

EFFECTS OF SELF-INSTRUCTIONAL MATERIALS
ON THE READING LEVELS OF
GRADE FOUR PUPILS

A Thesis

Presented to the
Faculty of the Graduate School
Samar State Polytechnic College
Catbalogan, Samar

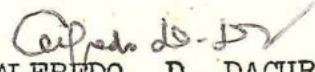
In Partial Fulfillment of the
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Master of Arts in Education (Reading)

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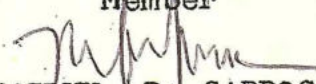
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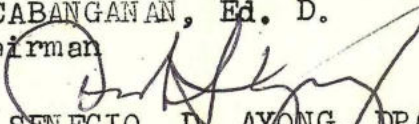
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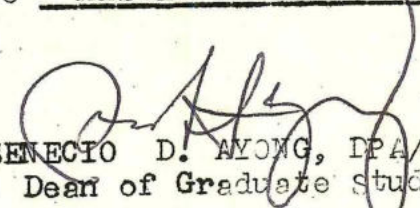

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* * * * *

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* * * * *

With Abiding Affection and Gratitude

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Babie

* * * * *

ABSTRACT

This study attempted to determine the effects of self-instructional materials on the reading levels of grade four pupils of Mercedes Elementary School, Mercedes, Catbalogan, Samar. The Pretest-Posttest Control Group Design was employed in this study involving sixty grade four pupils. The experimental group who were exposed to the self-instructional materials, showed much improvement in their reading levels as evidenced by the computations. They found level IV their independent level, level V their instructional level and level VI and VII materials their frustration level. Only three were still independent readers on level II materials, five on level II, 16 on level IV materials, and 6 on level V. Three were on instructional level on level VI materials, five on the level IV materials, 16 on the level V materials, and six on the level VI materials. They still found level VI and VII materials for their frustration levels. The materials were found to be within the reading level of the grade four pupils. All the self-instructional materials were acceptable and appropriate in terms of physical aspect, instruction of learners, learning activities and evaluate measures. Teachers should be given the training and encouragement in making instructional materials for their own use to break the monotony of the usual daily discussion method.

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Chapter 1

THE PROBLEM

Introduction

Reading ability is indispensable to success in all school work and in today's life outside of school. It is necessary for a teacher to provide the developmental reading instruction that all pupils need and give special attention to those who have difficulties in reading. But it is impossible for him to provide good reading instruction without knowing every child's present level of achievement and to what level he may progress. A successful teaching in reading therefore, should be based on a realistic diagnosis of what the pupils can do now and what they are ready for the next.

Dacuro (1982:1), observed that as children advance through the grades, they are more variable in interests, motivation, abilities and attitudes. The higher the grade level is, the wider the range of difficulties there is. Williamson (1971:37) and Wallen (1973:257) as cited by Dacuro noted that in a typical class there can probably be reading achievement ranging all the way from non-reading through fifth or sixth grade level. Through a thorough and careful diagnosis, the teacher can pinpoint the specific strengths and weaknesses of each pupil in his

class. This information can give the teacher some guidance on what instructional techniques and materials he will adapt to each pupil's level. Teaching all the children with a common subject matter will be particularly nil. The teacher must begin where the child is, not where the curriculum guide suggests.

It is a common practice of some schools in the District of Catbalogan II, Division of Samar to test the pupils to identify their reading levels for purposes of planning classroom instruction and teaching techniques. Specifically, according to Decuro (1982:2), this test points out what skill they are deficient in. Because of scarcity of standardized test and other diagnostic tools in the district, the teachers were encouraged to use the Informal Reading Inventory (IRI) constructed and tested by Alfredo D. Decuro, Romulo Atendido and Antonio D. Ayo. This informal test consists of graded word lists and passages that test various reading skills through observation of each child's reading performance in them. In using the IRI, the teacher can assess the child objectively, to find where he is at the moment, how far he can be expected to go, how fast he can be expected to go there and what immediate steps to get started.

The result of the district test in grade four classes in Mercedes Elementary School particularly during the school year 1985-1986 was very frustrating. The pupil's performance fell short of their actual grade level. The diversity of abilities among those who were tested ranged from non-reading to sixth grade level. The respondents were found wanting in more important skills, particularly on word perception, comprehension and vocabulary. In an informal interview with the grade four, five and six teachers, they were one in telling the researcher that the lack of teaching materials that would provide systematic instruction on these skills was one of the deterrents that impeded the pupils' reading performance.

In response to the need for instructional materials for classroom use, Decuro prepared and validated a set of self-instructional materials in reading designed for grade four pupils. One of his recommendations was to use these materials and determine its effects on the reading levels of the subject pupils.

The researcher, in response to the aforestated recommendation conducted this study to ascertain the

effectiveness of the materials on the reading levels of Grade IV pupils.

Theoretical Framework

A major cause of student's failure is his poor development of reading skills and this may be due to low intelligence, to meager general experience, to a limited amount of varied reading materials of real substance or ineffective teaching in reading and or due to poor health.

Since reading is a tool for learning, it needs an individualized instruction, taking into account the interest, capacity and unique characteristics of the child. The methods and materials in reading must then provide for an individualized instruction that would allow each child to grow and develop according to his interest and capacity until he reaches his maximum limit.

The advantages of the modular approach emanates from its underlying philosophy according to Dumas (1981:7). This philosophy is based on the generally accepted fact that each pupil is a unique individual. He has his own characteristic, very much destined from those of other pupils. He must be permitted to develop his capabilities and to experience self-satisfaction. The modular materials come from the category of instructional materials which

have a strong self-sufficient unit of instruction designed to be used by the leader himself. It possesses the qualities that encourage the individual to learn independently by progressing at his own rate. It tries to meet individual needs and to give a feeling of achievement until finally, self-satisfaction is experienced.

In our country, individualization has been one of the educational tenets according to Bohol (1982:8). Some leading educators believe that the most important objective of the school is to teach all pupils the learning skills, attitudes and habits that will enable them to study independently. These educators like Soriano, Manuel, Suteris, and many others, advocate this while the pupil is in school since nearly all of his time after he leaves school, the individual is responsible for planning and conducting his own learning activities. The vital task of the school is to prepare the pupil to be a self-educating person. The study of theories and the conduct of inquiries much largely be one's own thinking and doing.

Dechant as cited by Decuro (1982:9) emphasized that it is important that the materials used with a given

pupil are suited to his needs. Incorrect materials or the incorrect use of appropriate materials can actually cause or intensify reading problems. The teacher needs to make sure that he takes into account the pupils' deficiencies and problems.

Dacuro stated Dagot's statement that these problems confront most of the teachers in the field of unfortunately attributed their failure and incompetence to lack of materials. He justified this when he rightly says:

. . . . One cannot teach reading by teaching about reading. In a reading lesson, the pupils do read or actual reading from texts in front of them. The teacher therefore, needs support from materials for even the very best, the most efficient and the highly qualified cannot sustain his effort and enthusiasm with just talk and board work. . . .

Conceptual Framework

Figure 1 shows the relationship of the different variables considered in the study.

Results of the oral reading test conducted revealed that reading levels of grade IV pupils were below their actual grade level. Hence, the need for appropriate materials to cater to the varying needs and abilities of the class. The validated materials constructed by Dacuro were tried out for effectiveness. If proven to be effective

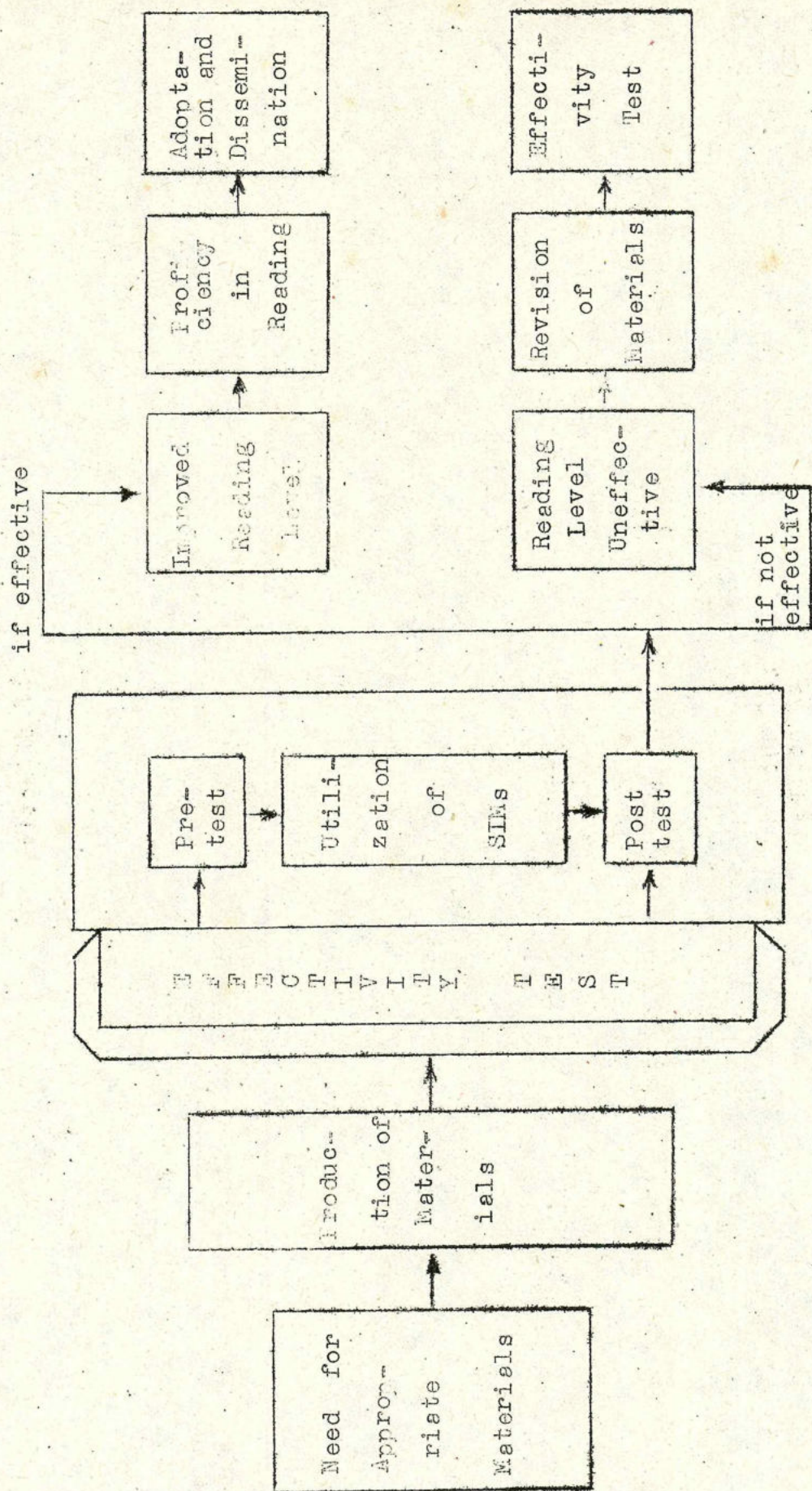


Fig. 1. Conceptual Framework: Schema on the study of the effectiveness of the Self-Instructional materials on reading capacity level of Grade IV pupils of Mercedes Elementary School and steps to take after the results of the study.

tive, it would result in improved reading level of the samples and ultimately will mark proficiency in reading among these samples. Recommendations for adoption and dissemination of the materials would be made. However, if results of post-test reveals a non-significant trend then there is evidence that the materials have low effectivity and therefore shall be modified and revised.

The present study is a continuation from where the previous study left off, completing the cycle of material preparation and development.

Statement of the Problem

This study attempted to determine the effects of the self-instructional materials on the reading levels of the grade IV pupils in Mercedes Elementary School, Catbalogan, Samar. Specifically, it aimed to answer the following questions:

1. What are the reading levels of the experimental and control group based on their weighted means?
2. Is there a significant mean difference between the reading level of the experimental and the control group per

2.1 pre-test?

2.2 post-test?

3. Is there a significant mean difference between the pre-test and the post-test reading levels of the

3.1 experimental group?

3.2 control group?

4. How many pupils under the experimental and the control groups belong to each of the following levels as per level of reading materials:

4.1 independent level?

4.2 instructional level?

4.3 frustration level?

Hypotheses

1. There is no significant mean difference between the reading capacity level of the experimental and the control groups per

1.1 pre-test.

1.2 post-test.

2. There is no significant mean difference between the pre-test and the post-test reading levels of the

2.1 experimental group.

2.2 control group.

Importance of the Study

Generally, this study is significant for the following reasons:

Word recognition, comprehension, and vocabulary building are basic reading skills, since no one could understand what is read, without recognizing the meaning of the word he reads and reading without understanding is but plain verbalism or word calling. In spite of the importance of these basic reading skills, no particular attention is given to a sequential learning task on varied experiences denoted for the development of the vocabulary. This skill could not be acquired by chance, hence, its necessity for gradual but thorough study through a well-sequenced experiences. The use of a self-learning instructional materials is one way of carrying this out.

The use of self-instructional materials would realize the intention of having individualized instruction in conventional classes. Class grouping could function well and more attention could be given by the teacher to a few group members at a particular time and more attention could be given to individual cases that need more help and personal attention if self-instructional materials are available for the rest of the group who could learn on their own.

Slow learners, deficient workers and fast learners will be given the materials they need. The deficient learner could avail of these materials for remedial

instruction, while the fast learner could move ahead with the modules.

The in-school-off-school (IS-OS) approach used in project IMPACT which had been experimented and tried in selected schools used self-instructional materials to attain its goals of reaching more pupils than what classroom can take or accommodate. The experimental generated favorable results.

Many teachers have the strong desire to individualize instruction, but the lack knowledge on how to produce the materials needed. These materials may serve as a guide and sample that would encourage them to construct similar materials that would aim to develop other reading skills, if not enrich materials of the same nature treated in this paper.

Specifically, this study is important to the pupils, teachers and to the institutions for the following reasons:

To the pupils. Self-instructional materials offer individualized study for the learner. Since the pupil has full control of the rate of study, he can progress at his own pace.

The consequence of failure is reduced. Each pupil can master each material completely before proceeding to the next. Each pupil can participate in the

decision as to whether he has learned the subject matter adequately. Each pupil has the opportunity to develop a sense of responsibility for his own learning.

To teachers. The use of self-instructional materials allow the teacher to focus on pupil's deficiencies in subject matter that must be corrected and also covers subject matter already known by the pupils. Self-instructional materials provide the opportunity for organizing numerous sequence of experiences to reflect special interest of the pupils. The use of these materials provide the teacher a way of assessing the pupils' program in learning.

The independent nature of self-instructional unit facilitates the updating of study materials without major revisions. These materials can serve as modules for teachers who wish to develop their own materials and insert their own individuality.

To institutions. Self-instructional materials make it possible to define the content of the course, so that teachers of one grade level can avoid inadvertent duplication or omissions and other teachers of another grade level can determine what portion of the course might be useful to their pupils.

These materials can facilitate the division of responsibilities, among members of a team-teaching approach in the course preparation hence, avoiding many of the disadvantages of team-teaching. Self-instructional materials are exportable from one school to another so that the expense of preparation can be shared among schools. Many can benefit from the materials prepared at any one institution.

Finally, this study was conducted with the hope that should findings reveal flaws on the effects of these self-instructional materials, necessary revisions would be made in order to come up with valid and reliable materials in the reading levels of the subject pupils and should findings show that the effects are up to the expected standard, then, there is a need to recommend the use of these materials for general use of all grade four classes in the school, district, division or regionwide.

Scope and Delimitation

This study limited itself to determining the effects of self-instructional materials on the reading levels of grade IV pupils in Mercedes Elementary School, Mercedes, Catbalogan, Samar. Sixty pupils were utilized in the study chosen through the "purposive" sampling technique. These sixty pupils were equated properly

based on their academic grades in English in Grade III to form the experimental and control group.

The principal instrument used was the Informal Reading Inventory (IRI) constructed and tested by Alfredo D. Dacuro, Romulo V. Atendido and Antonio D. Ayo. The researcher availed of the ready-made self-instructional materials of Dacuro in his thesis, "The Self-Instructional Materials for Grade IV Pupils", consisting of forty five lessons, giving emphasis on skills which the grade four pupils found difficult. The materials however, do not provide instruction for non-readers. Since the materials are self-instructional, it took the researcher to administer them to target subjects for about 21 school days.

Definition of Terms

Important terms used in the study and their operational definitions are as follows:

Control group. This term refers to the group with which the experimental group is compared. This is the group that is subjected to traditional instruction.

Comprehension skills. In this study, there are skills in reading which involve noting details, stating main idea, recalling sequence, predicting outcomes, draw-

ing conclusions and sensing causes and effects relationship.

Experimental group. This is the group subjected to modular instruction.

Frustration level. This term refers to the lowest level at which a pupil recognizes 90% or less in the word list and scores 50% or less in comprehension questions. The pupil is unable to comprehend printed symbols to a reasonable degree and is inadequate in dealing with the reading matter.

Independent level. This is the highest level at which a pupil can read and handle materials independently and with ease with 99% accuracy in word recognition in the word list, and gets a score of no less than 90% in the comprehension questions.

Informal Reading Inventory (IRI). It is an analysis of a child's reading abilities and disabilities based on observation of performance without the aid of an objective checklists or inventory blanks. (Good, 1954).

Instructional level. This term refers to the level at which a pupil is able to make a successful progress in reading under teacher guidance. At this level, the child can profitably be instructed because certain evidence of the child's ability to profit from

instruction can be observed. The child at this level can recognize 95% of the words in the word list and scores 75% in the comprehension questions.

Pretest-Posttest control group design. This refers to a kind of experimental design which involves experimental group which is carefully chosen through randomization procedures and control group which is similarly selected. The experimental group is evaluated, subjected to the experimental variable, then re-evaluated. The control group is isolated from all experimental influences and is evaluated at the beginning and at the end of the experiment.

Readability. It is the sum total of all elements in a piece of material that determines to what extent a group of readers can react easily and at a reasonable speed, understand it and enjoy it.

Self-instructional materials. In this study, these are story-oriented materials which present a planned sequential lessons on word perception, vocabulary and comprehension which a pupil can complete in the absence of a teacher and at his own rate of speed.

Vocabulary building skills. These are the techniques of building a meaningful vocabulary through the following: context clues, synonyms, antonyms, homonyms, compound words and multiple meaning of words of clues to meaning.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents some literature gathered from books and other reading materials as well as studies conducted here and abroad which are related and relevant to the present study.

RELATED LITERATURE

The development and use of the programmed device according to Dacuro (1982:15) was attributed to Sidney I. Pressey, a noted psychologist. However, it is said that programmed learning had its real start in the 1950's when Dr. F. B. Skinner awakened anew the interest of psychologists and educators for systematic instruction. He invented a presentation device that evolved not only control in the amount of instruction given but also assure presentation and reinforcement.

In our country, individualization has been one of the educational tenets according to Bohol (1982:8). Some leading educators believe that the most important objective of the school is to teach all pupils the learning skills, attitudes and habits that will enable them to study

independently. These educators, like Soriano, Manuel, Sutarra, and many others, advocate this while the pupil is in school since nearly all of his time after he leaves school, the individual is responsible for planning and conducting his own learning activities. The vital task of the school is to prepare the pupil to be a self-educating person. The study of theories and the conduct of inquiries largely be one's own thinking and doing.

Self-instructional materials have their edge over other kinds of materials in education according to Bohol (1982:8). They increase learning for a variety of pupils, because they can serve as enrichment for fast learners and remedial materials for the slow ones. They also allow the pupils to work at his own level of ability, so that the pupil experiences success in all his attempts at learning, hence increasing his self-concept. This becomes an excellent motivation for learning.

Since every child has his own particular experience, according to Neypes (1979:5) most reading experts insist that programmed instruction is the most effective method of instruction in the development of complex reading skills. Thus, concerned educators introduced various individualize instructional materials in the classroom,

aimed to provide a self-paced, self-learning instrument, based on the basic idea of allowing each child to grow in his natural pace. Drake (1973:74), as stated further by Neypes (1979:5) expresses that "Developmental Reading" is a process that continues throughout the years of elementary and secondary education, and reaches up to the reading on the colleges and adult level. As an effective reading program will use a variety of techniques and procedures, it will **certainly** include materials from manuals and workbooks.

Thus were born the self-contained and self-sufficient instructional materials which could be well managed by the teacher himself. These self-learning materials are in the form of self-learning kits, programmed materials, learning packages and instructional modules that answer the needs of the students. These materials, being new, are still rare, and though most teachers are eager to produce the materials, they lack the knowledge and skill on how to construct these instructional materials.

Dacuro (1982:16) noted that in programmed instruction, the student is presented with instructional materials that enable him to learn on his own. The stud-

ents learn these materials through his interaction with them. Commonly the machine and forerunners of this device have the following features:

1. It presents materials to the students in an organized logical sequence.
2. It requires from students an overt response.
3. It provides feedback to the students so that he learns whether or not his response is correct.

Glazer (1970:26) explained that individualized instruction nurtures independent learning and as a result, has the potential for producing individuals who are self-resourceful and self-appraising learners. He adds that instruction which adopts to individual requirements seems impossible to envision without inclusion of the notion of competence, mastery and the attainment of standards. It appears necessary for each individual to work to attain a standard of performance which permits him to move in competence and knowledge. The possibilities of any one individual attaining competence is enhanced since the environment in which he can progress is adopted to his requirement and purpose, indiluted by the presentation of moving sheed with the bright students or the discouragement of just keeping with the less brighter ones.

Tinker, et. al. as noted by Decuro (1982:17) believed that programmed device in reading seems most applicable with learning that must be fixed by practice and repetition, memorization of facts and processes that should become automatic. Programming seem to be an effective technique to free teachers from repetitive task which allow little time on their teaching skills. Thus the teacher is freed to devote more time and energy to aspects of teaching that requires explanation, supervised thinking and discussion. In general, programmed exercises deal with general comprehension.

Deboer, et, at. stated that since the programmed materials are self-teaching, the work of the teacher differs from that required in the conventional classroom. Her task is primarily that of a counselor, a guide, and she motivates once she has provided each pupil with the materials appropriate for him.

Creeger and Murray, (1971) emphasized the fact that self-instructional materials offer advantages not only to the students, but also to the teacher. They mention the following advantages offered to the teacher who uses the modular approach.

1. The use of modular approach provides the opportunity for organizing numerous sequences of experiences to reflect special interests of the teacher or the student

2. Self-instructional units allow the teacher to focus on student deficiencies in subject matter that must be corrected and also serve to eliminate the necessity of covering subject matter already known by the student.

3. It provides a way of assessing the students' progress in learning.

4. Modules reduce the routine aspects of instruction learning where the teacher has to engage in personal contact with the student.

These are the advantages offered for the student:

1. The student is involved in the learning process, so that his commitment to the task is likely to be enhanced.

2. The student has full control of the rate of study, thus, he can progress at his own pace.

3. The student is not forced to cover materials which are already familiar to him.

4. The consequences of failure are reduced. Each student can completely master each module before proceeding to the next.

5. Each student has the opportunity to develop a sense of responsibility for his own learning.

Dumas (1967:13) stresses Allen's statement on the common distinguishing features of self-instructional material. "This is the ability of the instructional material to be used independently of total class participation. It frees the students and teachers from rigid timetables. There is no implicit constraint on the format. This freedom in modular instruction has three very specific implications for each student.

1. He must be able to find out what he is expected to learn.

2. He must be provided with experiences which enable him to learn.

3. He must be able to arrange his own timetables.

Contes (1974:18) gives her comments on programmed instruction. She says that the principle of individual differences cannot be overlooked as another guide in this programmed venture. Providing materials to each learner allows him to progress at his rate. She further states that the principle of perceived purpose insures success if the learner is always aware of the goals and values of each lesson he studies. The most salient instructional

principle is that of immediate reinforcement, otherwise called knowledge of feedback or results, which boosts the morale of the learner because he can verify if his response are correct or not. There is also the principle of graduated sequence. Bits of subject matter are arranged from the simple to the gradually complex forms, thereby permitting the learner to progress and move as he goes through the whole unit.

RELATED STUDIES

It was only during the past two decades that Programmed Instruction has been known in the Philippines. The studies for master's theses and dissertations covering limited materials intended for elementary, secondary and collegiate levels.

The first study according to Dolina (1976:34) was made by Amelia G. Sarmiento of the University of the Philippines who reported a seminar paper entitled "Proposed Remedial Programmed Instruction in English Present Tense", in 1964. She tried the program on 42 slow learners of a freshman class in Nueva Ecija High School in Cabanatuan City. An 80-item objective test was given as a pre-test before the programmed materials was

given and which was followed by a post-test upon completion of the materials. The means of the two tests were computed and compared and the significance of the difference was measured by the application of the t-test. The computed value of the t was 11.83, significant at the 5 percent level, which findings gain the conclusion that the program she prepared was effective for the particular group she worked with.

This study has a similarity to the present study because both focus on the utilization of programmed instructional materials and used the same statistical measures which is the mean and the t-test in finding the effectiveness of such materials. However, the study is made in high school freshmen while the study on hand is in the elementary level, particularly on grade four pupils.

Mosot (1966:31) conducted an experiment on Programmed Instruction involving the use of English 2000, a scientific program on Grammar and usage. The experiment tried to find out whether there was any difference between the rate of progress of students under Programmed Instruction and the students under the conventional way of teaching. The study involved 52 high school students in the fourth year level, one half of them assigned to the

experimental group and the other half to the control group. In the computations of variance, scores between groups were more significant in the experimental group than in the control group which ~~data~~ established proof that the experimental factor, programmed instruction, causes the difference, not chance variations or sampling fluctuations. The null hypothesis that there was no real difference in the rate of progress of students under programmed instruction and of students under the conventional way was rejected.

This study bears relation to the present study because both are experimental in nature. Both study center on the utilization of programmed instructional materials under programmed instruction and under the traditional or conventional way of teaching. However, both differ in the grade level of respondents and the statistical measures.

Palo (1968:29) constructed a programmed self-instructional basic vocabulary materials for Adult English native speakers learning Tagalog as spoken language. She tested the effectiveness of these materials when used by adult English speakers.

She found out that the use of Programmed Instruction in teaching vocabulary is an effective means of teaching Tagalog because it employs guidance to correct responses, it makes use of immediate reinforcement and it permits the learner to proceed at his own pace.

This has relevance to the present study since both study tested the effectiveness of programmed self-instructional materials. It differs, however, on the number of respondents and the respondents' educational level.

Millan (1970:18) in her dissertation, experimented the effectiveness of the **programmed** self-instructional materials as a tool of learning the course of Principles and Methods of Teaching. She compared the achievement of two groups of sophomore students at the Philippine Normal College in 1970. One group used programmed instructional materials textbook and the other used conventional or the assigned-study-report discussion method.

Pre-test, unit tests, mid-term tests, and final tests were given to both groups. The pre-test served as the baseline. Main scores, standard errors and the critical ratios were taken in all these tests and were found to be significant at .05 level for Group A. This means that A, the group using the programmed textbook, had

a more significant mastery of the content course.

The study of Millan has a similarity to the present study since each study tested the effectiveness of programmed self-instructional materials and both used the experimental method of research. However, the respondents differed since the former used the sophomore students, secondary level while the latter used the grade four pupils.

Another study was that of Duarte et. al. in 1971. She prepared a set of 112 self-instructional materials in Filipino with different levels of difficulty. They were aimed to improve the word recognition, comprehension and vocabulary skills of elementary grades children. Each set has 28 selections of different areas of interest. After each selection are questions to develop word recognition and comprehension skills and also followed by key to correction. With the set, is a teacher's guide complete with explanation on how to use it.

The set of materials was submitted for evaluation to the PNC Reading Scholars who were taking preparation and evaluation of Reading materials. Then it was tried on elementary grade children. Based on the results, the investigators pointed out that a set of 112 reading materials with different levels of difficulty were found

workable and effective; thus they will be added to those materials that are being used today by the elementary grade children. Using this set will let the learners gain some knowledge and experiences about Filipino children, our present society and facts about science. The teacher could easily give remedial measures and enrichment lessons according to the needs of the learner and children will have the opportunity to discover their own talents and improve them through the guidance of the teachers.

The study of Duarte focuses on reading materials in Filipino while the present study is in Reading. Both used the self-instructional materials to improve the basic reading skills: like word recognition, comprehension and vocabulary skills of elementary grades children. Both were found effective for use in the improvement of these skills.

Tenglao (1971:73) experimented self-instructional materials to help develop basic reading skills like comprehension and vocabulary building of grade IV selections in the skill text which is to develop the following skills, namely: noting details, noting causal relation in, predicting outcomes, forming conclusions or generalizations, getting significance of the selection: interpreting charts.

and other illustrative materials; verifying statements; following directions; and arranging events or ideas in sequence.

The ideal readability and human interest formula were used in preparing the selections, along with the criteria set forth by the curriculum Division, BPS. The subject and content of selections on the skills text were insured through an analysis of guides, manuals, course of study, basic text in different subject areas and supplementary readers for grade four.

To determine the difficulty index of the individual items, an item analysis of the questions under the study helps of each solution was done. The analysis revealed that most of the items were accepted. However, items that did not meet the criteria were reworded for the final text.

Test results based on the reading selections revealed that pupils did well in noting details, noting causal relationship and in predicting outcomes. They did fairly well in making simple generalizations, setting the general significance of the selections and interpreting charts and other illustrative materials were found deficient in verifying statements, following direc-

tions and arranging ideas on events in sequence. The final test helped to develop the wise comprehension skills in the study through the use of correlated test where a gain of value of 3.205 was obtained.

Tanglao's study and the present study bears similarities since both used the same skills being developed in the self-instructional materials and also, both tests their effectiveness. Both studies were tried to the same grade level particularly the grade four pupils. However, the former used the correlation method while the later used the t-test.

Roa (1972:18) in an experiment on a constructed linear programmed lesson on the teaching of set union by the use of diagram to college students enrolled in basic mathematics, found out that programmed materials were effective and that the students can learn mathematical concepts and skills from them. The sample consisted of 158 students from different private schools in Manila. The program was limited to getting the gain ratio, and the result showed a gain in achievement in all the groups tested.

The above study is similar to the present study since both center on an experiment on the effectiveness

of programmed materials. They differ however, in the number and level of respondents and statistical measures used.

In 1975, Hadia attempted to improve the teaching of College Chemistry by developing and testing a 35 frame programmed instructional modules. The experiment was conducted among 80 students randomly selected from 250 students enrolled in General Inorganic Chemistry course during the summer 1974.

In an analysis of co-variance, he found programmed instruction to be effective, as shown by the gain in score of the post-test which was very high in significant at one percent level. The null hypothesis was rejected. It was concluded that the programmed instruction modules were coherently suitable for the teaching of college chemistry for which these modules were designed.

Hadia's study is similar with the present study since both focus on the use of programmed instructional materials and tested them for their effectiveness. However, they differ in the number and level of respondents and statistical measures used. Hadia used the analysis of co-variance while the present study used the t-test. The former attempted to improve the teaching of College Chemistry while the latter on Reading in the elementary grades.

In 1978, Alejandro, et. al. conducted a study on "The Effects of Self-Instructional Materials on Study Skills in Reading Efficiency of the PNC College Freshmen under Achiever During the School Year 1977-1978." This study involved the preparation of self-instructional materials based on a study skills developed by Besuda, et. al. The materials were intended to develop the study skills of college freshmen underachievers. A sequential development of the materials was presented by means of linear model. After trying them out with selected college freshmen at PNC, they were found to be effective as revealed by the t-test of significant difference between the pre-test and post-test score. The materials also elicited interest among the students.

The above study of Alejandro bears relation to the present study because both used the t-test of significant difference between the pre-test and post-test scores to test the effectiveness of self-instructional materials. However, they differed on the skills being developed by each study, the former on study skills while the latter on recognition comprehension and vocabulary building and also the educational level and the number of pupils involved.

Donque's study (1980:17) in an experiment with the use of prepared self-instructional materials for the developmental and corrective reading program. To do this, she first analyzed the reading test for grade four which was developed by Hobiton and standardized by Ramos in terms of language points content.

A total of 83 lessons which teach sentence patterns, adjectives, nouns, pronouns, prepositions, adverbs, punctuations, vocabulary and study skills were developed. A complete set of these materials is composed of a guide for the teachers and pupils, answer keys and answer sheets.

These materials were tried out for workability with a random sample of grade four pupils of Oroquita City Central Elementary School. One hundred subjects were taken from the four grade levels. The materials were revised based on the children's responses.

Donque's study has a similarity with the present study because both experimented on the effectiveness of self-instructional materials and these materials were both tested to the same level of pupils respondents. They differed, however, on the number of respondents and the skills being developed. Both used the self-instructional materials to improve basic reading skills like

word recognition, comprehension and vocabulary skills of elementary grade children. Both were found effective for use in the improvement of these skills.

Roa (1972:18) in an experiment on a constructed linear programmed lesson on the teaching of set union by the use of diagram to college students enrolled in basic mathematics, found out that programmed materials were effective and that the students can learn mathematical concepts and skills from them. The sample consisted of 158 students from different private schools in Manila. The program was limited to getting the gain ratio, and the result showed a gain in achievement in all the groups tested.

The above study is similar to the present study since both center on an experiment on the effectiveness of programmed materials. They differ, however, in the number and level of respondents and statistical measures used.

In 1982, Dacuro constructed and validated a set of multi-level self-instructional materials for grade four pupils. These materials were intended to develop skills in word recognition, comprehension and vocabulary. The sequential development were patterned after Science Research Associate (SRA) and were tried out within a

group of grade four pupils. They found out that larger variation were catered through the multi-level characteristics of the self-instructional materials and were good as supplementary and complimentary resources in the classroom aside from their being developmental in nature.

IN this study, it was recommended that further appraisal and validation in a wider scale be undertaken to meet individual needs of other schools. It was further recommended that further studies should be conducted to ascertain the effectiveness of those materials in the reading levels among grade four pupils.

This study is a response to the above recommendation. While Dacuro's study was on preparation and validation of self-instructional materials, the present study is on determining the effects of these materials on the reading levels of the grade four pupils.

METHODOLOGY AND SOURCES OF DATA

This chapter discusses the research design, instrumentation, sampling procedures and the steps undertaken to gather the different data needed to complete the study.

Research Design

Since the researcher wished to prove the effectiveness of the self-instructional materials on the reading levels of the subject pupils, the pre-test-post-test control group design was employed. Two groups of Grade IV pupils were taken as respondents with thirty pupils to each group, selected through the "purposive" sampling technique. The group who went through the programmed learning method was labeled as the experimental group and the group who went on with the traditional method of instruction was labeled as the control group. This group was isolated from all experimental influence. Before the experimental group were exposed to the self-instructional materials, the respondents from both groups, were given a pre-test, then, they were re-evaluated at the end of the experiment using the Informal Reading Inventory (IRI) constructed

and tested by Alfredo D. Dacuro, Romulo V. Atendido and Antonio D. Ayo.

Below is the paradigm of the research design.

R	O_1	X	O_2
R	O_3		O_4

In the paradigm, R is the randomization process that is common to both groups. O_1 and O_2 are the two evaluations of the experimental group before and after its exposure to the experiment (X). O_3 and O_4 are the evaluations of the control group.

The Subjects

The subjects of this study were grade four pupils of Mercedes Elementary School during the school year 1988-1989.

A random sampling was employed in order that each grade four pupil has an equal chance to be included in this study. To determine the samples, the researcher employed the "fish-bowl" technique. Five boxes containing the rolled sheets of paper corresponding to the number of pupils in each of the five sections were prepared, some of which were with numbers one to twelve, while all the rest were blank. After the rolled sheets were shaken

thoroughly, they were drawn by all the grade four pupils male and female in each section. Those who have drawn the rolled sheets of paper with numbers one to twelve in each of the five section served as the samples.

These selected sixty pupils were again properly equated based on the pupils' academic grades in Grade III-English during the school year 1987-1988, so that a balanced profile of the study could be attained.

Distribution of the Subjects,
Based on the Grades in
English III, SY 1987-1988

Table 1 shows that the two groups were equated properly based on the pupils' academic grades in Grade III-English during the school year 1987-1988. Both groups consisted of thirty pupils with an average of 82 percent. These selected sample pupils represented thirty-six percent of the total grade four population of one hundred sixty five, of Mercedes Elementary School during the school year 1988-1989.

Research Instruments

The most vital instrument used by the researcher in gathering data were the Informal Reading Inventory (IRI) developed by Alfredo D. Dacuro, Romulo V. Atendido

and Antonio D. Ayo in their special project entitled "An Informal Inventory for Elementary Pupils" and programmed materials constructed by Alfredo D. Dacuro contained in his thesis, "Self-Instructional Materials for Grade Four Pupils."

The Informal Reading Inventory. The Informal Reading Inventory (IRI) developed by Dacuro, et. al. which is shown in appendix G is composed of word lists and oral selections with their corresponding questions, illustrations, and motivation statement or questions. Two copies are prepared for each set of word list and oral selections, one used by the pupils and another for the teacher. Teacher's copy provided space for recording, scoring and rating difficulties.

