LEMBAR KERJA PESERTA DIDIK (LKPD)

Unit 2. Kindness and Happiness

Nama :

Kelas :

Petunjuk!

Section 1 - Say What You Know

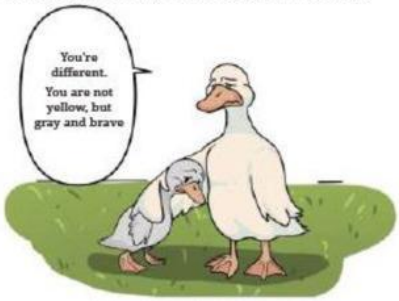
Unit 2. Kindness and Happiness

a. What kind of situation makes you have these feelings?

Feelings	Situations
happy	I got a birthday present from my best friend.
sad	
worried	
scared	
surprised	
angry	
heartbroken	

Worksheet 2.6

b. What are your feelings on the Ugly Duckling story?



Picture 2.5 Part of The Ugly Duckling story

Section 2 - Viewing

Unit 2. Kindness and Happiness

a. Read the following conversation between Ibu Ida and her students.



LIVEWORKSHEETS



Comic Strip 2.1

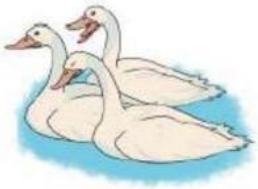
b. Circle other four animals that you will find in the story.



Chickens



Yellow ducklings



Swans



A cow



A dog



Mother Duck

LIVEWORKSHEETS

Did you know?

5 Facts about Ducks!

All ducks have highly waterproof feathers. They can swim all day but stay dry.



Ducklings always swim and walk as a group and always stay close to their mother to avoid predators' attack.



Ducks are birds, but they are normally found in places where there is water like ponds, streams, and rivers.



Ducks will lay more eggs with more daylight.



Duck eggs normally will hatch within 28 days.



Adapted from: FOUR PAWS International (https://www.four-paws.org/campaigns-topics/topics/farm-animals/10-facts-about-ducks)

Section 3 - Reading

Unit 2. Kindness and Happiness

a. Read the final part of The Ugly Duckling story. See the **Word Box.**

Word Box

care (base form)/cared (past form): peduli
exclaim (base form)/exclaimed (past form): berseru
greet (base form)/greeted (past form): menyapa
land (base form)/landed (past form): mendarat
sniff (base form)/sniffed (past form): mengendus
grown-up: dewasa
honest: jujur
hungry: lapar
nervous: gelisah
shame: malu
tired: lelah
politely: dengan sopan
pond: kolam
reflection: bayangan

LIVEWORKSHEETS



Picture 2.6 The sad ugly duckling

That night, the Ugly Duckling flew away. He landed on the other side of the river. There he met two grown-up chickens.

"Can I please stay here?" asked the Ugly Duckling politely.

"Why do we care?" said one of the chickens.

"Go away," exclaimed the other. (Line 5)

The Ugly Duckling walked with his head down in shame. He was sad.

The next morning, the Ugly Duckling flew away. He landed on a farm. Suddenly, a big hungry dog came. The dog chased the Ugly Duckling. "Woof! Woof!" The Ugly Duckling was scared. The dog sniffed and sniffed at him, then turned away. "I am too ugly even for the big hungry dog to want," said the Ugly Duckling. He felt heartbroken. (Line 10)

The Ugly Duckling was very tired. But, he flew and flew till he found another farm. There he met a cow.

"Can I please stay here?" asked the Ugly Duckling nicely.

"Why do I care?" replied the rude cow. She then yelled, "Moo! Go away!"

Once again, the Ugly Duckling walked away with his head down. He felt heartbroken. (Line 15)

As time passed, the Ugly Duckling grew up. He flew and flew till finally he found a clear pond. He saw some big white birds swimming in the pond. "Wow, they are very beautiful!" he thought, "but I'm too ugly to be their friend.

"Hi," greeted the Ugly Duckling. The beautiful white birds looked at him. It made the Ugly Duckling feel nervous. Suddenly, the biggest white bird exclaimed, "Hey, look, (Line 20)

"we have another swan here!"

"No. No, I'm not. I'm an ugly duckling", said the Ugly Duckling. He shook his head.

The beautiful white swans smiled and said, "Look at yourself in the water and tell us".

