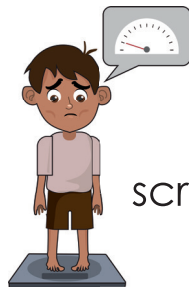
1. Who is the youngest sister?
2. Who says that she is the tallest sister?
3. What is the most important thing about the sisters, even though they are different?

### Let's Navigate!

Do you know these words that describe a person? Say them with your teacher.



tall



scrawny



gaunt



small



brawny



staunch



bald



broad



auburn

## Let's Explore!

We describe people by looking at their height, age, and build. You can use some of the words below.



height: *tall, short*



age: *old, young*



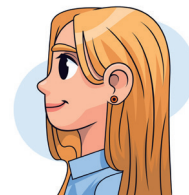
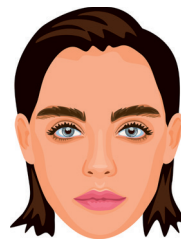
build: *thin, fat*

When describing someone, you can follow this example:

*Miguel is short. His brothers are tall.*

*Ms. Marquez is young.*

Look at the picture. Do you have the same hair, eyes, nose, ears, or lips as them?



Do you see what you have in common with the people in the picture? Tell your teacher about them. You can say:

*He has curly hair like me.*

*I have thick eyebrows too.*

## **It's Time to Row Together!**

### **Compare a Companion**

Comparing can be lots of fun. But we need to remember when it's a good idea to compare and when it's not.

#### **Getting Ready**

Grab a piece of paper and some crayons. Pair up with your seatmate. If you don't have one, don't worry! Your teacher can pair up with you.

#### **Kick off**

Draw a picture of your favorite animal on paper. Show it to your seatmate.

#### **Let's Roll**

Compare each other's drawings. Name one thing that is the same and one thing that is different between the two. For example:

*My animal has four legs, just like your animal. My animal has stripes, and yours doesn't.*



## All Ashore

### A. Let's circle up and chat:

Did you notice anything about you and your partner during the activity? Share what you learned.

### B. Tell your teacher if you can do the following:

- I can use words that describe.
- I can tell what I have in common with others.
- I know when and when not to compare.

# LESSON 20

Luna and Moon



## Chart

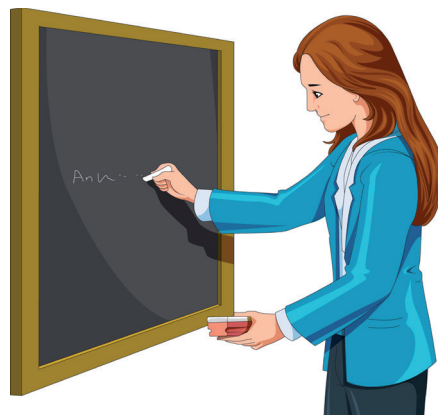
By the end of this lesson, you will be able to:

- ◇ tell where things are
- ◇ tell where places are
- ◇ use a map
- ◇ give directions



## All Aboard

A. Look around you. What things are near you? What things are far from you? Tell the teacher.



B. Let's sing along! Stretch your arms and legs and sing the song!

## City Home

City home, my lovely small abode,  
Even small, a driveway's on the road.

Out front a tree, so tall and fine,  
Traffic goes, but we don't mind the line.

Right here a train, and over there a bus,  
City life's not stressful for us.

Living here, in buildings oh so grand,  
Concrete jungles stretch o'er all the land.

City home, where all the people thrive,  
Even small, it's where we feel alive.



## All Hands on Deck

*Are you good at following directions? Read Luna and Moon's story with your teacher.*

### Luna and Moon

Luna avoids stray dogs. But when she saw Moon, she found a collar on his neck. He whimpered. The corners of his eyes were wet with worry. On his collar was an address: Block 34, Lot 7, Spring Park Village.

That's just around here! She knelt down and gently patted Moon on the head. "Don't worry. I'll help you get back home." Moon barked with delight.

"First, we need to turn left at that big tree over there," Luna began. "That's the way to your house!"

Moon followed Luna, his paws pitter-pattering on the sidewalk. As they walked, Luna pointed ahead. "Now, Moon, we're going to turn right at the playground. It's just around the corner." Moon barked, following along.

"Great job, Moon! We're almost there. Just keep going straight." Moon's tail wagged faster and faster. They were so close!

