THE ADARNA BIRD

Filipino Language
Rey Idos
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Goal: Students will learn about various perspectives of the Filipino culture such as the high level of love, respect, and care of the children to their parents especially at their old age, forgiveness and family loyalties, and honoring commitments.

Objectives:
Students will draw a colorful bird and describe it to their classmates.
Students will play the typewriter game to increase knowledge in spelling in Filipino.
Students will play the flyswatter game to increase vocabulary.
Students will identity adjectives from the story.
Students will able put the story in a chronological order.
Students will able the Venn diagram to compare characters.
Students will classify words in their proper group.

Level: High Beginner; Intermediate
Time Frame: 5 hours or 2.5 days (block schedule) or 5 days (non-block schedule)
Rubrics: Teacher designed to measure student achievement.
STANDARDS FOR FOREIGN LANGUAGE LEARNING (ACTFL)

COMMUNICATION
- Communicate in Languages Other Than English
  - **Standard 1.1**: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - **Standard 1.2**: Students understand and interpret written and spoken language on a variety of topics
  - **Standard 1.3**: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES
- Gain Knowledge and Understanding of Other Cultures
  - **Standard 2.1**: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
  - **Standard 2.2**: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS
- Connect with Other Disciplines and Acquire Information
  - **Standard 3.1**: Students reinforce and further their knowledge of other disciplines through the foreign language
  - **Standard 3.2**: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS
- Develop Insight into the Nature of Language and Culture
  - **Standard 4.1**: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - **Standard 4.2**: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES
- Participate in Multilingual Communities at Home & Around the World
  - **Standard 5.1**: Students use the language both within and beyond the school setting
  - **Standard 5.2**: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
I. Before Reading (Into)

- **Quick Draw** – Students will draw a colorful bird and describe it to the class in the target language.
- **Typewriter Game** – Divide the class into two equal numbers. Each student from each group is assigned a letter. Have each group spell the vocabulary word by saying loudly the letter assigned to the student. After the last letter is mentioned, all students within the group will say the word loudly. The first group that spells the word correctly wins.
- **Flyswatter Game** – Several vocabulary words are written apart from each other on the board. Two volunteers are asked to participate. Each volunteer is holding a flyswatter. The teacher will say an English translation of the words written on the board. The first student who swats the translation of the English word stated by the teacher wins.

- Standards: 1.1, 1.2, 3.1, 5.2
The Story: Ang Ibong Adarna

Realia:
Name tags for the following names: Haring Fernando, Don Pedro, Don Diego, Don Juan, Ibong Adarna, Ermitanyo
Lemon or calamansi, toy knife, water in a bottle, bread

Procedure:
Assign a name of a character from the story to a student. The students will act out the story while the teacher reads the story. If time permits, reread the story with a different set of students acting out the story. Students will then reread the story silently.
Ang Ibong Adarna

Noong araw sa kaharian ng Berbanya, may isang hari na may tatlong anak na lalaki. Si Don Pedro ang panganay. Don Diego naman ang pangalan ng pangalawa. At si Don Juan ang bunso sa tatlong prinsipe.

Maligaya sana ang buong kaharian, nang biglang magkasakit ang hari na si Haring Fernando. Maraming manggagamot ang tinawag, pero walang makapagpagaling sa kanya. Lungkot na lungkot ang tatlong anak ng hari dahil habang tumatagal, lumalala ang sakit ng kanilang ama.


Sumunod si Don Diego kay Don Pedro. Nagtiis din siya ng maraming gutom at hirap bago narating ang Peidras Platas. Pero dahil sa sarap ng awit ng Adarna, nakatulog din si Don Diego sa ilalim ng puno. At tulad ni Don Pedro, naging bato si Don Diego.

Nang hindi umuwi si Don Diego, sumunod namang naghanap si Don Juan. Nagtiis din siya ng maraming gutom at hirap.

Biglang nagbago ang anyo ng matandang ketongin.
“Salamat, Don Juan,” nasisiyahang sabi nito.

