

A LITERATURE-BASED LESSON ON "TIGHT TIMES" WITH EXTENSION ACTIVITIES
IN SOCIAL STUDIES AND MATHEMATICS*

For Grade/Level: Third Grade/Fourth

I. Objectives

A. Expressive Objectives

1. To understand that during 'tight times,' it is better to be thankful for what we have, rather than complain about what we don't have.
2. To understand that being resourceful and hardworking can get us through the toughest of times.
3. To remember that acts of kindness or contributions, big or small, as long as given wholeheartedly, go a long way.
4. To appreciate the struggle that comes with trying to live within our means, most especially when our resources are limited.
5. To understand that there are things that make our lives better that does not require having to spend.
6. Admire the artist's use of pencil sketches accentuated with hints of color

B. Instructional Objectives

1. To infer the feelings of the characters given five important events found in the story through the use of 'thought balloons.'
2. To identify the contributions made by each member of the family during these 'tight times.'
3. To compare and contrast life then and now.
4. To demonstrate/simulate the experience of what it is like to adjust to "Tight Times."
5. To write a 'thank you' letter to those that have helped them in their time of need.

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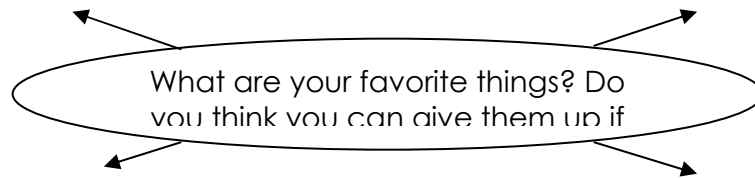
II. Subject Matter and Materials

A. Pre-Reading

1. Unlocking of Difficulties

Word/Phrase	Meaning	Strategy
a. The mall	A place to shop and have fun	Context clues; picture
b. Tight Times	A time when we don't have enough resources such as money or food	Context clues
c. complaining	To grumble or while	demonstration
d. three heaping spoonfuls	Three full scoops	Sample item; realia
d. kneads her feet	Massages her feet	demonstration
e. bunch of sampaguitas	A bundle of flowers called <i>Sampaguita</i>	Sample item; realia
f. Plot of land	A small piece/patch of soil to plant on	picture
g. Up close	Right in front	demonstration

2. Schema Activation



3 Developing a Purpose for Reading

a. Motivation Question

Can you tell me of something that you used to enjoy doing but are now unable to do?

(Teacher will provide an example)

b. Motive Question

What is something that the main character used to do but is unable to do now?

Why can't s/he do it anymore?

B. STORYTELLING:

Storytelling Strategy: Read Aloud/Read Along

Patindol, J., Bumtay, S. (2007). *Tight Times*. Adarna House, Quezon City

IV. POST READING/EVALUATION

A. Engagement Activities

Group Activities:

1. Why is the story called 'Tight Times?' What is it about?
(It's about a family who is struggling because they don't have as much money as before)
2. What is something that the character used to do but was later on unable to do? Why couldn't they do it anymore?
(They couldn't fix their drinks like before nor eat as many eggs as they used to)

ENGAGEMENT ACTIVITY # 1

Let's see how life changed for this family by identifying what they used to do, and what they were unable to do using our THEN and NOW chart.

3. What did they feel about these changes?
(They weren't mad about it, but they might have been sad)
4. What would you feel if you were in their shoes?
(I would feel sad that I can't have the things I want.)

ENGAGEMENT ACTIVITY # 2

Let's try to find out what each of the family members did to adjust to these "Tight Times" by filling in the chart below:

FAMILY MEMBERS	CONTRIBUTION/S
Papang	
Mamang	
Little Mouse/Mice	

5. If you were in the same situation what do you think could you do to help out?
(I would stop eating chips, candy and save my money.)
6. Who else helped them? How?
(Their neighbors, by giving their father a chance to work)
7. Was there ever a time when your family needed help from somebody else? How did they help you?
(When we didn't have enough money to buy books, my cousins lent me their school books)
8. Was there ever a time when your family helped somebody else? How did you help them?
(During the typhoon, we donated clothes)

ENGAGEMENT ACTIVITY # 3

To understand what the characters were feeling, let's take a look at the following pictures and fill in what the characters were thinking using these thought balloons:

CHOSEN PICTURES/SITUATIONS:

- The character used to make his/her drink really chocolatey and now only uses one spoonful.
- Father lost his job.
- They take care of mother when she gets home.
- Mamang received her gifts.
- They have their own shop.

