This book belongs to:

Name: ____________________________________________________
School: ___________________________________________________

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Department of Education
Republic of the Philippines
Republic Act 8293, section 176 indicates that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education and UnionBank of the Philippines

DepEd Secretary: Br. Armin A. Luistro FSC
DepEd Undersecretary: Yolanda S. Quijano, Ph.D.
DepEd Assistant Secretary: Elena R. Ruiz

UnionBank Chairman/CEO: Justo A. Ortiz
UnionBank President: Víctor B. Valdepeñas
UnionBank Executive Director: Maria Gonzalez-Goolsby

Developmental Team of the Teacher’s Guide

Chairman: Luz S. Almeda, Ph.D.
Assistant Chairman: Rizalino Jose T. Rosales
Team Leader: Victoria R. Mayo
Contributors: Leah N. Bautista, Ana Lou N. Caspi, Ivy M. Romano and Praxedes F. Mendoza
Editors: Victoria R. Mayo and Violeta M. Gonzales
Consultant: Norma A. Adams, Ph.D.
Encoders: Eduardo A. Abutal and Christiane C. Quemado
Illustrator: Jose Miguel T. Tejido
Layout Artist: Ernanie S. Gonzales

Printed in the Philippines

Department of Education–Instructional Materials Council Secretariat
(DepEd-IMCS)

Office Address: 2nd Floor Dorm G, PSC Complex
               Meralco Avenue, Pasig City
               Philippines 1600
Telefax: (02) 634-1054 or 634-1072
E-mail Address: imcsetd@yahoo.com
The gift of learning is made possible only through the hard work, dedication, and commitment of individuals who, over the last few years, have participated, in one way or another, to create this worthwhile project.

The Department of Education and UnionBank of the Philippines extend their heartfelt gratitude for their participation in this undertaking.

**UnionBank Learning System Credits**

**Conceived, Produced and Published by**: Maria Gonzalez-Goolsby  
**Written by**: Adalia D. Soriano  
**Illustrations and Activity Pages by**: Jose Miguel T. Tejido  
**Layout by**: Ernanie S. Gonzales  
**Copy Editing by**: Nancy Pe-Rodrigo

**Acknowledgment**

Almarido, Ana Rosa  
Almeda, Luz S.  
Arce, Jose Lin.  
Asper, Merlie J.  
Baltazar, Teresita D.  
Barro, Mary Margaret M.  
Batalla, Sally G.  
Belena, John M.  
Borgonia, Recaredo G.  
Bragado, Rosebie J.  
Dimano, Marilyn D.  
Domalanta, Teresita G.  
Dulangon, Carmelita T.  
Estigoy, Susana Teresa B.  
Evaristo, Ma. Luz F.  
Francisco S.J., Fr. Manoling  
Hael, Elizabeth H.  
Hidalgo, Fe A.  
Hipolito, Myrna J.  
Ilagan, Cesar G.  
Lapus, Jesli A.  
Lastimoza, Zeny B.  
Lee, Marcy D.  
Magtibay, Januel M.  
Magtibay, Maria Elena A.  
Mayo, Victoria R.  
Muyot, Alberto T.  
Ng, Therese  
Niega, Josephine C.  
Novido, Dolores G.  
Pado, Felicitas E.  
Pilor, Socorro A.  
Quemado, Christiane C.  
Quijano, Yolanda S.  
Reyes, Lourdes C.  
Reyes, Neil  
Rosales, Rizalino Jose T.  
Ruivivar, Ilene R.  
Ruiz, Elena R.  
Ruiz, Jean Marie E.  
Salvañá, Josefina Atienza  
Santos, Daisy O.  
Soto, Cornelia C.  
Tang, Elizabeth C.  
Tay, Dexter A.  
Teves, Gerard Jude F.  
Tirado, Kenneth C.  
 Tolentino, Maria Teresa A.  
Torrevillas, Zonita  
Valarao, Carlos V.  
Valencia, Joven M.  
Varela, Francisco M.  
Vidanese, Hector A.  
Villanueva, Roberto P.  
Villanueva, Victor A.  
Villaruel, Othello T.  
Vispo, Marilou G.
FOREWORD

In our quest to make a difference in our community, we are guided by Magis – the relentless drive to look for something more in every opportunity with a heroic attitude and to engage our ideas, talents, and energies on endeavors that may at first seem undistinguished, but are in fact required. For us at UnionBank, this means a corporate philanthropy and social responsibility agenda that can best leverage our resources and capabilities to develop our nation and our people.

For us, this means taking the less travelled path of values formation.

It is thus that we have endeavored to focus on youth development and to align our values formation efforts with the public school curriculum. Through the UnionBank Learning System, we have succeeded in developing learning materials that are designed to integrate values formation – in particular, the time-honored values enshrined in the Philippine Constitution – with the crucial area of reading. Knowing fully that reading is a survival skill – if you cannot read, you cannot learn – our learning system endeavors to help produce independent readers among our young.

Having launched the program in 2006, we have provided students’ workbooks to over 2.5 million pupils and teachers’ guides to 13,000 Grade 2 teachers in 5,200 public schools throughout the country. Over the years, we have received various awards and commendations for this philanthropic undertaking, as well as excellent impact evaluations that show proof of its immense worth to Philippine education.

Now, through this partnership with the Department of Education, we are embarking on the institutionalization of the program in the public school system, with each and every Grade 2 pupil to be given a copy of this book – revised in accordance with the new basic education curriculum – beginning school year 2013-2014!

For UnionBank, this marks the end of a long yet fruitful journey.

With hope and confidence in the future, it is our joy and privilege to give this book – through this monumental partnership with the Department of Education – as a gift to the Filipino child.

May it continue to serve as an effective learning tool, one that can help empower each Filipino child with the capabilities required by the emerging global village. And may it continue to inspire others to participate in the noble struggle for nation building and, to be reminded that “besides the earth, man’s principal resource is man himself,” for the transformation of each individual.

JUSTO A. ORTIZ
Chairman and CEO
UnionBank of the Philippines
INTRODUCTION
THE JOURNEY

This book has been eight years in the making. As the culminating output of the flagship program in Corporate Philanthropy and Social Responsibility of UnionBank of the Philippines, the UnionBank Learning System (UBLS) is the embodiment of the bank’s corporate creed – To Make a Difference in the Community – realized through programs and projects that focus on the all-important area of values formation, like the UBLS.

Launched on June 19, 2006, auspiciously the 145th birth anniversary of our national hero, Dr. Jose Rizal, the UBLS is the brainchild of UnionBank Chairman and CEO Justo A. Ortiz and UnionBank Corporate Philanthropy and Social Responsibility (CPSR) Executive Director Maria Gonzalez-Goolsby.

Recognizing the importance of addressing the Millennium Development Goal of achieving universal primary education (MDG 2), and responding to the call for volunteerism and private sector participation in Philippine public education through the Adopt-A-School Program, UnionBank embarked on a journey to help Filipino children read, write, and speak English and, at the same time, learn to become good and productive Filipino citizens.

The Foreword of the first UBLS book reads—

_We want to give the Filipino child the solidarity of love, a guiding moral compass, pride in our Filipino heritage, and the capability to participate in the equalizing global village._

As pointed out by Ortiz, “At the end of the day, values formation becomes a very important foundation for the future, and that’s why more investment should be put into it.”

In 2006, UnionBank commissioned Marcy Dans-Lee to write and illustrate the storybook As a Filipino, as conceptualized by Goolsby. Likewise, Dr. Felicitas E. Pado of the University of the Philippines was commissioned to write a self-instructional Teacher’s Handbook using the Four-Pronged Motivational Approach and a corresponding Student’s Workbook based on the storybook, while Ms. Lourdes Colina-Reyes, M.A., veteran teacher of De La Salle Zobel and author of a values formation book, was commissioned to write the Values Education component of the book series.

The UnionBank “As a Filipino” Learning System: Developmental Reading Integrated with Values Education for Good Citizenship (As a Filipino) was born.
Compliance with the learning competencies set by the Department of Education was a primary consideration in developing the entire UnionBank program.


In 2007, the program was launched in the National Capital Region (NCR), in coordination with then DepEd NCR Director Teresita G. Domalanta, where it was rolled out in all its public elementary schools that year. Recognizing the Filipino teacher’s noble mission and dual roles as mentor and model of the Filipino child, UnionBank paid tribute to all the 5,000 Grade 2 public schools teachers of NCR, who were also the first to use the *As a Filipino* books, through a massive teacher training event on October 24-25 at the Philippine International Convention Center that preceded the region-wide rollout.

To validate the program’s effectiveness, UnionBank commissioned Dr. Cornelia C. Soto of the Ateneo de Manila University’s Ateneo Teacher Center (ATC), an acknowledged Assessment and Evaluation of Learning Expert, to conduct the 2007-2008 census study “The Impact of the UnionBank Learning System: Developmental Reading Integrated with Values Education for Good Citizenship As a Filipino on Pupil Achievement in the National Capital Region (NCR).”

Based on the performance results of 200,000 Grade 2 pupils, the study concluded that there was a 41.59% increase in Reading Achievement. In assessing Values Knowledge and Feelings, a significant increase was also observed towards Love for Reading (p=.002) and Behavior Towards Family (p=.015) and School (p=.008). It further stated that, in general, both quantitative and qualitative data indicated that the UBLs was substantially successful as a cognitive instrumental system. Its affective impact was also substantially beneficial to teachers and pupils, with the Observational, Interview, and Survey results showing the following: The principals (N=29) and teachers (N=168) selected from 450 schools felt that the UBLs’ goals and objectives of developing reading skills and values integration were achieved. Both respondents gave the UBLs a high rating (principals’ mean = 4.38, teachers’ mean = 4.32 on scale of 1-5). They believed the UBLs was relevant, useful, and helpful to both teachers and pupils. They found the content logical and well organized, with values properly integrated and applicable to the pupils’ daily life at home and in school, and correlated with other subjects such as Filipino, Makabayan, and Character Education.

Under the continuing conceptualization, direction, and management of UnionBank CPSR head Goolsby, with CPSR officers Ilene R. Ruivivar and Mary Margaret M. Barro, the program evolved in 2008 into the *UnionBank Learning*
System: Development Reading Integrated with Values Education for Good Citizenship, an integrated program for teaching Literacy, English Proficiency, and Values Education for pupils in the primary grade level.

The five editions of the UBLS were written by Adalia D. Soriano, a highly regarded Language Arts specialist with three masters degrees (General Education, Elementary School Administration, and Language Teaching) and 35 years of teaching experience at the elementary level. Jose Miguel “Jomike” T. Tejido, architect, artist, and author of children’s books, magazines, and comics, enlivened the workbook with his illustrations and activity pages, engaging the pupils and motivating them to interact with the text.

Composed of a Student’s WorkText for every pupil, a Teacher’s Edition of the WorkText for every teacher, a Teacher Training Video, and the As a Filipino Audio CD for every school, the UBLS Program was used 90 minutes daily for 32 weeks in participating public elementary schools.

Since its launch in 2007, the UBLS has benefited over 2.5 million primary public school pupils and 13,000 teachers in 5,200 public elementary schools nationwide. Covering the main regions of NCR, Region VII (Central Visayas), and Region XI (Davao), the Divisions of Sarangani, Tawi-Tawi, Isabela City and Lamitan City, and the Districts of Maluso and Tipo-Tipo, Basilan and San Isidro, Nueva Ecija, the UBLS was effectively a nationwide program.

Coverage expanded in school year 2008-2009 to the Visayas and Mindanao, and ATC’s Soto did a study in these areas using the same evaluation protocol used in 2007-2008. Despite difficult logistics that allowed complete data gathering in only a few schools, the study showed encouraging results. In Metro Cebu, for instance, the sample of 2 schools, 9 teachers, and 466 pupils indicated a 16.54% increase in pupils’ reading achievement. In the Autonomous Region of Muslim Mindanao, the sample of 29 schools, 36 teachers, and 1,786 pupils yielded an increase of 34.03%.

In school year 2011-2012, then DepEd NCR Director Elena R. Ruiz initiated a DepEd Impact Study, again independently conducted by the Ateneo Teacher Center. This was administered by ATC’s Soto in collaboration with DepEd NCR Education Supervisor Victoria R. Mayo. The study focused on the rich source of data from Grade 2 NCR teachers (N=1592) evaluation of the UBLS Student’s WorkText and Student’s WorkText Teacher’s Edition. The “Teacher Evaluation of the UnionBank Learning System: Developmental Reading Integrated with Values Education for Good Citizenship A Content Analysis” Study showed the value of the UBLS to both pupils and teachers.

The teachers’ evaluation of the UBLS resource materials was overwhelmingly positive in terms of general impact, characteristics, and content and that these
materials were “useful and helpful because of their development of cognitive competencies such as the integrated skills of reading, writing, listening, and speaking, values education and integration, and their development of psychomotor skills and the arts.”

Teachers felt that the focus on values education and integration was quite significant since pupils were exposed to “poems, stories, and activities which contain values and virtues that are essential for children to become good persons, [and which are] essential in strengthening and fortifying their character.” Teachers thought that the inclusion of non-language arts skills and content such as art activities, puzzles, and games “challenged the pupils to think, to question, and to be more creative and imaginative.” The activities “help increase their motivation” and made them “more participative and attentive.” The UBLS was given credit by teachers for the perceived change in attitude and behavior of pupils: they were more attentive, participative, independent, critical, imaginative, and creative. Similarly, teachers expressed that they learned new strategies and techniques, by using the new instructional materials. They also became more creative, resourceful, patient, and imaginative.

The Bureau of Elementary Education (BEE) under Director Marilyn D. Dimaano, also conducted an evaluation of the UBLS in 2012, which showed that the UBLS student’s workbook “designed to strengthen literacy skills and instill values, is a complete package that will be of great help to both the teachers and the pupils. Thus, it is highly recommended for use in Grade 2.”

It should be noted that the UBLS has earned several awards of distinction for UnionBank, including the Anvil Award for Excellence in Education (2008), the Anvil Award for Excellence in Responsible Citizenship (2008), the Management Association of the Philippines (MAP) Special Award for Best in Education (2009), and Finance Asia Top Ten Companies in Asia for CSR (2010).

With the onset of the new basic education curriculum, the Department of Education saw the value of capitalizing on the strengths of the UBLS.

“The UnionBank Learning System has been a great help to all our pupils and teachers for the past five years,” wrote DepEd-NCR Director Luz S. Almeda in her October 23, 2012 request to UnionBank to allow the DepEd Learning Resource Writing Team (LRWT) to use materials from the UBLS for the new DepEd Learner’s Material (LM) and Teacher’s Guide (TG).

“This is an opportunity for the UBLS seeds to grow and bear more fruits as they will be sown in all parts of the country,” Almeda added. “It is high time that [UnionBank’s] advocacy on reading and good citizenship spread throughout the land.”
Having been granted permission by UnionBank through CPSR head Goolsby, Almeda requested clearance from Ruiz, who by then had been promoted to the position of DepEd Assistant Secretary for Programs and Projects, to use the UBLs in the development of the LM and TG for Grade 2 English. The matter was eventually elevated to then DepEd Undersecretary for Programs and Projects Yolanda S. Quijano, and after several meetings with UnionBank’s Goolsby and other DepEd officials, among them Undersecretary for Finance and Administration Francisco M. Varela, Undersecretary for Legal and Legislative Affairs Alberto T. Muyot, Instructional Materials Council Secretariat Director Socorro A. Pilor, Adopt-A-School Program Operations Manager Merlie J. Asprer, BEE’s Dimaano, and NCR’s Almeda and Mayo (the latter serving as team leader of the DepEd-NCR LRWT), the integration of the UBLs in DepEd’s Grade 2 English LM and TG and its institutionalization in the public school curriculum was assured.

At this point, the final chapter of UnionBank’s journey with the UBLs was already near at hand.

With DepEd formally “acknowledging and recognizing the proven usefulness and impact of the UBLs” in providing schools with literacy, English proficiency, and Values Education for character formation, and having “examined, checked, and cleared it for adoption and use” in the Grade 2 English LM and TG for all public elementary schools in the country, selected materials from the UBLs were used in combination with materials provided by DepEd, using the UBLs template, as developed by the DepEd-NCR LRWT.

In completing its journey with the UBLs, UnionBank agreed to assign to DepEd its rights and interests and allow its use and adoption in the public school system.

Thus, on February 6, 2013 a Memorandum of Agreement was signed by Education Secretary Br. Armin A. Luistro FSC and UnionBank Chairman/CEO Justo A. Ortiz to formalize the turnover of the UBLs to the Department of Education.

Under this agreement, UnionBank granted DepEd, at no cost, permission to adopt, integrate, and use in the Grade 2 English LM and TG selected exercises and materials from the UBLs. UnionBank also gave DepEd the right to use all components of the learning system – Student’s WorkText, Student’s WorkText Teacher’s Edition, Teacher Training Video, As a Filipino Audio CD, and Corporate Philanthropy and Social Responsibility (CPSR) Audio-Visual Presentation – free of charge.

These LMs will be disposable, on a 1:1 ratio for all Grade 2 public school pupils nationwide, with every child entitled to bring home the LM at the end of the
school year. The TG, however, will be reusable, on a 1:1 ratio, for Grade 2 English public school teachers nationwide. The Grade 2 English LM will be printed by DepEd in time for school year 2013-2014 and then every year thereafter.

Under this agreement, UnionBank and DepEd are copyright co-owners of the Grade 2 English Learner’s Material.

According to Secretary Luistro, “The LM is like a student’s worktext which every pupil can study, answer and write on, and bring home as their own.”

In the coming school year, it will be given to all 2.5 million Grade 2 pupils in public elementary schools nationwide.

“This particular engagement comes at a very important segment in our journey towards reforms,” Luistro explains. "We are thankful to UnionBank for the learning system that will enable us to integrate and use the Learning Materials and Teachers Guides in the context of K to 12.”

On behalf of UnionBank, Ortiz notes –

“We are happy to join DepEd in this historic, enabling, and noble project – a book for every child – for the benefit of all the 2.5 million Grade 2 pupils and the 60,000 Grade 2 teachers nationwide. We share [DepEd’s] vision of creating a better Philippines through the commitment of a better educational system.”

This is UnionBank’s Gift to the Filipino Child. And now, through this partnership with the Department of Education and this book collaboration, it is for all Filipino children to own, learn from, and enjoy.

CARLOS V. VALARAO
March 13, 2013
CONTENTS

Foreword iv
Introduction v

UNIT 1 - I Can Get Along 1
Lesson 1: Sounds Around 1
Lesson 1: Sounds Around (Day 2) 4
Lesson 2: Animal Sounds 5
Lesson 3: Sounds of Musical Instruments 7
Lesson 4: Sounds in the Environment 9
Lesson 5: The Alphabet - Medial /e/ 11
Lesson 6: Elements of the Story 13
Lesson 7: Speech Sounds
  Medial /e/, Rimes /-et/ and /-en/ 17
Lesson 8: Speech Sounds
  Medial /e/, Rimes /-eg/ and /-ed/ 20
Lesson 9: Speech Sounds
  Medial /e/, Rimes /-em/, /-ell/, and /-eb/ 23
Lesson 10: Bat Cat and Fat Rat 25
Lesson 11: Speech Sounds
  Medial /a/, Rimes /-am/, /-an/, and /-at/ 27
Lesson 12: Speech Sounds
  Medial /a/, Rimes /-ag/, /-ad/, and /-ap/ 29
Lesson 13: The Pink Wig 32
Lesson 14: Rhyming Words 34
Lesson 15: Speech Sounds
  Medial /i/, Rimes /-it/, /-ip/, and /-ig/ 36
Lesson 16: Speech Sounds
  Medial /i/, Rimes /-id/, /-in/, and /-ill/ 37
Lesson 17: Being Courteous 37
Lesson 18: Naming Words 38
Lesson 37: Learning the Letter C as in /s/ .......................................................... 65
Lesson 36: Rap the Letter C ........................................................................... 65
Lesson 35: Using Personal Pronouns * ......................................................... 64
Lesson 34: Speaking Well in Dialogues * ...................................................... 63
Lesson 33: My Body and the Letter B ............................................................. 61
Lesson 32: I Love Naming Words .................................................................. 59
Lesson 31: Befriending Others ...................................................................... 58
Lesson 30: Knowing Myself Better * ............................................................ 57
Lesson 29: For the Sake of Honey * .............................................................. 56
Lesson 28: Having Faith in God * ................................................................. 54
Lesson 27: Differentiating Common from Proper Nouns ......................... 53
Lesson 26: Specific Naming Words * ............................................................ 52
Lesson 25: More on Naming Words ............................................................... 51
Lesson 24: Doing It Right * ......................................................................... 49
Lesson 23: More Rules: Plural Form of Nouns ........................................... 48
Lesson 22: Plural Form of Nouns by Adding –s * ....................................... 47
Lesson 21: Words Showing Order of Events * ........................................... 46
Lesson 20: Sequencing of Events * .............................................................. 45
Lesson 19: Working Together Is Best * ....................................................... 43
Lesson 18: Knowing Myself Better ............................................................... 42
Lesson 17: For the Sake of Honey ............................................................... 41
Lesson 16: Differentiating Common from Proper Nouns ......................... 40
Lesson 15: Specific Naming Words ............................................................. 39
Lesson 14: More on Naming Words ............................................................. 38
Lesson 13: Doing It Right * ......................................................................... 36
Lesson 12: More Rules: Plural Form of Nouns ........................................... 35
Lesson 11: Plural Form of Nouns by Adding –s * ....................................... 34
Lesson 10: Working Together Is Best .......................................................... 33
Lesson 9: Sequencing of Events ................................................................. 32
Lesson 8: Words Showing Order of Events ................................................. 31
Lesson 7: More Rules: Plural Form of Nouns ............................................. 29
Lesson 6: Plural Form of Nouns by Adding –s * .......................................... 28
Lesson 5: Working Together Is Best ............................................................. 27
Lesson 4: Sequencing of Events ................................................................. 26
Lesson 3: Words Showing Order of Events .................................................. 25
Lesson 2: More Rules: Plural Form of Nouns ............................................. 23
Lesson 1: Plural Form of Nouns by Adding –s * .......................................... 22

UNIT 2 – My Home, My Family ................................................................. 68
Lesson 1:  Oops! It’s My Turn* ................................................................ 68
Lesson 2:  We Do Things Together .............................................................. 70
Lesson 3:  This Is Home ............................................................................. 70
Lesson 4:  Having Fun Together ................................................................. 72
Lesson 5:  I Am Part of a Family ................................................................. 73
Lesson 6:  Together as One ....................................................................... 74
Lesson 7:  Keep Things Tidy ....................................................................... 76
Lesson 8:  I Have a Cool Family ................................................................. 77
Lesson 9:  More Fun at the Camp ............................................................... 78
Lesson 10: Meet My Family ....................................................................... 79
Lesson 11: Wake Up! Wake Up! ................................................................. 80
UNIT 3 – School is Fun
Lesson 1: Noting Details * ........................................ 127
Lesson 2: Things Here * ....................................... 130
Lesson 3: Things There * ....................................... 131
Lesson 4: Consonant Clusters/Blends * ..................... 133
Lesson 5: A Proud Filipino Boy * ............................ 135
Lesson 6: Which Word? * ...................................... 136
Lesson 7: Talented Too * ...................................... 137
Lesson 9: I Love My Family and Everyone in School * .............................................. 140
Lesson 10: Writing a Simple Story * .......................... 141
Lesson 11: Real or Made-up * ................................. 143
Lesson 12: Fiction or Non-Fiction ............................. 145
Lesson 13: Adjectives * ........................................ 146
Lesson 14: What Sound? * ..................................... 147
Lesson 15: Writing a Simple Story Using Adjectives * .............................................. 149
Lesson 16: What Do You Mean? * .............................. 150
Lesson 17: Good Study Habits ................................ 153
Lesson 18: Let’s Give a Clearer Picture ....................... 154
Lesson 19: Just One Sound ..................................... 155
Lesson 20: Memory Game * ................................... 156
Lesson 21: I Can Follow Directions * ....................... 157
Lesson 22: I Can Perform ....................................... 160
Lesson 23: I Can Obey ........................................... 162
Lesson 24: I Can Match Letter Patterns * .................. 164
Lesson 25: I Can Shorten Words * ............................ 165
Lesson 26: I Can Retell Stories * .............................. 166
Lesson 27: I Can Respond to Situations ....................... 168
Lesson 28: I Can Describe Pictures .......................... 170
Lesson 29: I Can Read Graphs ................................ 172
Lesson 30: I Can Connect Sounds * ......................... 173
Lesson 31: I Can Perform Simple Instructions * .......... 174
Lesson 21: I Have a Good Friend

Lesson 20: Be Thankful for God’s Creation

Lesson 19: Be Proud of Who You Are

Lesson 18: Studying Can Save Lives

Lesson 17: Bring Out the Hero in You

Lesson 16: Respect for Life: Uplift People

Lesson 15: Working as a Team

Lesson 14: Teamwork Leads to Success

Lesson 13: We Are Unique and Special

Lesson 11: Find the Inner Beauty of Others

Lesson 10: Our Plants: Our Life

Lesson 9: Beautiful Sights in Our Environment

Lesson 8: Experience Is the Best Teacher for Everybody

Lesson 7: We Are the Guardians of Our Environment

Lesson 6: Be Aware of Your Community

Lesson 5: Punctuation Marks Are Important

Lesson 4: Learn More about Your Community

Lesson 3: Let’s Talk about Our Community

Lesson 2: My Responsibility, My Community

Lesson 1: I Am a Man for Others

UNIT 4 - I Belong to a Community

Lesson 39: I Can Use a Map

Lesson 38: I Can Share Things

Lesson 37: I Can Tell What Is Next

Lesson 36: I Can Tell the Sound

Lesson 35: I Can Tell What Is Important

Lesson 34: I Can Meet Friends

Lesson 33: I Can Write

Lesson 32: I Can Do Things

Lesson 22: I Have a Good Friend

Lesson 21: I Have a Good Friend

Lesson 20: Be Thankful for God’s Creation

Lesson 19: Be Proud of Who You Are

Lesson 18: Studying Can Save Lives

Lesson 17: Bring Out the Hero in You

Lesson 16: Respect for Life: Uplift People

Lesson 15: Working as a Team

Lesson 14: Teamwork Leads to Success

Lesson 13: We Are Unique and Special

Lesson 11: Find the Inner Beauty of Others

Lesson 10: Our Plants: Our Life

Lesson 9: Beautiful Sights in Our Environment

Lesson 8: Experience Is the Best Teacher for Everybody

Lesson 7: We Are the Guardians of Our Environment

Lesson 6: Be Aware of Your Community

Lesson 5: Punctuation Marks Are Important

Lesson 4: Learn More about Your Community

Lesson 3: Let’s Talk about Our Community

Lesson 2: My Responsibility, My Community

Lesson 1: I Am a Man for Others

UNIT 4 - I Belong to a Community

Lesson 39: I Can Use a Map

Lesson 38: I Can Share Things

Lesson 37: I Can Tell What Is Next

Lesson 36: I Can Tell the Sound

Lesson 35: I Can Tell What Is Important

Lesson 34: I Can Meet Friends

Lesson 33: I Can Write

Lesson 32: I Can Do Things
Lesson 21: I Have a Good Friend (Day 2) ........................................ 224
Lesson 22: I Know What a Declarative Sentence Is .................. 225
Lesson 23: I Know How to Sequence Events .......................... 227
Lesson 24: I Can Make a Card ............................................. 229
Lesson 25: I Love to Help Others * ........................................ 230
Lesson 25: I Love to Help Others (Day 2) .............................. 233
Lesson 26: I Know What an Exclamatory Sentence Is .......... 234
Lesson 27: I Am a Part of a Whole ....................................... 237
Lesson 28: I Can Write a Simple Story .................................. 239
Lesson 29: I Am a Filipino * ........................................... 240
Lesson 29: I Am a Filipino (Day 2) * ................................. 243
Lesson 30: I Know How to Ask Questions ............................ 246
Lesson 31: I Know What Will Happen Next ......................... 248
Lesson 32: I Can Write a Simple Story Again ....................... 249
Lesson 33: I Love My Filipino Brothers and Sisters * ........ 250
Lesson 33: I Love My Filipino Brothers and Sisters
(Day 2) * ........................................................................ 253
Lesson 34: I Can Name the Different Kinds of Sentences .... 255
Lesson 35: I Know My Good Friends ................................. 257
Lesson 36: Let’s Celebrate Being Filipinos ......................... 258

* Activities and exercises adopted from the UnionBank Learning System Student’s WorkText (2012) and revised by DepEd National Capital Region – Learning Resource Writing Team
UNIT 1
I Can Get Along

Lesson 1: Sounds Around

Target Skills:

- Oral Language: Interacting with others
- Auditory Discrimination: Recognizing/identifying, classifying/categorizing a sound heard: transportations, animals, musical instruments, mechanical objects, environmental, distinguishing between loud/soft, high/low sounds
- Listening Comprehension: answering Wh-questions

Objectives:

Recognize/Identify and classify transportation sounds as loud/soft
Get the meaning of words through pictures/models
Answer Wh-questions

Subject Matter: Transportation sounds
Answering Wh-questions

Materials:
- Story: “Off to School” by Myrna J. Hipolito
- pre-recorded transportation sounds, tape/CD player, transportation pictures/models, word cards, charts

Procedure:

Pre-Assessment: (Refer to LM, pp. 2-3, Let’s Try)

Key to correction:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>I. meeooow- meeooow</th>
<th></th>
<th>II. tweeet-tweeet</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Motivation:

Ask the pupils the sounds that they know.
Ask: How do you go to school?
    Do you walk to school? What kinds of transportation do you take?
Write the pupils’ responses in a circle map or bubble map.
Model reading the pupils’ responses and let them repeat after you.

**Presentation:**

Do:  Present pictures of vehicles/models and word cards.
     Say the words and let pupils repeat after you.
     Ask pupils to match the word cards and the pictures.
     Ask the pupils to locate and encircle the word in the circle map.
     Let them post the pictures and the words on the chart.
     Guide pupils to talk about its cover and guess what the story is about.
Say:  Listen to the story of a Grade 2 boy.
     Find out how he goes to school.

**Listening:**

Give the pupils the standards to observe during listening.
Refer to the following guidelines when reading to the class:
1. Read the whole story aloud. Point to the illustrations when needed.
2. Read the story again. Ask questions as the story is being read/listened to.
3. Read parts of the story where the pupils can mimic the sounds heard.
Off to School
by Myrna J. Hipolito

It was seven o’clock in the morning. Lito’s service vehicle arrived. “Brrroom, brrroom, brrroom,” sounded the tricycle. Lito happily boarded the tricycle to school.

Where was Lito going?

When they reached the junction, the tricycle could not go fast like before. “I am sorry Lito, there’s a traffic jam again! We can’t get ahead of the cars and jeeps,” Kuya Ben said. “Yes, there are trucks, vans, and taxis, too,” Lito added.

Why can’t Lito’s tricycle get ahead of the cars and jeeps?
What other transportations were there?

“There, the signal light just turned green.” “Now, we can go,” Kuya Ben happily drove to school. Brrroom, brrroom, brrroom, tooot, tooot, tooot. Eeeeeeeeng, beeep, beeep, beeep! Prrriiiiiii! These sounds can be heard everywhere. Everybody was in a hurry to go.

Screeeeech! “Here we are, Lito,” Kuya Ben said. Lito got off the tricycle. “Thank you, Kuya Ben see you this noon.” And Lito happily walked to his classroom.

What sounds were heard?

Ask the pupils to give the best answer to the following:
1. Where was Lito going?
2. Who is Kuya Ben?
3. How did Lito get to school?
4. What sounds were heard by Lito on his way to school?
5. Which means of transportation made these sounds?
6. Do you think Lito arrived in school on time? What made you think so?
7. How did Lito feel that day?
8. Will Lito see Kuya Ben again?

Application: (Refer to LM, p. 4, I Can Do It)

Evaluation: (Refer to LM, p. 5, Measure My Learning)

Key to Correction:
1. Lito
2. brrroom-brrroom
3. 7:00 a.m.
4. tricycle driver
5. noon
Lesson 1: Sounds Around  
(Day 2)

Motivation:
Do: Present the circle map accomplished the day before. Ask pupils to form dyads.
Say: Today, we shall have another game with your partner, you shall do the following:
Pupil A shall secretly choose a transportation in their circle map, produce its sound, and ask pupil B to identify the sound produced. If the answer is correct, pupil B gets the point and the chance to ask pupil A.

Group Work:
Divide the class into four groups. Distribute pictures/models of different kinds of transportation. Provide each group with a thinking matrix to work on (the sample is shown below). Let pupils produce the transportation sounds and classify them as loud or soft. Specify the number of minutes the pupils shall work as a group.

The pupils will present by groups. Tell them to imitate the transportation sound as they present.

Thinking Matrix

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Sound produced</th>
<th>Loud</th>
<th>Soft</th>
</tr>
</thead>
<tbody>
<tr>
<td>tricycle</td>
<td>brooom-brooom</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Generalization:
Transportations make different sounds. They make loud or soft sounds.

Evaluation:
Tell the pupils to look at each picture. Check (✓) if the sound it makes is loud or soft. (Refer to LM, p. 6, I Can Do It)

Application:
“Guessing Game”

Form three groups. Imitate the sound of different kinds of transportation. Let the groups identify the transportation. The group that gets the most number of correct answers wins.

Agreement:
Show how to complete the following story. Then, ask the pupils to do it by themselves.

Hello, I’m _____________. I ride in a ___________. in going to school. The ___________ makes a loud/soft sound ___________ and off we go to school.
Lesson 2: Animal Sounds

Objectives:

Recognize/identify/ and classify sounds produced by animals as loud/soft
Answer Wh- questions

Subject Matter: Animal sounds
Classification of loud/soft sound

Materials: Story: “Five Little Goats” by Myrna J. Hipolito
pre-recorded animal sounds, tape/CD, cassette/CD player, pictures/models of animals, word cards, charts/maps

Procedure:

Review:
Divide the class into two.
Each group shall take turns mimicking transportation sounds, identifying, and classifying them as loud or soft. The group that gets the most number of correct answer wins.

Motivation:
Ask: What kind of pets do you have?
What sounds do they make?
When do they make these sounds?
Plot the animals mentioned by the pupils in the bubble map.

Model reading the animals the pupils mentioned and let pupils read after you.
Vocabulary:

Say: You named some animals and they are now posted in the bubble map. I’m going to show you the picture of another animal.

Do: Show the picture of a goat. Post the picture on the chart. Present the words for study. Read the words and let the pupils read after you. Distribute the pictures and the word cards. Ask pupils to match them. Ask the pupils to pair off the picture with the correct word. Tell them to read the word again.

