

LEVEL

3

Leveled Reader

in Filipino

Bounty in Our Hands



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Dulnuwan works in the fields every day. Bugan helps him. Ali and Dina help too when they are not in school. Today, Dulnuwan drains the water from the field and prepares the seedbed. Bugan and the children pull the weeds. They toil in the field all morning.

They rest under the shade of a tree and eat lunch. They eat boiled rice and beans. Ali and Dina are proud of their work.



Dulnuwan looks at the clear blue sky. There is not a cloud in sight. He looks at the terraces below. He bends to pick a handful of soil. He frowns.

“Are you still worried about El Niño, Ama?” Ali asks.

Dulnuwan nods and explains, “During El Niño, weather is hotter and drier than usual. Seedbeds and rice paddies dry up. That is not good for farmers. Later, I will sow the seeds in the seedbed. If it dries up, the seeds will not grow. Then there will be no seedlings to plant.”



In the afternoon, Dulnuwan and Bugar sow seeds in the seedbed.

“How can we help Ama and Ina?” asks Dina in a soft voice.

Ali hears her and says, “You can sing to the rice seeds. Lola said that if we sing to the plants, they will grow tall and heavy with fruit.”

“That’s funny. Is that true?” Dina asks.

“Lola said you can dance for rain and good harvest. You heard Ama. If there is no rain, the seedbeds will dry up and so will the seedlings.”



Dina walks along the seedbeds
singing softly,

♪ “A ya-ay, aya-ay...

Under the mud, rest, and sleep.

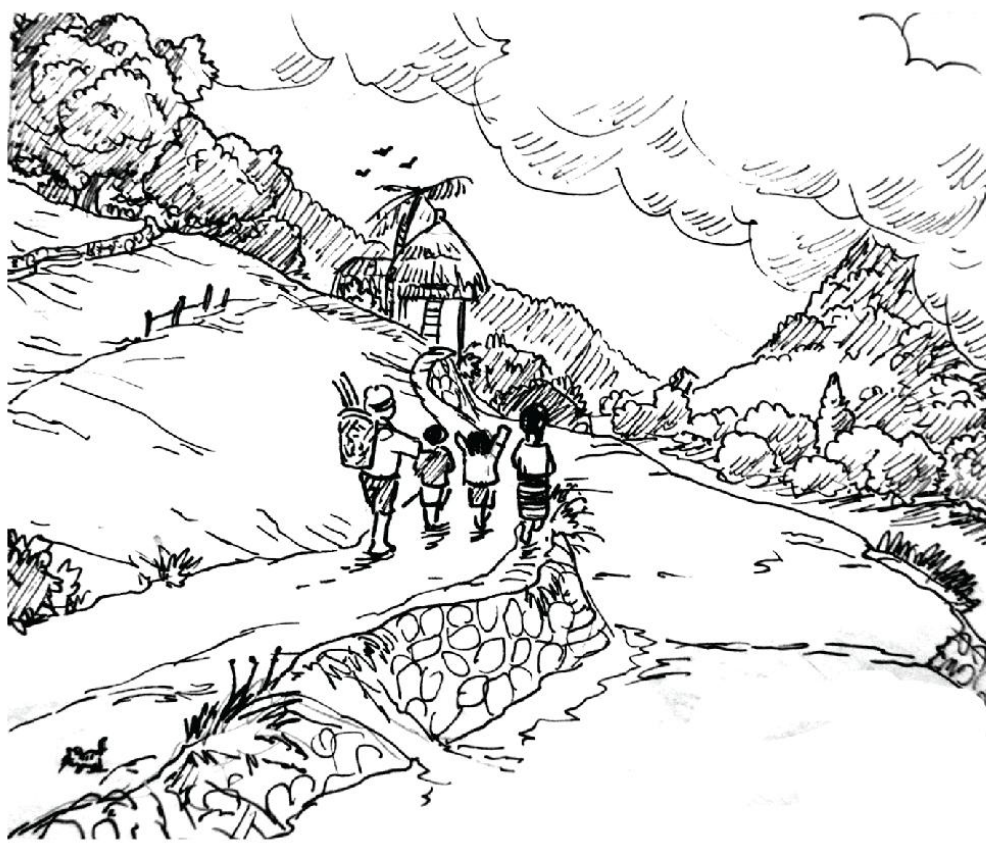
Grow-ow with speed, little rice seed.

