

## First Quarter Grade 2 Supplemental Lesson Plan

### For the Teacher:

#### Lesson 1

**Focus:** Noting details, sentence vs non-sentence, talking about oneself and family, rhyming words, words with short /a/ CVC words

#### A. Introduction/Preparatory Activities

1. Start the learning session by activating the pupils' prior knowledge. Ask the motivation questions below. You may translate the questions to the pupils' mother tongue to guide them.
  - a. What do you do with your family on a weekend?
  - b. Where do you go?
  - c. Who decides what to do or where to go?
2. Show the class different pictures of places where a family could go for an outing or spend time together. Ask them which of these places they have been to. What do they remember if they see these places? Who do they go with? When do they visit these places? Discuss the pupils' answers.

#### Resources:

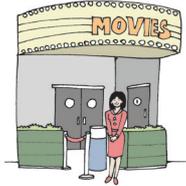
1. Motivation questions written on the board or other materials such as manila paper or cartolina that is visible to the entire class.
2. Pictures of the following:



b.



c.



d.



3. Story Book: "A Day With My Family" by David Parker

### B. Body/Developmental Activities

Reminders to teachers: At the beginning of the school year, teach your pupils routines and procedures for entering the classroom and turning in homework and classwork, among others. It is important that pupils know what they are doing, where to go, and when to go. Provide clear and concise directions to them. They must know what you want them to understand and be able to do.

1. Unlock new words before reading the story through context clues.
2. Read the story "A Day With My Family" aloud in class. Ask questions during reading to keep track of the pupils' comprehension of the text listened to.
3. After reading the story, let the pupils answer the comprehension questions as well as the sequencing and noting details activity about the story.

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4. Let the pupils talk about their own family by giving each one a copy of the worksheet. They will draw their family in the box and fill in the blanks to complete the paragraph.
5. Introduce the lesson on sentence and non-sentence. Let the pupils differentiate one from another. Pupils should be able to articulate the difference.
6. Guide your pupils as they do the practice exercises on the *Learning Tasks*.
7. Present the group of pictures. Have the pupils name the pictures. Then, ask them to circle the word that rhymes with the first word.
8. Guide the pupils in choosing and writing the correct words that name the picture, and vice versa.
9. Give pupils differentiated activities to assess their learning profile. Instruct them to choose only one of these activities.

**C. Conclusion/Evaluation**

1. Facilitate instruction. Make sure that each pupil has the chance to speak and share his/her part on every group activity.
2. Send consistent messages to your pupils that if something did not work today, you will be back at it tomorrow and the day after until success occurs.
3. Guide the pupils in doing the *Summative Test*. Ask them to read the items slowly and at least two times. Tell them that this activity serves as part of their formative assessment so you can make important instructional decisions that will meet the needs of your learners.

## Lesson 1

### Goals

- Note important details from a text listened to
- Arrange the events in chronological order
- Identify a sentence from a non-sentence
- Talk about oneself and family
- Identify the most common words that refer to family members
- Associate names of pictures with their written symbols
- Read words with short /a/ CVC words
- Form sentences using words about family
- Discriminate words that do not belong to a group

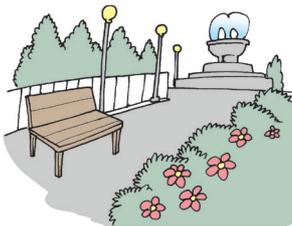
### Key Questions

What do you do with your family on a weekend?  
Where do you go? Who decides what to do or where to go?

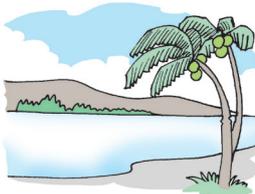
### Get Hooked

What comes to your mind when you see the following pictures? Who do you go to these places with? Share your answers with your classmates.

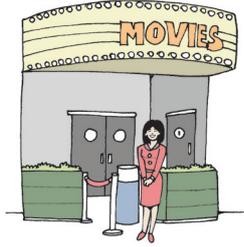
1.



2.



3.



4.



### Word Package

1. outing – a pleasure trip
2. arcade – an establishment containing video games that can be played for a fee
3. scrapbook – an album in which pictures, newspaper clippings, etc. may be pasted or mounted
4. souvenir – an item purchased, kept, or given as a reminder of a place visited
5. divide – to separate into equal parts, groups, sections, etc.

### Read Aloud

#### A Day With My Family

*David Parker*

My family goes on outings on Saturdays. We take turns choosing where we will go. It is my turn to pick this week.

There are so many choices. We could go to the movies or the park or the arcade. But I want to pick a place everyone will like.

Mom likes to walk outside. Dad likes to take pictures. My sister, Sonya, likes all kinds of animals. My brother, Tyler, likes bats.

"Have you decided where we will go on Saturday?" Mom asks at dinner.

"I think we can all have fun at the zoo," I say.

Sonya grins. "We have to see the seals!" Tyler smiles, too. "I can't wait to see the new bat cave."

"Can we take pictures of our favorite things?" I ask.

"Great idea. Then we can put them in a scrapbook," Dad says.

"Pictures can help us remember all the special things we see," says Mom.

