

4

Lesson Exemplar for English

Quarter 1

Week

1

Learning Activity Sheet for English Grade 4 Quarter 1: Week 1

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Published by the Department of Education

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| MATATAG K to 10 Curriculum Weekly Lesson Log | School | Grade Level | 4 |
| | Name of Teacher | Learning Area | English |
| | Teaching Dates and Time | Quarter | 1 |

| | DAY 1 | DAY 2 | DAY 3 | DAY 4 |
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| I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES | | | | |
| <i>A. Content Standards</i> | The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on one's purpose, context, and target audience. | | | |
| <i>B. Performance Standards</i> | The learners apply comprehension of literary and informational texts and produce narrative and expository texts based on their purpose, context, and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language. | | | |
| <i>C. Learning Competencies</i> | EN4LR-1-1 Comprehend literary texts | | | |
| <i>D. Learning Objectives</i> | At the end of the lesson, the learners should be able to: a. give the distinguishing features of a narrative text; b. identify the setting, characters, and plot of a narrative text; and c. relate one's experiences to the text. | At the end of the lesson, the learners should be able to: a. identify the sound devices used in statements and stories and b. arrange the events of a narrative (at least 6 events). | At the end of the lesson, the learners should be able to: a. make predictions on events; and b. differentiate fantasy from reality. | At the end of the lesson, the learners should be able to: a. draw conclusions based on the text read; and b. relate one's experiences to the text. |
| <i>E. Instructional Design framework feature (s)</i> | Integrative Connection Collaboration | Integrative Connection Collaboration | Integrative Connection Collaboration | Integrative Connection |
| <i>F. 21st Century Skills</i> | Critical thinking Teamwork Collaboration | Critical thinking Teamwork Collaboration | Information Literacy Critical thinking Teamwork Collaboration | Critical thinking Communicating in Diverse Environments |


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| | Communicating in Diverse Environments | Communicating in Diverse Environments | Communicating in Diverse Environments | |
| II. CONTENT | Narrative text Story Grammar Story: Maya's Adventure | Sound Devices Linear Plot Story: Maya's Adventure | Predictions Reality vs. Fantasy Story: The Poor Bunny's Magic Present By Pedro Pablo Sacristan | Drawing Conclusions |
| III. LEARNING RESOURCES | | | | |
| <i>A. References</i> | Teacher's Guide pp. 112-119 English Learner's Material Grade 4, pp. 102-111 | Reading Package 3 (Sequencing Events), Curriculum Development Division, Bureau of Elementary Education 2005 pp. 32-33, 51-52 | Teacher's Guide pp. 357-360 English Learner's Material Grade 4 p. 181 | Reading Package 3 (Inferring/Drawing Conclusions), Curriculum Development Division, Bureau of Elementary Education 2005 pp. 31-35 https://www.youtube.com/watch?v=THO Vem7nRkA |
| <i>B. Other Learning Resources</i> | Worksheets, slide decks, laptop, printed copies of the story, real objects, pictures | Worksheets, slide decks, laptop, printed copies of the story | Worksheets, slide decks, laptop | Worksheets, slide decks, laptop |
| IV. TEACHING AND LEARNING PROCEDURES | | | | |
| Before/Pre-Lesson Proper | | | | |
| <i>Activating Prior Knowledge</i> | Review the two types of texts: narrative and informational . Then present the following paragraphs. Have them identify which is | Review the elements of a narrative/story grammar. | Have you watched or heard about the movie "Harry Potter"? Can you describe Harry Potter? What are the things he can do? | Who among you lives or experienced living near a river, a lake or by the sea? Have you ever gone fishing? Let learners share their experiences when fishing. |