1. Word Lists. The word lists are leveled from level I to level VII. Each level contains twenty words, corresponding to a level in the oral selections. While it is not expected that each word in the word lists should also occur in its corresponding oral selection, it is estimated to have been met, or are expected to be met by the pupils in the reading materials they use or used in the grade or in the previous grades.

According to Dacuro, et. al. (1975:12) sampling of words in the word lists was based on the lists found at the book of basal readers in English IV, Dolch's Basic Sight Vocabulary, Dolch's List of 3,000 familiar words, Dolch's First 1,000 words for children's reading, Dale Checklist for Gray-Leary (769 Easy Words) and the BBS sight vocabulary to form a master list for every grade level. For grades I and II, the sampling of words were based on the listening and speaking vocabulary and English Guide for grades I and II. The words were obtained by dividing the total number of words from the list as intervals indicated by the quotient. Those selected words were arranged from easy to difficult to prevent any child from experiencing frustration the moment he handles the materials.

2. Oral Selection. The oral selections in the Informal Reading Inventory consists of three sets of grades selections intended for each subject area from grades I through first year high school. The content of the selections was based in the following areas: Literature, Social Science and Natural Science, (Dacuro, et. al.).

Like the word lists, the oral selections are of increasing difficulty from the lowest to the highest. The length is controlled; it increases as the difficulty of the materials increases but in a way that no undue fatigue in reading is experienced by the child. The choice for the content of the oral selections is so carefully planned that it cut across the curriculum with each paragraph to be assumed as closely representative as possible of the greatest chunk of the child's total educational experiences.

Comprehension questions were categorized into main idea, detail or fact, cause and effect, sequencing events and inferential. Except for detail of fact questions, other questions categorized under factual questions were given two points each.

Inferential questions were also categorized into main idea, drawing conclusion two points and noting emotions with one point for each question.

Vocabulary questions receive only one point each. Illustrations or pictures accompany each oral selection. It is shown to the pupil as the teacher gives the background of the selection of which the pupil is asked to read. It is presented in such a way that it would not

give away the contents of the oral selection. It is intended only to give the reader a purpose for reading. It prepares and motivates the pupils for the oral selection which he is to read. The picture or illustration is only flashed while the background is being given: it is taken away when the pupil begins to read. A complete set of the Informal Reading Inventory is shown in Appendix C.

The Self-Instructional Materials. The programmed materials constructed by Dacuro and contained in his thesis entitled "Self-Instructional Materials for Grade Four Pupils" consist of 45 lessons. Each lesson has a reading selection followed by comprehension questions and exercises on word analysis. They are designed to develop the learner's ability to understand what he reads. The questions are classified as follows: detail-specific information, significant detail, main idea relationship of title of the story, story analysis, summary of the story, drawing conclusion, predicting outcomes, cause and effect relationship. The difficulty of these questions increases as the reading level of the materials rises.

The exercises on word analysis are designed to develop the learner's word recognition skills, build his vocabulary and develop his perceptions of sentence.

structures. The difficulty of the materials, likewise, gradually increases as the reading level of the materials rises forming a finely-divided continuum from easy to hard. For instance, in the exercise dealing with letter-word relationship, the sounds of single consonants and of long and short vowels are introduced first before three letter blends, diphthongs and the like are treated. In the exercises that deal with vocabulary building, simple techniques such as picture clues, context clues, etc. are treated first before prefixes and suffixes and multiple meanings of words are presented. The structural units, examples and sentences are extracted from the selections.

A feedback is provided at the end of every lesson for self-correction to give an immediate knowledge of the results of the learner's specific performance in the subsequent lessons. The complete set of materials constructed by Dacuro are shown in Appendix H.

Procedures

Testing procedure. The Informal Reading Inventory (IRI) was administered to the subject pupils using the one-to-one testing procedure. This enabled the researcher to observe closely the subject's performance in terms of word recognition skill, comprehension ability and rate.

in reading.

- A. The Word Lists. The graded word lists were presented starting from the lowest level on level I. The researcher instructed the pupil to pronounce each word as distinctly as possible. When the child mispronounced or indicated that he did not know five of the twenty words in the list for a particular level, the researcher discontinued his reading because it was his frustration level. As the child pronounced the words, the researcher recorded all errors. She noted also the reading difficulties like tension, repetition, reversals, etc., which though were not considered errors were nevertheless recorded.
- B. The Oral Selections. The graded oral selections were presented starting from the lowest level or level one. The illustrations were presented while the motivating statements or questions were being given in preparation for oral reading. The child was told to read the selection so carefully as he could, because he was going to answer comprehension questions

after the oral reading.

As the child read the selection orally, the researcher recorded also his word recognition errors and other oral reading difficulties in the teacher's copy of the oral selection being read by the pupil.

Also, the researcher noted down the child's general reaction while reading. She stopped the oral reading when or before the the child reached the point at which he manifested excessive hand movement, finger pointing, tension, slow rate of reading, or soft voice, as these showed frustration on the part of the child.

- C. The Comprehension Questions. After reading the selection orally, the researcher instructed the child to reread the selection silently for two minutes to prepare him for the comprehension questions. This was done because the oral reading may give a false picture of the pupils comprehension ability. Oral reading is primarily used to send messages, while silent reading is done to receive messages.

Thus, one silent rereading is required prior to the check for effective processing, organizing and memorizing.

The comprehension questions were given right after the silent rereading. Pupil's copy of the oral selection was taken away from the pupil, and the pupil was in no way permitted to look at either the illustration or the oral selection. No undue delay nor giving of any clue was done in giving the questions. The child then was expected to give his answer from 5 to 7 seconds after the questions were given. A question may be repeated once when it was very apparent that the child did not understand the question or heard it clearly.

- D. Recording. The Individual Summary Record, for all purposes, contains graphic information that encompasses the total reading efficiency of the child; his estimated reading level, word recognition and comprehension scores, specific reading errors and difficulties and reading time and speed in reading (See Appendix C). It also contains notes, comments, and observations by the teacher or examiner

of the difficulties which otherwise are not specified like tension, omission, reversals, transportations, hesitations, spontaneous corrections, inversion, contractions, repetitions, substitutions compounds, structuring, high pitched voice, etc.

1. Word Recognition Errors. All word recognition errors, oral reading errors, and reading difficulties were recorded in the Individual Summary Record. Errors, like consonant and vowel sounds, blends, digraphs, endings, diphthongs, combinations, etc., were specified.
2. Rate of Speed in Reading. The speed in reading was recorded carefully. Count down begun as the child read the first word in the first sentence and ended at the last word read. Reading of title was optional. The pupil may or may not read it.

Speed is expressed in terms of the number of words read per minute (WPM). It is computed by dividing the number of words in a selection by the number of minutes one has spent in reading it.

Gathering of Data

Administering the IRI. With the permission of the Schools Division Superintendent through the the District Supervisor of Catbalogan II and the School Principal of the subject school, the researcher administered the pre-test to both the experimental and control groups, using the Informal Reading Inventory (IRI) for the primary purpose of obtaining data that would determine the reading levels of the subject pupils and for the revision of some of the materials should the results reveal flaws.

Following the resting procedure mentioned earlier, the researcher conducted the pre-test using the IRI starting with Form A of the said instrument. The one-to-one testing technique was utilized to observe closely the subjects' performance in terms of word recognition, comprehension and rate in reading.

During the testing session, the examiner recorded each pupil's word recognition errors, comprehension scores and other oral reading difficulties, in the evaluation sheet (See Appendix C). The same test and recording procedures of test results were used to all 30 sample pupils in the experimental and 30 sample pupils in the control group, using Bett's criteria (E. Betts:1946:52).

The researcher was able to determine the reading levels of each subject. Betts in his book "Foundation of Reading Instruction" emphasized that in the frustration level, the pupils show signs of high anxiety, tension, difficulty with comprehension, or makes numerous decoding errors. The pupils are unable to comprehend printed symbols to a reasonable degree and is inadequate in dealing with the reading matter. He recognizes 90 percent or less of the words in the word lists and scores 50 percent or less in comprehension questions. In this level, oral reading is characterized by lack of rhythm, no regard for punctuation, a high-pitched voice, stuttering, substitutions, reversals, insertions, etc.

In the instructional level, the child is able to make a successful progress in reading under teacher's guidance. The child can profitably be instructed because certain evidences of the child's ability to profit from certain instruction can be observed. The child can recognize 95 percent of the words in the word lists and scores 75 percent in the comprehension questions. This level is characterized by ability to anticipate meaning, freedom from tension, finger pointing and head movements, no vocalization, correct rhythm and punctuation, wide eye-voice span and the use of conversational tone.

The independent level is the highest level at which a pupil can read and handles reading materials independently and with ease without teacher guidance or help. The pupil read with 99 percent accuracy in word recognition in the word lists and gets a score of no less than 90 percent in the comprehension questions. This level is characterized by complete freedom from tension, finger pointing, proper rhythm, punctuation, use of conversational tone. Absence of vocalization in silent reading and more rapid rate of silent reading than oral reading.

Giving the materials. It was arranged that the try-out of the materials be made during the 60-minute period for communication arts (English). The sample pupils were made to understand that the set of materials were only to be exposed to the experimental group while the control group would go on with the traditional method of instruction.

Before giving the materials, the researcher explained the purpose of the try-out. It was impressed upon their minds that it was necessary to test the materials to a group of pupils to determine its effectiveness. She explained the values of the materials and how to use them. General directions were given and explained. To

achieve realistic responses and to ease tension among the pupils, she made efforts to establish rapport with them. She told the pupils to take their time in reading them. They were made to understand that each one could spend as much time as he needed for each lesson and to feel free to approach the researcher or the monitor anytime they needed help.

After the orientation session, the researcher requested assistance from the class adviser to act as monitor, who took charge of the materials and keys to correction meantime that the pupils had not learned to systematize getting and returning the materials. This way, the researcher was able to work with the pupils who have difficulty in working out the materials. Thus, she was always at hand to assist the children who need help.

After all instructions were given, working on the materials began. The researcher always looked at the independent level of each child, before she gave the materials. Anyone who got through, notified the researcher and asked for the key to correction so he would check his own work. He, then, asked for the succeeding lessons until he came upon a particular lesson where he experienced much frustration. She noted what lesson a respondent showed strong refusal to undertake or continue. She

encouraged them, however, to try on the rest of the lessons. She took note of the reactions, comments and difficulties to be met by each pupil. Time was given before each period ends for evaluating their work. She asked for their ideas and problems about their work. These too, were noted by the researcher.

The researcher waited until the last respondent finished his last lesson. Working time on each lesson varied among pupils depending upon their individual speed. She went over the pupil's responses from lesson 1 to 45. This gave her the idea how a certain pupil progressed from one lesson to another. Specific difficulties in each lesson were pinpointed. Subsequently, lesson was carefully reviewed where revisions of the materials was necessary.

Readministering the IRI. The IRI was administered after the self-instructional materials had been tried out to the experimental group. This test was conducted to the experimental group who made use of the materials and to the group who did not go through the programmed learning which was the control group, following the same testing procedure done during the pre-test. The researcher recorded again the pupil's word recognition errors, comprehension score and other oral reading difficulties in the

evaluation sheets, to determine the reading levels of each pupils.

The data gathered from this test were compared with the results of the pre-test and were analyzed.

Treatment of data. The results of the pre-test and post-test of the experimental group and the control group were carefully recorded on the prescribed score sheets and statistically treated using the appropriate statistical tests.

Statistical measures. The statistical measures used in this study were the mean and the t-test of significance of the difference between the means of the experimental group and control group.

According to L. R. Gay (1976:253), when two groups are matched, pre-tested, administered a treatment and then post-tested, the t-test for non-independent samples is the most appropriate analysis technique. Below is the formula adopted from that of Gay.

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(ED)^2}{N}}{N(N-1)}}$$

where:

- t = the test of significance
- D = the difference between the paired observation

\bar{D} = the mean of the difference

Σ = stands for summation

N = the number of items summed up

For each of the individual level of materials, the corresponding weighted means were computed using the formula recommended by Ronald Walpole that follows:

$$X_w = \frac{\sum f_i \cdot X_i}{N}$$

where:

f_i = the number of pupils belonging to each reading level

N = the total number of cases of each of the levels of materials

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data obtained as a result of the study on the effects of self-instructional materials on the reading levels of grade IV pupils of Mercedes Elementary School during the school year 1988-1989. The data presented in this chapter are those on sampling, pre-test results of the IRI to the experimental and control group and post-test result of the same instrument to the same group after the self-instructional materials of Decuro have been tried out to the experimental group. They are presented in tabular form for easy means of analysis and interpretation. There are two hypotheses tested in this study at .05 level of significance and six degrees of freedom.

Result of the Pre-test Administered to the Experimental and Control Group Using IRI

A pre-test was administered to the experimental and control group to determine the reading level of each subject pupil using the Informal Reading Inventory (IRI). The independent, instructional and frustration levels of each pupil were identified.

Since the data gathered were nominal in nature, the three reading levels were given corresponding arbitrary scales as follows:

<u>Reading Level</u> (Interpretation)	<u>Scale Assigned</u>
Independent Level	3.00
Instructional Level	2.00
Frustration Level	1.00

Weighted means were computed for levels I-VII and their mean scores were interpreted based on the above.

This way of assigning scales to each reading level and interpreting the mean scores for each weighted mean for Levels I-VII was followed through in presenting the data in this study.

As gleaned from Table 7, both the experimental and control groups has the weighted mean of 3.00 which means that both the experimental and control groups are independent readers on Level I materials. This implies that the pupils on this level can read and handle materials independently and with care without teachers' guidance. On level II materials, the experimental group has a weighted mean of 2.77 and the control group has 2.75 with a difference of .04. This means that both are still independent readers. The experimental and control group

Table II

Pre-Test Results Between the
Experimental and the
Control Group

Level of Materials	Experimental Group	Control Group	Differences	D ²	Computed t-value .05	Tabular t-value .05
I	3.00	3.00	0.0	0.0		
II	2.77	2.73	0.04	0.0016		
III	2.13	2.10	0.03	0.009		
IV	1.53	1.47	0.06	0.0036		
V	1.13	1.13	0.0	0.0		
VI	0.0	0.0	0.0	0.0		
VII	0.0	0.0	0.0	0.0		
Total	10.56	10.43	0.13	0.0061	1.978	2.4474
Weighted Mean	1.51	1.49	0.01857			

are on the instructional level on level III materials in the sense that both group has a weighted mean of 2.13 and 2.10 respectively. This means that the pupils under this level can make a successful progress in reading under teacher's guidance. They can profitably be instructed because certain evidences of the pupil's ability to profit from instruction can be observed. For level IV materials both the experimental and control group has the weighted mean of 1.53 and 1.47 which means that on this level of materials, both group are on the frustration level. This implies that the pupils on this level of materials were unable to comprehend what they read to a reasonable degree and is inadequate in dealing with the reading matter. The weighted mean of 1.13 to both group means that they are on the frustration level on level V materials. The total weighted mean for the experimental group during the pre-test is 1.51 while the control group has a weighted mean of 1.49 with a difference of 0.01858. For Levels VI and VII, no pupil from the experimental and control group was able to handle the materials, which means that the materials on these levels were too difficult for them, hence, frustrating on their part.

Comparison Between the Experimental and Control Group per Pre-test

Per statistical analysis made on Table II between the experimental and control groups per pre-test, the computed t-value of 1.978 is less than the table value of 2.447 as shown in Table II. The null hypothesis that "there is no significant difference between the reading level of the experimental and control group per pre-test is accepted. This means that before the materials were introduced, the experimental and control group were equated in terms of learning proficiency.

Post-test Results Between the Experimental and the Control Group

After the reading level of each pupil has been determined, the self-instructional materials developed by Dacuro were tried out with the subject pupils. The try out lasted for about 21 days. Post-test was administered after the try-out of the materials to both the experimental and control group, to find out whether the materials has improved or not, the reading levels of the subject pupils.

Post-Test weighted Mean for Levels I-VII of the Experimental and the Control Groups

Table III presents the weighted mean for level

Table III

Post-Test Weighted Mean for Levels
I - VII of the Experimental
and the Control Group

Level of Materials	Experi- mental Group	Control Group	Differ- ences	D^2	Computed t-Value : .05	Tabular t-Value : .05
I	3.00	3.00	0.0	0.0		
II	3.00	2.80	0.20	0.40		
III	2.90	2.27	0.63	0.3969		
IV	2.63	1.63	1.00	1.00		
V	1.93	1.13	0.80	0.64		
VI	1.20	1.00	0.20	0.40		
VII	1.00	1.00	0.0	0.0		
Total	15.66	12.83	2.83	2.1169	2.656	1.943
Weighted Mean	2.24	1.80	0.40429			

I-VII materials of experimental and control group, per post-test. As revealed from the table, the experimental and control group has the same weighted mean of 3.00 for level I materials which means that both are independent readers on these level I materials. For level II materials, the experimental group has a weighted mean of 3.00 and 2.80 for the control group with a difference of .02 which shows **that both are still independent readers on Level II materials.** For Level III, the experimental group has a weighted mean of 2.90 which tells that in these materials they are still readers, but independent and the weighted mean for the control group is 2.27 which means that the control group samples are in the instructional level reading capacity with a mean difference of 0.63 between control group and experimental group. For level IV materials, the experimental group has a weighted mean of 2.63 which means that they are still independent readers on these level of materials but the mean score of 1.63 for the control group means that these instructional samples are in the reading capacity level on these level IV materials, with a difference of 1.00 between control group and experimental group mean score. For level V materials, the experimental group has a weighted mean of

1.93 and 1.13 for the control group. The experimental group is in the instructional level reading capacity for Level V materials, while the control group is in the frustration level reading capacity, a difference of 0.80. The experimental group has a weighted mean of 1.20 for level VI, while the control group has a weighted mean of 1.00 with a difference of 0.20, interpreted as both a frustration reading capacity level. Both the experimental and control group has weighted mean of 1.00 for Level VII materials. For Level VI and VII materials, the experimental and control group are on the frustration level. The total mean for the experimental group is 2.24 while the control group has a total weighted mean of 1.83 with a difference of 0.40429.

Comparison Between the Experimental and Control Group per Post-Test

Per statistical analysis made on Table III, the computed t-value is 2.656 and the tabulated t-value at .05 level of significance and at 6 degrees of freedom (one-tailed test) is 1.943 as shown in Table III. Since the computed t-value is more than the tabular t-value, the null hypothesis that there is no significant difference between reading level of the experimental group and the control group per post-test is rejected.

The post-test weighted mean of the experimental group is significantly greater than the post-test weighted

mean of the control group. This result indicates that the materials introduced resulted to a significant improvement for the experimental group. This implies that programmed instruction with the use of the materials is superior over the traditional teaching method.

The Pre-Test and Post-Test Results of the Experimental Group

Table IV shows the pre-test and post-test results of the experimental group using the IRI for Level VII materials of the experimental group. A cursory glance at the table shows that for Level I materials, the weighted mean of the experimental group pre-pre-test and post-test is 3.00 which mean that the experimental group is on the independent reading capacity level on said material. For level II materials, the pre-test weighted mean is 2.77 and the post-test weighted mean is 3.00 with a difference of -0.23 which means that the group is on the independent reading capacity of level of these particular materials before and after the SIM was administered. For Level III materials, the pre-test weighted mean is 2.13 which means that the experimental group was on the instructional reading capacity level on these level III materials before the SIM was administered to them and their post-test has 2.90 mean score, a difference of .77 between pre-

Table IV

The Pre-Test and Post-Test Results
of the Experimental Group

Level of Materials	Pre- test	Post- test	Differ- ence (D)	D ²	Computed t-value : .05	Tabular t-value : .05
I	3.00	3.00	0.0	0.0		
II	2.77	3.00	-0.23	0.0529		
III	2.13	2.90	-0.77	2.5929		
IV	1.53	2.63	-1.10	1.2100		
V	1.13	1.93	-0.80	1.6400		
VI	0.0	1.20	-1.20	1.4400		
VII	0.0	1.00	-1.00	1.00		
Total	10.56	15.66	-5.10	4.9358	4.267	1.943
Weighted Mean	1.51	2.24	-0.7286			

test and post-test mean score, which shows an improvement from instructional to independent reading capacity level on these level III reading materials. The group has a pre-test weighted mean of 1.53 for level IV materials which means that they were on the frustration level before the SIM was administered and the post-test weighted mean is **2.63 with a difference of -0.16** which means that the group has improved with to the independent level, after the SIM was given to them. For Level V materials the group has a pre-test weighted mean of 1.13 which means that they were on the frustration level before the SIM was given to them and the post-test weighted mean is 1.93 which means that they have improved their reading capacity level on this particular materials to the instructional reading capacity level because the materials were difficult for them. For Level VI and VII, the experimental group find the materials too difficult for them but after the SIM was given to them, they were able to have a weighted mean of 1.20 and 1.00 for Level VI and Level VII respectively, although their reading level was on the frustration level. The post-test total weighted mean of 2.24 is significantly greater than the pre-test total weighted mean of 1.51 with a total difference of

0.7286 which shows an improvement in their reading capacity level.

Comparison Between the Pre-test and Post-test Results of the Experi- mental Group

Per statistical analysis made on table IV, the computed t-value is 4.276 and the tabular t-value at .05 level of significance and at six degrees of freedom is 1.943. Since the computed t-value is significantly greater than the tabular t-value, the null hypothesis that "there is no significant difference between the pre-test and post-test reading level of the experimental group is rejected". This means that learning took place among members of the experimental group. This implies that programmed instruction significantly improved the reading skills of the experimental group.

The pre-test and Post-test Results of the Control Group

Table V shows that the control group yielded a common pre-test and post-test weighted mean of 3.00 which means that the group is in the independent reading capacity level on Level I materials. On Level II materials; the group has a pre-test weighted mean of 2.73 and 2.80

Table V

The Pre-Test and Post-Test Results
of the Control Group

Level of Materials	Pre- test	Post- test	Differ- ence (D)	p^2	Computed t-value .05	Tabular t-value .05
I	3.00	3.00	0.0	0.0		
II	2.73	2.80	-0.07	0.0049		
III	2.10	2.27	-0.17	0.0289		
IV	1.27	1.63	-0.16	0.0256		
V	1.13	1.13	0.0	0.0		
VI	0.0	1.00	-1.00	1.00		
VII	0.0	1.00	-1.00	1.00		
Total	10.43	12.83	-2.40	2.0594	1.998	1.943
Weighted Mean	1.49	1.83	-0.3429			

as its post-test weighted mean. This made a difference of 0.07. This implies that they are still on the independent level on such material. On level III material, the control group has a pre-test weighted mean of 2.10 and its post-test weighted mean is 2.27, thus yielding a margin of -0.17. This may lead to the conclusion that the group has improved but still remain in their instructional reading capacity level on these particular materials. The group yielded a pre-test weighted mean of 1.47 on Level IV material and 1.63 as its post-test weighted mean, thus making a difference of -0.16. This means that the group moved from their frustration reading capacity level to the instructional reading capacity level on the Level IV materials. It will be noted that on level V materials, the group yielded a common pre-test and post-test weighted mean of 1.13. This implies that the group is on the frustration reading capacity level on said material. On Level VI and VII materials, the group found the materials difficult. But they tried to study the same thus yielding a post-test weighted mean of 1.00 respectively. The total pre-test weighted mean of the control group is 1.49, while its post-test weighted mean is 1.83, thus yielding a pronounced margin of -0.3429, showing then a slight improvement of their reading skills.

Comparison Between the Pre-test and Post-test of the Control Group

The t-test of significance of the difference between the pre-test and the post-test results of the control group as shown in Table V, reflects a computed t-value of 1.998 and a table value of 1.943. Since the computed t-value is greater than the tabular t-value, the null hypothesis that "there is no significant difference between the pre-test and post-test reading level of the control group is rejected. This indicates that learning took place among members of the control group. This also implies that there is a significant improvement in their reading skills with the use of the traditional method of teaching.

Grade Placement of Grade IV Pupils In the Informal Reading Inventory Under the Different Reading Levels

Table VI presents the grade placement of the Grade IV pupils in the Informal Reading Inventory, broken down into two tables as follows: (A) Grade Placement of the Control Group, (B) Grade Placement of the Experimental Group.

Grade Placement of the Control Group. The control group went on with the traditional method of teaching

Table VI

Grade Placement of Grade IV Pupils in the
Informal Reading Inventory

Control Group : Experimental Group
Sub- : Reading Level
jects : Inde- : Instruc- : Frus- : Inde- : Instruc- : Frus-
pendent : tional : tration : pendent : tional : tration

01	I	II	III	IV	V	VI
02	I	II	III	I	II	III
03	III	IV	V	III	IV	V
04	I	II	III	II	III	IV
05	III	IV	V	IV	V	VI
06	IV	V	VI	IV	V	VI
07	III	IV	V	III	IV	V
08	III	IV	V	III	IV	V
09	IV	V	VI	IV	V	V
10	II	III	IV	II	III	IV
11	II	III	IV	II	III	IV
12	II	III	IV	II	III	IV
13	II	III	IV	III	IV	V
14	IV	V	VI	IV	V	VI
15	III	IV	V	IV	V	VI
16	II	III	IV	II	III	IV
17	III	IV	V	III	IV	V
18	I	II	III	I	II	III
19	I	II	III	I	II	III
20	III	IV	V	III	IV	V
21	II	III	IV	II	III	IV
22	I	II	III	II	III	IV
23	II	III	IV	II	III	IV
24	I	II	III	I	II	III
25	II	III	IV	II	III	IV
26	I	II	III	I	II	III
27	II	III	IV	II	III	IV
28	III	IV	V	III	IV	V
29	I	II	III	I	II	III
30	II	III	IV	III	IV	V

Table VI-A

Summary of Grade Placement of Grade Four Pupils
in the Informal Reading Inventory (IRI)
(Pre-test-Post-test)
Control Group

Material: Grade Level	Pre-test				Post-test			
	:Inde- pend- ent :	:Inst- ruct- ional :	:Frus- tra- tion :	:Total :	:Inde- pend- ent :	:Inst- ruct- ional :	:Frus- tra- tion :	:Total :
I	30	0	0	30	30	0	0	30
II	22	8	0	30	24	6	0	30
III	12	10	8	30	14	10	6	30
IV	4	8	18	30	6	8	16	30
V	0	3	27	30	0	6	24	30
VI	0	0	30	30	0	0	30	30
VII	0	0	30	30	0	0	30	30

after the pre-test was conducted using the Informal Reading Inventory. Table VI presents the grade placement of the control group under the different reading levels as revealed by the pre-test and post-test results. In this particular assessment, the group had 30 independent readers on level I materials during the pre-test and the same number was maintained in the post-test result. On level II materials, there were 22 independent readers during the pre-test which gained two more after the treatment, making

the independent readers 24, which resulted in the decrease of the 8 samples under the instructional level during the pre-test, to 6 samples after the post-test, which mean, that two of those samples improved their reading skills hence become independent readers of Level II materials, a sign that two pupils again improved their reading levels after a period of 21 school days. On level III materials 12 samples were classified independent readers according to the pre-test result. Ten (10) were on the instructional reading capacity level, and eight (8) were on the frustration reading capacity level. Post-test shows that CG independent readers increased by two, making a number of 14 independent readers and another two increase for those in the instructional level, leaving but six (6) samples in the frustration level.

For the level IV materials, the pre-test result showed four independent readers, 8 in the instructional level and 18 in the frustration level. Post-test result showed an increase 2 for the number of independent readers, making six of them, and increase of 2 for these in the instructional level, making a number of eight samples, and leaving 16 samples in the frustration level.

For level V materials, pre-test shows no independent readers among the samples in the CG which remain the

same in the post-test. The change is seen in the increase of the number of samples in the instructional reading capacity level from 3 in the pre-test to 6 in the post-test result, which caused the decrease of those in the frustration reading capacity level from 27 to 24 samples. For level VI and VII materials, pre-test and post-test results show the materials to be very difficult for all samples, with all of them in the frustration reading capacity level on both materials VI and VII.

A cursory glance at the table indicates that the whole 30 subjects of the CG group are independent readers in level I materials, majority of them are independent readers for level two materials, which number increased from 22 to 24 after the traditional teaching, reducing them, the number of subjects that remained in the instructional level from 8 to 6 subjects. For level III materials majority of them are independent readers but only slightly over the number of those subjects in the instructional reading level, only 2 difference, and still a slight difference between the number of subjects in the instructional reading level and those in the frustration reading level. It could be interpreted to mean, that CG are independent readers for Levels, I, II and III materials, except for a few.

Level IV materials still has 4 independent readers and increased to 6 after the 21 days traditional teaching, 8 were in the instructional level and such number having maintained after the post-test since those in the frustration reading level had a decrease of 2 due to the improvement of 2 subjects. Yet, still it remained that majority of the CG subjects find level IV materials too difficult, having 16 of them in the frustration reading level after the post-test.

For level V materials, only 3 subjects were reading in the instructional level, which increased to 6, after the post-test, a sign that an improvement has been achieved after the 21 days of traditional teaching.

For level VI and VII materials, all CG subjects found it too difficult and showed no sign of change even after the post-test.

Grade Placement of the Experimental Group. Table VII shows the grade placement of the experimental group before and after their exposure to the self-instructional materials produced by Dacuro. The table reveals that on the pre-test, 30 from the group were independent readers on level I materials, 23 were independent readers on level II materials, which increased to 30 after the treatment, as shown in the post-test result. Seven of the

Table VII

Grade Placement of Grade IV Pupils in the
Informal Reading Inventory
(Experimental Group)

Sub- jects	Grade Placement					
	Reading			Level		
	: Inde- pendent	: Instruc- tional	: Frus- tration	: Inde- pendent	: Instruc- tional	: Frus- tration
01	III	IV	V	IV	VI	VI
02	I	II	III	II	III	IV
03	III	IV	V	IV	V	VI
04	III	IV	V	IV	V	VI
05	I	II	III	III	IV	V
06	II	III	IV	III	IV	V
07	II	III	IV	IV	V	VI
08	II	III	IV	IV	V	VI
09	III	IV	V	V	VI	VII
10	I	II	III	II	III	IV
11	III	IV	V	V	VI	VII
12	I	II	III	II	III	IV
13	III	IV	V	IV	V	VI
14	I	II	III	III	IV	V
15	II	III	IV	IV	V	VI
16	II	III	IV	IV	V	VI
17	II	III	IV	IV	V	VI
18	II	III	IV	IV	V	VI
19	III	IV	V	IV	V	VI
20	II	III	IV	IV	V	VI
21	IV	V	VI	V	VI	VII
22	III	VI	V	IV	V	VI
23	IV	V	VI	V	VI	VII
24	I	II	III	III	IV	V
25	IV	V	VI	V	VI	VII
26	II	III	IV	IV	V	VI
27	IV	V	VI	V	VI	VII
28	I	II	III	III	IV	V
29	III	IV	V	IV	V	VI
30	II	VI	IV	IV	V	VI

subjects were in the instructional reading level during the pre-test, who all came out independent readers after the treatment as revealed in the post-test. Pre-test revealed 13 independent readers for level III materials, which improved to 27 independent readers after the treatment, a difference of 14 subjects which means a great achievement or effect of the materials used. The 10 subjects in the instructional level turned independent readers, and also four from the frustration reading level, turned independent readers. Three from the frustration level improved up to instructional level only, leaving no one in the frustration reading level. For the Level IV materials, pre-test shows four independent readers among the E₁ group, which number of subjects increased to 22 after the treatment as shown in the post-test results. All those in the instructional level during the pre-test, improved to independent readers after 21 days exposure to the treatment which was also true with 14 of those in the frustration level during the pre-test. Hence, only 3 remained in the frustration reading level after the 21 days treatment. This shows a tremendous success with the use of the materials. For the Level V materials, no one during the pre-test was an independent reader, but 4 of the subjects were in the instructional

reading level, with the 26 in the frustration level. After the treatment, post-test revealed 6 independent readers, and the 4 samples in the instructional reading level increased to 16, leaving but 8 subjects in the frustration reading level. This means that few of the EG samples found the materials easy, but majority of them take the material a little difficult and few others found it very difficult. For level V materials, all 30 subjects were in the frustration level in the pre-test result. Post-test revealed an improvement, no one became independent reader, 6 reached the instructional reading level, but the rest of the 24 subjects remained in the frustration reading level. This means that only a few found the material slightly difficult and the majority found it very difficult and frustrating. For level VII material, all 30 found it too difficult, that no learning could be attained.

This findings led the researcher to the conclusion that the materials introduced resulted to the significant improvement for the experimental group. This also implies that programmed instruction with the use of the materials is superior over the traditional teaching method. The

Table VII-A

Summary of Grade Placement of Grade IV Pupils
in the IRI by Material Level
(Experimental Group)

Material Grade Level	Pre-test				Post-test			
	:Inde- pend- ent :	:Inst- ruct- ional :	:Frus- tra- tion :	:Total :	:Inde- pend- ent :	:Inst- ruct- ional :	:Frus- tra- tion :	:Total :
I	30	0	0	30	30	0	0	30
II	23	7	0	30	30	0	0	30
III	13	10	7	30	27	3	0	30
IV	4	9	17	30	22	5	3	30
V	0	4	26	30	6	16	8	30
VI	0	0	30	30	0	6	24	30
VII	0	0	30	30	0	0	30	30

findings further indicates that the self-instructional materials are really catered to the needs and levels of the subject pupils.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions and recommendations of the study.

Summary

This study was conducted to determine the effects of self-instructional materials on the reading level of the grade IV pupils of Mercedes Elementary School, with the end in view of determining whether the self-instructional materials developed by Decuro would help the pupils develop their basic reading skills, i.e., word recognition, comprehension and vocabulary building that would lead to the improvement of the reading levels of the subject pupils.

Specifically, it sought answers to the following questions:

1. Is there a significant difference between the reading level of the experimental and the control group per

- 1.1 pre-test?

- 1.2 post-test?

2. Is there a significant difference between the pre-test and post-test reading levels of the

2.1 experimental group?

2.2 control group?

3. How many pupils under the experimental group and control group belong to each of the following levels:

3.1 independent level?

3.2 instructional level?

3.3 frustration level?

Based on the foregoing problems formulated by the researcher, the following hypotheses were tested in this study.

1. There is no significant difference between the reading levels of the experimental and control group per

1.1 pre-test

1.2 post-test

2. There is no significant difference between the pre-test and post-test reading levels of the

2.1 experimental group?

2.2 control group?

This study used the pre-test-post-test control group design to determine the effectiveness of the self-instructional materials constructed by Dacuro.

Instruments used in this study were the Informal Reading Inventory and the self-instructional materials constructed by Dacuro.

The importance of the study cannot be over emphasized. There is a scarcity of instructional materials that cater to the varying abilities in the class. These materials used in the study proved effective, thus, they can fill in the need for them. The materials may be useless to non-readers; nevertheless they can strengthen the reading skills of those who can read and improve them much more as shown in the study. Thus, with the improved reading ability, we are sure to produce quality pupils which will merit the expectations of the pupils themselves, their parents, the teachers, the school administrators, the community, the general public and the country as a whole.

The subjects of the study were 60 grade IV pupils of Mercedes Elementary School, randomly chosen from 165 enrollees during the school year 1988-1989 using the purposive sampling plan. They were properly equated based in their academic grades in English in grade III to form the experimental and control group. Both groups were pre-tested using the Informal Reading Inventory constructed by Decuro, et. al. The experimental group was subjected to the self-instructional materials prepared by Decuro for 21 days while the control group underwent the traditional

way of teaching. After the experiment, both groups were post-tested using the pre-test instruments.

The gathered data were carefully recorded, tabulated and statistically treated, using the t-test of significance of the difference between the mean of two non-independent samples at .05 level of significance and at six degrees of freedom.

Findings. Based on the computations found in the appendices, the following results were obtained.

1. Results of the t-test revealed the following:

- 1.1 There is no significant difference between the reading levels of the experimental and control group pre-pre-test as evidenced by the computed t-value of 1.978 which is less than the table value of 2.447 at .05 level of significance and at 6 degrees of freedom. Therefore, the first hypothesis that "there is no significant difference between the reading level of the experimental and the control group pre-pre-test" is accepted. This result indicates that before the materials were

introduced, the experimental and control groups were equated in terms of learning proficiency.

- 1.2 There is a significant difference between the reading levels of the experimental and control group per pre-test as reflected by the computed t-value of 2.656 which is greater than the tabled value of 1.943 at .05 level of significance and at 6 degrees of freedom. Therefore, the hypothesis that "there is no significant difference between the reading levels of the experimental group and control group per post-test" is rejected. This result indicates, that the materials developed by Dacuro resulted to a significant improvement for the experimental group. This implies that programmed instruction with the use of the materials is superior over the traditional teaching method.

2. The t-test of significance between the pre-test-post-test reading levels of the experimental and

control group revealed the following results

- 2.1 There is a very significant difference between the pre-test-post-test reading level of the experimental group as evidenced by the computed t-value of 4.276 which is greater than the tabular value of 1.943 at .05 level of significance and at 6 degrees of freedom. Therefore, the null hypothesis that "there is no significant difference between the pre-test-post-test reading levels of the experimental group" is rejected. This indicates that learning took place among members of the experimental group. This implies that programmed instruction significantly improved the reading level of the experimental group.
- 2.2 There is a slight significant difference between the pre-test-post-test reading levels of the control group as revealed by the computed t-value of 1.998 which is slightly greater than the tabled value of 1.943 which is at .05 level of

significance and at 6 degrees of freedom. Therefore, the hypothesis that "there is no significant difference between the pre-test-post-test reading levels of the control group" is rejected. This indicates that learning took place among members of the control group. This indicates further that there is improvement in their reading levels with the traditional method of teaching.