Finally, they stopped in front of a big house. On the gate, Luna read, "Block 34, Lot 7, Spring Park Village! We're here!"

With a grateful lick on the cheek, Moon ran up the doggy door. Luna waved goodbye, happy to help a friend find his way home.

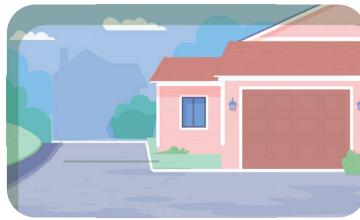
1. What did Luna see on Moon's collar?
2. How did Luna help Moon find his way home?
3. How did Moon show that he was happy at the end of the story?

### Let's Navigate!

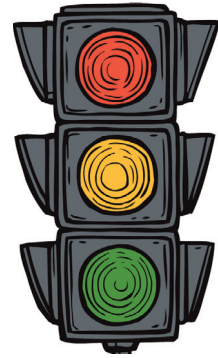
Do you see these things around your place? Say them with your teacher.



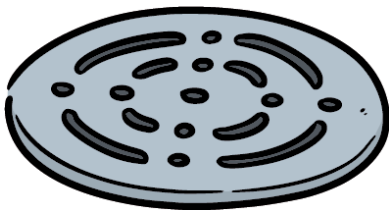
train



driveway



traffic lights



drainage



tree



drugstore



## Let's Explore!

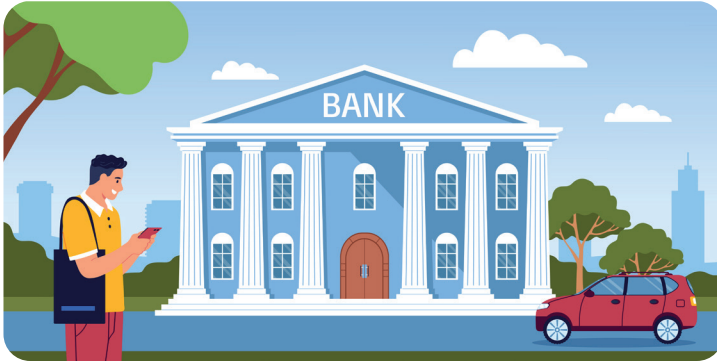
We use the word "here" to tell that something or someone is in a place near us.



We use the word "there" to tell that something or someone is in a place far from us.



To tell that a place can be found near one's house, use "there is."



*There is a bank near our house.*



*There is a church near Miguel's house.*

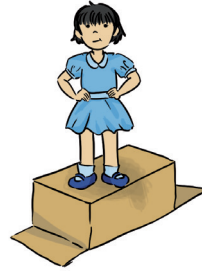
If there are several places, use "there are."



*There are stores near grandma's house.*



**in**  
The boy is  
crawling in the  
box.



**on**  
The girl is  
standing on  
the box.



**over**  
The boy is  
jumping over  
the box.



**under**  
The girl is  
standing un-  
der the box.



**beside**  
The boy is  
standing  
beside the box.



**between**  
The girl is sit-  
ting between  
the two boxes.



**around**  
The boy is run-  
ning around  
the box.



**across**  
The boy is  
standing  
across the box.



**in front of**  
The girl is  
standing in  
front of the  
box.



**behind**  
The girl is  
standing be-  
hind the box.

## Activity

Study the picture closely. Help the person get to the building on the map. Choose the right expression.

Turn left   Turn right   Go straight   Turn around



## It's Time to Row Together!

### Directions

Let's get to know your neighborhood better.

#### Getting Ready

Find a partner. If you can't find one, don't worry! Your teacher can pair up with you. Grab a crayon and paper. If you don't have one, you can ask for one from your teacher.

#### Kick off

Draw a map of your neighborhood. Make sure that it shows your house and your school. Draw directions from your house to your school. Show your drawings to your partner.

#### Let's Roll

Guide your partner from your school to your house. Remember to take turns! You can copy Luna and say, "We need to turn left at the big tree." When both of you have reached each other's houses, guide your partner back from your house to your school.



## All Ashore

**A.** Let's circle up and chat:

What did you discover when your partner was guiding you?

**B.** Tell your teacher if you can do the following:

- I can tell where things are.
- I can tell where places are.
- I can use a map.
- I can give directions.