The Ugly Duckling saw a reflection in the water. He was surprised.

"I am a swan just like you all!" (Line 25)

"See, we are being honest with you", said the other swans. They then became friends and lived happily together

LIVEWORKSHEETS

b. Which statements are true based on the story? Number one has been done for you.

1. The Ugly Duckling went away from the Mother Duck and the yellow ducklings. TRUE
2. He met two baby chickens. _____
3. The chickens were very friendly to him. _____
4. A dog chased the Ugly Duckling. _____
5. The Ugly Duckling felt shy around the dog. _____
6. A cow made the Ugly Duckling feel heartbroken. _____
7. The Ugly Duckling was scared of the big white birds. _____
8. The Ugly Duckling became happy at the end. _____

Worksheet 2.8

c. Your Turn: Read the story again. Do the instructions.

1. The Ugly Duckling asked the chickens politely (line 3). Circle the word that tells you this.
2. The Ugly duckling had two feelings when meeting the hungry dog: scared and heartbroken (lines 8 and 10). Circle the words that showed the Ugly Duckling's feelings.
3. Pause at line 12. How many farms did the Ugly Duckling come into so far?
4. What animals made the Ugly Duckling feel heartbroken so far? Circle the last animal.
5. Describe how the big white birds recognized the Ugly Duckling (line 23).

Worksheet 2.9

Section 4 - Language Focus: Describing Feelings

Unit 2. Kindness and Happiness

Showing Feelings in a Story

A story contains relationships between characters. One way to show the relationships is by using such expressions as 'pleased', 'angry', 'worried', and 'sorry'. These expressions are called **Adjectives.** They **express the characters' feelings** in story worlds.

Using adjectives can help your reader know more about the characters' feelings in the story. For example, they showed that the Mother Duck felt worried or the Ugly Duckling was sad.

Adjectives can come after 'to be'. The Adjectives come after the past tense forms of 'to be', 'was' and 'were' because we mainly use past tense in narrating a story. Look at the following examples:

- The Ugly Duckling *was* **sad.** Nobody wanted to be his friend (showing the Ugly Duckling's feeling sad).
- The yellow ducklings *were* not **happy** to see the Ugly Duckling (showing the yellow ducklings' feeling unhappy).

The Adjectives can also come after some other 'verbs'. The most common verbs are 'feel' and 'become'. These verbs should also be in their past tense forms: 'felt' (past tense of 'feel'), and 'became' (past tense of 'become').

- The Ugly Duckling *felt* **heartbroken** (showing the Ugly Duckling's feeling heartbroken).
- Mother Duck *became* **worried** about the Ugly Duckling (showing Mother Duck's feeling worried).
- The Ugly Duckling *became* **happy** to live with the white swans (showing the Ugly Duckling's feeling happy).

In the next page, do the following activities about showing feelings using adjectives in the Ugly Duckling story (Parts 1 - 3).

LIVEWORKSHEETS

a. What did the characters in the story feel? Work with a classmate and use an Adjective to complete the characters' feelings. Number one has been done for you.

Part 1

1. What did the Mother Duck feel when five ducklings came out of the eggs?
   She *felt* happy.
2. What did the yellow ducklings feel when they walked gracefully?
   They were_____.
3. What was Mother Duck's feeling when she said, "Oh, dear! I should have six ducklings!"?
   She became _____.
4. What was the sixth duckling's feeling when he came out of the egg?
   He was _____.

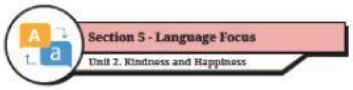
Part 2

1. What was the yellow ducklings' feeling when the Ugly Duckling wanted to play with them?
   They _____.
2. What was the Mother Duck's feeling when the yellow ducklings were rude to the ugly duckling?
   She _____.
3. What was the Ugly Duckling's feeling when the yellow ducklings asked him to go away?
   He _____.
4. What was the Ugly Duckling's feeling when his mother said he was different and brave?
   He _____.

Part 3

1. What was the chicken's feeling when the Ugly Duckling landed on their side of the river?
   _____.
2. What was the Ugly Duckling's feeling when the dog chased him?
   _____.
3. What was the Ugly Duckling's feeling when he saw some big white birds?
   _____.
4. What was the big white bird's feeling when they saw the Ugly Duckling?
   _____.

b. Look at the Ugly Duckling story Parts 1 to 3 again. Circle or highlight all adjectives that show or express the feelings of the characters in the story. Use a red pen.