Healthy seedlings we badly need.

Aya-ay ay ayeyey...” ♪

Ali does not dance but keeps busy.

He gathers soft soil in his hands. He
forms what looks like a jar.



The work is done. It is time to go home. The family hikes up the trail to their hut.

Dulnuwan pauses. He looks up to the sky. Now he sees clouds. They are turning gray. “Let us hurry,” he says. “This long, dry, and hot weather can just as suddenly bring in heavy rains. Sometimes it brings in even strong storms and typhoons.”

Skill Builder 1

Phonics: Words with Diphthongs and Ambiguous Vowels (oi, oy, ou, ow)

Spelling Words (Part A)

toil	destroys	drown
frowns	tough	

Choose the correct word that will complete each sentence. Choose from the word box above.

- 1) Farmers _____ on their fields all day.
- 2) They drain seedbeds so plants won't _____.
- 3) Crops that are _____ will survive the La Niña.
- 4) Too much rain _____ crops.

Spelling Words (Part B)

boiled	enjoyed	recount
proud	known	

Choose the correct word that will complete each sentence. Choose from the word box above.

- 5) Mother prepared _____ *camote* for lunch.
- 6) We _____ eating the sweet root crop.
- 7) I would _____ the different dishes mother can make.
- 8) Mother would feel _____ that I liked her cooking.



Big drops of rain fall just as the family enters their hut. Inside their hut it is warm and dry.

Dulnuwan starts the fire while Bagan prepares supper. She asks Ali and Dina to slice the *camote*. The two children are excited because Ina is going to cook their favorite dish, a mixture of rice, *camote*, and camote tops.

Outside, it continues to rain.

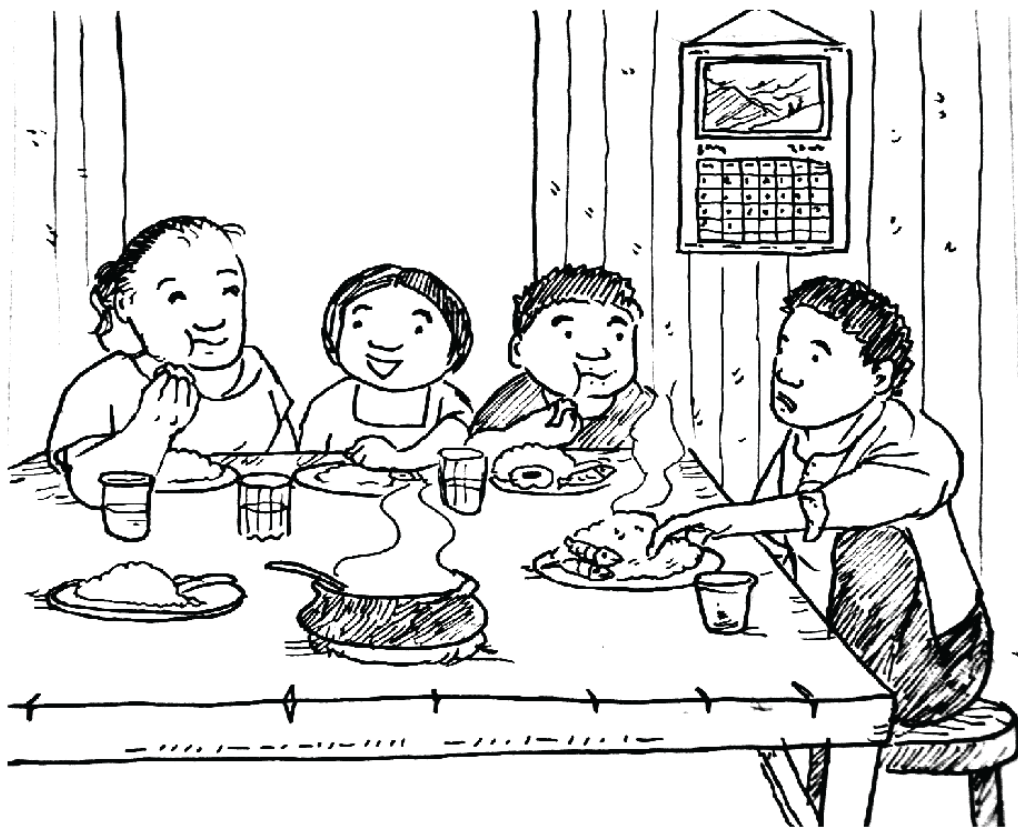


“Ama, it’s raining. This is good, right?” Dina asks as she puts four bowls on the table.

