

# SUPPLEMENTAL LESSONS

English Grade 3  
3rd Quarter



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## 3rd Quarter Grade 3 Supplemental Lesson Plan

### Lesson 6

**Focus:** Noting details, elements of narrative, imperative sentences, exclamatory sentences, words with long /o/

#### A. Introduction/Preparatory Activities

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.

What do you think are the characteristics of a bully? What are some of the examples of acts of bullying?

#### Resources:

- Motivation-Motive questions
- Story: "The Bully"

**Knowledge:** Bullying

#### B. Body/Developmental Activities

1. Unlock new words before reading the story through context clues.
2. Have the pupils read the story "The Bully". Ask questions during reading to keep track of the pupils' comprehension of the text listened to.
3. After reading the story, have the pupils answer the comprehension questions. Facilitate discussion. Furthermore, expand the lesson by reading about bullying. Test the pupils' understanding by letting them identify pictures that show acts of bullying with those that show kindness.
4. Review the rules in forming sentences, putting stress on the essential parts of a sentence – the subject and the predicate. Have them to practice more through the Learning Tasks.
5. Review short vowel CVC words. Have the pupils sort the words according to their medial sounds. Then, practice reading the words. Pronounce the words carefully so that the pupils will be able to associate the words with their meanings.
6. Give the 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 their 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 learner's needs.

### Goals

- To realize the idea that one needs to share in order to gain some friends
- To recognize that one should stand up for oneself so that he/she would not be bullied
- To identify the subject in a sentence
- To decode short vowel CVC words
- To use short vowel CVC words in a sentence correctly

### Key Questions

What is a bully? What do you think of bullies?

### Get Hooked

What do you think are the characteristics of a bully? What are some of the examples of acts of bullying?

### Word Package

bullying – involves intentional and repeated actions and words designed to intimidate or hurt another person.

### Read Aloud

#### The Bully

The little girl stood in the corner of the playground, with the lion beside her. "Why don't we play like the others?" the lion asked. The little girl said, "I don't like playing because some of the big boys are so big and rough. They knock you over." The lion growled. "They wouldn't knock ME over," he said. All the boys were running towards the little girl.

"Go away," said the lion.

"I won't," said Jack Tall.

The little girl got behind the lion. The lion began to swish his tail. Jack Tall was running closer and closer. The lion growled. Then Jack Tall saw the lion's teeth. He stopped running. He stood still. He stared.

The lion opened his mouth wider. Jack Tall went pale.

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Then the lion roared.

He roared and he ROARED and he ROARED.

All the children stopped playing and put their fingers in their ears. And the biggest boy, Jack Tall, turned round and ran and ran – out through the playground – out through the school gates – along the streets. He never stopped running until he got home to his mother.

### Think About It!

Answer the following questions:

1. Why doesn't the girl like to play with the others?

---

2. What did the lion do when Jack Tall was running towards the girl?

---

3. When did he stop running?

---

4. Do you think Jack Tall deserves to be threatened like what the lion did? Explain your answer.

---

5. If someone bullies you at school, how will you respond to him/her?

---

### Valuing

Listen carefully as your teacher will read this paragraph about bullying.

What is bullying?

Bullying involves intentional and repeated actions and words designed to intimidate or hurt another person. There is usually an imbalance of power, either physical or psychological, between the perpetrator and his or her victim. If a child is on the receiving end of taunts and name-calling by any persons regularly, then that is considered bullying. Physical aggression, social alienation, verbal aggression, and intimidation are the four main categories of bullying.

Source: <http://www.keepkidshealthy.com/development/bullying.html>

From the given information about bullying, identify the pictures below whether they show bullying or not.

Check (✓) the pictures that show friendship and care and cross out (X) the pictures that show bullying.



### Essential Language

- The **subject** of a sentence is whom or what the sentence is about.
- The subject can be one word or more than one word.

Examples:

The *bully* hurts other kids.

The *bigger student* bullies his smaller classmates.

## Learning Tasks

What or whom is the sentence about? Draw a line under the subject.

1. The cave is the bats' habitat.
2. The highways are busy.
3. The fast cars pass quickly.
4. The city has tall buildings.
5. Tired birds rest in the branches.
6. The lion is the king of the jungle.

## Say and Spell

A. Look at the picture of the woods. Write five sentences about it. Underline the subject of each sentence. Read your sentences in the class.



B. Write it!

The \_\_\_\_\_ of a sentence is whom or what the sentence is about.