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| | <p>a narrative and informational text.</p> <p>A. “Here” shouted Jill, “Catch the ball.” She threw the ball to Tim. “Now, throw it back.” she said. “I like to play ball. I have something to tell you. I am going to be on the school team.”</p> <p>B. The housefly carries many germs. Some of the germs are on the hairs of its legs. Some are on the housefly’s feet. Most flies carry far more than a million germs. One fly is known to carry over six million germs.</p> <p>Ask the learners about a story they have read and what makes it interesting. Have them share their favorite part of the story.</p> | <p>Recall the story, “Maya’s Adventure.” Identify the elements present in the story.</p> | <p>Do you think these can happen in real life?</p> | |
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| <p><i>Lesson Purpose/Intention</i></p> | <p>Explain that stories have a structure or framework called story grammar, which includes different elements that make up a narrative.</p> <p>Write "Story Grammar" on the board. Explain that you will be exploring the different elements of a story grammar together.</p> | <p>In this lesson, we shall work on the plot of the same story we read yesterday and identify sound devices used in stories.</p> | <p>In the story that we will read today, we will find out what the wizard gave the bunny and how the bunny used it.</p> | <p>Today, we shall listen to a short story entitled, "Going Fishing" and we shall draw conclusions based on the details of the story.</p> | | | | | | |
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| <p><i>Lesson Language Practice</i></p> | <p>Unlock the following words using context clues, picture clues or through actions/realia: nestled, symphony, venture, mystical, enchanting, damp, perched, echoed, vibrant, mesmerized, soothing, fluttering, stumbled. Example:</p> | <p>Match the underlined words in column A with their meaning in column B. Write your answers in your notebooks.</p> <table border="1" data-bbox="853 1094 1191 1453"> <thead> <tr> <th data-bbox="853 1094 1043 1134">A</th> <th data-bbox="1043 1094 1191 1134">B</th> </tr> </thead> <tbody> <tr> <td data-bbox="853 1134 1043 1305">1. There are many <u>mystical</u> stories about butterflies.</td> <td data-bbox="1043 1134 1191 1305">a. repeated</td> </tr> <tr> <td data-bbox="853 1305 1043 1453">2. The birds are <u>fluttering</u> around.</td> <td data-bbox="1043 1305 1191 1453">b. flying</td> </tr> </tbody> </table> | A | B | 1. There are many <u>mystical</u> stories about butterflies. | a. repeated | 2. The birds are <u>fluttering</u> around. | b. flying | <p>Choose the meaning of the following words from the given choices. Write your answer in the line provided below.</p> <p>1. Mr. Cruz is very annoyed because his car stopped in the middle of the road. This means that he feels _____.</p> <p>a. angry b. excited</p> | <p>Choose the meaning of the highlighted words from the options below. Write your answers in your notebooks.</p> <ol style="list-style-type: none"> 1. Dawn is the first appearance of light in the morning followed by sunrise. 2. Father the two cars out of our garage. 3. An artist is skillful in the use of colors. <ol style="list-style-type: none"> a. good at something b. early morning |
| A | B | | | | | | | | | |
| 1. There are many <u>mystical</u> stories about butterflies. | a. repeated | | | | | | | | | |
| 2. The birds are <u>fluttering</u> around. | b. flying | | | | | | | | | |

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| | <p>1. He <i>nestled</i> his head against his mother's shoulder. (show a video/picture showing this action)</p> <p>2. <i>symphony</i> (use a picture or give a synonym)</p> <p>3. <i>damp</i> (get water and put a little of it on a tissue or paper to illustrate the meaning)</p> | <table border="1"> <tr> <td data-bbox="840 129 1048 284">3. The flowers in the garden look <u>vibrant</u>.</td> <td data-bbox="1048 129 1205 284">c. magical</td> </tr> <tr> <td data-bbox="840 284 1048 384">4. His voice <u>echoed</u>, and he was heard.</td> <td data-bbox="1048 284 1205 384">d. fallen for</td> </tr> <tr> <td data-bbox="840 384 1048 560">5. The prince was <u>mesmerized</u> by the beauty of the princess.</td> <td data-bbox="1048 384 1205 560">e. colorful</td> </tr> </table> | 3. The flowers in the garden look <u>vibrant</u> . | c. magical | 4. His voice <u>echoed</u> , and he was heard. | d. fallen for | 5. The prince was <u>mesmerized</u> by the beauty of the princess. | e. colorful | <p>c. happy d. sad</p> <p>1. The long summer season resulted in drought and hunger in the region. There was no rainfall for a long period and the plants dried. Drought means _.</p> <p>a. frequent flooding b. long dry season c. seasonal rain d. strong typhoon</p> <p>3. Houdini, the wizard, performed wonderful magical tricks in front of the audience. A wizard is a/an _____.</p> <p>a. actor b. magician c. pianist d. singer</p> <p>4. She placed a bouquet of brightly colored flowers on the table. Bouquet as used in the sentence means _____.</p> | <p>c. place where vehicles are kept</p> |
| 3. The flowers in the garden look <u>vibrant</u> . | c. magical | | | | | | | | | |
| 4. His voice <u>echoed</u> , and he was heard. | d. fallen for | | | | | | | | | |
| 5. The prince was <u>mesmerized</u> by the beauty of the princess. | e. colorful | | | | | | | | | |