Listening:

Remind pupils of the standards to observe during listening.
1. Read the whole story aloud. Tell the pupils to listen very well. Ask: What animal is mentioned in the story?
2. Read the story again. Ask questions to monitor pupils’ comprehension and attention.
3. Let them repeat/say some lines from the story.

Five Little Goats
Retold by Myrna J. Hipolito

The first little goat went to the market. The second little goat stayed home. The third little goat ate a lot of grass.

Where did the first goat go?

The fourth little goat had none. “I have nothing” he cried, “Meee-meee-meee!”

Which goat had nothing? How did the goat cry?

The fifth little goat cried, “I can’t find my way home. Meee-meee-mee meee-meee-meee!”

Why did the fifth little goat cry? What sound did it make?

Ask: What animal was mentioned in the story? What sound did it make? Why? Guess what sound the first three goats made?

Ask several pupils to mimic animal sounds. The other pupils classify them as loud or soft.

List down the names of animals and the sound they make in a diagram or chart. An example is shown. (Refer to LM, p. 8, I Can Do It)
Activities:

Activity 1: Choose a story with four different animal characters. Divide the class into four groups. Assign an animal to each group. Instruct the pupils to mimic the animal sound as the animal is mentioned in the story being told.

Activity 2: Play the tape/CD (pre-recorded animal sounds). Let the pupils identify the sounds and classify them as loud or soft.

Activity 3: Show the picture of an animal. Let the pupils produce the sound the animals make and classify them as loud or soft.

Generalization:

Ask: Do animals produce the same sounds? What kind of sounds do they make?

Different animals produce different sounds. Their sounds could be loud or soft.

Application:

Divide the class into two groups:

Group I Mimics the animal sound
Group II Identifies the animal and tells whether the sound is loud or soft.

Evaluation:

Have the pupils connect the animals with the sounds they make. (Refer to LM, p. 9, Measure My Learning)

Agreement:

Think of another animal to take the place of the animal in the story, “Five Little Goats.” Be able to produce the sound it makes. Be ready to tell your new story.

Lesson 3: Sounds of Musical Instruments

Objective:

Recognize/identify and classify sounds produced by musical instruments as high/low

Subject Matter: Musical Instrument Sounds
  High/low sounds

Materials: pictures/models of musical instruments
  toy instruments/ real musical instruments

Procedure:

Review:

Let the pupils listen to different animal sounds. Ask them to identify whether the sound made is loud or soft. (The sound can be pre-recorded or you can mimic the sounds.)
**Motivation:**
Ask: What is your favorite musical instrument? *(Refer to LM, p. 10, Get Set)*

**Presentation:**
Do the “Orchestra Game.”
Divide the class into five groups. Assign a musical instrument to every group.
Each group mimics the sound of the instrument assigned to them.
The group plays the instrument as the conductor points to them.
Later, the pupils identify the instruments and the sounds they make. Likewise, they accomplish the sample thinking matrix.
Say: You may draw or write the name of the musical instruments that make a loud/soft and high/low sounds in the chart. *(Refer to LM, p. 10, Let’s Aim)*

**Other Activities:**
Activity 1: Play the pre-recorded musical instruments.
Ask pupils to identify the instrument.
Activity 2: Play the instrument using models/real musical instruments.
Have the pupils identify the instrument and classify the sound as high/low.

**Generalization:**
Ask: Do musical instruments have the same sounds? Are the sounds produced loud/soft, high/low? *(Refer to LM, p. 11, Remember This)*

**Application:**
Ask the pupils to put a check (√) if the musical instruments make a loud, soft, big or low sound. *(Refer to LM, p. 12, I Can Do It)*

**Evaluation:**
Have the pupils connect the musical instrument with the sound it makes. *(Refer to LM, p. 13, Measure My Learning)*

**Agreement:**
Encircle the instrument that makes a loud sound.

1. [Image of a guitar]
2. [Image of a clarinet]
3. [Image of a clock]
4. [Image of a drum]
5. [Image of a guitar]
Lesson 4: Sounds in the Environment

Objective:
Recognize/identify/classify environmental sounds heard as loud/soft, high/low

Subject Matter: Environmental Sounds

Materials: pre-recorded environmental sounds, tape/CD, cassette/CD player, pictures/models/real objects, charts

Procedure:

Review:
Recall the sounds learned the day before. Group the class into two.
Show pictures of musical instruments. Tell the pupils to raise their right hand if the instrument makes a high sound and raise the left hand for a low sound.
Also, clap twice if it makes a loud sound and once if it makes a soft sound.

Motivation:
Ask: What sounds do you hear at home? Outside your home?
Use a matrix to publish pupils’ responses.

Presentation:
Use the viewing technique in identifying the sounds pupils hear in the classroom.
Tell them to close their eyes. At the count of three, they should be totally quiet.
Have the class listen to the sounds around. At the count of five, they will slowly open their eyes and tell their seatmate the sound/s they heard. Bring back the matrix earlier used to publish the pupils responses. Guide pupils in classifying the sounds heard as loud/soft, high/low.

Other Activities:
Activity 1: Play the pre-recorded sounds. Ask pupils to identify the sounds heard.
Activity 2: Lead the pupils to a trip in the school yard. Ask them to identify the sounds they hear.
Ask: What sounds did you hear?
Are they loud/soft, high/low?
Say: List down on the chart the sounds you heard.
Check (√) if it is loud, soft, high, or low. (Refer to LM, p. 14, We Can Do It)
Guide pupils in filling up the matrix. Ask them to list the sounds they heard and identify if the sound is loud/soft, high/low.

Possible Sounds They Heard:
Heartbeat, sneezing, breathing, coughing, creaking chair, noise of an electric fan, an air-conditioning unit, opening/closing/banging of door, transportations: motorcycle, train, car, bus, airplane, jeep, tractor, sounds of a bell, buzzer, siren, children walking/running, talking, shouting, footsteps, falling objects, birds, wind blowing, honking, cars/jeeps, music playing/radio broadcast, wind, rain, thunder, spilling water, animal sounds, machine sounds, running faucet, loud/soft/high/low voices and many more
Generalization:

Sounds in the environment differ from one another. They can be loud/soft, high/low.

Application: *(Refer to LM, p. 15, I Can Do It)*

Evaluation: *(Refer to LM, p. 15, Measure My Learning)*

Agreement:

Make a chart and let the pupils list down five different sounds you hear at home. Check whether the sound is loud or soft, high or low.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Source</th>
<th>Loud</th>
<th>Soft</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Activities:

Name the pictures. Encircle the picture if the sound it makes is heard at home and box those which are heard in school.
Lesson 5: The Alphabet – Medial /e/

Target Skills:

- Alphabet Knowledge: Reading letters of the alphabet
- Phonics and Word Recognition: Medial /e/, blending onsets and rimes
- Alphabet Knowledge: Applying basic phonemic performance task – blending
- Listening Comprehension: Identifying the elements of the story, answering *Wh*- questions

Objectives:

Name the letters of the Filipino and English Alphabets
Identify the letters of the Filipino Alphabet which are not present in the English Alphabet and vice versa

Subject Matter: Filipino and English Alphabets

Materials: letter cutouts of both Filipino and English Alphabets, magnetic letters/board picture, onset, rime, word cards and chart

Procedure:

**Pre-Assessment** *(Refer to LM, pp. 16-17, Let’s Try)*

Key to Correction:

I. All the letters except Ñ, NG belong to the English alphabet.
   II. 1. N  III. 1. Ben
   2. W  2. coop
   3. L  3. 8:00 a.m.
   4. M  4. school
   5. H  5. Miss Lara
   6. W

Motivation:

Say: You have learned the Alphabet song in Grade One. Who among you can sing the English Alphabet song? the Filipino Alphabet? Let’s find out who among you can recall the song. Get your partner and sing the alphabet songs in English then in Filipino. As you sing with your partner, take turns in completing the letters of both alphabets in the boxes provided in your LM. *(Refer to LM, pp. 17-18, Get Set)*
Presentation:

Model the songs first and then lead the pupils in singing the Filipino Alphabet song and then, the English Alphabet song. Point to each letter on the chart as the pupils sing. Each song can be sung twice.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>FILIPINO</th>
<th>ENGLISH</th>
<th>FILIPINO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>Aa</td>
<td>Nñ</td>
<td></td>
</tr>
<tr>
<td>Bb</td>
<td>Bb</td>
<td>Nn</td>
<td>Ng ng</td>
</tr>
<tr>
<td>Cc</td>
<td>Cc</td>
<td>Oo</td>
<td>Oo</td>
</tr>
<tr>
<td>Dd</td>
<td>Dd</td>
<td>Pp</td>
<td>Pp</td>
</tr>
<tr>
<td>Ee</td>
<td>Ee</td>
<td>Qq</td>
<td>Qq</td>
</tr>
<tr>
<td>Ff</td>
<td>Ff</td>
<td>Rr</td>
<td>Rr</td>
</tr>
<tr>
<td>Gg</td>
<td>Gg</td>
<td>Ss</td>
<td>Ss</td>
</tr>
<tr>
<td>Hh</td>
<td>Hh</td>
<td>Tt</td>
<td>Tt</td>
</tr>
<tr>
<td>Ii</td>
<td>Ii</td>
<td>Uu</td>
<td>Uu</td>
</tr>
<tr>
<td>Jj</td>
<td>Jj</td>
<td>Vv</td>
<td>Vv</td>
</tr>
<tr>
<td>Kk</td>
<td>Kk</td>
<td>Ww</td>
<td>Ww</td>
</tr>
<tr>
<td>Ll</td>
<td>Ll</td>
<td>Xx</td>
<td>Xx</td>
</tr>
<tr>
<td>Mm</td>
<td>Mm</td>
<td>Yy</td>
<td>Yy</td>
</tr>
<tr>
<td>Nn</td>
<td>Zz</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Say: Let’s count the letters of the Filipino Alphabet, how many letters are there? Now, let’s count the letters of the English Alphabet. How many letters are there? Which alphabet has more letters? Why? Which letters in the Filipino Alphabet are not found in the English Alphabet?

Practice Exercise:

Have the pupils write on the blanks the missing letters of the alphabet. *(Refer to LM, p. 18, We Can Do It)*

Generalization:

The English alphabet has 26 letters. The Filipino alphabet has 28 letters. There are letters in the Filipino which are not present in the English alphabet. ñ and ng in the Filipino alphabet are not found in the English alphabet.
Additional Activities:

Activity 1: Post the magnetic letters on the magnetic board. Do the “Letter Sequencing Game” on the magnetic board. Let the pupils arrange the letters of the English Alphabet in its proper sequence. Have them also arrange the letters of the Filipino Alphabet in its proper sequence.

Activity 2: Give a letter. Ask the pupils to give words beginning with the given letter.

Activity 3: “Letter Game”

Say: Mother went to the grocery store. She bought (fruits) the names of which begin with letter (C).

The group to give the most number of correct answer wins.

The following categories may be used:

- Fruits
- Animals
- Heroes
- Cartoon Characters
- Flowers
- Trees

Evaluation:

Ask: In which alphabet are the following letters found?

Encircle the correct answer. *(Refer to LM, p. 19, Measure My Learning)*

Agreement:

Show the Teacher Chart to the pupils and ask them to give a word that starts with the following letters.

<table>
<thead>
<tr>
<th>Letter</th>
<th>English</th>
<th>Filipino</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 6: Elements of the Story

Objectives:

Answer *Wh*- questions from the story listened to

Identify the elements of a story

Subject Matter: Elements of a Story

Materials: pictures of animals, word cards, chart

Procedure:

Motivation:

Ask: What do you do to help at home?

Do: Post pupils’ answers on the board or in a multi-bubble map.
Model reading the content of the bubble map. Let the pupils repeat after you.

Do: Show pictures of animals to the pupils.
   Ask them to identify the animals.
   Ask if they have seen such animals.
   Present the name card for each animal.
   Read the words and let the pupils repeat after you.
   Show the picture and say the word. Explain what the word means.

Vocabulary:

*hens, coop, pen, counted, shouted, feeds*

   Talk about the cover of the book, the title, and the illustrations.
Ask: What do you think is the story about?
Say: Listen to the story. Find out the answer to this question:
   What does Ben do before going to school?

Listening:

1. Read the whole story aloud.
2. Read the story again and ask questions while reading to help pupils understand the story.
Ben’s father, Tem, has ten hens. Ben feeds the ten hens every day. He sets them free until ten in the morning. Ben sees to it that the chickens are in the coop before he leaves for school.

Who owns the hens?
How many hens are there?
Who feeds the hens?

“One, two, three, four, five, six, seven, eight, nine...,” Ben counted the hens. “Father, Ren-ren, the tenth hen is missing,” Ben shouted. “No, Ben. Ren-ren is in the pen. Go, get Ren-ren,” Father replied.

What does Ben do before going to school?
Why did Ben shout?

“One, two, three, four, five, six, seven, eight, nine, ten,” Ben happily counted the ten hens. Now, he has ten hens in the coop.

Where was Ren-ren?
Why was Ben happy?

Ask the following questions. Present the parts of a story using a story map or bridge map.

1. Where did the story happen?
   (Setting: Ben’s house)
2. Who were the characters in the story?
   (Characters: Ben, Tem, Ren-ren and the other hens)
3. What was Ben’s problem?
   (Problem: The tenth hen, Ren-ren, was missing.)
4. How was Ben’s problem solved?
   (Solution: Father told Ben where to find Ren-ren.)
5. How did the story end?
   (Ending: Ben completed the ten hens.)
Guided Practice:
Guide the pupils in posting the elements of the story in a bridge map or story map.

Application:
Say: Identify the elements of the story. Encircle the correct answer.
(Refer to LM, p. 22, I Can Do It)

<table>
<thead>
<tr>
<th></th>
<th>character</th>
<th>ending</th>
<th>problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completed the hens</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ren-ren is in the pen.</td>
<td></td>
<td>solution</td>
<td>climax</td>
</tr>
<tr>
<td>3. The tenth hen is missing.</td>
<td></td>
<td>solution</td>
<td>problem</td>
</tr>
<tr>
<td>4. Ben found the tenth hen.</td>
<td>setting</td>
<td>character</td>
<td>solution</td>
</tr>
<tr>
<td>5. Tem</td>
<td>character</td>
<td>setting</td>
<td>problem</td>
</tr>
<tr>
<td>6. Ben’s house</td>
<td>setting</td>
<td>solution</td>
<td>ending</td>
</tr>
<tr>
<td>7. Ben</td>
<td>solution</td>
<td>ending</td>
<td>character</td>
</tr>
</tbody>
</table>

Evaluation:
Ask the pupils to work as a group in doing this exercise.
Match and connect the elements of the story. (Refer to LM, p. 22, Measure My Learning)

1. Mario the polite boy a. problem
2. in the school b. character
3. Mario lost his wallet. c. solution
4. The school helper found the wallet. d. ending
5. Mario was able to have his recess. e. setting
Additional Activity:

Let the pupils put a check mark (✓) if the statement is true and a cross (x) if the statement is false.

_____ 1. There are twelve hens.
_____ 2. Ben goes to school at ten o’clock in the morning.
_____ 3. Ben feeds the hens.
_____ 4. The ninth hen was missing.
_____ 5. Father got angry with Ben.

Lesson 7: Speech Sounds
Medial /e/, Rimes /-et/ and /-en/

Objectives:
Recognize/identify/read/give example of words with medial /e/
Answer Wh- questions

Subject Matter: Medial /e/
Onsets and rimes (-et, -en)

Materials: word cards, pictures, chart, phrase/sentence strips, four sets of onsets and rime cards and four pocket charts

Procedure:

Review:
Ask: What is the title of our story yesterday? (The Tenth Hen)
Post the words taken from the story on the chart.
Model reading the words. Then, ask pupils to repeat after you.

Presentation:
Ask: What other words from the story sound like the words we read?
Publish the pupils’ answers as shown in the organizer.
What is the beginning letter of each word? (B, h, t, p, m)
What are the last letters? (en)
Let us sound the first letter and the last 2 letters.

Model reading the onsets (initial letters), rimes (last two letters), and the whole word. Ask pupils to repeat after you.
This is how the organizer looks. *(Refer to LM, p. 23, Let’s Aim)*

Ask: With what letter does Ben begin? (B)
Do: Continue asking until all the initial letters of the words are identified. *(b, h, t, p, r)*
Ask: With what letters do they end? (en)
What letter is found between the beginning and the ending letter? (e)
Say: Come in front and point the beginning letter and the two ending letters. Put them together and read the whole word. *(B+en=Ben)*

Activity 1: Read each sentence. Let the pupils repeat after you.

1. The ten hens are in the pen.
2. Ben met ten men.
3. The red hen is Ren-ren.
4. Ben fed the ten hens.
5. The tenth hen, Ren-ren, is in the pen.

Activity 2: Say: Look at the pictures. Write their missing beginning letters. Then, write the whole word. *(Refer to LM, p. 24, Let’s Aim)*
Present another rime -et.
Do the same procedure done where the first rime was presented.

Activity 3: Let the pupils write the names of the pictures. *(Refer to LM, p. 24, We Can Do It)*

**Group Work:**

Divide the class into four groups. Distribute onset and rime cards. Distribute picture cards as well. Ask pupils to come up with words. Let them match the words with the pictures. Tell them to post their output on the chart for presentation.

Example:

<table>
<thead>
<tr>
<th>Picture card</th>
<th>onset card</th>
<th>rime card</th>
<th>word card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil #1</td>
<td>Pupil #2</td>
<td>Pupil #3</td>
<td>Pupil #4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture card</th>
<th>onset card</th>
<th>rime card</th>
<th>word card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil #1</td>
<td>Pupil #2</td>
<td>Pupil #3</td>
<td>Pupil #4</td>
</tr>
</tbody>
</table>
Application:
Say: Write the correct beginning letter to form the word. *(Refer to LM, p. 25, I Can Do It)*

Evaluation:
Say: Complete the phrases and sentences. *(Refer to LM, p. 26, Measure My Learning)*

Lesson 8: Speech Sounds
Medial /e/, Rimes /-eg/ and /-ed/

Objectives:
- Recognize/identify/read/give example of words with medial /e/
- Answer Wh- questions

Subject Matter: Medial /e/
- Onsets and rimes (-eg, -ed)

Materials: pictures, onset, rime, word cards and charts
Procedure:

Presentation:

Show pictures of the following:

Say each word as you show the picture.

Read by blending the onset and the rime to form a word.

Ask pupils to give the beginning letter of each word.

Ask pupils to give the ending letter of each word.

Ask the pupils to come up with the whole word. (Write their answers on the board.)

Ask the pupils to match the pictures and the words.

Model reading the words and sentences. Tell pupils to read after you.

Tell pupils to read on their own. (Refer to LM, pp. 27-28, We Can Do It)
Group Work:

Distribute onset/rime/word cards. Ask pupils to form words and present their output.

Application:

Encircle the correct ending letters. *(Refer to LM, p. 28, I Can Do It)*

Evaluation:

Say: Listen as I say each word.
    Encircle the word that you hear. *(Refer to LM, p. 29, Measure My Learning)*

<table>
<thead>
<tr>
<th>Beginnings (Onsets)</th>
<th>Two letters at the end (Rime)</th>
<th>whole word</th>
</tr>
</thead>
<tbody>
<tr>
<td>w</td>
<td></td>
<td>wed</td>
</tr>
<tr>
<td>r</td>
<td></td>
<td>red</td>
</tr>
<tr>
<td>b</td>
<td></td>
<td>bed</td>
</tr>
<tr>
<td>f</td>
<td></td>
<td>fed</td>
</tr>
<tr>
<td>l</td>
<td></td>
<td>led</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>bed</th>
<th>net</th>
<th>web</th>
<th>hen</th>
</tr>
</thead>
<tbody>
<tr>
<td>sell</td>
<td>gem</td>
<td>well</td>
<td>red</td>
</tr>
<tr>
<td>beg</td>
<td>pet</td>
<td>keg</td>
<td>Rem</td>
</tr>
<tr>
<td>Ted</td>
<td>led</td>
<td>wed</td>
<td>met</td>
</tr>
<tr>
<td>Ben</td>
<td>leg</td>
<td>bell</td>
<td>Meg</td>
</tr>
</tbody>
</table>

Additional Activity:

Say: Read each sentence. Ask the class to repeat after you.
    Ask pupils to point/show/color______

1. Ten big eggs in the nest.
   (color the eggs ___________)

2. Ted weds Meg.
   (color the hair ___________)

22
3. Color the bed red.
   (color the bed __________ )

4. Ben fed the hens.
   (color the hen __________ )

5. The well is near the big bell.
   (color the well __________ )

Lesson 9: Speech Sounds
Medial /e/, Rimes /-em/, /-ell/, and /-eb/

Objectives:
Recognize/identify/read/give example of words with medial /e/
Answer Wh- questions

Subject Matter: Medial /e/
Onsets and rimes (-em, -eb, -ell)

Materials: pictures, onset, rime, word cards, charts, sentence strips

Procedure:
Review:
Use the word cards from yesterday’s lesson. Ask pupils to read these words.

<table>
<thead>
<tr>
<th>wed</th>
<th>beg</th>
<th>Ted</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>keg</td>
<td>red</td>
</tr>
<tr>
<td>bed</td>
<td>leg</td>
<td>Jed</td>
</tr>
<tr>
<td>fed</td>
<td>peg</td>
<td>Ned</td>
</tr>
<tr>
<td>led</td>
<td>Meg</td>
<td>med</td>
</tr>
</tbody>
</table>

Presentation:
Present picture and word cards of the following:

well  hem  web  peck
bell  Pem  deb  neck
sell  gem  deck
tell  Jem
fell  Rem
dell  Tem

Ask the pupils to match the words with the pictures and post them on the board. Model reading the words. Let pupils read after you. Present the new rime, -ell. Do the same procedure as in the first rime presented.
**Guided Practice:**

Distribute the onset, rime, picture and word cards. Challenge pupils to find their group mates (pupils holding the onset and rime cards that make a whole word).

Examples:

![picture card](image1)  ![onset card](image2)  ![rime card](image3)  ![word card](image4)

Picture card  Pupil #1  
Onset card  Pupil #2  
Rime card  Pupil #3  
Word card  Pupil #4

The first group to complete the task wins.

**Application:**

Say: Connect the pictures to the phrases/sentences. *(Refer to LM, p. 31, I Can Do It)*

**Evaluation:**

Fill up the boxes with the correct word. *(Refer to LM, p. 31, Measure My Learning)*

1. ![bell](image5)  
2. ![wishing well](image6)  
3. ![spider web](image7)  
4. ![chimney](image8)  
5. ![clown](image9)
Lesson 10: Bat Cat and Fat Rat

Target Skills:

• Phonics and Word Recognition: Medial /a/, blending onsets and rimes
• Alphabet Knowledge: Applying basic performance task – blending
• Listening Comprehension: Answering **Wh**- questions

Objectives:

Answer **Wh**- questions from the story listened to

Subject Matter: **Wh**- questions

Materials:

Story: “Bat Cat and Fat Rat” by Myrna J. Hipolito
word cards, pictures/real objects

Procedure:

Motivation:

Ask: Who among you have pets at home?
What pets do you have?
What can they do?

Post the pupils’ answers in the thinking matrix.
Model reading the words in the matrix. Ask the pupils to repeat after you.

<table>
<thead>
<tr>
<th>Pet</th>
<th>What it can do</th>
</tr>
</thead>
<tbody>
<tr>
<td>My pet is a _____</td>
<td>It can __________.</td>
</tr>
</tbody>
</table>

Say: I also have a pet. This is the picture of my pet. (Show)
I call my pet, Bat Cat.
Today, I’ll read you a story about my pet, Bat Cat. (Show)
But before I do that here are some pictures.
What do you see? (mat, jam, can, etc.)
Vocabulary:

Present the words mat, jam, can, sat, run.
Read the words and let the pupils repeat after you.
Match the pictures and the words. (Make your own materials.)

<table>
<thead>
<tr>
<th>Picture of mat</th>
<th>Show the picture of real mat</th>
<th>sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture of jam</td>
<td>Show the picture of real jam</td>
<td>ran</td>
</tr>
<tr>
<td>Picture of can</td>
<td>Show the picture of real can</td>
<td>under</td>
</tr>
</tbody>
</table>

Show the picture of Bat Cat and Fat Rat. (*Picture of an angry cat in Batman costume and a small but very fat rat*)

Ask: What do you see?
Possible answers:
The cat is like Batman.
The cat is angry.
The rat is small.
The rat is fat.
The rat is afraid.

Say: I will read the story. Listen very well.

Reading/Listening:

1. Read the whole story aloud.
2. Ask questions to monitor pupil’s comprehension.
3. Ask pupils to do the action mentioned in the story.
   - Bat Cat sat on a mat.
   - Here comes Fat Rat.
   - Fat Rat ran to the can of jam.

Story:

Bat Cat and Fat Rat
by Myrna J. Hipolito

This is Bat Cat. This is Fat Rat.

How does Bat Cat look?
What can you say about Fat Rat?

Bat Cat has a can. It is a can of jam.
Bat Cat sat on the mat with his can of jam.

Where did Bat Cat sit?
Along came Fat Rat. Fat Rat ran to the can of jam.
“Fat Rat, that’s my can of jam!” shouted Bat Cat to Fat Rat.

What is in the can?
Who came? Why?

Fat Rat ran, but Bat Cat got and put Fat Rat under his hat!

Read the questions. Guide pupils in answering the questions.
(Refer to LM, p. 32, Let’s Answer)

Evaluation:
Say: Write YES if the statement is correct and NO if the statement is incorrect.
(Refer to LM, p. 32, Measure My Learning)

NO 1. Bat Cat and Fat Rat are friends.
YES 2. Bat Cat guarded his can of jam.
YES 3. Fat Rat ran to the can of jam.
NO 4. Bat Cat hit Fat Rat.
YES 5. Bat Cat is angry with Fat Rat.

Lesson 11: Speech Sounds
Medial /a/, Rimes /-am/- /-an/- and /-at/-

Objectives:
Recognize/identify/read/give example of words with medial /a/
Read words with medial /a/ in phrases and sentences

Subject Matter: Words with medial /a/
Onsets and rimes (-am, -an, and -at)

Materials: picture, onset, rime, word card, chart, phrase/sentence strips

Procedure:

Pre-Assessment: (Refer to LM, pp. 33-34, Let’s Try)

Motivation:
Show the illustrations of the story, “Bat Cat and Fat Rat.”
Ask pupils to tell what they can say about the illustration.
Possible responses:
That is Bat Cat.
That is Fat Rat.
That is a can of jam.
Fat Cat ran to the can of jam.
Bat Cat is angry with Fat Rat.
Bat Cat ran after Fat Rat.
Bat Cat put Fat Rat under is hat.
Write the pupils’ responses on the thinking matrix.
Presentation:

Using the thinking matrix, focus the pupils’ attention on the sound of /a/ in medial position. Model reading and let the pupils repeat after you. Then, let the pupils read independently.

<table>
<thead>
<tr>
<th>Responses</th>
<th>-at</th>
<th>-an</th>
<th>-am</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAT IS BAT CAT</td>
<td>bat</td>
<td>can</td>
<td>JAM</td>
</tr>
<tr>
<td>CAT</td>
<td>ran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Onsets</th>
<th>Rime</th>
<th>Whole Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>-at</td>
<td>bat</td>
</tr>
<tr>
<td>c</td>
<td>-at</td>
<td>cat</td>
</tr>
<tr>
<td>f</td>
<td>-at</td>
<td>fat</td>
</tr>
<tr>
<td>r</td>
<td>-at</td>
<td>rat</td>
</tr>
<tr>
<td>h</td>
<td>-at</td>
<td>hat</td>
</tr>
<tr>
<td>s</td>
<td>-at</td>
<td>sat</td>
</tr>
<tr>
<td>m</td>
<td>-at</td>
<td>mat</td>
</tr>
</tbody>
</table>

Activity 1: Show more pictures/words ending with -at, -am, -an for the pupils to identify. List them down in the matrix. Model reading the words and ask pupils to read after you. Call on individual pupils to read.

Activity 2: Practice reading. *(Refer to LM, p. 34, Let’s Read)*

Activity 3: Divide the class into groups. Distribute word and picture cards. Ask pupils to match the words and pictures. The first group to complete the task wins.
Lesson 12: Speech Sounds
Medial /a/, Rimes /-ag/, /-ad/, and /-ap/

Objectives:
Recognize/identify/read/give example of words with medial /a/
Use words with medial /a/ in phrases and sentences

Subject Matter: Words with medial /a/
Onsets and rimes (-ag, -ad, and -ap)

Materials: pictures, onsets, rimes, word cards, chart

Procedure:

Motivation:
Recall the story “Bat Cat and Fat Rat.”
Flash word cards with -at, -am, and -an rimes. Ask the pupils to read them.
Presentation:

Distribute pictures and word cards to the pupils.
Ask the pupils to identify the pictures and match them with the word cards. Write their answer in the matrix. (See the matrix below.)
After completion, model reading and let the pupils read after you. Then let the pupils read independently.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Beginning (onsets)</th>
<th>Two letters at the end (rime)</th>
<th>Whole word</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Dog" /></td>
<td>w</td>
<td>ag</td>
<td>wag</td>
</tr>
<tr>
<td><img src="image2.png" alt="Girl" /></td>
<td>m</td>
<td>ad</td>
<td>mad</td>
</tr>
<tr>
<td><img src="image3.png" alt="Boy" /></td>
<td>n</td>
<td>ap</td>
<td>nap</td>
</tr>
</tbody>
</table>

Group Work:

Distribute pictures, onset, rime (-ag, -ad, and -ap) cards.
Say: Find the picture and the onset that will match with the rime.
Read the words formed. List them in the matrix. (See the matrix below.)
Do: Model the reading and let the pupils read after you.
Let the pupils read independently.

(Note: Prepare the following picture and word cards for the group work. You may include other words belonging to the same family.)

<table>
<thead>
<tr>
<th>pictures</th>
<th>words</th>
<th>pictures</th>
<th>words</th>
<th>pictures</th>
<th>words</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Backpack" /></td>
<td>bag</td>
<td><img src="image5.png" alt="Children" /></td>
<td>bad</td>
<td><img src="image6.png" alt="Cap" /></td>
<td>cap</td>
</tr>
<tr>
<td><img src="image1.png" alt="Dog" /></td>
<td>wag</td>
<td><img src="image5.png" alt="Children" /></td>
<td>mad</td>
<td><img src="image7.png" alt="Gap" /></td>
<td>gap</td>
</tr>
</tbody>
</table>
Application: (Refer to LM, p. 37, I Can Do It)

Evaluation:

Encircle the correct answer. (Refer to LM, p. 38, Measure My Learning)

(Note: Prepare onset, rime, word cards enough for all the pupils.)
Lesson 13: The Pink Wig

Target Skills:

- Phonics and Word Recognition: Medial /i/, blending onsets and rimes
- Listening Comprehension: Identifying the elements of the story, answer Wh- questions
- Oral Language: Using polite expressions
- Fluency: Reading aloud literary text – rhyme

Objectives:

Answer Wh- questions
Identify the elements of the story

Subject Matter: Elements of the Story

Materials: Story: “The Pink Wig” by Myrna J. Hipolito
picture cards, word cards, charts

Procedure:

Motivation:

Show a picture of a pink wig or a real wig.

Show pink wig Demonstrate everybody was surprised
Demonstrate fixes her bed Demonstrate children shouted

Introduce the story in any of the following forms: big book, accordion book, picture book, individual poster, and charts. Then, point to the cover of the book with Winnie wearing a pink wig.

Ask pupils to talk about the cover and guess what the story is about. Create the purpose for listening.

Say: Today, you will listen to the story of Winnie, a girl who surprised her teacher and classmates. Find out what she did to surprise her teacher and classmates.

Listening:

1. Read the whole story aloud.
2. Ask questions to monitor the pupils’ comprehension.
3. Read by part and ask questions.
Story:

The Pink Wig
by Myrna J. Hipolito

Winnie, the bubbly little kid helps Mimi, her Mommy. As she wakes up, Winnie fixes her bed.

**What kind of little girl is Winnie?**
**What does Winnie do as she wakes up?**

In school, Winnie wins in all the contests she joins. That’s why she is called, “The Winning Winnie.”

**How is Winnie called in school?**

Winnie loves tricks. One day she went to school in her pink wig. She sat at Winnie’s seat.

**What does Winnie love to do?**
**Who wore the pink wig?**

“Good morning,” she greeted everyone. “Good morning,” the teacher, Miss Lim, and the class answered.

**How did Winnie greet her classmates?**

“Excuse me may I know who you are?” Miss Lim asked. “I’m Tinny, Winnie’s twin. I come to join your Trick or Treat.” Everybody was surprised!

**Why was everybody surprised?**


“It’s a trick, it’s a trick!” Miss Lim said. Ha, ha! Ha, ha! Everybody laughed and enjoyed Winnie’s trick.

**What was Miss Lim wondering about?**
**How did Tinny reveal herself?**
**What was the reaction of Miss Lim and the pupils?**

Post Listening: *(Refer to LM, pp. 42-43, I Can Do It)*

1. Where did the story happen? (classroom)
2. Who are the characters in the story? (Winnie, Miss Lim, and the pupils)
3. What was Miss Lim’s problem? (who the new pupil was)
4. How was it solved? (Tinny/Winnie took off her wig.)
5. How did Winnie, her classmates, and Miss Lim feel at the end of the story? (happy)

Do: After answering the questions. Ask the pupils to identify the elements of the story. (This was learned in Lesson 6. Finally, ask the pupils to fill up a story map.)
Evaluation:

Recall the different parts of a story before asking pupils to do the exercises. Write the elements of the story in the Crescent Organizer. (Refer to LM, p. 40, Measure My Learning)

Agreement:

Let the pupils color the balloons that correspond to the elements of the story, “The Pink Wig.”

Lesson 14: Rhyming Words

Objective:

Recognize rhyming words

Subject Matter: Rhyming words

Materials: Story: “Piggy Wiggy” by Myrna J. Hipolito

pictures, models, word cards, charts, and hand puppets
Procedure:

Motivation:
Recite the nursery rhyme “Star Light, Star Bright.”

Star light, star bright
The first star I see tonight
I wish I may, I wish I might,
Have the wish I wish tonight.

Link the rhyme to the day’s lesson.

Presentation:
Introduce Piggy Wiggy using a hand puppet.
Model reading the rhyme and let the pupils read after you.
Focus on the rhyming words. Let the pupils identify the rhyming words.
List words with the same ending sound in the rhyme “Piggy Wiggy.”

Reading:
1. Read the whole rhyme aloud.
2. Ask pupils to frame/point the words in the rhyme.
3. Ask pupils to repeat after the teacher then read/recite on their own.