Tinuruan ng matanda si Don Juan ng gagawin.
Pagkatapos, binigyan niya si Don Juan ng tatlong bagay: kalamansi, labaha, at isang bote ng agwa bendita.
Tuwang-tuwa at nagmamadaling pinuntahan ni Don Juan ang bundok na tirahan ng ibong Adarna.

Nang dumating ang Adarna, nakahanda na si Don Juan.
Pinilit niyang labanan ang antok habang umaawit ang ibon.
Pag inaantok na siya, hinihiwa niya ng labaha ang braso at pagkaraan ay pinapatakan ng kalamansi.
Dahil sa kirot, nananatiling gising si Don Juan.
At pagipot ng Adarna, nakailag si Don Juan.


WAKAS
II. Global Activities (Through)

1. Adjectives: Look for 10 adjectives in the story. Draw the character or setting. Match the pictures of the characters or setting with the adjectives.

2. Use the ten adjectives in a sentence. Create a conversation “bubble form” using the adjectives from the story.

3. What makes up a story? characters, setting, problem, solution, events. Write the appropriate word.

Standards: 1.2, 3.1
## II. GLOBAL ACTIVITIES

### ACTIVITY: Adjectives (Panlarawan)

<table>
<thead>
<tr>
<th>English</th>
<th>Filipino</th>
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</thead>
<tbody>
<tr>
<td>youngest</td>
<td>pinakabata</td>
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<tr>
<td>eldest</td>
<td>pinakamatanda</td>
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<tr>
<td>happy</td>
<td>masaya</td>
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<td>prosperous</td>
<td>masagana</td>
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<td>ill</td>
<td>maysakit</td>
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<td>magaling</td>
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<td>brave</td>
<td>matapang</td>
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<td>magical</td>
<td>milagroso</td>
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<td>many</td>
<td>marami</td>
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<td>gutom</td>
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<td>fatigued</td>
<td>pagod</td>
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<td>nakamamangha</td>
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<td>kabighabighani</td>
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<td>napakarilag</td>
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<td>delikado</td>
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<td>masarap na awit</td>
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<td>kind</td>
<td>mabait</td>
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<td>mabuti</td>
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<td>well</td>
<td>maayos</td>
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<tr>
<td>strong</td>
<td>malakas</td>
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<tr>
<td>good</td>
<td>mabuti</td>
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</table>
ACTIVITY : WHAT THE ADARNA LOOKS LIKE?
Write ten or more adjectives about Ibong Adarna. Use the adjectives in a sentence.
II. GLOBAL ACTIVITIES

2. ACTIVITY: BUBBLE CONVERSATION. Use the adjectives in a sentence.
II. GLOBAL ACTIVITIES
3. ACTIVITY : Write the appropriate word for the following words or phrases.

ano   sino   saan   kailan

1. Don Diego
2. Kaharian
3. ibon
4. hari
5. awit
6. bundok
7. puno
8. tuwing gabi
9. bato
10. ilalim ng puno
11. tinapay
12. bendita
13. Don Pedro
14. balahibo
15. gamut
III. Detail Activities (Through)

1. In a small group, the students will look for the Ibong Adarna. Ask question: Do you remember how the Adarna looks like? Look for it among the drawings and encircle it. Then, identify which of these birds is the turkey, the eagle, the vulture, the peacock, and the hornbill. Color all the birds and use adjectives to describe each bird. The students should be able to describe each bird and explain why it is or not the Ibong Adarna.

2. What do you think will happen next???? The students will complete the given scenario with a correct answer.

3. Describe the three sons. What are their similarities and differences. Do a compare and contrast chart. (Venn Diagram)

Standards: 1.1, 1.2, 1.3, 3.1
III. DETAIL ACTIVITIES

1. DIFFERENT TYPES OF BIRDS:
III. DETAIL ACTIVITIES

2. ACTIVITY: WHAT HAPPENS NEXT??

• The kingdom was happy and prosperous, until King Fernando suddenly fell ill. What happens next?

_____________________________________________

• One day, an old wise man came and saw the ailing king. What happens next?

_____________________________________________

• Don Pedro faced many difficulties in his search for the magical bird. What happens next?

_____________________________________________

• Don Diego followed Don Pedro. He also went through hunger and pain. What happens next?