I'm glad I chose the zoo. We will see lots of animals. And best of all, we will spend time together.

It's a beautiful day for a trip to the zoo. "Don't forget the sunglasses," says Mom.

We pile into the car and begin our adventure.

Mom buys each of us a camera at the zoo's souvenir shop.

"May we each get one souvenir?" I ask.

"Sure," says Dad. "We can come back here before we go home."

We watch the lions sleeping in the sun. The penguins look silly sliding on the ice. A panda family chews on some bamboo. "They've got the right idea," says Sonya. "Let's all eat!"

We decide which animals we will visit next.

"Let's go to the bat cave," I say.

"I can't wait to take some pictures of the bats," says Tyler.

But something is wrong when we get ready to leave. "I can't find my camera!" cries Tyler.

Tyler's camera isn't near the lions or the penguins or the pandas. "I guess I won't get to take any pictures," Tyler says sadly.

"You can share my camera," I say.

"Mine, too," says Sonya.

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"We can evenly divide the pictures we have left," I say. "That way we can all have fun."

"Thanks for sharing," Tyler says. He gives us a big group hug.

We each take pictures of our favorite things at the zoo. Dad snaps a shot of the tigers. Mom likes some pretty purple flowers by a fountain. Tyler takes pictures of the bats in their caves. Sonya and I take lots of photos of the seals and lions.

We stop by the souvenir shop on our way home. The clerk waves to us.

"You left your camera here this morning!" she says. Tyler grins from ear to ear. "May I take a few pictures with your camera?" I ask Tyler.

The whole family gathers around the kitchen table. Mom has picked the pictures from the photo shop. We have markers, scissors, paper and glue. Now it's time to make our scrapbook!

"It looks like the lion is used to getting his picture taken," I say. Sonya finds a great picture of the seals at feeding time.

"Here's a picture of Dad jumping like a kangaroo. He is so funny," Tyler says.

"Look how the giraffe is licking your cheek, Mom," Sonya giggles.

Tyler picks up another stack of pictures. "Why did you take these pictures with my camera?" Tyler asks me. "Mom said we should take pictures of the special things we saw," I say.

"This picture shows Tyler choosing to have fun, even when he lost his camera. This one shows Sonya sharing her camera, even though she didn't have to. I took this one of Mom and Dad because they help us have fun as a family."

The pictures will remind us of the special things we did on our family outing.

How would you choose to plan a special day with your family?

### Think About It!

A. Answer the following questions:

1. Who is talking in the story?

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2. What does the family do on Saturdays?

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3. Whose turn is it to choose where to go this Saturday? Where did he/she decide to go this week?

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4. State four reasons that helped the speaker decide where to go.

a. \_\_\_\_\_

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b. \_\_\_\_\_

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c. \_\_\_\_\_

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d. \_\_\_\_\_

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5. What activities did they do at the zoo?

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6. What problem did Tyler have? What did he feel about it? What made him feel better?

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7. Did the family enjoy their outing at the zoo? What made you say so?

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8. How did they keep the beautiful memories they had at the zoo?

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9. If you were the speaker in the story, where would you want your family to go on an outing?

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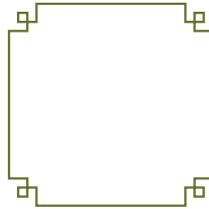
B. A Family Portrait

Who is the family member being described below? Cut the pictures and match them with their descriptions.

I like to walk outside.  
I bought souvenirs for the kids when we went to the zoo.

**Who am I?**

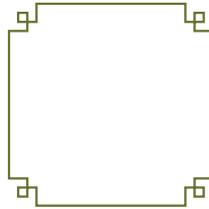
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I like to take pictures.  
I took a snapshot of tigers in the zoo.

**Who am I?**

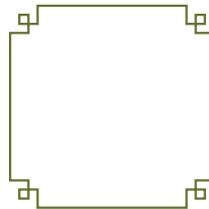
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I like all kinds of animals.  
I took pictures of seals and lions with my brother.

**Who am I?**

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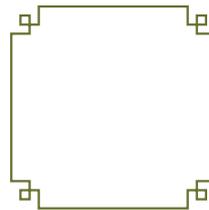


I like bats.  
I lost my camera when I went with my family in the zoo.

Good thing I was able to find it.

**Who am I?**

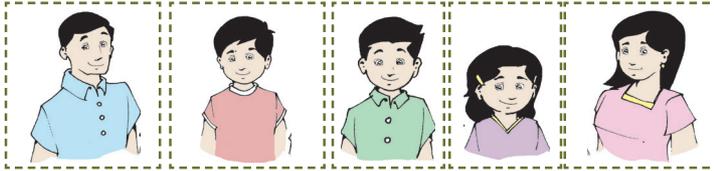
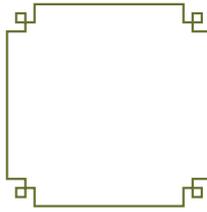
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I chose where our family will go to for our outing.