“Yes, this will be good for the seedbeds and for the rest of the field. At least it won’t be like the last El Niño,” Dulnuwan replies.

Bugan frowns as she recounts, “It did not rain for seven months!”

“Many of the rice paddies dried up. Soil cracked and seedlings dried up. Some of the terraces’ walls even crumbled,” Dulnuwan adds.



“Since it’s raining, does this mean there will be no more El Niño?” Ali asks.

“No, this is just the *amihan* or monsoon rains,” Dulnuwan replies. “El Niño usually starts after Christmas and can last up to a year.”

“There is also La Niña, which is the opposite of El Niño,” Bugan explains as she places the pot of food on the table. “La Niña is cold and wet.”



They talk about weather patterns during supper. Dulnuwan describes how the rainy season starts late during El Niño and how the rainy season lasts longer during La Niña.

He explains that extreme temperatures can become a problem, too. Once, extremely low temperature and dense fogs caused much damage to the crops in Ifugao.

“Wait! I think that is my homework!” Ali exclaims. He gets his book and shows Dulnuwan the page with a temperature chart. Dulnuwan teaches him how to read it and helps him answer the questions.

Skill Builder 2

Grammar: Pronoun/Antecedent Agreement



Underline the antecedent. Then, supply the correct referent pronoun.

- 1) Farmers take care of _____ crops.
- 2) Every man takes pride in _____ lands.
- 3) A woman can work on _____ farm, too.
- 4) Children also have _____ share of work.



Dulnuwan teaches Ali the rituals offered to the gods to ensure a steady supply of water even during the dry months. These are ways taught by his father and grandfather. They say a prayer before laying down the pipes that bring water from the mountain springs to the rice paddies. The pipes also bring water to the tank beside their house where they can draw water for cooking and drinking.



Dina and Bugan are at the terrace. They help the men make the terrace walls stronger through stone ripraps. Dina finds the rocks while Bugan fits them in and cements each rock with mud.

“Ina, why do some walls have riprap while others don’t?” Dina asks.



“Some walls don’t need ripraps because the soil on the walls is compact. During the last El Niño, the soil became very dry and crumbly. When the strong typhoons came, the walls fell down and eroded the soil,” explains Bugar.

“Oh! We cannot let that happen again!” exclaims Dina.



Afterwards, Dina prepares her small paddy for planting. Ali also prepares his paddy for planting. Their Amo gave them the responsibility to plant crops that need less water. Dina plants beans. Ali plants sweet potatoes.

Dina sings to the seeds,

♪ “Aya-ay, aya-ay...

Under the mud, rest, and sleep.

Grow-ow with speed, little rice seed.

Healthy seedlings we badly need.

Aya-ay ay ayeyey...” ♪



Dulnuwan looks at the layered rice fields sprawled below him. He sees the majestic terraces from the cluster of mountains around him. Old walls are strengthened by vegetation covering them. Other walls are made stronger by younger hands.










Dulnuwan is calm. As he walks along the walls, he calls upon the gods to protect his crops from the very dry and hot weather and powerful storms that the El Niño will bring. He begs for a plentiful harvest for his family and the rest of the community.

Skill Builder 3

Phonics: Ambiguous Vowels (al, au, aw)

Write the correct word that will complete each sentence. Use the pictures to help you.

al	au	aw
talk	taught	dawn
walk	caught	yawn
salt	cause	sprawl
wall	pause	sprawled

- 1) Dina and Ali rise at _____  when the sun isn't shining brightly yet.
- 2) Still sleepy, they _____  as they get ready for the day.
- 3) They eat fish with tomatoes and _____  for breakfast.
- 4) They have to take a long _____  before they get to the farm.
- 5) There, Dina will make a riprap for the _____ .
- 6) Ali will sculpt Bul-ul, a skill _____  to him by his father.
- 7) The children love the wide fields that _____  before them.



The farmers have done what they can to prepare for extreme weather. It's time to wait.