Rhyme:
Present the rhyme “Piggy Wiggy” on a big chart.
Guide the pupils in answering the comprehension questions.
(Refer to LM, p. 41, Let’s Answer)

Practice Reading:
Model reading and let the pupils read after you.

hop and pop  
riggidy and jiggidy  
ham and ram  
Pam and Sam  
tan and can  

hip and dip  
bag and lag  
cat and bat  
Fat and Ram  
wed and bed  

bop and dop  
bad and sad  
Ben and Ten  
ap and cap  
hen and pen

Generalization:
Ask: What are rhyming words?

Words that have the same ending sounds are called rhyming words.

Evaluation:
Say the names of the things you see in the picture.
Write Yes on the blank if they rhyme and No if they don’t.
(Refer to LM, p. 42, Measure My Learning)

(Note: Put the rhyme “Piggy Wiggy” on a chart.)
Lesson 15: Speech Sounds
Medial /i/, Rimes /-it/, /-ip/, and /-ig/

Objectives:
Recognize/identify/read words with short vowel /i/
Join onsets and rimes to form words

Subject Matter:  Words with medial /i/
Onsets and rimes (-it, -ip, -ig)

Materials: onset, rime, word, picture cards

Procedure:

Pre-Assessment: (Refer to LM, pp. 43-44, Let’s Try)

Key to Correction:
I. 1. c  II. 1. pin  5. pit
2. b  2. wig  6. rig
3. b  3. pig  7. big
4. c  4. kit  8. dig
5. a

Motivation:
Have the pupils recite the rhymes.
Ask the pupils to give words with medial /i/ taken from the rhyme.
List the words in the thinking matrix.
Model reading the words. Let the pupils repeat after you.
Let the pupils read independently.

Presentation:
Present the following pictures. Ask pupils to identify the pictures.
Write the name under each picture.
Model reading the words. Let the pupils repeat after you.
Let the pupils read independently. (Refer to LM, p. 45, Let’s Aim)

Guided Practice:
Tell the pupils to look carefully at the pictures and then write the beginning letter to complete the words. (Refer to LM, pp. 46-47, Let’s Answer)

Application:
Divide the pupils into four groups.
Distribute word cards, picture cards, and chart (for posting).
Ask pupils to match the word cards and the picture cards.
Have the group present their work.

Evaluation:
Say: Encircle the correct word for the picture.
(Refer to LM, p. 47, Measure My Learning)
Lesson 16: Speech Sounds  
Medial /i/, Rimes /-id/, /-in/, and /-ill/  

Objectives: 
Recognize/identify/read words with short vowel /i/  

Subject Matter: Words with medial /i/  
Rimes (-id, -in, and -ill)  

Materials: onset, rime, word, picture cards  

Procedure:  

Motivation:  
Ask pupils to recite “Piggy Wiggy.”  

Presentation:  
Present the following pictures. Ask pupils to identify the pictures. Model reading the words. Pupils repeat after you. Let pupils read independently.  
(Refer to LM, p. 48, Let’s Aim)  

Guided Practice:  
Distribute pictures illustrating the phrases and sentences.  

| fin in the bin | bib on kid | 
| Tin and Bin | bid and win | 
| hid the lid | get rid of the lid | 
| Bill hid the pill. | 

Have the pupils fill in the configured clues. (Refer to LM, p. 50, I Can Do It)  

Evaluation:  
Say: Check the correct picture for the given word.  
(Refer to LM, p. 50, Measure My Learning)  

Lesson 17: Being Courteous  

Objectives:  
Answer Wh- questions  
Use courteous expressions in appropriate situations  

Subject Matter: Courteous Expressions  
Story: “Miki and Nikki” by Myrna J. Hipolito  

Materials: picture, word cards, big chart, big comic book/strips, hand mask or hand puppet
Procedure:

Motivation:
Talk about “The Pink Wig.”

Ask: How did Winnie greet her teacher? Her classmates?
  Do you do the same? How do you greet your parents?
  Your teachers? Your classmates?

Lead the pupils in singing “The Good Morning Song.”

Pupils sing:  Good morning.  2x
            Good morning to you.
            Good morning.  2x
            Oh, how do you do?
            Good morning.  2x
            I’m fine, thank you.

Presentation:
Use any of the following:
1. Hand mask/ hand puppet in telling the story “Miki and Nikki.”
3. Have the pupils train in advance to do the dialogue.

Read/tell the story to the class. (Refer to LM, p. 51, Let’s Aim)
1. Read/tell the whole story.
2. Ask questions the second time the story is read or told.

Guided Practice:
Guide pupils in role playing using the courteous expressions. (Refer to LM, p. 52, I Can Do It)

Application:
Give appropriate situations that require the use of courteous expressions.
(Note: Prepare the story “Miki and Nikki” in a big chart.)

Lesson 18:  Naming Words

Target Skills:
- Grammar: Nouns, plural forms – +s, +es
- Listening Comprehension: Answering Wh- questions, sequencing events
- Fluency: Read aloud literary text – chant

Objectives:
Answer Wh- questions about a selection listened to
Recognize/identify what nouns are
Give examples of nouns
Subject Matter: Nouns

*Wh*-questions

Story: “At the School Yard” by Myrna J. Hipolito

Materials: word cards, pictures, charts

Procedure:

**Motivation:**

Ask the pupils the questions listed in the LM p. 53, *Get Set.*
List the responses on the word wall.
Ask the pupils to read after you the words listed on the wall.

**Reading:**

Read the story “At the School Yard” by Myrna J. Hipolito.

Review the standards in listening.
1. Read the story aloud.
2. Ask questions as you go along to monitor pupils’ comprehension.

**Story:**

*At the School Yard*

*by Myrna J. Hipolito*

One morning, Pam and Sam met at the school yard.
“Good morning, Sam,” Pam greeted Sam.
“Good morning, Pam,” answered Sam.

Who met Sam?

“Oh, you have a new bag,” said Sam.
“Yes, my Aunt Pat bought it for me,” Pam told Sam.
“She also bought me a red hat to go with my red shoes,” Pam said with pride.

What new things does Pam have?

Who bought Pam’s new things?

“I wonder how I can thank Aunt Pat,” Pam thought aloud. “Pam, why not make a thank you card for her?” Sam said.

What will Pam do to thank Aunt Pat?

“That’s a great idea Sam! I’m sure Aunt Pat will be happy.”
“Thank you, Sam,” Pam gratefully said.
“You’re welcome, Pam. Good-bye.”
“Good-bye, Sam.”

How did Pam feel about Sam’s suggestion?
Ask the pupils to complete the T-Map below. (*Refer to LM, p. 53, I Can Do It*)

1. Who met Sam? Pam met Sam.
2. Where did Pam and Sam meet? Pam and Sam met at the school yard.
3. What new things does Pam have? Pam has a new bag, hat, and shoes.
4. Who bought Pam’s new things? Aunt Pat bought Pam’s new things.
5. Who told Pam to make a thank you card? Sam told Pam to give Aunt Pat a thank you card.
6. How did Pam feel about Sam’s idea? Pam was happy about Sam’s idea.

Distribute the word cards. Ask the pupils to post them in the proper column on the board.

<table>
<thead>
<tr>
<th>Person</th>
<th>Animal</th>
<th>Place</th>
<th>Thing</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pam</td>
<td>hen</td>
<td>school</td>
<td>bag</td>
<td>birthday</td>
</tr>
<tr>
<td>Sam</td>
<td></td>
<td>mall</td>
<td>shoes</td>
<td></td>
</tr>
<tr>
<td>Dan</td>
<td></td>
<td>garden</td>
<td>hat</td>
<td></td>
</tr>
</tbody>
</table>

Do: Process the published answers. Model reading the words and let the pupils repeat after you. Focus the pupils’ attention on the categories of the nouns. Elicit the definition of nouns from the pupils.

**Generalization:**

Ask: What are nouns?

Nouns are naming words. They are names of persons, animals, places, things, and events.

**Application:**

Say: Draw a line to connect the nouns to its category. (*Refer to LM, p. 54, I Can Do It*)

<table>
<thead>
<tr>
<th>Person</th>
<th>Christmas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal</td>
<td>Pasig City</td>
</tr>
<tr>
<td>Place</td>
<td>Manny Pacquiao</td>
</tr>
<tr>
<td>Thing</td>
<td>dog</td>
</tr>
<tr>
<td>Event</td>
<td>ball</td>
</tr>
</tbody>
</table>
Evaluation:

Say: Encircle the correct category for the given picture.
(Refer to LM, p. 54, Measure My Learning)

1. thing, animal, person, place

2. event, animal, person, place

3. thing, animal, person, place

4. thing, animal, person, place

5. thing, animal, person, place
Additional Activities:

Activity 1: Fill in the bubble map.

Activity 2: Supply the category of the following nouns.
Activity 3: Encircle the word that does not belong to the group.

1. teacher  mother  monkey  doctor
2. mountain  farm  city  pen
3. canteen  library  food  room
4. flower  chalk  ball  cat
5. cow  dog  ball  cat
6. Lorna  Fe  well  Aida
7. bell  atis  bag  basket
8. narra  gumamela  table  eggplant

Lesson 19: Working Together Is Best

Target Skills
- Oral Language: Identify similarities and differences in the events in the story and personal experiences
- Grammar: Form regular plural nouns by adding -s and -es
- Listening Comprehension: Sequence a series of events in a literary selection listened to
- Reading Comprehension: Identify the elements of a narrative
- Attitude Towards Reading: Relate the story to other stories read or listened to previously
- Study Skills: Sequencing of events

Objective:
Identify the characters in the story listened to

Subject Matter: Story: “Swimmy” by Leo Lionni, retold by Dali Soriano

Materials: pictures

Values Focus: Unity
Procedure:

**Pre-Assessment:** (Refer to LM, pp. 55-56, Let’s Try)

**Key to Correction:**

I. 1. large  II. 1. cherry  III. 1. parties  
2. year  2. baby  2. strawberries  
3. December  3. box  3. bunnies  
4. Tuesday  4. church  4. cities  
5. third  5. wheel  5. ladies

**Drill:**

Let the pupils practice reading these words.

- rub                   cub tub
- nun pun run
- nut but rut
- bunk junk sunk

**Motivation:**

Ask: Have you seen a school of fish swimming in the river / aquarium / pond? Show how the fish moves in the water.

**Presentation and Modelling:**

1. Show pictures with words in mother tongue on the left side and the English equivalent word on the right.
   
   **Example:**
   
   Takot  Scared (The teacher may also act “scared”)  
   Lungkot Lonely / Sad  
   Sea anemones (through picture)

2. Motive Question: What made Swimmy happy again?

3. Read aloud the story, “Swimmy.”

**Swimmy**  
by Leo Lionni  
retold by Dali Soriano  

His name was Swimmy. He was a black little fish. He lived in a corner of the sea.

One bad day, a very hungry tuna fish came swimming fast through the waves. He swallowed all the little red fish but Swimmy escaped. Swimmy was scared, lonely, and very sad. As he swam away, he saw many wonderful creatures – lobsters, eels, and sea anemones that look like pink palm trees swaying in the wind. He became happy again.

Then, down under a rocky corner, he saw a school of little fish, just like his own. “Why are you hiding down there? Let’s go swim, play, and see things!” he said happily.

“We can’t,” said the little red fish. “The big fish will eat us all. We must do something,” said Swimmy. Swimmy thought and thought and thought.

Then suddenly he said, “I have an idea! We are going to swim altogether like the biggest fish in the sea!”
He taught the little red fish to swim close together, like one giant fish, he said “I’ll be the eye.” And they swam in the cool morning water and in the midday sun chased the big fish away.

4. Ask the following questions:
   a. Who are the characters in the story?
   b. What is Swimmy’s color?
   c. Where does he live?
   d. Who did he see one bad day?
   e. What other sea creatures did he see?
   f. What did he see under a rocky corner?
   g. Why were they hiding under the rock?
   h. What did they do together?
   i. How did the group of little fish and Swimmy drive away the big fish?
   j. If you were the little fish, will you do the same? Why or why not?

Ask the pupils if they had the same experience related to what the little fish had. Example: During their group work, what should they do so that they can make their work better? How can they make a project as a group?

**Guided Practice:**

Activity 1: Let the pupils describe the character in the story using a graphic organizer.
Activity 2: Ask the pupils to draw Swimmy as they visualize him from the story heard using crayons and papers.

**Evaluation:** *(Refer to LM, p. 59, Measure My Learning)*

**Agreement:**

Have the pupils ask their parents or other family members to tell them a story about a fish or other sea creatures.

---

**Lesson 20: Sequencing of Events**

**Objectives:**

Identify the main events of the story heard
Sequence through pictures, events of a story heard previously

**Subject Matter:** Sequencing of Events

**Materials:** pictures

**Procedure:**

**Preliminary Activity:**

Ask some pupils to tell the class about the stories told by their parents/other family members about fishes or other sea creatures.
Recalling of Events from the Story:

1. Ask the pupils to identify the events that happened in the story, “Swimmy.”
   (Not necessarily in correct sequence)
   a. Do you still remember the story I read to you yesterday?
   b. Give one event that happened in the story.
2. Using pictures, have the class sequence the events that happened in the story.
   Divide the class into four groups and each will be given a picture depicting one event in the story.
   Post the first picture on the board while each group decides which one comes next.

Guided Practice: (Refer to LM, p. 60, We Can Do It)

Divide the class into four groups.
Using the pictures, they will be guided to act out the events in the story.

Individual Practice: (Refer to LM, pp. 60-61, I Can Do It)

Evaluation: (Refer to LM, p. 62, Measure My Learning)

Lesson 21: Words Showing Order of Events

Objective:

Use words denoting sequences in telling their daily activities

Subject Matter: Sequencing

Procedure:

Preliminary Activity:

Ask one pupil to tell something about one picture. (Show pictures used the previous day.)

Presentation and Modelling:

1. Introduce the use of words denoting sequences like first, second, then, next, and last.
2. Using these words, retell the story while explaining when they can use the words.

Guided Practice: (Dyadic Work)

Ask pupils to talk about their daily activities using sequential linkers.

Examples: before going to school
          before going to bed

Evaluation: (Refer to LM, p. 64, Measure My Learning)
Lesson 22: Plural Form of Nouns by Adding -s

Objectives:
Identify nouns from the selection listened to
Form plural nouns by adding -s

Subject Matter: Forming Plural Nouns by adding -s

Materials: pictures

Value Focus: Cooperation

Procedure:

Motivation:
Ask pupils to look for nouns in the story listened to.
Write the pupils’ answers on the appropriate column:

<table>
<thead>
<tr>
<th>Column A (Singular Nouns)</th>
<th>Column B (Plural Nouns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>brothers</td>
</tr>
<tr>
<td>sea</td>
<td>sisters</td>
</tr>
<tr>
<td>eye</td>
<td>lobsters</td>
</tr>
</tbody>
</table>

Discuss how to form plural nouns using -s.

1. Compare the nouns in Columns A and B.
2. Ask pupils to give examples of singular nouns. Limit the answers to nouns that end in consonants except y (preceded by consonants, x, v, f, s, h).

Ask them to form the plural by adding -s.

Examples:
plant – plants
chair – chairs
fork – forks
room – rooms
fan – fans
spoon – spoons
row – rows

3. Ask: What letter is added to the noun to make it plural?
4. Give other examples of plural nouns.
5. Ask: What letters come before -s?

Generalization:

Singular nouns ending in consonant sounds except y, x, v, f, s, and h form their plural by adding -s.
Additional Activity:

Plural Noun Spelling Bee:

Tell the pupils to form two lines, facing each other. The first pupil gives a singular noun that starts with the letter “A” and writes it down the board. The partner must spell the plural form of the noun on the board. If they are correct they remain standing. The next pupil names a noun that starts with “B” and the pair repeats the same process. (*Go through the entire alphabet.*) The last remaining pair who is standing wins.

Guided Activity: *(Refer to LM, p. 66, Measure My Learning)*

Lesson 23: More Rules: Plural Form of Nouns

Objectives:

Recall how to form plural nouns by adding -s
Form plural nouns by adding -es

Subject Matter: Forming Plural Nouns by adding -es

Materials: pictures

Procedure:

Review:

Review the pupils on how to form plural nouns by adding -s.
Example:

lamp – lamps 
fork – forks
street – streets 
mountain – mountains

Presentation and Modelling:

Show the pupils the following pictures:

Nouns ending in s, h, x

kiss – kisses 
bush – bushes 
church – churches
fox – foxes
ax – axes

Nouns ending in y (preceded by consonants)

baby – babies 
lady – ladies

city – cities

country – countries
Guided Activity:

Let the pupils write the plural form of the following nouns:

1. city 6. tax
2. church 7. bus
3. cherry 8. watch
4. strawberry 9. story
5. injury 10. sky

Generalization:

Nouns that end with -s, -ch, -x, and -ss form their plural by adding -es. Nouns that end in y preceded by consonants form their plural by changing y to i and adding -es.

Evaluation: (Refer to LM, p. 68, Measure My Learning)

Agreement:

Instruct the pupils to draw or cut pictures of nouns ending in -y, -ss, -ch, -x. Let them paste the pictures on their notebook.

Lesson 24: Doing It Right

Target Skills:

- Listening Comprehension: Create and participate in oral dramatic activities
- Grammar: Identify common and proper nouns
- Reading Comprehension: Recall facts from informational selections read (main/ topic and details)
- Attitude Towards Reading: Recite known verses in English

Objective:

Give the main idea of the story listened to

Subject Matter: Story: “Mary and Martha on Duty”

Materials: picture cards

Value Focus: Industry

Procedure:

Pre-Assessment: (Refer to LM, pp. 69-70, Let’s Try)
Key to Correction:
I. 1. Quiapo Church 6. Misamis St.  II. 1. b
2. Philippines 7. Manila Hotel  2. a
3. Inquirer 8. Mt. Mayon  3. c
4. DepEd 9. San Juan City  4. a
5. Earth 10. Pinaglabanan  5. b
Elementary School

Motivation:
Ask: Do you help your teacher clean your classroom? What do you usually do in helping her in cleaning your classroom?

Unlocking of Difficulties:
Unlock these words through gestures
1. sweeps
2. wipe

Motive Question:
Ask: Who sweeps the floor?

During Reading:
Ask: Read the story aloud.

Mary and Martha on Duty
from Union Bank Learning System Student’s Work Text, p. 122

Mary and Martha are on class duty today. Mary sweeps the floor. She throws all the garbage into the trash bin. After that, she empties the trash bin into the big garbage can outside the classroom. Martha wipes the desks. She wips the blackboard clean. The two girls neatly arrange all the desks and chairs. The classroom is now clean and tidy. Mary and Martha are very happy and proud of themselves.

Comprehension Check:
Who sweeps the floor?
Who are the characters in the story?
What did they do?
What is the story all about?
What can you say about Mary and Martha?
Would you also do what Mary and Martha did? Why?

Guided Practice: (Refer to LM, p. 72, We Can Do It)
Divide the class into four and ask them to act out the scenes in the picture cards.

Evaluation: (Refer to LM, p. 73, Measure My Learning)
Lesson 25: More on Naming Words

Objective:
Identify common nouns

Subject Matter: Common Nouns

Procedure:

Review: (Refer to LM, p. 74, Let’s Try)

Presentation:
Ask the pupils to fill in the table with common nouns found in the story:

<table>
<thead>
<tr>
<th>Persons</th>
<th>Things</th>
<th>Places</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>clubs</td>
<td>hills</td>
<td>wolf</td>
</tr>
<tr>
<td>villagers</td>
<td></td>
<td>woods</td>
<td>lamb</td>
</tr>
</tbody>
</table>

Ask the following:
1. What do you notice with the nouns we listed?
2. How were they written?
3. What do we call them?
4. Look inside your bag and show common nouns you can find inside. (Examples: pencil, paper, scissors, books)

Guided Practice: (Refer to LM, p. 75, We Can Do It)

Generalization:
Common names of people, things, places, animals or events are called common nouns. They start with a small letter.

Evaluation: (Refer to LM, p. 76, Measure My Learning)

Agreement:
Answer the riddles.
1. It is long.
   It travels on the railroad.
   It toots!
   What is it?_______________________
2. It is long.
   It is used for writing.
   What is it?_______________________
3. It is a bird.
   It sleeps by day and flies by night.
   It hoots!
   What is it?_______________________
Lesson 26: Specific Naming Words

Objective:
Identify proper nouns

Subject Matter: Proper Nouns

Procedure:

Review: (Refer to LM, p. 77, Let’s Try)

Presentation:
Show pictures of:

1. teacher 6. actress
2. street 7. cartoon character
3. trees 8. milk
4. shoes 9. mall
5. actor 10. beach

Ask the following:
1. Give specific names for each picture.
   Example:
   a. teacher – Miss Fremista
   b. street – Misamis St.
   c. day – Sunday
   d. holiday – June 12
   e. actor – John Lloyd Cruz
   f. month – April
   g. actress – Marian Rivera
   h. beach – Boracay
2. What do you notice about the nouns beside the common nouns?
3. How are they written?
4. What do we call them?

Generalization:

Proper nouns are specific names of people, things, places, or events. They always start with a capital letter.
Guided Practice: *(Refer to LM, p. 79, I Can Do It)*

I. Write a proper noun for the given common nouns.
   1. teacher = _____________________________
   2. month = _____________________________
   3. day = _____________________________
   4. doctor = _____________________________
   5. ocean = _____________________________
   6. river = _____________________________
   7. school = _____________________________
   8. country = _____________________________
   9. restaurant = _____________________________
   10. tree = _____________________________

II. *(Refer to LM, p. 79, I Can Do It, Activity II)*

Evaluation: *(Refer to LM, p. 80, Measure My Learning)*

Agreement:

Allow the pupils to draw five examples of proper nouns and label them.

Lesson 27: Differentiating Common from Proper Nouns

Objective:

Differentiate common from proper nouns

Subject Matter: Common and Proper Nouns

Procedure:

Dialogue:

Present the following dialogue to the pupils:

On a weekend, the Trinidad Family took a trip to their farm. They rode in a train. They saw a lot of trees on their way. Three hours later, they reached the farm. Lolo Enteng and Lola Lina were very happy.

   Lolo Enteng: Come, I shall show you my trees.
   Lia: That’s great!

The family saw different trees in the farm.

   Allan: I am tired. Let us rest under the Balete tree.
   Mr. Castillo: It’s nice to stay here. Trees give us shade.
   Mrs. Castillo: Oh, mangoes! Can we have some?

Mr. Castillo went up the tree. He put the mangoes in a basket. He also picked fruits from the Santol and Sampaloc trees.

   Allan: Why are there many trees here?
   Lola Lina: We planted them years ago. Trees give us fruits, wood, medicine, and shade. They also help prevent floods.

The family had a wonderful trip. The following day, they went home very happy.
Have the class complete the tree map. *(Refer to LM, p. 82, Let’s Listen)*

Let the pupils look for common and proper nouns.

Ask the pupils:
1. Who are the characters in the dialogue?
2. Where did they go?
3. What are the things that they saw?

Guide the pupils in grouping the nouns.

**Guided Practice:** *(Refer to LM, p. 83, I Can Do It)*

Say: Color the proper nouns red and yellow for common nouns.

<table>
<thead>
<tr>
<th>Rose</th>
<th>Miss Reyes</th>
<th>girl</th>
<th>toothpaste</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>planet</td>
<td>MMDA</td>
<td>April</td>
</tr>
<tr>
<td>Pinaglabanan Street</td>
<td>bird</td>
<td>Boracay</td>
<td>store</td>
</tr>
</tbody>
</table>

**Evaluation:** *(Refer to LM, p. 83, Measure My Learning)*

**Agreement:**
Write five common nouns. Give an example of a proper noun for each common noun.

---

**Lesson 28: Having Faith in God**

**Objective:**
Recite known verses in English

**Subject Matter:** The Lord’s Prayer / Al Fatiha (translated)

**Values Focus:** Faith in God

**Procedure:**

**Activating Prior Knowledge:**

Ask the pupils: *(Refer to LM, p. 84, Let’s Aim)*

1. What is the girl doing? (praying)
2. What do you do before eating? Before and after the class begins? (Pray)
3. How many times do you pray?
4. When else do you pray? (in happy, difficult, quiet, sad, painful moments)

**Presentation and Modelling:**

1. Choose which prayer to read in front of the class, “The Lord’s Prayer” or “Al Fatiha” (if the class is dominated by Muslims or the school is in a Muslim community).
   Afterwards, the pupils will repeat after the teacher.
Explain to the pupils that this is the way Jesus (God) wants us to pray, as told in the Bible. Tell the pupils there are many ways to pray at different times. In happy moments, we praise God; in difficult moments, we seek God; in quiet moments, we worship God; in painful moments, we trust God; in every moment, we thank God; and at all times, we love God. Christians often recite this prayer that Jesus taught. Recite this prayer in class.

2. Using contextual clues or the equivalent phrases in “Al Fatiha,” guide the pupils to unlock the meaning of the phrases:

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thy will be done</strong> – <em>you are telling God that you will follow Him</em></td>
<td>... keep us on the right</td>
</tr>
<tr>
<td><strong>Forgive us</strong> – <em>for God to forgive our sins</em></td>
<td>... Thee do we beseech for help</td>
</tr>
<tr>
<td><strong>Forgive those who trespass</strong> – <em>for us not to be grudgeful</em></td>
<td>... Thou hast bestowed favors upon</td>
</tr>
<tr>
<td><strong>Deliver us from evil</strong> – <em>do not allow us to do wrong</em></td>
<td>... Thy wrath is brought down</td>
</tr>
<tr>
<td></td>
<td>... Nor of those who go astray</td>
</tr>
</tbody>
</table>

**Al Fatiha**

In the name of Allah, the Beneficent, the Merciful
All praise is due to Allah, the Lord of the Worlds.
The Beneficent, the Merciful.
Master of the Day of Judgment.
Thee do we serve and Thee do we beseech for help.
Keep us on the right path. The Path of those upon whom Thou hast bestowed favors.
The power, and the glory Not (the path) of those upon whom Thy wrath is brought down, nor of those who go astray.

**Guided Practice:**

Do: Group the pupils according to their belief/faith or the church they go to or what they do inside their place of worship. Then, have them complete the prayer. *(Refer to LM, p. 87, I Can Do It)*

Ask each group to write their own prayer or show how they praise/worship God.

**Valuing:**

Ask: Who provides for all your needs?
When you prayed for something and you didn’t get it, what did you do?

**Evaluation:** *(Refer to LM, p. 88, Measure My Learning)*

**Agreement:**

Have the pupils make a thank you card to God for creating you.
Lesson 29: For the Sake of Honey

Target Skills:

- Oral Language: Ask questions, listen to, interpret, and present information
- Grammar: Identify mass and count nouns
- Vocabulary Development: Ask about unfamiliar words to learn about meaning
- Listening Comprehension: Answer questions (e.g., who, what, where, when) about expository text listened to
- Reading Comprehension: Use expository text as source of information
- Phonological Awareness: Produce the sound of letter B using the letter sound in the mother tongue

Objectives:

Recall the important details of the story
Define the difficult words in the story

Subject Matter: Story: “For the Sake of Honey” by Donald G. Anderson, retold by Dali Soriano

Materials: teacher chart, pictures of insects and a bee

Values Focus: Hard work

Procedure:

Pre-Assessment: (Refer to LM, pp. 89-90, Let’s Try)

Motivation:
Let the pupils identify the different insects that they know then show a picture of a bee. Post it on the board.
Ask: What is your favorite insect? Why?

Activating Prior Knowledge:
Ask: What do you know about bees?
Let the pupils’ answer the question “What I Know About Bees.” (Refer to LM, p. 90, Get Set)

Presentation and Modelling:
Unlock the meaning of these difficult words:
a. insecticides (pictures) product label of insecticides
b. honey (real object) Ask for a volunteer to taste the honey.
c. busy (context clue) May works all day. She is very busy.
d. swarm of bees (picture)

Motive Question:
Ask: What insect gives us honey?
How do they get the honey they give us?
Guided Practice:
Group the pupils into three.
Have them act out as bees or a swarm of bees as they work in a flower garden.

Generalization:
Ask: What sweet liquid do bees give us? (Bees give us honey.)
   Why is honey useful to humans?
   (Note: Focus on its use for medicine.)

Bees are important because they give us honey.
Honey is used for medicines.

Application: (Refer to LM, p. 92, I Can Do It)

Evaluation:
Ask: Where do you usually see bees work?
   What do they do with flowers?

Agreement:
Write how you take care of yourself. Be ready for Show and Tell tomorrow.

Lesson 30: Knowing Myself Better

Objectives:
Identify how to use the different Wh- questions appropriately
Recall the important details of the story through pictures

Subject Matter: Answering Wh- questions
   Comic Strip: “Patintero” by Dali Soriano

Materials: pictures
Value Focus: Friendliness

Procedure:
Recall the text listened to yesterday.
1. What insect was talked about?
2. What do bees give people?
3. What are the uses of honey?
4. Where can you find bees?

Presentation:
Explain how to use the Wh- questions through pictures.
Ask the pupils what street game they usually play and how do they do it.
Motive Question:
Ask: Who are the characters in the story?

During Reading:
Read the comic strip with the pupils. *(Refer to LM, pp. 94-95, Let’s Aim)*
Show pictures of the characters in the story “Patintero.”

Ask: If you want to know the characters in the story, what question will you ask? If you want to know what game the children are playing, what question will you ask? And if you want to know when and where the story happened, what question will you ask?

Guided Practice: *(Refer to LM, p. 96, I Can Do It)*

Generalization:

| Who – is used when asking about a person | What – is used when asking for information about something | What – is used when asking about time | Where – is used when asking about place |

Group Work: *(Refer to LM, p. 97, We Can Do It)*

Application: *(Refer to LM, p. 98, Measure My Learning)*

Agreement:
Have the pupils write their own questions using *where, when, what, and who.*

Lesson 31: Befriending Others

Objective:
Use the different *Wh*- questions appropriately

Subject Matter: *Wh*- questions

Materials: pictures

Value Focus: Showing friendship and love for others

Procedure:
Using the same pictures used the previous day, let the pupils match them with the appropriate *Wh*- questions.

Presentation and Modelling:
1. Explain the use of *Wh*- questions to learn more about other people.
2. Call one pupil and ask him/her the following questions:
Do a puppet show using this dialogue.
   When do you go to school?
   I go to school everyday.
   Where do you like to go every weekend?
   I like to go to church.
   Who are your parents?
   My parents are Arnold Medina and Cynthia Medina.

Application:

Say: Answer the following questions, then, interview your classmate using this dialogue.
   When do you go to school?
   I go to school ______________________.
   Where do you like to go every weekend?
   I like to go to______________________.
   Who are your parents?
   My parents are _______________ and ______________.

Evaluation:

Let the pupils play Human Bingo. Give them bingo cards containing Wh- questions. Ask the questions and the pupils will write their answers on the corresponding slot in the card.

Lesson 32: I Love Naming Words

Objective:

Identify mass and count nouns

Subject Matter: Mass Nouns and Count Nouns

Materials: pictures of the following:
   milk, juice, oil, rice, salt, sugar, water, pepper, coffee, eggs, chickens,
   pencils, birds, flowers, children

Procedure:

Review:

Show pictures of milk, juice, oil, rice, etc.

Ask: What do see? Which pictures show things we can count?
   What about the others?
   Can you count them?
Presentation:

Read again the text entitled “For the Sake of Honey.”
Ask the pupils to identify nouns found on the text.
Write the answers on the board.

<table>
<thead>
<tr>
<th>bees</th>
<th>honey</th>
</tr>
</thead>
<tbody>
<tr>
<td>workers</td>
<td>soft drinks</td>
</tr>
<tr>
<td>flowers</td>
<td>liquid insecticides</td>
</tr>
<tr>
<td>food</td>
<td></td>
</tr>
</tbody>
</table>

Ask the pupils:

Can we count the things in the first column? (Yes)
Naming words or nouns which can be counted are called count nouns.
How about the nouns on the second column? Can you count them? (No)
What kind of nouns cannot be counted? Mass nouns cannot be counted.
Examples: liquid, powdered materials, and gas
Show the following pictures to the class: I love nouns/naming words.
Picture of count nouns –– eggs, chickens, pencils, birds, flowers, children
Picture of mass nouns –– milk, juice, oil, rice, salt, sugar, water, pepper, coffee

Ask pupils to put the pictures of count nouns in the left column and mass nouns in the right column.

<table>
<thead>
<tr>
<th>Count Nouns</th>
<th>Mass Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guided Practice: (Refer to LM, p. 101, Let’s Answer)

Say: Tell whether the noun is countable or not. Write CN for count nouns or MN for mass nouns on the blank before the picture.

_____ 1.  _____ 2.  _____ 3.  

_____ 4.  _____ 5.  

Generalization:

**Count nouns** name anyone or anything that can be counted and whose plural form can be formed by adding -s or -es.

Examples: cup, bag, computer, tree, house, chair, pupil, boy, toy, girl, teacher
The cup is clean.
The cups are new.
**Mass nouns** or **non-countable nouns** refer to things which cannot be counted like water, sugar, etc. They usually do not have a plural form so we add quantifiers or determiners to make them plural.

Examples: dirt, ink, pepper, sand, sugar, powder, rice, flour, wheat, rain, ice, water, soup, softdrinks, juice, tea, vinegar, soy sauce, milk, syrup, oil, sauce, mud, food, grass, hair, oxygen, smoke

**Quantifiers:** a pinch of, a spoonful of, a teaspoon of, a tablespoon of, a bottle of, a slice of, a sack of, a can of, a box of, a glass of

Example: I will put a pinch of salt in my soup.

Please carry the sack of rice.

**Determiners:** many, a few, both, some, much, a lot of, most of, a little of

Example: She puts a little sugar in my coffee.

Much of the grass was watered by the gardeners.

Application:

Let the pupils finish the Concept Circles about count and mass nouns.

Say: Now you know the meaning of count nouns and mass nouns. Can you fill up the two Concept Circles all by yourself? Cut out the pictures and put them in the Count Nouns or Mass Nouns Circle.

**Evaluation:** *(Refer to LM, p. 103, Measure My Learning)*

Say: Color the balloons red if the noun is a count noun and blue if it is a mass noun. What’s the difference between count and mass nouns?

**Agreement:**

Draw or cut pictures of mass and count nouns.