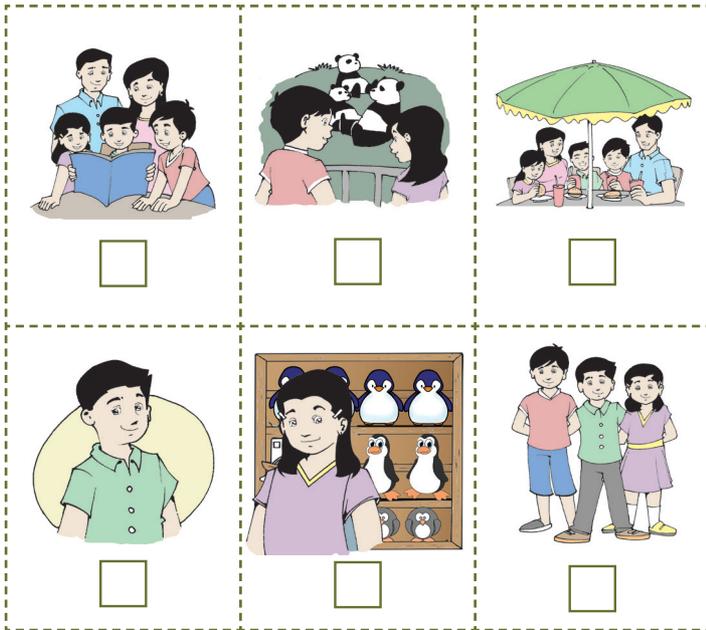
I like animals too just like my sister Sonya.

**Who am I?**



C. A Trip to Remember

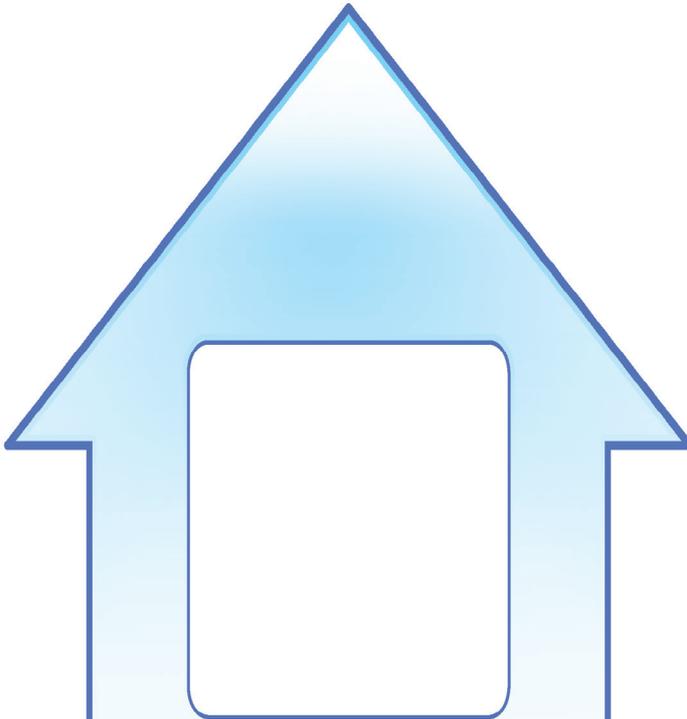
What were the things that the family did during their outing? Arrange the following pictures in their proper order. Number the pictures according to their sequence.



## Valuing

### Meet My Family!

Talk about your family. Draw the members of your family in the box then fill in the blanks to complete the sentences about your family.



This is my family. There are \_\_\_\_\_ members in my family: my \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. My father likes \_\_\_\_\_. My mother likes \_\_\_\_\_. My sister, \_\_\_\_\_ likes to \_\_\_\_\_. My brother, \_\_\_\_\_, likes \_\_\_\_\_. Our family likes to \_\_\_\_\_ on/every \_\_\_\_\_. I have a very \_\_\_\_\_ family.

## Essential Language

- A sentence is a group of words that tells a whole idea.
- A sentence starts with a capital letter and ends with a period.

Example: I went to the zoo.

- A non-sentence is a group of words that does not tell a whole idea or a complete thought.

Example: the lions

lost my camera

## Learning Tasks

- A. Read the following group of words. Write S on the blank if the group of words forms a sentence and NS for non-sentence.

- \_\_\_\_\_ 1. The bats are in the cave.  
\_\_\_\_\_ 2. A picture of.  
\_\_\_\_\_ 3. Tyler lost his camera.  
\_\_\_\_\_ 4. Walking at the zoo  
\_\_\_\_\_ 5. We took a picture of the animals.  
\_\_\_\_\_ 6. An outing.  
\_\_\_\_\_ 7. Mother likes to walk outside.

- B. Use the words in the box to make sentences.

mother	brother	family
father	sister	children

1. My \_\_\_\_\_ Sonya likes to see the animals.
2. My \_\_\_\_\_ Tyler left his camera at the souvenir shop.
3. Our \_\_\_\_\_ took pictures of the tigers.
4. Our \_\_\_\_\_ enjoyed taking pictures of the flowers.
5. Our \_\_\_\_\_ went on an outing at the zoo.

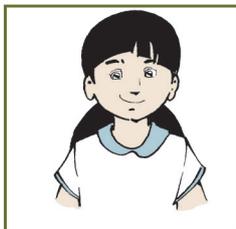
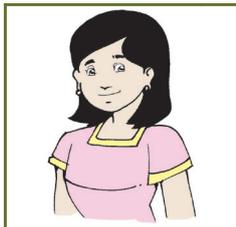
6. I, Tyler, and Sonya are our parents' \_\_\_\_\_.