3. In answer to question number three, which asks about the number of subjects in EG who are in the independent, instructional, and frustration reading levels during the pre-test-post-test as compared, the researcher found that pre-test result revealed the following:

Independent readers were 30 for level I, 23 for level II, 13 for level III, 4 for level IV materials and none for levels V, VI, and VII materials.

For the frustration level, there were none for levels I and II materials, 7 for level III, 17 for level IV, 25 for level V, and both 30 for levels VI and VII materials.

After the 21 days treatment, the post-test revealed the following results:

For Level I materials there still remain a 100% independent readers. For Level II materials all 30 turned independent readers after the treatment. For Level III materials, 27 became independent readers and only 3 were left in the instructional reading level and none for the frustration reading level. For Level IV materials, post-test revealed 22 independent readers, 5 in instructional reading level, and 3 in the frustration reading level. For Level V, at least 6 subjects turned independent readers 16 (the majority) were in the instructional level, and 8 in the frustration level. This only mean that the materials were a lightly difficult to the majority. For Level VI and VII materials, no subject become independent readers, but 6 subjects were in the instructional reading level, 24 (majority) in the frustration reading level for Level VI materials, which means that the materials is very difficult. For Level VII materials, all subjects were not able to touch the materials, being so very very difficult for the them.

In the otherhand, the CG pre-test result revealed the following reading levels by level of materials. All

30 were independent readers for Level I materials, 22 of them for Level II materials, 12 for Level III, 4 for Level IV, and none for levels V, VI and VII.

Of the 30 samples in CG, 8 of them found Level II materials their instructional reading level, with no one in the frustration level. For level III materials, 10 samples were in the instructional reading level, leaving only 8 samples in the frustration level. For Level IV materials, 4 were in the independent reading level, 8 in the instructional reading level, and the majority of 18 samples, were in the frustration reading level which means that majority of 18 samples found Level IV materials too difficult. For Level V materials, none of the 30 samples was in the independent reading level. There was however, 3 samples in the instructional reading level, with the majority of 27 samples in the frustration reading level, which means that a greater majority of 27 found Level V materials difficult. All 30 samples found Level VI and VII materials frustrating hence it means that Level VI and VII were very difficult for the samples.

Post-test revealed an improvement as follows:

As usual, the 30 samples were independent readers for Level I materials, but for Level I materials, from 22 of

the pre-test, it increased to 24 independent readers, reducing the 8 in the instructional reading level to only 5 samples. This means that Level II materials became easy for the 30 subjects. The 12 independent samples in the pre-test on Level III materials increased to 14 after the treatment as revealed by the post-test, 2 from those in the instructional reading level improved and became independent readers which caused the increase in number. Another 2 from the frustration level, joined the rank of those in the instructional reading level, hence maintaining the number of 10 samples in the instructional reading level, leaving only 6 samples in the frustration reading level.

The 4 independent readers on Level IV materials during the pre-test, increased to 6 samples during the post-test. The majority 18 samples in the frustration level decreased to 16, since 2 of them joined the rank of those who were reading in the instructional level, hence maintaining the 8 samples in this reading levels, since 2 of the original samples in the instructional level, joined the independent readers. After the treatment, still no one among the samples became independent readers on level V materials: however, the 3 samples reading in the instructional level increased to 6 samples,

reducing those in the frustration level to 24, but still the majority. For Level VI and VII materials they still remained in their frustration reading level.

Surveying the pre-test-post-test results, the CG who were taught through the traditional method showed an improvement but at a minimal pace, while EG, after the treatment, showed a greater, and higher achievement when compared to the CG, as evidenced by the computations, reflected on Table V, page 68.

It could be said then, that after the experiment based on the majority of samples for CG and EG, that they are both independent readers for Level I and II materials, EG group with a great difference in number of samples, are independent readers for level III materials, CG samples also independent readers for the same materials, however, with a difference of 13 samples between CG and EG, having 27 independent readers compared with that of CG's 14 samples. CG then has 6 samples left in the frustration reading level while EG has none. EG samples turned independent readers for Level IV materials with insignificant number of samples in the instructional and frustration reading level, while CG is found to be in the frustration reading level with but few in the independent reading level (6) and instructional reading level (8).

EG could be said to be in the instructional reading level for Level V materials (16 samples) with few in the independent reading level (6) and frustration level (3). CG on the otherhand, could be placed in the frustration reading level (24 samples) with but few samples in the instructional reading level (6 samples) and none independent readers. This is a great difference in achievement between EG and CG. EG is on the frustration level for Level VI materials (24 samples) but with few in the instructional reading level (6 samples). This also mean a great difference in achievement between CG and EG after the 21 days experiment, since CG has all 30 samples in the frustration reading level for Level VI materials. Both samples for CG and EG found Level VII materials very frustrating.

Conclusions

Based on the findings, the following conclusions were drawn:

1. The forty-five self-instructional materials were found to be effective for use in the development of word recognition, comprehension and vocabulary skills that led to the improvement of the reading levels of the grade four pupils.

2. The materials were found to be within the reading level of the grade four pupils.

3. All the self-instructional materials were acceptable and appropriate in terms of physical aspect, instruction to learners, learning activities and evaluative measures.

Recommendations

On the basis of the findings and conclusions made, the researcher presents the following recommendations:

1. Grade four teachers may make use of the self-instructional materials developed by Mr. Alfredo D. Decuro to further improve the word recognition, comprehension and vocabulary skills of their pupils.

2. Grade four pupils may be exposed with the use of the forty-five self-instructional materials, to develop in them the feeling of independence in learning a lesson without teacher's aid.

3. Teachers should be given the training and encouragement in making instructional materials for their own use to break the monotony of the usual daily discussion method and to provide better enrichment materials when needed.

4. The self-instructional materials may be used

for both developmental reading for grade four and corrective reading for grade five.

5. It is recommended that the preparation of self-instructional materials in reading and other subjects be undertaken.

6. It is further recommended that another study may be undertaken using the same self-instructional materials but tried to different groups of pupils to ascertain further the results obtained and to make comparison with the present study.

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BIBLIOGRAPHY

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A P P E N D I C E S

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

April 30, 1985

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar
(Through Channels)

S i r :

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems preferably No. 1:

1. THE EFFECTS OF VOCABULARY DEVELOPMENT MATERIALS ON THE READING LEVEL OF THE GRADE FOUR PUPILS
2. STRATEGIES OF GRADES I AND II TEACHERS IN IMPROVING PUPILS READING PROFICIENCY IN MERCEDES ELEMENTARY SCHOOL
3. LEARNING CAPABILITIES OF PUPILS IN URBAN SCHOOLS AND THOSE RURAL SCHOOLS IN CATBALOGAN, SAMAR

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) TERESITA R. AGUILAR
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CALANCA
Ed., Research Dev't. & Publ.

APPROVED:

(SGD.) DOMINADOR Q. CABA-GARAN, Ed. D.
Dean, Graduate Studies

APPENDIX B

Republic of the Philippines
Samar State Polytechnic College
Catbalogan, Samar

May 5, 1986

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar
(Through Channels)

S i r :

I have the honor to request for a change of problem of my thesis proposal from "EFFECTS OF VOCABULARY DEVELOPMENT MATERIALS ON THE READING LEVELS OF GRADE FOUR PUPILS" to "EFFECTS OF SELF-INSTRUCTIONAL MATERIALS ON THE READING LEVELS OF GRADE FOUR PUPILS".

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) TERESITA R. AQUILAR

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA
(Hd., Research Dev't. & Publ.)

APPROVED:

(SGD.) DOMINADOR E. CABALANAN, Ed. D.
Dean, Graduate Studies

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

GRADUATE SCHOOL

APPLICATION FOR ASSIGNMENT OF ADVISER

Name AGUILAR TERESITA RACUYAL
~~Family Name~~ ~~First Name~~ ~~Middle Name~~

Candidate for Degree in Master of Education

Area of Specialization Reading

Title of Proposed Thesis "EFFECTS OF SELF-INSTRUCTIONAL
MATERIALS ON THE READING LEVELS
OF GRADE FOUR PUPILS"

Name of Requested Adviser ALFREDO D. DACURO

Approval of Adviser (SGD.) ALFREDO D. DACURO

Disapproval _____

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean, Graduate Studies

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

May 3, 1987

The Dean of Graduate studies
Samar State Polytechnic College
Catbalogan, Samar
(Through channels)

Sir :

I have the honor to request that I be scheduled for a ~~pre-oral defense of my thesis proposal~~ entitled "EFFECTS OF SELF-INSTRUCTIONAL MATERIALS ON THE READING LEVELS OF GRADE FOUR PUPILS" on May 1987.

I hope for ~~your~~ immediate and favorable action on this matter.

Very truly yours,

(SGD.) TERESITA R. AGUILAR
Researcher

Noted :

(SGD.) ALFREDO D. DACURO
Adviser

APPROVED:

(SGD.) DOMINADOR Q. CABANGAMAN, Ed. D.
Dean of Graduate studies

APPENDIX E

June 16, 1988

The District Supervisor
District of Catbalogan II
Through the principal
Mercedes Elementary School
Catbalogan, Samar

Dear :

I have the honor to request permission to utilize the four sections of the Grade Four classes in Mercedes Elementary School. They will be used as the main respondents in gathering the data in connection with my thesis proposal entitled "EFFECTS OF SELF-INSTRUCTIONAL MATERIALS IN THE READING LEVELS OF THE GRADE FOUR PUPILS".

It is hoped that this request will merit your early and favorable action.

Very truly yours,

(SGD.) TERESITA R. AGUILAR
Researcher

Recommending Approval:

(SGD.) ERNESTO B. GABITANAN
Principal

APPROVED:

(SGD.) LOZ O. LETASA
District Supervisor

APPENDIX F

July 3, 1983

The District Supervisor
District of Catbalogan II
Catbalogan, Samar
(Through Channels)

M a d a m :

In connection with my study entitled "EFFECTS OF SELF-INSTRUCTIONAL MATERIALS ON THE READING LEVELS OF GRADE FOUR PUPILS", I have the honor to request permission to conduct a try-out of the self-instructional to the grade four pupils who have been selected as respondents for this study.

I hope for your favorable action on this matter.

very truly yours,

(SGD.) ERESITA R. AGUILAR
Researcher

APPROVED:

(SGD.) LOZ O. LETABA
District Supervisor

APPENDIX G

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

GRADUATE DEPARTMENT

June 18, 1989

The Dean of Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Sir :

I have the honor to submit the six (6) copies of my reproduced semi-final draft of my thesis to be distributed to my adviser, the dean and the members of the panel of Examiners.

In this connection, I further request that I be scheduled for the final oral defense on July 16, 1989.

I hope for your favorable action on this matter.

Very truly yours,

(SGD.) TERESITA M. AGUILAR
Researcher

Recommending Approval:

(SGD.) ALFREDO D. DACARO
Adviser

APPROVED:

(SGD.) SENEKIO D. AYONG, DPA/Ed. D.
Dean of Graduate School

APPENDIX H
INFORMAL READING INVENTORY

AN INFORMAL READING INVENTORY FOR ELEMENTARY PUPILS

Form A - Literature
(Teacher's Copy)

Level 1

1. said _____
2. and _____
3. play _____
4. see _____
5. this _____
6. you _____
7. look _____
8. there _____
9. help _____
10. swim _____
11. of _____
12. work _____
13. bird _____
14. here _____
15. is _____
16. for _____
17. little _____
18. it _____
19. ride _____
20. ant _____

Level 3

1. hungry _____
2. worm _____
3. from _____
4. cannot _____
5. flew _____
6. bill _____
7. don't _____
8. around _____
9. stopped _____
10. let's _____
11. babies _____
12. five _____
13. nest _____
14. pulled _____
15. grow _____
16. another _____
17. food _____
18. mouth _____
19. busy _____
20. their _____

Level 2

1. walking _____
2. bowed _____
3. silently _____
4. game _____
5. saw _____
6. pray _____
7. children _____
8. good _____
9. was _____
10. stood _____
11. he _____
12. head _____
13. all _____

Level 4

1. studied _____
2. wise _____
3. wheels _____
4. high _____
5. people _____
6. fair _____
7. mail _____
8. own _____
9. punish _____
10. beautiful _____
11. crossing _____
12. shouted _____
13. gentle _____

14. then _____
15. father _____
16. home _____
17. church _____
18. stop _____
19. ball _____
20. people _____

14. waiting _____
15. boats _____
16. deer _____
17. obedient _____
18. spoke _____
19. frog _____
20. twice _____

Level 5

1. anything _____
2. better _____
3. chief _____
4. schemed _____
5. patient _____
6. creature _____
7. pain _____
8. spider _____
9. drown _____
10. weaving _____
11. successful _____
12. hours _____
13. tiny _____
14. foolish _____
15. lazy _____
16. bush _____
17. silken _____
18. business _____
19. crowd _____
20. discover _____

Level 7

1. huge _____
2. brilliant _____
3. inaugurate _____
4. forefather _____
5. unanimously _____
6. genuine _____
7. refined _____
8. preside _____
9. obliquely _____
10. hilariously _____
11. persuade _____
12. castle _____
13. bought _____
14. important _____
15. devote _____
16. scent _____
17. thoroughly _____
18. women _____
19. neighbor _____
20. otherwise _____

Level 6

1. island _____
2. prepared _____
3. knowledge _____
4. security _____
5. overhead _____
6. understand _____
7. mountain _____
8. guard _____
9. property _____
10. announced _____

11. fought _____
12. machine _____
13. building _____
14. bound _____
15. jokingly _____
16. groan _____
17. rooster _____
18. whether _____
19. foolish _____
20. dreamed _____

Level 1

Motivation: one day, the ant walked along the river. Suddenly, he fell to the water. Read the story and find out what happened.

The Ant and the Bird

"Help! Help! said the ant.
 "I can't swim."
 "Poor little ant!
 "Here, ride on this leaf."
 said the bird.
 "Thank you! Thank you!"
 said the ant.

Comprehension Questions:

Points

- | | |
|--|----|
| (D) 1. Who shouted for help?
(the ant) | 1 |
| (CE) 2. Why did he shout for help?
(He could not swim) | 2 |
| (D) 3. Who helped him?
(the bird) | 1 |
| (D) 4. How did the bird help him?
(by giving him a leaf to ride on) | 2 |
| (D) 5. What did the ant say?
(Thank you) | 1 |
| (DC) 6. Where do you think the story happened?
(in the river) | 2 |
| (V) 7. Use the word "ride" in a sentence. | 10 |

Total No. of Words: 26
 Total No. of Words Correct:
 Total No. of Errors:
 Reading time (wpm):

Accuracy
 90% (23)
 95% (25)

Comprehension Score:

Level 2

Motivation: The story tells us what to do during Angelus.
Find out what Father and Dino do.

The Angelus

Father and Dino were walking home.
The angelus rang.
They stopped walking.
They stood still.
They bowed their heads.
They prayed silently.
All the people on the road faced
the church.
All those in the homes faced the church,
too.
Everyone prayed silently.

Comprehension Questions:

points

- (D) 1. who were walking home when the angelus rang?
(Father and Dino) 1
- (S) 2. what did Father and Dino do?
(stopped walking: stood still:
bowed their heads: prayed silently) 2
- (D) 3. what did the people on the road and in the homes do?
(prayed silently: faced the church) 2
- (DC) 4. In what part of the day do you think the story happened?
(in the afternoon) 2
- (V) 5. what is meant by "angelus"?
(a short evening prayer) 1
- (FD) 6. do this: Bow your head. 1

Total No. of words: 45
Total No. of words correct
Total No. of errors:
Reading Time (wpm):

Accuracy
90% (41)
95% (43)

comprehension score:

Level 3

Motivation: Babies cry when they are hungry. Read the story and find out what hungry birdies do when they are hungry.

The Hungry Birdies

The tiny birds were hungry. Their mouths were wide open. Father and Mother Bird were busy looking for food for their babies. They were going around the yard.

"Tweet, tweet, tweet," cried the birdies.

Then, Mother Bird pulled out a big worm. She flew to her nest. She put the big worm in the birdies' bill. Soon, they stopped crying. Their mouths were too full to say tweet.

Comprehension Questions:

Points

- | | | |
|------|---|---|
| (D) | 1. Who were hungry?
(the birdies) | 1 |
| (DC) | 2. How do you know that they were hungry?
(Their mouths were wide open; they were crying.) | 2 |
| (D) | 3. What did Mother Bird give them?
(worm) | 1 |
| (D) | 4. Where did Mother Bird get the worm?
(in the ground or yard) | 1 |
| (D) | 5. What were the tiny birds called?
(birdies) | 1 |
| (CE) | 6. Why do you think did the birdies stop crying?
(They were no longer hungry. Their mouths were full.) | 3 |
| (V) | 7. What do you mean by <u>tiny</u> ? | 1 |

Total No. of words:

68

Total No. of words correct:

Total No. of errors:

Reading Time (wpm):

Accuracy

90% (61)

95% (65)

Comprehension Score:

Level 4

Motivation: Some people have good traits and bad traits as well. Ben is one of them. Read the story and find out what happened to him.

Ben Learns a Lesson

Ben was a good boy. He studied hard. He did his work well. He was obedient. But one thing was not good about him. He spoke bad words.

Once when he was crossing the river, he fell into the water. He got mad. He shouted and said bad words. The gentle fairy who lived near the river heard him and became angry. She thought of punishing him.

"I'll make a frog jump out of his mouth every time he says bad words," said the fairy.

Comprehension Questions:

Points

- | | | |
|------|---|---|
| (D) | 1. What kind of boy was Ben
(a good boy) | 1 |
| (D) | 2. What was not good about Ben?
(He spoke bad words) | 1 |
| (S) | 3. In their correct order, name the things
that Ben did when he fell into the water
(got mad; shouted; spoke bad words) | 2 |
| (D) | 4. Who heard him say bad words?
(the fairy) | 1 |
| (D) | 5. How did the fairy feel?
(angry) | 2 |
| (PO) | 6. As punishment, what would happen every
time Ben said bad words?
(a frog would jump out of his mouth) | 3 |

Total No. of words:

85

Total No. of words correct:

Accuracy

Total No. of errors:

90% (77)

Reading Time (wpm):

95% (81)

Comprehension score: _____

Level 5

Motivation: This story is about a man who was very lazy. Read the story to find out how he became a businessman.

The Patient Spider

One day, a lazy man was walking in the forest. Soon, he became tired. He sat down by the bush to rest.

While he was sitting there, he saw a spider weaving a fine silken web. It was building its home. He watched the spider swing back and forth for more than one hour.

"I'm ashamed of myself," the man said. "This tiny creature works harder and more patiently than I do. In just an hour, it has built its home. Surely, this spider lives its life better than I do mine."

After that, the man changed his life. He began to work hard. He worked harder than he had ever done before. Later, he became a successful businessman.

Comprehension Questions:

Points

- | | | |
|------|---|---|
| (M) | 1. What is the story about?
(the man and the patient spider) | 2 |
| (D) | 2. Who was walking in the forest one day?
(a man) | 1 |
| (D) | 3. What did he see while sitting by the bush?
(a spider) | 1 |
| (D) | 4. What was the spider doing?
(building its home) | 1 |
| (D) | 5. How long did the insect build its home?
(one hour) | 1 |
| (CE) | 6. Why was the man ashamed of himself?
(the spider work harder than he did.) | 2 |

- (S) 7. What did the man do after seeing how the spider built its home?
(the man changed his life or he worked harder)

2

Total No. of Words:	<u>119</u>	Accuracy
Total No. of Words Correct	<u> </u>	90% (107)
Total No. of Errors:	<u> </u>	95% (113)
Reading Time (wpm):	<u> </u>	
Comprehension Score: <u> </u>		

Level 6

Motivation: The story happened after supper time.
Mang Tasyo's family was having some fun.
Read this story and find out what they were doing.

What A Wish!

Mang Tasyo overheard the children wishing for foolish things.

"I wish I had a lady-in-waiting. Then I would have someone to serve me," dreamed Wilma.

"Foolish! We don't have them here; only French women have," Mario answered.

"Yes, she can. A helper!" said Tina jokingly.

Mang Tasyo announced, "I have a wish, too. I wish I have a security guard in my mouth."

The children did not understand. Suddenly, Mario explained, "security guards open the door for people and guard the building."

"You're right, son. They only open it to the right people."

"I still don't understand," insisted Tina.

"Listen. We open our mouth and just eat anything. We don't mind whether it is good for our body or not. We just eat and eat. If we have a security guard in our mouth..."

"I get it! The security guard will see to it that only the right kind and the correct amount of food will be allowed to enter," shouted Mario happily.

Comprehension Questions.

Points

- | | | |
|------|---|---|
| (M) | 1. What is the story about?
(a security guard in our mouth will see to it that we eat the right food) | 3 |
| (D) | 2. What did Wilma wish she had?
(a lady-in-waiting) | 1 |
| (PO) | 3. Why do you think Meng Tasyo mentioned his wish to the children?
(to join the fun or to correct the children's bad habits) | 3 |
| (DC) | 4. Why do you think is Mario smart?
(He understood what his father meant) | 2 |
| (V) | 5. What is the meaning of <u>foolish</u> ?
(silly, funny, ridiculous) | 1 |

Total No. of words:	<u>159</u>	Accuracy
Total No. of words correct:	<u> </u>	90% (143)
Total No. of errors:	<u> </u>	95% (151)
Reading Time (wpm):	<u> </u>	

Comprehension Score:

Level 7

Motivation: Do you know why drops of water doze out of the shell of snails? Read this story to find out why.

Why Snails Weep

Have you ever noticed that if you hold a snail, drops of water doze out of the shell? You will wonder but people in the olden days believed that these droplets were tears of the snail.

Many years ago, a male snail, feeling hot, crawled towards a stream. There he saw a lovely lady shrimp bathing. He watched her with amusement.

When the shrimp noticed him, she was scared and started to depart. But the snail looked friendly that she decided to stay.

That meeting began their friendship that blossomed into love. Then they got married. It was a blissful day!

One day while Mr. snail was searching for food, he came upon a ricefield with ripening grains. He gathered and brought home as much grain as he could. How fragrant the cooked rice smelled!

Mr. snail and Mrs. shrimp agreed to plant rice so they won't go far to look for them. Mrs. shrimp worked hard clearing the land, sowing the seeds and tending the plants. Meanwhile, her husband just sat idly under a tree. She was greatly disappointed. She felt bitterness for him that she jumped into the deepest part of the river. Mr. snail sought her in vain. Brokenhearted, the snail shed tears.

Today, the snail still weeps for the loss of his devoted wife,

Comprehension Questions.	Points
(M) 1. What is the story about? (why water/oozes out of the snails)	2
(D) 2. What did the male snail see in the stream? (a lady shrimp bathing)	1
(CE) 3. Why did the snail and the shrimp agree to plant rice? (so they won't go far looking for them)	2
(D) 4. What did the snail do while the shrimp worked in the field? (sat idly)	1
(CE) 5. Because the shrimp was bitter over the laziness of the snail, what did she do? (jumped into the river)	1
(CE) 6. Why did the snail shed tears? (he was brokenhearted)	2
(V) 7. What do you mean by shed tears? (cry, weep)	1

Total No. of words.	213	Accuracy
Total No. of words correct.	<hr/>	90% (192)
Total No. of errors.	<hr/>	95% (202)
Reading Time (wpm).	<hr/>	

Comprehension score.

Form B - Social Studies

Level 1

1. a
2. dog
3. has
4. play
5. wing
6. feet
7. new
8. will
9. fat
10. see
11. can
12. me
13. hat
14. egg
15. boy
16. leg
17. the
18. toy
19. one
20. box

Level 3

1. among
2. cloth
3. just
4. quick
5. first
6. office
7. store
8. driver
9. plant
10. where
11. best
12. round
13. kind
14. made
15. called
16. need
17. hard
18. sold
19. talking
20. ripe

Level 2

1. are
2. candy
3. fish
4. jump
5. her
6. doll
7. basket
8. did
9. fell
10. vegetables
11. farmer
12. arm
13. bed
14. day
15. nest
16. read
17. when
18. bird
19. he
20. letter

Level 4

1. across
2. excuse
3. lake
4. o'clock
5. wean
6. favorite
7. newspaper
8. behave
9. grocery
10. prepare
11. leaf
12. factory
13. tourist
14. multiply
15. sandwich
16. irrigation
17. people
18. machine
19. government
20. consider

Level 5

1. attack
2. erosion
3. knife
4. question
5. village
6. forgive
7. medicine
8. Thursday
9. grind
10. rejoice
11. drum
12. thought
13. leap
14. cheer
15. bandage
16. fertile
17. landscape
18. headache
19. protest
20. surrounding

Level 7

1. abolished
2. environment
3. heroic
4. punch
5. peasant
6. graciously
7. otherwise
8. barefooted
9. grease
10. systematic
11. favorable
12. reinforcement
13. communicate
14. chores
15. wriggle
16. navigation
17. woolen
18. immediately
19. makeshift
20. dreary

Level 6

1. accident
2. daughter
3. ivory
4. quiet
5. warned
6. frighten
7. old-fashioned
8. weigh
9. grateful
10. primitive
11. business
12. marriage
13. comfortable
14. strayed
15. leather
16. hardware
17. recreation
18. basement
19. earliest
20. tame

Level 1

Motivation. The boys are in the yard. Read to find out what they will do.

Let Us Play

"Come," said Rino.
 "Let us play."
 "Let us play with my new toys."
 "Yes," said Ben.
 "Let us play."
 "Let us play with your new toys."

Comprehension Questions.	Points
(D) 1. Who were the boys in the story? (Rino and Ben)	2
(D) 2. What will the boys play with? (New toys)	1
(D) 3. Who has new toys? (Rino)	1
(D) 4. Who likes to play with Rino? (Ben)	1
(DC) 5. Why did Rino and Ben like to play with the toys? (The toys are new)	2
(DC) 6. Do you think Rino and Ben are friends? (Yes. They play together.)	3

Total No. of Words.	26	Accuracy
Total No. of Words Correct.		90% (23)
Total No. of Errors.		95% (25)
Reading Time (wpm).		

Comprehension Score:

Level 2

Motivation. The children were on their way home from school. They stopped and talked about something they saw. Find out what they were talking about.

The Birds' Nest

"Look! There's a bird's nest," said Westor. "I'll get it."

"No, don't get the bird's nest," said Nancy. There are three little birds in the nest. The little birds live in the nest. The nest is the home of the birds. If you get it, they will have no more home."

Comprehension Questions

points

- | | | |
|------|---|---|
| (D) | 1. What is the story about?
(bird's nest) | 1 |
| (D) | 2. What did Westor want to do with the bird's nest?
(he wanted to get it.) | 1 |
| (D) | 3. Who told him not to get the nest?
(Nancy) | 1 |
| (D) | 4. How many little birds were in the nest?
(three) | 1 |
| (D) | 5. Who live in the nest?
(little birds) | 1 |
| (D) | 6. Who are the children in the story?
(Westor and Nancy) | 2 |
| (FO) | 7. What would happen if Westor got the nest?
(The birds will have no more home.) | 2 |

- (V) 8. what is a nest
(home of the birds)

1

Total No. of words	<u>51</u>	Accuracy
Total No. of words Correct	<u> </u>	90% (45)
Total No. of Errors	<u> </u>	95% (48)
Reading Time (wpm)	<u> </u>	

Comprehension Score.

Level 3

Motivation. Can you tell the materials your clothes are made of? Read the following selection and find out where these materials come from.

Where our Clothes Come From

We need clothes to protect our body. Do you know where our clothes come from?

Some plants and trees give us a kind of material called fiber. Plant fibers are made into cloth. The abaca fibers are made into sinamay. Pine cloth is made from pineapple fibers. Ramie is made from ramie fibers.

Now, you know where our clothes come from.

Comprehension Questions.

Points

- | | | |
|------|--|---|
| (M) | 1. what is the story about?
(where our clothes come from) | 2 |
| (CE) | 2. why do we need clothes?
(to protect our body) | 1 |
| (D) | 3. what is made into cloth?
(Fibers) | 1 |
| (D) | 4. According to the selection, name some plants and trees that give fibers.
(cotton, abaca, pineapple, ramie) | 3 |

- (D) 5. where does sinamay come from? 1
(abaca)
- (D) 6. where does piña cloth come from? 1
(pineapple)
- (D) 7. where does ramie come from? 1
(ramie)

Total No. of Words	61	Accuracy
Total No. of Words Correct:	<u> </u>	90% (55)
Total No. of Errors:	<u> </u>	95% (58)
Reading Time (wpm) .	<u> </u>	

Comprehension Score.

Level 4

Motivation. Why is the Banaue Rice Terraces considered one of the wonders of the world? Read the selection and find out what it is so.

The Ifugao Rice Terraces

The Ifugao rice terraces in Banaue are considered one of the wonders of the world. The Indonesians and Malays build them many years ago. They look like giant stairs to heaven.

Terraces are made at the sides of the mountains. Stone walls are built in front to hold the soil. Water is brought by means of irrigation ditches. Hundreds of tourists visit these terraces every year. These terraces are said to be the most wonderful terraces in the world.

Comprehension Questions.

Points

- (M) 1. What is the story about? 2
(Banaue Rice Terraces)

- (D) 2. who built the rice terraces?
(Indonesians and Malays) 1
- (D) 3. what are the terraces compared to?
(giant stairways to heaven) 1
- (CE) 4. why are stones built in front?
(to hold the soil) 2
- (D) 5. how is water brought to the rice
terraces?
(irrigation ditches) 2
- (CE) 6. why do hundreds of tourists visit the
terraces?
(They are said to be the most wonder-
ful terraces in the world.) 2

Total No. of words.	<u>79</u>	Accuracy
Total No. of words correct.	<u> </u>	80% (71)
Total No. of errors.	<u> </u>	85% (75)
Reading Time (wpm):	<u> </u>	

Comprehension score:

Level 5

Motivation. Do you know that trees help us in so many ways? Read the selection and find out how trees help man.

How Trees Help Man

Trees help man in many ways. They give him food to eat. They give him some of the things he wears, lumber for his home, wood for fire and for building ships, trains, airplanes, buses, cars, bridges and factories. They give him medicines, too.

Trees help make the soil fertile. Their dry leaves and rotten wood enrich the top soil.

Trees prevent erosion or the wearing off of soil. The roots keep the top soil from being washed away. The leaves that fall on the ground cover the top soil and keep it from being wash away. They also prevent floods and help store water.

Trees add beauty to man's surroundings. A landscape is lonely without trees. A home without trees does not seem complete.

Comprehension Questions.

Points

- | | | |
|------|---|---|
| (M) | 1. What is the story about?
(How Trees help man) | 2 |
| (D) | 2. Name at least two ways by which trees help man.
(food, clothing, shelter, etc.) | 1 |
| (D) | 3. How do trees help make the soil fertile?
(dry leaves and rotten wood make the soil fertile) | 2 |
| (D) | 4. How do trees prevent erosion?
(roots and leaves prevent the soil from being washed away) | 2 |
| (CF) | 5. Why should man protect trees?
(trees help in many ways) | 2 |
| (V) | 6. What words in the selection tell the meaning of erosion?
(wearing off of the soil) | 1 |

Total No. of Words
Total No. of Words Correct
Total No. of Errors:
Reading time (wom)

126

Accuracy
90% (113)
95% (120)

Comprehension Score.

Level 6

Motivation. Have you ever wondered how the earliest people lived? Did they live like we do now? Read the selections and find out how man improved on nature.

Man Improves on Nature

The earliest men lived in a world far different from ours. They stayed in trees or under cliffs or in caves. They had no streets, either, for they had no vehicles of any kind.

Primitive men depended on nature alone for their needs, for food and clothing. They wore animal skins. They caught fish and animals with their bare hands. They ate whatever fruit or vegetables could be found growing around.

But as time went on, man became dissatisfied with what nature gave them. So, they learned to plant, to tame animals, to catch fish with spears and nets, to weave cloth, and to build boats, carts and houses. Since then, man has improved on nature.

Now we enjoy a lot of comfort never enjoyed by earlier people. We can eat delicious food and wear lovely clothes. We live in comfortable homes, travel on speed and comfort. We enjoy exciting recreation of all kinds.

Comprehension Questions

points

- | | | |
|-----|---|---|
| (M) | 1. Tell briefly how the earliest men lived.
(stayed in trees, cliffs or caves, etc.) | 2 |
| (D) | 2. For what did the earliest men depend on nature.
(needs-food, clothing, shelter) | 2 |

- (D) 3. Name at least two improvements that men had made on nature. (to plant, build houses, tame animals, etc.) 2
- (D) 4. Tell at least three things that we enjoy now that the earliest men did not enjoy. (delicious food, travel in comfort, live in comfortable homes, etc.) 3
- (V) 5. What do you mean by primitive? (early) 1

Total No. of words	154	Accuracy
Total No. of words correct.		90% (139)
Total No. of errors.		95% (146)
Reading Time (wpm)		
Comprehension score.		

Level 7

Motivation. Do you know when land tenancy in the Philippines started? Do you know what our government does to solve land tenancy problem? The following selection will help you understand better the past and the present systems of land tenancy in our country.

Land Tenancy in the Philippines

Land tenancy in the Philippines started centuries before the Spaniards came. Earlier, there were free men who owned the land they tilled and a nobility-datus who had serfs to work the land for them.

The Spanish colonizers introduced the encomienda system. Favorites were given encomiendas composed of large tracts of lands. The encomienderos did not own the land, but they could exact tribute from the peasants living on them.

The encomiendas were later abolished, but through royal grants, favorites owned a few and these were tilled by the mass of peasants who had no say on how much of the harvest was their share.

The American regime in 1900 did not change the situation much. In 1935, President Manuel Quezon undertook the beginning of a land reform program. He ordered the breaking up of the so-called friar lands but World War II broke out before the program could make any headway.

There were half-hearted attempts after the inauguration of the Republic of the Philippines in 1946 to correct the historic wrong but powerful politicians were themselves landowners and they resisted the move.

Finally, Presidential Decree No. 27 freed the tenant farmers from the bondage of the soil.

Comprehension Questions	points
(M) 1. What is the selection about? (land tenancy in the Philippines)	2
(D) 2. When did land tenancy start? (centuries before the Spaniards came)	1
(D) 3. Who introduced the encomienda system? (Spanish colonizers)	1
(CE) 4. Why was the land reform program of President Quezon not able to make any headway? (World War II broke out)	2
(CE) 5. Why were attempts made to correct the land holding system after the inauguration of the Republic of the Philippines a failure? (landed politicians resisted)	2

(D) 6. What finally freed the tenants from the
bondage of the soil?
(Presidential Decree No. 27)

1

(V) 7. What is an encomienda?
(Large tracts of lands given to
Spanish colonizers)

1

Total No. of words:

198

Accuracy

Total No. of words correct:

178

90% (178)

Total No. of errors:

20

5% (20)

Reading Time (wpm):

10

Comprehension Score: 100

Form C - Natural Science

Level 1

1. big
2. look
3. hen
4. green
5. ball
6. black
7. sing
8. car
9. there
10. away
11. animal
12. get
13. some
14. moon
15. fish
16. and
17. dog
18. red
19. fan
20. are

Level 3

1. night
2. another
3. grow
4. from
5. please
6. tell
7. leaves
8. things
9. soil
10. rain
11. passes
12. noses
13. make
14. sir
15. cannot
16. breathe
17. after
18. through
19. skin
20. earthworm

Level 2

1. play
2. live
3. ready
4. new
5. earth
6. ball
7. went
8. into
9. today
10. carabao
11. farm
12. good
13. new
14. plants
15. wide
16. looking
17. buy
18. she
19. home
20. then

Level 4

1. necklace
2. festival
3. vacation
4. taste
5. greedy
6. scratch
7. fleas
8. crawled
9. barren
10. chatter
11. float
12. parade
13. remember
14. shadow
15. tomatoes
16. breakneck
17. courteous
18. scare
19. school
20. thirsty

Level 5

1. inauguration
2. frankincense
3. disguise
4. knead
5. pause
6. huddle
7. dare
8. caves
9. delicate
10. kindle
11. scare
12. gulp
13. symbolize
14. lazybone
15. variation
16. cunning
17. preside
18. obliquely
19. influence
20. persuade

Level 7

1. zealous
2. enviable
3. nowadays
4. superstitious
5. sleeveless
6. enchanted
7. sympathy
8. barefooted
9. forehead
10. churchyard
11. responsibility
12. scowls
13. makeshift
14. pilgrimage
15. unknowingly
16. incantations
17. acquainted
18. puzzled
19. privilege
20. favorable

Level 6

1. thoroughly
2. frightened
3. bought
4. delicious
5. comfortable
6. playmate
7. continuously
8. wretched
9. candle
10. jewels
11. together
12. efficiently
13. schoolhouse
14. pilgrimage
15. dwarf
16. appearance
17. eyeglasses
18. machine
19. cornfield
20. clothesline

Level 1

Motivation: The children are on the farm. Find out what they are talking about.

The Carabao

"Look!" said Lito.
 "See that animal?"
 "It is big."
 "It is black."
 "Yes," said Nora
 "It is a big animal."
 "It is a carabao."