---

**Lesson 33: My Body and the Letter B**

**Objectives:**

Recognize words beginning with letter B
Create the sound represented by letter B

**Subject Matter:** The Sound of Letter B
Rap: “My Body Parts that Start with Letter B” by Amcy M. Esteban

**Materials:** pictures

**Value Focus:** Appreciating my body and the letter /b/
**Procedure:**

**Motivation:**

Divide the class into six groups and give a word puzzle to build:

- Group 1 – body
- Group 2 – baby
- Group 3 – bat
- Group 4 – bus
- Group 5 – balloon
- Group 6 – birthday

**Presentation:**

1. Present to the class the picture they built and say the name of the object in the picture. They will match the word card that you prepared.
2. Ask the pupils to read the word.
3. As an entire class, let the pupils read aloud the names of the completed puzzles they posted on the board.
4. Ask the following questions:
   a. What is the beginning letter of each word?
   b. What is the sound produced by the letter B?

**Guided Practice:**

Show the Teacher Chart and recite the rap. Show the body parts with letter B while doing the rap. Teach the pupils to do the beat or rhythm sound of B.

Let’s Do the Rap *(Refer to LM, p. 104, Let’s Aim)*

**Group Work:** *(Refer to LM, p. 105, We Can Do It)*

Group the pupils by fours.

Let the pupils encircle the pictures with the beginning sound /b/.

Ask the pupils to name other things which have the beginning sound /b/ and let them list their answers in the LM.

**Evaluation:**

Allow the pupils to answer a matching exercise.

**Agreement:**

Have the pupils write five words that begin with letter B in their notebook.
Lesson 34: Speaking Well in Dialogues

Target Skills:
- Oral Language: Engage in dialogues
- Grammar: Pronouns – Personal Pronouns
  (Subject Form – I / We, You, He/She/They, It)
- Listening Comprehension: Engage in dialogues
- Phonics: Recognize and discriminate sounds produced by letter c – /c/ and /s/

Objectives:
- Recall the forms and use of personal pronouns – I / We, You, He/She/They, It
- Identify personal pronouns used in dialogues

Subject Matter: Personal Pronouns

Materials: pictures

Procedure:

Pre-Assessment: (Refer to LM, pp. 106-107, Let’s Try)

Key to Correction:

I.  C as in /k/  II. 1. He  III. 1. It
  
  car  cup  2. They  2. It
  corn  can  3. He  3. He
  cat  coat  4. It  4. She
  5. She  5. It

C as in /s/
  celery  center
  circus  cereal

Review:

Post pictures of person/persons and thing/things. Ask the pupils what pronouns can be used to substitute these nouns.
Example: picture of a boy, picture of a girl, things

Present the monologue below using personal pronouns – I / We, You, He/She/They, It.
(Refer to LM, pp. 108-109, Let’s Aim)

Ask the pupils the following questions:

1. What are the personal pronouns used in the monologue?
2. What nouns are substituted by these pronouns? (Do this line by line of the dialogue)

Guided Practice:

Group the pupils into four. Ask them to make a dialogue using personal pronouns.
(Refer to LM, p. 110, We Can Do It)

Evaluation: (Refer to LM, p. 111, I Can Do It)

Agreement:

Ask the pupils to introduce their family using personal pronouns.
Lesson 35: Using Personal Pronouns

Objective:

Use personal pronouns – I / We, You, He/She/They, It in dialogues

Subject Matter: Personal Pronouns

Materials: pictures

Procedure:

Review the pupils on the use of the personal pronouns discussed.
(Refer to LM, pp. 112-113, Let’s Aim)

Presentation and Modeling:

Present dialogues using personal pronouns in different situations like the following.

The New Neighbors

Mr. Robles: Hi, there! Are you our new neighbors? I am Dexter Robles.
Mr. Reyes: Hi, Dexter. Yes, we are. We just moved in yesterday.
Do you live nearby? My name is Rudy Reyes.
Mr. Robles: Yes, we just live next door. This is my son, Lloyd.
He goes to the school nearby.
Lloyd: Hi, Mr. Reyes. You have a beautiful house.
Mr. Robles: Thank you, Lloyd. By the way, this is my daughter, Kelly.
She also goes to the same school you go to.
Kelly: Hi Mr. Robles and Lloyd, would you like to come in?
Mr. Robles: No, thank you. But we would like to invite you for dinner.
You can bring your mother along, so she can also meet my
wife. I am sure, they will like each other.
Mr. Reyes: That is a good idea. We will be there!

Guided Practice: (Refer to LM, p. 113, We Can Do It)

Divide the class into three groups and let them create a dialogue using personal
pronouns.

Group 1 – Introducing a new friend to a group of friends
Group 2 – Buying things in the supermarket
Group 3 – Introducing your cousin in your friend’s birthday party

Evaluation: (Refer to LM, p. 115, Measure My Learning)

Agreement:

Have the pupils match the word or group of words on the left with the corresponding
pronoun on the right.

_____ 1. Riza and I  a. He
_____ 2. Joseph  b. She
_____ 3. Marimel  c. We
_____ 4. the big truck  d. They
_____ 5. Elma and Evelyn  e. It
Lesson 36: Rap the Letter C

Objectives:

Recognize the sound of letter C – /c/
Produce the sound of letter C – /c/

Subject Matter: Sound of Letter C

Materials: pictures, chart for chant

Procedure:

Presentation:

Present the rap. (Refer to LM, p. 116, Let’s Aim)

1. Ask: What letter does each picture start with? (letter C)
2. Let the pupils put their fingers in the air and let them write the letter C.
3. Have the pupils repeat the following words after you:
   clown  cat
   car  cold
4. Ask: What sound does the letter C make? /K/ (Let the pupils repeat the sound several times.)

Guided Activity: (Refer to LM, p. 117, I Can Do It)

Show pictures of things starting with the letter C. Ask them to fill the blanks below each picture with the correct letter and sound the word, with an emphasis on /K/.

Evaluation: (Refer to LM, pp. 117-118, Measure My Learning)

Agreement:

Draw pictures of words that begin with letter /c/.

Lesson 37: Learning the Letter C as in /s/

Objectives:

Recognize the sound of letter C as in /s/
Produce the sound of letter C – /s/

Subject Matter: Recognize/produce the sound of letter C – /s/

Materials: pictures, chart for the rap

Procedure:

Presentation:

1. Ask the class to perform the rap recited yesterday.
2. Present the continuation of the rap:
The Letter C Rap

/s/ /s/ /s/ /s/
/s/ /s/ /s/ /s/

I went to the circus, the circus!
The circus! I went to the circus! Oh, so fun!

In the center of the city, the city, the city
In the center of the city! Oh, so fun!

Circus in the city, circles in the center,
Cinema and cereals, Oh, so fun!

1. Ask: What letter does each picture above start with?
2. Have the pupils repeat the following words after you:
circus       city
center       centavos
   (Let the pupils repeat the sound several times.)

Guided Practice: (Refer to LM, p. 119, I Can Do It)

Have the pupils draw a line from the word across the correct picture. While answering, let the pupils repeat after you when you pronounce each word, with emphasis on the /s/ sound.

Evaluation: (Refer to LM, p. 119, Measure My Learning)

Agreement:
Have the pupils write as many words beginning with the letter C that they can think of.
Lesson 38: More Fun with the Letter C as in /s/

Objectives:

Recognize the sound of letter C – /c/ and /s/
Produce the sound of letter C – /c/ and /s/

Subject Matter: Recognize/produce letter C sounded as /c/ and /s/

Materials: pictures

Procedure:

Let the pupils perform the rap previously presented to them.
Group the pupils into three groups. Let them make a rap using words starting with the letter c with the /c/ and /s/ sound.

Guided Activity: (Refer to LM, p. 120, I Can Do It)

Ask the pupils to raise one hand if they hear the letter C with the sound of /c/ and raise two hands when they hear the letter C with the sound of /s/.

cart      celery       cactus       cinema       cinnamon
circle    cloud        cereal       carabao       cane

evaluation: (Refer to LM, p. 120, Measure My Learning)

Let the pupils cross out on the word which has a different sound of C as the given word:

1. century  – center       centavos       custard
2. costume  – ceramic      came         card
3. circus    – casual       cinnamon      citrus
4. cup       – clay         crayon       cereal
5. crown     – cinema       carrot       crab

Agreement:

Have the pupils write the words below in the correct grouping.

| cut      | city   | curl |
| cell     | cool   | call |
| clap     | centavos | cereal |

<table>
<thead>
<tr>
<th>cup</th>
<th>circle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 2
My Home, My Family

Lesson 1: Oops! It’s My Turn

Target Skills:

Reading Comprehension:
- State facts and details of a text/story before, during, and after reading
- Make Wh- questions
- Express their feelings about the ideas of others

Listening Comprehension:
- Identify and discuss the elements of a story

Phonological Awareness:
- Produce the sound of English letters using the letter sound in the mother tongue as reference (long /a/)

Writing and Composition:
- Participate in generating ideas through brainstorming and drawing

Objectives:

State details of a text or story during and after reading
Express their feelings about the ideas of others
Read with automaticity high frequency/sight words

Subject Matter: Story: “Oops! It’s My Turn” by Dali Soriano

Value Focus: Order

Procedure:

Pre-Assessment: (Refer to LM, p. 122, Let’s Try)

Key to Correction:
I. 1. pant  II. 1. Sunday
   2. palm  2. picnic
   3. bite  3. banana leaves
   4. sit  4. funny stories
   5. beg  5. yes

Motivation:
Ask the pupils if they know places where people are seen lining up. Introduce movie houses and lining up to buy their tickets.
**Vocabulary:**

Define or explain in context the following key words using the mother tongue.

<table>
<thead>
<tr>
<th>movie guide</th>
<th>wait for your turn</th>
<th>treat</th>
<th>cinema</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papa’s turn to buy</td>
<td>broke into the line</td>
<td>ticket office</td>
<td></td>
</tr>
</tbody>
</table>

Have the pupils read the following high frequency words:

- when
- with
- my
- were
- now
- these
- those
- right
- we
- the
- that

**Presentation:**

Talk about the picture on LM p. 123.
Read aloud “Oops! It’s My Turn” to the class.
Encourage the pupils to follow along.

**Comprehension Check:**

A. Utilize Directed Reading Thinking Activity.
   1. Read the first paragraph. Ask comprehension questions. Develop possible higher order thinking skills.
   2. Read aloud paragraphs 5 to 6. Ask comprehension questions. Develop possible higher order thinking skills.
   3. Read paragraph 7. Probe idiom: “His face turned red.” Ask comprehension questions. Develop possible higher order thinking skills.

B. Ask the comprehension questions. *(Refer to LM, p. 124, Let’s Answer)*

**Application:**

1. Group Talk
   Ask the pupils to share their experiences related to the event in the story and express their feelings about it. Provide scaffolding if needed.

2. Expressing Feelings
   Have the pupils complete the phrase: What can you say…

3. Other ways to keep order
   (Use pictures to show order.)
   Synthesizing: Show pictures. Let the pupils put a star on the line beside the picture that shows order.
   *(Refer to LM, p. 125, I Can Do It)*

**Valuing:**

Ask: What happens when everyone wants to be served first or does not wait for one’s turn?
Lesson 2: We Do Things Together

Objectives:

Share ideas on the things that families do together
Make simple *Wh-* questions

Subject Matter: Story: “Oops! It’s My Turn” by Dali Soriano

Materials: pictures of families, pencils, crayons, markers, cartolina or manila paper

Value Focus: Order

Procedure:

Motivation:

Show pictures of different families doing things together.
Chant up. (*Refer to LM, p. 126, Get Set*)

Presentation:

Reread the story “Oops! It’s My Turn.”
Ask for things done by the family together. Provide time for individual sharing.

Group Work:

Get the pupils to talk and ask simple questions about what their family does.

Application:

Let the pupils fill in the thought bubble with what they do together as a family.
(*Refer to LM, p. 127, I Can Do It*)

Evaluation:

Ask: What lesson can you get from the story?

Lesson 3: This Is Home

Objective:

Identify the elements in a story

Subject Matter: Story: “Anton’s Spider Lesson” by Leah N. Bautista

Value Focus: Order

Procedure:

Review the previous story “Oops! It’s My Turn.”

Motivation:

Play the “Main Character Guessing Game.”
Let the pupils look at the cover of a storybook and give one main character or characters of the story.
Presentation:

Read the story “Anton’s Spider Lesson.”  
(Refer to LM, pp. 127-128, Let’s Aim)

Ask the pupils to answer the comprehension questions.

Read the story again and look for the characters, events, and the place where it happened.

Use the graphic organizer (Wh-Memory Card) for the story “Anton’s Spider Lesson.”

| WHO: ___________________________ | (Names of the characters) |
| WHERE: ___________________________ | (Place where the story happened) |
| WHEN: ___________________________ | (Time when the story happened) |
| WHAT: ___________________________ | (Big event of the story) |

Group Work:

Ask the pupils to make a thank you card for Lola Mary. Use the following story as their guide to prepare the card.

“Happy birthday, Mike!” greeted Lola Mary. “Don’t go out on the road yet. You can practice riding on your bike at the backyard,” said Lola.

“Oh, what a wonderful bike. This is the best gift I’ve ever received. Thanks a lot Lola.”

Generalization:

Every story has characters, place, and events. The characters are the people in the story. The place is where the story happened. The events are the things that happened in the story.

Application:

Ask the pupils to identify the characters, place, and events in the story. Use a graphic organizer.

<table>
<thead>
<tr>
<th>SIMPLE ORGANIZER</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO:</td>
</tr>
<tr>
<td>WHERE:</td>
</tr>
<tr>
<td>WHEN:</td>
</tr>
<tr>
<td>WHAT:</td>
</tr>
</tbody>
</table>
The park was full of people. Tom looked worried. He looked around from his back. A little girl said, “Are you looking for your wallet, Sir? I found this under the chair.”

“Thank you very much. You are an honest girl,” said Tom.

**Agreement:**

Let the pupils tell who the characters are, the place, and the events in the following story.

The buses, jeepneys, and cars stopped. Jose and Marie looked at the traffic lights. The policeman signaled the people crossing the street. Jose and Marie crossed the street.

**Lesson 4: Having Fun Together**

**Objective:**

Decode words with long /a/ sound

**Subject Matter:** The Long /a/ Sound

**Materials:** chart, flash card, picture

**Procedure:**

**Motivation:**

1. Read the word chart with long /a/ sound. *(Refer to LM, p. 129, Get Set)*
2. Show a family picture then ask the pupils to talk about the picture.
   *(Refer to LM, p. 130, Get Set)*

**Presentation:**

Read the following phrases with long /a/:

1. bake the cake
2. make the game
3. shake the cake
4. take the cane

Read “An Enjoyable Party.” *(Refer to LM, p. 130, We Can Do It)*

Allow the pupils to read the words in the story with the long /a/ sound. Then, ask them to answer the questions on LM p.130.

**Key to Correction:**

1. Nate  
2. cane   
3. bake
4. cake  
5. games

**Generalization:**

The long /a/ sound is the sound you hear if you place a silent -e at the end of the word.
**Application:** *(Refer to LM, p. 131, I Can Do It)*

Ask the pupils to encircle the word with the long /a/ sound.

**Evaluation:**

Ask the pupils to read and draw the following phrases:

1. cage for sale
2. bake a cake
3. snake at the gate

---

**Lesson 5: I Am Part of a Family**

**Objective:**

Decode words with long vowel /i/

**Subject Matter:** Decoding long vowel sounds

**Materials:** vowel chart, pictures, word cards/metacards

**Procedure:**

**Review:**

Have a show and tell activity using a picture grid to check vowel recognition.

Example: picture of an ant – show flash card of word ant

**Motivation:** *(Refer to LM, p. 131, Get Set)*

Ask the pupils to show the family tree with names of their family members. Have them talk about the family members in class.

**Presentation:**

Teach/ Model how to say the following words:

- kite
- bite
- like
- Mike
- write
- line
- tire
- fine
- wide

Show the pictures with the long /i/.

Read the phrases and use the “Round Robin” activity. Prepare strips of paper as visual aids for the following sentences:

1. We helped Mother put up clothes in a clothes line.
2. My sister and I love skipping rope.
3. We get scared looking at the spiders.
4. My brother and I fly kites during summer.
5. My father writes a good letter.
Generalization:

The long /i/ sound is the sound you hear if you place a silent -e at the end of the word.

Group Work:

Ask the pupils to answer the exercises on finding the missing letters. Have them make short sentences about the words formed.

1. _ _ n e

2. s p _ d _ r

3. k _ t _

4. w r _ t _

5. s l _ _ e

Evaluation:

Ask the pupils to read these words properly on their own.

- neat  cane  bite  tape  late
- coat  lane  hike  baby  note
- seat  site  hire  buy  tire

Lesson 6: Together as One

Objectives:

Infer what the story is about
Read the text aloud with fluency and expression
Answer simple questions about the story read

Subject Matter: Infer what the story is about

Value Focus: Unity
Procedure:

**Pre-Assessment:** *(Refer to LM, pp. 133-134, Let's Try)*

**Key to Correction:**

I. 1. broom 2. pool 3. scoop 4. food 5. Look  
II. 1. a 2. b 3. c 4. a 5. b

**Motivation:**

Elicit schema based on the picture on LM p. 135.  
Probe the pupil’s experiences at home.

**Vocabulary:**

Play a mystery word game. Unlock the following words:

<table>
<thead>
<tr>
<th>unity</th>
<th>united</th>
<th>quarrel</th>
</tr>
</thead>
<tbody>
<tr>
<td>meal time</td>
<td>twig</td>
<td>success</td>
</tr>
<tr>
<td>siblings</td>
<td>make fun of others</td>
<td></td>
</tr>
</tbody>
</table>

1. unity – There is **unity** in the classroom when there is understanding. (contextual clue)  
2. quarrel – The boys **ght** over the toys.  
3. make fun of others – make others laugh by playing jokes on someone  
4. twig – a small piece of wood or branch  
5. The synonym of **winning** is ________.  
6. siblings – your brothers and sisters, if any

**Presentation:**

**Shared Reading:**


**Comprehension Check:**

Have the pupils answer comprehension questions through a “Thinking Aloud” activity.  
Read paragraph 1. Ask questions either about the characters or other elements of the story. Then, go to the next paragraph and ask about either the predictions or inferences related to the story. Make the pupils infer about the story and its parts through “Directed Listening Thinking Activity.”  
Let the pupils color the twigs that show unity in the family on LM p. 136.

**Group Work:**

Ask the pupils to work in pairs and answer the following questions.

1. Who quarrelled most of the time?  
2. What do ants need to find before the rainy seasons begins?  
3. What did Father Ant show the boys?  
4. What did Luis and Bernie notice about the bundle of twigs?  
5. How can they make their ant hill a happy place to live in?
**Generalization:**

There is unity in a family when members work together with brotherly love.

**Ask:** In what way can you show unity in the family?

**Application:**

Group the pupils into three.
Discuss other activities where you can show unity in the family/school.

---

**Lesson 7: Keep Things Tidy**

**Objective:**

Use clues to make and justify predictions before, during, and after reading

**Subject Matter:** Predicting Outcomes

**Materials:** chart, pictures

**Value Focus:** Unity

**Procedure:**

**Review:**

Talk about the story “The Happy Ant Hill” again.
Recall the activities that were mentioned the other day.

**Motivation:**

Show a picture of a girl holding a shovel and a boy putting soil into a pot.
Ask: What is the girl going to do?

**Presentation:**

Show a picture of a boy throwing a banana peel on the ground.
A girl is walking behind.
Ask: What do you think will happen next?

**Group Work:**

1. Ask the pupils to read the story again.
2. Let the groups draw their own prediction of another ending to the story.

**Application:**

Read with the pupils the story of the little frog and the big fish on LM p. 137.
Ask them to draw what they think would happen to the little frog.
(An alternate activity would be to let the pupils draw what would happen to the big fish.)

**Independent Practice:**

Ask the pupils to match concepts to predict an outcome.
Have them connect ideas from Column A to Column B. *(Refer to LM, p. 138, I Can Do It)*
Generalization:

Predicting outcomes is telling/guessing what will happen next in a story. You can make a guess by:
1. Looking for clues in the story.
2. Understanding events through the pictures.

Evaluation:

Have the pupils answer *Measure My Learning* on LM p. 139.

Lesson 8: I Have a Cool Family

Objectives:
- Identify and produce the sounds of /oo/
- Read words with /oo/ sounds

Subject Matter: Sound of /oo/

Materials: word chart/ flash cards, realia

Procedure:

Motivation:

Show different things with vowels /oo/. Put a box on all the words that do not belong in the group.
Show: a book beach ball sun block
Read the clue: Fishy, fishy in the brook.
Daddy caught him by the hook.

Ask the pupils to guess where they are going.

Presentation:

Read the story “Weekend Camp with Dad.”
Let the pupils answer the comprehension questions using the words with /oo/ sound in the story.

Group Work:

Have the pupils listen as you read these words and then let them read along.

room  good  wood  hood  book  nook
pool  food  stoop  look  cook  tool
brook  wool  pool  fool  cool  room
hook  spool  shook  shoot  troop  scoop

Let pupils read more words by providing more examples.
Generalization:

The /oo/ is the sound of /u/ in the words look, book, and good. It is sounded only once. It may be in the middle or at the end of a word.
Example: book, zoo

Independent Practice:

Ask the pupils to read and draw the following. (Refer to LM, pp. 140-141, I Can Do It)

Evaluation:

Have a guessing game on LM p. 141, Measure My Learning.
1. I’m thinking of someone who works in the kitchen. (cook)
2. It’s a part of the body connected to the leg. (foot)
3. We learn from it. There are lots of it in the library. (book)
4. It comes from trees. We use it to make tables. (wood)
5. It is the opposite of bad. (good)

Agreement:

Dictate the words you have presented and have the pupils read them. Allow them to practice reading the words at home.

Lesson 9: More Fun at the Camp

Objectives:

Identify synonyms
Use synonyms in sentences

Subject Matter: Identifying Synonyms
Story: “More Fun At the Camp” by Leah N. Bautista

Procedure:

Motivation: (Refer to LM, p. 142, Get Set)

Ask: Have you tried hiking in the forest? I’m thinking of a word which also means forest. (woods)

Let the pupils hold a damp cloth. Let them repeat after you saying “This is a damp cloth.” Then, ask the pupils to give another word for damp. (wet, moist)
Presentation:
Read with the pupils the story on LM p. 142. Tell them to listen and use their pointer finger while you read. Have the pupils work on the elements of the story. (Refer to LM, p. 143)
Let them answer the comprehension questions that follow.

Work Together:
Have the class answer the exercises on LM p. 143, We Can Do It.

Key to Correction:
1. happy – glad
2. small – huge
3. high – tall

Independent Practice:
Let the pupils answer the exercises on LM, p. 144, I Can Do It, by choosing the word/words from the group of words that mean the same.

Generalization:
Ask: What are synonyms?

| Synonyms are words that have the same meaning. Tiny and small are words that have the same meaning. Tiny and small are synonyms. |

Evaluation:
1. Say: Write a word that is a synonym of the underlined word. (Refer to LM, p. 144, Measure My Learning)
2. Ask the pupils to give pairs of words that are synonyms. Write the pupils’ answers on the board. Have them use the pair of words in sentences.
3. Extending Vocabulary
   a. Jumble words that are synonyms. Let pupils identify the words that are synonyms.
   b. Play a game on synonyms with the class. Ask one pupil to give a sentence. Another pupil will say the sentence changing a word with a synonym.
      Example: The program will begin at seven. The program will start at seven.

Lesson 10: Meet My Family

Objectives:
Identify the verb
Use verbs to show present action

Subject Matter: Present tense of the verb

Materials: flash cards, pictures, metacards
Procedure:

Present two pictures showing a boy. One picture shows the boy doing his activity alone while the other picture shows him doing his activity with another person. Show five metacards to the pupils. Have the pupils describe the action in sentences.

Motivation:

Show a family picture.
Use the following words in your introduction.

1. is  
2. has  
3. works  
4. cooks  
5. plays  
6. cleans  
7. protects  
8. loves  
9. washes  
10. gives

Let the pupils tell something about their families.

Presentation:

Read the story “Lei’s Parents,” on LM p. 145.
Play charades to act out the story.
Check the pupil’s comprehension through detailing of the characters.

Group Work:

Have the pupils work with a seatmate in answering We Can Do It, on LM pp. 145-146.

Generalization:

A verb is a word that tells an action. It tells what someone or something does, did, or will do.

Independent Practice: (Refer to LM, p. 146, I Can Do It)

Ask the pupils to encircle the verbs from the words inside the box.

Agreement:

Ask the pupils to bring a picture of their favorite cartoon character. Have them write why they love the character and what the character usually does.

Lesson 11: Wake Up! Wake Up!

Objectives:

Share experiences, feelings, and emotions using the mother tongue and English
Read the story with some accuracy

Subject Matter: Reading with Accuracy

Materials: Story: “Wake Up! Wake Up!” by Porfiria Santos

Value Focus: Sleeping early and waking up early
Procedure:

Pre-Assessment: (Refer to LM, pp. 146-147, Let’s Try)

Key to Correction:
I. 1. swims  
2. played  
3. writes  
4. planted  
5. eats  
II. 1. -ed  
2. -s  
3. -ped  
4. -ed  
5. -d

Motivation:
Ask: Who usually says “Wake up! Wake up!” in your house?
How often do you hear those words?

Presentation:
Direct the pupils to look at the pictures.

Comprehension Questions:
1. Who says “Wake up! Wake up!”? Who was still asleep?
2. Did Ana wake up?
3. Why did she not get up?
4. Why do you think she wanted to sleep and sleep?
5. What did Mother tell Ana about sleeping?
6. What did Father say?
7. When Ana got up, what did she say?

Group Work:
Let the pupils talk to their partners and share their own experiences regarding waking up late.

Guide questions:
What time do you sleep and what time do you wake up?
Why do you find it difficult to get up early?

Application:
Ask the pupils to draw the things that they can do to wake up early.

Generalization:
Ask: How does going to bed early make one healthy, wealthy, and wise?

Early to bed, early to rise
Makes a child healthy, wealthy, and wise.
**Evaluation:** (Refer to LM, p. 148, Measure My Learning)

**Agreement:**

Have the pupils make their own door sign. Let them list on the door sign their sleeping and waking up schedule. Remind them to bring their work to school for “Show and Tell.”

---

**Lesson 12: Talking about Action Words**

**Objectives:**
- Identify action words in sentences
- Form and use the past tense in frequently occurring regular verbs

**Subject Matter:** Identifying Action Words

**Materials:** charts

**Procedure:**

**Review:**
Recall the past lesson.
Ask: Do you remember what Ana did when she woke up?
    Do you remember which of these things that Ana did happened first?

Let the pupils give their answer from the sentences in the box.

```
She wakes up late.
She jumps out of bed.
Ana opened her eyes.
Ana stretched her arms.
```

**Motivation:**
Show some pictures to the class and let the pupils tell what action is being done in each one.

Suggested pictures should show the following actions:
1. cooks  2. buys  3. plants  4. eats  5. prays

Talk about the pictures of the family on LM p. 149. Let the pupils identify the chores each member does.

**Presentation:**
Play “Charades.” Name the action to be done by each player and the whole class will guess.

Ask the pupils to answer the exercise on LM p. 150. Encourage the use of complete sentences than using phrases.
Group Work:
Read some sentences aloud from the previous story “Wake Up! Wake Up!” Probe what Ana did.
Underline the action words from the sentences. Explain that the words you underlined are verbs.
Provide more practice activities similar to the following example:
Directions: I will say a sentence. Tell me the action word or verb.
1. Mother cooks food for the family.
2. Mother buys food from the market.

Independent Practice: (Refer to LM, p. 151, I Can Do It)
Ask the pupils to box the action words from the sentences.

Generalization:
What is a verb? What does a verb tell?

A verb is the action word in a sentence.
It tells what someone or something does.

Evaluation: (Refer to LM, p. 151, Measure My Learning)
Have the pupils underline the verb that will make the sentence complete.

Lesson 13: Time Attack

Objective:
Recognize that adding -s, -ing, or -ed to a root word will change the time expression of a verb

Subject Matter: Recognizing Inflections

Materials: chart, pictures

Procedure:

Review:
Talk about the story “Wake Up! Wake Up!” once again. Have the pupils restate the lesson learned from the story.
Example: That is why I go to bed early, I will wake up early also.
(Answers may vary like I watch TV till late at night.)
Go over some activities on identifying action words or verbs from the previous day’s lesson.
Motivation:
Sing the song to the tune of “Eensy-Weensy Spider.”

Anna Was Still Sleeping
Anna was still sleeping when an ugly spider jumped.
Down came the spider, and kissed Anna’s mouth.
Out came the sun and startled Anna up.
Now, the little shocked girl ran quickly out the door.

Presentation:
Read the story on LM p. 153.
Answer the question posed at the end of the story.

Guided Practice:
Ask: From the story, why did Mother say “Wake Up! Wake Up!”?
Write the answer on the board.
Why can’t she wake up early?
What should she do next time?

Ana was still sleeping
Ana sleeps late.
She should sleep early.

Group Work:
Let the pupils do the five-minute buzz session on the things that Ana did.
Then, ask them to read the words.
sleep – sleeping  kiss – kissed
jump – jumped  startle – startled
Show, model, and explain short words or the root words.
Ask: What are added to the root word?
-ing  is added to sleep
-ed  is added to jump
-ed  is added to kiss
-d  is added to startle

Application:
Ask the pupils to pick out the root words from the list on LM p. 153, I Can Do It.
dances  eat  playing
shouted  showed  claps
sit  stand  drawing
Evaluation:
Let the pupils identify the root word and the suffix of the given words.

<table>
<thead>
<tr>
<th>Root word</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. was praying</td>
<td></td>
</tr>
<tr>
<td>2. baked</td>
<td></td>
</tr>
<tr>
<td>3. lives</td>
<td></td>
</tr>
<tr>
<td>4. is watching</td>
<td></td>
</tr>
<tr>
<td>5. worked</td>
<td></td>
</tr>
</tbody>
</table>

Lesson 14: I See Doubles

Objectives:
Identify the sound of /ee/ which is not in the mother tongue
Read words/sentences with the /ee/ sound

Subject Matter: The Long /e/ Sound

Materials:
Rhyme: “See! See! I See a Bee!”
chart, pictures

Value Focus: Waking up early

Procedure:

Motivation:
Review some words from the story “Wake Up! Wake Up!”
Find out if the pupils can identify and produce the /ee/ sound in the word sleep.

Presentation:
Have a spring board activity through rhyme reading. Put emphasis on the words with /ee/.
Encourage repetitions. Tell the pupils that /iy/ is the sound they hear in see with a long /e/ sound.
Ask the pupils to read these phrases:

- see a tree
- a peel on a tree
- three bees

Generalization:
Ask: What is the sound of ee in the words we read?

/iy/ is the sound you hear in ee as in bee.
Application:

Distribute bee cutouts. Draw a big tree. Show the list of words. Let the pupils write the correct words for the meaning or clue.
Example: It is the number after two. (Copy the word three in your bee cutout.)

1. “Haaaching!” (sneeze)
2. the front part of the TV (screen)
3. You do not pay for it. (free)
4. a part of the leg (knee)
5. You do it before eating a banana. (peel)

Evaluation: (Refer to LM, p. 155, Measure My Learning)

Lesson 15: Making Stories on Our Own

Objectives:
Follow simple directions
Illustrate an activity in a story
Work with the group cooperatively

Subject Matter: Making Rhymes

Materials:
Rhyme: “A Ball in a Mall”
manila paper or cartolina, crayon, pentel pens

Value Focus: Working cooperatively with the group

Procedure:

Motivation:
Let the class do this imagination exercise through “Think/Imagine.”
Probe understanding of the pupils.

Model the rhyme in class.
Ask the pupils to do the activity. (Refer to LM, p. 156, Let’s Aim)
Suggested rhymes:
glass – grass  tree – bee  net – wet
box – locks  lip – sip
Presentation:

Initiate making a story. Prompt the pupils to make sentences for each picture on LM p. 156. Familiarize the pupils with the words that they will use.

Group Work: *(Refer to LM, pp. 157-158, We Can Do It)*

Let the pupils construct sentences based on the pictures of the rhyme pairs.

1. Gabriel drinks milk in a (glass).
   The glass is on the (grass).
2. He sits with friends under the (tree)
   and saw a (bee).
3. They try to catch the bee with a (net).
   The rain fell hard, the net got (wet).
4. Gabriel placed the bee inside the (box).
   The box on the side has a lot of (locks).
5. He went back to his friends with a smile on his (lip).
   Now, there’s no more milk to (sip).

Make the pupils talk about the story and give an appropriate title for it.

Application: *(Refer to LM, p. 159, I Can Do It)*

Let the pupils make a story by writing all the sentences in paragraph form.

Evaluation: *(Refer to LM, p.159, Measure My Learning)*

Let the pupils complete the thought bubbles.

Agreement:

Let the pupils name a kind of work/job that they would like to have. Have them write different words that rhyme with it.

Lesson 16: Off for a Picnic

Objectives:

Use clues to make and justify predictions before, during, and after reading
Recognize which incident comes before and after a given event

Subject Matter: Making and justifying predictions

Procedure:

Pre-Assessment: *(Refer to LM, pp. 160-161, Let’s Try)*

Key to Correction:

<table>
<thead>
<tr>
<th>I.</th>
<th>II.</th>
<th>III.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>baby powder</td>
<td>changed</td>
<td>1 - 3 - 2</td>
</tr>
<tr>
<td>broom</td>
<td>cleaned</td>
<td></td>
</tr>
<tr>
<td>stove</td>
<td>cooked</td>
<td></td>
</tr>
<tr>
<td>glass</td>
<td>helped</td>
<td></td>
</tr>
<tr>
<td>book</td>
<td>looked</td>
<td></td>
</tr>
</tbody>
</table>
**Motivation:**

Preview the story through the series of pictures. *(Refer to LM, p. 161, Get Set)*
Talk about picnics and scaffold the story “Off for a Picnic.” *(Refer to LM, p. 162, Let’s Aim)*
Ask the pupils what they think the story is about.
Have the pupils locate and read the title of the story. Let them look at the pictures and name each of the things presented. Let the pupils make predictions about the story.

Decode the following high frequency words:

<table>
<thead>
<tr>
<th>of</th>
<th>we</th>
<th>me</th>
<th>white</th>
<th>were</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>soon</td>
<td>out</td>
<td>where</td>
<td></td>
</tr>
</tbody>
</table>

**Presentation:**

Display these words, discuss their meaning, and let the pupils use them in sentences.

**Key Words**

- holiday – a day where there is no work, no school
- alarm clock – a clock with an apparatus that can be set to ring loudly
- backyard – a yard at the back of a house
- tower – a tall narrow building
- beautiful – good looking
- bedroom – room for sleeping

Guide pupils how good readers can guess what might happen next.
Explain: Guessing what might happen next is making a prediction.

**Directed Listening and Thinking Activities (DLTA):**

Read aloud as pupils follow along. Pause to make pupils predict.
Read paragraph 1.
Ask: Is Liza really alone in the house?
   Where do you think Mother, Father, and the other children are?
Read the next paragraph.
Ask: Did you guess right?
   Where do you think the family is going?