**Say and Spell**

- A. Listen as your teacher reads the following words about family. Read each word after your teacher.

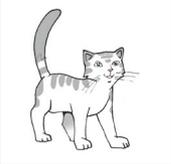
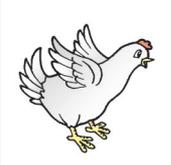
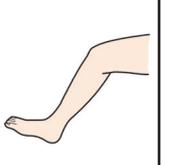
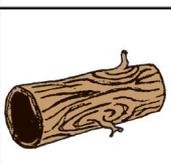
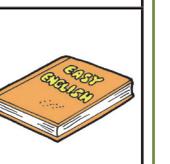
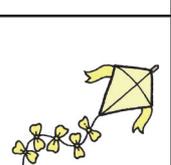
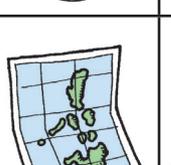
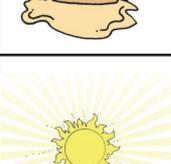
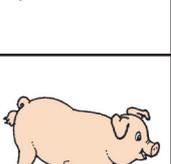
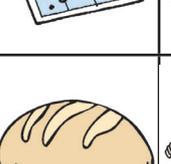
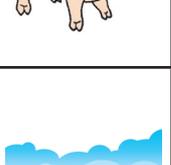
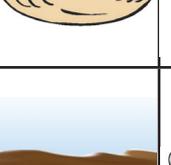
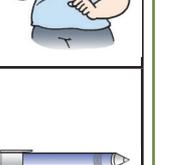
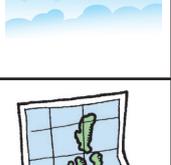
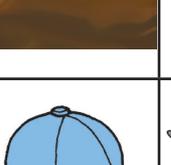
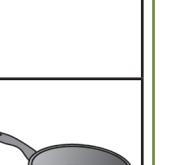
father                  mother                  brother  
grandmother      grandfather      sister

- B. Look at the following pictures. Which member of the family is each one? Use the words above to label the pictures.

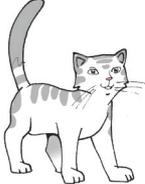
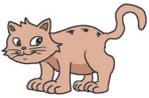


### Skill Extenders

1. Say the names of the following pictures. Circle the two pictures whose names rhyme.

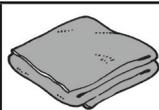
1.				
2.				
3.				
4.				
5.				
6.				
7.				

II. Read the words in the first column. Copy the word, then put an "X" on the correct picture.

	A says /a/ as in 		
cab ____			
hat ____			
jam ____			
tag ____			
pad ____			
can ____			

III. Choose the correct word to complete the sentence.

lap jam	mat rag	lass
	The fat cat sits on the ____.	



Al puts the \_\_\_ inside the bag.



The \_\_\_ adds gas to the van.



Nat placed his cap on his \_\_\_\_.



Sal gave his friend some \_\_\_ and ham.

### Blog

Make a book with each of these sentences at the bottom of each page. Make a large square in the middle of each page to make a picture of that sentence as to how it applies to your family.

Title of each page:

Page 1:

This is me! My name is \_\_\_\_\_.

Page 2:

This is my family.

Page 3:

I live in a \_\_\_\_\_ house.

Page 4:

I like to play \_\_\_\_\_.

Page 5:

I like to eat \_\_\_\_\_.

Page 6:

My favorite toy is \_\_\_\_\_.

Page 7:

My favorite place to eat with my family is \_\_\_\_\_.

Page 8:

My favorite thing to do with my family is\_\_\_\_\_.

### **Integrating Task**

1. Listen as your teacher reads this poem. First, read each line after him/her. Next, read each paragraph. Finally, read the whole poem.

#### **My Family**

by AnitaPoems.com

My wonderful family, I love dearly,  
From my heart, I speak sincerely.  
They make me laugh all the time,  
Help me up, when I need to climb.

I know my family, truly care,  
They don't judge me or compare.  
Always welcome me with open arms,  
They make sure nothing harms.

I love my family, every day,  
With this poem, I wish to convey.  
I know they may be a little strange,  
But I hope they never, ever change.

2. Make a scrapbook of your family outing or the activities you and your family had.  
Things you would need: pictures, scissors, papers, glue, and designs

### **Summative Test**

- A. Fill in the blanks with the correct words.

father      mother      grandmother  
grandfather      sister      brother

1. He is the head of the family. He usually works for the family. He is usually called "Daddy" or "Papa." He is \_\_\_\_\_.

2. She is the mother of your mother or father. She is your \_\_\_\_\_.
3. You have the same mother and father. He is your boy sibling. He is your \_\_\_\_\_.
4. She is the wife of your father. She takes care of her children at home. She is \_\_\_\_\_.
5. He is the father of your mother or father. He is your \_\_\_\_\_.
6. She is your girl sibling. She can be younger or older than you. She is your \_\_\_\_\_.