## Skill Extenders

1. Sort the following CVC words based on their medial sounds.

sun	bin	wet	bat	cot
pot	leg	tip	man	dug
beg	bun	lad	tot	pit
jug	mad	top	put	fed
map	bet	fit	cog	bug

/a/	/e/	/i/	/o/	/u/

2. Color the same words with the same colors.

man	men	man	map
top	pot	top	tip
bet	but	bit	but
fit	tot	fat	fit
big	bug	bag	bug

3. Sort the words and write the sentence.

a. hit / Rex / and / fell / a rut

\_\_\_\_\_

b. a bud / jen / pins / on Pete

\_\_\_\_\_

c. pets / a bus / sit / on / Mel's

\_\_\_\_\_

### Blog

Make a slogan for a campaign against bullying. Present this in class.

### Integrating Task

Interview someone who is a victim of bullying. Ask him/her: Who bullies him/her? What do they look like? What are the possible reasons for bullying him/her? Present to the class the information you have gathered.

### Summative Test

1. Draw a sad face (☹️) if the sentence is an act of bullying. Draw a happy face (😊) if the sentence is an act of kindness.

- 1. Stealing someone's personal things
- 2. Helping a classmate who is in need
- 3. Pushing a smaller classmate
- 4. Teasing somebody to make him/her feel bad
- 5. Giving someone a gift for his/her birthday
- 6. Eating another student's food in his/her lunchbox

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II. What is the subject of the following sentences? Underline it.

1. Summer is very hot.
2. Winters are cold and snowy.
3. People like fall season.
4. Many families go on picnic in spring.
5. Children play on the playground.
6. The bikes are on the grass.
7. Trees lose their leaves in fall.

III. Listen to the teacher. What word did you hear your teacher say?

Circle it.

1. cup, cut, cud
2. sad, sat, sag
3. bib, bid, bed
4. wag, wig, wit
5. hot, hop, hog
6. sip, sup, sap
7. dim, din, den
8. mud, mad, mid

IV. Choose the word that will make the sentences correct.

1. The big pup can (wog, wig, wag).
2. Will Mom run for the (bus, bug, sun)?
3. Mel sips coffee from a (cub, cup, cop).
4. The bug has red (pots, bats, dots).
5. Pat fed his pet (pup, pep, peg).
6. Jeff gets a bass in a (not, net, nut).

## Lesson 7

**Focus:** Rhyming words, subject and predicate, forming sentences, initial blends

### 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.  
What do you know about bats?  
What do you want to know about bats?
2. To prepare the class, let the pupils accomplish the K-W-L chart about bats.

#### Resources:

- Motivation-Motive questions
- Poem: "Little Bat"
- K-W-L chart

**Knowledge:** Importance of bats to humans and the environment

### B. Body/Developmental Activities

1. Unlock new words before reading the story through context clues.
2. Have the pupils read the poem "Little Bat". Ask questions during reading to keep track of the pupils' comprehension of the text listened to.
3. After reading the poem, have the pupils answer the comprehension questions. Facilitate discussion. Furthermore, expand the lesson by reading and discussing about the usefulness of bats.
4. Review the rules in forming sentences, putting stress on the essential parts of a sentence, the subject and the predicate. Let the pupils practice on choosing the appropriate subject for the sentence. Have them to practice more through the Learning Tasks.
5. Introduce I-controlled initial blends. Practice reading the words in class. Pronounce the words carefully so that the pupils will be able to associate the words with their meaning. This would also help them in spelling purposes.
6. Give the 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 their 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.

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.

### Goals

- To realize the importance of bats to humans and the environment
- To identify rhyming words
- To use the appropriate subject to complete a sentence
- To form a sentence from a fragment
- To decode words with initial blends
- To use initial blends in forming sentences

### Key Questions

- What do you know about bats?
- What do you want to know about bats?

### Get Hooked

Accomplish the first and second column of the K-W-L chart. Do the last column after reading the poem.

K-W-L Chart		
Topic: _____		
K – What I already know	W – What I want to know	L – What I have learned

## Word Package

echoes – repeated sounds

ceiling – the top of a room or a cave

swoop – to come down in a rush

snug – comfortable and sheltered

## Read Aloud

A. It's reading time!

### Little Bat

Small and furry,  
little bat,  
fly through the sky at night.

Listen, listen,  
little bat,  
as echoes guide your flight.

Now swoop and dive,  
little bat,  
catch insects as you fly.

Hurry, hurry,  
little bat,  
back to your cave nearby.

All snug and warm.  
little bat,  
toes hold the ceiling tight.

Sleepy, sleepy,  
Little bat,  
Wrapped in your wings 'till night.

B. Rhyming Words

Find a word in the poem that rhymes with each of these words.

Then, write another word that rhymes with each word.