In a story, you often find that some sentences are written between quotations (" "). These quotations show that the characters in the story are speaking. These sentences are called direct speech.

The sentences between the quotations tell you that in this part of the story the Ugly Duckling was speaking to the chickens, and the chickens were responding to the ugly Duckling's question.

LIVEWORKSHEETS

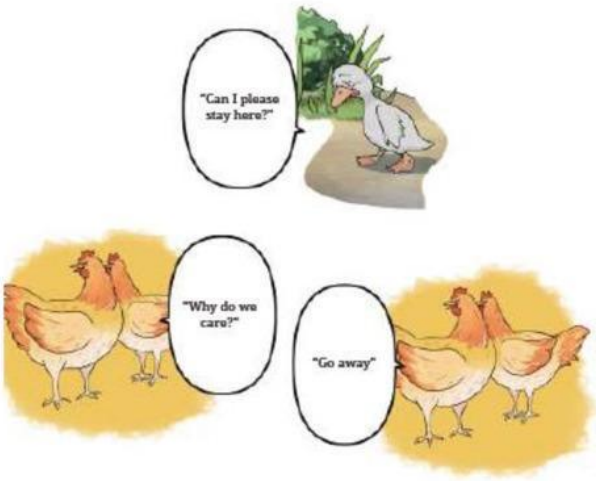
a. Read the following excerpt from the Ugly Duckling story Part 3.

That night, the Ugly Duckling flew away until he landed on the other side of the river. There he met two grown-up chickens.

"Can I please stay here?" asked the Ugly Duckling politely.

"Why do we care?" said one of the chickens.

"Go away," exclaimed the other.



Comic strip 2.2

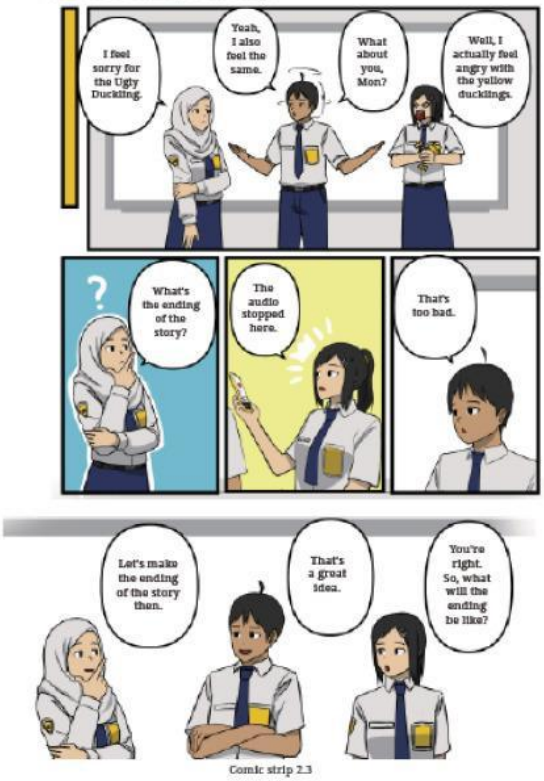
b. Read again the Ugly Duckling story Part 3. Underline all sentences between quotation marks.

c. Practice saying the quotations with your classmates.

Section 6 - Fun Time

Unit 2. Kindness and Happiness

What is the ending of the story?



Comic strip 2.3

LIVEWORKSHEETS

a. In a group of four, choose one of the endings that suits the story. Circle number 1, 2, 3, OR 4.

1. The Ugly Duckling lived with the Mother Duck and yellow ducklings in the farm happily.
2. The Ugly Duckling went out of the farm to find good friends.
3. The yellow ducklings became friends with the Ugly Duckling.
4. The Mother Duck asked the yellow ducklings and the Ugly Duckling to be good brothers and sisters.

b. Your group can create your own ending. Draw a picture for the ending of the story.

The ending of the story:

c. Compare the ending of the story in your group with those in the other groups.

Section 7 - Enrichment: Act it Out!

Unit 2. Kindness and Happiness

a. Follow the instructions.