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| | | | <ul style="list-style-type: none"> a. a basket full of flowers b. a box full of flowers c. a truck full of flowers d. a small bunch of arranged flowers | |
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| <p><i>Reading the Key Idea/Stem</i></p> | <p>Reading of the Text</p> <p>Modeling reading: Read the story aloud while learners listen.</p> <p>Pupil reading: Choose some learners to read aloud using the Popcorn Reading Technique.</p> <p>Note: <i>Please access the story and group activities/tasks at https://tinyurl.com/Grade-4-Group-Tasks</i></p> <p><i>(Make sure there are no spaces in the URL above to access the materials.)</i></p> | <p>Reread the text, “Maya’s Adventure” orally with the learners. Pause between paragraphs and ask about Maya’s adventure to direct the learners on the sequence of events or plot of the story. Write their answers on the sequence ladder.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. Maya decided to go on an adventure into the forest. 2. She heard the birds on the branches of the trees. | <p>Read the story aloud to the learners. At indicated points, ask them what they think will happen next in the story.</p> <p>(See pp. 359-360 of the Teacher’s Guide for the copy of the story)</p> <p>Let the learners answer the motive question: What did the wizard give the bunny? Did the bunny use it? Answer comprehension questions about the story (see p. 361 of the Teacher’s</p> | <p>Watch the <i>Drawing Conclusion Short Passage</i> by Kelley Randall on https://www.youtube.com/watch?v=Yj-lqA-Wal0</p>  <p><i>Note: Give reminders to the learners before viewing the material.</i></p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What is the video all about? 2. What did you learn from the video? 3. What is the meaning of conclusion? 4. How do you draw conclusions? |
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| | | <p>3. She spotted a group of colorful butterflies.</p> <p>4. She came across a small stream.</p> <p>5. She stumbled upon a group of children playing patintero.</p> <p>6. She heard the barking dogs before the evening came.</p> <p><i>* Tell the learners that what you did together is called sequencing or identifying the components of the plot of the story. It is a strategy that will help them better</i></p> | <p>Guide).</p> <p>What we did in between the story was make predictions. How were you able to predict?</p> <p><i>*Predicting is giving possible outcomes or events that could happen in the story based on the situations or ideas presented. It is important to listen to or read the details carefully. Look for clues and use what you know to predict outcomes.</i></p> | |
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| | | <i>understand a narrative text.</i> | | |
| <p><i>Developing Understanding of the Key Idea/Stem</i></p> | <p>Teaching Modelling There are two types of texts: narrative and informational. A narrative text is a type of text that tells a story or recounts a series of events. It typically includes elements such as characters, setting, and plot. Narrative texts can be found in various forms. The purpose of a narrative text is to entertain, engage, or inform the reader by presenting a sequence of events in a logical and coherent manner. A story grammar is a way to understand and analyze the structure of a story. It helps us identify the important elements and how they fit together to</p> | <p>Ask: What sounds did Maya hear as she went on an adventure in the forest? Write the learner's answers on the board.</p> <ul style="list-style-type: none"> • soft "squish-squish" sound on the damp earth • "tweet-tweet" of birds • loud "buzzzzzz" coming from a nearby tree • soothing "babble-babble" sound of the water • "gulp-gulp" sound from her throat • "tap-tap" sound from | <p>Let us read the following sentences.</p> <ol style="list-style-type: none"> 1. The wizard offered the bunny a bag filled with little magical bouquets of flowers. 2. The bunny was dying of hunger. 3. He remembered how his parents had always taught him to share everything. 4. At that moment, with a great rumble of thunder, the wizard appeared again. 5. He pulled the bouquet out of the bag and gave it to the sheep. <p>As soon</p> | <p>When we read narrative or informational texts, the author does not tell the readers everything. Authors leave details out on purpose. To guess what the characters in a story say or do or to infer something, one must draw conclusions.</p> <p>Drawing conclusions means combining the details in what we already know with the details found in a text read. Using words, phrases, or sentences in a text can help us understand where the story is heading.</p> |