**Generalization:**

Explain the events in the story. Discuss if the events happen at the same time.

Every story has events that happen **before** and **after**.

**Group Work:**

Small group: Group pupils to discuss their own experiences in going to a picnic with their families.
Big group: Let one of the group members share what they have talked about in their small group talk.

**Application:** *(Refer to LM, p. 163, I Can Do It)*
Evaluation: *(Refer to LM, p. 164, Measure My Learning)*

Have the pupils write sentences about the pictures. Let them arrange the pictures in the order they happened.

**Lesson 17: What We Did**

**Objective:**

Form and use the past tense of regular verbs by adding -ed to the verb

**Subject Matter:** The -ed Verbs

**Materials:** pictures/flash cards

**Procedure:**

**Motivation:**

Teach/Model these sentences from the story “Off for a Picnic.”

- Liza **jumped** out of bed that morning.
- She **looked** for mother and father.
- Liza **shouted**, “Where are you?”
- I have **prepared** my things last night.
- The white van **rolled** on and on.
- They **changed** their clothes.
- The children **enjoyed** the day swimming.

Ask: What kind of words are the blackened words? (Action words or verbs)

- Introduce the root words of the blackened words to the pupils.

Ask: What do you notice from the blackened words? What are the changes that you see from the words?

**Presentation:**

Introduce time frame from the selection – Yesterday.

Say: The tense of a verb tells the time of an action.

- The action words in the sentences happened in the past.

Ask: What is added to the verb?

Activity 1: Read these sentences with verbs in the past tense.

- Ex. Rina was telling a story about what she saw.
  - She said: A kitten jumped out of the table yesterday.
  - It rolled on the floor.

Have the pupils compare the difference between the word *jump* and *jumped*. Make more examples from the story of Rina.

**Group Work:**

Guide the pupils to form the past tense of the verb by filling in the chart on LM, p. 165, *We Can Do It.*
Generalization:

How do you form the past tense of regular verbs? What is added at the end of the short word? (Refer to LM, p. 165, Remember This)

Application: (Refer to LM, p. 166, I Can Do It)

Key to Correction:
1. planted
2. worked
3. helped
4. stopped
5. liked
6. placed

Lesson 18: I Can Help

Objective:

Classify common words into conceptual categories

Subject Matter: Classifying words into concept categories

Materials: pictures, chart, word cards

Procedure:

Motivation:

Cue scheme building. Tell the pupils: “Mother is taking a rest and the whole house is in a mess.” Ask them to help her tidy things up. Present the illustration on LM p. 166 to be classified to:

1. Things to eat
2. Things to wear
3. Things used for school
4. Things used for taking a bath

Presentation: (Refer to LM, p. 167, Let’s Aim)

Let the pupils group the words from the box and place them in their proper headings.

Group Work: (Refer to LM, p. 168, We Can Do It)

Ask the pupils to supply the missing word that will complete the group.

Generalization:

There are similar things in each group.
Lesson 19: It’s Time for Bed

Objectives:

Make predictions from given clues
Arrange events of a story read

Subject Matter: Making predictions
Sequencing events

Materials: chart

Procedure:

Motivation:

Follow the “Arrow Game.”
Hold an arrow and point to any direction that you wish while the pupils follow. Guide them in answering the simple maze. (Refer to LM, p. 170, Get Set)

Presentation:

Present the dialogue and pictures. (Refer to LM, p. 170, Let’s Aim)
Prompt: When you read, try to understand what happened next in the story. To predict, think about the characters and about what happened.

Ask the pupils to read the story “Dennis’ Long Day” on LM p. 171.
Let them answer the comprehension questions.


Generalization:

When you read, try to understand what events happened in the story. Arrange the events as they happen according to time frame / expression.

Application: (Refer to LM, p. 172, I Can Do It)

Have the pupils do the picture completion activity.

Evaluation: (Refer to LM, p. 172, Measure My Learning)

Ask the pupils to do the activity.
Lesson 20: We Do Many Things at Home

Objectives:
Demonstrate the concept of words that make up a sentence
Divide the spoken sentences in English into individual words

Subject Matter: Naming words and action words in a sentence

Materials: flash cards, chart, graphic organizer

Procedure:

Motivation:
Show a semantic word web. Use balloons to anchor words that make up a complete sentence. Probe the pupil’s ideas on what a sentence is.

Presentation:
Have the pupils to read the following sentence.
Mother looked around the house.

Explain: Who looked around? (Mother)
The word *Mother* tells us who looked around.
*Mother* is the person being talked about in the sentence.
The naming part of a sentence is also called the subject.

Ask: What did Mother do around the house? (Looked)
Explain: The word *looked* is the action word of the sentence.
The action word is called verb.
The work *looked* tells us what Mother did around the house.
The action part of a sentence is also called the predicate.

Explain the two parts of the sentence.

Group Work: *(Refer to LM, p. 174, We Can Do It)*
Let the pupils put a line to divide the sentence into two parts. Have them label S for the subject and P for the predicate.

Generalization:

A sentence is made up of two parts. It has a naming part and a verb part. The naming part is called **subject**. The verb part is called the **predicate**.

Application: *(Refer to LM, pp. 174-175, I Can Do It)*
Ask the pupils to answer the activity on subject and predicate.

Evaluation: *(Refer to LM, p. 175, Measure My Learning)*

Key to Correction:
1. Danny / Cristy / My cousin    2. pray    3. tells
4. sits    5. Danny / Cristy / My cousin
Lesson 21: We Are Filipinos

Target Skills:

Oral Language:
- Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue and English
- Give information shared by others

Reading Comprehension:
- State facts and details of text during and after reading

Phonological Awareness:
- Classify/ Categorize sounds heard (speech)

Phonics and Word Recognition:
- Manipulate individual phonemes (substituting)

Fluency:
- Interact with others using correct intonation in introducing and acknowledging others

Writing and Composition:
- Participate in generating ideas through prewriting activities – brainstorming, webbing, drawing

Objectives:

Answer *Wh-* questions
Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue/English
Give information shared by others
Interact with others using correct intonation in introducing and acknowledging others

Subject Matter: Poem: “I Am a Filipino” by Dali Soriano

Materials: pictures, word strips, manila paper, pentel pens, activity sheets

Value Focus: Patriotism

Procedure:

Pre-Assessment: (Refer to LM, pp. 175-176, Let’s Try)

Key to Correction:

<table>
<thead>
<tr>
<th>A. brown skin</th>
<th>B. 1.</th>
<th>C. 1.</th>
<th>D. 1. d</th>
<th>E. 1. pat</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>black hair</td>
<td>2. ✓</td>
<td>2. ☑</td>
<td>2. c</td>
<td>2. beep</td>
</tr>
<tr>
<td>respectful to elders</td>
<td>3. ✓</td>
<td>3. ☑</td>
<td>3. a</td>
<td>3. rack</td>
</tr>
<tr>
<td>plays games like</td>
<td>4. ✓</td>
<td>4. ☑</td>
<td>4. e</td>
<td>4. bag</td>
</tr>
<tr>
<td>taguan, sipa, patintero, palosebo</td>
<td>5. x</td>
<td>5. ☑</td>
<td>5. b</td>
<td>5. meal</td>
</tr>
</tbody>
</table>

✓ helpful to the members of the family
✓ eats Filipino food
✓ lives happily with one’s parents
Motivation:
Ask the pupils about their features/characteristics.
Ex. What can you say about the color of your hair? Skin? Eyes? etc.
What are the things you like to eat?

Vocabulary:
Have the pupils match the pictures with the correct word.

Presentation: (Refer to LM, p. 177, Let’s Aim)
Read aloud the poem “I Am a Filipino” by Dali Soriano.
Read the poem first. Then let the pupils read together.

Comprehension Questions: (Refer to LM, p. 177, Let’s Aim)
Activity A: Have the pupils repeat the sentences you will say.

   I am a Filipino.
   My skin is ______ (color of the skin).
   My hair is ______ (color of the hair).
   I love to eat ______, _______, and _______.
   I like to play ______, _______, and _______.
   I live with my parents/grandparents.
   I help and respect them.
   I am proud to be a Filipino.

   Note the answers of the pupils.

Activity B: Big Group Activity.

   Have the pupils complete the web. *(Refer to LM, p. 178, We Can Do It)*

**Generalization:**

A Filipino child has fair and brown skin with black hair, loves to play, helps his/her family, and respects all elders.

**Application:**

Ask the pupils to look for a partner and let them talk about themselves; the color of their hair, skin, their likes (food, games). Allow them to exchange ideas.

Model: I’m *(name of pupil A)* and I’ll tell you something about *(name of pupil B).*

   ______’s hair is _____ and her/his skin is ______.
   He/She likes to eat _____, _____, and ______.
   He/She likes to play _____, _____, and ______.
   He/She lives with his/her (parents/grandparents).
   He/She is proud to be a Filipino.

**Evaluation:**

Have the pupils find another partner and repeat the activity presented earlier.

I’m *(name of pupil A)* and I’ll tell you something about *(name of pupil B).*

   ______’s hair is _____ and her/his skin is ______.
   He/She likes to eat _____, _____, and ______.
   He/She likes to play _____, _____, and ______.
   He/She lives with his/her (parents/grandparents).
   He/She is proud to be a Filipino.

**Agreement:**

Let the pupils paste a picture of their siblings. Let them tell the sibling’s characteristics using modelled sentences through the word web.
Lesson 22: Words with the Same Beginning and Ending Sound

Objectives:

State facts and details in the text during and after reading
Classify/Categorize speech sounds heard – (beginning and final sound of the word)

Subject Matter: Classifying/Categorizing speech sounds heard –
(beginning and final sound of the word)

Materials: pictures, word strips, manila paper, pentel pens

Value Focus: Listening attentively

Procedure:

Review:
Let the pupils share and talk about their home work.

Motivation:
Let the pupils read the poem “I Am a Filipino.”
Ask: What is the first stanza of the poem all about? etc.

Presentation:
Have the pupils read the underlined words in the poem.

hair, skin, sun, happily, parents, polite, proud, food, hand, sipa

Ask: What words have the same beginning sound?
What words have the same ending sound?

Activity A: Together with the pupils read the first stanza of the poem.
Ask: What words have the same beginning sound? Name them.
What words have the same ending sound? Name them.

Activity B: Have the pupils classify the words that have the same beginning and ending
sounds in the third and fourth stanzas of the poem “I Am a Filipino.”

Generalization:

There are words that have the same beginning sound like brown and black and there
are words that have the same ending sound like skin and sun.

Application: (Refer to LM, p. 179, I Can Do It)

Ask the pupils to read the following poem and classify the words with the same
beginning and ending sounds.

Some families are big.
Some families are small.
But I love my family, best of all.
I love my Mother, yes I do.
I love my Father, it is true.
I love them both and they love me too.
**Evaluation:** *(Refer to LM, p. 180, Measure My Learning)*

Have the pupils read the poems and classify the words with the same beginning or ending sound.

1. Baby, baby come to me.
   Mommy is waiting with glee.
   Daddy is leaving tonight.
   Let’s pray for him to have a safe flight.

2. In the night so dark
   A tiny egg lays fast asleep.
   With a sudden beep
   A baby chick makes a peep.

**Agreement:**

Have the pupils fill in the box below with five pairs of words with the same beginning and ending sounds.

<table>
<thead>
<tr>
<th>The same beginning sound</th>
<th>The same ending sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. fat – farm</td>
<td>Ex. hill – pill</td>
</tr>
<tr>
<td>1. _____________________</td>
<td>1. _____________________</td>
</tr>
<tr>
<td>2. _____________________</td>
<td>2. _____________________</td>
</tr>
<tr>
<td>3. _____________________</td>
<td>3. _____________________</td>
</tr>
<tr>
<td>4. _____________________</td>
<td>4. _____________________</td>
</tr>
<tr>
<td>5. _____________________</td>
<td>5. _____________________</td>
</tr>
</tbody>
</table>

**Lesson 23: Rhyming Words**

**Objectives:**

Classify/Categorize speech sounds heard in the poem – (rhyming words)
Participate in generating ideas through prewriting activities – brainstorming

**Subject Matter:** Classifying/Categorizing speech sounds heard – (rhyming words)

**Materials:** pictures, word strips, manila paper, pentel pens, pocket chart

**Value Focus:** Listening attentively

**Procedure:**

**Review:**

Ask the pupils to listen to the words you will read. Check if the pupils can identify words that have the same beginning or ending sounds.

Ex. always – around       sit – sing
    call – pull            sleep – us
Motivation:
Have the pupils share stories about being Filipino children.

Presentation:
Write the words *my, by, one, sun, brothers, sisters,* and *fun* on the board and read it. Probe about the ending sounds that the pupils heard. Let the pupils give other words that rhyme with *my* and *by*. Do this with other sets of words.

Activity A: Have the pupils listen to the poem you will read and have them identify the rhyming words.

Little Miss Muffet, sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.

Generalization:

Rhyming words are words that have the same final sound.

Application: *(Refer to LM, p. 182, I Can Do It)*

Evaluation:
Let the pupils read and classify the rhyming words in the poem. *(Refer to LM, pp. 182-183, Measure My Learning)*

Agreement:
Ask the pupils to pick out the words that rhyme with the given words. Write them in the chart and let them add three more words.

<table>
<thead>
<tr>
<th>feel</th>
<th>shop</th>
<th>meal</th>
<th>crop</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 24: Let’s Switch Places

Objective:
Manipulate individual phonemes (substituting initial phoneme)

Subject Matter: Manipulating individual phonemes – substitution of initial phonemes

Materials: pictures, word strips, manila paper, pentel pens, pocket chart

Value Focus: Following directions
Procedure:

Review:

Show pairs of pictures. Let the pupils identify the picture words that rhyme.

Motivation:

Play the game “Make a New Word.”
Ask the pupils to look at the first picture and word. Tell them to form a new word by changing the first letter of the word.

Provide other samples.
Examples: wing = sing, jet = wet, net, bug = mug, jug

Presentation:

Have a “Picture Hunt” in class. Show pictures in the pocket chart and let the pupils name them. Describe each picture and let the pupils guess the first sound of the word.
Example: I see an “an.” It is made of metal. Who knows what I am looking at?

Call on a pupil to point to another picture. Repeat the same procedure for the pictures of fan, van, man, ran, and tan.
Activity A: Show a picture pie.

1. Place pie pieces in a stack face down at the center. Provide a pupil with a different picture pie.
2. Taking turns, pupils will select the top pie piece from the stack.
3. Say the name of the picture on the pie piece, remove the beginning sound/phoneme and say the new word (Example: “hook” becomes “book”).
4. Find the picture of the new word “book” on the picture pie and place the pie piece “hook” on top of it. If the picture of the new word is not on the pupil’s chart, return the pie piece to the bottom of the stack.
5. Continue until all the pie pieces are placed.

Probe: Change /h/ to /b/ in hook. What is the new word?
   Change /h/ to /j/ in ham. What is the new word?
Activity B: Create a list of word pairs. Each word pair should have a difference of just one phoneme. For example, use the word pair “hat and cat.” Let the pupils listen to each spoken word then switch one of the sounds and say a new word. Let the pupils tell the sound that was switched. Example: “Mat” Now I am going to switch one of the sounds. “Rat” Call on a pupil to answer the question. Continue giving word pairs.

Generalization:

When you change the beginning sound of the word, a new word is formed.

Application: (Refer to LM, p. 185, I Can Do It)

Evaluation: (Refer to LM, p. 186, Measure My Learning)

Agreement:

Ask the pupils to change the beginning letter of the word. Have them draw and write the name of the two new words formed.

Lesson 25: Phoneme Manipulation (Substitution of Final Sound)

Objective:

Manipulate individual phonemes (substituting final phoneme)

Subject Matter: Manipulating individual phonemes – substituting final phonemes

Materials: pictures, word strips, manila paper, pentel pens, pocket chart

Value Focus: Following directions

Procedure:

Review:

Ask the pupils to get a partner and share their assignment. Let their partner guess the new word formed.

Motivation:

Play the game “Guess the New Word.” The pupils will listen to the words you say and let them guess the new word. Example: Change /b/ to /p/ in back. What is the new word? Change /l/ to /c/ in lake. What is the new word?
Presentation:

Show pictures of the following car, can, man, mat, pen, pet, pig, pin, six, and sip.
Let the pupils name the pictures. Then, show shifts in words through manipulation in the final sound.

Example: Say car. Change /r/ to /n/. What is the new word?
Say man. Change /n/ to /t/. What is the new word?

Activity A: Let the pupils repeat what you say as you hold two pictures.
(Refer to LM, p. 187, Let’s Read)

Say pan. Change /n/ to /d/. What is the new word?

Show other pictures such as cop – cot, dot – dog, wig – win, cap – cab.
Ask the pupils to repeat the pattern as you hold the pictures.

Activity B: Say and Drop

Group the pupils. Give each group a picture card from a stack. Let them remove the final phonemes and match the new word to a picture.

Example: bug to bun
If found, place the piece on that picture. If not found, place the picture card at the bottom of the stack. Continue until all pictures on the triangle are covered. (picture cards: bun, jam, ran, hot, sat, lad)

Generalization:

When you change the last sound of a word, it forms a new word.

Application:

Play the game “Simple Simon Says.”
Let the pupils write the answer on a piece of paper.
Example: Simple Simon says change /t/ to /g/ in dot. What is the new word?
Simple Simon says change /m/ to /t/ in ham. What is the new word?
Lesson 26: Wonderworks 1

Target Skills:

Oral Language:
• Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue and English – describe/talk about one’s experience

Reading Comprehension:
• State facts and details of text during and after reading

Phonological Awareness:
• Recognize and discriminate same/different sounds

Spelling Vocabulary:
• Classify common words into conceptual categories (e.g., animals, food, toys)

Phonics and Word Recognition:
• Manipulate individual phonemes (deleting)

Fluency:
• Read aloud Grade 2 level text

Listening Comprehension:
• Identify and use the elements of an informational/factual text heard

Writing and Composition:
• Participate in generating ideas through prewriting activities – brainstorming, webbing, drawing

Objectives:

Answer Wh- questions
Share inter- and intra-personal experiences feelings and emotions using the mother tongue/English – describe/talk about one’s experience
Read aloud Grade 2 level text

Subject Matter: Poem: “Wonderworks” by Dali Soriano

Materials: sentence strips, manila paper, pentel pens, activity sheets

Value Focus: Appreciation of God’s creation

Procedure:

Pre-Assessment: (Refer to LM, pp. 190-191, Let’s Try)

Key to Correction:
2. ☐ 7. b 12. x 15. lap
3. ☒ 8. b 13. ☑
4. ☐ C. 9. candy
5. ☐ 10. December

Motivation:

Lead the pupils in singing the song “He’s Got the Whole World in His Hands.” Ask questions about the song.
Presentation:

Activate prior experiences about places their families go to. Let the pupils provide their own stories about these experiences.

Unlocking of Nature Words: (Refer to LM, p. 192, Let’s Aim)

Let the pupils write the words being named. Have them choose the words that would fit in the box.

During Reading Activity:

Read aloud the short poem “Wonderworks” by Dali Soriano, then read together with the class. Have the pupils answer the comprehension questions. (Refer to LM, p. 193, Let’s Aim)

Activity A: Ask the pupils to get a partner and share their answer to the questions on numbers 8-10. Encourage them to give reasons and express their feelings on what they consider as their greatest treasure.

Activity B: Divide the class into five groups. Ask them to survey the group members about their most common answer on what they are thankful for and what they consider as their greatest gift. Let the groups present their survey to the class.

Generalization:

There are many things that we should be thankful for – all the things that God created and has given us. The best thing that we received from Him is the “gift of life” so we could enjoy the things that He created.

Application:

With the same group, ask the pupils to make a tableau about what God created.

Evaluation: (Refer to LM, p. 195, Measure My Learning)

Have a temperature check by asking the pupils these questions:
Do you like the things that God created?
What was the best thing that God gave?

Agreement:

Have the pupils make a thank you note to God for all the things He created and for all the gifts and blessings they have received.
Lesson 27: Wonderworks 2

Objectives:

Answer Wh- questions
State facts and details in the text during and after reading

Subject Matter: Poem: “Wonderworks” by Dali Soriano

Materials: sentence strips, manila paper, pentel pens

Value Focus: Appreciation of God’s creation

Procedure:

Review:

Recall the lesson about the things that God created.

Motivation:

Show three picture puzzles. Ask the pupils to arrange them and then name the pictures. (mountain, river, lake)

Presentation: (Refer to LM, pp. 197-198, Let’s Read)

Ask the pupils to read the first stanza of the poem “Wonderworks.”
Read the poem together with your pupils. Let them answer the questions after.

Group Work: (Refer to LM, p. 198, We Can Do It)

Generalization:

For you to get the correct answer to the questions, identify the details of the passage you are reading. It can be a name of a person, an object, or an animal, the place where the story happened, the time when the story happened, and the kind of situation that happened in the story.

Application: (Refer to LM, p. 199, I Can Do It)

Key to Correction:

1. a 2. b 3. a 4. c 5. a

Evaluation: (Refer to LM, p. 200, Measure My Learning)

Have the pupils read the dialogue and answer the following questions.

Key to Correction:

1. a 2. b 3. c 4. c 5. a
Lesson 28: Grouping Together

Objectives:
Classify common words into conceptual categories (e.g., animals, food, toys)
Participate in generating ideas through prewriting activities – brainstorming, webbing, drawing

Subject Matter: Classifying common words into conceptual categories

Materials: word strips, manila paper, pentel pens, pocket chart

Value Focus: Following directions

Procedure:

Motivation:
Play the game “Simple Simon Says.” Let the pupils listen and follow what you say.
Say:
Simple Simon says group yourselves into three.
Simple Simon says group yourselves according to the beginning letter of your name.

Presentation:
Ask about the games which the pupils enjoy and places they like going. Show the following words to the class and let them group these into sets:

| Mt. Apo | Philippines | Pasig River | China Sea |
| Celebes Sea | Loboc River | Mt. Arayat | Japan |
| Canada | Mt. Pinatubo | Cagayan River | Sulu Sea |

Ask how the words are grouped.

Activity A: Ask the pupils to read the words in the pocket chart. Tell them to place and group the words in the proper column. *(Refer to LM, p. 202, Let’s Read)*

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Vegetables</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>pechay</td>
<td>goat</td>
<td>mango</td>
</tr>
<tr>
<td>carrot</td>
<td>banana</td>
<td>bird</td>
</tr>
<tr>
<td>grapes</td>
<td>ampalaya</td>
<td>squash</td>
</tr>
<tr>
<td></td>
<td></td>
<td>giraffe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>papaya</td>
</tr>
</tbody>
</table>

Activity B: Have the pupils encircle the words that belong to the same group. *(Refer to LM, p. 203, We Can Do It)*

<table>
<thead>
<tr>
<th>pencil</th>
<th>pen</th>
<th>paper</th>
<th>car</th>
<th>ruler</th>
</tr>
</thead>
<tbody>
<tr>
<td>whale</td>
<td>dog</td>
<td>shark</td>
<td>sea horse</td>
<td>gold fish</td>
</tr>
<tr>
<td>train</td>
<td>bus</td>
<td>house</td>
<td>jeepney</td>
<td>taxi</td>
</tr>
<tr>
<td>Philippines</td>
<td>Baguio City</td>
<td>Cebu City</td>
<td>Davao City</td>
<td>Quezon City</td>
</tr>
<tr>
<td>eagle</td>
<td>parrot</td>
<td>crow</td>
<td>dove</td>
<td>alligator</td>
</tr>
</tbody>
</table>
Generalization:

We group words according to their kind, color, shape, and size.

Application: (Refer to LM, p. 203, I Can Do It)

Evaluation: (Refer to LM, p. 204, Measure My Learning)

Lesson 29: Recognizing Sound Differences

Objectives:

Recognize and discriminate same or different sounds
Participate in generating ideas through prewriting activities – brainstorming, webbing, drawing

Subject Matter: Recognizing and discriminating same or different sounds

Materials: word strips, manila paper, pentel pens, pocket chart, show cards

Value Focus: Following instructions properly

Procedure:

Review: (Refer to LM, p. 204, Let’s Try)
Let the pupils identify the pair of words that rhyme.

Motivation:
Ask the pupils to recite the poem “Wonderworks.” Tell them to share their ideas on the poem.

Presentation:
Let the pupils read some words found in the poem “Wonderworks.”
measure treasure sky high gift life beautiful family land hand

Read the following paired words and let the pupils identify the paired words that have the same sound and different sounds.

If the paired words have the same ending sound, the pupil will raise the ‘yes’ show card. If the paired words don’t have the same ending sound, let the pupils raise the ‘no’ show card.

measure – treasure  gift – life  sky – high
beautiful – family  land – hand

Activity A: Let the pupils do the finger play while reciting the poem “Family” on LM p. 204. Have the pupils identify the rhyme/pattern. (Refer to LM, p. 205, Let’s Aim) Let them do the activity that follows.

Activity B: (Refer to LM, p. 205, We Can Do It)
Application: *(Refer to LM, p. 206, I Can Do It)*

Evaluation: *(Refer to LM, p. 206, Measure My Learning)*

Agreement:

Have the pupils read the following words in the box. Let them write two words that have the same sound.

<table>
<thead>
<tr>
<th>hook</th>
<th>feel</th>
<th>rain</th>
<th>rice</th>
<th>cane</th>
<th>door</th>
<th>window</th>
<th>mirror</th>
</tr>
</thead>
<tbody>
<tr>
<td>table</td>
<td>floor</td>
<td>look</td>
<td>follow</td>
<td>cat</td>
<td>bean</td>
<td>deep</td>
<td>dice</td>
</tr>
</tbody>
</table>

**Lesson 30: What’s the Word?**

**Objective:**

Manipulate individual phonemes (deleting)

**Subject Matter:** Manipulating phonemes (deleting)

**Materials:** word strips, manila paper, pentel pens, pocket chart, flash cards

**Value Focus:** Working harmoniously with others

**Procedure:**

**Review:**

Let the pupils pair the words with the same sound. Have the pupils work on LM p. 206, *Let’s Try:*

**Motivation:**

Have the pupils listen and say the new word.

Ex. Change /s/ to /f/ of *sat.* The new word is ______.

Change /r/ to /p/ of *rain.* The new word is ______.

Change /b/ to /h/ of *book.* The new word is ______.

Change /f/ to /t/ of *fell.* The new word is ______.

**Presentation:**

Introduce Willy Wally, the paper puppet. *(Refer to LM, p. 207, Let’s Aim)*

Play the “Take Away Game” by presenting words then taking away its initial sounds. The pupils will say the new word.

Example: Say the word *cat.*

Let the pupils repeat the word *cat.*

Say: “Take away the /c/ sound. What’s my word?”

Pupils must respond by saying *at.*

Repeat words and/or sounds as needed. Then continue giving new word pairs.

Continue playing by giving new word pairs. Provide variations.
Activity A: Ask the pupils to listen and give the missing word.
Read:
It starts with /ch/ and it ends with air
take the first sound away, and it says _______.
It starts with /b/ and it ends with all
take the first sound away, and it says _______.
It starts with /h/ and it ends with am
take the first sound away, and it says _______.
It starts with /m/ and it ends with eat
take the first sound away, and it says _______.
It starts with /l/ and it ends with ate
take the first sound away, and it says _______.

Activity B: Think-Pair-Share
Let the pupils work with a partner. Tell pupil A to ask pupil B about a word to be guessed.

Generalization:

When we remove a letter from a word, a new word is formed.

Application:
Have the pupils listen and say the new word.

1. Say clap without /c/
2. Say bill without /b/
3. Say pink without /p/
4. Say seat without /t/
5. Say crop without /r/

Lesson 31: The Little Sampaguita Girl

Target Skills:

Oral Language:
• Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue and English – describe/talk about one’s experience
Fluency:
• Read aloud Grade 2 level text
Reading Comprehension:
• Instruct the pupils to use clues to justify predictions before, during, and after reading (titles, pictures, themes, prior knowledge, graph)
Listening Comprehension:
• Ask questions that will show understanding of incidents, characters, and setting to make and validate prediction
Writing and Composition:
- Do brainstorming, webbing, and drawing to generate ideas

Attitude:
- Express feelings and opinions through a journal, log, etc.

Study Strategy:
- Interpret bar graphs and tables

Objectives:

Answer *Wh*- questions
Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue/English
Express feelings and opinions through a journal, log, etc.

Subject Matter: Story: “The Little Sampaguita Girl” by Marimel Jane H. Polita

Materials: word strips, manila paper, pentel pens

Value Focus: Helping others in need

Procedure:

**Pre-Assessment:** *(Refer to LM, pp. 208-210, Let’s Try)*

**Key to Correction:**

A. 1. b  
   2. a  
   3. a  
   4. a  

B. 1. a  
   2. b  
   3. c  

C. 4. c  
   5. b  
   6. b  

**Motivation:**

Talk about children selling items on the streets.

**Unlocking of Words:**

Let the pupils match the meaning to the correct word. Explain further the meaning of the word in the mother tongue or in Filipino if needed.

1. Cover or shelter from light or heat
   - scold

2. Very, very cold
   - bear

3. To find fault angrily
   - freezing

4. To hold or remain firm
   - previous

5. Occurring before something else in time or order
   - shade
Shared Reading:

First Reading: Read the story “The Little Sampaguita Girl.”

(Refer to LM, p. 211, Let’s Aim)

Second Reading: Read the story again. Pause to ask questions while reading the story.
 Third Reading: Let the pupils read the story.

Comprehension Questions: (Refer to LM, p. 211, Let’s Aim)

Activity A: Have the pupils arrange the following pictures according to what happened in the story “The Little Sampaguita Girl.” Number it from 1 to 5.
(Refer to LM, p. 212, Let’s Read)

Activity B: Group the pupils and ask them to answer the following questions.

How do you feel about the Little Sampaguita Girl?

What will you do if Maya knocks at your door?

Maya needs help. What can you do?

If you are going to end the story. How will it end?
Generalization:

We can help needy children by collecting and giving old clothes and toys, spending time to play, and making friends with them.

Application: (Refer to LM, p. 213, I Can Do It)

Let the pupils complete the dialogues.

Evaluation: (Refer to LM, p. 213, Measure My Learning)

Agreement:

Let the pupils write a short letter to Maya on how they feel about her.

Lesson 32: The Little Sampaguita Girl (Part 2)

Objectives:

Use clues to justify predictions before, during, and after reading (pictures)
Read aloud Grade 2 level text

Subject Matter: Story: “The Little Sampaguita Girl” by Marimel Jane H. Polita

Materials: word strips, pocket chart, manila paper, pentel pens

Value Focus: Helping others in need

Procedure:

Review:

Ask about the pupils’ feelings about the story “The Little Sampaguita Girl.”
Let them use face emoticons.

Happy       Nothing       Sad       Mad

Example: I felt _____ because ______.

Motivation:

Ask the pupils to read the following words found in the story “The Little Sampaguita Girl.”

<table>
<thead>
<tr>
<th>bought</th>
<th>death</th>
<th>but</th>
<th>dream</th>
</tr>
</thead>
</table>

112
Presentation:

Retell the story “The Little Sampaguita Girl” with the use of the pictures. Ask questions while reading the story. *(Refer to LM, pp. 214-215, Let’s Aim)*

Activity A: Make a story board. Draw the major events that happened in the story. *(Refer to LM, p. 216, Let’s Read)*

Activity B: Ask the pupils to work in groups to make a big book about the story.

**Application:** *(Refer to LM, pp. 216-217, I Can Do It)*

**Evaluation:** *(Refer to LM, pp. 217-218, Measure My Learning)*

**Agreement:**

Let the pupils identify which drawing best describes the pictures. Have them look for clues and write the sentences on the lines.

a. A fire truck arrives at the house.

b. A man runs out of the house carrying a baby in his arms.

c. The house is on fire. Flames and smoke come out of the window.
Lesson 33: Summer Is Fun

Objectives:

Answer *Wh*- questions
Use clues to justify predictions before, during, and after reading (themes and prior knowledge)

Subject Matter: Using clues to justify before, during, and after reading (themes and prior knowledge)

Materials: pictures, manila paper, pentel pen

Value Focus: Love for family

Procedure:

Motivation:
Ask the pupils about their activities with the family when they are on vacation or going on a trip.
Example: What are the things you can see in the zoo?
What do you do in the zoo?

Presentation:
Read along with the pupils. *(Refer to LM, pp. 218-219, Let’s Aim)*

Ask questions related to the picture/zoo.
Have the pupils answer the comprehension questions.

Activity A: Ask the pupils to read the story and study the picture. Let them answer the questions that follow. *(Refer to LM, pp. 219-220, Let’s Read)*

Activity B: With a group, let the pupils draw the next thing the family at the beach might do.
Application:

Have the pupils read and answer the questions that follow.
(Refer to LM, pp. 220-221, I Can Do It)

Evaluation:

Have the pupils read and answer the questions.
(Refer to LM, pp. 221-222, Measure My Learning)

Lesson 34: Graph It Out

Objectives:

Answer Wh- questions
Use clues to justify predictions before, during, and after reading graphs
Interpret bar graphs and tables

Subject Matter: Using clues to justify before, during, and after reading graphs

Materials: word strips, pictures, picture puzzle

Value Focus: Be a keen observer

Procedure:

Review:

Ask: What are the things that you can do during summer vacation?
Probe on the activities that children can do when they are playing or working on a farm.

Motivation:

Show a puzzle on adding things. Ask the pupils to arrange the puzzle so that it promotes awareness on numbers. Work on ideas that can be drawn from the puzzle.

Presentation:

Talk about counting things the pupils can see around.
Read the story with the tally sheet Maggie made on LM pp. 223-224, Let’s Aim.
Let the pupils answer the comprehension questions that follow.

Activity A: (Refer to LM, p. 225, We Can Do It)

Let the pupils recognize the concept: A bar graph uses a bar to tell how many.

Group the pupils and let them answer the activity. They can use the tally sheet made by Maggie to complete the bar graph. Have them color or design the bar that corresponds to the number of animals.
Generalization:
What is a tally sheet? What is a bar graph?

A tally sheet is used to show the number by sticks. A bar graph uses bars to show the number of things being studied or recorded.

Application: (Refer to LM, p. 226, I Can Do It)
Ask the pupils to study the bar graph and answer the questions.

Evaluation:
Let the pupils make a bar graph of their group member’s books inside their bags.

Agreement:
Let the pupils make a bar graph of the favorite color of each member of their family.

Lesson 35: Stop, Look, and Listen!

Objectives:
Use an understanding of incidents, characters, and setting to make and validate a prediction. Express feelings and opinions through a journal, log, etc.