1. Ask three of your friends to play this game.
2. Copy the cards and shuffle the cards.
3. Put the cards in an up-side down pile.
4. Write the players' names on the wheel chart.
5. Prepare a pencil.
6. Spin the pencil at the center of the wheel chart.
7. When the pencil stops spinning, see what name the pencil points to.
8. The person with that name should take one card and read the card. That person should do what the card says.
9. Spin the pencil again.

b. Copy and cut these cards.

You are the Ugly Duckling. You fly and land on the other side of the river.

You are a dog. You act and sniff.

You are a grown-up chicken. You act and say "Go away!"

You are a big white bird. You say to the Ugly Duckling "You are a beautiful swan."

LIVEWORKSHEETS

You are the Ugly Duckling. A dog is chasing you. You run fast and feel tired.

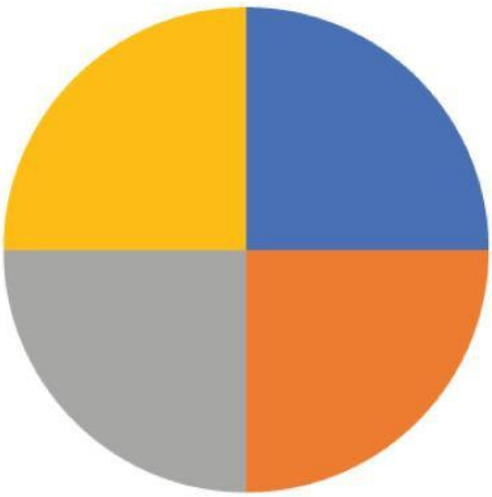
You are the Mother duck. You ask the yellow ducklings to play with the Ugly Duckling.

You are the Ugly Duckling. You look at yourself on the water.

You are the Ugly Duckling. You are sad when a cow says "Go away!"

You are a cow. You act and say "Go away!"

c. **Use this wheel chart.**



LEMBAR KERJA PESERTA DIDIK (LKPD)

Unit 3. Kindness and Friendship

Nama :

Kelas :

Petunjuk!

LIVEWORKSHEETS



Section 1 - Say What You Know

Unit 3. Kindness and Friendship

a. Look at these animals. Talk about each animal. Use the clues below.



Picture 2.7. Animals

1. What is their size? Are they big or small?
2. What can they do? Can they jump? Can they swim? Can they run fast? Can they swing from tree to tree?
3. Where do they live? In the forest? In the sea? In a pond?

LIVEWORKSHEETS

b. Look at the animals again. Can the animals do these things? Why?



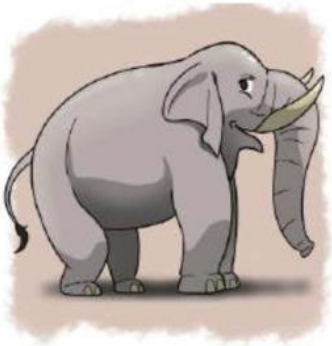
Picture 2.8. Animals and their activities



Section 2 - Reading

Unit 3. Kindness and Friendship

a. You will read a story about an elephant and his friends.
Read the outline of the story and predict the elephant's feeling.



Setting:

Time:
One day

Place:
A forest

Characters:

Elephant, monkey, rabbit, frog, fox, bear and tiger.

Elephant's feeling:

?

Problem:

No animal wants to be the elephant's friend.

LIVEWORKSHEETS

b. Read a story of an elephant and his friends. See the **Word Box**.

Word Box

announce (base form)/announced (past form): mengumumkan
gobble (base form)/gobbled (past form): melahap
growl (base form)/growled (past form): menggeram
hide (base form)/hid (past form): bersembunyi
kick (base form)/kicked (past form): tendangan
leap (base form)/leapt (past form): melompat
reply (base form)/replied (past form): menjawab/ jawab
see (base form)/saw (past form): melihat
wander (base form)/wandered (past form): berjalan-jalan
wonder (base form)/wondered (past form): heran/bertanya-tanya
burrow: liang/sarang
forest: hutan
matter: masalah
news: berita/kabar
arrogant: sombong
disgruntled: bersungut-sungut
ferocious: ganas
great: besar/hebat
hefty: kuat
shy: pemalu
sly: licik
upset: jengkel
mind your own business: jangan ikut campur

One day an elephant wandered into a forest in search of friends.

He saw a monkey on a tree.

"Will you be my friend?" asked the elephant.