B. Circle each sentence. Then complete each incomplete sentence. Write it on the lines below.

1. Our classroom is sunny.
2. Writes on the blackboard
3. We read books.
4. Like art class
5. Recess is a fun part of the day.

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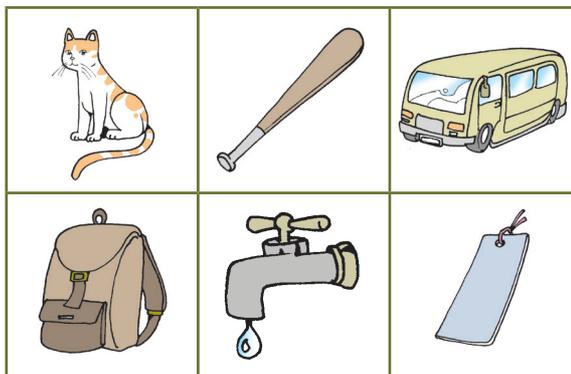


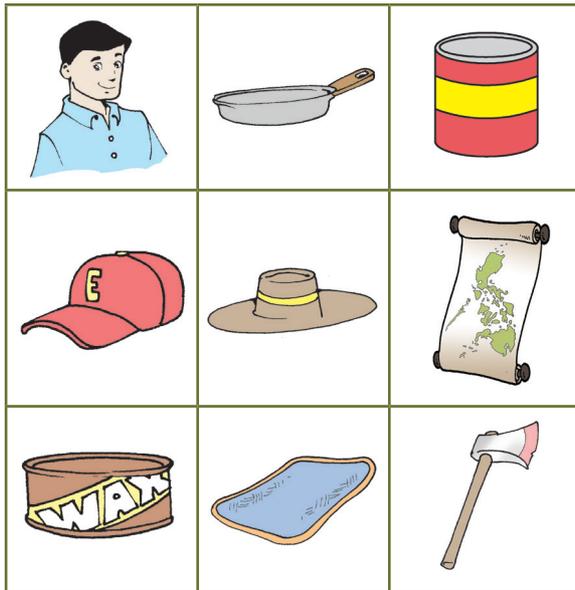
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C. Name the following pictures. Which picture has a different ending sound in each row? Circle the picture.





D. Circle the word that names the picture.

	ran rap ram		rat hat fat
	has gas gal		pal lab lap
	Jan bag nap		van nap rag
	man map mat		cab cat can
	dad bad add		fan fat fad

E. Arrange the following words to form a sentence.

1. Sal / is / at the / mad / cat.

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2. has / Ann / with / a tag. / a bag

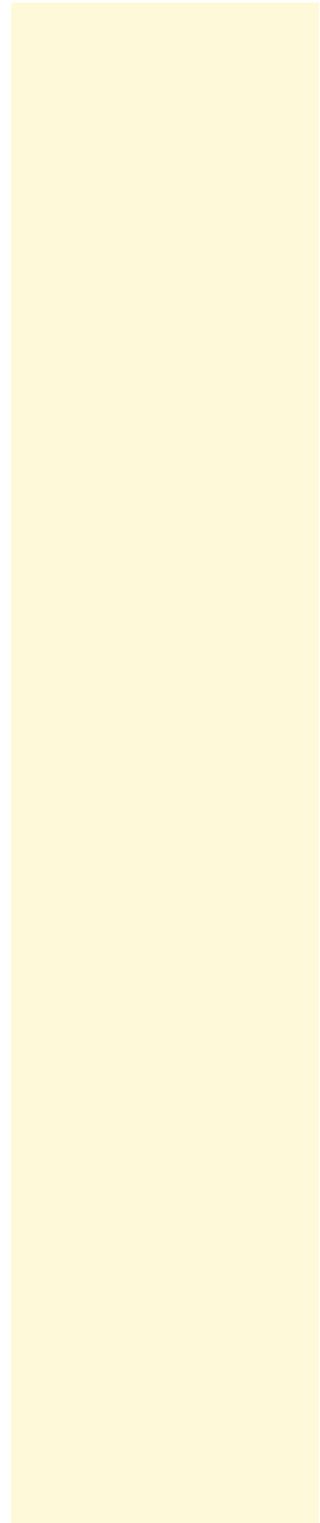
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3. a nap. / Hal / takes

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## For the Teacher:

### Lesson 2

**Focus:** Noting details, sequencing of events, character's feelings, nouns and their classification, short /e/ CVC words, rhyming words

#### A. Introduction/Preparatory Activities

1. Start the learning session by activating the pupils' prior knowledge. Ask the motivation questions below. You may translate the questions to the pupils' mother tongue to guide them.
  - a. Has anyone ever asked for your help? What did you do? Did you help that person? Why?
  - b. Have you asked help from anyone? What kind of help did you need? Did the person help you? What did you feel?
2. Before reading the story, ask the pupils to accomplish this survey form. Discuss the pupils' answer in class.

Situations	I do it.	I don't do it.	I feel...
Your teacher asks you to do your homework in Math.			
Your mom asks you to wash the dishes.			
Your father asks you to clean his shoes.			
Your older brother/sister asks you to help clean the room.			