Subject Matter: Understanding of incidents, characters, and setting to make and validate a prediction.

Materials: pictures

Value Focus: Self-confidence

Procedure:

Review:
Ask the pupils to show the graph they prepared.

Motivation:
Ask the pupils about their experiences regarding having lost something at home or in school.

Presentation:
Ask the pupils to listen to the story “The Missing Shoe” as they look at the pictures in LM p. 227, Let’s Aim.
The Missing Shoe
by Marimel Jane H. Polita

One Saturday morning, the Cruz family is busy preparing to go for a picnic. Father is checking the car’s engine. Mother, together with Ate Gina, is in the kitchen putting the food in the basket. Meanwhile, Tommy is busy looking for his shoe. He looked under his bed but it was not there. He looked under the sofa and everywhere in the house but still, there’s no shoe.

“Mother, have you seen the pair of this shoe?” asked Tommy.
“No. Have you checked under your bed?” Mother said.
“Yes! I looked everywhere but I can’t find my shoe,” said Tommy.
“I think I know where to find your shoe,” said Ate Gina.
Ate Gina called Bantay at the back of their house. Bantay came with a shoe in his mouth.
“You bad dog! This is not a toy,” Tommy said.
Now Tommy is ready to go for he already found his missing shoe.

Comprehension Questions: (Refer to LM, p. 227, Let’s Aim)

Activity A: Let the pupils listen to the story. Ask them to answer the questions that follow.

Everyday Rico went to the river to take a bath. He always stopped at the fruit store owned by Aling Rosa. He would not go away until Aling Rosa gave him a banana. Aling Rosa did not like this. She was an unkind woman.

Questions:
1. Who are the characters in the story?
2. Where does Rico go every day?
3. Who is Aling Rosa?
4. What makes Aling Rosa an unkind woman?

Activity B: Ask the pupils to listen to the story. Ask them to imagine and draw in a piece of paper the activities that happen in the story heard.

Saturday is our cleaning day but Mother makes our work fun. We sing when we dust the furnitures. We dance when we sweep the floor. We mop the floor and wash the clothes together. When we’re done, we eat our meryenda.

At night, when all the work is done, Father comes. Mother and I cook dinner and sing and dance. Saturday is really a day of fun.

Application:

Ask the pupils to listen to the story. Then, let them answer the questions that follow.

Mary lives in the city with my family. Every summer vacation, they visit their grandparents’ farm. They spend a month there with their grandfather and grandmother. Grandfather lets Mary feed the chicken and helps her milk the cow. Her sister Janet likes to go out by the lake to feed the fish. She also likes to help grandmother gather the chickens’ eggs in the morning and bring them inside the house. Then, grandmother cooks the eggs for breakfast.

Questions: (Refer to LM, pp. 227-228, I Can Do It)
Evaluation:
Say: In the story you have listened to, what do you think will happen next? Draw a picture and write a sentence about it. Your sentence may start with “I think ______.”

Agreement:
Let the pupils share one story they have read in class. Have them tell how they felt about the story.

Lesson 36: I Am Talented

Target Skills:
Oral Language:
• Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue and English – describe/talk about one’s experience
Fluency:
• Read aloud Grade 2 level text
Reading Comprehension:
• State facts and details of text during and after reading
Listening Comprehension:
• Identify and use the elements of an information/ factual text heard – informational reports (school events, sports, projects)
Writing and Composition:
• Express ideas through illustrations or story board
Attitude:
• Express feelings and opinions through a journal, log, etc.

Objectives:
Answer Wh- questions
Identify and use the elements of an information/ factual text heard – informational reports (school events, sports, projects)
Express feelings and opinions through a journal, log, etc.

Subject Matter: Identifying elements of an information/factual text heard

Materials: pictures

Value Focus: Sharing one’s talents

Procedure:

Motivation:
Ask: What kind of sports do you know? Encourage pupils to tell about their favorite sports.

Presentation: (Refer to LM, p. 228, Let’s Aim)
Let the pupils look at the picture and tell something about it.
Ask the pupils to listen to the story you will read about Manny Pacquiao.

Emmanuel D. Pacquiao also known as Manny "Pacman" Pacquiao was born in Kibawe, Bukidnon, Mindanao and lives in General Santos City, South Cotabato, Philippines. He was born on December 17, 1978. He became known for his talent in boxing. He’s been winning many boxing competitions abroad. For all his achievements, he became the first Filipino boxer to win four world titles in four different divisions.

Comprehension Questions:

Activity A:  (Refer to LM, p. 229, Let’s Read and Answer)
Ask the pupils to work on their self-assessments about their talents. Let them practice repeating the following statements. Tell them to fill in the blanks with an appropriate word.

Example: I can sing beautifully.
I can dance gracefully on stage.
I can draw pictures on my sketch pad.
I can ______ the piano.
I can ______ math questions in a minute.
I can ______ books with understanding.
I can ______ like a fish.

Activity B:  (Refer to LM, p. 230, We Can Do It)
Let the pupils complete Manny Pacquiao’s word web.

Application:
Read the following story to the pupils. Make questions related to the story and let the pupils answer the questions.

Every month of July is “Nutrition Month” in our school. Pupils from different grades join the parade wearing their fruit and vegetable costumes. Parents cook and bring nutritious foods which they later share with everyone. There are also storytelling activities about food. Everybody in school is happy during the “Nutrition Month Celebration.”
Evaluation:

Have the pupils listen to the following story. Make questions related to the story and let the pupils answer the questions.

Anna is an artist. She is good in drawing faces of people and painting the beauty of nature. One day there was a “Poster Making Competition” in their school. She told her teacher that she wanted to join the competition. Anna did and got the first place award.

Agreement:

Let the pupils draw a picture showing what they want to become when they grow up. Have them write something about the picture they drew.

Lesson 37: Listen

Objectives:

Identify and use the elements of an information or factual text heard – informational reports (three-step directions)  
Express ideas through illustrations or a story board

Subject Matter:  Following Three-step Directions

Materials:  paper, crayon

Value Focus:  Following directions

Procedure:

Review:
Ask the pupils to talk about their favorite actors/athlete. Probe why they like them.

Motivation:

Play the game “Simon Says.”
Example:  Simon says jump four times.  
Simon says touch your nose.  
Simon says wave your hands.

You may replace the name Simon with a pupil’s name. That pupil will give the directions.

Presentation:

Provide the pupils with a small sheet of paper. Let them know that the activity you are about to do will prove how well they listen and follow directions. Inform the pupils that you will repeat the instruction twice. *(Refer to LM, p. 230, Let’s Aim)*

1. Draw a box. Write your full name in the box. Encircle all the vowel letters.
2. Draw a circle. Draw a triangle inside the circle. Write the first letter of your name in the triangle.
3. Write the numbers 1 to 9. Cross out the odd numbers. Encircle the even numbers.
Let them compare their answers with their seatmate.
Evaluate if the pupils were able to follow the directions correctly.

Activity A: Ask the pupils to listen carefully and follow what is said.
*(Refer to LM, p. 231, Let’s Listen)*

Activity B: Ask the pupils to work in pairs. Give task sheets on meta cards that pupils can work on for giving directions. Let pupil A give a three-step direction twice. Pupil B follows. Then vice versa. Let the pupils describe their experience on working with a partner. Probe on their direction-giving skills.

**Generalization:**

When giving instructions, make sure it is clear and specific.

**Application:** *(Refer to LM, p. 232, I Can Do It)*

Ask the pupils to listen and follow the directions.

1. Color the pictures.
2. Encircle all farm animals.
3. Box all zoo animals.

**Evaluation:** *(Refer to LM, p. 232, Measure My Learning)*

Let the pupils listen. Let them follow your directions.

1. Encircle all animals that have the word FISH.
2. Box all animals that have the word SEA.
3. Color the remaining animals.

**Agreement:**

Have the pupils prepare a set of directions for cooking an egg. Let them present it to the class.

**Lesson 38: Speak Up!**

**Objectives:**

Identify and use the elements of an informational/factual text heard – conversation
Express feelings and opinions through a journal, log, etc.

**Subject Matter:** Identifying and using the elements of an informational/factual text heard – conversation

**Materials:** string-can telephone, stick puppets

**Value Focus:** Listening attentively
**Procedure:**

**Review:**
Ask the pupils to listen and do the following directions. Draw one big circle. Draw three small circles inside the circle. Draw two curve lines on top of the big circle to form an ear. Let them identify the figure they made.

**Motivation:**
Show pupils a string-can telephone. Call pupils in front to use the string-can telephone. Let the pupils listen to their conversation. Ask: What are they talking about?

**Presentation:**
Ask the pupils to listen to the conversation of the two girls. Find out what are they talking about. Use stick puppets.

Mary: Jane, this is Alice, my cousin.
   Alice, this is Jane, my friend.
Jane: Nice to meet you, Alice.
Alice: Nice to meet you, too.
Jane: Where are you from Alice?
Alice: I’m from Sorsogon.
Jane: How long will you be staying here?
Alice: Until I shall have finished my studies.
Mary: Alice will be our new classmate. Her parents died in a car accident. She is staying with us now. She will start attending our school on Monday.
Jane: Oh I see! Nice to meet you, Alice. See you on Monday.
Alice: Nice to meet you too, Jane.

Ask the following comprehension questions.
1. Who are the characters in the conversation?
2. What are they talking about?
3. Who is Alice?
4. Where is she from?
5. What happened to her parents?
6. What is the relationship of Mary and Alice?

**Activity A:** Lead the pupils in practice speaking. *(Refer the LM, p. 234, Let’s Speak)* Have them try role playing activities on daily greetings and goodbyes.

**Guided Practice:**
Group the pupils. Ask them to role play some conversational activities.

   Group 1 – Introducing people
   Group 2 – Telephone conversation
   Group 3 – Asking for permission
Application: (Refer to LM, p. 235, I Can Do It)
Say: Listen to the telephone conversation and answer the questions.

Evaluation:
Pair the pupils. Let them present a conversation in giving directions. (Refer to LM, p. 235, Measure My Learning)

Lesson 39: Story of Me

Objectives:
State facts and details of a text during and after reading
Identify and use the elements of an informational/factual text heard – personal recounts
Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue and English – describe/talk about one’s experience

Subject Matter: Stating facts and details of text during and after reading
Identifying and using the elements of an informational/factual text heard – personal recounts

Materials: pictures

Value Focus: Following orders from elders

Procedure:

Review:
Ask the pupils to read the following statements:

Hold on for a while. Thank you.
This is my teacher, Mrs. Elena Cruz. Nice to meet you.
Do you know where Acacia St. is? I’m sorry but I don’t live here.

Motivation:
Encourage pupils to share their experiences when they follow their parents or when they disobey them.
Ask: Do you always listen and follow orders from your parents?
What will happen when you disobey your parents?

Presentation:
Let the pupils listen to the story of the moth using pictures to guide the pupils.

The Story of the Moth

One night when Jose Rizal was a child, her mother noticed that he was not paying attention to what she was saying. As she was looking at him, she noticed that Jose Rizal was staring at the moth flying around the lamp. So his mother told a story about the moth.

Once there was a mother and a young moth flying around the candle. The mother moth told her child not to go near the light because the fire of the light might kill him.
But the young moth never listened. He flew nearer to the light. Soon, the wind blew the light of the candle and it reached the wings of the young moth and it died.

Rizal’s mother told him that if only the young moth followed what his mother said, he wouldn’t be killed by the fire.

**Comprehension Questions:** *(Refer to LM, p. 236, Let’s Aim)*

**Guided Activity:**

**Activity A:** Call some pupils to tell a situation in their lives when they disobeyed their parents. Let them tell the result of disobedience. Ask the listeners to identify when the situation happened and who are the people involved.

**Activity B:** Group the pupils and let them complete the story map about the story of the moth. *(Refer to LM, p. 237, We Can Do It)*

**Setting:**

| Time: | Place: |

**Characters**

**Problems**

**Resolution**

**Application:** *(Refer to LM, pp. 237-238, I Can Do It)*

Ask the pupils to read the story and answer the questions.

**Evaluation:**

Ask the pupils to listen to the story and answer the questions that follow. *(Provide the appropriate questions.)*

One day, young Jose Rizal rode on a boat. While in the middle of the lake, he accidentally dropped one of his slippers into the water. The slipper was immediately swept by the waves. Because of that, he got his other slipper and dropped it into the water. He thought that it would be better to throw the other slipper so that whoever finds the other pair can use and wear them. He thought a slipper is useless if one pair is missing.
Lesson 40: Water, Water, Everywhere!

Objectives:
State facts and details of a text during and after reading
Identify and use the elements of an informational/factual text heard – explanation
(life cycle, water cycle)
Explain why it rains

Subject Matter: Stating facts and details of a text during and after reading
Identifying and using the elements of an informational/factual text heard
Explaining – life cycle, water cycle

Value Focus: Following orders from elders

Procedure:

Review:
Ask the pupils to study the pictures. Arrange them according to how the events happened. Number it from 1 to 4 to show when it begins and ends.

Motivation:
Ask the pupils to recite the poem “Rain, Rain, Go Away.” Let them talk about the rain and the ideas associated with it.

Presentation:
Show the picture of the water cycle. Tell the pupils to listen as the diagram is explained. *(Refer to LM, p. 239 for the diagram)*
Explain the water cycle with emphasis on the arrow-directions.
Let the pupils answer the comprehension questions. *(Refer to LM, p. 239, Let’s Aim)*
Discuss and explain the water cycle/diagram. Provide enhancements that could meet the level of the pupils’ understanding.

**Application:**

Let the pupils draw rain, clouds, sun, land, and lake. Let them write *evaporation, condensation, precipitation,* and *collection* to show the water cycle.

**Generalization:**

The water cycle is as follows: precipitation, evaporation, condensation, and collection.

**Evaluation:**

Make a rain model. Let the pupils make their own rain cycle report. Ask for an individual reflection on why there is rain.
UNIT 3
School Is Fun

Lesson 1: Noting Details

Target Skills:

Listening Comprehension:
• Identify important details in expository text listened to

Fluency:
• Read aloud Grade 2 level text

Phonemic Awareness:
• Hear and record initial, medial, and final sounds

Grammar:
• Use demonstrative pronouns

Phonics and Word Recognition:
• Read letters in the English alphabet
• Match the consonant clusters/blends to their corresponding letters/letter patterns

Attitude:
• Express feelings and opinions through journals, logs, etc.

Objectives:

Identify important details in an expository text listened to
Hear and record initial, medial, and final sounds

Subject Matter: Story: “Philippine Symbols” by Elisa O. Cerveza
Noting Details

Materials: pictures of Philippine symbols (real objects if available)

Value Focus: Love of country

Procedure:

Pre-Assessment: (Refer to LM, pp. 242-243, Let’s Try)

Ask the pupils to name some of our Philippine symbols.
Let them give the beginning letter of each Philippine symbol.

Key to Correction:

<table>
<thead>
<tr>
<th>I.</th>
<th>II.</th>
<th>III.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. m (mango)</td>
<td>6. fr</td>
<td>11. r – ring</td>
</tr>
<tr>
<td>2. b (bangus)</td>
<td>7. gr</td>
<td>12. t – toy</td>
</tr>
<tr>
<td>3. a (arnis)</td>
<td>8. tr</td>
<td>13. c – car</td>
</tr>
<tr>
<td>4. s (sampaguita)</td>
<td>9. cr</td>
<td>14. b – banana</td>
</tr>
<tr>
<td>5. c (curacha)</td>
<td>10. br</td>
<td>15. f – farm</td>
</tr>
</tbody>
</table>
Motivation:
Ask the pupils to go around with eyes closed and smell sampaguita somewhere. 
(If sampaguita is not available, let the pupils smell a mango.)
Ask: Did you like the smell?
Can you tell me what it is?
(Other option: Show a picture of common Philippine symbols and ask the pupils to
tell something about it.)

Presentation:
Unlocking of Difficulties: *(Refer to LM, p. 243, Let’s Aim)*

Key to Correction:
1. b  2. a  3. b  4. a

Motive Question:
Ask: Why was Ryan excited to go to school?

Read Aloud:  

*Philippine Symbols*  
*by Elisa O. Cerveza*  

It’s Monday morning. Ryan was excited to come to school. Last Friday, their teacher
told them to bring pictures of Philippine symbols.

He brought a picture of the Philippine flag and a chart of the Philippine symbols. His
classmates had pictures, too.

“Good morning Mrs. Cruz,” the pupils greeted the teacher.

“Good morning, class,” the teacher replied.

“Bring out your assignment,” she said.

The pupils showed the different symbols. Mrs. Cruz took the picture of the Philippine
flag from Ryan and started talking about it. Here is what she said:

“The Philippine flag is the most important symbol of our country. It consists of a
white triangle, blue stripe, and red stripe. The white triangle stands for equality. The
blue stripe is for peace and the red stripe is for bravery and patriotism.

Then their teacher asked them to name other Philippine symbols and say something
about them.

Here are some of the statements given by the pupils:

“The sampaguita is our national flower. It has small and white petals. It has a sweet
smell.”

“The narra tree is a large and strong shady tree. It gives us good lumber.”

“The Philippine mango is a tropical fruit. There are yellow and green mangoes. Ripe
mangoes are yellow. Many people like ripe mangoes because of their sweet and
delicious taste.”
“The carabao is a strong and useful animal.”

When all the pupils have recited, everyone was happy. They learned a lot about our national symbols.

Ryan was happier. Now he knew why they always have a flag ceremony every Monday morning.

Guide the pupils in answering the motive question.

**Comprehension Questions:**

1. Who was excited to come to school? (Ryan)
2. What did he bring to school? (picture of the Philippine flag and chart of the Philippine symbols)
3. What are the different colors in our Philippine flag? (blue, red, white, yellow)
4. What do the colors mean? (blue for peace, red for bravery, white for purity)
5. In school, how do you show your respect to our flag?
   (We stand straight and look at it while it is being raised. We carry it with utmost care. We don’t let it touch the ground. We don’t let it get wet. etc.)
6. Are you proud of our national symbols? Why? (Yes, because I am a Filipino.)

Ask: How will you take care of our national symbols?
   (I will not destroy them. I will use them properly.)

Have pupils answer the following with the appropriate details.
What did Mrs. Cruz say about the Philippine flag? (symbol of our country, has white triangle, with blue and red stripes, etc.)
How is the mango described? (yellow, green, ripe, delicious)
Have you eaten yellow and green mangoes? Do you like their taste?
What can you say about the mango you have eaten? (It’s sweet. It’s delicious. It’s sour.)

**Group Work:**

Ask: What important details are given about the mango?
   (*Refer to LM, p. 244, We Can Do It*)
   What is the beginning and ending sound of each word or detail?
   (Say the words from the details to be given by the pupils. Let them give the initial and final sounds.)

**Generalization:**

Ask: What should you do to understand a selection or story you listened to?

When listening, we should pay attention to the important details for better understanding.

What should we remember when saying or reading a word?

In speaking and reading, it is important to pronounce words properly.
Application:
Have pupils name other national symbols and give some details about each. *(Refer to LM, p. 245, I Can Do It)*

Have pupils listen to the following words. Ask them to give their initial and final sounds.
Example: red big helps sun sweet

Evaluation:
Have pupils answer the following questions with the appropriate details:

1. What is the most important symbol of our country? (the Philippine flag)
2. What are the different colors of the Philippine flag? (red, white, and blue)
3. Where can we see the picture of the sun? (at the center of the white triangle)
4. What is the shape of the Philippine flag? (rectangle)
5. Which color of the flag stands for bravery and patriotism? (red)

Have the pupils do the coloring activity. *(Refer to LM, p. 246, Measure My Learning)*

Agreement:
Say: Bring pictures of Philippine symbols or anything made in the Philippines.
Be ready to say something about it in class.

Lesson 2: Things Here

Objective:
Use demonstrative pronouns (This/That)

Subject Matter: Using Demonstrative Pronouns (This/That)

Materials: pictures of Philippine symbols, things, and objects

Procedure:

Review:
Let the pupils name some of our Philippine symbols.
Write the pupils’ answers on the board.
Let pupils give the beginning and final sounds of their answers.

Motivation:
Have the pupils recite the chant “Near or Far.” *(Refer to LM, p. 247, Get Set)*

Presentation: *(Refer to LM, pp. 247-248, Let’s Aim)*
Show the picture of Dr. Jose Rizal.
Say: This is Dr. Jose Rizal, our national hero.
Point to the flag on the flag pole.
Say: That is our Philippine flag, the symbol of our country.
Ask: What word do you use when pointing to an object or a person near you?
What do you use when the object or person you are pointing at is far from you?
Give a pupil a particular object. Let him/her talk about it using the pattern:
This is a/an ______.

Show an object. Ask a pupil to point to it, saying:
That is a/an ______.

Repeat this activity using different objects until the pupils are able to master the pattern.

**Group Work:**

Ask pupils to look around them. Have them point to a person or object using
This and That. *(Refer to LM, p. 248, We Can Do It)*

**Generalization:**

We use **This is** when the speaker is near one person, object, or thing.
We use **That is** when pointing to one person, object, or thing far from the speaker.

**Application:**

Ask the pupils to look outside and tell what they see using **That is** a/an ______.
Have them hold an object and show it to their classmates and say: **This is** a/an ______.

**Evaluation:** *(Refer to LM, p. 249, Measure My Learning)*

Say: Write **This** or **That** to complete the sentence.

**Key to Correction:**

1. This  2. That  3. this  4. This  5. That  6. That  7. This  8. This

**Lesson 3: Things There**

**Objective:**

Use demonstrative pronouns (These/Those)

**Subject Matter:** Using Demonstrative Pronouns (These/Those)

**Materials:** pictures or real objects of Philippine symbols

**Procedure:**

**Review:**

Have pupils give sentences using **this is** and **that is**.

**Motivation:**

Let the pupils recite the chant “Near or Far” again.
**Presentation:** *(Refer to LM, p. 250, Let’s Aim)*

Prepare pictures for this activity.  
Hold a picture of two or more carabaos.  
Say: These are carabaos.  
Point to the trees outside or a picture of trees away from you.  
Say: Those are trees.  
(Write these sentences on the board.)  
Call on some pupils, one at a time, to repeat after you.  
Ask: What do you use when pointing to two or more objects or persons near you?  
What do you use when pointing to two or more objects or persons far from you?  

**Group Work:** *(Refer to LM, p. 250, We Can Do It)*

Give a pupil two or more mangoes or pictures of mangoes. Let him/her say:  
*These are _______.* (referring to the objects/things)  
Show two or more things or objects. Call on some pupils away/far from you.  
Let them point to these objects/things and say: *Those are _______.*  
Take the pupils to the school grounds or garden. Let them talk about the things they see using *These are* and *Those are.*

**Generalization:**

Ask: What do you use when pointing to two or more persons, places, or things you are holding or near you? (These)  
What do you use when pointing to two or more persons, places, or things away or far from you? (Those)  

| We use **These are** when the speaker is holding or near two or more persons, objects, or places. |
| We use **Those are** when the speaker is pointing to two or more persons, objects, or places far from him/her. |

**Application:**

Call on some pupils to take any national symbol in a box. Let each one use the appropriate pattern below in telling what he or she is holding.  
*These are _______.*  
Let them talk about what their classmates are holding too by using the following pattern:  
*Those are _______.*  

**Evaluation:** *(Refer to LM, p. 251, Measure My Learning)*

**Key to Correction:**  
1. those  
2. These  
3. these  
4. those  
5. These  
6. those  
7. These  
8. Those
Lesson 4: Consonant Clusters/Blends

Objectives:
- Read aloud Grade 2 level text
- Make connections of text to self
- Read letters in the English alphabet (r, s, t)
- Match consonant blends/clusters sound to their corresponding letters/letter patterns

Subject Matter:
- Poem: “I Want to Serve My Country” by Dali Soriano

Consonant Clusters/Blends

Materials:
- pictures of community helpers

Value Focus:
- Patriotism/Love of country

Procedure:

Review:
Let the pupils produce the following sounds:
/c/ /b/ /t/ /p/ /g/
/cr/ /br/ /tr/ /pr/ /gr/

Ask: How do community helpers serve our school?
Who else do they serve? How do they serve our country?

Motivation: (Refer to LM, p. 252, Get Set)
Show pictures of community helpers. Have the pupils say something about them.
Ask: Do you need these people?
Why or why not? Why are they important?

Presentation:

Unlocking of Difficult Words (context clues):
1. motherland – The Philippines is my motherland.
2. liberty – We live in a free country because we have our liberty.

Ask: Do you love our country? Why or why not? How do you show your love for your country? Today, we will discover what the boy wants.

Read Aloud: (Refer to LM, p. 252, Let’s Aim)
Ask the pupils to read the poem, individually and then by group.
Ask them to answer the following:
1. What is the title of the poem? (I Want to Serve My Country)
2. How do you want to serve your country when you grow up? (Answers may vary.)
3. Who among your family members do you think is serving our country? (Answers may vary.)
4. How is he/she serving our country? (Answers may vary.)
5. How can you show your love for our country? (be a good pupil, be a good son/daughter, follow school rules and regulations, follow traffic laws, help my family in doing household chores, etc.)
Have pupils do the activity. (Refer to LM, p. 253, Let’s Answer)

Let the pupils give words from the poem with the following initial sounds: c, r, b, d, t, and f.
Say the sounds of the following letters to produce consonant clusters/blends.
Have them write the letters with the following blends/clusters:
/\text{g-r}/ /\text{t-r}/ /\text{c-r}/ /\text{p-r}/ /\text{b-r}/

Have pupils give words from the poem that begin with the following sounds:
/\text{gr}/ /\text{tr}/ /\text{cr}/ /\text{pr}/ /\text{br}/

Ask: What is the beginning sound of the word grow? brave? true?
What letters represent each beginning sound?
Is there a vowel sound between the initial consonants?

Say: We call these consonant combinations, consonant clusters or blends.
Filipinos are great. Filipinos are brave. We give pride to the country.

Have pupils do the activity. (Refer to LM, p. 254, We Can Do It)

Generalization:

A 	extbf{consonant cluster} or 	extbf{blend} is a group of consonants without any vowel between them. The sound of each consonant is heard like in the following words:
drum \text{(d-r-u-m)} brown \text{(b-r-o-w-n)}
crab \text{(c-r-a-b)} prize \text{(p-r-i-z-e)}
frog \text{(f-r-o-g)}

Application: (Refer to LM, p. 255, I Can Do It)

Ask the pupils to complete the name of the picture with the correct consonant blend.

Key to Correction:
1. frog  
2. drown  
3. crab  
4. branch  
5. grass  
6. truck  
7. prince  
8. brush  
9. travel

Evaluation:

Using the teacher chart, have the pupils choose the correct initial consonant clusters/blends \text{(cr, br, tr, gr, pr)} that will complete the following words:

1. \square \square a p  
2. \square \square a y  
3. \square \square a b  
4. \square \square o o m  
5. \square \square i b
Lesson 5: A Proud Filipino Boy

Objectives:
- Read aloud Grade 2 level text
- Make connections of text to self
- Express feelings and opinions through journals, logs, etc.

Subject Matter: Story: “A Proud Filipino Boy” by Elisa O. Cerveza

Materials: pictures, flash cards

Value Focus: Pride in being a Filipino

Procedure:

Review:
Put together two or more of these letters to produce consonant clusters/blends.
(Refer to LM, p. 256, Get Set)
Letter sounds – /s/ /t/ /r/ /c/ /p/ /l/ /d/ /f/

Motivation:
Say: Who are the people in your school? Do you know their names?
Show pictures of your principal, school nurse, janitor, security guard, teachers, and let the pupils tell their names.
Ask: Who or what do you want to be? What do you want to do to serve your country?
(Refer to LM, p. 256, Get Set)

Presentation:
Read the story “A Proud Filipino Boy” to the class. (Refer to LM, p. 257, Let’s Aim)
Have pupils answer the comprehension questions. (Refer to LM, p. 258, Let’s Answer)
Have the pupils read the story by groups.
Ask them to give words that begin with consonant clusters/blends from the story read.

Application:
Have pupils tell something about themselves as a proud Filipino.
Let them read the story and have them substitute the underlined words with words that describe themselves. (Refer to LM, p. 258, I Can Do It)

Evaluation: (Refer to LM, p. 259, Measure My Learning)

Agreement:
Say: Draw a picture of yourself showing how you want to serve your country when you grow up.
Lesson 6: Which Word?

Target Skills:

Oral Language:
• Participate in group and individual oral interpretation of short poems, rhymes, and stories
• Recite known verses, short poems, and rhymes in English

Fluency:
• Read aloud Grade 2 level text

Phonics and Word Recognition:
• Match consonant blends/clusters sounds to their corresponding letters/letter patterns

Grammar:
• Use question words (who, what, where, when, and why)

Listening Comprehension:
• Participate in the retelling of poems / stories

Reading Comprehension:
• Make connection of text to self

Writing and Composition:
• Write a simple story

Attitude Towards Reading:
• Retell familiar stories to other children
• Instill the value of concern for family and the future generation

Objectives:
Answer Wh- questions
Identify and describe the main character
Sequence events
Participate in the retelling of poems / stories

Subject Matter: Sequencing Events

Materials: pictures, flash cards

Value Focus: Love / Concern for family and the future generation

Procedure:

Pre-Assessment: (Refer to LM, pp. 260-261, Let’s Try)

Key to Correction:
A. Have the pupils name each object and write its beginning sound.
   1. bl  2. cl  3. pl  4. gl
   5. bl  6. fl  7. gl  8. sl
Motivation:
Show a picture of a crippled person or one who is physically handicapped.

Ask: Do you know someone who is like him/her who is talented or who became successful despite his/her disability?
What are the different ways of showing one’s concern for others at home or in school?
Let the pupils choose their answer from the pictures drawn on the pieces of a broken heart and paste each part until the heart is completed.

Presentation:
Unlocking of Difficult Words through pictures or action:
crippled limp

Motive Question:
Ask: How did Wilma become an Olympic winner?

Read Aloud: (Refer to LM, pp. 262-263, Let’s Listen)

Comprehension Questions: (Refer to LM, p. 263, Let’s Answer)

Group Work: (Refer to LM, p. 264, We Can Do It)

Application:
Ask the pupils to retell the story according to the importance of events and using the completed timeline.

Lesson 7: Talented Too

Objectives:
Identify and describe the characters of the story
Retell the story heard

Subject Matter: Story Retelling

Materials: pictures

Value Focus: Love and concern for others

Procedure:
Motivation:
Ask: Do you want to become a champion like Wilma?
In which of the following areas do you want to succeed?
sports music or singing painting
dancing other forms of art cooking
**Presentation:**

Hold a talent show in class.
Have some volunteer pupils show their talent.

Choose the pupils who have the best talent. Help them recall and share the important events in their lives which led them to develop such talent by completing the following statements:

I am ________________.
I am a good __________. (pupil’s talent)
When I was ___ years old, _________ trained me how to _________ well.
I won _____ place when I joined the _________ contest. (optional statement)

Using the given details, write the pupil’s story on the experience chart.
Let the pupils read the completed story.

Ask: Why is it important to show our love and concern for other people?
(We help people become successful if we show our love/concern for and support to them.)

Have pupils recall the story of Wilma.
Using the pictures on page 264 of the LM, recall the important events or key points in the story.

**Group Work:** *(Refer to LM, p. 265, We Can Do It)*

**Evaluation:** *(Refer to LM, p. 265, I Can Do It)*

---

**Lesson 8: Tell Me Who, What, Where, When, Why, and How**

**Objectives:**

Use question words or interrogatives *(who, what, where, when, why, how)*
Write a simple story

**Subject Matter:** Using Interrogatives *(Who, What, Where, When, Why, How)*

**Materials:** pictures, puzzle

**Value Focus:** Love / Concern for family and the future generation

**Procedure:**

**Review:**

Have pupils recall the story of Wilma.
Have them identify the important events in the story using the pictures.
*(Refer to LM, p. 264)*

**Motivation:**

Ask: Do you also want to be a popular athlete like Wilma?
   Why? How many silver or gold medals would you like to win? How will you do it?
Presentation:

Have pupils read the following details and questions. Let the pupils underline the words or phrase in the sentence that answers each question. *(Refer to LM, p. 266, Let’s Aim)*

1. **Wilma** was crippled by polio. (Who was crippled by polio?)
2. The doctor told her parents that she would never walk again **because she was crippled** by polio. (Why did the doctor say that she would never walk again?)
3. Her parents gave her **heat and water treatment**. (What did her parents give her?)
4. When she was **11 years old**, she played basketball. (When did she play basketball?)
5. She won three gold medals in the Summer Olympics in **Rome**. (Where did she win the Summer Olympics gold medals?)
6. She became a real winner **through the love and concern of her family**. (How did she become a real winner?)

Ask: What words / interrogatives are we going to use if we want to ask about a person? A thing or an idea? Time? Place? Reason? *(Refer to LM, pp. 266-267, Let’s Answer)*

What specific details do we use to answer questions that begin with the following?

- **Who?** (person)
- **What?** (thing or idea)
- **Where?** (place)
- **When?** (time)
- **Why?** (reason)
- **How?** (ways or means)

Say: Choose a partner. Get to know more about him/her by asking and answering questions that begin with **who, what, where, when, why, and how**.

Generalization:

When do we use the interrogatives?

We use interrogatives to ask for information.

- **Who** is used when asking about persons.
- **What** is used when asking about things, ideas, or events.
- **Where** is used when asking about places.
- **When** is used when asking about time.
- **Why** is used when asking about reasons or causes.
- **How** is used when asking about the way a thing is done.

Application: *(Refer to LM, p. 268, I Can Do It)*
Lesson 9: I Love My Family and Everyone in School

Objectives:
Read aloud Grade 2 level text
Recite known verses, poems, rhymes, and stories in English
Match consonant blends/clusters sounds with their corresponding letters/letter patterns
Instill the value of love/concern for family and the future generation

Subject Matter:
Love / Concern for family and the future generation
Consonant Clusters and Blends

Materials:
pictures

Value Focus:
Love / Concern for family and the future generation

Procedure:

Drill:
Have pupils complete each word with the appropriate initial consonant blends.

_ _ _ aw
_ _ awn
_ _ _ ap
_ _ op

Review:
Ask: What made Wilma a real winner?
How did her family members show their love and concern for her?

Motivation:
Ask: How will you show your love and concern for your family and classmates?
Draw a heart on the board like the one on LM, p. 269, Get Set.
Have pupils write their answers around the heart.