1. nearby      \_\_\_\_\_      \_\_\_\_\_
2. night      \_\_\_\_\_      \_\_\_\_\_

## Think About It!

Answer the following questions:

1. At what time of the day did the bat fly?

---

2. How does the bat find its way around?

---

3. What does the bat eat?

---

4. Where does the bat sleep?

---

5. How do bats help people?

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## Valuing

Read the following information about bats. This will give you an idea about the importance of bats in the environment.

Bats help people in several ways:

1. There are many species that can eat thousands of mosquitoes and crop destroying insects in an evening. Imagine a whole colony of bats eating away. There are others that pollinate many fruits and nuts that we enjoy.
2. Large fruit bats can spread seeds throughout the rain forest helping to plant new growth.
3. Vampire bats have a special blood thinning chemical in their saliva that we study and use. Microbat's echolocation is being studied to see if we can duplicate it to assist blind people.
4. Bat's poop, called guano, is the best plant fertilizer known to man.

Source: <http://intergate.cccoe.k12.ca.us/bats/protect/help-people.htm>

## Essential Language

- Every sentence has a subject.

The subject of a sentence tells what or whom the sentence is about.

Examples: *A bat* lives in a cave.

*Bats* help people in many ways.

- A **sentence fragment** is a group of words that does not tell a complete thought. Some sentence fragments can be fixed by adding a subject.

## Learning Tasks

A. Add a subject to each group of words.

1. \_\_\_\_\_ hopped into the water.
2. \_\_\_\_\_ are singing on the branches of the trees.
3. \_\_\_\_\_ is orange and black.
4. \_\_\_\_\_ buzzed near the flowers.
5. \_\_\_\_\_ are in their full bloom.

B. Change each fragment into a sentence by adding a word from the word bank.

Whales	Fish	Crabs
The ocean	Plants	

1. \_\_\_\_\_ is a habitat.
2. \_\_\_\_\_ grow on the ocean floor.
3. \_\_\_\_\_ swim in the water.
4. \_\_\_\_\_ dig in the sand.
5. \_\_\_\_\_ are the largest sea creatures.

## Say and Spell

Look around you. What do you see? What can you say about your school? Write five sentences about the following subjects:

1. school

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2. teachers

---

3. students

---

4. classmates

---

5. classroom

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## Skill Extenders

A. Read each word. Draw a line from the word to its picture.

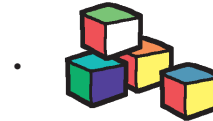
blocks •



clap •



glad •



B. Read the words again:

blocks

clap

glad

These words start with bl, cl, and gl.

Listen as your teacher sounds out each pair of letters. Name the pictures below.

cl-



pl-



fl-



bl-



gl-



sl-



C. Sort the following words. Explain your basis for grouping the words together.

black, clip, flat, glad, plus, slap, block, blank, clap, clam, flag, flash, glass, plan, plant, slam, slacks, blanket, class, flap, glow, planet, slippers

### Blog

Write a letter of advice to the bat hunters. Explain why they should stop hunting and killing bats.

### Integrating Task

Bats help people in many ways. However, bats has also become the subject of hunting. How can you help save the bats from becoming one of the endangered species on Earth?

Divide the class into four groups. Each group will make a poster on what they can do to preserve the bats and their habitat.

### Summative Test

I. Write the subject of each sentence.

1. A habitat is where living things live. \_\_\_\_\_
2. Animals share their habitats with plants. \_\_\_\_\_
3. People have habitats, too. \_\_\_\_\_
4. The climate is the weather in a habitat. \_\_\_\_\_
5. Snow is covering some habitats. \_\_\_\_\_

II. Choose a subject that best completes each sentence. Rewrite the correct sentence.

Fish                  People                  Bears  
Birds                  Everyone

1. \_\_\_\_\_ needs the right kind of habitat.  
\_\_\_\_\_
2. \_\_\_\_\_ live in trees.  
\_\_\_\_\_
3. \_\_\_\_\_ find shelter in buildings.  
\_\_\_\_\_



4. \_\_\_\_\_ swim in lakes and oceans.

5. \_\_\_\_\_ live in the woods.

III. Mark (X) the same words.

1. blob	blab	plop	blob
2. clad	clap	clad	glad
3. flip	flap	flop	flip
4. glad	glad	glob	glib
5. bless	bliss	gloss	bless
6. clog	clad	clog	clop
7. plum	glum	slum	plum

IV. YES or NO?

	YES	NO
1. Can a tree clap?	_____	_____
2. Will a big flag flap?	_____	_____
3. Will you clap if you are glad?	_____	_____
4. Can you do a flip off a cliff?	_____	_____
5. Can you make a glass flat?	_____	_____