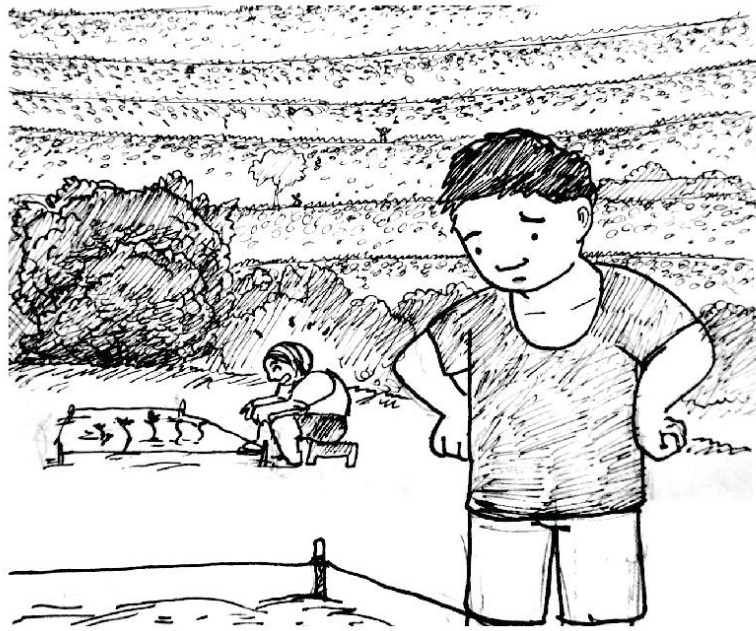
Dulnuwan 's family continues with their daily chores. The children go to school but take care of their vegetable gardens, too.

Bugan teaches Dina how to weave in the way she was taught by her great grandmother. Dulnuwan teaches Ali how to sculpt. There is time for Ali to finish his wooden carabao before harvest time.



The days are much hotter now. Dina watches her beans grow tall and have flowers. Dulnuwan reminds her to water her garden well. Too little water will make the flowers wilt and not produce fruit.

In time, the beans are ready for picking. Dina harvests every week. There are enough beans for the family. There are more to share and even sell in the market.



It is getting hotter and hotter and drier and drier.

Ali is worried about his crops. He wants more water for his crops. Dulnuwan warns him that too much water will drown the plants and will make the roots rot just like what happens during a flood.

Ali gathers *camote* tops for his mother to cook. He digs but the sweet potatoes are very small. This makes Ali sad.

“Wait one more month. They will be big by then,” promises Dulnuwan.



Dawn is breaking. It is the middle of El Niño and is already very hot and dry so early in the morning. Dulnuwan walks along the fields. He pauses and looks at the fields sprawled below him. He is happy because despite the heat, the rice fields are still green. Stalks are becoming heavy with grains.

He just has one more plea for the gods. “Let the storms arrive after harvest time,” Dulnuwan whispers in the wind.



Dulnuwan and Bugar smile as they look at the rice fields. In the afternoon sun, the field is like a golden staircase to the sky. Harvest time begins tomorrow. All is well. There will be enough food for the family and the community. There will be more supply to last until the next harvest season.

It is time to get ready for the thanksgiving ritual.

Skill Builder 4

- A. Match the conjunctive adverb with its purpose.
Draw a line to connect them.

A

- 1) however
- 2) likewise
- 3) for example
- 4) therefore

B

- give examples
- express similarity
- state effect
- show difference

- B. Complete each sentence by writing the correct conjunctive adverb on the blank.

1) The Ifugaos have close family ties; _____ they are able to pass teachings from parent to child. (thus, likewise) 2) Fathers teach their sons farming; _____ the boys learn about keeping their crops safe in times without rain. (therefore, however) 3) They learn many skills. _____ girls know how to weave and boys can sculpt. (On the other hand, For example) 4) _____, there have been many different changes through the passing of time. (However, Moreover) 5) _____ practices 2,000 years ago are not exactly the same as now. (Therefore, On the other hand)

Extra Fun

Word Art

Some words are difficult to spell because of their vowel combinations or silent letters.

Think of ways to write these words creatively. Make sure your drawings also show the word's meaning.

Help: If the word is a noun, draw the thing. If it's a verb, make the letters look like people doing the action.

Examples:



- 1) dawn
- 2) wall
- 3) sprawl
- 4) taught
- 5) crawl