"You are too big. You cannot swing from trees like me," replied the arrogant monkey.

Next, the elephant met a rabbit. He asked him to be his friend.

But the shy rabbit said, "You are too big to play in my burrow!"



Picture 2.9. An elephant and his friends

Then the elephant met a frog.

"Will you be my friend? He asked.

"How can I?" asked the disgruntled frog.

"You are too big to leap about like me."

He met a fox next.

"Will you be my friend?" he asked the fox.

The sly fox said, "Sorry, sir, you are too big. You can't run as fast as I can."

The elephant was upset and felt heartbroken.

LIVEWORKSHEETS



The next day, the elephant saw all the animals in the forest running for their lives.

The elephant asked them what the matter was.

The great bear replied, "There is a tiger in the forest. He's trying to gobble us all up!"

The animals all ran away to hide.

The elephant wondered what he could do to save everyone in the forest.

Meanwhile, the tiger kept eating up whoever he could find.

The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals."

"Mind your own business!" growled the ferocious tiger.

The elephant had no choice but to give the tiger a hefty kick.

The frightened tiger ran for his life.



The elephant went back into the forest to announce the good news to everyone.

All the animals thanked the elephant.

They said, "You are very brave and just the right size to be our friend."

Source: Elephant and Friends : Animals Stories : Short Stories (english-for-students.com)

c. Answer the following questions.

1. What did the elephant do in the forest?

_____

2. How many animals did the elephant meet in the forest on the first day?

_____

3. How did the animals treat the elephant during that first day?

_____

4. What did the elephant feel when he could not make any friends on the first day?

_____

5. Why did the animals in the forest run away on the second day?

_____

6. Did the elephant run with the other animals?

_____

7. Was the elephant afraid of the tiger?

_____

8. What did the elephant do?

_____

9. What happened to the elephant in the end?

_____

10. What do you think the elephant felt at the end of the story?

_____

LIVEWORKSHEETS

Did you know?

Are you a good friend? Here is a list that makes a good friend.

- A good friend is there for you no matter what, and will always have your back when things get difficult
- A good friend will comfort you when you are upset or crying
- A good friend will laugh with you and make you smile
- A good friend is kind, and respects and listens to you
- A good friend is trustworthy and willing to tell you the truth, even when it's hard for you to hear
- A good friend will encourage you to be a better person and inspire you to achieve more in life
- Most importantly, a good friend is someone that you enjoy talking to and spending time with
- Most friendships are positive. But, we have to be careful because some people who we think are friends can make our life a little difficult.

Source: https://www.healthforteens.co.uk/relationships/friendships

Section 3 - Language Focus

Unit 3. Kindness and Friendship

Describing Characters' Traits and Behavior in a Story

In addition to expressing characters' feelings, adjectives like 'shy', 'mean', 'honest', 'friendly' or 'rude' can **describe the characters' traits and behavior.** These Adjectives help your reader understand more about their:

- braveness ('brave', 'shy', 'ferocious')
- capacity ('clever', 'foolish')
- morality ('honest', 'kind', 'friendly', 'mean', 'cruel', 'rude', 'sly', 'arrogant').

The Adjectives also come after the past tense forms of 'to be' (*was, were*) and the past tense forms of some verbs like become (*became*). See the following examples:

a. The Ugly Duckling *was* **shy.**
b. The two grown up chickens *were* also **mean** to the Ugly Duckling.
c. All the animals in the forest *became* **rude** to the elephant.
d. The white swans *were* **friendly** and **honest** with the Ugly Duckling.

Now try to do the following activities about describing the characters' trait and behavior as well as feelings with Adjectives from the Ugly Duckling story (Parts 1 - 3) and the Elephant and Friends story.

LIVEWORKSHEETS

a. Work with a classmate. What can you tell about the characters' traits or behavior and feelings in the following pictures? Use past tense forms of 'to be' or 'feel'/ 'become' with an Adjective.



The two grown-up chickens were _____.

The Ugly Duckling felt _____.



The cow _____.

The Ugly Duckling _____.



The Ugly Duckling _____.

The dog _____.



The Ugly Duckling _____.



The white swans _____.

The Ugly Duckling _____.



The white swans and the Ugly Duckling _____.



The monkey was _____.

The Elephant became _____.



The tiger _____.

The elephant _____.

LIVEWORKSHEETS