Presentation:
Let the pupils read the poem “My Family, My Treasure” by Amcy M. Esteban.
(Refer to LM, p. 269, Let’s Aim)
Have the pupils answer the comprehension questions.
(Refer to LM, p. 269, Let’s Answer)
Let the pupils read the poem again.
• by the whole class
• by group
• individually

Group Work:
Ask the pupils to complete the Venn diagram. (Refer to LM, p. 270, We Can Do It)
Have pupils list all the words in the poem which have consonant clusters/blends.
(truly, treasure)
Application:

A. Let the pupils do the activity. *(Refer to LM, p. 270, I Can Do It)*
B. Have them give other words with consonant clusters/blends.
   (Write the pupils’ answers on the board and have them read the words.)
   Have them arrange the following letters to form words with consonant clusters/blends.

   1. r d m u ___________
   2. n t o r f ___________
   3. r e s s d ___________
   4. l e v r a g ___________
   5. p o r u g ___________

Evaluation:

Have pupils write the word with consonant blends.
1. care crash case cash
2. pay say play pain
3. trap tap tape tip
4. crib ribs hip lips
5. dove drove done don’t

Lesson 10: Writing a Simple Story

Objectives:

Write a simple story
Instill the value of concern for family and the future generation

Subject Matter: Writing a Simple Story

Materials: flash cards

Value Focus: Concern for family and the future generation

Procedure:

Drill:

Conduct a pronunciation drill using flash cards for the following words:

\[
\begin{array}{ccc}
/gr/ & /str/ & /rk/ \\
grow & strip & work \\
greet & strong & park \\
grand & string & bark \\
green & street & spark \\
\end{array}
\]

Review:

Ask the pupils to recite the poem “My Family, My Treasure” again.

Motivation: *(Refer to LM, p. 271, Get Set)*
Presentation:

Choose a sample of the pupils’ output from the Get Set activity. Using this, guide the pupils in answering the following questions. (Write the pupils’ answers on the board to form a simple story.)

1. Who are you?
   I am __________.
2. Who is your loved one?
   My loved one is __________, or My loved ones are __________.
3. Why do you love her/him?
   I love him/her because __________.
4. How do you show your love for him/her?
   I show my love for him/her by __________.

Application: (Refer to LM, pp. 271-272, I Can Do It)

Evaluation: (Refer to LM, p. 272, Measure My Learning)

Evaluate pupils’ written work using the following rubric:

<table>
<thead>
<tr>
<th>Indicators for each question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 4</td>
</tr>
<tr>
<td></td>
<td>3 2</td>
</tr>
<tr>
<td></td>
<td>1 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Score</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete name is written. The use of capital letters is properly observed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Complete name of loved one/ones is/are correctly written. The use of capital letters is properly observed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reasonable answers are provided. The words used are correctly spelled.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Two or more reasonable answers are given. The words used are correctly spelled.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score (20 points)

Agreement: (Refer to LM, p. 273, Agreement)
Lesson 11: Real or Made-up

Target Skills:

Oral Language:
• Participate in group and individual oral interpretation of short poems, rhymes, and stories in English

Phonics and Word Recognition:
• Match sounds to their corresponding letters/patterns (consonant digraphs – initial position)

Grammar:
• Use words to identify and describe people, animals, places, things, and events

Vocabulary Development:
• Begin to see that some words mean the same (synonyms)

Reading Comprehension:
• Identify the basic sequence of events and make relevant predictions about stories

Listening Comprehension:
• Identify important details in expository text listened to
• Recognize the differences between made-up (fiction) and real (non-fiction) texts

Attitude Towards Reading:
• Make choices from a selection of texts and begin to justify preference

Objectives:

Answer Wh- questions
Tell whether the event is fiction or non-fiction
Give the synonyms of words

Subject Matter: Story: “The Pixies and the Lazy Housewife” by Mary Calhoun, retold by Dali Soriano

Materials: pictures, puppets, magic wand (toy)

Value Focus: Hard work

Procedure:

Pre-Assessment: (Refer to LM, p. 274, Let’s Try)

Key to Correction:
| I. 1. ch | 5. ch | II. 9. F | III. 12. small |
| 2. sh | 6. sh | 10. R | 13. cold |
| 3. wh | 7. ph | 11. F | 14. hot |
| 4. th | 8. ch | 15. round |

Motivation:

Bring a magic wand (toy) and greet the class as if you’re a fairy godmother.
Say: Good morning/afternoon pupils.
I’m your fairy godmother.
Tell me your wishes and we’ll see if my magic wand will grant your wishes.
Activating Prior Knowledge:
Show pictures of a fairy godmother and pixies. Let pupils talk about them.

Presentation:
Unlocking of Difficult Words:
Unlock the meaning of the following words as suggested:
1. pixies – (with the help of the picture)
2. groaned – (through action)
3. messy – (through picture)
Unlock also the meaning of the following words to make pupils see that some words have the same meaning. Then, introduce the word *synonyms*.
1. dirty – unclean
2. fair – just
3. elf – pixie
4. moan – whine/groan

Motive Question:
Ask: Why did the pixies punish Bessy?

Read Aloud:
Read aloud the story “The Pixies and the Lazy Housewife.”
*(Refer to LM, pp. 275-276, Let’s Listen)*

Let the pupils answer the comprehension questions. *(Refer to LM, p. 276)*

Group Work:
Have the pupils work by fours. Ask the pupils to recall important events in the story and tell which of these could happen in real life (real) and which are made-up (fiction).
*(Refer to LM, p. 276, We Can Do It)*

Application: *(Refer to LM, p. 277, I Can Do It)*
Lesson 12: Fiction or Non-Fiction

Objectives:
Tell whether the event is fiction or non-fiction
Participate in group and individual oral interpretation of short poems, rhymes, and stories in English

Subject Matter: Story: “The Pixies and the Lazy Housewife” by Mary Calhoun, retold by Dali Soriano
Fiction or Non-Fiction

Materials: pictures, magic wand

Procedure:

Review:
Ask: How did the pixies punish the lazy housewife? Does she deserve to be punished? Why?
Have pupils do the activity. (Refer to LM, p. 278, Let’s Try)

Presentation:
Show pictures depicting the important events in the story. Refer to the pictures about the story “The Pixies and the Lazy Housewife.”
Let the pupils tell about each picture and classify them as follows:

Guided Practice:
Ask: Which of these events/parts of the story do you like? Why?
How will you keep your place clean and orderly?
Have pupils do the following group activities:
  Group 1: Make a simple dialog about the first part of the story.
  Group 2: Describe Bessy’s place using your own words.
  Group 3: Dramatize the 2nd paragraph of the story.
  Group 4: Dramatize the third paragraph of the story.
  Group 5: Draw a picture showing Bessy’s house Before and After she was punished by the pixies.
Lesson 13: Adjectives

Objective:

Use words to identify and describe persons, places, things, animals, and events

Subject Matter: Using Adjectives

Materials: pictures, magic wand

Value Focus: Hard work

Procedure:

Review:

Draw a house diagram on the board.
Have the pupils describe Bessy’s house using the house diagram.
Have them write appropriate adjectives on the lines.
Ask: Does your house/school look like Bessy’s house?

Motivation:

Lead the class to sing the following song to the tune of “When You’re Happy and You Know It Clap Your Hands.”

If your room is always clean, clap your hands.
If you care for your room, clap your hands.
If you’re happy and you know
That your room is always clean
If you’re happy that your room is clean, clap your hands.

Have pupils repeat the song and substitute the underlined word with the following:

house, school, park

Presentation:

Tell the pupils to read the sentences about Bessy. (Write these sentences on the board.)
1. Bessy is lazy.
2. Her house is dirty.
Say: Now let us look at this picture. (Show a picture of a big house with a beautiful garden.)

Have pupils describe it using the following guide questions:
1. Is the house big or small? (big)
2. What are the colors of the flowers? (red, yellow, white, orange, etc.)
3. Is the house clean or dirty? (clean)
4. Is it ugly or beautiful? (beautiful)
5. Are the trees tall or small? (tall)
Write the pupils’ answers on the board.

Example:

- The house is **big**.
- The flowers are **red**, **yellow**, and **white**.
- The house is **clean**.
- It is **beautiful**.
- The trees are **tall**.

Ask: What words are used to describe the house? The trees? The flowers? Underline these words.

Say: These words are called adjectives.

Let the pupils describe their school using the given guide questions.

Write the pupils’ answers on the board.

*(Refer to LM, p. 279, We Can Do It)*

**Generalization:**

Ask: What are adjectives?

**Adjectives** are words used to describe persons, places, things, animals, or events. They may talk about the size, color, shape, taste, smell, texture, and other qualities. They may also tell about number or quantity.

**Application:** *(Refer to LM, p. 280, I Can Do It)*

Show the class a box of objects, toys, fruits, and pictures. Call one pupil at a time to take one and describe it using appropriate adjectives.

**Evaluation:** *(Refer to LM, p. 281, Measure My Learning)*

---

**Lesson 14: What Sound?**

**Objectives:**

- Identify the basic sequence of events and make relevant predictions about stories
- Match sounds to their corresponding letters/letter patterns (digraphs)
- Read words that begin with consonant digraphs

**Subject Matter:** Consonant Digraphs

**Materials:** pictures, flash cards, objects

**Procedure:**

Conduct a pronunciation drill on the following words that begin with consonant clusters.

- drop
- clap
- sleep
- draw
- close
- slow
- drum
- clam
- slide
- dress
- class
- sled
Review:
Ask: What are the important events in the story “The Pixies and the Lazy Housewife”?

Presentation:
Present the following events written on strips of cartolina.

- She cleaned her house.
- When the house was cleaned, the pixies left.
- Bessy always cleaned her house after that.
- The pixies cleaned the house again.
- She pretended to be sick again.
- She never swept her house.
- The pixies helped Bessy in cleaning her house.
- The pixies learned that she was pretending to be sick.
- They punished her.

Ask the pupils to arrange the events in their proper sequence.
After arranging the events, let the pupils read the summary of the story.
Ask: What do you think would happen next?

Have the pupils read the following sentences about the pixies and Bessy.
1. Bessy is a lazy housewife. She never cleaned her house.
2. Pixies wear big shoes.
3. When the house was cleaned the pixies left.
4. Bessy took a chance to change.

Ask: How many sounds do you hear in the word she? How many letters represent the initial sound? How many sounds do the first two letters represent?
Ask the same questions for the following words: shoes, when, chance, change.
Say: These are called consonant digraphs. They are a combination of two or more consonants with just one distinct sound. (Refer to LM, p. 282, Let’s Answer)

Read the following words:

<table>
<thead>
<tr>
<th>shine</th>
<th>chip</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>sharp</td>
<td>chat</td>
<td>where</td>
</tr>
<tr>
<td>shears</td>
<td>chill</td>
<td>which</td>
</tr>
<tr>
<td>shoot</td>
<td>chop</td>
<td>who</td>
</tr>
<tr>
<td>shop</td>
<td>cheer</td>
<td>wheel</td>
</tr>
</tbody>
</table>

Ask: What do you notice about the underlined letters? What is the sound of sh? /sh/
How many sounds do you hear in the word chip? (three)
How many letters are underlined in each word? (two)
How many sounds do these letters have? (one)
Ask the same questions for the other words.
Using the given words, make pupils understand that consonant digraphs are a combination of two or more consonants representing one sound.
Ask the pupils to give other words that begin with the following consonant digraphs:

1. /sh/
2. /ch/
3. /wh/

**Generalization:**

What is a consonant digraph?

A consonant digraph is a combination of two (or more) consonants sounded as one.

**Application:** *(Refer to LM, p. 283, I Can Do It)*

**Evaluation:** *(Refer to LM, p. 284, Measure My Learning)*

### Lesson 15: Writing a Simple Story Using Adjectives

**Objectives:**
- Write a simple story
- Use adjectives

**Subject Matter:** Writing a Simple Story Using Adjectives

**Materials:** pictures, chart

**Value Focus:** Concern for family and the future generation

**Procedure:**

**Motivation:**

Show a picture of a beautiful and clean house.

Ask: Who wants to live in this house? Why do you like to live here?

**Group Activity:**

Show the pupils many pictures of beautiful houses. Let each group choose a picture of the house they like.

Have the group describe the house and all the things around it. Let the group members talk about their dream house. Compare their dream house with the one on the picture.

Have pupils write a simple story about the picture using adjectives. Use the following guide questions in writing the story.

- What is your dream house?
  (a mansion, a two-storey house, a bungalow, a rest house)
- How big do you want it to be?
  (very big, with just enough space, small)
- Where do you want to build your house?
  (in the city, in the province, in the farm)
- Why?
  (There is fresh air in the province., There are many parks in the city., There are many animals in the farm., There are many plants in the province., There is a bigger space in the province., etc.)
• What other things do you want to have around it?
  (colorful flowers, green and shady trees, big fountains)
• Whom do you want to live with/be with in your house?
  (my father, mother, brothers, sisters, grandmother, grandfather, etc.)
• Why?
  (I love my parents/sisters/brothers. I want to take care of them. I’m happy when
  I’m with them.)

Have the group present their stories to the class.

Evaluation: (Refer to LM, pp. 285-286, Measure My Learning)

Lesson 16: What Do You Mean?

Target Skills:

Oral Language:
• Recite known verses

Word Recognition:
• Read and spell one- to two-syllable words with consonant digraphs

Grammar:
• Use words to identify and describe persons, places, things, animals, and events

Vocabulary Development:
• Determine what words mean from how they are used in a sentence, heard, or read

Listening Comprehension:
• Identify important details in expository text listened to
• Listen to and perform simple instructions

Attitude:
• Express feelings and opinions through journals, logs, etc.

Objectives:

Answer Wh- questions
Talk about personal experiences
Determine what words mean from how they are used in a sentence

Subject Matter: Story: “Always Bright” by Elisa O. Cerveza
Words with Multiple Meanings

Materials: things used in school (book, paper, pencil, crayon, pictures, etc.)

Value Focus: Work

Procedure:

Pre-Assessment: (Refer to LM, pp. 287-288, Let’s Try)

Key to Correction:
I. 1.-5. Adjectives may vary.
II. 6. d 7. e 8. b 9. c 10. a

Motivation: (Refer to LM, p. 288, Get Set)
Activating Prior Knowledge:

Let the pupils listen to the following acrostic.

**S T U D Y**  
by Elisa O. Cerveza

School is a place where children learn,  
Teaching them poems, songs, and games,  
Understanding numbers through figures and signs  
Doing new things they discover in Science,  
You and I, in school we come.

Let them recite it by repeating after you.  
Say: Name the things we do in school.

Presentation:

Unlocking of Difficulties:

1. hard – (use context clues)  
2. reach – (through action or picture)

Read Aloud:

**Always Bright**  
by Elisa O. Cerveza

“It’s late in the evening, go to bed now,” Mother told Lot-lot.  
“I need to study hard, Mama,” Lot-lot replied.  
“You might wake up late,” Mother said.  
“I promise, I won’t. My teacher will give us a test.”

In school, while she was taking the test, she kept a bright smile on her face.  
In the afternoon, when she came home, her mother asked her how she did in the test.  
With a smile on her face she said, “I got a perfect score again, Mother,” she said.  
Her mother was very happy.  
Receiving medals and certificates during Recognition Day was a common thing for Lot-lot because she was a bright student.  
Her good study habits kept her always on top.

Comprehension Questions:

1. Who stayed late in the evening? (Lot-lot)  
2. Why did she need to stay late? (She studied her lessons.)  
3. Why was mother worried about her?  
   (She might not wake up early. She might be late for school the next day.)  
4. Why do you think Lot-lot kept a bright smile while taking the test?  
   (She knew all the answers. / She found the test easy.)  
5. What kept her always on top? (She studied hard. / She had good study habits.)

Ask: Do you also want to make your parents happy? (Yes.)  
What should you do? (Study hard. / Read more. / Do my homework and projects. / Listen to my teacher. etc.)  
Have you also received a medal or Certificate of Recognition? (Answers may vary.)
Do you want to receive one? What should you do? (Yes. Study hard. Have good study habits. Be always present. etc.)

Say: Lot-lot is a bright pupil. Among her good study habits are the following:
(Write these sentences on the board and underline the bold-faced words.)
1. She is always **present** in her class.
2. She **records** her scores.
3. She keeps a **record** notebook.
4. She studies **hard**.
5. She observes proper **conduct** in school.
6. She reads books in a room with **bright** light.

Prepare pictures like the ones below showing the meaning of the given words:

![Pictures showing meanings of words]

Have pupils choose the picture that shows the meaning of the underlined word in each sentence.
Ask: What do you notice about the meaning of the following words?
- present
- bright
- record
- hard

What does **present** mean based on the sentence?
What is the other meaning of **present**? Which picture suggests the other meaning of **present**?
What does **hard** mean based on the sentence?
What are the other meanings of the word **hard**? Which picture suggests other meanings of the word **hard**?

Ask: How many meanings does each word have? How will you determine the appropriate meaning of each word?

**Generalization:**

Lead the pupils to generalize that there are words with many/multiple meanings. The meaning of each word may be determined based on how it is used in the sentence.
Say: The following words have many meanings. Give two or more meanings for each.
1. right
2. place
3. set

**Group Work:** *(Refer to LM, p. 289, We Can Do It)*

**Evaluation:** *(Refer to LM, p. 290, Measure My Learning)*

**Lesson 17: Good Study Habits**

**Objectives:**
- Participate in group and individual oral interpretation of short poems, rhymes, and stories in English
- Share personal experiences about developing good study habits
- Tell the importance of having good study habits and the value of hard work

**Subject Matter:** Poem: “I Study Hard” by Amcy M. Esteban

**Materials:** pictures of places, persons, and things

**Value Focus:** Hard work

**Procedure:**

**Motivation:**
Say: Let us recite the chant. Repeat after me.

*School Is Fun*
*by Elisa O. Cerveza*

Come, oh come!
Enjoy the fun
Sing the songs
Recite some poems
One, two, three
We are ready
In school we come
To have some fun.

**Presentation:**
Say: Let us read and recite the poem. *(Refer to LM, p. 291, Let’s Read)*
Discuss about the poem. *(Refer to LM, p. 291, Let’s Answer)*

Let each group recite the poem. Let them add appropriate actions/gestures while they recite.

Ask: What are your good study habits?
Say: Share your experiences on how you were able to develop these habits.
(Write the pupils’ answers on the board.)
What are the good effects of these habits? Complete the following sentences:

I read my lessons so _______.
I read a lot so _______.
My parents guide me in doing my homework so _______.
I never watch TV during week days so _______.
I never go to bed without reading my lessons so _______.

Application:

Let the pupils recite the poem “I Study Hard” with appropriate action/gestures.
Draw a picture on how or who you will be in the future to help our country reach the top.

Lesson 18: Let’s Give a Clearer Picture

Objectives:

Use words to identify and describe persons, places, things, animals, and events
Listen to and perform simple instructions

Subject Matter: Adjectives

Materials: pictures, charts, things around, or any available objects

Procedure:

Review:

Have pupils do the same activity for adjectives used for describing persons, places, animals, and events. Change the label/proper headings for each.

Motivation: (Refer to LM, p. 292, Get Set)

Presentation:

Say: Lot-lot is a bright pupil because she always goes to the library to read books.
   Let us read what she says about them.
   (Refer to LM, p. 292, Let’s Aim and Let’s Answer)

Have pupils do the activity. (Refer to LM, p. 293, We Can Do It)

Generalization:

Adjectives give us a clearer picture of a person, place, thing, animal, idea, or event.
They also tell us the number or quantity.

Application: (Refer to LM, pp. 293-294, I Can Do It)
Lesson 19: Just One Sound

Objectives:

Read and spell one- to two-syllable common words with consonant digraphs
Follow directions

Subject Matter: Consonant Digraphs

Materials: pictures

Procedure:

Motivation:
Have the class do the “Word Search.” (Refer to LM, p. 294, Get Set)

Presentation:
Let the pupils write their answers to the “Word Search” activity on the board. (Refer to LM, p. 294, Let’s Aim)

Example:
teach   think   backpack   phonics   coach   graph

Say: Read the given words and tell how many sounds each pair of underlined letters have. Give the sound of the underlined letters.

Ask: What do we call these letter combinations? Where can we find consonant digraphs? What common digraphs are found in the initial position?

Let pupils recall what digraphs mean and let them realize that digraphs may be found also in the final position through the given examples.

Group Work:

Have pupils add more words with consonant digraphs to the list. (Refer to LM, p. 295, We Can Do It)

The group with the most number of words listed wins.

Have pupils arrange the following letters to form words with consonant digraphs.
Let them identify the position of the digraph in each word.

1. n c u h b
2. a h s c
3. h a w t
4. o h t o s
5. h a t c
Generalization:

Consonant digraphs may be found in the beginning, middle, and final positions.

Examples:

- chain (beginning)
- pocket (middle)
- lunch (final)

Application:

Let the pupils complete the following words by adding the appropriate digraph.

1. __ ite
2. __ ess
3. __ urch
4. bran__
5. __ oto

Evaluation: (Refer to LM, p. 296, I Can Do It)

Lesson 20: Memory Game

Objectives:

- Listen to and follow simple directions
- Recognize the value of having good study habits

Subject Matter: How Good Is Your Memory?

Materials: crayon, scissors, glue

Value Focus: Good study habits

Procedure:

Review:

Ask: What are the good study habits of Lot-lot that you should also practice to be a good pupil like her?

Motivation:

Ask: How good is your memory?
Say: Look at the series of pictures. (Refer to LM, p. 296, Get Set)
- Now close your book.
- Name the pictures in their proper sequence starting from the left.

Presentation:

Say: Having a good memory is very important in studying. Good study habits help you develop a good memory too. Let’s do the “Memory Game.” (Refer to LM, pp. 297-298, Let’s Aim and We Can Do It)

Evaluation: (Refer to LM, p. 298, Measure My Learning)
Lesson 21: I Can Follow Directions

Target Skills:

Listening Comprehension:
• Follow a set of verbal three-step directions with picture cues

Phonological Awareness:
• Identify sounds and count syllables in words

Oral Language:
• Dramatize familiar stories, rhymes, and poems using English

Fluency:
• Read aloud Grade 2 level texts

Grammar:
• Use the most frequently occurring prepositions (e.g., on, in)

Alphabet Knowledge:
• Read the letters in the English alphabet – Ll

Phonics and Word Recognition:
• Match sounds to their corresponding letters/letter patterns – Diphthongs (e.g., boil, toy)

Spelling and Vocabulary:
• Identify some words that comprise contractions (e.g., can’t = cannot, it’s = it is, aren’t = are not)

Book Knowledge:
• Identify title, author, and book illustrator

Attitude:
• Retell familiar stories to other children

Study Strategies:
• Sort information alphabetically by the 1st letter

Objectives:

Identify sounds and count syllables in words
Identify title, author, and book illustrator
Follow a set of verbal three-step directions with picture cues

Subject Matter: Story: “Lampin” by Filipina T. Villapando, retold in English by Dali Soriano

Materials: charts, pictures, bamboo sticks, aluminum pots, and lampin

Value Focus: Patriotism

Procedure:

Pre-Assessment: (Refer to LM, pp. 299-300, Let’s Try)

Key to Correction:
A. 1. 1 syllable 2. 2 syllables
B. 1.-3. Check if pupils followed the directions correctly.
C. 1. on 2. in
D. 1. oy 2. oй
E. 1. it’s 2. aren’t 3. they’re
F. 1. 2 2. I 3. 3
Drill:

Say: Repeat the word and clap after me.
1. get (1 clap)
2. park (1 clap)
3. pots (1 clap)
4. flag (1 clap)
5. home (1 clap)

Ask: How many claps did we do?
We only clap once because you hear only one vowel sound.
The number of vowel sounds tells us the number of syllables.
What is the vowel sound in the words?
Example: get (The vowel sound is e.)

Say: Now let us do the next set of words.
1. bamboo (2 claps)
2. ready (2 claps)
3. playing (2 claps)
4. soldier (2 claps)
5. helmets (2 claps)

How many claps did we do? Why did we clap twice?
What vowel sounds are there in the words?
Now let’s do the next set of words.
I will say the words and you will do the clapping.
1. general
2. barangay
3. listening
4. commanded
5. favorite
How many claps did you do? Why did you do three claps?
What are the sounds of the vowels in the words?

Motivation:

Have the pupils become familiar with some symbols of our country.
(Refer to LM, p. 301, Get Set)

The next symbol is the number 1 symbol of our country.
What is this symbol? (Refer to LM, p. 301, Let’s Aim)
(Show the picture of the Philippine flag.)

Say: When we see symbols especially the Philippine flag, we should remember our
country with respect. How do you show your respect for the Philippine flag?
In our story today, let us find out if the boys showed respect for the Philippine flag
and how they showed it.
**Presentation:**

**Unlocking of Difficulties:**

Let the pupils become familiar with the following words.

a. soldier (Show a picture.)

b. guns and swords made of bamboo (Show a picture.)
   
   Say: This is a picture of guns and swords. But in our story instead of real guns and swords, bamboo sticks were used as guns and swords. (Show a bamboo stick.)

c. aluminum pots and helmet (Show a picture.)
   
   Say: This is a picture of a soldier’s helmet. But in our story, aluminum pots were used as helmets. (Show an aluminum pot.)

d. *lampin* (Show a sample of a *lampin*.)

e. push-ups (Ask a pupil to demonstrate.)

**Read Along:** *(Refer to LM, pp. 302-304, Let’s Aim)*

Ask: Who is the author of the story?

What is meant by *retold*?

**Comprehension Questions:** *(Refer to LM, p. 304)*

Say: In our story, Antonio gave the command because he was the general.

Let me see if you can follow my command.

1. Attention! 2. Attention! 3. Attention!
   
   Fall in line. Right face! Arms sideward!
   
   Arms forward. Left face! Arms upward!
   
   Arms down. Touch your head. Arms down!
   
   At ease! At ease! At ease!

4. Attention!

   Bend to your right. Go to your seats.
   
   Bend to your left. Sit up straight.
   
   Stand straight. Put your hands on your desk/lap.
   
   At ease! At ease!

Ask: Did you follow the orders very well?

Why were you able to follow the orders well?

Is it important to listen carefully?

What will happen if you would not listen carefully?

**Application:**

Check whether the pupils can follow the instructions correctly.

Use the clues to help you follow them. *(Refer to LM, p. 305, I Can Do It, Activity A)*

Ask: Did you get the three drawings correctly?

Now let us answer the activity in your LM p. 305, Activity B.
Evaluation:

Have the pupils do the following:
1. On your paper, draw a heart in the middle.
2. On the left side of the heart, write the capital letter I.
3. On the right side, write the name of our country “Philippines.”
   \[ \heartsuit \text{ Philippines} \]
4. Write the vowel sound you hear in \textit{pen}.
5. Say the word \textit{telephone}. How many syllables does it have?

Lesson 22: I Can Perform

Objectives:
- Retell familiar stories to other children
- Read aloud Grade 2 level texts
- Dramatize familiar stories, rhymes, and poems using English

Subject Matter: Poem: “I Am Proud of My Country” by Rose Ann B. Pamintuan


Value Focus: Patriotism

Procedure:

Drill:
Let the pupils clap the number of syllables of the following words.
1. \textit{anahaw} 3. \textit{sipa} 5. \textit{bangus}
2. \textit{cariñosa} 4. \textit{Rizal}

Review:
Say: Let us retell the story “\textit{Lampin}” using bamboo sticks, aluminum pots, and \textit{lampin}.
Let the pupils take turns retelling the story using the different objects.

Motivation:
Ask: Who have relatives and friends living in other countries?
If you will invite them to visit the Philippines, what beautiful things about our country will you tell them?

Presentation:

Unlocking of Difficulties:
Tell the pupils to study the words below. Do as instructed in the parentheses.
a. proud (Explain: feeling of being happy about something/someone)
b. wherever (Give synonyms: anywhere, anyplace)
c. whoever (Give a synonym: any person)
Read Along / Reciting of Short Poem:

Ask the pupils to read with you. *(Refer to LM, p. 306, Let’s Aim)*

Comprehension Questions:

Read the lines and ask the pupils to repeat after you.

*I Am Proud of My Country*
What does the title tell us?
What are we to be proud of?
And what is your country?

“I am a Filipino,” my teacher said to me.
What did the teacher say?
Are you a Filipino?
How do you know?

*Wherever I may go, wherever I may be*
What does this line mean?
Where is “wherever”?

*I should tell others of my country’s beauty.*
What should you tell others about our country?
What are the beautiful things about the Philippines?

“I am a Filipino,” my teacher said to me.
Who are other Filipinos that you know?

*Whoever I may meet, whoever I may see*
Who is the “whoever” in this line?
Do you know other people who are not Filipinos?

*Proud of the Philippines, I should always be.*
What things about the Philippines are you proud of?

Now, think of words that begin with each letter of PHILIPPINES.
*(Refer to LM, p. 306, Let’s Answer)*
The words should make you think of our country.
Write the words in the box.
*(There are no wrong answers as long as it begins with the correct letter.)*

Practice Exercise: *(Refer to LM, p. 307, We Can Do It)*

Application:

Group the pupils, then, tell them to practice for the presentation of the poem. Give time to rehearse.
Evaluation:
Each group will present.
Have the pupils use the following rubrics for evaluating their performance.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did all the members participate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did the members perform the actions well?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did the members recite loud and clear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did the members show discipline during the practice?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did the members show discipline before and after the presentation?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 23: I Can Obey

Objectives:
Sort information alphabetically by the first letter
Read letters in the English alphabet – /l/
Use the most frequently occurring prepositions (e.g., on, in)

Subject Matter: Frequently Occurring Prepositions (e.g., on, in)

Materials: number cards, charts, pictures, lampin, bamboo stick, aluminum pots

Procedure:

Drill (Alphabetizing):
Ask the pupils to read the following words that were taken from the story.

<table>
<thead>
<tr>
<th>soldiers</th>
<th>helmet</th>
<th>lampin</th>
<th>gun</th>
</tr>
</thead>
<tbody>
<tr>
<td>bamboo</td>
<td>taho</td>
<td>flag</td>
<td>sword</td>
</tr>
</tbody>
</table>

Arrange the words according to the order of the alphabet.
Write the numbers 1 to 8 before each word.

Phonics:
Ask: From our list, what is our fifth word? lampin
What is the beginning letter of the word?
What is the sound of L?
How do we write the letter L?

Let’s read the following L words.

<table>
<thead>
<tr>
<th>leg</th>
<th>log</th>
<th>let</th>
<th>lad</th>
<th>low</th>
<th>lip</th>
</tr>
</thead>
<tbody>
<tr>
<td>lid</td>
<td>lag</td>
<td>lot</td>
<td>lap</td>
<td>led</td>
<td>lit</td>
</tr>
</tbody>
</table>
Motivation:
Ask: Where did Jose throw the lampin?
Do you know the English term for lampin?
Lampin in English is cloth diaper.

Presentation:
Have the pupils read the sentences. (Refer to LM, p. 308, Let’s Aim)
What are the underlined words in the sentences?

Practice Exercise:
Check if the pupils understand how to use on and in.
Then, play the “General Game.”
(Class)
Attention! Put your hand on your head. At ease!
Attention! Put your hand on your shoulder. At ease!
Attention! Put your hand on your stomach. At ease!
Attention! Put your hand on your knees. At ease!
Attention! Put your hand on your hips. At ease!

(Individual)
Attention! Put the stick in the cabinet. At ease!
Attention! Put the stick in the box. At ease!
Attention! Put the stick in the school bag. At ease!
Attention! Put the stick in the sack. At ease!
Attention! Put the stick in the paper bag. At ease!

Generalization:
On and in are prepositions.
They show exactly where an object is.

Application: (Refer to LM, pp. 309-310, I Can Do It)

Evaluation:
Ask the pupils to arrange the words according to the alphabet by writing 1 to 5.

- game
- sheet
- boy
- troop
- pole
Lesson 24: I Can Match Letter Patterns

Objective:
Match sounds to their corresponding letters/letter patterns – diphthongs (e.g., boil, toy)

Subject Matter: Diphthongs /oy/

Materials: charts, pictures

Procedure:

Drill: /l/
Let the pupils repeat reading/saying the following words after you:

<table>
<thead>
<tr>
<th>left</th>
<th>list</th>
<th>lake</th>
</tr>
</thead>
<tbody>
<tr>
<td>lamp</td>
<td>lost</td>
<td>love</td>
</tr>
<tr>
<td>luck</td>
<td>Lent</td>
<td>like</td>
</tr>
</tbody>
</table>

Motivation:
Let the pupils write words that are related or connected to the given word in the following concept map.

```
  _____________
  |             |
  | Antonio     |
  |             |
  |             |
```

Presentation: (Refer to LM, p. 310, Let’s Aim)

Practice Exercise: (Refer to LM, pp. 310-311, Let’s Practice)

Generalization:

/oy/ is a diphthong.
A diphthong is a sound made when two vowel sounds are put together.
Lesson 25: I Can Shorten Words

Objective:
Identify some words that comprise contractions (e.g., can’t = cannot, it’s = it is, aren’t = are not)

Subject Matter: Contractions

Materials: charts, pictures

Procedure:

Drill: /oy/
Let the pupils repeat reading/saying the following words after you.

<table>
<thead>
<tr>
<th>toy</th>
<th>annoy</th>
<th>soil</th>
<th>boil</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>enjoy</td>
<td>foil</td>
<td>loin</td>
</tr>
<tr>
<td>plow</td>
<td></td>
<td>coil</td>
<td></td>
</tr>
</tbody>
</table>

Motivation:
Say: Let’s recite the short poem “I Am Proud of My Country” with action.

Presentation:

<table>
<thead>
<tr>
<th>I Am Proud of My Country</th>
<th>I’m Proud of My Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I am a Filipino,” my teacher said to me. Wherever I may go, wherever I may be I should tell others of my country’s beauty. “I am a Filipino,” my teacher said to me. Whoever I may meet, whoever I may see Proud of the Philippines, I should always be.</td>
<td></td>
</tr>
<tr>
<td>“I’m a Filipino,” my teacher said to me. Wherever I may go, wherever I may be I should tell others of my country’s beauty. “I’m a Filipino,” my teacher said to me. Whoever I may meet, whoever I may see Proud of the Philippines, I should always be.</td>
<td></td>
</tr>
</tbody>
</table>

Ask: Are they the same?
Where do they differ?
What does I’m stand for?
Say: I’m is a contraction of the word I am.
Here are other examples of contractions from the story Lampin.
(Refer to LM, p. 313, Let’s Aim)

Practice Exercise:
Make the pupils practice writing contractions. (Refer to LM, p. 313, Let’s Answer)

Generalization:
Contractions are the short form of two words.
We use an apostrophe (‘) in place of the letters we removed.
Application: (Refer to LM, p. 314, I Can Do It)

Evaluation:

Have the pupils write the contraction of the following:
1. is not __________
2. was not __________
3. cannot __________
4. are not __________
5. did not __________

Agreement:

Let the pupils write the contraction of the following:
1. have not __________
2. she has __________
3. is not __________
4. we are __________
5. you are __________

Lesson 26: I Can Retell Stories

Target Skills:

Listening Comprehension:
• Participate in the retelling of poems and stories
• Arrange pictures as they happened in the story

Phonological Awareness:
• Identify sounds and count syllables in words

Oral Language:
• Dramatize familiar stories, rhymes, and poems using English

Grammar:
• Use the most frequently occurring prepositions (e.g., over, under)

Phonics and Word Recognition:
• Match sounds to their corresponding letters/letter patterns – diphthongs (e.g., cow, house)

Study Strategies:
• Interpret bar graphs and tables

Objectives:

Participate in the retelling of poems and stories
Arrange pictures as they happened in the story

Subject Matter: Story: “The Old Man and His Sons” by Pat Nelson, retold by Dali Soriano

Materials: charts, bundle of barbecue sticks, cord, picture of people quarrelling, picture of sons quarrelling, picture of sons trying to break the sticks, picture of sons breaking a stick

Value Focus: Unity
Procedure:

Pre-Assessment: (Refer to LM, pp. 315-316, Let’s Try)

Key to Correction:
A. 1. over 2. under 3. over
B. 4. ow 5. ou 6. ou 7. ow
C. 8. 8 9. 10 10. 18

Drill:

Say: Repeat after me as I read the words and tap the number of syllables.