Comprehension Questions:

Points

- | | | | |
|------|---|---|---|
| (I) | 1. What is the story about?
(the carabao) | | 2 |
| (D) | 2. Who were talking in the story?
(Lito and Nora) | 1 | 1 |
| (D) | 3. Tell something about the animal that they saw.
(It is big. It is black, etc.) | | 2 |
| (D) | 4. Who first saw the animal?
(Lito) | | 1 |
| (D) | 5. What animal did they see?
(carabao) | | 1 |
| (DC) | 6. Find the part which tells you that Nora knew what animal it was? | | 3 |

Total No. of words.

27

Accuracy

Total No. of words correct:

90% (24)

Total No. of errors:

95% (26)

Reading Time (wpm) :

Comprehension score:

Level 2

Motivation: The grade II class is having a lesson in Science. Find out what the lesson is about.

Our Big Earth

"The earth is very big," said Mrs. Santos. "It looks like a very big ball. It is very big and wide. Plants live on earth. You and I live on earth. It is our home."

Comprehension Questions:

Points

- | | | |
|------|---|---|
| (M) | 1. What is the story about?
(big earth) | 2 |
| (D) | 2. Who was talking in the story?
(Mrs. Santos) | 1 |
| (D) | 3. What does the earth look like?
(a big ball) | 1 |
| (D) | 4. Give two words that tell about the earth.
(big and wide) | 1 |
| (DC) | 5. Why do you think the earth is called
our homes?
(We live on it.) | 2 |
| (FO) | 6. What do you think would happen if
there were no earth?
(We would die.) | 2 |

Total No. of words.

38

Accuracy

Total No. of words correct.

90% (34)

Total No. of errors.

90% (36)

Reading Time (wpm)

Comprehension Score:

Level 3

Motivation: What do you know about the earthworms?
Read the selection and find out if they
are like other animals in many ways.

The Earthworms

Earthworms live in the soil. They eat leaves and other things they find in the soil. They do not have noses, but they breathe air. The air passes through their skin.

Earthworms come out of the soil after the rain. The rain makes the air come out of the soil. Then, the earthworm can not breathe. They come out of the soil to get air.

Comprehension Questions:	Points
(M) 1. What is the selection about? (earthworm)	2
(D) 2. Where do earthworms live? (in the soil)	1
(D) 3. What do earthworms eat? (leaves and other things)	2
(D) 4. Where do they get their food? (from the soil)	1
(D) 5. How do earthworms breathe air? (through their skin)	1
(D) 6. When earthworms come out of the soil? (after the rain)	1
(CE) 7. Why do earthworms come out of the soil after the rain? (They cannot breathe)	2

Total No. of words ..	64	Accuracy
Total No. of words correct.		90% (58)
Total No. of errors.		95% (61)
Reading Time (wpm)		

Comprehension Score: _____

Level 4

otivation: This animal is ugly but it can do good things to people specially the farmers. Read and find out what it can do.

A Helpful Animal

Frogs are helpful animals. Besides flies and mosquitoes, they eat worms and insects that are harmful to plants. They are very good insect catchers because they have long sticky tongue. They can easily throw their tongue at any moving insect that comes too near.

Frogs are very greedy. A frog may eat more than twenty worms and insects, and at night while everybody sleeps, the frog goes out in the garden hunting for insects.

Comprehension Questions:

Points

- | | | |
|------|---|---|
| (M) | 1. What is the selection about?
(why frogs are helpful) | 2 |
| (D) | 2. What do frogs eat?
(worms and insects) | 2 |
| (D) | 3. What make frogs good insect catchers?
(tongue) | 1 |
| (CE) | 4. Why are frogs greedy?
(They eat more than 20 worms and insects) | 1 |
| (D) | 5. When do frogs usually go out hunting
for food?
(at night) | 1 |
| (DC) | 6. Why do you think should'nt be killed
or destroyed?
(They are helpful animals.) | 2 |

- (V) 7. What is meant by helpful?
(not harmful)

1

Total No. of Words:	<u>74</u>	Accuracy
Total No. of Words Correct:	<u> </u>	90% (67)
Total No. of Errors:	<u> </u>	95% (70)
Reading Time (wpm) :	<u> </u>	
Comprehension Score: <u> </u>		

Level 5

Motivation: Our body is like a machine. Each part has a function. Read this selection and find out the function of the parts.

The Human Brain

Man is the highest form of animals. He is the most intelligent of all animals. He can think. He has the brain that helps him think. It tells him to do or not to do something.

When he sees a snake, the eyes send a message to the brain. The nerve connected to the eyes will carry the message to the brain. The brain tells the eyes that what they see is a snake. The brain sends a message too, to the feet through another nerve. The brain tells the feet to run away.

The nerve may also send a message to the brain through another nerve. It may tell the hands to get something and kill the snake.

Comprehension Questions.

Points

- | | | |
|-----|---|---|
| (M) | 1. What is the selection about?
(brain) | 2 |
| (D) | 2. What is the highest form of animal?
(man) | 1 |

- (D) 3. What helps men think?
(brain) 1
- (S) 4. Relate in their order what happens
before the brain can tell what we see.
(message is carried to the brain:
brain sends back the message: tells
what we see) 3
- (D) 5. What carries messages to and from the
brain?
(nerves) 1
- (D) 6. When we see a snake, what does the brain
tell the feet? the hands?
(to run; to get something and kill
the snake) 2

Total No. of Words.	130	ACCURACY
Total No. of Words Correct	_____	96% (117)
Total No. of Errors.	_____	95% (124)
Reading Time (wpm) .	_____	

Comprehension Score. _____

Level 6

Motivation: This story is about a tiny insect. But it is considered as one of the most dangerous animals. Read the selection and find out why.

Why Flies Are Dangerous

The fly is one of the most dangerous animals in the world. It carries disease germs that cause illness and deaths. Under its feet are two pads where germs stick when they alight on dirty matter.

Flies feed on dirty places and hatch their young in these places, too. They like to stay in open toilets, garbage cans and decaying matter of all kinds. Can you see why they should not

be left alighting on our food? We must keep these flies out of the house or kill them.

But did you know that flies can see in nearly all directions? They have two eyes each of which is made of thousands tiny eyes. May be that is the reason flies are difficult to kill.

But the most important thing to do to get rid of flies is to keep our surroundings clean and destroy their breeding places.

Comprehension Questions:

Points

- | | | |
|------|--|---|
| (W) | 1. What is the story about?
(why flies are dangerous) | 2 |
| (D) | 2. What does the fly carry causing illness and deaths?
(disease) | 1 |
| (CE) | 3. Why should we drive flies from our food?
(They leave dirt and germs.) | 2 |
| (CE) | 4. Why is it difficult to kill flies?
(They can see in almost all directions.) | 2 |
| (D) | 5. Name two ways of getting rid of flies.
(Keep surroundings clean: destroy breeding places.) | 2 |
| (V) | 6. What is mean by dangerous?
(not safe: risky: harmful) | 1 |

Total No. of words:

149

Total No. of words correct:

Total No. of errors:

Reading Time (wpm):

Accuracy

90% (134)

95% (142)

Comprehension score:

Level 7

Motivation: Don't you wonder why stones or rocks don't look alike? The following selection may tell you why it is so.

The Origin of Rocks

Have you examined a stone closely? It is lifeless, but it has a long history, longer than the history of man. Living things are not the only things that have a history. Rocks also have a history. They change in the course of time. That is the reason why rocks do not look alike. They are formed in many ways. A tiny pebble may belong to one of the three families of rocks.

One family of rocks is igneous rocks. They are formed from materials which have been melted by much heat. Most often they are formed as result of a volcanic eruption.

Another family of rocks is sedimentary rocks. Sedimentary comes from the Latin word sedimentum which means "settlement". Sediments settle at the bottom of the water. Sedimentary rocks are formed from this settled matter.

Still another family of rocks is metamorphic rocks. Metamorphic rocks are formed from the other rocks that change after millions of years.

Comprehension Questions:

Points

- (M) 1. What is the story about?
(three families of rocks)
- (CE) 2. Why don't rocks look alike?
(rocks change)

2

2

- (D) 3. Name the three families of rocks. 2
(igneous, sedimentary, metamorphic)
- (D) 4. What rock is formed from too much heat? 1
(igneous)
- (V) 5. What is meant by family in the story? 1
(group, kind)
- (DC) 6. Which family of rocks do you think is 2
the oldest?
(metamorphic - they are formed from
other rocks that changed after million
of years)

Total No. of words:	<u>157</u>	Accuracy
Total No. of words correct:	<u> </u>	99% (141)
Total No. of errors:	<u> </u>	95% (149)
Reading Time (wpm) :	<u> </u>	

Comprehension score:

Prepared by:

Prepared by:

Romulo V. Atendido - Masbate
Antonio D. Ayo - Sorsogon
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BPS-PNC Scholars 1974-1975

APPENDIX I

SELF-INSTRUCTIONAL MATERIALS

MANUAL OF DIRECTIONS

Introduction

The most common complaint of reading teachers is the lack of materials for use with their pupils. More often than not, their complaint (1) falls under any one or a combination of the following:

1. That they have very few books to pass around so that each pupil gets one;
2. That if books are available, they are not appropriate to the varying abilities of their pupils; and
3. That often there are no materials at all.

The set of materials may in one way or another answer the cry of these teachers. This may be used as a developmental instructional material within the confines of some limitations or a supplementary resource material to complement the activities and experiences provided in the basal readers or to fill in what have been omitted there. They are intended to develop various reading skills and abilities particularly word recognition, comprehension and vocabulary development of pupils in grade IV.

Some underlying principles in the development of the materials are considered and are reflected as follows.

1. The materials contain concepts within the pupil's understanding and are written in a language not too far beyond the structure and vocabulary which the pupils will find easy and familiar.
2. The content of the reading selections is drawn from science and health, a subject taught in English literature, to cater to the pupil's interests and imagination and social studies, to account for the many fields it embraces for the pupil to be familiar with. The selections extend the pupil's knowledge and experiences.

3. The materials take into account the wide range of abilities in a class, i.e. they are multi-level to meet ability needs.
4. The materials are sequenced from easy to difficult in order to allow sufficient preparation for the next higher level of materials and to insure success at all stages of reading.
5. They are self-learning materials: the pupils are expected to use them without or with minimum assistance from the teacher.
6. A variety of exercises is utilized to fit the nature of the skill or task and to arouse and maintain the pupil's interest in the lessons.

Scope and Content of the Materials

There are forty-five lessons comprising the set of materials. The format is loose-leaf, each lesson is written in a separate sheet with the accompanying exercises similar to the SRA materials. Each lesson starts with a reading selection which can take the form of a story or information selection. This is followed by a comprehension check-up designed to develop the pupils' ability to understand what he reads. The questions deal on details, main idea, sequence, drawing conclusions, predicting outcomes and cause-and-effect relationship.

The exercises on LEARN ABOUT WORDS follow the comprehension questions. They are designed to develop and strengthen the pupil's word attack skills and to build his vocabulary. Each exercise consists of a teaching stimulus and practice items. The teaching part can be in the form of a brief explanation, an illustration, examples, sentences or generalization which point out the skill for study. These are extracted from the reading selection under study or previous stories if these are not manifested in the present selection. The practice items provide the pupil appropriate practice by which he learns or master the skill.

A Key to Correction for each lesson in a separate sheet is provided for self-correction. A pupil should know right away whether his responses are correct or not. If his response is correct, the feed-back serves as a

reward; if his response is incorrect, the feedback will help him redirect his efforts (2).

General Direction for Using the Materials

Generally, the materials are self-instructional in nature but they can be used by the teacher otherwise. They may lack comprehensiveness because no particular instructional kit can cover a whole range of experiences and a given array of skills (3). The following suggestions on how to use them are given within these limitations:

1. Diagnosis as an integral part of reading program should be done by using formal or informal means. Since the materials are based on an Informal Reading Inventory (IRI), it is recommended that such informal testing be used. This gives the teacher the idea where a child is at the moment and furnishes him some data of his specific reading difficulty.
2. When the child's reading level is known, the teacher selects the lesson appropriate for him. The lessons are ranked in a continuum of difficulty from easy to hard. The child should be started at a point at which he can perform with reasonable degree of success.
3. When a child's specific reading difficulty is known, the teacher picks out the lesson that may help him correct the particular deficiency. The child may not undergo all the materials consecutively, i. e. from one lesson to another but he takes up those that meet his specific need.
4. Before a child works on the materials, an orientation on how to go about them should be done. It is well to thoroughly explain the way the materials work and to try out freely some lessons.
5. It would be profitable that the foreword to THE PUPIL be explicitly explained before any one starts to work.

6. If the materials are utilized as the sole instructional material to develop a learning task, there is a need to construct more practice items as desired. Review exercises may be developed as needed to direct or link the present task to the next one. Pre-tests and post-test are likely helpful and may be constructed.
7. If the materials are utilized as an adjunct to the teacher's instructional approach or strategy, he should use the materials selectively according to his purposes and the pupil's need. It may be any of the following: to introduce a new lesson or skill, to serve as a follow-up actively, to review a past lesson, to reinforce learning of a skill, to enrich a certain lesson, to serve as an independent activity for some children, to correct or remedy a difficulty and the like.
8. The pupil should be guided in checking his own work and in recording his scores and the items he misses.
9. The teacher should collect and examine the pupils' notebooks and answer pads. He should determine which pupils do not fare well enough at least 80% of the items in the exercises. This may be the basis for reteaching the skill and determining the extent to which additional exercises may be provided. He should let the pupils work again on the lessons or exercises which develop the skill they miss. Pupils who do very well may be asked to help other pupils, not necessarily supplying the right answers to the exercises but as a sort of a guide to help them discover the right ones.

References:

- (1) Edilberto F. Degot. "A Materials Production Project for High School Freshmen: A Modest Beginning", PNC (Micrographed).

(2) Don H. Parker, et. al. Individualizing Learning Through the Reading Laboratory Series. SRA, 1973.

(3) Erlinda M. Cereñas. "A Teaching Module Based on a Fourth Grade Basal Reader for Filipino Children", Unpublished Seminar Paper, UP, 1976.

LESSON 1

Red Hen

"I can't find Red Hen," said Ben

"Where can she be?"

Clack! Clack! Clack!

He went under the house.

He saw Red Hen in the nest.

Red Hen had an egg.

How Well Did You Read?

If you read very well, you can pick out the word that makes each sentence correct. Select your answer from the box.

1. Ben can't find _____.
2. He went under the _____.
3. He saw Red Hen in the _____.
4. She had an _____.

house
nest
Red Hen
egg

Learn About Words

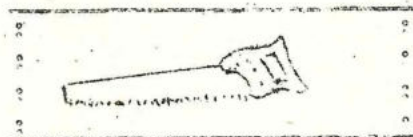
4. Use the letters below to make your own words. Add them to those in the box. The word you make should tell about the picture.

5.



h

6.



s

7.



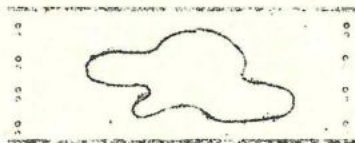
n

aw

ed

en

8.



r

est

3.

red
bed

hen
Ben

get
pet

The two words in each box are almost alike. You must look at the first letter in each word to tell one from the other.

Direction: Read the sentences below. Each sentence has two words in (). They are almost alike. Choose the one that makes the sentence tell about the picture.

9. (Ben, Hen) is a boy.



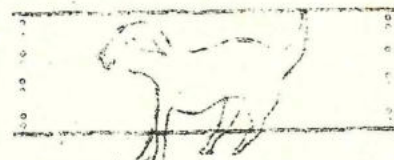
10. The hen is (bed, red).



11. Red Hen is in the (west, nest).



12. My (net, set) dog is brown.



LESSON 2

The Ant and the Rat

It was a hot day.

The ant was busy.

It was carrying food home.

A rat saw the ant.

"Why do you work so hard?"

said the rat. "Look at me, I always play."

"It's good to save food for the rainy day," said the ant. "You should work, too."

-- Adapted

How Well Did You Read?

If you read very well, you can pick out the word that makes each sentence correct. Select your answer from the box.

1. It was a hot _____
2. The ant was _____
3. It was carrying _____ home.
4. The _____ always plays.
5. The _____ saves food.

bus
day
ant
food
rat

Learn About Words

- A. Use the letters below to make your own words. Add them to those in the box. The word you

make should tell about the picture.

6.



r

av

7.



f

one

8.



h

aint

9.



d

ood

10.



r

at

3.

rat
cet

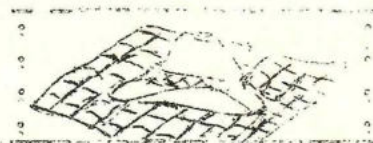
man
fan

can
nap

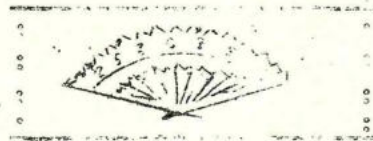
The two words in each box are almost alike. You must look at the first letter in each word to tell one from the other.

Direction : Read the sentences below. Each sentence has two words inside the (). They are almost alike. Choose the one that makes the sentence tells about the picture.

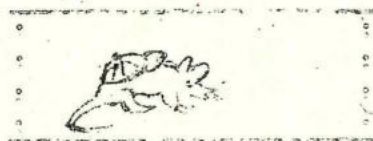
11. A (hat, rat) is on the mat.



12. The (man, fan) is beautiful



13. The rat has a red (can, nap).



14. The girl has a (bag, tag).



15. The (rat, cat) is fat.



LESSON 3

A Song for the King

A bird was hopping merrily.

"Where are you going?" said Bing.

"I'm going to sing a song for the king," said the bird.

"Sit with me. I have seeds for you," said Bing.

"No, thank you, little boy. I saw you catch my sister," said the bird.

The bird flew away.

And she sang a song for the king.

How Well Did You Read?

If you read very well, you can pick out the word that makes each sentence correct. Select your answer from the box.

1. A bird was hopping _____.
2. She was going to sing a song for the _____.
3. Bing is a little _____.
4. He has _____ for the bird.
5. The _____ flew away.

boy
merrily
bird
ing
seeds

Learn About Words

- A. Use the letters below to make your own words. Add them to those in the box. The word you make should tell about the picture.

6.



b

it

7.



s



ing

8.



k

oy

9.		s	ird
10.		b	ed

<div style="border: 1px solid black; padding: 2px; display: inline-block;">sit bit</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">wig rig</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">ring wing</div>
--	--	--

The two words in each box are almost alike. You must look at the first letter in each word to tell one from the other.

Direction: Read the sentences below. Each sentence has two words inside the (). They are almost alike. Choose the one that makes the sentence tell about the picture.

11. This is a (rig, wig)



12. I have a (wing, ring)



13. The boys (sit, bit).



14. The bird has pretty (wings, kings).



15. Piggy can (dig, big)



LESSON 4

Nene's Trip

The sun was up.
 Nene was in a hurry.
 She should not be late.
 She wanted to catch up with
 the bus.
 Soon, the bus left.
 It passed along lines of
 trees.
 It passed along rows of
 small huts.
 Nene saw many things on the
 way.
 It was fun to ride in a bus.
 She enjoyed her trip to the
 province.

How Well Did You Read?

If you read very well, you can pick out the word
 that makes each sentence correct. Select your answer
 from the box.

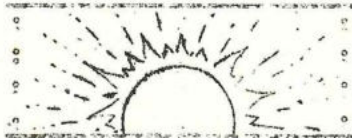
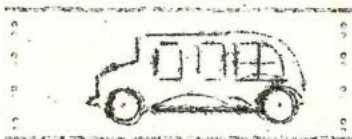
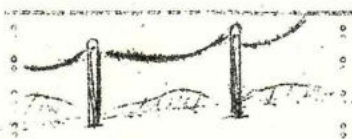

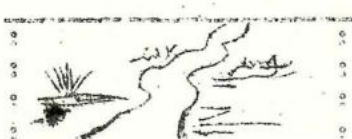
1. The _____ was up.
2. Nene was in a _____.
3. She wanted to catch up with _____
the _____.
4. The bus passed along lines
of _____.
5. It passed along rows of small _____.
6. She enjoyed her _____
to the province.

hurry
bus

huts
trip
trees

Learn About Words

- A. Use the letters below to make your own words. Add
 them to those in the box. The word you make should
 tell about the picture.

7.		s	us
8.		b	ut
9.		l	ur
10.		h	ey
11.		w	ine

B.

sun
fun

hut
but

sun
run

The two words in each box are almost alike. You must look at the first letter in each word to tell one from the other.

Direction: Read the sentence below. Each sentence has two words inside the (). They are almost alike. Choose the one that makes the sentence tells about the picture.

12. The (sun, fun) is hot



13. The (but, hut) is small.



14. Give the (cup, pup) to Lino.



15. Pup can (gun, run).



LESSON 5

The House in the Woods

"Anybody home?" said Dot.
 No one answered.
 She looked around the house.
 There were small and big chairs.
 There were bowls on top of the tables.
 There were small and big bowls.
 There were spoons, too.
 "What's cooking in the pot?"
 she said.
 She went near the pot.
 There was hot rice in it.
 She got some and eat.
 Then she felt better.

How Well Did You Read?

If you read very well, you can pick out the word that makes each sentence correct. Select your answer from the box.

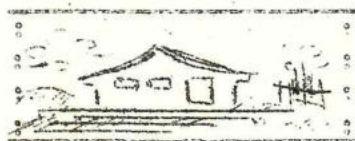
1. Dot looked around the _____.
2. There were _____ on top of the table.
3. There were _____, too.
4. There were hot _____ in the pot.
5. She ate some and felt _____.

spoons
rice
bowl's
better
house

Learn About Words

6. Use the letters below to make your own words. Add them to those in the box. The word you make should tell about the picture.

6.



h

able

7.



ch

con

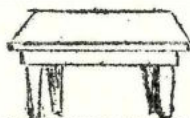
8.



p

air

9.



t

ot

10.



b.

ouse

11.



sp

owl

13.

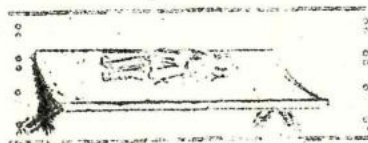
cot
pot

hop
mop

The two words in each box are almost alike. You must look at the first letter in each word to tell one from the other.

Direction: Read the sentences below. Each sentence has two words inside the (). They are almost alike. Choose the one that makes the sentence tells about the picture.

12. The doll is one the (cot, pot).



13. This (pot, dot) is big.



14. Red hen can (mor, hor).



15. The bowl is on (top, cop)
of the table.



LESSON 6

Boots in School

It was the first day of school.
 Boots went to school early.
 He was eager to see his new classmates.
 He saw a new pupil sitting under a tree.
 He went near her.

"Hi! I'm Boots,"

"Hello! I'm Lora," she answered.

"You are a newcomer, aren't you? What grade are you in?" she asked.

"Grade four," she said.

Suddenly the bell rang.

"Come, I'll show you to your room."

Boots said.

How Well Did you Read?

Make each sentence tell about the story. Choose one of the words inside the (). Write that word.

1. It was the first (day, ray) of school.
2. Boots went to (stool, school) early.
3. He saw a pupil sitting under a (free, tree).
4. Suddenly, the bell (rang, sang).
5. "I'll (show, slow) you to your room," said Boots.

Learn About Words

- A. Say the sounds outside the boxes. Then look at the letters inside each box. Add them to those outside the boxes to make six new words. Write the words.

6.

br
bl

 + oom

8.

p
t

 + ool

10.

m
s

 + oon

B. Look at the new words you have made. Choose one that makes each sentence below correct. Write that word.

12. Get the _____ from the cabinet.
13. Flowers _____ around the school.
14. There is a hammer in the _____ box.
15. The water in the _____ is clean.
16. The _____ shines at night.
17. We shall sing some songs very _____.

C. jump wash help stand
 jumps washes helped standing

All the words in the top row end with two consonants. The second row shows how they look with the endings s, es, ed, and ing. When the shorter word ends with two consonants, it usually keeps all its letters. The ending is just added to the word.

Direction: Each word below has an ending. Write the word without the ending. For example, if you read walks, write the shorter word walk.

18. brushes
19. singing
20. talked
21. drinks

LESSON 7

A Day in the Farm

It was Woli's first day in the farm.
 He had come all the way from far Manila.
 He heard much noise in the farm.
 The duck in the yard said, "Quack! Quack!
 Quack!"
 The dog in the cart barked, "Row-wow-wow!"
 The goat in the barn cried, "Mee-mee-mee!"
 "What funny noises! Do you hear them every
 day?" Woli asked Uncle Baron.
 "Yes, we do," said Uncle Baron.
 "We like these noises. I'm sure you will
 like them, too."

How Well Did You Read?

Make each sentence tell about the story.
 Choose one of the words inside the (). Write
 that word.

1. Woli came all the (way, lay) from Manila.
2. He heard much (voice, noise) in the farm.
3. The dog (parked, barked) in the cart.
4. The (goat, boat) cried, "mee-mee-mee!"
5. He (bears, hears) those noises every day.

Learn About Words

- A. Say the sounds outside the boxes. Then look at
 the letters in each box. Add them to those out-
 side the boxes to make six new words. Write the
 words.

6.

f
w

 + er
7.

y
h

 + ard
8.

f
h

 + arm
9.

f
h

 + arm

B. Look at the new words you have made. Choose one that makes each sentence below correct. Write that word.

12. _____ destroys our houses.
13. How _____ is your farm?
14. The animals are in the _____.
15. It's _____ to care for these animals.
16. Pets do not _____ to people.
17. I like to stay in the _____.

C. A Farmer is Working in the Farm

Look at the word working. It has two parts. work and ing. Work is called a rootword and ing is an ending.

Direction: Below are words with their endings. Can you tell their rootwords? Write them.

18. barked
19. quacking
20. ducks
21. watches

LESSON 8

The Talkative Turtle

A talkative turtle lived in a brook.
 He was a good cook.
 He could cook the best soup.
 He had many friends.
 He liked the two birds that lived atop
 a mountain.
 One day, he asked them if he could go with
 them to their home.
 "Well!" said his friends. "Just keep
 your mouth shut."
 "Really?" he answered. "I will."
 They made him bite the middle of a
 long stick.
 Then each bird took one end of the stick
 in his bill.
 They flew high up into the air.
 The talkative turtle seemed to enjoy his trip.
 He wanted to talk.
 Alas, the moment he opened his mouth, he
 fell down, down below.

How Well Did You Read?

Make each sentence tell about the story. Choose
 one of the words inside the (). Write that word.

1. The talkative turtle lived in a (brook, crook).
2. He had many friends because he was a good (book, cook).
3. His friends live atop a (fountain, mountain).
4. They made him bite the middle of a long (stick, brick).
5. They flew high up into the (fair, air).
6. When the turtle talked, he (sell, fell) down.

Learn About Words

- A. The turtle was a good cook.

Look at the underlined words good and cook.
Say them to yourself. The vowel sound in the underlined words is the same. Can you make more words that sound like good and cook?

- | | | |
|-----|----|-------|
| 7. | t | |
| 8. | br | + ook |
| 9. | h | |
| 10. | g | |
| 11. | w | + ood |
| 12. | st | |

B. Look at the new words you have made. Choose one that makes each sentence below correct. Write that word.

13. Teddy _____ my birds away.
14. We love to bathe in the _____.
15. I use a _____ in catching fish.
16. Let's gather _____ in the woods.
17. The turtle can cook _____ food.
18. She _____ by the door.

C. The turtle and the birds had a beautiful friendship.

Look at the word friendship. Say it to yourself.
Can you tell the rootwords in it? friend/ship
Yes, friend and ship are the two rootwords.

Direction: Below are words composed of two rootwords.
Can you identify them in each word? Separate them with a line (/). Do it in your answer sheet.

19. cookbook
20. woodland
21. classmates
22. herself
23. newcomer
24. ballpen
25. handbag.

LESSON 9

What Is It

One day, Alex found a big seed.
 Alex didn't know what this seed was.
 He put the seed in the box and went home.
 "Look, Father," he said. "I found a
 big seed. Is it from a tree? Is it from
 a plant?"

Father said, "I don't know. plant it.
 Then you will know."
 Alex planted the seed near a tree.
 He watered it every day.
 Soon, Alex saw something green growing
 out of the ground.
 "My seed! My seed!" he shouted with
 joy. "Something is growing from it!"
 Father laughed and said, "Good! When
 your seed is a plant."

How Well Did You Read?

Make each sentence tell about the story.
 Choose one of the words inside the ().
 that word.

1. Alex found a (weed, seed).
2. He put the seed in a (box, fox).
3. Alex planted the seed in the (mound, ground).
4. Soon, he saw something green (growing,
 crowing) out of the ground.
5. The seed was a (plant, slant).

Learn About Words

A. tree seed feet

Look at the words above. Say them to yourself.
 The vowel sound in each word is the same. It
 is hard e. Can you make some more words having
 the same vowel sound? Write the words.

6.

fl
tr
gl

 + ee
7.

gr
f
fr

 + eed
9.

m
sw

 + eest
10.

m
sw

 + eest
11.

m
sw

 + eest
12.

m
sw

 + eest
13.

m
sw

 + eest

B. Look at the words you have made. Choose one that makes each sentence below correct. Write that word.

14. The enemies _____ to the woods.
15. The happy children shouted with _____.
16. Alex planted the seed near a _____.
17. The boys _____ the dogs with milk.
18. Araceli _____ the maya in the cage.
19. Wis _____ makes him keep everything he gets for himself.
20. That plant smells _____.
21. Let us _____ in school.

C.

A

B

seed	- seeds	:	bus	- buses	:
plant	- plants	:	class	- classes	:
pesos	- pesos	:	brush	- brushes	:
guava	- guavas	:	church	- churches	:
gate	- gates	:	box	- boxes	:

Look at the pairs of words in boxes A and B. They show how some nouns are formed to mean more than one. Read each pair of words to yourself. How do the words in box A form their plurals? How do the words in box B form their plurals?

Direction: write the plural form of the words in
(). You may look back to boxes A
and B to help you.

- (prize) 22. Teline won two _____ in the contest.
(peso) 23. She got one hundred _____ in one
contest.
(fox) 24. _____ look like dogs.
(dress) 25. I bought two _____ from my savings.
(gas) 26. _____ are harmful substances.
(wish) 27. God granted me my three _____.
(watch) 28. The _____ in that store are costly.

LESSON 10

Lazy Juan

People called him Lazy Juan because he would just play the whole day.

He would lie down under a tree and sleep.

One day, Mother called him to get hay in the farm.

"But, Mother," he said. "I'm still playing."

"Juan, go to the farm or you'll have no supper tonight."

So, Juan went to his way to the farm.

He felt lazy to gather some hay.

He stayed under a tree and lie down.

Nearby, some monkeys gathered around.

"He must be dead," said one. "Let's bury him."

Juan heard them but he was lazy to open his eyes.

He was lazy to get up.

So, the monkeys buried him.

-- Adapted

How Well Did You Read?

Make each sentence tell about the story.

Choose one of the words inside the (). Write that word.

1. Lazy Juan just (sways, plays) the whole day.
2. He would lie down under a tree and (sweat, sleep).
3. Mother told him to get (hay, May) in the farm.
4. Some (donkeys, monkeys) saw him lying down.
5. They thought he was already (read, dead).
6. So, they (buried, hurried) him.

Learn About WordsA. Lazy Juan would play the whole day

Look at the words play and day. Read them to yourself. They sound the same at the end.

Can you make more words with ay? See if they sound the same like day and play. Write the words.

7.	cl	
8.	gr	
9.	sl	+
10.	tr	ay
11.	st	
12.	sw	

B. Look at the words you have made. Choose one that makes each sentence below correct. Write that word.

13. Pots are made of _____.
14. In dancing, we have to _____ our body.
15. My grandmother has a lot of _____ hair.
16. I wish to _____ in Baguio during summer.
17. Put those glasses in the _____.
18. The men _____ the big snake.

C. The house of my brother is in Mabolo street.
 My brother's house is in Mabolo street.

Look at the underlined groups of words. Read them to yourself. My brother's house is a shorter way of saying house of my brother

D. Whose house is in Mabolo? (my brother's)
 The apostrophe (') and s shows that the house belongs to my brother. Brother's is called a possessive: it is a singular possessive because it refers to ownership by one person.

Direction: Write the singular possessive for the underlined words. Use the apostrophe (') and s correctly. The first one is done for you.

19. I lost the pen of my classmate.
 Answer: My classmate's pen.
20. Let's clean the table of our teacher.
21. Who found the book of Luisa?
22. Have you seen the umbrella of Mrs. Moreno?
23. Arrange the desk of the pupil properly.
24. That's the bike of my friend.
25. Ana could not find the house of her uncle in Manila.

LESSON 11

The Hungry Little Mice

Three little mice felt hungry.
They wanted something to eat.
"Let's go and look for food," said one.
"Come, let's hurry," said another.
As they ran off, Mother Mouse reminded,
"Watch out for the cat."
"We will," answered the little mice.
Soon they came upon a little wire house.
"I smell meat," said one.
"Look! There is something to eat in there,"
said another.
"Let's get inside, then," said the third.
The door of the little wire house was wide
open. The mice rushed in. When they were in-
side the house, the door closed behind them.
They could not run out.
Poor little mice!

--- Adapted
Silent Reading Exer-
cises Book I, p. 54.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What were the little mice afraid of?
a. The cat c. The dog
b. The wire house d. Mother Mouse
2. What was in the little wire house?
a. A poison c. A piece of meat
b. A bag d. A cat
3. When the door closed, what happened to the little mice?
a. They were killed.
b. They were imprisoned.
c. They were eaten by the cat
d. They were burned.

4. what lesson does the story tell?
 - a. Look before you jump.
 - b. Stop, look and listen.
 - c. There are many ways of killing a cat
 - d. Stay as sweet as you are.
5. what was the little wire house?
 - a. A toy
 - b. A trap
 - c. A doll's house
 - d. A dog's house
6. What do you think of the mice?
 - a. They were stupid.
 - b. They were wise.
 - c. They were slow.
 - d. They were forgetful.

Learn About Words

- A. The little mice like to eat meat.

Say the word eat. Listen to the sound of the word. It has hard e. Look at the letters in the box below. Add them to eat to make five new words. Write them.

- | | | | |
|-----|------------------------|--|--|
| 7. | m
n
s
h
tr | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
- + eat

- B. Look at the words you have made. Choose the one that makes each sentence below correct. Write that word.

12. There was a piece of _____ in the little wire house.
13. We should _____ old people with kindness.
14. I cannot stand the _____ of the sun.
15. Rose took the _____ near the door.
16. The little girls look _____ with their new aprons.

- C. plan shop rob
 planned shopping robber

All the words in the top row end in one consonant, with one vowel before it.

The second row shows how they look with the endings ed, ing, er. When the shorter words ends in one consonant with one vowel before it, it doubles the last consonant before endings are added.

Direction: Each word below has an ending. Write the word without the ending. For example, if you read running, write the shorter word run.

17. omitted
18. drummer
19. occurring
20. canned
21. cutting
22. chopped
23. swimmer

D.

A

B

: boy	- boys	: city	- cities
: holidays	- holidays	: story	- stories

Look at the pairs of words in boxes A and B. They show how some nouns are formed to mean more than one. All the singular nouns end in y. Which group has a vowel before y? Which group has consonant before y?

How do the words in Box A form their plural?
How do the words in Box B form their plural?

Direction: Write the plural form of the words in parenthesis. You may look back to boxes A and B to help you.

- | | | |
|-----------|-----|---|
| (Sunday) | 24. | Many children earn money during _____. |
| (factory) | 25. | In _____ boys can earn by running errands for the workers. |
| (supply) | 26. | The girl sells school _____ in a news stand. |
| (highway) | 27. | Still others sell fresh fruits along the _____. |
| (family) | 28. | Many _____ feel happy about their children who spend their time wisely. |

LESSON 12.

The Bayanihan Way

Do you have a house to be moved to another place? Or a vast riceland to be cleared? Do it the bayanihan way.

We, Filipinos have a beautiful way of helping one another. When there is work to do such as clearing ricefields, harvesting rice or even a wedding feast, neighbors and friends come to help. They help with the work. They offer their utensils, kitchen wares up to the little thing in the house for use. Sometimes, they give money,, rice, chickens and other things.

This beautiful custom only shows how closely-knit we are. This way we make our work lighter, easier, merrier and more enjoyable.

Many hands make work light, isn't it true?

How Well Did You Read?

1. What is the story about?
 - a) Making one's work easier
 - b) Helping one another
 - c) Borrowing other things
 - d) Giving things to others
2. What does this beautiful custom of the Filipinos show?
 - a) It shows that we are different from each other.
 - b) It shows that we are closely-knit.
 - c) It shows that we are industrious.
 - d) It shows that we are merry people.
3. According to the story, when can we show this trait better?
 - a) When there is ricefield to be cleared.
 - b) When there is a fiesta.

- c) when there is a carabao to be killed.
 - d) when there is a deed to be buried.
4. What is the story trying to tell us?
- a) It tells us that Filipinos are good people.
 - b) It tells us of a good way of spending leisure.
 - c) It tells us of a beautiful trait of the Filipinos.
 - d) It tells us that helping one another makes our work easier and lighter.
5. What can helping one another do?
- a) It makes work more difficult.
 - b) It makes work easier.
 - c) It makes work time-consuming.
 - d) It makes work tiresome.