Resources:

1. Motivation questions written on the board or other materials such as manila paper and cartolina that is visible to the entire class
2. Table for the group activity laid out on manila paper or worksheet for each pupil

**B. Body/Developmental Activities**

Reminders to teachers: At the beginning of the school year, teach your pupils routines and procedures for entering classroom and turning in homework and classwork, among others. It is important that pupils know what they are doing, where to go, and when to go. Provide clear and concise directions to them. They must know what you want them to understand and be able to do.

1. Unlock new words before reading the story through context clues.
2. Read the story "The Little Red Hen" aloud in class. Ask questions during reading to keep track of the pupils' comprehension of the text listened to.
3. Let the pupils answer the post-reading comprehension questions.
4. Facilitate discussion of the story. Ask the pupils how people in the society can help and support people with disability.
5. Have the pupils accomplish the sequencing activity as well as the inference of character's feelings.
6. Introduce the lesson nouns and their classification. Provide examples. Have the pupils identify the nouns around them. Let them use the nouns in their own sentence.
7. Guide your pupils as they practice identifying nouns in a sentence and classifying them.
8. Read short /e/ CVC words. Pronounce the words carefully so that pupils will be able to articulate

the sounds correctly. Let them answer the exercises that follow.

9. Give pupils differentiated activities to assess their learning profile. Instruct them to choose only one of these activities.

### **C. Conclusion/Evaluation**

1. Facilitate instruction. Make sure that each pupil has the chance to speak and share his/her part on every group activity.
2. Send consistent messages to your pupils that if something did not work today, you will be back at it tomorrow and the day after until success occurs.
3. Guide the pupils in doing the *Summative Test*. Ask them to read the items slowly and at least two times. Tell them that this activity serves as part of their formative assessment so you can make important instructional decisions that will meet the needs of your learners.

## Lesson 2

### Goals

- Practice cooperation within a group
- Note important details from the text listened to
- Arrange the events in chronological order
- Recognize names of people, objects, things, and places
- Supply words that rhyme with the given words
- Identify the characters, settings, and events in the text listened to

### Key Questions

- Has anyone ever asked for your help? What did you do? Did you help that person? Why?
- Have you asked help from anyone? What kind of help did you need? Did the person help you? What did you feel?

### Get Hooked

What do you do in response to the following situations? Check the correct box. How do you feel? Draw your feelings.

Situations	I do it.	I don't do it.	I feel...
Your teacher asks you to do your homework in Math.			
Your mom asks you to wash the dishes.			
Your father asks you to clean his shoes.			

Your older brother/sister asks you to help clean the room.			
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### Word Package

1. mill – a building equipped with machinery for grinding grain into flour or meal
2. flour – a powder, which may be either fine or coarse, prepared by sifting and grinding the meal of a grass, especially wheat
3. mend – to repair or to fix
4. scamper – to run or go quickly and lightly
5. ground – crush or reduce something into fine or powdery form; crushed

### Read Aloud

- A. It's Reading Time!

#### **The Little Red Hen**

*Paul Galdone*

Once upon a time, a cat, a dog, a mouse, and a little red hen all lived together in a cozy little house. The cat liked to sleep all day on the soft couch. The dog liked to nap all day on the sunny back porch. And the mouse liked to snooze all day in the warm chair by the fireside. So the little red hen had to do all the housework.

She cooked the meals and washed the dishes and made the beds. She swept the floor and washed the windows and mended the clothes. She raked the leaves and mowed the grass and hoed the garden.

One day, when she was hoeing the garden, she found some grains of wheat. "Who will plant this wheat?" cried the little red hen.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen. And she did.

Each morning the little red hen watered the wheat and pulled the weeds. Soon, the wheat pushed through the ground and began to grow tall.

When the wheat was ripe, the little red hen asked, "Who will cut this wheat?"

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen. And she did.

When the wheat was all cut, the little red hen asked, "Now, who will take this wheat to the mill to be ground into flour?"

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen. And she did.

The little red hen returned from the mill carrying a small bag of fine white flour. "Who will make a cake from this fine white flour?" asked the little red hen.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen. And she did.

She gathered the sticks and made a fire in the stove. Then she took milk and sugar and eggs and butter and mixed them in a big bowl with fine white flour. When the oven was hot, she poured the cake batter into a shining pan and put it in the oven. Soon, a delicious smell filled the cozy little house.

The cat got off the couch and strolled into the kitchen.

The dog got up from the sunny back porch and came into the kitchen.

The mouse jumped down from his warm chair and scampered into the kitchen.

The little red hen was just taking a beautiful cake out of the oven. "Who will eat this cake?" asked the little red hen.

"I will!" cried the cat.

"I will!" cried the dog.

"I will!" cried the mouse.

But the little red hen said,

"All by myself,

I planted the wheat,

I tended the wheat,

I cut the wheat,

I took the wheat to the mill to be ground into flour.

All by myself

I gathered the sticks,

I built the fire, I mixed the cake.

And all by myself

I am going to eat it!"

And so she did,

To the very last crumb.

After that, whenever there was work to be done, the little red hen had three very eager helpers.

### Think About It!

A. Answer the following questions:

1. Who lived in the cozy little house?

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2. What did the cat, the dog, and the mouse like to do?