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| | <p>create a complete narrative.</p> <p>The elements of a story grammar are setting, character, and plot.</p> <p>The setting talks about the place and the time when the events in the story happened.</p> <p>The characters are the people or animals in the story.</p> <p>The plot is made up of the events that happened in the story. It consists of the beginning, the middle, and the ending.</p> <ul style="list-style-type: none"> •Beginning- It narrates the problem/s faced by the main character. •Middle – It presents the actions made by the characters to solve the problem. •Ending- It shows the solution to the problem. | <p>children’s feet</p> <ul style="list-style-type: none"> • "woof-woof" of dogs <p>The teacher says: The highlighted words are examples of the literary device called onomatopoeia.</p> <p>Onomatopoeia is a fun and interesting literary device that helps make writing more engaging and descriptive. It is a word that imitates or suggests the sound it is describing. Onomatopoeia can be found in all kinds of writing, including stories, poems, comics, and even in everyday conversations. It brings words to life by creating a connection</p> | <p>as he did this, the bunch shone with a thousand colors. Magic was at work.</p> <ul style="list-style-type: none"> •Which among the sentences shows something that happens in fantasy? Which shows reality? •How did you know? <p>Teaching/Modelling Reality refers to situations that happen in real life. Example: Plants and animals die because of thirst and hunger.</p> <p>Fantasy refers to situations that are magical or make-believe and could not happen in real life.</p> <p>Example: A fairy appeared to Mina and told her to make three wishes.</p> | |
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| | | <p>between the sound and the meaning.</p> <p>Examples: buzz, crash, sizzle, and meow</p> | | |
| <i>Deepening Understanding of the Key Idea/Stem</i> | Divide the class into three groups for their group tasks. | Divide the class into three groups for their group tasks. | Group the learners into three and let them do the following tasks. | Read the passages with the learners and have them draw conclusions. |
| <i>Making Generalizations and Abstractions</i> | What is a narrative text? What are the elements of a story grammar? Give your own examples of stories. | What do we do when we arrange the events in the plot of a story? How can this strategy help us? What is onomatopoeia? Give your own examples of onomatopoeia and use them in your own sentences. | What do you do when you make predictions? How can you differentiate reality from fantasy? | What two things do we need before we can draw conclusions? |
| <i>Evaluating Learning</i> | A. Identify the elements of the story by choosing the correct answer from the choices | A. Read the story and number the events (1-6) as they happened in the story. | Read the following situations and choose what you think might | Read and draw conclusions from the following short stories. 1. "When I grow up," said Mila, |