Learn About Words

A. Birds fly.

Say the word fly. Listen to the sound of y. It has the sound of long i. Look at the letters in the box below. Add them to y to make six words. Write them.

- | | | | |
|-----|----|---|---|
| 6. | | | |
| 6. | dr | | |
| 7. | wh | | |
| 8. | sh | + | y |
| 9. | sn | | |
| 10. | sl | | |
| 11. | st | | |

- B. Look at the words you have made. Choose the one that makes each sentence below correct. Write that word.

- 12. During summer, the land is _____.
- 13. We keep our rigs in a _____.
- 14. Tito always watches us secretly. He is a _____.
- 15. "_____ do birds fly?" ask the child.
- 16. The fox is known to be a _____ animal.
- 17. Toms hides from people. She is _____.

C.	live	write	make
	lived	writing	maker

All the words in the top row end with silent e.

The second row shows how they look with the endings ed, ing, er. When the shorter word ends with a silent e, the e is usually dropped before the ending ed, ing, er are added.

Direction: Each word below has an ending. Write the word without the ending. For example, if you read hoping, write the shorter word hope.

18. framing
19. hired
20. baker
21. bitting
22. cared

- D. The books of the pupils got lost.
 The pupils books got lost.

Look at the underlined groups of words. Read them to yourself. The pupils' books is a short way of saying books of the pupils. Whose books got lost? (the pupils) The apostrophe (') after the s shows that the books belong to the pupils. The pupils' is called a possessive; it is a plural possessive because it refers to ownership by many persons.

Direction. Write the plural possessive for the underlined words. Use the apostrophe (') correctly. The first one is done for you.

23. The health of our parents is important.
 Answer. our parents' health.
24. The hats of the students are pretty.
25. The albums of my friends are colorful.
26. No one cleaned the desks of the pupils.
27. The rooms of the teachers are well-decorated.
28. Have you seen the uniform of the girls?

LESSON 13

The Legend of Touch-Me-Not

Have you heard of a flower called touch-me-not?
Do you know why it got its name?

This flower was once a pretty little girl. She came from a very rich family. She lived in a beautiful big house. She wore the loveliest dresses. She had all the nice things she could ask for. But this little girl was proud. She did not like to play with other children. She did not want to share her toys with other girls. When they came near her, she would say, "Don't come near! Don't touch me. You'll soil my lovely dress!"

A fairy saw all what she did. She did not like the little girl. She changed her into a flower. It was called touch-me-not, a name just right for her bad ways.

-Adapted

Silent Reading Exercises
Book I, p. 20.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) It is about a girl who died.
 - b) It is about a flower which was changed into a fairy.
 - c) It is about a girl who was changed into a flower.
 - d) It is about dresses of the pretty girl.
2. What kind of girl was she?

a) A proud girl	c) A poor girl
b) A kind girl	d) An honest girl
3. Why didn't she like to play with other girls?
 - a) Her house might get dirty.
 - b) She didn't like the children.
 - c) She was afraid of the girls.
 - d) Her dress might get soiled.

4. What happened to her?
 - a) She was changed into a plant.
 - b) She was thrown to the river.
 - c) She was changed into a flower.
 - d) She was changed into a fairy.
5. Who punished her?
 - a) Her father
 - b) A magician
 - c) A fairy
 - d) Her godmother
6. Why is the flower called 'touch me not'?
 - a) It never wants to be touched.
 - b) It never wants to play.
 - c) It never likes the fairy.
 - d) It never wears lovely dresses.

Learn About Words

- A. The little girl didn't want children around her.

Say the word around. Listen to the sound of the word. It sounds the same with found. Look at the letters in the box below. Add them to ound to make six new words. The words you will write sound the same with around and found.

- | | | |
|-----|----|-----------|
| 7. | r | + ound |
| 8. | m | |
| 9. | p | |
| 10. | h | |
| 11. | f | |
| 12. | gr | |

- B. Look at the words you have made. Choose the one that makes each sentence below correct. Write that word.

13. We _____ the relay.
14. A _____ dog can follow a person by smelling him.
15. I _____ twenty-five centavos in the street.
16. The earth is _____ like a ball.
17. We plant seeds in the _____.
18. A _____ is a small hill made of soil and stones.

- C. I saw a big bird.
The teacher taught the class how to use crayons.
I bought a pad of paper yesterday.

Look at the underlined words. Say saw, taught, bought to yourself. What sound do you hear in the 3 words?

aw, au, and ou sound like aw in saw.

Practice saying these groups of words.

law	raw	dawn	lawn
taught	caught	naughty	daughter
bought	fought	thought	brought

Direction: Choose the word inside the parentheses that makes each sentence below correct. Write that word.

19. A good citizen obeys the (raw, law).
20. I (thought, brought) home a big frog.
21. Let's clean the (lawn, dawn) of the house.
22. The sun rises at (dawn, lawn).
23. The naughty pupil was (taught, caught) by the teacher. He was cheating.
24. Mrs. Lars (caught, taught) her daughter how to write poem.

- D. Mother scolded Lino. Lino felt unhappy.
The boy did not return the pen he found. He was dishonest boy.

Look at the words unhappy and dishonest.
What syllable was added to happy to show that Lino was not happy? What syllable was added to honest to show that the boy was not honest?
What do un- and dis- mean?

Un- and dis- are called prefixes. They are syllables placed at the beginning of some words.

Direction: Write the word with the prefixes un- and dis- to mean the underlined words.

25. Some children are not tidy in doing their work.
26. The naughty girl was not true to her promise.
27. Some boys do not like scribble.
28. The little boy did not help the old woman. He was not kind.
29. The teacher was not pleased with pupils.
30. Sometimes, it is wise not to trust people.

LESSON 14

Noah's Boat

Long time ago, the people lived a bad life. They became proud and disobedient. They forgot about God. So, God decided to punish them.

But, there was one man named Noah who remained good. He didn't forget to call on God.

One day, God told Noah, "Build an ark huge enough for your family. Take along with you all kinds of animals. Bring enough food. I shall send a big flood to destroy the people."

For many days, Noah and his family built the large boat. Then, they gathered all the animals and took a pair of each kind, male and female. They stored enough food for them and for the animals. Then, they closed the door and windows of the boat tightly.

The rains came and there was flood all over the earth.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. Where did the story take place?
 - a) On earth
 - b) In heaven
 - c) In God's home
 - d) In a kingdom
2. Why did God punish the people?
 - a) They asked God for help every time.
 - b) They stole God's things.
 - c) They had no houses.
 - d) They were proud and disobedient.

3. Why did God save Noah and his family?
 - a) They were rich.
 - b) They lived a good life.
 - c) They were his best friends.
 - d) They had all kinds of animals.
4. How were Noah and his family saved?
 - a) By going up a tall mountain.
 - b) By staying in the ark.
 - c) By praying to God.
 - d) By travelling to other lands.
5. What kind of animals did Noah take along?
 - a) A pair, male and female.
 - b) A pair, black and white.
 - c) A pair a boy and a girl.
 - d) A pair, big and small.
6. What happened to the people?
 - a) They all lived happily.
 - b) They changed their way of life.
 - c) They all died.
 - d) Some of them drowned.

Learn About Words

A. God told Noah to build an ark.

Say the word told. Listen to the sound of the word. You hear the sound of old. Look at the letters in the books below. Add them to old to make six new words.

7.	f		
8.	m		
9.	h		
10.	c	+	old
11.	g		
12.	sc		

B. Look at the words you have made. Choose the one that makes each sentence below correct. Write that word.

13. It is refreshing to drink water.

14. There is _____ in the bread.
15. We _____ the clothes after we iron them.
16. It is not good to _____ a child often.
17. _____ the book properly when reading.
18. _____ is a precious stone.

C. Read the following sentences:

The people were proud.
The owl flies at night.

Look at the underlined words. Say proud and owl to yourself. What common sound do you hear?

ou and ow sound like ou in out.

Practice saying these words.

noun	found	shout	sour
how	down	crown	crowd

Direction: Choose the word inside the parenthesis that makes each sentence below correct. Write the word.

19. santol fruit is (sour, noun, found).
20. A (shout, found, noun) is a name of person, place or thing.
21. I can (shout, found, noun) loudly.
22. The talkative turtle fell (crowd, crown, down) below.
23. A king wears a (crown, crowd, noun).
24. I don't know (cow, how, now) to make a toy airplane.

D. Ben threw the broken ballpen away. It was useless.
Lina put the tray down gently. She was careful.

Look at the words useless and careful.
What syllable was added to use to show that the broken pen was without or no use?
What syllable was added to care to show that Lina was full of care? What does -less mean?
What does -ful mean?
Less and ful are called suffixes. They are syllables added at the end of some words.

Direction: Fill in the blanks with the new form of the group of words inside the parenthesis.
Use the suffixes -less and -ful to make the new words. Write them.

25. The old man is _____ (no tooth)
26. The _____ beggar was driven away. (full of pity)
27. The flood left many people _____ (without homes)
28. They went to see the _____ Mayon Volcano.
(full of beauty)
29. My grandmother prefers _____ dishes. (no meat)
30. She is happy even at work. She is _____. (full of cheer).

LESSON 15

The Princess and Her Golden Ball

A princess was playing with her golden ball. As she was tossing it, it dropped into the pool. She sadly watched it as it sank. She began to ween. "Why do you ween, dear princess?" came a voice from the pool.

The princess looked to where the voice came from. she saw a dirty frog.

"My golden ball! It fell down to the pool!" she cried.

"Please, dear frog. I'll give you any of my Pearls," she said.

"If you promise then," he said.

The frog sank out of sight. Shortly, he came to the surface with the golden ball in his mouth. He threw it to the grass.

The princess was overjoyed to have her ball again. She got it and ran hurriedly to the castle.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What happened to the golden ball?
 - a) It flew high up into the air.
 - b) It dropped into the pool.
 - c) It fell into a well.
 - d) It rolled down to the field.
2. Why did the princess cry?
 - a) She lost her crown.
 - b) She fell into the pool.
 - c) She lost her golden ball.
 - d) She was afraid of the frog.
3. What kind of ball was it?

a) Wooden	c) Rubber
b) plastic	d) Golden

C. rat rip net cut
 rate ripe rope cube

All the words in the top row have short vowel sound. Say the words and listen to the sound of each word.

The words in the second row end with e. The vowel sound in each word is long. The e is silent. Say the words and listen to the long vowel sound.

Practice saying these words.

cap - cape pin - pine hid - hide
 fat - fate sit - site tub - tube

Direction: Choose the word inside the parenthesis that makes each sentence below correct. Write that word.

17. Do (not, note) leave rubbish under your desk.
18. That's a good (sit, site) for the new building.
19. The policeman wears his (cap, cape) always.
20. I (hat, hate) people who are impolite.
21. A (fat, fate) person is not good to look at.
22. Let us play (hid, hide) and sack during recess time.

D. "Don't cry, dear princess," said the frog.

Look at the word don't. Don't is a contraction. It is the short form of do not. The mark (') after n is an apostrophe. It shows that a letter is left out.

Read these contractions:

hasn't - has not we're - we are
 I'm - I am She's - she is

What letter is left out in each contraction? What takes the place of the letters?

Direction. Write the correct contraction of the group of words inside the parenthesis.

- (was not) 23. The princess _____ in the garden.
(have not) 24. "I _____ seen the golden ball," said the frog.
(they are) 25. _____ playing with their new toys.
(I am) 26. _____ the king's daughter,
(She is) 27. _____ not only pretty but kind.
(is not) 28. The frog _____ dirty and old at all.
(we are) 29. _____ going to read the story again.
(has not) 30. Vilma _____ read the story herself.

LESSON 16

Germ Are Also Helpful

¹Many of us know that germs are helpful. They make us sick. But do you know that some germs are helpful to us?

²Certain kinds of germs cause milk to sour and sour milk is good for us. Germs make yeast rise and yeast is a helpful food. The good taste in cheese is produced by germs.

³These kinds of germs are helpful. They are really our friends.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?

a) Sour milk is good.	c) Yeast is helpful.
b) Germs are harmful.	d) Germs are helpful.
2. Are all germs harmful?

a) Yes	c) The story doesn't say.
b) No	d) Sometimes
3. What causes milk to sour?

a) Yeast	c) Cheese
b) All germs	d) Some germs
4. What makes cheese taste good?

a) Sour milk.	c) Yeast
b) Certain germs	d) The story doesn't say.
5. Why are some germs harmful?

a) They make yeast rise.
b) They make milk sour.
c) They make us sick.
d) They make cheese taste good.

6. How can we kill harmful germs?
 a) Use insecticides. c) The story doesn't
 b) Keep ourselves clean. d) Use boiling water.

Learn About Words

- A. Often you can tell the meaning of words by seeing how it is used in the story. The other words in the story can help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

7. That which make us sick; microbes (1)
 8. Having an acid taste like vinegar (2)
 9. Made (2)
 10. Persons dear to us; acquaintances (3)

- B. When you know the meaning of a word and know its first letter you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

11. We can find g_____ in dirty places.
 12. Some fruits are s_____, some are sweet.
 13. We need our f_____ specially during play time.
 14. Marble is p_____ in Romblon.

- | | | | | |
|----|--------|---------|--------|-------|
| C. | garden | girl | guard | good |
| | germs | general | German | giant |

All the words in the top row have the same beginning letter. Say the words and listen to the sound of g. What is the sound?

g is pronounced as in girl when it is followed by s, o, u, i.

The words in the second row also begin with *g*. Say the words and listen to the sound of *g*. What is the sound?

g is pronounced *g*. j in germs it is followed by e and i.

Direction: Choose the word in which each group that has a different sound of *g*. Write that word.

- | | | | | |
|-----|--------|----------|---------|-------------|
| 15. | go | gallon | guide | generous |
| 16. | gentle | glass | gist | giraffe |
| 17. | give | germ for | ginger | gypsy |
| 18. | glory | governor | guitar | genius |
| 19. | game | get | genesis | grandfather |
| 20. | gym | gun | gen | gin |

- | | | | | |
|----|---------|-----------|-------|----------|
| D. | clean | honest | use | care |
| | unclean | dishonest | usual | careless |

The words in the top row are rootwords.

The words in the second row show how the rootwords look after some prefixes and suffixes were added.

Direction: Each word below has been added with a prefix or a suffix. Write the rootword. For example, if you read discontent, write the rootword content.

21. disclose
22. roomful
23. uncover
24. hopeless
25. beautiful
26. discover
27. unublish
28. hairless

LESSON 17

Clothes

¹ Long ago, man did not wear good clothes. He wore animal skins. These animals skin were too warm when it was hot. But they did not keep him warm when it was cold. So, he tried to make better clothes.

² Today, most of our clothes are made of cloth. Cloth comes in many colors. Some clothes are shiny, while others are not. Some are thin, while others are thick. We wear thin clothes when it is hot and thick ones when it is cold.

-- Adapted

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) Animal skins are warm.
 - b) It is all about clothes.
 - c) Clothes are shiny.
 - d) It is about thick clothes.
2. What did man of long ago wears?
 - a) He wore thin clothes.
 - b) He wore animal skins.
 - c) He wore thick clothes.
 - d) He wore shiny clothes.
3. What are clothes of today made of?

a) Plants	c) Animal skins.
b) cloth	d) Grass
4. What will be good to wear on a cold day?

a) Thick clothes.	c) No clothes
b) Thin clothes.	d) Colorful clothes

5. What will be good to wear on a hot day?
 - a) Animal skin.
 - b) Shiny clothes
 - c) Thick clothes.
 - d) Thin clothes.
6. Who learned to make good clothes?
 - a) The story doesn't say
 - b) Animals
 - c) men
 - d) Dressmakers and tailors

Learn About Words

- A. Often you can tell the meaning of a word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

7. Something we wear to cover our body (1)
8. Bright, polished (2)
9. Not too hot, heated to moderate degree (1)
10. Outer part or covering of our body (1)

- B. When you know the meaning of a word and know its first letter, you can often tell what the word is.

Direction: Look at the new words you have just found and learn. Choose the one that makes each sentence below correct. Write that word.

11. People fan themselves when it is w_____.
12. The s_____ protects the different parts of the body and holds them together.
13. We should stay away from muddy places. Our c_____ will get soiled.
14. Looking at s_____ objects like the sun hurts our eyes.

- | | | | |
|----|-----------|--------|-------|
| C. | barangay | eager | tiger |
| | vegetable | region | case |

The underlined g in the words in the top row is pronounced as g as in girl. Say all the words and listen to the sound of g.

In the second row, g is pronounced as j as in germs. Say all the words and listen to the sound g.

Direction: For each word below, write 1 if g is pronounced like j as in germs and 2 if it is pronounced like g as in girl.

15. regard
16. region
17. telegram

18. average
19. engineer
20. angry

- D. family lily story diary
families lilies stories diaries

All the words in the top row end in y. They are singular nouns. The words in the second row show how they were changed to mean more than one.

How were the words changed to plural form?

Direction: Write the plural form of the words in parenthesis. You may look back to the examples to help you.

21. Manila and Cebu are two beautiful _____. (city)
22. _____ (Pony) are baby horses.
23. The _____ (cry) of the children were not heard.
24. Many workers are needed by the _____. (factory)
25. We look back to _____ (memory) when they are good.

- E. Homonyms are words that sound alike but have different meanings and spelling.

See and see sound the same but are not spelled the same. They also have different meanings.

Write the correct word for each of sentences below:

The word _____ mean "appear."
 We _____ in our eyes.

Directions: Read the sentence carefully. Choose the correct word inside the parenthesis that makes each sentence correct. Write that word.

26. A (bare, bear) is a wild animal.
27. Let us (right, write) our names clearly.
28. We buy (most, more) by the kilo.
29. Please leave your things (their, there).
30. The man (red, read) the letter he found on the table.

LESSON 18

S t a r s

¹Long ago, people thought that stars went to sleep and stopped shining in the daytime. As days went on wise men studied about the stars and learned many things about them.

²Stars shine with their own light. They are very large suns. Some are even larger than the earth itself. They seem tiny because they are very far away. Stars shine all day and all night, but we see them only at night. In the daytime, the sun shines so very brightly that we see only its light.

---Adapted

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What did the people of long ago think of the stars?
 - a) Stars slept during the daytime.
 - b) Stars hid during daytime.
 - c) Stars played during daytime
 - d) Stars travelled during daytime
2. What do you call the people who study about the stars?

a) Teachers	c) Scientists
b) Starlets	d) Doctors
3. Why do stars look small?
 - a) They are really small.
 - b) They are very far away.
 - c) They travel very fast.
 - d) They are white.
4. Do stars shine all day and night?

a) Yes	c) They story doesn't say.
b) No	d) Sometimes.

5. Why can't we see the stars at daytime?
 - a) They stop shining.
 - b) They hid behind the clouds.
 - c) The sun outshines them.
 - d) The sun covers them.
6. Were the people of long ago right their ideas about the stars?
 - a) The story doesn't say.
 - b) No.
 - c) Maybe.
 - d) Yes.

Learn About Words

4. Often you can tell the meaning of a word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

7. Land; ground; soils; a planet; world (2)
8. Knowing; informed; learned; wise (1)
9. Small; minute (2)
10. Big; huge (2)

8. When you know the meaning of word and know its first letter, you can often tell what the word is.

Directions: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

11. Germs are so t_____ that we can't see them with our eyes.
12. Noah built a l_____ boat enough for his family.
13. Three w_____ men offered gifts to new-born Jesus.
14. Which is a bigger planet, e_____ or Venus.

- | | | | |
|----|--------|--------|---------|
| C. | cert | cub | coconut |
| | center | cirous | citizen |

All the words in the top row have the same beginning letter. Say the words and listen to the sound of c. What is the sound?

c is pronounced k when it is followed by a, o, u.

The words in the second row also begin with c. Say the words and listen to the sound of c. What is the sound.

c is pronounced as s when it is followed by e and i.

Direction: Choose the word in each group that has a different sound of c. Write that word.

- | | | | |
|---------------|-----------|------------|--------------|
| 15. country | coffee | cost | civic |
| 16. capital | celebrate | culture | curfew |
| 17. custom | cook | certain | careless |
| 18. central | circle | control | cigar |
| 19. city | cultivate | centimeter | cereal |
| 20. cigarette | cellar | century | civilization |

- | | | | | |
|----|--------|--------|-------|--------|
| D. | leaf | half | life | knife |
| | leaves | halves | lives | knives |

All the words in the top row end in f and fe. They are singular nouns.

The words in the second row show how they were changed to more than one.

How were the words changed to plural forms?

Direction: Write the plural form of the words inside the parenthesis.

21. The _____ (wife) of the barangay officials were present in the ceremony.
22. The _____ (wolf) are very hungry.
23. Have you read the story "Ali Baba and the forty _____" (thief)?
24. Be sure to dust the _____ (shelf) well.
25. _____ (calf) are young carabaos.

E. Antonyms are words that have opposite meanings.

Large means the opposite of tiny. How are large and tiny different? Try to put each word on the right blank:

Some stars look _____ because they are near.
Some look _____ because they are far away.

Direction: Read the sentences carefully. Write the antonym of each word inside the parenthesis. Be sure the word fits well in the sentence. Write that word.

26. We see the stars at _____ (daytime).
27. A stone will _____ (float) in water.
28. Most _____ (men) dress in style.
29. It is difficult to see things that are _____ (near).
30. Electric light makes our homes _____ (dim).

LESSON 19

Mang Teroy's Big Truck

¹ Mang Teroy is our neighbor. He owns a big truck. He bought it from a man in the city.

² The people in our barangay are happy. Now, we can hire it to transport the fruits and vegetables we raise in our farms to the nearby town. Some can rent it to carry building materials they buy from the store in town. Some are eager that Mang Teroy will be kind enough to give them a free ride to town.

³ Mang Teroy's big truck is a great help to us, isn't it?

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. Who owns a big truck?

a) Mang Ambo	c) Mang Teroy
b) A man from the city	d) Mang Tervo
2. Where did he buy it?

a) Where did he buy it?	c) From a man in the city
b) From a car store	d) From his brother
3. Why are the people happy?

a) They can use it to carry their products.
b) They use it for a picnic.
c) Mang Teroy will give them a free ride.
d) They can use it to carry their relay to town.
4. What can Mang Teroy's truck do for them?

a) It can take them to the market.
b) It can move their houses.
c) It can carry their products to town.
d) It can do the work for Mang Teroy.

5. Is Mang Teroy's truck a big help to the people?
 a) Yes c) The story doesn't say.
 b) No d) Maybe
6. Does Mang Teroy give them a free ride to the market?
 a) No c) Yes
 b) Sometimes d) The story doesn't say

Learn About Words

A. Often you can tell the meaning of a word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look.

7. A strong liking as in _____ to see a circus (2)
 8. A person living near another (1)
 9. To use something and pay money in return (2)
 10. To carry from one place to another (2)

B. When you know the meaning of a word and know its first letter, you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

11. Our friendly n_____ comes to visit us everyday.
 12. Long ago, animals were used to t_____ our products to the market.
 13. Mother went to Manila long time ago. I am e_____ to see her now.
 14. My sister used to r_____ a house. She paid ₱120.00

C. principal dance office
 recall picnic incorrect

All the words in the top row have c at the middle. Say the words and listen to the sound of c. What is the sound?

c is pronounced as s when it is followed by e and i.

The words in the second row also have c at the middle.
Say the words and listen to the sound of c. What is the sound?

c is pronounced as k when it is followed by a,
o and u.

Direction: For every word below, write s if c is pronounced as s and k if c is pronounced k.

- | | |
|-----------------------|----------------------|
| 15. <u>a</u> ctor | 18. distance |
| 16. be <u>c</u> ause | 19. face |
| 17. de <u>c</u> ision | 20. ex <u>c</u> ited |

D. Read these sentences and study them:

A girl's life is enjoyable.
Playing dolls and cooking are girl's games.
The princess' pair of shoes is made of fine material.

Read the sentences again. Do you know that a girl's life is the short way of saying the life of a girl?

What would girl's games mean?
What would princess shoes mean?

Did you notice the use of apostrophe (') and s in the illustration?

Direction: Write the shorter way of saying the following:
Use the apostrophe (') and s correctly.

21. the books of the pupils
22. the work of the fathers
23. the project of the mayor
24. the brother of the heiress
25. the truck of Meng Selo

E. Synonyms are words whose meanings are the same or about the same.

Barangay and barrio are synonyms. How are barangay and barrio alike?

Write the two words which are synonyms meanings "a great body of water".

Ships sail on the _____.
Ships sail on the _____.

Direction: Read the sentences carefully. Write the synonyms of the underlined word in each of the sentences. Choose your answer from the box. Write that word.

- | | |
|--|-----------|
| 26. I fell that there is <u>wind</u> because it is cold. | |
| 27. I am <u>looking</u> for my lost pencil. | searching |
| 28. Don't <u>hurry</u> . Eat slowly. | rush |
| 29. Mang Teroy's truck transports the products the people <u>produce</u> . | breeze |
| | tale |
| 30. The <u>story</u> about Mang Teroy's truck is interesting. | raise |

LESSON 20

Why We Need Plenty of Water

¹Can you believe that more than one-half of our body is made up of water?

²There is water in our blood, sweat, saliva and in many other parts of our body. Without water in our body, we cannot live. Animals' bodies are like ours. They, too, are made chiefly of water.

³Our body loses much water. We lose it in many ways. We lose water when we play, work, cry and when we dispose our waste. So, we have to drink plenty of water everyday. We must replace the lost water by drinking and eating.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) There is water in your body.
 - b) Our body loses much water.
 - c) Lost water can be replaced.
 - d) Why we need plenty of water.
2. What part of our body is made up of water?
 - a) $\frac{3}{4}$
 - b) $\frac{1}{2}$
 - c) $\frac{1}{3}$
 - d) $\frac{3}{2}$
3. Where can we find water in our body?
 - a) In our blood, sweat and saliva
 - b) In our ears, nose and eyes
 - c) In our legs, feet and toes
 - d) In our arms, blood and chest

4. What happens if there is no water in our body?
 - a) We get thirsty.
 - b) We die.
 - c) We are restless.
 - d) We get tired easily.
5. How does our body lose water?
 - a) By laughing and jumping
 - b) By studying and drinking
 - c) By crying and working
 - d) By singing and clapping
6. How can we replace lost water in our body?
 - a) By eating much food
 - b) By playing with water
 - c) By taking a bath
 - d) By drinking plenty of water

Learn About Words

- A. Often you can tell the meaning of a word by seeing how it is used in the story. The words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

7. Perspiration: droplets of water coming out of the skin (2)
8. Much: many: abundant (3)
9. Mainly: principally (2)
10. To get rid of: to throw away (3)

- B. When you know the meaning of a word and know its first letter you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

11. Our daily meal is composed c _____ of rice and fish.
12. Let us think of a better way to d _____ the garbage.
13. After doing a lot of work, much s _____ comes out of our body.
14. There are p _____ of worms early in the morning.

- C. When consonant sounds come together in a spoken syllable, they may form a consonant blend.

play drink cry blood sweat

Read the words above and listen to the sound of the underlined consonant blend.

Every consonant in a blend is heard when the word is clearly spoken.

Direction: Read the question below. Choose the correct word with the consonant blend that answer the question correctly. Write that word.

15. What will you do if you will be given a pencil and crayon?

dream draw drink dress

16. Where does baby sleep?

crowd crop crab cradle

17. How does a ripe mango taste?

sweet sweat swap sweep

18. What does a farmer do with his field?

play plot plow plural

19. What do you call a person who cannot see?

blue block blow blind

- D. with + out = without

Without is a compound word. It is made by putting together two words: with and out

Direction: Copy these words and draw a line (/) between the two small words that make it.
Example: day/time

20. airplane

21. grandmother

22. sunshine

23. sunset

24. tablecloth

25. yourself

- E. Some words may have more than one meaning. Read these sentences and see the different meaning of word.

My classmates were happy. They heard the word of my winning in the Quiz Bee.

I don't believe her anymore. She doesn't keep her word.

Word may mean: 1) promise
2) new

What is the meaning of the word in the first sentence?

What is the meaning of word in the second sentence?

Direction: Read the sentences carefully. Choose the correct meaning for the underlined word in each sentence. Write that word.

26. I saw a beautiful bird in that tree.
cut did see a working tool
27. The carpenter saw the piece of wood into two.
cut did see a working tool
28. This saw is old and rusty.
cut did see a working tool
29. The old man cannot cross the river.
go over mean-looking strike out
30. Mother is cross today. She is angry.
go over mean-looking strike out

LESSON 21

The Little White Hen

¹ There was a little white hen who laid some eggs. She had twelve eggs in the nest. As soon as she laid each egg, she cackled. How she cackled and cackled!

² The farmer's wife came by. She wanted to get the eggs. She got a basket and started to get them. The white hen would not let the woman take them. She made a loud noise. She picked the woman's ~~hand~~ ^{leg}.

³ "The white hen wants to keep her eggs," said the farmer's wife.

⁴ Days went by. The white hen hatched her eggs. She came out with her twelve tiny chickens.

How Well Did You Read?

Answer the following question by picking out the best answer. Write only the letter of the correct answer.

1. What laid some eggs?
 a) The little red hen c) The farmer's wife
 b) The big white hen d) The little white hen
2. How many eggs did she have?
 a) Thirteen c) Twelve
 b) Ten d) Three
3. What did she do after laying each egg?
 a) She ran and cackled.
 b) She looked for worms.
 c) She ran to the farmhouse.
 d) She cackled and cackled.
4. Who wanted to get her eggs?
 a) The farmer's wife c) The farmer's son
 b) The farmer d) The tiny chicks

5. How did the white hen show that she didn't want the farmer's wife to get her eggs?
 - a) It cackled loudly.
 - b) It picked the wife's hands
 - c) It flew out of the nest.
 - d) It got angry.
6. What happened to the eggs?
 - a) They were broken.
 - b) They were hatched.
 - c) They were stolen.
 - d) They were eaten.
7. How does the white hen feel about her little chicks?
 - a) She is afraid.
 - b) She is sad.
 - c) She is happy
 - d) She is excited.

Learn About Words

- A. Often you can tell the meaning of a word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

8. What a hen did after laying an egg (1)
9. To strike with a bill (2)
10. To come out from an egg (4)
11. Very small; little; minute; wee (4)

- B. When you know the meaning of a word and know its first letter, you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

12. The chicks p_____ the big worm they found.
13. The hen c_____ when she called her little chicks.
14. Some eggs are big, some are t_____.
15. Birds also h_____ from eggs.

C. white start twelve bright

All the words above have underlined letters. They are called consonant blends.

Read the words and listen to the sound of the blends. Every consonant in a blend is heard when the word is clearly spoken.

Direction: Read the sentence carefully. Choose the word with the consonant blend that makes each sentence correct.

16. Don't tell the story loudly; just _____ it.
 where wheel why whiper

17. The bus _____ at the station.
 stays stops steps stands

18. Stars _____ at night.
 twinkle two twin twelve

19. Duck like to swim in the _____ brook.
 broken brush bring

D. day eight great laid

The underlined letters in each word above have the same sound. What is the sound?

ay, ei, ea or ai sound like ay as in day.
They have long a sound.

Direction: Try ay, ei, ea or ai in each unfinished word. Decide which letters give you a word that makes sense in the sentences. Write that word.

20. We can make pots out of cl_____.

21. I can't stand. There is p_____n in my right foot.

22. Mercy doesn't follow rules. She often br_____ks them.

23. Miss Lara lives next door to us. She is our n_____ghbor.

24. Do you use a p_____l in fetching water?

- E. Marita ~~read~~ this book yesterday. She liked it very much. She ~~read~~ it the second time.

Look at the underlined word reread.

What syllable was added to read to show that Marita read the book again?

What does re- mean

Re- is called a prefix. It is placed at the beginning of some words.

Direction: Write the word with the prefix re- to mean the underlined words.

25. The teacher told the pupils to write their friendly letters again.
26. The boys painted the fence again.
27. My pen is dry. I'll fill it again.
28. The men built the reading center again.
29. She told the story again to her classmates.
30. Shall we elect a president again?

LESSON 22

Good Teeth

¹Do you know that if we only take good care of our teeth, they will last as long as we live?

²Our teeth do many things for us. One of the most important things they do is chew the food into pieces. What would you do if you were hungry and had no teeth?

³Our teeth also help us talk. Have you heard a person talk who has no teeth? How hard it is to understand him! Our teeth also give shape and form to our face. People who lost most of their teeth do not look nice.

⁴See how important our good teeth are!

How Well Did You Read?

Answer the following questions by picking out the ~~best~~ answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) Our teeth can do many things for us.
 - b) Good teeth are important.
 - c) Good teeth are beautiful.
 - d) Brushing our teeth is important.
2. What is the most important thing that our teeth can do for us?
 - a) They chew our food.
 - b) They help us talk.
 - c) They make us beautiful.
 - d) They are white and shiny.
3. What other thing can teeth do?
 - a) They make our smile sweet.
 - b) They give form to our face.
 - c) They make us look ugly.
 - d) They make us beautiful.

4. Why don't people look nice when they have no teeth?
 - a) They cannot smile.
 - b) The story doesn't say.
 - c) The face doesn't have a good shape and form.
 - d) They have bad breath.
5. What would a person do if he were hungry and had no teeth?
 - a) He would be mad.
 - b) He would get angry.
 - c) The story doesn't say.
 - d) He would cry.
6. How can we take good care of our teeth?
 - a) Brush our teeth everyday.
 - b) Use soap and water.
 - c) Don't eat hard food.
 - d) The story doesn't say.

Learn About Words

- A. Often you can tell the meaning of a word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

7. To break into pieces (2)
8. Having a need or strong liking for good (2)
9. To lessen or decrease in some way; wasted; used (3)
10. Significant (4)

- B. When you know the meaning of a word and know its first letter, you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

11. L _____ water can be replaced by drinking.
12. C _____ the food well before swallowing.

13. He looked h_____ that he ate all the food.
 14. Things we own are i_____ to us.

C. the they their there
 thing three throw thirty

The words in the top row have hard th. They are pronounced like the th in the word this. Say all of them.

The words in the second row have soft th. They are pronounced like the th in the word thing. Say all of them.

Direction: For the following words, write H if th is hard as in this and S if th is soft as in things.

- | | |
|-----------|----------|
| 15. thank | 18. them |
| 16. that | 19. than |
| 17. thick | 20. thin |

D. see piece meat

The underlined letters in all the words have the same vowel sound. Say them and listen to the sound. What is the sound?

ee, ie and ea sound like ee as in see.

They have a long e sound.

Direction: Try ee, ie or ea in each unfinished word. Decide which letters give you a word that makes sense in each sentence. Write that word.

21. Have you seen the new pr_____ st who said mass this morning?
 22. Floro will plant the s_____ds later.
 23. The slow turtle b_____t the rabbit in the race.
 24. Mother kisses Baby on the ch_____k.
 25. The daughter of your brother or sister is your n_____ce.

E. Liza dances well. She's a good dancer.

Who is a good dancer? (Liza) What is a dancer?
(One who dances) ~~that~~ syllable was added to dance
to mean "one who"? - r is a suffix. It is placed
at the end of some words.

Direction: Can you write the meaning of the following
words in another way? For example, teacher-
one who teaches.

- 26. painter
- 27. leader
- 28. writer
- 29. farmer
- 30. catcher

LESSON 23

Travel - Before and Now

¹Long ago, travel was difficult. Men went from one place to another by using his feet. Sometimes, he rode on a raft or an animal.

²In time, man found out how to make wheels. He made a cart and put two or four wheels. He let an animal pull the cart. It made his travel easier and faster.

³Men improved on wheels. Today, we can find many things with wheels. There are wheels in cars, airplanes and trucks and in many other means of transportation. What the ancient man could reach in four long days could now be reached within minutes. Wheels make travel even easier and faster than before.

How Well Did You Read?

ANSWER the following questions by picking out the best answer. Write only the letter of the correct answer.

1. How did men of long ago travel?
a) By riding on a bance c) By riding in an airplane
b) By walking d) By riding in a bus
2. What made his travel easier?
a) Machines c) Animals
b) Gasoline d) Wheels
3. How is travel today?
a) It is tiresome. c) It is more difficult.
b) It is easier. d) The story doesn't say.
4. What is the story about?
a) Travel long ago was difficult.
b) Wheels made travel easier.
c) Animals made travel faster.
d) Travel today is very easy.

Read the words in the top row. Listen to the sound of th. What is the sound?

th is pronounced like the th in the word mother.

Read the words in the second row. Listen to the sound of th. What is the sound?

th is pronounced like the th in the word teeth.

Did you notice the puff of air that comes out of your mouth?

Direction: For each word below, write 1 if the is pronounced like th in mother and 2 if th is pronounced like th in teeth.

- 15. feather
- 16. nothing
- 17. farther

- 18. both
- 19. moth
- 20. clothing

D. fly died asile height

The underlined letters in the words above have the same sound. Read the words and listen to the sound. What is the sound?

y, ie, ai and ei sound like y on fly.
They have long i sound.

Direction: Try ie, y, ai or ei in each unfinished words. Decide which letters give you a word that makes sense in each sentence. Write that word.