9. What were the characters feeling about these changes?

(They felt disappointed – they couldn't have what they wanted; They were still able to make each other happy – by doing simple things, without having to use money)

10. What was their attitude towards these changes?

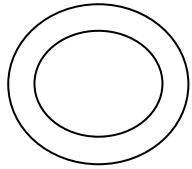
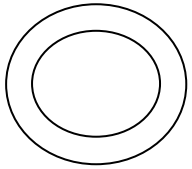
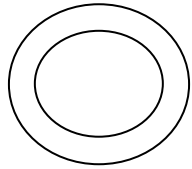
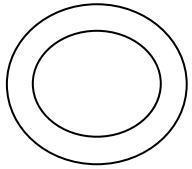
(They never gave up hope; They continued to work hard)

11. How did their attitude help them survive these "Tight Times?"

ENGAGEMENT ACTIVITY # 4

To try and experience what it's like to go through "Tight Times" divide the following:

2 eggs, 3 hotdogs, 3 cups of rice, 5 scoops of chocolate powder, 1 banana, 1 cup of coffee

For Papang	For Mamang	For Big Mouse	For Little Mouse
			

1. What if you only had the following items for breakfast, how would you divide it?
2. Was it difficult to decide how to divide the items?

ENGAGEMENT ACTIVITY # 5

Let's see how you can adjust to "Tight Times." How would you celebrate your birthday without having to spend for anything? Can you plan a birthday party without spending a lot of money? How would you plan it? Consider the following:

Where will the party take place? Who would you invite? What would you eat? What would you do? How will you decorate the room?

ENRICHMENT ACTIVITIES

The children may also do the following creative activities:

1. Write out a list of things to be thankful for.
2. Enumerate what you can do to help around the house.
3. Like the illustrator of the story "Tight Times," let's make a pencil sketch of our favorite things. Then pick your top 5 items and add some color by using colored pencils.

V. SKILLS DEVELOPMENT

A. Social Studies

I. Objective/s:

1. To differentiate *needs* versus *wants*.
2. To learn to learn to prioritize our needs.

II. Introduction

In front of you is a list of things that the mouse family had or may have had in the story. Which items do you think did they really need? Which items do you think, could they do without?

WHICH ITEMS CAN THEY DO WITHOUT	WHICH ITEMS DO THEY REALLY NEED?

Things to sort:
 1 Egg each
 2 eggs each
 3 scoops of Chocolate powder
 1 scoop of chocolate powder
 A home
 A job
 Cold water
 Soft drinks

III. Presentation of the Lesson

Directions: Categorize the following items into things that you NEED versus things that you WANT:

WHICH ITEMS CAN YOU DO WITHOUT	WHICH ITEMS WOULD YOU REALLY NEED?

Thing to sort:
 (provide pictures of items that they can sort e.g. picture of a house, car, doll, TV, stove, refrigerator, party dress, shades, computer, gameboy etc.

 Have them write their reasons why they chose the items that they would

IV. Generalization

All of us have needs and wants.

Needs are those things that we **must** have in order to live.

Wants are those things that we would **like** to have but can do without.

V. Independent Practice:

Look at the things that you have in your room.
Sort the items in your room based on what you think you need versus those that you want.

B. MATHEMATICS

I. Objectives

- a. To practice subtraction of numbers in the thousandths place.
- b. To practice the skill of “borrowing” when subtracting numbers.

II. Introduction

Since Papang lost his job, only Mamang is able to earn some money for their family. Mamang put you in charge of buying the groceries for the week. You were given Php1000 to spend. Which items would you buy? Prioritize which items are most important.

AVAILABLE ITEMS (with their corresponding price)			
Rice	Chicken	Toilet paper	Cabbage
Milk	Fish	Soap	Carrots
Chocolate powder	Beef	Shampoo	Corn
Juice	Pork	Laundry Soap	Papaya
Eggs	Shrimp	Toothpaste	Bananas
Cheese	Hotdogs	Potato Chips	Strawberries
Softdrinks	Chicken Nuggets	Chocolate	Oranges
Butter	Sugar	Ice Cream	Bread

III. Presentation of the Lesson

Let's see if the items that you chose, fit into your budget. Let's practice subtracting numbers using the 'borrowing' technique. (Teacher reviews how to 'borrow' on the board.)

$$\begin{array}{r}
 1000.00 \\
 - 1000.00 \\
 \hline
 000.00 \\
 000.00 \\
 \hline
 000.00
 \end{array}$$

IV. Generalization

We start subtracting from the rightmost decimal place.
When subtracting numbers from the same decimal place and the subtrahend is larger than the minuend, we will need to borrow from the number on the left.

V. Guided Practice

Sort the following list of items and come up with the final list of items that will fit your budget. The final *difference* must not exceed Php 1000.

GROCERY LIST

ITEM	PRICE	EQUATION AND COMPUTATION	BALANCE
Rice	Php 120.75	$\begin{array}{r} 1000.00 \\ - 120.75 \\ \hline 879.25 \end{array}$	879.25
Add new item			
Add new item			

VI. Independent Practice

Students will be asked to work on a math worksheet on the given topic.