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| | <p>provided below. Encircle the letter of your answer.</p> <ol style="list-style-type: none"> It is the element of the story which gives the place and time when the story happened. <ol style="list-style-type: none"> plot setting characters point of view They are the people or animals in the story. <ol style="list-style-type: none"> plot setting characters point of view It refers to the sequence of events in the story. <ol style="list-style-type: none"> plot setting characters point of view It is the part of the plot that relates the problem of the main character of the story. <ol style="list-style-type: none"> middle | <p>It was Janet's birthday. She woke up early. She dressed up and went to church. When she arrived home, she helped Mother set the table. She put plates, spoons, and cups on the table. She got a flower vase and put the flowers in it. She put the cake on the table, too. She put the chairs around the table. Soon her visitors arrived.</p> <p>Sequence the events (1-6) as they happened in the story. Write the numbers beside each event.</p> <p>___ She got a</p> | <p>happen next. Write the letter of your answer in your notebooks.</p> <ol style="list-style-type: none"> Jaime is playing with his kite. The kite is flying high above a coconut tree. Suddenly, the kite string snapped. <ol style="list-style-type: none"> The kite will fly higher. The kite will fall and hit the tree. The kite will be carried away by the wind. The kite will be torn. All the pupils are inside the classroom. Some are playing and others are chatting. The teacher comes in. <ol style="list-style-type: none"> The pupils will sit quietly. The teacher will go out of the | <p>"I want to fly an airplane. It must be fun to fly over the towns. It must be fun to see people down there." From the story you can tell that</p> <ol style="list-style-type: none"> Mila wants to be a doctor. Mila doesn't mind high places. Mila wants to go somewhere. Mila is afraid of heights. <ol style="list-style-type: none"> "Look at your hands, Henry," said Mother. "I have never seen your hand look like that. Get them clean right now. How could you sit down to eat with those dirty hands." <p>From the story you can tell that</p> <ol style="list-style-type: none"> Henry got a chair for Mother. Mother likes to see dirty hands. Henry loves to have dirty hands. Henry's hands are clean most of the time. |
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| | <p>b. ending c. resolution d. beginning</p> <p>5. It is the part of the plot that tells the solution to the problem of the main character.</p> <p>a. middle b. ending c. resolution d. beginning</p> <p>B. Read the story and answer the questions that follow. Encircle the letter of the best answer.</p> <p>There was a brave and imaginative girl named Sarah. One sunny day, Sarah decided to go on an exciting adventure in her neighborhood. With a backpack filled with snacks and a sense of curiosity, she set off on her journey. She explored the nearby woods, climbed trees and</p> | <p>flower vase and put the flowers in it.</p> <p>___ She helped her mother set the table.</p> <p>___ She woke up early and went to church.</p> <p>___ She put the chairs around the table.</p> <p>___ She put the plates, spoons, and cups on the table.</p> <p>___ Her visitors arrived soon.</p> <p>___ She put the cake on the table, too.</p> <p>B. Encircle the onomatopoeia in each sentence.</p> <p>a. The audience clapped at the end of the play.</p> <p>b. The feather fluttered to</p> | <p>room.</p> <p>c. The pupils will continue with what they are doing.</p> <p>d. The teacher will get mad at her pupils.</p> <p>3. Mother is cooking <i>sinigang</i>. She accidentally used two tablespoons of sugar instead of salt.</p> <p>a. The sinigang will taste sweet.</p> <p>b. The sinigang will be very salty.</p> <p>c. The sinigang will be more delicious.</p> <p>d. The sinigang will taste very sour.</p> <p>Write reality or fantasy in the space provided.</p> <p>___ a. A superhero can stop a storm with a snap of his finger.</p> | |
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| | <p>discovered hidden treasures like colorful leaves and shiny rocks. Along the way, she encountered friendly animals like squirrels and birds, who seemed to guide her deeper into the forest. Sarah's adventure was filled with laughter, wonder, and the joy of discovering the beauty of nature right in her own backyard.</p> <p>1. Who is the main character in the story?</p> <ol style="list-style-type: none"> Sarah Selina Shela Sofia <p>2. Where does the story take place?</p> <ol style="list-style-type: none"> in school in the garden in the market in the woods | <p>the ground.</p> <p>c. The delivery man knocked on our front door.</p> <p>d.10. The race car zoomed past the other car.</p> | <p>_____b. Prolonged drought can lead to famine and hunger.</p> | |
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| | <p>3. How did the story begin?</p> <ol style="list-style-type: none"> Sarah went on a journey in the woods. Sarah brought her backpack filled with snacks. Sarah met some animals along the way. Sarah's adventure was filled with laughter, discovery, wonder, and joy. <p>4. What is the ending of the story?</p> <ol style="list-style-type: none"> Sarah went on a journey in the woods. Sarah brought her backpack filled with snacks. Sarah met some animals along the way. Sarah's adventure was filled with laughter, wonder, and joy. <p>5. How would you describe</p> | | | |
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| | <p>Sarah?</p> <p>a. adventurous b. curious c. friendly d. lonely</p> <p>Follow-up question: What specific trait/s or characteristics of Sarah stand out to you?</p> | | | |
| <p><i>Additional Activities for Application or Remediation (if applicable)</i></p> | <p>Map Me Out! Read the story, then create a story map based on its key elements. Write your answer on the worksheet.</p> <p style="text-align: center;">At the School Grounds</p> <p>Jo and his friends were playing baseball at the school grounds. They were having so much fun. When the ball was hit, it flew into the air, and Jo ran to catch it. Instead of catching the ball, it hit his head. He fell to the ground. "My head really hurts," he told his teacher. His</p> | <p>Pick Me! Read each sentence and underline the onomatopoeia used.</p> <p>Example: The bird went chirp, chirp, chirp. Answer: The bird went <u>chirp, chirp, chirp</u>.</p> <ol style="list-style-type: none"> 1. The duck went quack, quack in the lake. 2. I heard the cow moo at the owner. 3. The sheep went baaaa, | <p>Believe It or Not! Read the statements below then write "Reality" (for events that can happen in real life) or "Fantasy" (for events from someone's imagination) in the space provided.</p> <p>Example: Statement: Dogs can fly in the sky. Answer: <u>Fantasy</u></p> <ol style="list-style-type: none"> 1. The sun rises in the east and sets in the west. _____ 2. Unicorns exist and can be found | <p>Guess It Right! Read the short passages and draw conclusions from each. Write your answers in the space provided.</p> <p>1. It takes a turtle about ten hours to travel one mile. A snake can travel two miles in one hour. A house cat can travel about thirty miles in an hour. A tarsier can travel twenty-four miles in an hour.</p> <p>Tarsiers moves more slowly than _____.</p> <p>2. There are many rats in the world. No one knows just how many rats there are. Many rats live underground. Many live in other places where they can't be seen. Some people say that there are about as many rats in the world as there are people.</p> |