- 21. After a long trip, the traveler t____d his animal to a long post.
- 22. At the wedding, the bride and her father walked in the ____sle.
- 23. Fr____d chicken is delicious.
- 24. If at first you don't succeed, tr____ again.
- 25. To know how tall you are, find your h____ght.

- E. Schoolbag is a compound word.
Schoolbag means a bag that a pupil uses in school.

Often the two little words in a compound word keep their meaning when they are joined together.

Tell what compound word is this: a board that is black.
The answer is: blackboard.

Direction: Read the meanings of some compound words below. Think of the compound word that is described by them. Write that word.

26. A brush for the teeth
27. A house where a family lives in the farm.
28. A fish shaped like a star
29. A room where we keep our bed
30. A field where we plant rice.

LESSON 24

What Makes a Fish Swim?

¹What helps a fish move in the water? They don't have legs like us. They don't have wings like the birds. But, they have fins and tails.

²The fins help the fish move in different ways in the water. Some fins push the fish forward. Other fins help it stop. Others help it turn. Others help it move up and down.

³The tail of the fish also helps it move. It helps the fish move from one side to another. It helps the fish move from one side to another. It makes it go forward and backward. The fins and tails make the fish a good swimmer. They make it move through the water quickly and easily.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) What helps a fish move
 - b) The tails and fins of the fish
 - c) How a fish moves
 - d) A fish can swim
2. What makes fish a good swimmer?
 - a) Its wings and feet
 - b) Its legs and hands
 - c) Its fins and tails
 - d) Its scales and eyes
3. What can make a fish stop and turn?
 - a) Its fins
 - b) Its tail
 - c) Its eyes
 - d) Its legs
4. What can make a fish move from one side to another?
 - a) Its eyes
 - b) Its legs
 - c) Its fins
 - d) Its tail

5. What would have happened if fish hadn't had fins and tails?
 - a) They would die.
 - b) They wouldn't be able to swim.
 - c) They wouldn't be able to stop and turn.
 - d) They wouldn't be able to eat.
6. What will a fish do if it meets another fish?
 - a) It will turn away.
 - b) It will stop.
 - c) It will hide.
 - d) It will run fast.

Learn About Words

- A. Often you can tell the meaning of a word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

7. To press forward; to drive; to move forward (2)
8. Fast; rapidly; swiftly (3)
9. To change one's place or position; shift; push (1)
10. Ahead; to the front; onward (3)

- B. When you know the meaning of a word and know its first letter, you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

11. Don't P_____ the cart hard, it will go far.
12. Please help me m_____ this cabinet to that corner.
13. Fall in line and place your hands f_____.
14. Do your work q_____ or you will be late.

C. grow boat soul

The underlined letters in the words above have the same sound. Read them and listen to the sound. What is the sound?

ow, oa and ou sound like ow in grow

They have long o sound.

Direction: Try ow, oa or ou in each unfinished word. Decide which letters give you a word that makes sense in the sentence.

15. A piece of wood fl__ts on water.
16. Jose doesn't kn__ the answer. He is quiet.
17. Give this b__quet of flowers to your teacher.
18. S__k the clothes first before washing them.
19. The baker has made the d__gh. He is baking it now.
20. Put the vegetables in this b__l

D. We say backward in two parts - back and ward. These parts are called syllables. A word may have one syllable or more than one. Each syllable always has vowel in it.

Say fish, water, fins and forward. Which of them have only one syllable?

Direction: Read these words to yourself. Write 1 if the word has one syllable and 0 if it has more than one.

- | | |
|---------------|----------|
| 21. different | 24. down |
| 22. swim | 25. move |
| 23. quickly | |

E

The nine-year-old boy got the first place in Quiz Bee.

Look at the underlined word. Nine-year-old is a compound word. A hyphen (-) is used to separate the parts in the compound.

What boy got the first place in the Quiz Bee? (nine-year-old) saying it another way is: a boy who was nine years old.

Direction: Read each compound word carefully.
Think of saying it in another way.
Write it.

26. Lira is dark-skinned.
27. Butsoy is mud-covered. He played near the creek.
28. The green-colored hat is mine.
29. There were forty-five children in the line.
30. It is nice to drink ice-cold water.

LESSON 25

Lino's New Shoes

¹Lino is Bobby's younger brother. He is still small but he wants to do everything Bobby does. He wants clothes like his brother's, too.

²One day, Mother took him to the store. She bought a new pair of shoes for him. After she had bought shoes for Lino, Mother began to look for shoes for herself.

³Lino couldn't wait for his Mother. He wanted to walk in his new shoes. So, he went out and walked to the streets. He walked and walked. He liked to hear the noise his shoes made. He wanted to show it to his friends and neighbors.

⁴Then, he looked for his Mother. He could not find his way to the store anymore.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) It is about Lino's new shoes.
 - b) It tells how Lino got lost.
 - c) It tells about Mother and Lino.
 - d) It is about Bobby and Lino.
2. Who is Lino?
 - a) Bobby's older brother.
 - b) Mother's Brother.
 - c) Bobby's younger brother.
 - d) Bobby's younger sister.

3. What did Mother buy for him?
 - a) A pair of boots
 - b) A pair of pants
 - c) A new clothes
 - d) A pair of shoes
4. Why did Lino take a walk?
 - a) He wanted to go home.
 - b) He wanted to show his shoes to his friends.
 - c) He wanted to show it to Bobby.
 - d) He wanted to buy ice cream.
5. What happened to Lino?
 - a) He was ran over by the truck.
 - b) He got lost.
 - c) He went home.
 - d) He was caught by a policeman.
6. What does Lino want to do?
 - a) He wants Bobby's clothes.
 - b) He wants to play.
 - c) He wants to wear his shoes.
 - d) He wants to do what Bobby does.
7. How did Mother feel when she learned that Lino was gone?

a) She felt happy	c) She felt sad.
b) She felt worried.	d) She felt excited.

Learn About Words

- A. Often you can tell the meaning of a word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

8. All; total; every object (1)
9. A place where goods are sold; a shop (2)
10. A loud sound that is not good to the ears (3)
11. To stay; rest; remain (3)

- B. When you know the meaning of word and know its first letter, you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

12. I could not sleep last night. There was much n_____ near my bedroom.
13. please w_____ for your turn.
14. There are beautiful dresses in the s_____.
15. I got e_____ we need for the picnic. They are all in this bag.

C.	h <u>a</u> t	k <u>i</u> t	n <u>o</u> t	c <u>u</u> t
	hate	kite	note	cute

All the words in the top row have short vowel sound. Say the words and listen to the sound in each word.

The words in the second row end with e. The vowel sound in each word is long. The e is silent. Say the words and listen to the long vowel sound.

Direction: Choose the word inside the parenthesis that makes each sentence below correct. Write that word.

16. The baby looks (cut, cute) with that dress.
17. Hens can (hop, hope).
18. Look! Those guavas are (rip, ripe).
19. Cats catch (rats, rates) at night.
20. Let's (sit, site) on that bench.

- D. I've means I have
She'll means She will or She shall

Direction: Match the constructions in Column A to their meanings in Column B. Write only the letter of the correct answer.

<u>Column A</u>	<u>Column B</u>
21. he'll	a. I would
22. won't	b. he will
23. can't	c. was not
24. I'd	d. I will
25. I'll	f. will not

- E. Minute may have more than one meaning like:
- a) a short time
 - b) a record of the things taken up in a meeting

Which meaning of minute is shown in each sentence below?

The secretary read the minutes of the meeting.
Please wait a minute. I'm still eating.

Direction: Read the sentences carefully. Decide which meaning is shown by the underlined word. Write the letter of the correct meaning.

- 26. Mother bought Lino's shoes in the store.
a) keep
b) a place where things are sold.
- 27. The farmers store their palsey in a hut.
a) keep
b) a place where things are sold.
- 28. Aling Julia is a good cook.
a) one who prepares special food
b) to prepare food
- 29. Mother cooks food at home.
a) one who prepares special food
b) to prepare food
- 30. A good citizen does not break the law.
a) to divide into parts
b) to disobey.

LESSON 26

¹The fishermen sat wearily on their boat. The men had caught nothing all night. Suddenly, a quite voice called, "Simon, cast your net again."

²Startled, Simon and his brother gazed towards the direction of the voice.

³"Cast your net again, Simon," Jesus said again.

⁴Though Simon and his brother were tired, they waded through the waves pushing back their boat from shore. They cast the net watching it float on the waves and sank deep into the sea. With the aid of their paddles, they steadied the boat and waited.

⁵Suddenly, they were astonished to see fishes swimming from every direction. The net was filled bursting with plenty of fish. A miracle indeed!

⁶All doubts were driven from the brothers' minds. They believed in the Master and became His followers.

Adapted

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What are Simon and his brother?
 - a) Farmers
 - b) Fishermen
 - c) Boatmakers
 - d) Followers

2. Who called Simon?
 - a) The voice
 - b) His brother
 - c) Jesus
 - d) His parents
3. What did Jesus tell Simon to do?
 - a) He told him to throw his net again.
 - b) He told him to go home.
 - c) He told him to go to the deepest part of the sea.
 - d) He told him to wait.
4. What happened after the net was cast again?
 - a) It got lost.
 - b) Big waves came.
 - c) Fishes filled the net.
 - d) Simon went to sleep
5. What title fits the story?
 - a) Simon and His Brother
 - b) The Miracle
 - c) The Fishermen
 - d) The Master and His Followers
6. What did Simon and his brother do after the incident?
 - a) They went home and sold the fish
 - b) They thanked Jesus and left.
 - c) They believed in Jesus and followed Him.
 - d) They cast their net again and again.

Learn About Words

- A. Often you can tell the meaning of a word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

7. A wonder; something that happens which is very far from ordinary (5)
8. Tiredly; unhappy (1)
9. To throw (3)
10. That which is used to row a boat or banca; a car (4)
11. A title of Jesus; teacher; God (6)

- B. When you know the meaning of a word and know its first letter, you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

12. After playing, the boys sat w_____ under the tree.
13. We must pray to the M_____. He is the Savior of all.
14. He has been blind since he was born. A m_____ may make him see.
15. The fishermen left their p_____ on the shore.
16. C_____ the stone further. You might hit the little children.

C.

room	school	pool
look	good	book

The words in the top row have long oo sound. The oo in all the words sounds like ou in you. Read all the words and listen to the sound.

The words in the second row short oo sound. The oo in all the words sounds like u in bus and sun. Read all the words and listen to the sound.

Direction: Read the following words carefully. Write 1 for the words having long oo and 2 for the words having short oo.

17. moon
18. cock
19. broom
20. foot
21. spool

- D. If a word begins with a prefix, it is usually divided into syllables this way:

re/write

dis/play

The first division of the word is the prefix.

Direction: Write each word. Draw a line between the syllables.

- 22. enjoy
- 23. untold
- 24. dismiss
- 25. report
- 26. undress

E. Homonyms are words that sound alike but have different meaning and spelling.

Son and sun the same but are not spelled the same. They also have different meanings.

Decide which word fits each sentence below.

The _____ is hot.

The word _____ means a child who is a boy.

Direction: Read the sentences. Choose the correct word inside the parenthesis that makes each sentence correct. Write that word.

- 27. I don't (no, know) the answer to the question.
- 28. (Our, Hour) house is near the church.
- 29. We (road, rode) on a bus in going to the capital.
- 30. Nothing is (knew, new) in his costume. He is wearing the old one.

LESSON 27

A Good Catcher of Fish

¹Do you of a bird that catches fish well? Do you want to know how it catches its prey?

²The kingfisher is a good catcher of fish. It has keen eyes that help it detect the presence of fish in the water. Once it sees a fish, it flies quickly to the water. It catches the fish with its beak and returns to the tree. It then kills the fish by hitting it on the branch. Then it swallows the whole fish.

³Don't be surprised if you see after some time that the kingfisher puts out scale and bones of the fish it has eaten. The kingfisher's stomach has a way of picking out what is good for its body.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) The kingfisher is the king of all fishes.
 - b) The kingfisher is a good catcher of fish.
 - c) The kingfisher is a wonderful bird.
 - d) The kingfisher has keen eyes.
2. What is a kingfisher?

a) A fisherman	c) A king
b) A bird	d) An insect
3. What helps a kingfisher tell the presence of fish?

a) Its bill	c) Its eyes
b) Its stomach	d) Its feet

4. What does it do once it sees a fish?
 - a) It flies away.
 - b) It catches the fish quickly.
 - c) It stays in the tree.
 - d) It makes a loud noise.
5. How does it kill the fish?
 - a) It swallows the whole fish.
 - b) It pecks it with its beak.
 - c) It puts the fish in the fire.
 - d) It hits the fish on the tree.
6. What do you think of the kingfisher?
 - a) The kingfisher is lazy.
 - b) The kingfisher is wonderful.
 - c) The kingfisher is alert.
 - d) The kingfisher is like a person.

Learn About Words

- A. Often you can tell the meaning of a word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

7. To discover; to find out (2)
8. Bill or mouth of a bird (2)
9. To take into the body through the mouth (2)
10. Covering of the fishes (3)

- B. When you know the meaning of word and know its first letter, you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct.

11. The s_____ of the fish look shiny in the water.
12. He could not d_____ the true from the plastic flowers.
13. It is harmful to s_____ sharp objects.
14. The mays picked up the worm with its b_____.

C. Do you know how a kingfisher catches fish?

Say know and how to yourself. Listen to the sound of ow.

ow in know sounds like long o in no.
ow in how sounds like ou in out.

Direction: Read the following words. Write 1 for the words when you say ow like know and 2 when you say ow like out.

15. bowl

18. bow (to bend one's head forward)

16. cow

19. low

17. mow

20. down

D. When a word has a suffix, it is usually divided into syllables this way:

care/ful

use/ful

It is divided between the rootword and the suffix.

Direction: Write each word. Draw a line between the syllables.

21. quickly

24. friendly

22. helpful

25. joyful

23. seedless

E. Synonyms are words whose meanings are the same or about the same.

Ocean and sea mean the same. It means "a great body of water." They are synonyms.

Direction: For each word in Column A, find a synonym in Column B. Write that word.

Column A

Column B

26. detect

ship

27. quickly

learn

28. boast

find out

29. pick out

fast

30. know

slowly

LESSON 28

How Saliva Aids Digestion

¹ Have you experienced your mouth watering at the sight, smell or taste of food? You may wonder but it occurs to us.

² This pleasant experience is caused by tiny glands in our mouth. These are called salivary glands. These glands secrete a limy liquid called saliva. The saliva is poured into the mouth each time we feel hungry, see or smell food.

³ The saliva aids in the process of digestion. It destroys certain germs and changes starch to sugar. It keeps the lining of the mouth and throat moist. When we put food into our mouth, we chew it slowly while the saliva spreads itself about the food. This way it softens the food so that our teeth can easily break them into pieces. Then we can swallow the food with ease.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) How we smell food
 - b) How saliva helps digestion
 - c) The salivary glands
 - d) How saliva destroys germs
2. What happens when we see or smell food?
 - a) The salivary glands water
 - b) We feel hungry.
 - c) Our mouth waters.
 - d) Our mouth opens.
3. What causes the watering of our mouth?
 - a) Germs
 - b) Salivary glands
 - c) Digestion
 - d) starch

4. What can the saliva do?
 - a) It makes our teeth strong.
 - b) It destorys our mouth.
 - c) It chews the food.
 - d) It helps in digesting food.
5. When is saliva poured into the water?
 - a) when we feel tired
 - b) when we run often
 - c) when we see food
 - d) when we go to bed
6. As the saliva softens the food, what happens then?
 - a) Swallowing is more difficult.
 - b) Breaking food becomes easier.
 - c) Digesting is longer.
 - d) Chewing is slow.

Learn About Words

- A. Often you can tell the meaning of word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

7. Known; discovered (1)
8. To hide; to produce and give out a secretion (2)
9. Agreeable; good (2)
10. To help; to assist (3)
11. Wet (3)

- B. When you know the meaning of word and know its first letter, you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

12. Durian fruit smells bad, but it has a p_____ taste.
13. In the morning, the grasses are m_____ with dew.
14. A book a _____ us in learning new things.
15. I have e_____ climbing a mountain. It was exciting.
16. Some insects s_____ substances inside their bodies.

- C. Saliva is poured into the mouth when we smell food.

Say poured and mouth to yourself. Listen to the sound of ou. What is the sound?

ou in poured sounds like long oo in food.
ou in mouth sounds like ou in out.

Direction: Read the following words well. Write 1 for words having ou as in poured and 2 for words having ou as in out.

- | | |
|------------------|--------------------|
| 17. <u>about</u> | 20. <u>hour</u> |
| 18. <u>you</u> | 21. <u>through</u> |
| 19. <u>soup</u> | |

- D. When a word has one consonant between two vowels, it is usually divided into syllables this way:

sugar	no/tice
su/gar	

The consonant goes with the letter after it.

Direction: write each word. Draw a line between the syllables.

- | | |
|--------------|-------------|
| 22. detect | 25. towards |
| 23. presence | 26. water |
| 24. return | |

- E. Antonyms are words that have opposite meanings.

Good means the opposite of bad. They are antonyms.

Direction: For each word in Column A, find an antonym in Column B. Write that word.

Column A

Column B

- | | |
|--------------|------------|
| 27. pleasant | dry |
| 28. destroy | watery |
| 29. moist | unpleasant |
| 30. slowly | fast |
| 31. easily | hardly |
| | saves |

LESSON 29

The First Sewing Machine

¹We realize today that we have easier lives than our forefathers had before. We owe these comfortable lives to machines. These machines do much of our work giving us enough time for recreation. Naturally, we must be thankful to those people who invented these time-saving devices.

²However, the opposite thing happened to a Frenchman named Thimovier. He invented a sewing machine in 1830. Who would not be happy about it? Imagine how much work it could do with just one tailor doing the work of several. It made one's work easier, too! But, instead of welcoming the worthy invention the tailors destroyed the machine. They were afraid that it would leave many of them jobless.

³Later, they realized that the sewing machine did otherwise. It was improved and found out to be a very good invention.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?

- a) It tells of the first sewing machine.
- b) It tells of Thimovier.
- c) It tells of time-saving devices.
- d) It tells of our forefather.

2. What makes our lives easier?

- a) Sewing machine
- b) Recreation
- c) Machines
- d) Tailors

3. Who made the first sewing machine?
 - a) Timothy
 - b) Edison
 - c) Morse
 - d) Thimovier
4. Why did tailors destroy the early sewing machine?
 - a) It was time-saving
 - b) It was old.
 - c) It would leave many tailors jobless.
 - d) It made the tailors' work difficult.
5. What do you think of the first sewing machine?
 - a) It was useless.
 - b) It was useful.
 - c) It was bad.
 - d) It was worthwhile.
6. What may happen if the sewing machine is left destroyed?
 - a) We may not have ready-made dresses.
 - b) We may not have tailors and dressmakers.
 - c) We may have a difficult time in making our clothes.
 - d) We may be buying dresses from other places.

Learn About Words

- A. Often you can tell the meaning of a word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

7. That which saves much work and effort (1)
8. Acceptable; agreeable; being in comfort (1)
9. One who makes men's clothes (2)
10. In different means; the opposite (3)
11. Made or created for the first time (2)

- B. When you know the meaning of a word and know its first letter, you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

12. We can often feel asleep easily in a c_____ bed.
 13. The t_____ cannot make the right measurement for my pants.
 14. Samuel Morse i_____ the first telegraph.
 15. Instead of following the rules of the game, he did o_____.
 16. The electric fan is a t_____ appliance. It saves us from fanning with our hands.

C. boy joy toy loyal
 oil soil doing moist

The words in the top row have oy. Read the words and listen to the sound. What is the sound?

The words in the second row have oi. Read the words and listen to the sound. What is the sound?

oy and oi sound like oy in boy.

Direction: Try oy or oi in each unfinished word. Decide which letters give you a word that makes sense in the sentence. Write that word.

17. We plant seeds in the s____l.
 18. S_____ beans are rich in protein.
 19. Little sister jumped with j_____ when she received a doll.
 20. Where are you g_____ng.
 21. The class is n_____sy. Everyone is talking.

D. When a vowel is followed by two consonants, it is usually divided into syllables this way:

in/vent

com/fort

The first syllable usually ends with the first of the two consonants.

Direction: Write each word. Draw a line between the syllables.

22. welcome
 23. destiny
 24. invent
 25. wonder
 26. number

- E. It was improper for the tailors to destroy the first sewing machine.

Look at the underlined word improper. What syllable was added to proper to show that to destroy the machine was not proper?

What does im- mean?

Im - is called a prefix. It is placed at the beginning of some words.

Direction: Write the word with the prefix im- to mean the underlined word.

27. Line does not greet her teachers. She is not polite.
28. Teodoro is the best pupil in our class, but his score in the last test was not perfect.
29. Anyone who dies is a mortal. Do you know of a person who is not a mortal?
30. Many girls today don't dress carefully and well. Some are not modest in their way of dressing.

The Insect That Sleeps For Seventeen Years

¹Do you know of an insect that sleeps for seventeen years? Unbelievable, but there is!

2 This insect is actually a locust but its name is cicada. After a female cicada lays her eggs in the branches of trees, these eggs hatch into small worm-like creatures. They are called nymphs. These nymphs crawl down the trunk of the trees and bury their lives in the ground. They stay there for seventeen years. After this long slumber, the cicada now a pupa crawls out of the ground and goes up the tree where it waits for the sunshine. Soon, the shell breaks open and the grown cicada flies out. But the adult cicada lives for only six weeks and dies.

3 Isn't it wonderful to sleep for seventeen years and then live for only six weeks?

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) Cicada
 - b) Grasshopper
 - c) Canary
 - d) Nymphs
2. What happens after the female cicada lays its eggs?
 - a) The eggs are broken.
 - b) The female cicada gets into the ground and sleep.
 - c) The female cicada takes care of the eggs.
 - d) The eggs hatch into nymphs.
3. For how long does a baby cicada stay under the ground?
 - a) Seventeen months
 - b) Six weeks
 - c) Seventeen years
 - d) Twelve months

4. What does the pupa do after staying under the ground for 17 years?
 - a) It flies and dies.
 - b) It stays under the sun to dry.
 - c) It goes up the tree and eat a lot.
 - d) It goes up the tree and rests.
5. For how long does the big cicada live?
 - a) Six months
 - b) Six days
 - c) One month and two weeks
 - d) Seventeen months
6. Does it die from harm of other insects?
 - a) Yes
 - b) No
 - c) The story doesn't say
 - d) Sometimes

Learn About Words

- A. Often you can tell the meaning of a word by seeing how it is used in the story. The other words in the story can also help you.

Direction: Find the word in the story that fits each meaning below. The paragraph number tells you where to look. Write that word.

7. Not true; not believable; doubtful (1)
8. Cover; conceal; hide under the ground (2)
9. To come out from an egg (2)
10. Sleep; rest (2)
11. Amazing; astonishing; full of wonder (3)

- B. When you know the meaning of a word and know its first letter, you can often tell what the word is.

Direction: Look at the new words you have just found and learned. Choose the one that makes each sentence below correct. Write that word.

12. We b_____ the seeds in the soil when we plant them.
13. To make the first sewing machine is indeed w_____.
14. For a person to sleep for seventeen years is truly u_____.

15. Babies easily go into s_____ when we sing to them.
 16. The hen h_____ her eggs after sitting on them for a long time.

C. lay - law crab - crawl
 stay - stall cat - call

Read the pairs of words above. Listen to the change of pronunciation in the words.

What becomes of the sound of a when l and w were added after it.

a is pronounced as o in law and all when it is followed by l and w.

Direction: For each word below, form new words using l or w after a. The word you form must fit the meaning inside the parenthesis... Write the word. The first one is done for you.

17. later - _____ (one who studies law)
 Answer: lawyer
 18. take - _____ (to say)
 19. hatch - _____ (a big bird)
 20. hed - _____ (a big and wide room)
 21. tailor - _____ (high)

D. When a double consonant stands between two vowels, the word is usually divided into syllables this way.

yel/low

Bob/by

The word is divided between the consonants.

Direction: Write each word. Draw a line between the syllables.

22. hitting
 23. paddles
 24. happy
 25. swallow
 26. follow

- E. Add - or to invent to make a word that means "a person who invents". See if it fits the sentence below.

Thimmovier was the _____ of the first sewing machine.

-Or is a suffix. It is placed at the end of some words. It changes the original meaning of the word.

Direction: Write the word with the suffix - or to mean the following; For example - one who trains - trainer.

27. One who acts
28. One who writes books
29. One who illustrate in books and comics
30. One who surveys land.

LESSON 31

¹When you hear shouts of fire, what do you do?

²In the old days, when there was a house on fire, the people who come to the rescue grabbed their pails or water cans. They formed two lines between the source of water and the place of fire. The men nearest the water filled the pail or can as fast as he could and passed it on to the next person in the line. He, then, passed it to the man next to him and so on. The last man would pour the water to the house on fire. Then, he gave the empty can to the first man in the other line opposite him. The man in that line passed the empty can back to be filled again.

³Today, when there is fire, firemen on huge fire trucks come to put out the fire.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) How fire helps us
 - b) How firemen put out fire
 - c) How people of long ago put out fire
 - d) What to do when there is fire.
2. How did the people of long ago put out fire?
 - a) They use pails and water cans.
 - b) Firemen used fire trucks.
 - c) They shouted for help.
 - d) They used wet sacks and blankets.
3. What do you think of putting out fire this way?
 - a) It is easy.
 - b) It is enjoyable.
 - c) It is difficult.
 - d) It is dangerous.

4. Which of the following traits tells the people of long ago?
 - a) They were honest.
 - b) They were helpful.
 - c) They were industrious.
 - d) They were cooperative.
5. How can you help put out fire?
 - a) By shouting for help.
 - b) By calling the fire station.
 - c) By putting the fire ourselves.
 - d) By informing the mayor.
6. What title is good for the story?
 - a) The People of Long Ago.
 - b) Putting Out Fire A Long Ago
 - c) The Firemen
 - d) House on Fire

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. A loud cry (1)
8. The act of helping or saving (2)
9. Beginning; origin (2)
10. Big; large; great (3)

- B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

11. No one can _____ you. You talk so low (1)
12. When no one was looking, Peter _____ the guava from her. (2)
13. I peep into the cage and nothing is there. It is _____. (2)

14. Six _____ came one after the other. They were loaded with stones. (3)

C. truck grab last

The underlined letters in the words above are consonant blends. Every letter in a consonant blend is heard when clearly said.

Read tr in truck like when you read tr in true.

Read gr in grab like when you read gr in grow.
Say all the words again and listen to the sound of tr, gr and st.

Direction: Read the sentences carefully. Choose the word with the consonant blend that fits into the sentence. Write that word.

15. He came out _____ in the running contest.
fast must first
16. E.V. Franco buses _____ between Tacloban and Manila.
truck travel transport
17. We can't play today. The _____ is muddy.
growth grain ground
18. Put the glasses on a _____ after washing them.
train tray triangle
19. Nestor _____ the bat while Romeo was holding it.
grabbed grinded greeted
20. Lina is unlucky. She always finishes _____ in our spelling exercise.
nearest last fast

- D. Father's car is blue.
The women's hats are pretty.

Read the underlined group of words in each sentence.

Whose car is blue? (Father's)
Whose hats are pretty? (the women's)

Singular and plural nouns not ending in s show possession by adding apostrophe (') and s.

Direction: Rewrite the underlined words in each sentence using possessives. Use the apostrophe (') and s correctly. The first one is done for you.

21. The project of my friend is really good.
Answer: My friend's project.
22. The voices of the children disturb the class.
23. The plants of the pupils are healthy.
24. The drawing of Nerissa was displayed.
25. The tails of the mice are short.

E. Hear and here sound the same but are not spelled the same. Which one will you use for each sentence below?

Do you _____ those shouts of fire?
 Pile the cans _____. We will fill them
 with water.

Hear and here are called homonyms.

Direction: Read the sentences carefully. Choose the one that makes each sentence correct.
 Write that word.

26. Nobody wanted (to, two, too) help put out the fire.
27. My neighbor said he was (to, two, too) tired.
28. The choir sang a (him, hymn).
29. Bobby asked, so I gave (him, hymn) some candy.
30. The sky is (blue, blew) and cloudless.
31. The wind (blue, blew) hard.

LESSON 32

"Simbang Gabi"

¹Have you attended one of the midnight masses during Christmas. We usually call it "Misa de gallo" or cock's mass because it is held at dawn when roosters crow to announce a new day.

²"Simbang gabi" as Tagalog call it, was introduced many years ago by the first Spanish friars who set foot in our country. At first, the masses were just as cold as the Christmas mornings. The churchgoers grew drowsy during the ceremony. To keep them awake, the friars introduced music in the mass. It was really entertaining and people enjoyed it. Soon, music of our native folkdances and some of the Spanish "fandangos" were added. It was lively indeed that it became a tradition.

³However, in our recent practices, chants, hymns and popular music replace the old music is still there just the same.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) "Misa de gallo"
 - b) Music in our mass
 - c) Our native music and "fandangos"
 - d) Our mass today

2. Who introduced "Misa de gallo" in the Philippines?
 - a) Tagalogs
 - b) Spanish friars
 - c) Filipino people
 - d) Our grandparents

3. Why is it called "misa de gallo"?
 - a) It is said in Spanish language.
 - b) It is a mass for the cocks.
 - c) It is said at dawn.
 - d) It has music.
4. Why were the people drowsy during the mass?
 - a) They did not like the priest.
 - b) They did not like the mass.
 - c) Nothing attracted them.
 - d) The people didn't understand the mass.
5. How did the people show that they liked music in the mass?
 - a) They danced with the music.
 - b) They sang them in the plazas.
 - c) They made it a tradition.
 - d) They held contests.

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

6. Middle of the night; 12:00 o'clock at night (1)
7. That which is said on Sunday by a priest (1)
8. Sleepy; half-asleep; sluggish (2)
9. Custom; belief (2)
10. Religious song; psalm (3)

- B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

11. Farmers get up at _____ just before the sun rises. (1)
12. I can't drink it. The water is too _____.

13. Rudy Fernandez is a very _____ movie actor. (3)
 14. we went to his birthday party. We _____
 dancing (3).

C. crow friar drowsy

The underlined letters in the words above are consonant blends. Every letter in a consonant blend is heard when clearly said.

Read cr in crow like when you read cr in cry.
 Read fr in friars like when you read fr in friends.
 Read dr in drowsy like when you read dr in draw.
 Say all the words again and listen to the sound of cr, fr and dr.

Direction: Read the sentences carefully. Choose the word with the consonant blend that fits into the sentence. Write that word.

15. Roosters _____ early in the morning.
 cross cradle crow
 16. Sometimes we _____ when we sleep.
 drive dream draw
 17. A king wears a _____ on his head.
 crown crowd crop
 18. One-half (1/2) is a _____.
 fragment fraction friar
 19. Do you play the _____ in your school band?
 drama drill drum

D. Luis' pair of shoes is new.
 The girls' plan is to go on a picnic.

Read the underlined group of words in each sentence.

Whose pair of shoe is new? (Luis)
 Whose plan is going on a picnic? (girls')

Singular and plural nouns ending in s show possession by adding apostrophe (') only.

Direction: Rewrite the underlined words in each sentence using possessives. Use the apostrophe (') correctly. The first one is done for you.

20. The house of the heiress is like a palace.
Answer: The heiress' house
21. The room of the teachers are well-decorated.
22. The sewing machine of the seamstress is old.
23. The bell of the princess fell to the pond.
24. The experiments of the pupils are well-done.

E. Words which mean the same are synonyms.

Brook and creek are synonyms meaning "a small body of water".

Both words can be used in this sentence.
Small and big fish live in that .

Direction: Read the sentences carefully. Choose a word from the list which means the same as the underlined word. Write that word.

25. Wild animals live in the woods.
farm forest river
26. The distance around the earth at the equator is
is nearly 25,000 miles.
waist world globe
27. Mother has a huge bag of groceries.
sack pile basket
28. Call the doctor. Baby is sick.
asleep playing ill
29. Let's hurry up. The ceremony is about to start.
close begin end

LESSON 33

Would You Believe It?

¹"A blind person can read? I don't believe you!"

²He can, but not from our books, magazines and posters we ordinarily read. He can in special kind of materials printed in Braille alphabet. Actually, the alphabet was named after its inventor, a Frenchman Louis Braille.

³The letters of the Braille alphabet are represented by raised dots. The alphabet uses one to five dots arranged in different patterns for the different letters. Each pattern stands for a letter. A blind person should master these pattern. Before anything else, the blind person is taught to use his sense of touch in his fingertips. He then passes his fingertips along the line of the Braille print. He must be sensitive to the print. That way, he feels and recognizes the patterns in the print.

⁴At first, reading is difficult and slow, but it becomes faster a lot of practice.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) The inventor of the Braille alphabet
 - b) Reading is difficult
 - c) Special kind of materials
 - d) How a blind person reads
2. Who invented the system of reading described in the story?
 - a) Louis Braille
 - b) A blind person
 - c) Carlos Braille
 - d) Louis Bacon

3. What makes this kind of reading difficult?
 - a) Recognizing the word by just touching it.
 - b) The stories are printed in special kind of materials.
 - c) The alphabet is difficult.
 - d) The patterns are raised dots.
4. Why should a blind person be sensitive to the Braille print?
 - a) To be able to read fast
 - b) To recognize the pattern at once
 - c) To be able to master the pattern
 - d) To memorize the print
5. Why are patterns of raised dots used in place of letters in Braille alphabet?
 - a) It is easy to see the dots.
 - b) It is beautiful to look at.
 - c) It is artistic.
 - d) It is easy to recognize them.

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The words in the story give you the clue.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

6. Not able to see (1)
7. One who invents or constructs maker (2)
8. Sample; model; an artistic design (3)
9. Having power of feeling; easily affected (3)
10. That which is written or marked by stamping (3)

- B. A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each meaning below. A paragraph number tells you where to look. Write that word.

11. We don't _____ that you can run a hundred kilometers. (1)
12. One should know the _____ first before learning how to read. (2)

13. Let's trace the _____ and see what figure is made. (3)
 14. Noli _____ the word but she doesn't know its meaning. (3)
 15. "_____ makes perfect", the saying goes. (4)

C. blind print slow

The underlined letters in the words above are consonant blends. Every letter in a consonant blend is heard when clearly said.

Read bl in blind like when you read bl in blue.
 Read pr in print like when you read pr in principal.
 Read sl in slow like when you read sl in sleep.

Say all the words again and listen to the sound of bl, pr and sl.

Direction: Read the questions carefully. Choose the word with the consonant blend that answer the question. Write that word.

16. What do you call a space for an answer?
 block blank priest
17. Who presides in a club meeting?
 president principal priest
18. What do you do with a piece of bread?
 slap slip slice
19. What do you call the son of a king?
 princess prince prisoner
20. What do you use for our feet?
 slacks slickers slippers

D. bus mass brush church box
 buses masses brushes churches boxes

The words in the top row are singular nouns. They end in s, ss, ch, and x. Say all the words and listen to the ending sound. How many syllables are there in each word?

The words in the second row show their plural form when es is added. Say all the words and listen to the number of syllables.

Singular nouns that end in s, ss, ch and x are made plural by adding es. Another syllable is formed when es is added.

Direction: Read the sentences carefully. Write the plural form of the words in parenthesis.

21. Many movie houses accept _____. (pass)
22. Mother sells _____ for men and women. (watch)
23. _____ are tricky animals. (Fox)
24. Too much heat changes liquid to _____. (gas)
25. Mario hides behind the _____. (bush)

E. Words which mean the opposite are antonyms.

Large means the opposite of small.

Use large and small in each of the sentences below.

An elephant is _____.
An ant is _____.

Direction: Read the short stories below. Choose the correct antonyms for each underlined word. the word you choose should fit well into each sentence. Write that word.

26. The flag is raised during the flag ceremony in the morning.

It is _____ during the flag retreat in the afternoon.

answered lowered finished

27. Lorna collected different kinds of stamp. She grouped the stamps that were _____ in year.
early green alike

28. Danilo prays before going to bed. He prays _____ walking up, too.

today now after

29. Jean finished the Reading test ahead of the others. She said it was easy. But she stayed too long in the Math test. She found it .
difficult new long

30. The rabbit can run so fast that it can beat a turtle so easily in a race. Poor turtle. He runs .
lazily slowly happily

LESSON 34

Funny Frogs

¹Have you seen a frog climbing a tree? If you have and you tell your friends about it, they may think you are joking.

²Several kinds of frogs can climb trees. One of these kinds is the spring peeper. These frogs have suckers at the end of their toes. The suckers enable them to hold on to a tree very well that they are able to climb it.

³Can you imagine a frog an inch long? Spring peepers are only that long but they have a very loud voice. If you hear them croak, you may think they are much larger.... These frogs have a pouch in their throat. When they want to croak, they fill the pouch with as much air as it can hold. When they let the air out of the pouch, the hoarse croaking sound is heard.

⁴Do you know that this sound can be heard as far as half-a-kilometer?

-Adapted

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) Oriole
 - b) Spring peeper
 - c) Mays
 - d) Blue eagle
2. What can its suckers do?
 - a) It can run fast.
 - b) It can hop long distances.
 - c) It can hold on to trees.
 - d) It can croak loudly.