_____________________________________________

• When Don Diego did not return, Don Juan started his own quest. What happens next?

_____________________________________________

• The old leper suddenly changed his appearance. What happens next?

_____________________________________________

• When the Ibong Adarna came, Don Juan was ready? What happens next?

_____________________________________________

• When King Fernando heard the song of the Ibong Adarna... What happens next?
III. DETAIL ACTIVITIES

3. Describe the three sons. What are their similarities and differences. Do a compare and contrast chart. (Venn Diagram)
IV. Linguistic Activities (Through)

1. Vocabulary: Classify the picture and words in the proper group (noun, verb, adjectives). Another activity to challenge the advanced students is to specifically identify the nouns as common or proper, the verbs as past and present, and adjectives as comparative and superlative.

2. Role play the following scenarios:
   • As a son/daughter what would you do if your parent is seriously ill and need your help?
   • As a parent or a sibling, what would you do if your son/daughter or sibling did something wrong? Would you forgive them? Why or why not?
   • What would you do if you encounter someone asking for food or help?

3. Discussion of Filipino values: Group discussion and how they can relate to the following values. Divide the class into small groups and give each group a Filipino value to discuss.
   - Family oriented
   - Responsibility
   - Generosity
   - Simplicity
   - Forgiveness
   - Respectful

Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.2, 5.1
IV. LINGUISTIC ACTIVITIES
1. Activity: Vocabulary- Classify the words. Where do they belong?

<table>
<thead>
<tr>
<th>Nouns (Pangngalan)</th>
<th>Verbs (Pandiwa)</th>
<th>Adjectives (Pantangi)</th>
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<table>
<thead>
<tr>
<th>Common Nouns (Pangngalang Pambalana)</th>
<th>Proper Nouns (Pangngalang Pantangi)</th>
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<tr>
<th>Past (Nakaraan)</th>
<th>Present (Kasalukuyan)</th>
<th>Future (Panghinaharap)</th>
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Family oriented
Responsibility
Generosity
Simplicity
Forgiveness
Respectful

Noong araw, sa bayan ng Berbania, namuno ang butihing Haring Fernando.
V. After Reading (Beyond)  
Enrichment Activities

1. **Let’s Identify.** The students will identify the members of the family. They will describe the roles and responsibilities of the family members. Make a family tree.

2. **Let’s Talk and Answer:** Given the following questions, the students will answer correctly based on the story.

3. **Let’s Write:** The students will write a Thank you note to one of the members of the family for something they have done to show appreciation.

4. **Let’s Sing:** Sing a family song.

5. **Let’s Dance:** Show some dance steps that your family do during family gatherings/ traditions.

6. **Let’s Watch & Color:** Show a video clip about the birds from the Philippines. Follow the directions to color the different types of birds that can be found in the Philippines.

7. **Let’s Draw:** Draw their own version of Ibong Adarna.

8. **Let’s Cook:** Find a recipe of your family’s favorite Filipino dish. Take pictures or do a power point or flip chart on how to cook the dish.

9. **Let’s Act:** Role play your favorite scene from the story.

10. **Let’s Play:** Who has the longest tune will win. “Ibong Adarnaaaaaaaaaaaaaaaaaaaaaaa”

Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2
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Enrichment Activities

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Word bank
• Tatay
• Nanay
• Lolo
• Lola
• Kuya
• Ate
• Bunso
• Kapatid
• Tito
• Tita
• Pinsan
V. After Reading (Beyond)

Enrichment Activities

2. Let’s Talk and Answer: Given the following questions, the students will answer correctly based on the story.

Questions: Elements of the story
a. Where did the story happen?
b. Who are the characters?
c. What is the problem?
d. What is the solution?
e. What are the main events?
f. What is the moral lesson of the story?
g. What is the author trying to tell us?
h. What is the theme of the story?
i. What did you learn from the story?
V. After Reading (Beyond)
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Enrichment Activities

9. Let’s Act: Role play your favorite scene from the story.

10. Let’s Play: Who has the longest tune will win. “Ibong Adarnaaaaaaaaaaaaaaaaaaaaaaaaaaaaa” or any word from the story.