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3. What did they say when the Little Red Hen asked them to help?

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4. Tell four things Little Red Hen did after she found the grains of wheat.

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5. What did Little Red Hen do with the flour?

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6. Did she share the cake with the cat, the dog, and the mouse? Why?

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7. If you were the Little Red Hen, would you share the cake with the cat, dog, and mouse? Explain your answer.

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8. What lesson do you think did the cat, dog and mouse learn? Will they help Little Red Hen next the time she asks for help?

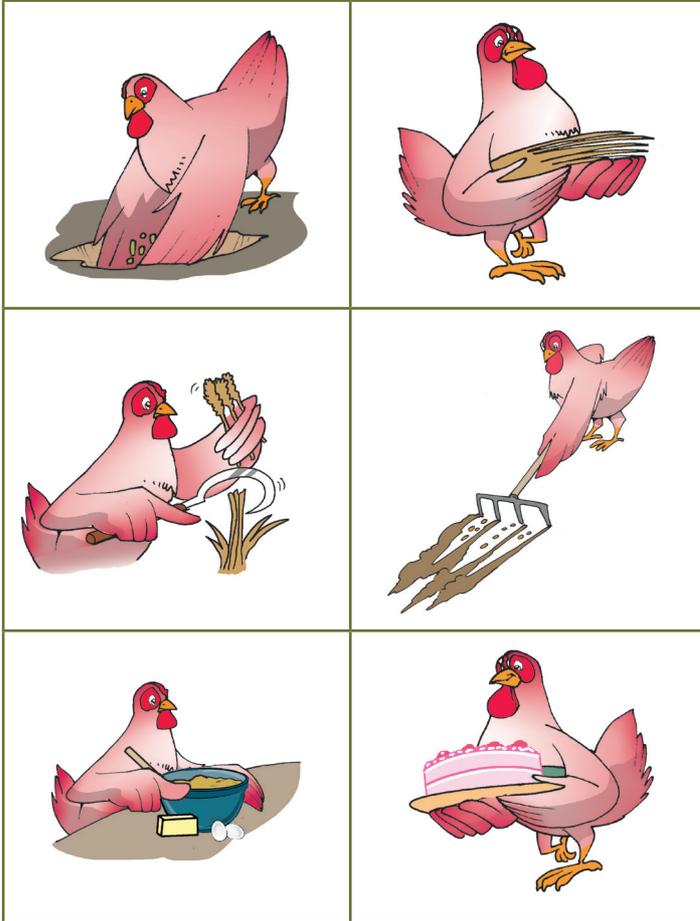
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B. Sequence in Trouble!

Number the pictures in order to tell the story.



C. Mixed Emotion

What do you think the characters feel in the following situations? Draw and write what they feel.

Situations	Characters' feelings
The cat, the dog, and the mouse sleep all day.	
The cat, dog, and mouse did not help Little Red Hen with the house chores.	

Little Red Hen planted, tended, cut, and brought the wheat to the mill by herself.	
Little Red baked the cake by herself.	
Little Red Hen ate all the cake alone.	

### Valuing

#### A Good Friend

What do you think are the characteristics of a good friend? List five traits or characteristics of a friend that you want to have. Write your answers in complete sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Essential Language

- A noun is a word that names a person, place, or thing.
  - Some nouns name people.  
Example: The girl cleans the room.  
Her Dad plants a tree.
  - Some nouns name places.  
Example: This is my backyard.  
That is my school.
  - Some nouns name things.  
Example: The flowers are yellow.  
I have a new book.

## Learning Tasks

A. Classify the following nouns. Write them under the correct column on the table.

table	grandmother	television	post office
pen	bag	church	computer
house	hospital	restaurant	classmate
friend	teacher	doctor	

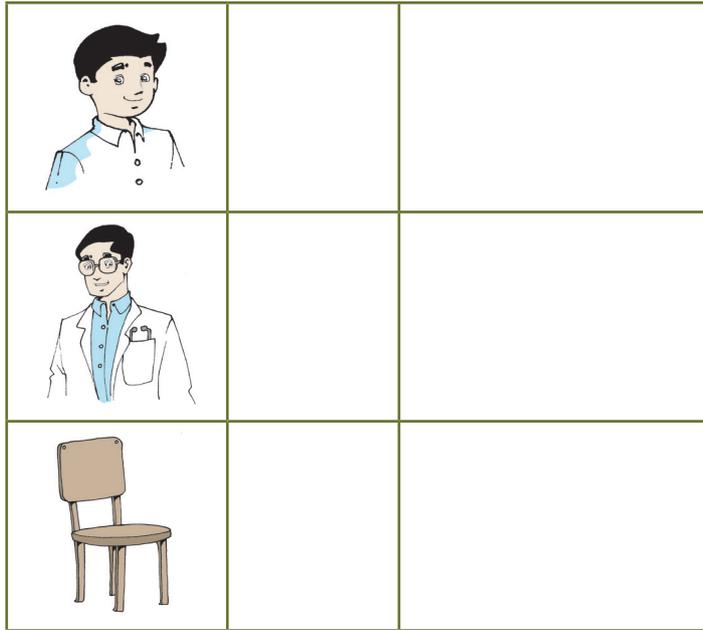
PEOPLE	THINGS	PLACES

B. Underline the nouns in the following sentences.

- The man is reading a book.
- Many plants grow in the forest.
- Mom grows a vegetable garden.
- My brother has a new toy.
- I go to the church on Sunday.