3. How long is the spring peeper?
 - a) An inch
 - b) Two meters
 - c) Three inches
 - d) Two inches
4. What is more unusual of this frog than being too short?
 - a) It has very loud voice.
 - b) It can climb trees.
 - c) It can catch many flies.
 - d) It has a pouch.
5. How does it produce the loud croaking sound?
 - a) It climbs the tree and croaks.
 - b) It lets out the air in the pouch.
 - c) It croaks very hard.
 - d) It uses its suckers.
6. What do you think of the spring peeper?
 - a) It is funny.
 - b) It is wonderful.
 - c) It is queer.
 - d) It is easy to catch.

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clue.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. Speaking or acting causing others to laugh (1)
8. A part of an animal's body used for holding on or climbing (2)
9. Loud and low voice; rough; that which comes from the throat (3)
10. A small bag inside some animals' body (3)
11. To make a hoarse cry; to give out a loud and low cry (3)

- B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

D. Say sister. How many parts does it have?

Each part in a word is called a syllable. Every syllable always has a vowel in it.

Say sister again. Do you hear the vowel sound? It is divided into syllables this way. sis/ter

See the vowel i in sis and vowel e in ter. Sis and ter are syllables in the word sister.

Direction: Syllables are heard when we say them. Read these words and write the number of syllables in each word. For example, three . . .

- | | |
|---------------|---------------|
| 22. frog | 27. print |
| 23. several | 28. enable |
| 24. imagine | 29. inventor |
| 25. kilometer | 30. different |
| 26. larger | |

E. The word sink has more than one meaning. Read this sentence and find out one meaning of the word.

Stone will not float in water; it will sink.

Show another meaning of sink by writing it in the blank beside the picture.



This is a kitchen _____.

Direction: Read the sentences in boxes. Then decide what word to put in each blank. You will find this word in the boxed sentence. As you write the word, think of what it means.

31. : I raise my hand when I feel like reciting. :

Farmers _____ corn and other crops.

32. : We should follow the rules of the school. :

A king _____ in England today.

33. : Father goes to work every day. :

This clock is broken. It doesn't _____
anymore.

34. : The body of a bird is covered with feathers. :

That small _____ of water is a pond.

35. : The handle of the umbrella is broken. :

He is not afraid to _____ a snake.

LESSON 35

¹Do you know of insects smarter than ants? For one thing, ants have nurses for their babies. We think all the while that it is only people who have nurses for their babies.

²The queen ant lays the eggs. These eggs are picked up by the ant nurses and carried to another room. Here, they watch the eggs until they hatch. Then, the ant nurses transfer the ant babies to a special room just like the nursery in a hospital. Since these ant babies can do nothing but wiggle, the ant nurses lick them to keep them clean. They feed them day and night. At night, they take them to a room where it is warm. In the morning, they bring them back to the special room. The ant nurses take good care of the babies until they have grown big enough to do things on their own.

³Aren't ants smart?

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. Why are ants considered smart?
 - a) They can carry loads of food.
 - b) They have nurses for their babies.
 - c) They can wiggle.
 - d) They have a queen ant.
2. What do ant nurses do?
 - a) They take care of the ant babies.
 - d) They feed the queen ant.
 - c) They hatch the eggs.
 - d) They take of the sick ants.

3. After the eggs are hatched, what do the ant nurses do?
 - a) They throw the babies away.
 - b) They eat the ant babies.
 - c) They transfer the ant babies to the nursery.
 - d) They let them die.
4. How do they keep the babies clean?
 - a) They wash them.
 - b) They throw them to the water.
 - c) They lick them.
 - d) They wipe them with leaves.
5. Until when do the ant nurses take care of the babies?
 - a) Until the babies die.
 - b) Until the ant babies become queen.
 - c) Until the ant babies are old.
 - d) Until the ant babies can do things on their own.
6. What title is good for the story?
 - a) The Ant Babies
 - b) The Smart Ants
 - c) The Ant Nurses
 - d) The Special Room

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. Persons employed to care for children and sick people (1)
8. To move from one place to another (2)
9. To go with short, quick movement from one side to another (2)
10. To pass the tongue over something (2)
11. Bright; clever (3)

B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

12. Young children are called _____. (1)
13. A few days after a baby is born, he is placed in a _____; (2)
14. Aunt Luisa's favorite niece is Pee Wee. She baked a _____ cake during his birthday. (2)
15. The sick did not reach the _____. He died on they way. (2)

C. smart special queen

The underlined letters in the words above are consonant blends. Every letter in a consonant blend is heard when clearly said.

Read sm in smart like when you read sm in small.

Read sp in special like when you read sp in spoon.

Read qu in queen like when you read qu in question.

Say all the words again and listen to the sound of sm, sp, and qu.

Direction: Read the question carefully. Choose the word with the consonant blend that answers each question correctly. Write that word.

16. What do you do with a flower?
smile smell smooth
17. What do stars do?
spell speak sparkle
18. What do a cat and a dog do when they get near each other?
quarrel question quotient
19. What do you have after a recitation?
quiz quotient quack
20. What do you do when you meet a friend?
smell smile smoke
21. What do you do with your money?
spell speed spend

- D. Accent (ˈ) shows which syllable in a word is pronounced more strongly or is given emphasis.

Ants have nurses for their babies.

Say babies. How many syllables are there? Say babies slowly and listen to syllable which is pronounced more strongly.

The first syllable ba is pronounced more strongly. It is said longer. Therefore, the accent is on the first syllable.

Direction: Say the words carefully. Write 1 if the accent is on the first syllable and 2 if it is on the second syllable. The first one is done for you.

22. nurses
Answer: 1

23. transfer
24. believe
25. hospital
26. inventor

27. patterns
28. letters
29. person
30. midnight

- E. The word note has more than one meaning. Read the sentence to find one meaning of the word.

I received a note from my friend. Kindly read it for me.

Show another meaning of note by writing it in the blank the picture.

There's a _____ in the staff.

Direction: Read the sentence in boxes. Then decide what word to put in the blank in the sentences that follow. You will find this word in the boxed sentence. As you write the word, think what it means.

31. We spread butter in the bread.

A beautiful _____ or bedspread covers the bed.

32. : A hammer is a useful tool.

the nails slowly. You might get
hurt.

33. : A baseball bat is made of wood.

A _____ is a mouse-like animal with
wings.

34. : The pitcher throws the baseball.

Fill the _____ with water.

35. : Hollow blocks are used in building walls.

That big stone _____ our pathways

LESSON 36

The Fire Accident

¹The Grade IV class was noisy when the teacher came in. She wondered and stood in silence before the class.

²"Ma'am, have you read about the fire near the market?" Mario asked.

³"Three children were burned. They were locked up in a room by their mother before she went to the market," added Anita.

⁴"We are afraid," sighed the children.

⁵"There's really nothing to be afraid of. Just be careful," comforted Mrs. Silva.

⁶"We know. We should not play with matches like those children," answered Manolo.

⁷"Here's one thing more. Do you know what to do in case of fire?" asked the teacher.

⁸"Oh, yes," chorused the children.

⁹Helen began, "We must call the fire station."

¹⁰"If there is an alarm box, we open the box and pull down the handle. It produces a shrill sound that signals the presence of fire," said Lino.

¹¹"That is right. But the most important is to be careful in everything we do," Mrs. Silva advised.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) The fire accident
 - b) How to call the fire station
 - c) What to do in case of fire
 - d) The Grade IV class
2. What were the children talking about when the teacher came in?
 - a) The fire accident near the market
 - b) Their teacher, Mrs. Silva
 - c) The alarm box
 - d) The things that cause fire
3. What caused the fire accident?
 - a) Somebody burned the house.
 - b) The children played with matches.
 - c) A lighted candle burned the curtain.
 - d) Mother left the stove with fire.
4. What is the story trying to tell us?
 - a) Call the fire station when there is fire.
 - b) Be careful to avoid fire.
 - c) Keep the house safe from fire.
 - d) Use the alarm box properly.
5. What should you do when you hear shouts of fire?
 - a) Hide at once.
 - b) Keep silent.
 - c) Run to the church.
 - d) Call the fire station.

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

6. stillness; having no noise (1)
7. imprisoned; unable to come out (3)
8. That which is used to light a candle or lamp (6)
9. A part of a tool which is held by the hand (10)
10. Being around; opposite of absence (10)

B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

11. Let's tidy up our _____. Let's throw these waste paper. (3)
12. Everyone was _____ to see the burned body. (4)
13. _____ burns our important things and destroy houses. (7)
14. The place where fire trucks are kept is called _____. (9)
15. Mother is _____. She never leaves the kitchen unless fire is put out. (11)

C. W R I T E

You are familiar with the word above. Say it and listen to the way you pronounce it.

Did you hear all the sounds of the letters in the word?

Which is the silent letter, the letter not pronounced? The crosses tell you which letters.

Direction: Read the words carefully. Then decide which letter or letters in each word is silent or not pronounced. Write the letter or letters.

- | | |
|-----------|-----------|
| 16. wrong | 19. knock |
| 17. whole | 20. knife |
| 18. knee | 21. knit |

D. Accent (') shows which syllable in a word is pronounced strongly or is given emphasis.

'accident 'market be'fore

Notice the accent mark (') in each word. Say the words. The accented syllable is said longer than the other syllables.

Direction: Say the words carefully. Write 1 if the accent is on the first syllable; 2 if it is on the second syllable and 3 if it is on the third syllable. The first one is done for you.

22. teacher

Answer: 1

23. silence

24. importance

25. afraid

26. careful

27. children

28. accident

29. produces

30. alarm

E. Mrs. Silva's class was inattentive to the lesson. Instead, they talked about the fire accident.

Look at the underlined word inattentive.

What syllables were added to attentive to show that Mrs. Silva's class was not attentive?

What does in- mean?

In- is called a prefix. It is placed at the beginning of some words.

Direction: Write the word with the prefix in- to mean the underline word.

31. All reports were returned by the teacher. They were not correct.

32. The class president is not active anymore. He plays more than he did before.

33. The teacher announces, "Those pupils who are not in complete uniform should go home."

34. I like this kind of cloth. It is not expensive.

35. Six is divisible by 2 and 3, while 13 is not divisible by 5 and 7.

LESSON 37

The Falling Stars

¹You are eager to see a falling stars, aren't you? I know you are because you always hear people say, "Make a wish and it will come true."

²We do not know how true is this. But surely, a falling star is fascinating to see. It leaves a trail of disappearing light behind as it travels the sky. Do you know that it is not a real star? If a real star strikes the earth, there will be no more earth. This "falling star" is really a meteor.

³Meteors are objects smaller than stars traveling in different directions in space. They are in different sizes. They travel very fast. Some of them reach that part of the atmosphere where there is air. Then, they begin to get hot and most of them burn up before they reach the earth. When they become very hot, we see the light and say that we see a "falling star".

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) Why we see a falling star
 - b) The falling star
 - c) The people who see a falling star
 - d) The real star

2. Why are meteors called "falling stars"?
 - a) They really are like falling stars.
 - b) They are big.
 - c) They shine brightly.
 - d) They are fascinating to see.

3. When is a meteor like a falling star?
 - a) When we see a disappearing light.
 - b) When it twinkles
 - c) When it disappears
 - d) When it travels very fast.
4. How do meteors get hot?
 - a) When they get near the sun.
 - b) When they reach that part of the atmosphere where there is air.
 - c) When they are near a fire.
 - d) They travel very fast.
5. How can you tell that there is meteor that reaches the earth?
 - a) There is a flag.
 - b) The wind is strong.
 - c) There is much noise.
 - d) There is disappearing light.
6. What kind of meteors reach the earth?
 - a) Big
 - b) Small
 - c) Many
 - d) Burning

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. That which one wants or longs to have (1)
8. Getting lost little by little; not appearing (2)
9. Attractive; charming; beautiful (2)
10. True; existing; not artificial (2)
11. Whole mass of air surrounding the earth

- B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

13. I have not seen a circus. I'm _____ to go and see it. (1)
14. Look at the _____. There are no clouds covering it. (1)
15. We can't see _____, but we feel it. (3)
16. I can't drink this coffee. It's too _____. (3)

C. Some words have silent letters in the middle. Read these words carefully.

listen	christmess	fascinating
light	Wednesday	chalk

Which letter or letters are not pronounced?

Read the words again. Don't pronounce the silent letters.

Direction: Read the sentences carefully. Choose from the words above the one that makes each sentence correct. Write that word.

17. I can't hear our teacher. Pedro is talking. We should _____ to her.
18. We use a piece of _____ in writing on the blackboard.
19. Maria-Cristina Falls is a _____ waterfall.
20. The happiest time of the year is the _____ season.
21. There's _____ coming out of the window. Maybe sister is still awake.
22. We shall have no classes on _____. It's a holiday.

D. When a double consonant stands between two vowels, the word is usually divided this way:

yellow - yel/low	suddenly - sud/den /ly
------------------	------------------------

The word is divided between the two consonants.

Direction: Write each word. Draw a line between the syllables. The first one is done for you.

- 23. attic
Answer: at/tic
- 24. falling
- 25. arrive
- 26. dresses
- 27. happy
- 28. attractive
- 29. difficult
- 30. middle

E. The softness of the pillow put me to sleep at once.

The noun softness means "the quality of being soft".
It is made by adding the suffix ness to soft.

Direction: Use the suffix ness to make new words that mean the following. Write the word.

- 31. The quality of being sad
- 32. The quality of being kind
- 33. The quality of being polite
- 34. The quality of being poor
- 35. The quality of being thick.

LESSON 38

Dog - Man's Worst Enemy

¹Many tales of heroism and bravery of dogs have been told. Do you remember of a story about a long-lost king and was only recognized by his faithful dog? The dog put him back to the throne! But, this man's best friend can become his worst enemy.

²In our country, many people mostly children die of rabies every year. Rabies is a disease as a result of bites of rabid dogs. The saliva of these dogs contain the virus that causes the disease.

³At the first signs, the patient has fever, sore throat and difficulty in swallowing. He feels pain around the dog bite. This pain turns to paralysis in the patient and continues until it reaches the brain. At this point, the patient turns wild and he feels fear for water or hydrophobia. He experiences convulsions and greater difficulty in swallowing.

⁴While the dog is the most important carrier of rabies, the disease can be transmitted by other animals.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) A dog that recognized a long-lost king.
 - b) The people who get sick with rabies.
 - c) Rabies is caused by rabid dogs.
 - d) The dog is the carrier of the disease.
2. What causes rabies?
 - a) The virus
 - b) The paralysis
 - c) The saliva of the dog
 - d) Fear for water.

3. How is rabies carried to the sick person?
 - a) By means of dog bites
 - b) By eating the dog meat
 - c) By getting near the rabid dog.
 - d) By means of injection
4. What happens when the paralysis reaches the brain?
 - a) The patient feels afraid of dogs.
 - b) The patient has convulsion/
 - c) The patient feels afraid of water.
 - d) The patient runs and runs.
5. Why are dogs worst enemies of man?
 - a) They bite people.
 - b) They bark at people.
 - c) They cause rabies.
 - d) They are helpful.
6. Can rabies be cured?
 - a) Yes
 - b) No
 - c) Sometimes
 - d) The story doesn't say.

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. Very bad; evil; very ill (1)
8. Not a friend; foe (1)
9. Sickness; illness; disorder (2)
10. Mad; affected with rabies (2)
11. Ache as in headache; hurt; discomfort (3)
12. Sent or transferred from one person to another; spread; (4)

- B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look, write that word.

13. I don't forget Father's birthday. I always _____ it. (1)
14. We are eager to listen to the _____ our teacher tells. (1)
15. Japan is a beautiful _____ like the United States. (2)
16. The _____ was rushed to the hospital again. (3)
17. Baby is not all over. I think she has _____. (3)

C. Read the words below. Pronounce them correctly.

climb	comb	thumb
tomb	receipt	debt

What letter is not sounded in each word?

Direction: Read the sentences carefully. Choose from the words above the one that makes each sentence correct. Write that word.

18. Don't _____ a tree. You might fall.
19. Time got paper and pencil from our store without paying for them. This is a _____.
20. During All Souls' Day, we go to the cemetery to clean the _____ of our dead relatives.
21. Your hair doesn't look good. I'll _____ it.
22. Of the five fingers, the _____ is the shortest.

B. When two different consonants come between two vowels, the word is usually divided into syllables this way:

garden - gar/den	monkey - mon/key
remember - re/mem/ber	

The word is divided between the consonants.

Direction: Write each word. Draw a line between the syllables.

- 23. contain
- 24. powder
- 25. important
- 26. market
- 27. fascinating
- 28. objects
- 29. convulsion

E. We may use the prefix in with some of the words, but not to all of them. For example, we can say inactive but we do not say inhappy.

Direction: Decide which of the words can be changed correctly by adding in. Add the prefix to these words and write them.

patient
danger
direct

formal
difficult
famous

dependence
afraid
significant

- 30. _____
- 31. _____
- 32. _____
- 33. _____
- 34. _____
- 35. _____

LESSON 39

¹Do you know that there were no big bodies of water that separated our country from the rest of the world? The early settlers in the Philippines came to this archipelago over land bridges when the sea level was lower. But, when the sea level began to rise, the land bridges disappeared.

²The other migrating people used boats to sail into the islands. These boats were called bangays. The groups of people that came later were more advanced than the aborigines. They were called Malays. They introduced the planting of rice and taro. They brought with them tools which were more efficient. Their tools were made of stones. They had gauges made of stones which were used for building boats. Ornaments and spear points were also made of stones. That showed how resourceful and ingenious our ancestors were.

³Do you know that this group of people also introduced pottery and the practice of placing the bones of the dead in pottery jars?

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What connected the Philippines with other countries?
 - a) Land bridges
 - b) San Juanico Bridge
 - c) A long steel bridge
 - d) A wooden bridge
2. What happened to the land bridges?
 - a) They sank.
 - b) They were washed away.
 - c) They were covered with water.
 - d) They were out.

3. How did the migrating people come to the islands later on?
 - a) By airplane
 - b) By boat
 - c) By motorboat
 - d) By ship
4. In what ways were our ancestors resourceful?
 - a) They made designs.
 - b) They had earrings and bracelets.
 - c) They made houses from stones.
 - d) They made pottery jars and tools from stones.
5. What may happen if the Philippines is still connected with other countries?
 - a) It will be progressive.
 - b) It will be easy to travel.
 - c) Many people from other countries will live here.
 - d) It will be crowded.
6. What title is good for the story?
 - a) The Land Bridges
 - b) The Malays
 - c) The Aborigines
 - d) How the Malays Made Things Out of Stones.

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. Divided; disconnected; kept apart (1)
8. One who settles or stays in a new place (1)
9. Bodies of land surrounded by water (2)
10. Moving; travelling (2)
11. First or earliest people who stay in a place (2)
12. Presented; brought to the public for the first time (3)

- B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

13. Our country is made up of many islands. It is called an _____. (1)
14. A long _____ connects Samar and Leyte. (1)
15. Our great, great grandparents are our _____. (2)
16. His collection of _____ is beautiful. Look at those vases and pots!

C. country rice efficient

You know that many letters can have more than one sound. Say the words above and listen to the sound of the underlined letter c.

Direction: Read the words below correctly. Write 1 if the underlined letter is pronounced as k; 2 if it is pronounced as s and 3 if it is pronounced as sh.

- | | |
|------------------------|------------------------|
| 17. an <u>c</u> estors | 20. gl <u>a</u> acier |
| 18. be <u>c</u> ome | 21. pra <u>c</u> tice |
| 19. oc <u>e</u> an | 22. intro <u>d</u> uce |

D. When only one consonant stands between two vowels, the word is usually divided into syllables this way:

water - wa/ter later - la/ter

The consonant usually goes with the syllable following it.

Direction: Write each word. Draw a line between the syllable.

23. separate
24. many
25. fever
26. remember
27. result
28. saliva
29. travel

- E. Often we can make our own words from words we already know by adding a suffix to it. For example, we can form politeness by adding the suffix ness to the word polite.

Direction: Find a word in each number sentence. Add ness to it to make a new word. The word you form should fit well into each sentence below. Write that word. The first one is done for you.

30. Mary Ann was a kind girl.
She showed her _____ by helping others.
Answer: kindness
31. Teodoro is short.
His _____ makes him look young.
32. Doris speaks in a quiet voice.
The _____ of her voice makes her seem gentle.
33. Ana is always cheerful.
Her _____ makes her win more friends.
34. She is also gentle.
Her _____ makes her friends love her.
35. Peter is careful in crossing the street.
His _____ saved him from the accident.

LESSON 40

A Prison For A Nest

¹The hornbill or the "caleo" is one of the most interesting birds in our wildlife. This bird is shy and keeps itself hidden in the depths of the forest.

²Do you know that this is one bird that builds a very usual nest? While other birds build their nests in a way that mother birds can easily go in and out, the hornbill makes a prison for a nest.

³Father and Mother Hornbill choose a hole in a tree for a nest. When the eggs are laid, Mother Hornbill sits on them to keep them warm. Father Hornbill brings plenty of mud and covers the hole tightly that only the bill of the mother can be seen. Thus, he makes his mate a prisoner in her own nest.

⁴The more wonderful thing is, Father Hornbill never forgets to bring her food every day. He does this until the eggs are hatched and the birdies are strong enough to fly.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about
 - a) Interesting ways of the hornbill
 - b) The unusual nest of the hornbill
 - c) The forest where the hornbill stays
 - d) How Father Hornbill takes care of its family

2. Why are hornbills considered shy?
 - a) They hide in the forest.
 - b) They build unusual nest.
 - c) They make a prison for a nest.
 - d) They have big bills.
3. What kind of nest does a hornbill make?
 - a) It is made of dry leaves.
 - b) It makes a prison for a nest.
 - c) It is made of mud.
 - d) It makes inside trunks of trees.
4. What does Father Hornbill do when Mother Hornbill sits on the eggs?
 - a) He leaves Mother Hornbill.
 - b) He covers the nest with mud.
 - c) He looks for food.
 - d) He destroys the nest.
5. What is more wonderful about the hornbill?
 - a) He makes his mate a prisoner.
 - b) He chooses a hole in a tree for a nest.
 - c) He feeds his mate regularly.
 - d) He hides in the forest all the time.
6. What do you think of the hornbill?
 - a) They are ordinary birds.
 - b) They are industrious birds.
 - c) They are loving birds.
 - d) They are queer birds.

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. Animals or plants that live in the forest (1)
8. Not common; not usual; not ordinary (2)
9. A place where eggs are hatched (3)

10. A place where criminals are kept (2)
 11. Baby birds (4)

B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits each sentence below. A paragraph number tells you where to look. Write that word.

12. There are many wild birds and animals in the _____. (1)
 13. Carpenters _____ houses and big buildings. (2)
 14. Mother covers the sugar bowl _____ so that ants won't get inside. (3)
 15. Brother always waters the plant. But now he _____ to do it. (4)

C. Say each of these words and listen to the sound of g.

cage

given

In what word is g pronounced like the g in go?

In what word is g pronounced like jar?

g in given sounds like g in go.
g in cage sounds like j in jar.

Direction: Read the words below. Write 1 if the underlined g is pronounced as j in jar and 2 if it is pronounced as g in go.

16. frog
 17. cabbage
 18. eggs
 19. foregets

20. giant
 21. angel
 22. age
 23. big

D. Consonant combinations can confuse us in dividing words into syllables.

How will these words be divided?

mother

plenty

prisoner

The blend is considered as one letter. We don't divide a word between the letters in the blend.

See how this is done.

mother - mo/ther plenty - plen/ty
prisoner - pri/so/ner

Direction: Write each word. Draw a line between the syllables. The first one is done for you.

24. establish
answer: es/tab/lish
25. children
26. enchanted
27. country
28. migrating
29. introduced
30. planting

E. Un-, dis-, im- and in- are prefixes meaning not.
We say:

unclean - meaning not clean
disarranged - meaning not arranged
improper - meaning not proper
incorrect - meaning not correct

Direction: Try un-, dis-, im- or in- for each in parenthesis. The word you form should mean the opposite of the word. The first one is done for you.

31. The class ____ (likes) the teacher because he is strict.
answer: dislikes
32. This cabinet is heavy. It is ____ (moveable).
33. This picture does not look good. It is ____ (artistic).
34. These flowers are ____ (real). They are just plastic.
35. Everyone likes to see the zoo. Only Marita ____ (agrees).

LESSON 41

Do You Believe in Superstitions?

¹Filipinos are nature superstitious, but few really believe in superstitions. These superstitions are harmless. They were common many years ago but they seem to have been forgotten nowadays.

²Have you observed that your mother or sister does not sweep the floor after sunset? They have reasons. They believe that if they do, they might sweep the dirt into the eyes of the dwarfs. Dwarfs visit homes after sunset. They cannot be seen. Sometimes, our parents talk to themselves. They seem to ask permission before passing by anthills and crossing fields. That way, they do not destroy the dwarfs' homes.

³These creatures do many things to punish unkind people. They hurt them, give them diseases and cause a painful death. Often, we mistake a headache for something evil done to us by these creatures. We feel very much scared.

⁴We need not be afraid. These are mere superstitions. They are not really true. We only read them from books and hear about them from our grandparents.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) Creatures of our storyland
 - b) Harmless superstitions
 - c) Superstitions in the olden times
 - d) The dwarfs

2. Why don't mothers sweep the floor after sunset?
 - a) They might sweep the dwarfs.
 - b) They might seep the dirt into the eyes of the dwarfs.
 - c) They might make the dwarfs dirty.
 - d) They are too tired.
3. Why do they ask permission before crossing fields?
 - a) So they won't be scolded by the owner.
 - b) So they won't destroy the dwarfs' homes.
 - c) So they won't step on the rice plants.
 - d) So they won't fall.
4. What do the dwarfs do if somebody hurt them?
 - a) They will kill him.
 - b) They will destroy his house.
 - c) They will punish him.
 - d) They will get him.
5. Why shouldn't we be afraid of superstitions?
 - a) They are harmless.
 - b) They are not true.
 - c) They are not common.
 - d) They are only stories.
6. What does the writer say?
 - a) Some superstitions are harmless.
 - b) Some superstitions are harmful.
 - c) Dwarfs do not exist.
 - d) Superstitions are very common.

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. Practices or beliefs because of fear or ignorance; belief in magic (1)

8. Short or little men who cannot be seen (2)
9. Time when the sun sets or disappears (2)
10. Animals or persons (3)
11. The parents of your mother or father (4)

good way to learn words is to use them in sentences.

- B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

12. Some snakes are harmful, some are _____. (1)
 13. Wash your face. There is _____. (2)
 14. Some teachers _____ naughty pupils by having them stand in front of the class. (3)
 15. It's already dark. I'm _____. (4)
- C. Some letter combinations are confusing. We see two letters written together but we don't give them the correct sound. Say these words and see for yourself.

Philippines laugh difficult

What is the sound of ph in Philippines, gh in laugh and ff in difficult?

ph, gh and ff are pronounced as f.

Say the words again. Pronounce ph, gh and ff as f.

Direction: Read these sentences. Choose from the list below each sentence the one with f sound that fits into the sentence.

16. When one catches cold, he _____.
 laughs toughs coughs
17. _____ have big and long ears.
 Photographs graphs Elephants
18. Dora's collection of _____ kinds of stamps is in an album.
 difficult different efficient

19. A mirror is smooth but a sandpaper is _____.
tough rough enough
20. Tina is late. She said the _____ was heavy.
traffic effort offer
21. It was Mother who answered the _____ when it rang.
graph photo phone
22. Read this _____ fast. It is easy.
paragraph phonograph photograph
23. The water in the bowl is not too much nor too small.
It is just _____.
enough rough tough
- D. Often vowel combinations give us a hard time in dividing
a word into syllables.

How will these words be divided?

believe creatures painful

The combination is considered as one letter. We don't
divide the word between the letters in the combination.
See how this is done.

believe - be/lieve creatures - crea/tures
painful - pain/ful

Direction: Write each word. Draw a line between the
syllables. The first one is done for you.

24. diseases
Answer: di/sea/ses
25. reason
26. headache
27. easily
28. bodies
29. people
30. eager

- E. The suffix -er means "one who". Teacher means "one who teaches". But it can mean another.

Which -er in these sentences mean "one who"?

Pedro's father is a believer of superstitions.
The plants are getting taller each day.

Direction: Read these sentences. Write 1 if -er in each word in the sentence means "One who" and 0 if it means another.

31. Rina runs faster than any other pupil in the class.
32. The sweeper today is absent.
33. The grass in that field is greener than this one here.
34. It's cooler in December than in November.
35. Rizal is a great hero. He is a fighter for freedom.

LESSON 42

Vitamins - Harmful

¹The word vitamin comes from the Latin word "vita" meaning life. Vitamins are indeed important to our growth and health. They can be found in food. More often they are popular in tablet and liquid form. But, do you know that taking too much of this kind of vitamins is harmful? This finding was made known by Dr. Quintin L. Kintener, officer-in-charge of the National Institute of Science and Technology.

²Many people take vitamins at the sign of weakening and malfunctioning of the body. They believe that they can take the place of the fresh food and fruits we usually eat everyday. But, they don't know that taking too much of vitamins may result in discomforts and illness. It may cause irritability, loss of body hair and painful swelling in the hands, feet and head.

³Vitamins when taken in moderate quantities can be beneficial to our health. Eating a well-balanced diet may furnish us the vitamins needed by our body without taking too much of the tablet and liquid form.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the story about?
 - a) Vitamins mean life.
 - b) Taking too much of vitamins is harmful.
 - c) Dr. Quintin L. Kintener
 - d) A well-balance diet.

2. What vitamins are referred to in this story?
 - a) Vitamins contained in vegetables
 - b) Vitamins in tablet and liquid form
 - c) Vitamins in a well-balanced diet
 - d) Vitamins contained in fruits
3. Why are vitamins important?
 - a) They make our teeth strong.
 - b) They make our body healthy.
 - c) They make our skin white.
 - d) They make our body weak.
4. When are vitamins beneficial to us?
 - a) When we take them often
 - b) When we take them in moderate quantities
 - c) When we take them once a month
 - d) When we take too much of them
5. When are vitamins harmful?
 - a) When we don't take them
 - b) When we take too much of them
 - c) When we take the wrong vitamins
 - d) When the vitamins are old
6. How can we avoid the harmful effects of vitamins?
 - a) Eat many fruits.
 - b) Take them often.
 - c) Eat a well-balanced diet.
 - d) Take vitamins at the sign of weakening.

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. Well-known; well-liked by the people (1)
8. Not going strong (2)
9. Badly working; failing to function (2)

10. Just enough; average (3)
 11. Give; supply or provide with what are needed (3)

B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

12. Doctors protect the ____ of the people. (1)
 13. Exercising too much is _____. (1)
 14. His _____ cannot be cured by the doctor. (2)
 15. Fresh air is _____ to the health. (3)

fed	bed	did
feed	bead	died

In the words in the top row, you hear the short sound of e or i. In the words in the second row, you hear the long sound of e or i. Say the words and notice the difference.

Often when the vowels ee, ea or ie come together, the first vowel has a long sound and the second vowel is silent.

Direction: Try ee, or ie in each unfinished word. Decide which letters give you a word that makes sense in the sentence. Write the word.

16. He is in the cr__k. He's fishing.
 17. Do you bel__ve that vitamins are harmful?
 18. Please R__d this book. It's interesting.
 19. "The Miracle" is ind__d an interesting story.
 20. Nilo's grandfather is dead. He d__d of flu.
 21. The rosary b__ds are made of polished wood.
 22. Does your pet__t rice bran?

D. sweep brush young tall
 sweeping brushes younger tallest

All the words in the top row end with one or more consonants. The words in the second row show how they look with the endings ing, es, er and est.

When the shorter word ends with one or more consonants, it usually keeps all its letters. The ending is just added to the word.

Direction: Each word has a two - or three-letter ending. Write the word without the ending. For example, if you read duller, write the shorter word dull.

- 23. keeping
- 24. buzzes
- 25. highest
- 26. longer
- 27. visiting
- 28. slowest
- 29. older
- 30. messes

E. The suffix -en means "made of". Wooden means "made of wood". But it can mean another.

Which -en in these sentences means "made of"?

The princess lost her golden ball.
Cesar has broken en his toy train.

Direction: Write 1 if -en in each word in the sentence means "made off" and 0 if it does not.

- 31. The silken en cloth is made into a beautiful dress.
- 32. Listen en to the teacher. She's explaining the experiment.
- 33. Rita's sweater is woolen en.
- 34. The earthen en jar is filled with water.
- 35. Fasten en this picture on the wall.

LESSON 43

¹All day, the whole town had been getting busier and merrier. Colorful banderretas had been put up by young men. In every house, embroidered curtains have been hanged. Children's gay and lilting voices filled the air. People lined the streets going here and there.

²In the Reyes' home, the kitchen had been getting busier, too, and more tempting. It was fragrant with freshly-baked tortas, cookies and simmering calderetas.

³The buttercake just beginning to bake a rich brown had been in the clay-made oven. Everyone from the children's grandfather to the baby came now and then to inspect it.

⁴"May I stay and help?" begged Teresa. "I can wrap the filling with lumpia wrapper."

⁵Arturo offered to peel potatoes. Then, Father looked in trying to lend a hand, too.

⁶"No, thank you," answered Mother. "If you'll just go inside and entertain our visitors, your Lola and I can finish up alone!"

⁷So, Grandfather and the rest closed the kitchen door. There really was nothing to do but wait until dinnertime.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What occasion is described in the story?
 - a) A birthday party
 - b) A wedding
 - c) A fiesta
 - d) A class reunion

2. What makes the town merrier?
 - a) Colorful banderretes
 - b) Embroidered curtains
 - c) Children's gay voices
 - d) The people here and there
3. What makes the Reyes' kitchen more tempting?
 - a) The smell of the food being cooked
 - b) The buttercake
 - c) Father and Arturo
 - d) The visitors
4. Who are cooking?
 - a) Mother
 - b) Grandmother and Mother
 - c) Grandfather and Baby
 - d) Terresa and Arturo
5. What do the rest of the family like to do?
 - a) To eat the buttercake
 - b) To help
 - c) To wrap the lumpia
 - d) To entertain the visitors
6. What title is good for the story?
 - a) The Town Fiesta
 - b) Too Many Helpers
 - c) Dinnertime
 - d) The Reyes' Home

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. A hanging cloth in the window (1)
8. Sweet-smelling like sampaguita (2)
9. That which is used in baking (3)
10. To remove skin or bark of something (5)
11. To receive visitors; to treat with hospitality (6)

B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

12. Mother cooks in the _____. (2)
13. She _____ the meat every now and then. (3)
14. People who visit us are called _____.
15. Call the visitors to the table. It is _____. (7)

boat

wait

easily

In the words above, there are underlined vowels. Often when the vowels oa, ai and ea come together, the first vowel has a long sound and the second vowel is silent.

Say all the words.

oa in boat sounds like o in go.

ai in wait sounds like a in cake.

ea in easily sounds like ee in leave.

Direction: Try oa, ai or ea in each unfinished word. Decide which letters give you a word that makes sense in the sentence. Write that word.

16. The bus is down the r__d.
17. Everyone is afr__d of snakes.
18. A b__r is male pig.
19. There's a long line of people w__ting for the Pope to pass by.
20. There are stories of horrible or__tures in our storybooks.
21. Why were you absent? Give our teacher some good r__sons.
22. The empty bottle fl__ts in water.

D. harvest line begin have
 harvested lined beginning having

All the words in the top row are rootwords.

The words in the second row show how they look when ed, d and ing added.

In harvest and line, the words keep all the letters. The endings ed and d are just added.

In begin, the final consonant is doubled before the ending ing is added.

In have, the silent final e is dropped before the ending ing is added.

Direction: Use the word under each blank, but add the endings ed, d or ing to it. You may have to drop silent e or double the final consonant. When you have decided how to change the word, write the correct form of that word.

23. The palay was .
(harvest)
24. Lolo Selo was .
(smile)
25. "We have !" he said.
(finish)
26. Lola Maria was the snacks.
(prepares)
27. Lucite was the table.
(set)
28. The music was .
(begin)
29. Then Terry .
(dance)
30. Everybody was a good time.
(have)

E. Synonyms are words having the same or almost the same meaning.

Beautiful and lovely have the same meaning. They are synonyms.

Antonyms are words having opposite meanings.

Up is the opposite meaning of down. They are antonyms.

Direction: Read each pair of words below. If the meanings of the two words in each pair are the same, write s. If the meanings are opposite, write o.

- 31. trip - journey
- 32. remember - forget
- 33. first - last
- 34. pouch - bag
- 35. circle - ring

LESSON 44

¹"Look at those Chinese, Fred. See how they enjoy eating. They are having a picnic in the cemetery."

²I told my friend that there was nothing humorous in what the Chinese were doing. It was simply their custom of remembering their dead relatives. They believed that the spirit of the departed member of the family eats with them in that get-together.

³We, Filipinos have our own way of remembering our dead relatives and friends. We often go to the cemetery, put flowers and burn candles at the foot of the grave. We pray, too. We believe that these offerings will enable them to rest in peace.

⁴But surely, you may think what the Japanese do is even more unique and strange. The Japanese celebrates a day for the dead, which they call Bon. They make a lantern and put a lighted candle inside it. They write the name of the dead person on it. They place the lantern on a toy banca and have it float on the river or sea. They believe that the soul of the dead is pleased with this kind of offering.