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| | <p>teacher brought him to the school nurse. She gave him an ice pack for his head. Soon, his head began to feel better.</p> <p>Name: _____</p> <p>Title: _____</p> <p>Setting Characters</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="margin-top: 20px;"> <table style="border-collapse: collapse;"> <tr> <td style="border: none; padding-right: 5px;">P</td> <td style="border: none; padding-right: 5px;">{</td> <td style="border: 1px solid black; padding: 5px;">beginning</td> </tr> <tr> <td style="border: none; padding-right: 5px;">L</td> <td style="border: none; padding-right: 5px;">{</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none; padding-right: 5px;">O</td> <td style="border: none; padding-right: 5px;">{</td> <td style="border: 1px solid black; padding: 5px;">middle</td> </tr> <tr> <td style="border: none; padding-right: 5px;">T</td> <td style="border: none; padding-right: 5px;">{</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none; padding-right: 5px;"></td> <td style="border: none; padding-right: 5px;">}</td> <td style="border: 1px solid black; padding: 5px;">ending</td> </tr> </table> </div> | P | { | beginning | L | { | | O | { | middle | T | { | | | } | ending | <p>baaaa.</p> <p>4.The dog went ruff, ruff at the intruder.</p> <p>5.The snake hissed when it encountered its prey.</p> | <p>in the forest.</p> <hr/> <p>3. People can breathe underwater like fishes.</p> <hr/> <p>4. Dragons are real creatures that can breathe fire.</p> <hr/> <p>5. Fairies have magical powers and can grant wishes.</p> <hr/> | <p>You can tell that no one has _____.</p> |
| P | { | beginning | | | | | | | | | | | | | | | | | |
| L | { | | | | | | | | | | | | | | | | | | |
| O | { | middle | | | | | | | | | | | | | | | | | |
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| Remarks | | | | | | | | | | | | | | | | | | | |
| Reflection | | | | | | | | | | | | | | | | | | | |