C. Name the following pictures. Make a sentence using the correct noun to describe each picture.

NOUNS (Pictures)	NOUNS (Name of the picture)	SENTENCE
		
		



### Say and Spell

Look at this picture of a school. What do you see? Write five sentences about the picture. Underline the nouns. Read your sentences in class. Compare answers with your classmates.



Sentences:

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



3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

### Skill Extenders

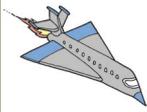
#### A. Rhymes

Add another word that rhymes with the given words.

1. bet     wet            \_\_\_\_\_
2. vat     mat            \_\_\_\_\_
3. kite     bite            \_\_\_\_\_
4. sing     swing            \_\_\_\_\_
5. mash     sash            \_\_\_\_\_
6. kick     sick            \_\_\_\_\_
7. land     band            \_\_\_\_\_

#### B. Read the following words. Circle the word that names the picture.

	ten	men	yen
	hem	gem	den
	pen	hen	men
	red	bed	wed
	pet	wet	net

	jet	vet	set
	ten	pen	hen
	beg	leg	keg
	med	bed	red
	fed	wed	led

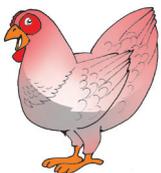
C. Practice reading the following sentences with short /e/ words.

1. Pam and Ben are in the cab with a jam.
2. The pens from the vet are in the vat.
3. They met the ten men to get their bags.
4. Jen and Ken are led by the man.
5. You are to get the vet in the den.

### Blog

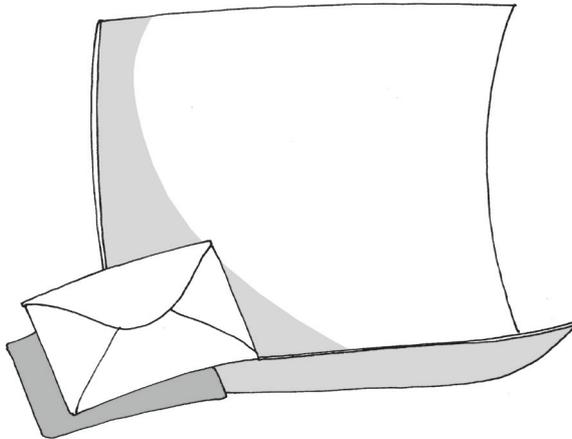
How can you show how to be a good friend to others? Write a slogan to state your opinion.

A Good Friend



### Integrating Task

Divide the class into three groups. Each group represents the animals in the story. Write a letter of apology to the hen for not helping her do everything in the house. Present your output in class.



### Summative Test

- A. Answer the following questions about the story:
1. Who are the characters in the story? Write their names.  
\_\_\_\_\_
  2. Where do the characters live?  
\_\_\_\_\_
  3. Number the following sentences according to their sequence:  
\_\_\_\_\_ The Little Red Hen baked a cake and ate it all by herself.  
\_\_\_\_\_ Little Red Hen found the grains of wheat.  
\_\_\_\_\_ Little Red Hen asked the dog, cat, and mouse to help her plant and harvest the wheat but nobody helped her.

B. Underline the nouns in the following sentences. On the blanks provided, write whether the noun is a person, thing, or place.

1. The teacher gave the pupils candies.

\_\_\_\_\_

2. Their house is surrounded with flowers.

\_\_\_\_\_

3. My father works in the bank.

\_\_\_\_\_

4. There are many books in the shelf.

\_\_\_\_\_

5. The pupils went to the bookstore to buy books.

\_\_\_\_\_

C. Choose one of the three words to fill in the sentence. Draw a picture of the sentence below.

1. He flew in a \_\_\_\_\_.

**(net, jet, wet)**



2. Pan has a \_\_\_\_\_ dog at home.

**(met, pet, get)**



3. Nat and Dan are going to the \_\_\_\_\_.  
**(set, net, vet)**



4. You will \_\_\_\_\_ the table.  
**(get, set, wet)**



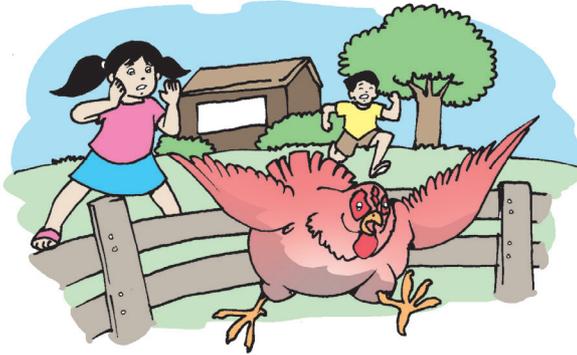
5. He \_\_\_\_\_ his mom at the mall.  
**(vet, jet, met)**



6. The lad is \_\_\_\_\_ from the rain.  
**(get, wet, jet)**



D. Write sentences about the following picture.  
How many short /e/ words can you find?



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