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. What is the writer trying to tell us?
 - a) There are many ways of remembering our dead.
 - b) Japanese way of remembering dead relatives is the best.
 - c) Different people have different customs.
 - d) We offer many things to the dead.

2. How do the Chinese remember their dead relatives?
 - a) They bring food and offer it.
 - b) They offer flowers and candles.
 - c) They make lanterns.
 - d) They said flowers.
3. What do you call the day for the dead in Japan?
 - a) Offering
 - b) All Souls' Day
 - c) Bon
 - d) Lantern
4. Who puts flowers and candles in graves?
 - a) Chinese
 - b) Spaniards
 - c) Filipinos
 - d) Japanese
5. Which custom is the best?
 - a) Japanese
 - b) Filipinos
 - c) The story doesn't say.
 - d) Chinese
6. What title is good for the story?
 - a) Ways of Remembering the Dead
 - b) Why We Remember Our Dead
 - c) The Japanese and Chinese Way
 - d) Remembering Our Dead

Learn About Words.

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. A place where dead persons are buried (1)
8. Funny; full of humor; comical (2)
9. A tomb; a hole in the ground where the dead body is placed (3)
10. Not common; very unusual; without like or equal (4)
11. That which is common during Christmas (4)

B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

12. Myrna and her friends are preparing food. They are going on a _____. (1)
13. Kissing the hands of our elders is one _____ of the Filipinos. (2)
14. I'll introduce you to our cousins. They are our _____. (3)
15. My teacher smiled when I gave her a present. She was _____. (4)

C. look pray float
 looked prayed floated

All the words above end in ed. Read the words and listen to the different sounds of ed.

ed in looked is pronounced as /t/.
ed in prayed is pronounced as /d/.
ed in floated is pronounced as /id/ but when added to the rootword, it formed another syllable.

Direction: Write 1 if ed is pronounced as /t/;
2 if pronounced as /d/ and 3 if pronounced as /id/ but forms another syllable:

- | | |
|----------------|--------------|
| 16. helped | 20. believed |
| 17. rested | 21. placed |
| 18. celebrated | 22. stayed |
| 19. laughed | |

D. The fish in the river
 All have to go fast.
 In games that they play
 No one will be lest.

In the rhyme above, the word fast sounds the same with another. What word is it?

Fast and last are rhyming words. They have the same ending sound.

Direction: For the words at your left, look for a word that rhymes or sounds the same with them. Write the word.

- | | | | |
|--------------|-----------|-------------|----------|
| 23. those | (does | dose | cause) |
| 24. dead | (pray | head | rest) |
| 25. call | (candle | soul | bell) |
| 26. laughing | (coughing | person | name) |
| 27. pleased | (lighted | lantern | kissed) |
| 28. flowers | (bowers | curlers | friends) |
| 29. family | (floating | remembering | merrily) |
| 30. think | (them | pink | they) |

E. The word playmate is a compound word that can be made from mate. Use the words room and ship to make two more new words.

31. A _____ is a person who works on the same ship with another person.
32. A _____ is a person who shares a room with another person.

Put man in each of these words: marks, truck, mad to form new compound words. Write the correct word in each blank.

33. A _____ is one who is mad or insane.
34. A _____ is one who can shoot well—who can hit the mark.
35. A _____ is a man who drives or works on a truck.

LESSON 45

¹"Mother, I never enjoyed a trip like this before," I exclaimed as I felt the breezy air on my face.

²"Really, son? What made you think so?"
Asked Mother.

³"Well, the road is good. It is well-paved,"
I said.

⁴I remembered the difficult times when the roads were bad and dump.

⁵Just then, we passed by a riceland swarmed with people. It was harvest time, I thought. The field spread golden with those ripened grains. It was beautiful to look at! A label at the middle of the field read: PALAYAN NG BAYAN.

⁶"That's one of the government's projects, son," Mother told me. How I wished to own a field as wide as that.

⁷The trip was as interesting as the beautiful sights I saw from the bus window. The travel was so fast that I did not notice we came upon a bridge.

⁸"The San Juanico Bridge!" I shouted with glee. "Yes, it is!"

⁹As I threw my last glance at the bridge's end, I wondered how it came to be. I asked Mother.

¹⁰"That's where our taxes are spent, son. Taxes help our government put up all those things we saw on the way."

How Well Did You Read?

Answer the following questions by picking out the best answer. Write only the letter of the correct answer.

1. Where does the story take place?
 - a) In a banca
 - b) In a bus
 - c) In a jeep
 - d) In an airplane
2. Why is the son enjoying the trip?
 - a) The sights are beautiful
 - b) The road is well-paved.
 - c) He saw the San Juanico Bridge
 - d) Palayan ng Bayan is good.
3. What sight made the son most happy?
 - a) Palayan ng Bayan
 - b) Good road
 - c) San Juanico Bridge
 - d) The Trip
4. Is it the son's first trip?
 - a) Yes
 - b) No
 - c) Maybe
 - d) The story doesn't say.
5. What is the writer trying to tell us?
 - a) Government projects are good.
 - b) Palayan ng Bayan is an important project.
 - c) Taxes are important.
 - d) Taxes help the government.
6. What title is good for the story?
 - a) My Trip
 - b) Where Our Taxes Go
 - c) Palayan ng Bayan
 - d) The Government Projects

Learn About Words

- A. Often you can find out the meaning of a word by seeing how it is used in the story. The other words in the story give you the clues.

Direction: Find the word in the story that best fits each meaning below. A paragraph number tells you where to look. Write that word.

7. Well-cemented (3)
8. Filled or gathered in big number (5)
9. Something seen; views (7)
10. Happily; joyfully (8)
11. That which is collected by the government from property, individual, business, etc. . . (10)

B. A good way to learn words is to use them in sentences.

Direction: Find the word in the story that fits into each sentence below. A paragraph number tells you where to look. Write that word.

12. Mother and I went to Manila. I enjoyed the _____ because I saw Mayon Volcano on the way. (1)
13. Walk on the right side of the _____. (4)
14. Corn like rice turns yellow when _____. (5)
15. I took one last _____ at the dead body. The I walked away. (9)

C. The word catch ends with tch. The t is a silent letter. For each blank, write the word that ends with tch.

16. His w_____ is too fast. It's fast by twenty minutes.
17. Hens h_____ their eggs by sitting on them.

The word chalk ends with lk. The l is a silent letter. For each blank, write a word that ends with lk.

18. We took a w_____ along the tilapia pond.
19. Have you heard him t_____? He pronounces all words correctly.

The word know begins with kn. The k is a silent letter. For each blank, write a word that begins with kn.

20. Mother uses a _____ when cutting vegetables.
21. They _____ at the door loudly that Baby wakes up.

The word thought ends in ght. The gh is silent. For each blank, write a word that ends with ght.

22. Turn off the electric l_____ before going to bed.

23. She b_____ a pair of shoes for P55.00.

D. Prefixes are syllables placed at the beginning of some words. Examples: displease, untrue

Suffixes are syllables placed at the end of some words. Examples: Weariness, boundless

The prefixes and suffixes change the meaning of words to which they are added.

Direction: Read the following words carefully. Look for the prefix or suffix of each word. Write it.

24. fruitful

28. golden

25. friendless

29. impolite

26. indifferent

30. disobey

27. killer

E. Some words have more than one meaning. For example: handle. Think of the meaning of handle in each of the sentences below.

The handle of the ax is made of wood.
He is not afraid to handle the snake.

Direction: From a given list of meanings, choose the correct meaning of the underlined word in each sentence below. The word you choose should make sense in the sentence. Write only the letter of the correct answer.

Meanings:

- a) a pole
- b) to publish
- c) hurry
- d) to mail
- e) camp

31. We tied our dog to a post.
32. We post notices on the bulletin board.
33. Please ask Willy to post this letter in the Post Office.

Meanings:

- a) of the color green
- b) covered with green plants
- c) unripe
- d) inexperienced
- e) leafy parts of plants

34. Grass is very green after the rain.
35. These tomatoes are not ripe yet. They are still green.

KEY TO CORRECTIONLesson 1

1. Road Hen
2. house
3. nest
4. egg
5. hen
6. saw
7. nest
8. red
9. Ben
10. red
11. nest
12. pet

Lesson 2

1. day
2. busy
3. food
4. rat
5. ant
6. rat
7. food
8. home
9. day
10. rainy
11. hat
12. fan
13. cap
14. bag
15. cat

Lesson 3

1. merrily
2. king
3. boy
4. seeds
5. birds
6. bird
7. sit
8. king

9. seed
10. boy
11. pig
12. ring
13. sit
14. wings
15. dig

Lesson 4

1. sun
2. hurry
3. bus
4. trees
5. huts
6. trip
7. sun
8. bus
9. line
10. hut
11. way
12. sun
13. hut
14. cup
15. run

Lesson 5

1. house
2. bowls
3. spoons
4. rice
5. better
6. house
7. chair
8. pot
9. table
10. bowl
11. spoon
12. cot
13. pot
14. hop
15. top

Lesson 6

1. day
2. school
3. tree
4. rang
5. show
6. broom
7. bloom
8. pool
9. tool
10. moon
11. soon
12. broom
13. bloom
14. tool
15. pool
16. moon
17. soon
18. brush
19. sing
20. talk
21. drink

Lesson 7

1. way
2. noises
3. barked
4. goat
5. hears
6. far
7. war
8. yard
9. hard
10. farm
11. warm
12. war
13. far
14. yard
15. hard
16. farm
17. farm
18. bark
19. quack
20. duck
21. watch

Lesson 8

1. brook
2. cook
3. mountain
4. stick
5. air
6. fell
7. took
8. brook
9. hook
10. food
11. wood
12. stood
13. took
14. brook
15. hook
16. wood
17. good
18. stood
19. cook/book
20. wood/lord
21. class/mates
22. her/self
23. new/comer
24. ball/pen
25. hand/bag

Lesson 9

1. seed
2. box
3. ground
4. growing
5. plant
6. flee
7. tree
8. glee
9. greed
10. feed
11. freed
12. meet
13. sweet
14. flee
15. glee
16. tree
17. feed
18. freed
19. greed
20. sweet

21. meet
22. prizes
23. pesos
24. foxes
25. dresses
26. gases
27. wishes
28. watches
- 29.

Lesson 10

1. plays
2. sleep
33. hay
4. monkeys
5. dead
6. buried
7. clay
8. gray
9. slay
10. tray
11. stay
12. sway
13. clay
14. sway
15. gray
16. stay
17. tray
18. slay
19. my classmate's pen
20. our teacher's table
21. Luisa's book
22. Mrs. Moreno's
- 2 umbrella
23. the pupil's desk
24. my friend's bike
25. her uncle's house

Lesson 11

1. a
2. c
3. b
4. a
5. b
6. a
7. meat
8. nest
9. seat
10. heat

11. treat
12. meat
13. treat
14. heat
15. seat
16. nest
17. omit
18. drum
19. occur
20. can
21. cut
22. chop
23. swim
24. Sundays
25. factories
26. supplies
27. highways
28. families

Lesson 12

1. b
2. b
3. a
4. d
5. b
6. dry
7. why
8. shy
9. spy
10. sly
11. sty
12. dry
13. sty
14. spy
15. why
16. sly
17. shy
18. frame
19. hire
20. bake
21. bite
22. care
23. our parents' health
24. the students' hats
25. my friends' album
26. the pupils' desks
27. the teachers' rooms
28. the girls' uniforms

Lesson 13.

1. c
2. a
3. d
4. c.
5. c
6. a
7. round
8. mound
9. pound
10. bound
11. found
12. ground
13. pound
14. bound
15. found
16. round
17. around
18. mound
19. law
20. law
21. lawn
22. dawn
23. caught
24. taught
25. untidy
26. untrue
27. dislike
28. unkind
29. dis-leased
30. distrust

Lesson 14

1. a
2. d
3. b
4. b
5. a
6. c
7. fold
8. mold
9. hold
10. cold
11. gold
12. scold
13. cold
14. mold

15. fold
16. scold
17. hold
18. gold
19. sour
20. noun
21. shout
22. down
23. crown
24. how
25. toothless
26. pitiful
27. homeless
28. beautiful
29. meatless
30. cheerful

Lesson 15.

1. b
2. c
3. d
4. a
5. a
6. b
7. call
8. fall
9. hall
10. gall
11. small
12. ball
13. call
14. fall
15. gall
16. small
17. not
18. site
19. can
20. hate
21. fat
22. hide
23. wasn't
24. haven't
25. they're
26. I'm
27. she's
28. isn't
29. we're
30. hasn't

Lesson 16

1. d
2. b
3. d
4. h
5. c
6. c
7. germ
8. sour
9. produced
10. friends
11. germs
12. sour
13. friends
14. produced
15. generous
16. glass
17. give
18. genius
19. genesis
20. gun
21. close
22. room
23. cover
24. hops
25. beauty
26. cover
27. publish
28. hair

Lesson 17

1. b
2. b
3. b
4. a
5. d
6. c
7. clothes
8. shiny
9. worm
10. skin
11. warm
12. skin
13. clothes
14. shiny
15. 2

16. 1
17. 2
18. 1
19. 1
20. 2
21. cities
22. ponies
23. cries
24. factories
25. memories
26. bear
27. write
28. meat
29. there
30. read

Lesson 18

1. a
2. c
3. b
4. a
5. c
6. b
7. earth
8. wise
9. tiny
10. large
11. tiny
12. large
13. wise
14. earth
15. civic
16. celebrate
17. certain
18. control
19. cultivate
20. cellar
21. wives
22. wolves
23. thieves
24. shelves
25. calves
26. night time
27. sink
28. women
29. far
30. bright

Lesson 19

1. c
2. c
3. d or a
4. c
5. a
6. b
7. eager
8. neighbor
9. rent
10. transport
11. neighbor
12. transport
13. eager
14. rent
15. k
16. k
17. s
18. s
19. s
20. s
21. the pupils' books
22. the fathers' work
23. the mayor's project
24. the heiress' brother
25. Meng Selo's truck
26. breeze
27. searching
28. rush
29. produce
30. tale

Lesson 20

1. d
2. b
3. a
4. b
5. c
6. d
7. sweat
8. plenty
9. chiefly
10. dispose
11. chiefly
12. disnose
13. sweat
14. plenty
15. draw

16. cradle
17. sweet
18. plow
19. blind
20. air/plane
21. grand/mother
22. sun/shine
23. sun/set
24. table/cloth
25. your/self
26. did see
27. cut
28. a working tool
29. go over
30. mean-looking

Lesson 21

1. d
2. d
4. a
5. b
6. b
7. c
8. cackled
9. pecked
10. hatched
11. tiny
12. necked
13. cackled
14. tiny
15. hatched
16. whisper
17. stons
18. twinkle
19. brook
20. clay
21. pain
22. breaks
23. neighbor
24. rail
25. rewrite
26. repainted
27. refill
28. rebuilt
29. retold
30. reelect

Lesson 22

1. b
2. a
3. b
4. c
5. c
6. d
7. chew
8. hungry
9. lost
10. important
11. lost
12. chew
13. hungry
14. important
15. s
16. h
17. s
18. b
19. h
20. s
21. priest
22. seeds
23. beat
24. check
25. niece
26. one who paints
27. one who leads
28. one who writes
29. one who farms
30. one who catches

Lesson 23

1. b
2. a
3. b
4. b
5. a
6. c
7. difficult
8. travel
9. wheels
10. transportation
11. wheels
12. transportation
13. difficult
14. travel

15. 1
16. 2
17. 1
18. 2
19. 2
20. 2
21. tied
22. aisle
23. fried
24. try
25. height
26. toothbrush
27. farmhouse
28. starfish
29. bedroom
30. ricefield

Lesson 24

1. a
2. c
3. a
4. d
5. b
6. a
7. push
8. quickly
9. move
10. forward
11. push
12. move
13. forward
14. quickly
15. floats
16. know
17. bouquet
18. soak
19. dough
20. bowl
21. 0
22. 1
23. 0
24. 1
25. 1
26. skin that is dark
27. covered with mud
28. green in color
29. forty and five
30. cold like ice

Lesson 25

1. a
2. c
3. d
4. b
5. b
6. c
7. b
8. everything
9. store
10. noise
11. wait
12. noise
13. wait
14. store
15. everything
16. cute
17. hop
18. ripe
19. rats
20. sit
21. b
22. f
23. e
24. a
25. d
26. b
27. a
28. a
29. b
30. b

Lesson 26

1. b
2. c
3. a
4. c
5. c
6. c
7. miracle
8. wearily
9. cast
10. paddles
11. Master
12. wearily
13. Master
14. miracle
15. paddles

16. cast
17. 1
18. 2
19. 1
20. 2
21. 1
22. en/joy
23. un/told
24. dis/miss
25. re/port
26. un/dress
27. know
28. our
29. rode
30. new

Lesson 27

1. b
2. b
3. c
4. b
5. b
6. c
7. detect
8. beak
9. swallows
10. scales
11. scales
12. detect
13. swallow
14. beak
15. 1
16. 2
17. 1
18. 2
19. 1
20. 2
21. quick/ly
22. help/ful
23. seed/less
24. friendly
25. joy/ful
26. find out
27. fast
28. ship
29. choose
30. learn

Lesson 28

1. b
2. c
3. b
4. d
5. c
6. b
7. experienced
8. secrete
9. pleasant
10. aids
11. moist
12. pleasant
13. moist
14. aids
15. experienced
16. secrete
17. 2
18. 1
19. 1
20. 2
21. 1
22. de/tect
23. pres/ence
24. to/wards
25. re/turns
26. wa/ters
27. unpleasant
28. saves
29. dry
30. fast
31. hardly

Lesson 29

1. a
2. o
3. d
4. c
5. b
6. c
7. time-saving
8. comfortable
9. tailor
10. otherwise
11. invented
12. comfortable
13. tailor
14. invented
15. otherwise

16. time-saving
17. soil
18. Soy
19. joy
20. going
21. noisy
22. wel/come
23. des/ti/ny
24. in/vent
25. won/der
26. num/ber
27. impolite
28. imperfect
29. immortal
30. immodest

Lesson 30

1. a
2. d
3. c
4. b
5. c
6. c
7. unbelievable
8. bury
9. hatch
10. slumber
11. wonderful
12. bury
13. wonderful
14. unbelievable
15. slumber
16. hatch
17. lawyer
18. talk
19. hawk
20. hall
21. tall
22. hit/ting
23. pad/dles
24. hap/py
25. swal/low
26. fol/low
27. actor
28. writer or author
29. illustrator
30. surveyor

Lesson 31

1. c
2. a
3. c
4. b
5. b
6. b
7. shouts
8. rescue
9. source
10. huge
11. hear
12. grabbed
13. empty
14. trucks
15. first
16. travel
17. ground
18. tray
19. grabbed
20. last
21. my friend's project
22. the children's voices
23. the pupils' plants
24. Nerissa's drawing
25. the mice's tail
26. to
27. too
28. hym
29. him
30. blue
31. blew

Lesson 32

1. a
2. b
3. c
4. c
5. b
6. c
7. midnight
8. masses
9. drowsy
10. tradition
11. recent
12. chants
13. dawn
14. cold
15. popular
16. enjoyed.

16. enjoyed
17. crow
18. dream
19. crown
20. fraction
21. drum
22. the heiress' house
23. the teachers' rooms
24. the seamstress' sewing machine
25. the princess' ball
26. the pupils' experiments
27. forest
28. globe
29. sack
30. ill
31. begin

Lesson 33

1. d
2. a
3. a
4. b
5. d
6. blind
7. inventor
8. patterns
9. sensitive
10. print
11. believe
12. alphabet
13. patterns
14. recognizes
15. Practice
16. blank
17. president
18. slice
19. prince
20. slippers
21. passes
22. watches
23. Foxes
24. gases
25. bushes
26. forgets
27. alike
28. after
29. difficult
30. slowly

Lesson 34

1. b
2. c
3. a
4. a
5. b
6. p
7. joking
8. suckers
9. hoarse
10. croak
11. pouch
12. friends
13. toes
14. throat
15. imagine
16. half-a-kilometer
17. clock
18. spray
19. thrice
20. spring
21. thread
22. 1
23. 3
24. 3
25. 4
26. 2
27. 1
28. 3
29. 3
30. 3
31. raise
32. rules
33. work
34. body
35. handle

Lesson 35

1. b
2. a
3. c
4. c
5. d
6. c
7. nurses
8. transfer
9. wiggle
10. lick
11. smart

12. babies
13. nursery
14. special
15. hospital
16. smell
17. sparkle
18. quarrel
19. quiz
20. smile
21. spend
22. 1
23. 1
24. 2
25. 1
26. 2
27. 1
28. 1
29. 1
30. 2
31. spread
32. Hammer
33. bat
34. pitcher
35. blocks

Lesson 36

1. c
2. a
3. c
4. b
5. d
6. silence
7. locked
8. matches
9. handle
10. presence
11. room
12. afraid
13. fire
14. fire station
15. careful
16. w
17. w-e
18. k
19. k-k
20. k-e
21. k
22. 1
23. 1
24. 2

25. 2
26. 1
27. 1
28. 1
29. 2
30. 2
31. incorrect
32. inactive
33. incomplete
34. inexpensive
35. indivisible

Lesson 37

1. a
2. a
3. a
4. b
5. d
6. b
7. wish
8. disappearing
9. fascinating
10. real
11. atmosphere
12. space
13. eager
14. sky
15. air
16. hot
17. listen
18. chalk
19. fascinating
20. Christmas
21. light
22. Wednesday
23. at/tic
24. fal/ling
25. ar/rive
26. dres/ses
27. hap/py
28. at/trac/tive
29. dif/fi/cult
30. mid/dle
31. sadness
32. kindness
33. politeness
34. goodness
35. thickness

Lesson 38

1. c
2. a
3. a
4. c
5. c
6. d
7. worst
8. enemy
9. diseases
10. rabid
11. pain
12. transmitted
13. remember
14. tales
15. country
16. patient
17. fever
18. climb
19. debt
20. tomb
21. comb
22. thumb
23. con/tain
24. powder
25. im/portant
26. mar/ket
27. fas/ci/nat/ing
28. ob/jects
29. con/vulsion
30. informal
31. independence
32. indirect
33. infamous
34. insignificant
35. inactive

Lesson 39

1. a
2. c
3. b
4. d
5. a
6. b
7. separated
8. settlers
9. islands

10. migrating
11. aborigines
12. introduced
13. archipelago
14. bridge
15. ancestors
16. pottery
17. 2
18. 1
19. 3
20. 3
21. 1
22. 2
23. sep/a/rate
24. man/v
25. fe/ver
26. re/man/bar
27. re/sult
28. sa/li/ve
29. tra/vel
30. kindness
31. shortness
32. quietness
33. cheerfulness
34. gentleness
35. carefulness

Lesson 40

1. b
2. a
3. b
4. c
5. a
6. d
7. wildlife
8. unusual
9. nest
10. prison
11. birdies
12. forest
13. build
14. tightly
15. forgets
16. 2
17. 1
18. 2
19. 2
20. 1
21. 1
22. 1

23. 2
24. es/tab/lish
25. chil/dren
26. en/chant/ed
27. coun/try
28. mi/grat/ing
29. in/tro/duced
30. plant/ing
31. dislikes
32. immovable
33. unartistic
34. unreal
35. disagrees

Lesson 41

1. c
2. b
3. b
4. c
5. b
6. a
7. superstitions
8. dwarfs
9. sunset
10. creatures
11. grandparents
12. harmless
13. dirt
14. punish
15. afraid
16. coughs
17. Elephants
18. different
19. rough
20. traffic
21. phone
22. paragraph
23. enough
24. di/sea/ses
25. sea/sons
26. head/aches
27. eas/i/ly
28. bod/ies
29. peo/ple
30. ea/ger
31. c
32. 1
33. c
34. c
35. 1

Lesson 42

1. b
2. b.
3. b
4. b
5. b
6. c
7. popular
8. wakening
9. malfunctioning
10. moderate
11. furnish
12. health
13. harmful
14. illness
15. beneficial
16. creek
17. believe
18. read
19. indeed
20. died
21. beads
22. eat
23. keep
24. buzz
25. high
26. long
27. visit
28. slow
29. old
30. mess
31. 1
32. 0
33. 1
34. 1
35. 0

Lesson 43

1. c
2. c
3. a
4. c
5. b
6. b
7. curtains
8. fragrant
9. oven
10. peel
11. entertain

12. kitchen
13. insect
14. visitors
15. dinnertime
16. road
17. afraid
18. boar
19. waiting
20. creatures
21. reasons
22. floats
23. harvested
24. smiling
25. finished
26. breeding
27. setting
28. beginning
29. danced
30. having
31. s
32. o
33. o
34. s
35. s

Lesson 44

1. c
2. a
3. c
4. c
5. c
6. a
7. cemetery
8. humorous
9. grave
10. unique
11. lanterns
12. picnic
13. customs
14. relatives
15. pleased
16. 1
17. 3
18. 3
19. 1
20. 2
21. 1
22. 2
23. doese
24. head

APPENDIX J

Weighted Mean for Levels I - VII of the Experimental
and Control Group per Pre-test

Level of : Experimental : Control : Difference : r^2
Material : Group : Group : (D) :

I	3.00	3.00	0.0	0.0
II	2.77	2.73	0.04	0.0016
III	2.13	2.10	0.03	0.0009
IV	1.53	1.47	0.06	0.0036
V	0.13	0.13	0.0	0.0
VI	0.0	0.0	0.0	0.0
VII	0.0	0.0	0.0	0.0
Total	10.56	10.45	0.13	0.0061
Mean	1.51	1.49	0.01857	

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(ED)^2}{N}}{N - (N - 1)}}} \\
 &= \frac{0.01857}{\sqrt{\frac{0.00161 - \frac{(0.13)^2}{7}}{7(7 - 1)}}} \\
 &= \frac{0.01857}{\sqrt{\frac{0.0061 - \frac{0.0169}{7}}{7(6)}}} \\
 &= \frac{0.01857}{\sqrt{\frac{0.0061 - 0.0024}{42}}} \\
 &= \frac{0.01857}{\sqrt{\frac{.0037}{42}}} \\
 &= \frac{0.01857}{\sqrt{.000088095}} \\
 &= \frac{0.01857}{0.009386} \\
 t &= 1.978
 \end{aligned}$$

$$ED = 0.13$$

$$ED^2 = 0.0061$$

$$N = 7$$

1. H_0 : There is no significant difference between the pre-test and weighted mean of the experimental and control group.

$$(\bar{X}_e = \bar{X}_c)$$

- H_a : There is a significant difference between the pre-test weighted mean of the experimental and control group.

$$(\bar{X}_e \neq \bar{X}_c)$$

2. Test Statistic: t-test for dependent or non-independent samples, (two-tailed).

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(ED)^2}{N}}{N(N - 1)}}}$$

Level of significance,
= .05

Critical Region: Reject H_0
if computed t is > 2.447

Tabular t-value at $\alpha = .05$, $df = 6$ (two-tailed test) = 2.447

Decision: Accept the H_0

APPENDIX K

Weighted Mean for Levels I-VII of the Experimental
and Control Group per Post-Test

Level of Material :	Experimental: Group :	Control Group :	Difference: (D) :	D ²
I	3.00	3.00	0.0	0.0
II	3.00	2.80	0.20	0.04
III	2.90	2.27	0.63	0.3969
IV	2.63	1.63	1.00	1.00
V	1.93	1.13	0.80	0.64
VI	1.20	1.00	0.20	0.04
VII	1.00	1.00	0.0	0.0
Total	15.66	12.83	2.83	2.1169
Mean	2.24	1.83	0.40429	

$$ED = 2.83$$

$$ED^2 = 2.116$$

$$N = 7$$

$$\bar{D} = 0.40429$$

$$\begin{aligned}
 t &= \sqrt{\frac{\frac{\bar{D}}{ED^2 - \frac{(ED)^2}{N}}}{\frac{N(N-1)}{N(N-1)}}} \\
 &= \sqrt{\frac{0.40429}{\frac{2.2269 - \frac{(2.83)^2}{7}}{7(7-1)}}} \\
 &= \sqrt{\frac{0.40429}{\frac{2.1169 - \frac{8.0089}{7}}{42}}} \\
 &= \sqrt{\frac{0.40429}{\frac{1.1169 - 1.1441}{42}}} \\
 &= \sqrt{\frac{0.40429}{\frac{0.9728}{42}}} \\
 &= \sqrt{\frac{0.40429}{0.023162}} \\
 &= \sqrt{\frac{0.40429}{0.152190}} \\
 t &= 2.656
 \end{aligned}$$

1. H_0 : There is no significant difference between the post-test weighted mean of the experimental and control group.

$$(\bar{X}_E = \bar{X}_C)$$

- H_a : The post-test weighted mean of the experimental group is significantly greater than the post-test weighted mean of the control group.

$$(\bar{X}_E \neq \bar{X}_C)$$

2. Test Statistics: (One-tailed)
3. Computation:
4. Critical Region: Reject H_0 if Computed $t > 1.943$
5. Decision: Reject the H_0
6. Conclusion: H_a is true
7. Interpretation: The materials introduced resulted to a significant improvement for the experimental group. This implies that programmed instruction with the use of the materials is superior over the traditional teaching method.

Tabular t-value at $\alpha = .05$, $df = 6$ (one-tailed test) = 1.943

Decision: Reject H_0

APPENDIX L

Weighted Mean for Levels I-VII of the
Pre-Test and Post-Test
Experimental Group

Level of Material	Pre-test	Post-test	Difference (D)	D ²
I	3.00	3.00	0.0	0.0
II	2.77	3.00	-0.23	0.2529
III	2.13	2.90	-0.77	0.5929
IV	1.53	2.63	-1.10	1.2100
V	1.13	1.93	-0.80	0.6400
VI	0.0	1.20	-1.20	1.4400
VII	0.0	1.00	-1.00	1.00
Total	10.56	15.66	-5.10	4.9358
Mean	1.51	2.24	-0.7286	

$$\bar{D} = -0.7286$$

$$ED = -5.10$$

$$ED^2 = 4.9358$$

$$N = 7$$

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(ED)^2}{N}}{N(N-1)}}} \\
 &= \frac{-0.7286}{\sqrt{\frac{4.9358 - \frac{(-5.10)^2}{7}}{7(7-1)}}} \\
 &= \frac{-0.7286}{\sqrt{\frac{4.9358 - \frac{26.01}{7}}{42}}} \\
 &= \frac{-0.7286}{\sqrt{\frac{4.9358 - 3.7157}{42}}} \\
 &= \frac{-0.7286}{\sqrt{\frac{1.2201}{42}}} \\
 &= \frac{-0.7286}{\sqrt{0.02905}} \\
 &= \frac{-0.7286}{0.1704} \\
 t &= -4.276
 \end{aligned}$$

1. H_0 : There is no significant difference between the pre-test and post-test weighted mean of the experimental group.

$$(\bar{X}_{pre} = \bar{X}_{post})$$

H_a : The post-test weighted mean of the experimental group is significantly greater than its pre-test weighted mean.

$$(\bar{X}_{post} > \bar{X}_{pre})$$

2. Test Statistic: (One-tailed).
3. Computations:
4. Critical Region:
5. Decision: Reject H_0 if computed $t > 1.943$
6. Conclusion: H_a is true
7. Interpretation: Learning took place among members of the experimental group. This implies that programmed instruction significantly improved knowledge of the experimental group.

Tabular t-value at $\alpha = .05$, $df = 6$ (one-tailed test), 1.943

Decision: Reject H_0

APPENDIX M

Pre-Test and Post-Test Weighted Mean for
Levels I-VII of the Control Group

Level of Material	Pre-test	Post-test	Difference (D)	D ²
I	3.00	3.00	0.0	0.0
II	2.73	2.80	-0.07	0.0049
III	2.10	2.27	-0.17	0.0289
IV	1.47	1.63	-0.16	0.0256
V	1.13	1.13	0.0	0.0
VI	0.0	1.00	-1.00	1.00
VII	0.0	1.00	-1.00	1.00
Total	10.49	12.83	-2.40	2.0594
Mean	1.49	1.83	-0.3429	

$$\bar{D} = -0.3429$$

$$ED = -2.40$$

$$ED^2 = 2.0594$$

$$N = 7$$

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(ED)^2}{N}}{N(N-1)}}} \\
 &= \frac{-0.3429}{\sqrt{\frac{2.0594 - \frac{(-2.40)^2}{7}}{7(7-1)}}} \\
 &= \frac{-0.3429}{\sqrt{\frac{2.0594 - \frac{(5.76)}{7}}{42}}} \\
 &= \frac{-0.3429}{\sqrt{\frac{2.0594 - 0.8229}{42}}} \\
 &= \frac{-0.3429}{\sqrt{\frac{1.2365}{42}}} \\
 &= \frac{-0.3429}{\sqrt{0.02944}} \\
 &= \frac{-0.3429}{0.1716} \\
 t &= 1.998
 \end{aligned}$$

Tabular t-value at $\alpha = .05$

Decision: Reject H_0

1. H_0 : There is no significant difference between the pre-test and post-test weighted mean of the control group.

$$(\bar{X}_{pre} = \bar{X}_{post})$$

2. H_a : The post-test weighted mean of the experimental group is significantly greater than its pre-test weighted mean.

$$(\bar{X}_{post} > \bar{X}_{pre})$$

3. Test statistics: (One-tailed)
4. Computation:
5. Critical Region: Reject H_0 If computed $t > 1.943$
6. Decision: Reject H_0
7. Conclusion: H_a is true
8. Interpretation: Learning took place among members of the control group. This implies that there is a significant improvement in their knowledge with the traditional method of teaching.

df = 6 (one-tailed) : 1.943

CURRICULUM VITAE

NAME : TERESITA RACUYAL AGUILAR

ADDRESS : Mercedes, Catbologan, Samar

DATE OF BIRTH : June 16, 1945

PRESENT POSITION : Elementary Grades Teacher

STATION : Mercedes Elementary School
Catbologan, Samar

CIVIL STATUS : Married

EDUCATIONAL BACKGROUND.

Elementary	Buenavista Elementary School Buenavista, San Jorge, Samar
Secondary	Samar College Catbalogan, Samar 1960-1961
College	Samar College BSE (ic) Catbalogan, Samar 1965
Post Graduate	M. A. Reading (21 units) Leyte State College (External Classes), Samar College Catbalogan, Samar 1984-1985
	Samar State Polytechnic College Catbalogan, Samar 1986 - present
Curriculum pursued	Master of Education
Major	Reading

HONORS RECEIVED

First Honors Grade VI
 Buenavista Elementary School
 Buenavista, San Jorge, Samar

Fifth Honorable Mention. . Fourth Year
 Samar College
 Catbalogan, Samar

STUDY GRANT

Magna Carta for Teachers (R.A. 4670), Samar State Polytechnic College, Catbalogan, Samar, 1987-1988.

TRAININGS AND SEMINARS ATTENDED

Western Samar Division Summer Institute in Science and Mathematics, June 13-26, 1986.

GSP (Basic Course) Training, August 8-10, 1970.

Seminar on the Process and Discovery Approach of Teaching Science (PNC), May 8 to June 17, 1972.

District Echo Conference on Education in the New Society, October 25-27, 1972.

Population Education Training Course, November 11-15, 1974.

Second Division Echo Seminar Practicum in School Music Education, July 7-8, 1975.

District Echo Seminar on Junior Executive Training, June 4-6, 1976.

District Echo Seminar Workshop on Determining a Pupil Reading Level, August 25-27, 1976.

District Seminar on Making of Behavioral Objectives, Test Questions, Table of Specifications and Upgrading Competencies in Filipino, Social Studies, Science, English,

Elementary Mathematics and Non-Formal Education, July 8-9, 1978.

Pampurok na Gaweing Kepulungan Sa Sining ng Pakikipag-talastasan (Filipino and English), January 29-31, 1979.

Level IV Teacher's Training, June 25-29, 1979.

First Division Educational Media Seminar Workshop, August 9-13, 1978.

Division Seminar Workshop in Music Education, November 8-10, 1978.

District Social Studies Seminar Workshop, February 28 to March 1, 1979.

District Seminar Workshop on Educational Technology, March 2-3, 1979.

District Echo Seminar Practicum in Music Education, December 6-7, 1979.

First Division Seminar Workshop on the Performance Appraisal System for Guidance personnel, March 6-7, 1980.

Regional Seminar Workshop on Campus Science Journalism and Technical Writing, February 23-25, 1981.

District Seminar Workshop on Music Education, November 29 to December 3, 1983.

Division Seminar Workshop on Music Education, November 15-19, 1983 and November 29 to December 3, 1983.

Troop Program Workshop, August 28-31, 1982.

National Congress on Library Development V, April 7-9, 1988.

CO-CURRICULAR ACTIVITIES

President Mercedes Elementary School
Teachers' Club
Mercedes, Catbalogan, Samar
1985-1986 and 1986-1987

President Catbalogan II District
Teachers' Association
Catbalogan, Samar
1988-1989 and 1989-1990

Team Leader Purok 3, Mercedes, Catba-
logan, Samar
1984-1990

Chairmen Grievance Committee
Mercedes, Catbalogan, Samar
1986-1990.

Troop Leader Junior Girl Scouts
Mercedes, Catbalogan, Samar
1982-1987

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