<table>
<thead>
<tr>
<th>old</th>
<th>over</th>
<th>together</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>table</td>
<td>unity</td>
</tr>
<tr>
<td>sons</td>
<td>peace</td>
<td>brotherly</td>
</tr>
<tr>
<td>got</td>
<td>power</td>
<td>another</td>
</tr>
</tbody>
</table>

Motivation:
Ask: How many have brothers/sisters?
Is it fun to have brothers/sisters? Why or why not?

Presentation:

Unlocking of Difficulties:
Help the pupils understand the following words:

a. quarrelled (Show picture of people quarrelling)
   Ask: What are the people doing in the picture?

b. bundle of barbecue sticks (Show the bundle of barbecue sticks)
   Ask: Where do we use these sticks?

Motivation:
Ask: What do you quarrel over with brothers/sisters/friends?
What happens when you fight?
What do your parents tell you when you fight?
What did the sons quarrel over always?
What happened when they fight?
What did the father tell them when they fight?

Introduction of the Story:
Ask: What is the title of our story?
Who is the author?
Who retold the story?
What is meant by retold?
What kind of a story is it?
What is a folktale?

Read Along: (Refer to LM, pp. 316-317, Let’s Aim)

Comprehension Questions: (Refer to LM, p. 317, Let’s Answer)
Application:

Instruct the pupils to arrange the pictures as they happened in the story. Let the pupils write a sentence about the pictures. *(Refer to LM, p. 318, We Can Do It)*

Evaluation:

Divide the class into five groups. Each group will retell the story in front of the class (5 minutes only per group). The pupils will use the following rubric to evaluate the group presentation.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The order of the parts of the story is correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. All the members participated in the activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The voice of the reporters is loud and clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The group is disciplined.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The group followed the time limit.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 27: I Can Respond to Situations

Objective:

Dramatize familiar stories, rhymes, and poems using English

Subject Matter: Poem: “To Be Honest, To Be True” by Rose Ann B. Pamintuan

Materials: charts, pictures

Value Focus: Truth

Procedure:

Drill:

Tell the class to listen to the words then write the number of syllables.

- _____ fight
- _____ bundle
- _____ bathroom
- _____ sticks
- _____ peace
- _____ table
- _____ barbecue
- _____ break
- _____ meal
- _____ unity

Review:

Ask: Do you remember how your group presented yesterday? Which group has 5 yes checks? 4? 3? 2? 1?

Motivation:

Say: Today, you will have another group presentation. But before that, let’s have a game. Play the game “Truth or Lie.” Ask the pupils to give any information about them.
You can also give the information about her/him. The class will decide whether the information given is the truth or a lie. Example: My birthday is _________.

Ask: Do you like this game?
   Why or why not?
   How do you feel when the information I give you is a lie?
   How do you feel when the information I give you is the truth?

Presentation:

Reading of Verse:

Read the poem as a whole. Then, do it by line. Ask the questions that follow. (Refer to LM, p. 319, Let’s Read)

Discussion of Verse:

To Be Honest, To Be True

I promise to be honest; I promise to be true
What is the promise?
Is it a good promise? Why or why not?

I will not tell a lie; I hope you won’t, too.
What should one not tell?
Why is it not good to lie?
What will happen if you always tell a lie?

I will say I am sorry if I do something wrong.
What is the right thing to do if you do something wrong?
Do you say sorry when you do something wrong?
When was the last time you said sorry?

To speak the truth always will be my heart’s song.
What will be the heart’s song?
Is it a good heart’s song?
Why is it a heart’s song?
What is the symbol of the heart?

I will tell you the truth; you can always trust me.
What can you be trusted to tell?
If you will tell the truth to your parents/friends/teachers/brother/sister, what do you think will happen?

It’s best to be honest, don’t you agree?
Do you agree that it is best to be honest?
Why is it best to be honest?
Practice Skill:
Allow the pupils to study the situation presented. (*Refer to LM, p. 319, Let’s Answer*)

Application:
Form smaller groups by counting 1 to 5. All ones will group together, twos, threes, etc. Let each group act out the situation given. (*Refer to LM, p. 319, We Can Do It*)

Evaluation:
Each group will present to the class their own presentation/interpretation of the verse. Tell the pupils to use the rubrics to evaluate their presentation/interpretation. Check Yes or No.

<table>
<thead>
<tr>
<th>Did the group/members…</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. show honesty or truthfulness?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. speak in a loud and clear voice?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. participate well?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. show discipline?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. follow the time limit?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 28: I Can Describe Pictures

Objective:
Use the most frequently occurring prepositions (over, under)

Subject Matter: Frequently Occurring Prepositions (over, under)

Materials: charts, pictures, balls, or anything that can be used for the relay

Procedure:

Drill:
Ask the pupils to read the following L words after you.

lad  led  lib  log  lug
lag  leg  lid  lot  lux
lap  let  lip  low  luck

Review:
Tell the pupils to complete the following sentences by using on or in.

1. The frog is _____ a leaf.

2. The bird is _____ a cage.
3. The fish is _____ the bowl.

4. The dog is sleeping _____ the pillow.

5. The horse is _____ the barn.

Motivation:
Using real toys or pictures, show a blue car passing over a bridge and a red boat passing under the bridge.

Presentation:
Let the pupils read and study the sentences. *(Refer to LM, p. 320, Get Set)*
Have the class sing the following song to the tune of “My Bonnie.”
- The blue car is over the big bridge.
- The red boat is under the bridge.
- The blue car is over the big bridge.
- The red boat is under the bridge.

Brooom! Brooom! (2x)
The blue car is speeding away… away!
Swish! Swish! (2x)
The red boat is speeding away.

Practice Skills:
Let the class do a pair activity called “Pass the Ball.”
Say: We will demonstrate over and under using this ball.
Call the pupils to pass the ball over the chair/table or under the chair/table.

Do a relay game to show over and under.
Let the class form five lines with equal number of members. They will pass the ball over the head or under the legs depending on whatever you command.

Generalization:

<table>
<thead>
<tr>
<th>Over</th>
<th>is a preposition which means on top of.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under</td>
<td>is a preposition which means below or beneath.</td>
</tr>
</tbody>
</table>

Application: *(Refer to LM, pp. 320-321, I Can Do It)*

Evaluation: *(Refer to LM, pp. 321-322, Measure My Learning)*
Lesson 29: I Can Read Graphs

Objective:
Interpret bar graphs and tables

Subject Matter: Interpreting Bar Graphs and Tables

Materials: charts, pictures

Procedure:

Drill/Review: /oy/
Let the pupils say the following words after you.

boy     foil
coy     coil
toy     boil
enjoy   loin

Motivation:
Let the class sing the following song.

Old Mang Pedro

Old Mang Pedro had a farm. (E-I-E-I-O)
And on his farm he had some cows. (E-I-E-I-O)
With a moo-moo here and a moo-moo there
Here a moo-moo, there a moo-moo
Everywhere a moo-moo
Old Mang Pedro had a farm. (E-I-E-I-O)

*pigs – oink-oink  *dogs – bow-wow
*ducks – quack-quack  *cats – meow-meow

Ask: Which of Mang Pedro’s animals do you have?
How do you take care of them?

Presentation:
Have the pupils read the story and study the graph. (Refer to LM, p. 323, Let’s Aim)

Practice Skills:
Ask the pupils to read the story and study the graph. (Refer to LM, p. 324, Let’s Answer)

Application: (Refer to LM, p. 325, I Can Do It)

Evaluation: (Refer to LM, pp. 325-326, Measure My Learning)
Lesson 30: I Can Connect Sounds

Objective:
Match sounds to their corresponding letters/letter patterns – diphthongs (e.g., cow, house)

Subject Matter: Diphthongs – /aw/ as in cow, house

Materials: charts, picture of a dog

Value Focus: Caring for animals

Procedure:

Drill/Review: /oy/
Let the pupils say the following words after you.

<table>
<thead>
<tr>
<th>boy</th>
<th>foil</th>
</tr>
</thead>
<tbody>
<tr>
<td>coy</td>
<td>coil</td>
</tr>
<tr>
<td>toy</td>
<td>boil</td>
</tr>
<tr>
<td>joy</td>
<td>soil</td>
</tr>
<tr>
<td>soy</td>
<td>toil</td>
</tr>
</tbody>
</table>

Motivation:
Let the class sing the following song.

TANGO
There was a boy who had a dog.
And Tango was his name-o.
And Tango was his name-o.

Ask: Do you have a pet dog? (Show a picture of a dog.)
Do you love your pet dog? What can you say about dogs?
How do you take care of your pet dog?

Presentation:

Unlocking of Difficulties:
Demonstrate the meaning of the following phrases to the pupils for easy understanding.
1. run crazily around
2. sniffing the grass and the ground

Reciting the Poem:
Ask the class to recite the poem. (Refer to LM, p. 327, Let’s Aim)

Comprehension Questions: (Refer to LM, p. 327, Let’s Answer)

Practice Skills: (Refer to LM, pp. 327-328, Let’s Practice)

Application: (Refer to LM, pp. 328-329, I Can Do It)

Evaluation: (Refer to LM, p. 329, Measure My Learning)
Ask the pupils to put a check if they hear /aw/, and cross if they do not hear /aw/.
Lesson 31: I Can Perform Simple Instructions

Target Skills:

Listening Comprehension:
• Listen to and perform simple instructions
Grammar:
• Write simple sentences on context
Phonics and Word Recognition:
• Match sounds to their corresponding letters/letter patterns – diphthongs (e.g., cow, house)
Spelling and Vocabulary:
• Begin to see that some words mean the same (synonyms)
Reading Comprehension:
• Sequence information from a procedural text read

Objective:

Listen to and perform simple instructions

Subject Matter: Story: “Museum Tour” by Rose Ann B. Pamintuan

Materials: charts, pictures, coloring materials, pair of scissors, glue

Value Focus: Order

Procedure:

Pre-Assessment: (Refer to LM, p. 330, Let’s Try)

Key to Correction:
I. 1.-3. See LM for instruction
II. 4. hot – warm 5. small – little 6. happy – glad
III. 7.-10. See LM for instruction

Motivation:

Ask the pupils to form their lines according to the following:
• height (shortest to tallest)
• date of birth
• first letter of name
• month of birthday
• number of siblings

Ask: Have you experienced lining up while waiting for a bus/jeep/tricycle?
   Is it important to line up? Why or why not?

Presentation:

Unlocking of Difficulties:

Do as directed in each word.
1. museum (Show a picture or explain that it is a place where things are displayed.)
2. bus (Show a picture.)
3. fall in line by twos (Demonstrate.)
4. exhibit (Use context clues.)
Example: The pupils will see the exhibit. They are not allowed to take pictures of the display.

Motivation:

Ask: Have you experienced riding a bus?
   If yes, where did you go? How did you feel?
   If no, would you like to ride a bus? Why or why not?
   Do you line up before you ride a bus or jeep? Why?

   Who rode a bus in our story?
   Where did they go?
   Did they line up?

Read Along: (Refer to LM, p. 331, Let's Aim)

Comprehension Questions: (Refer to LM, p. 332, Let's Answer)

Practice Skills:

These are examples of simple commands/requests. Have the pupils role-play the following:
   “Fall in line by twos.”
   “Watch your step.”
   “Do not stand while the bus is moving.”
   “Do not open the window.”
   “Put your trash in the trash bag.”
   “Do not touch the exhibit.”

Say: Let’s practice listening and following simple instructions in this song.

Shakey, Shakey Song

You put your right thumb in.
You put your right thumb out.
You put your right thumb in and shake it all around.
Do the shakey, shakey and turn around.
That’s what it’s all about.

*left thumb      *right shoulder      *left shoulder
*right hip        *left hip           *right foot
*left            *foot                *body

Application:

Tell the pupils to practice listening and following simple instructions.

Agreement:

Have the pupils do the activity on LM, p. 333.
Lesson 32: I Can Do Things

Objective:
Sequence information from a procedural text read

Subject Matter: Sequencing Information from a Procedural Text

Materials: charts, pictures, drawing/coloring materials, pair of scissors, glue

Value Focus: Order

Procedure:

Review:
Say: In our story yesterday, what was the name of the teacher? (Nora)
With what letter does Nora begin?
Let’s practice writing Nn. (in the air, seatmate’s back, armchair)
Let’s write the big N first; then small n.
Let’s say the sound of Nn.
Here are other N words. Read and give their beginning sound.

<table>
<thead>
<tr>
<th>nut</th>
<th>not</th>
<th>neck</th>
<th>near</th>
<th>nine</th>
</tr>
</thead>
<tbody>
<tr>
<td>name</td>
<td>Nanay</td>
<td>nose</td>
<td>number</td>
<td>night</td>
</tr>
</tbody>
</table>

Give other N words.

Motivation:
Explain: The following pictures show some of your rights as a child.
When we say right of a child, it means you as a child should have it.
The grown up should give it to you.

Say: Let’s talk about the pictures. (Refer to LM, p. 334, Get Set)

*Rights of Child
1. You have the right to be born.
2. You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).
3. You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.
4. You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.
5. You have the right to choose your own friends and join or set up groups, as long as it isn’t harmful to others.
6. You have the right to food, clothing, a safe place to live, and to have your basic needs met. You should not be disadvantaged so that you can’t do many of the things other kids can do.
7. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
8. You have the right to play and rest.
Presentation:

Say: One of your rights is the right to play. Today, we will make a toy called a pinwheel. *(Refer to LM, p. 335, Let’s Aim)*

Using the Language Experience Approach (LEA), guide the pupils in doing the activity. Demonstrate each step and let the pupils follow.

Note:
LEA brings together oral language, writing, reading, and art, building the oral-language capacity of the pupils and developing their ability to distinguish print. It extends the learner’s creativity in storytelling through writing and develops a sense of authorship. It helps learners understand that what they think and say can be written and that their thoughts and language are valued. It ultimately provides reading material that is predictable and readable because it uses the learner’s natural language.

The LEA Lesson Plan Sequence:
1. Begin with an experience that the pupils have shared together. This will serve as the motivating activity.
2. Create written prompts (possibly including pictures or artwork) that relate to the activity to generate oral responses from the pupils.
3. Present each prompt to the pupils and record pupil responses on a whiteboard or chart paper. The scribe could also be an aide, parent, or more experienced pupil.
4. Ask pupils to read the responses / writing aloud.
5. Extensions for this lesson could include having the pupils write their own text and then read what was written. This option serves as a step toward helping pupils become independent readers of what other people have written.
6. Publish the text as a book for the classroom library and / or individual pupils’ reading material.

Practice Exercise (2nd Day):

Say: Now, we will recall the steps in making the pinwheel.
I will show you the pictures of the steps. *(The pictures are rearranged.)*
Tell me what it shows and I will write your answer on the board.

Write exactly the pupils’ answers. Do not make changes or corrections. After all the steps are described, ask the pupils / class to arrange the pictures in correct order by writing numbers 1 to 6.

Say: Now let’s read the steps in the correct order.

Application:

Let the pupils make a mini-book of “How to Make a Pinwheel.” On each page they will draw and copy the steps from the board.

Evaluation:

Let each group show / report to the class their mini-book.
Lesson 33: I Can Write

Objectives:

Begin to see that some words mean the same (synonyms)
Write simple sentences on context

Subject Matter: Rap: “Different” by Rose Ann B. Pamintuan
Synonyms

Materials: charts, pictures of Filipinos

Value Focus: Equality

Procedure:

Review:

Say: Let’s review some of the rights of a child.
Choose a picture and say something about it.
Show the pictures and let pupils tell something about them.

Motivation:

Ask: Are you a Filipino?
What do you think are the characteristics of a Filipino?
Let the class complete the following concept map.

Presentation:

Unlocking of Difficulties:

Unlock the following words as suggested:

a. different (Show pictures illustrating different and the same.)

b. size (Explain that size shows the bigness or smallness of persons / things.)

c. shape (Explain that shape shows the roundness or thinness of persons / things.)

Reciting the Rap: (Refer to LM, p. 336, Let’s Recite)
Comprehension Questions:

<table>
<thead>
<tr>
<th>Read</th>
<th>Ask</th>
</tr>
</thead>
</table>
| **Different**  
You are you; I am me.  
Different color, can’t you see?  
You are you; I am me.  
Different size, let me see.  
You are you; I am me.  
Different shape, Oh! I see. | How are you and I different in the first part?  
Describe our color, size, and shape. |
| From the North or from the South;  
From the West or from the East  
Boy or girl; young or old,  
We are diff’rent yet the same  
And there’s one thing I’ll tell you  
We are all Filipinos true. | How are you and I different in the second part?  
We are different and yet there is one thing that is the same in us.  
What is the same in us?  
If we are all Filipinos, how shall we treat each other?  
If we are the same as Filipinos, what must we do to each other? |

Practice Exercise:

Say: Now, let us study the following lines.
   The word opposite the underlined word is its synonym.
   *(Refer to LM, p. 336, Let’s Aim)*
   Let us study more synonyms.

Generalization:

**Synonyms are words with the same meaning.**

Application: *(Refer to LM, p. 337, We Can Do It)*

Evaluation: *(Refer to LM, pp. 338-339, Measure My Learning)*
Lesson 34: I Can Meet Friends

Objective:
Match sounds to their corresponding letters/letter patterns – diphthongs (e.g., cow, house)

Subject Matter: Story: “The Frowning Flower” by Rose Ann B. Pamintuan
Matching Sounds to their Corresponding Letters/Letter Patterns – diphthongs /aw/

Materials: charts, pictures, flash cards

Value Focus: Friendliness

Procedure:

Drill/Review:
Ask the pupils to encircle the words with the diphthong /oi/ or /oy/.

glow joy story blue glue boil
ball boy soil star flow tall

Motivation:
Say: Tell something about the two faces.

Presentation:

Unlocking of Difficulties:
Demonstrate the meaning of the following words for easy understanding.
a. frown
b. shook hands

Motivation:
Ask: How are you feeling today?
Who are happy / sad?
Why are you happy / sad?

Read Along: (Refer to LM, p. 340, Let’s Aim)

Comprehension Questions: (Refer to LM, p. 341)
Let the pupils read the words with the diphthong /ow/ or /ou/.
Ask: What is the sound of the underlined letters?
Generalization:

/ow/ or /ou/ is also a diphthong.

Practice Exercise:

Let the pupils read more words with the diphthongs /ow/ or /ou/.
(Refer to LM, p. 341, Let’s Practice)

Application: (Refer to LM, p. 341, I Can Do It)

Evaluation:

Ask the pupils to complete the following words with ou or ow.

1. c__
2. h__
3. ___ l
4. h___ se
5. r__ nd

Lesson 35: I Can Tell What Is Important

Target Skills:

Listening Comprehension:
• Identify important details in expository text listened
Grammar:
• Perform dialogues in a drama, mock interview, TV talk show, etc.
Phonics and Word Recognition:
• Match sounds to their corresponding letters/letter patterns – diphthongs (e.g., blow, flow)
Spelling and Vocabulary:
• Recognize that some words have opposite meaning (antonyms)
Reading Comprehension:
• Infer / predict outcomes
Study Strategies:
• Interpret simple maps of unfamiliar places, signs, and symbols

Objective:

Identify important details in expository text listened to

Subject Matter: Short Paragraph: “Scarecrow” by Rose Ann B. Pamintuan

Identifying Important Details in Expository Text Listened to

Materials: charts, pictures
Value Focus: Listening well

Procedure:

Pre-Assessment: (Refer to LM, pp. 342-344, Let’s Try)
Key to Correction:
A. 1. finches  2. cockatiels
B. 3. brow  4. flow
C. 5. day – night  6. sad – happy
D. 7. She will study her lesson.
   8. She will take a bath.
E. 9. 5  10. 3

Drill/Review:
Say: Let’s read the following words with the diphthong /aw/:

<table>
<thead>
<tr>
<th>cow</th>
<th>plow</th>
<th>out</th>
<th>found</th>
</tr>
</thead>
<tbody>
<tr>
<td>bow</td>
<td>owl</td>
<td>shout</td>
<td>hound</td>
</tr>
<tr>
<td>how</td>
<td>fowl</td>
<td>blouse</td>
<td>pound</td>
</tr>
<tr>
<td>mow</td>
<td>bowl</td>
<td>gout</td>
<td>stout</td>
</tr>
<tr>
<td>now</td>
<td>howl</td>
<td>house</td>
<td>round</td>
</tr>
</tbody>
</table>

Motivation:
Conduct a brainstorming activity.
Say: This is a picture of a scarecrow. (Show a picture of a scarecrow.)
What do you think is it for?

Presentation:
Unlocking of Difficulties:
Unlock the meaning of these words through pictures:

a. hay  (Show samples or picture of hay.)
b. trap  (Show sample or picture of a trap.)
c. fields  (Show picture of a field.)
d. crow  (Show picture of a crow.)
e. sparrow  (Show picture of a sparrow.)

Read Along: (Refer to LM, p. 345, Let’s Aim)
Ask the class to listen carefully as you read the short paragraph about scarecrows.
Read the paragraph three times.
During the first time, the class will just listen.
On the second time, the class will try to listen to the answer to the questions that will be shown later.
On the third time, the class will review if their answers are correct.

Guided Practice:
Say: Now, let’s answer the questions so you can identify the important details of the paragraph. (Refer to LM, p. 344, Let’s Aim)
Application:
Let the class listen and answer the questions that follow regarding crows.
Say: Again, I will read the paragraph three times. *(Refer to LM, p. 345, I Can Do It)*

Evaluation:
Let the class listen and answer the questions that follow about sparrows.
Say: Again, I will read the paragraph three times. *(Refer to LM, p. 346, Measure My Learning)*

Lesson 36: I Can Tell the Sound

Objective:
Match sounds to their corresponding letters/letter patterns – diphthongs (e.g., blow, flow)

Subject Matter: Diphthongs /ow/

Materials: charts, pictures

Procedure:

Drill/Review:
Read with the class the following words with diphthongs /ow/ as in cow.

<table>
<thead>
<tr>
<th>cow</th>
<th>plow</th>
<th>prow</th>
<th>allow</th>
</tr>
</thead>
<tbody>
<tr>
<td>bow</td>
<td>owl</td>
<td>brow</td>
<td>meow</td>
</tr>
<tr>
<td>how</td>
<td>fowl</td>
<td>chow</td>
<td>wow</td>
</tr>
<tr>
<td>now</td>
<td>howl</td>
<td>vow</td>
<td>down</td>
</tr>
</tbody>
</table>

Motivation:
Let the class recite the rhyme. *(Refer to LM, p. 346, Get Set)*

Presentation:
Ask the pupils to read the sentences on LM, p. 347, Let’s Aim.
Say: Let’s read the words with the diphthong /ow/ as in crow.
*(Refer to LM, p. 347, Let’s Aim)*

Generalization:

/ow/ is also a diphthong.

Independent Practice: *(Refer to LM, p. 348, I Can Do It)*

Evaluation: *(Refer to LM, p. 349, Measure My Learning)*
Lesson 37: I Can Tell What Is Next

Objectives:

Infer / predict outcomes
Recognize that some words have opposite meanings (antonyms)

Subject Matter: Story: “The King Kalapati” (Dove King), adapted by Rose Ann B. Pamintuan
Inferring/Predicting Outcomes
Antonyms

Materials: charts, pictures: dove, flock of doves, mouse, hunter

Value Focus: Helpfulness

Procedure:

Drill/Review:

Let the class read the following words with /ow/.

<table>
<thead>
<tr>
<th>Blow</th>
<th>Grow</th>
<th>Row</th>
<th>Stow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bow</td>
<td>Know</td>
<td>Show</td>
<td>Throw</td>
</tr>
<tr>
<td>Flow</td>
<td>Low</td>
<td>Slow</td>
<td>Tow</td>
</tr>
<tr>
<td>Glow</td>
<td>Mow</td>
<td>Snow</td>
<td>Arrow</td>
</tr>
</tbody>
</table>

Motivation:

Ask: What are the birds that you know?
What can you say about birds?

Presentation:

Unlocking of Difficulties:
Unlock the meaning of these words through pictures:
1. dove (Show a picture of a dove.)
2. flock (Show a picture of a flock of doves.)
3. mouse (Show a picture of a mouse.)
4. hunter (Show a picture of a hunter.)
Lesson 38: I Can Share Things

Objective:
Perform dialogues, drama, mock interview, TV talk show, etc.

Subject Matter: “Prayer for Other Children” by Rose Ann B. Pamintuan
Performing Dialogues, Drama, Mock Interview, TV Talk Show, etc.

Materials: charts, pictures

Value Focus: Common Good

Procedure:

Drill/Review:
Let the pupils give the antonyms of the following words:
1. big
2. clean
3. black
4. night
5. boy

Motivation:
Let the pupils have a brainstorming activity to answer this question:
Is money good or bad?

Presentation:

Unlocking of Difficulties:
Unlock the meaning of these words through pictures:
a. share (Show a picture of a child giving food to another.)
b. feel bad (Show a picture of an angry face or a sad face.)

Reciting the Prayer: (Refer to LM, p. 357, Let’s Aim)
Comprehension Check:

<table>
<thead>
<tr>
<th>Read</th>
<th>Ask</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prayer for Other Children</strong></td>
<td>Who did the child pray for?</td>
</tr>
<tr>
<td>Dear God, I pray not only for myself but also for other boys and girls.</td>
<td>Who did the child pray for?</td>
</tr>
<tr>
<td>As you give me the things that I need, may I learn to share them with other children.</td>
<td>What are the things that God gives to the children like you?</td>
</tr>
<tr>
<td>What will the child do with the things God gave him/her?</td>
<td>What will the child do with the things God gave him/her?</td>
</tr>
<tr>
<td>If other children have more toys than I, may I not feel bad about it.</td>
<td>If other children have more toys than you, how should you feel?</td>
</tr>
<tr>
<td>If you have more toys than other children, what should you do?</td>
<td>If you have more toys than other children, what should you do?</td>
</tr>
<tr>
<td>And may I learn to think first of what others need before I think about what I need. Amen.</td>
<td>What does it mean by thinking first of others?</td>
</tr>
<tr>
<td></td>
<td>Was there a time that you put your siblings / friends / classmates first?</td>
</tr>
<tr>
<td></td>
<td>Was there a time that you put your parents first?</td>
</tr>
</tbody>
</table>

Read the lines again. This time ask the pupils to repeat after you.

Practice Exercise:

Say: I will show you a cartoon that shows about “thinking of other people first.”
(Refer to LM, p. 357, We Can Do It)
Tell me what you understand about it.
(Show a picture of a man hugging a big piggy bank overflowing with money.)

Application:

Group Activity: Have each group think of a situation at home / school that shows about “thinking of other people first.” Inform them to be ready for the presentation.

Evaluation:

Let each group present their dialogue or skit about common good.
Lesson 39: I Can Use a Map

Objective:

Interpret simple maps of unfamiliar places, signs, and symbols

Subject Matter: Interpreting Simple Maps

Materials: charts, pictures, and maps

Procedure:

Review:

Have the pupils interpret the following graph. Let them answer the questions that follow.

<table>
<thead>
<tr>
<th>Peso</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td><img src="image" alt="50 pesos" /></td>
<td><img src="image" alt="50 pesos" /></td>
<td><img src="image" alt="50 pesos" /></td>
<td><img src="image" alt="50 pesos" /></td>
<td><img src="image" alt="50 pesos" /></td>
</tr>
<tr>
<td>40</td>
<td><img src="image" alt="40 pesos" /></td>
<td><img src="image" alt="40 pesos" /></td>
<td><img src="image" alt="40 pesos" /></td>
<td><img src="image" alt="40 pesos" /></td>
<td><img src="image" alt="40 pesos" /></td>
</tr>
<tr>
<td>30</td>
<td><img src="image" alt="30 pesos" /></td>
<td><img src="image" alt="30 pesos" /></td>
<td><img src="image" alt="30 pesos" /></td>
<td><img src="image" alt="30 pesos" /></td>
<td><img src="image" alt="30 pesos" /></td>
</tr>
<tr>
<td>20</td>
<td><img src="image" alt="20 pesos" /></td>
<td><img src="image" alt="20 pesos" /></td>
<td><img src="image" alt="20 pesos" /></td>
<td><img src="image" alt="20 pesos" /></td>
<td><img src="image" alt="20 pesos" /></td>
</tr>
<tr>
<td>10</td>
<td><img src="image" alt="10 pesos" /></td>
<td><img src="image" alt="10 pesos" /></td>
<td><img src="image" alt="10 pesos" /></td>
<td><img src="image" alt="10 pesos" /></td>
<td><img src="image" alt="10 pesos" /></td>
</tr>
</tbody>
</table>

How much did Rose save on Monday? Tuesday? Wednesday? Thursday? Friday?
How much did she save all in all?
Why do you think on some days she saved more?

Motivation:

Say: Let us match the symbols with their meanings. (Refer to LM, p. 358, Get Set)

Presentation:

Say: Let’s help King Kalapati find the mouse’s house. (Refer to LM, p. 359, Let’s Aim)

Practice Exercise:

Say: Let’s study the school map shown on LM p. 360, Let’s Answer.

Application: (Refer to LM, p. 361, I Can Do It)

Evaluation: (Refer to LM, p. 362, Measure My Learning)
UNIT 4
I Belong to a Community

Lesson 1: I Am a Man for Others

Target Skills:

Oral Language:
• Participate in group and individual oral interpretation of short poems and stories in English
• Engage in variety of ways to share information (e.g., show and tell, dialogue, and speak-up time)
• Speak clearly and audibly in full sentences

Fluency:
• Read Grade 2 level text in three to four word phrases using intonation, expression, and punctuation cues
• Read automatically five high frequency/sight words per day

Listening Comprehension:
• Follow a set of verbal three-step directions with picture clues
• Listen and perform simple instructions

Phonics:
• Read and spell some irregularly spelled words

Vocabulary Development:
• Determine what words mean based on how they are used in a sentence

Book Knowledge:
• Identify title, author, and book illustrator
• Translate knowledge of reading conventions learned in the mother tongue to reading in English

Reading Comprehension:
• Make connections of text to self

Writing Composition:
• Express ideas and opinions through creative and fun writing activities

Grammar:
• Recognize sentences and non-sentences
• Recognize and identify punctuation marks (e.g., period, question mark, exclamation point)

Attitude Towards Language, Literature, and Literacy:
• Take books, newspapers, or magazines from home to school (or vice-versa) for independent/extra reading

Study Strategies:
• Interpret simple maps of unfamiliar places, signs, and symbols

Objectives:

Participate in group and individual oral interpretation of short stories in English
Identify and differentiate sentences and non-sentences
Read routinely five high frequency/sight words per day
Subject Matter: Story: “Taxi, Ma’am, Sir!” by Dali Soriano

Materials: manila paper, flash cards, and teacher chart

Value Focus: Realize the importance of the Golden Rule: Do to others what you want others do to you.
Develop creative thinking through varied activities.

Procedure:

Daily Language Activity:

Conduct a drill on sight words for the day.

Ask the pupils to read then spell the following target words. Explain their meaning and have the pupils use the words in meaningful sentences.

1. there 2. is 3. are 4. was 5. were

Motivation:

Show the teacher chart to the pupils. Ask them to act out the poem while reciting it to show how to care for people. Allow the pupils to repeat and read the lines after the first reading. (Refer to LM, p. 365, Get Set) Have the pupils answer the questions that follow.

Presentation:

Focus on the following target words to unlock their meaning through the suggested strategies:

1. village – (context clue and picture)
   Say: I need to go to town and visit my grandma who lives in the village.
   (Show the map or picture.)
   Ask: What is a village?
   Let the pupils give the definition.
2. passenger – (demo) “Oh, I’m going to ride the bus. Hmm, there are many passengers inside. There’s no more seat for another passenger so I’ll just call a taxi.”
3. taxi – Show pictures of a bus, jeep, and taxi. Ask which of the three modes of transportation is a taxi. Ask for a volunteer who will show the picture.
4. pay – “Oh, I’m here in the village. I need to pay the taxi driver.”
   Ask: What do you do when you pay?

Instruct the pupils to get their books and answer the following questions:
What is the title of our story? Who is the author of the story?

Motive Question:

Say: In our story today, who will show his/her care for others?
Let the pupils guess and make their predictions. List them on the board.
Conduct an interactive storytelling session of “Taxi, Ma’am, Sir!”
(Refer to LM, pp. 366-367, Let’s Aim)
Ask the pupils to draw the characters and the setting on the board. Let them bring props to let the pupils visualize the story. Lead them to analyze the text of the story.
**Group Work:**

Group the class by threes and discuss how they will answer this chart. Have the groups make their own chart in manila paper.

<table>
<thead>
<tr>
<th>Title of the Story:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author/Writer:</td>
<td></td>
</tr>
<tr>
<td>Setting:</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>Place</td>
<td></td>
</tr>
</tbody>
</table>

**Generalization:**

The three basic elements of the story are the characters, setting (time and place), and plot (events).

Explain the following basic elements of a story:

1. characters  
2. setting (time and place)  
3. plot (events)

**Application:**

Let the pupils make their own wanted poster. (*Refer to LM, p. 368, I Can Do It*)

Discuss the answers to the following questions after doing the activity:

1. Who was the main character in the story? What did he do to get his reward or prize?
2. What reward did he get? Why?
3. If you could give a reward to the little boy, what would it be and why?
4. What happened to the boy when he helped the old man?

**Evaluation:**

Say: Aside from your family who else in the community do you wish to help? Why?

   Draw and write why you want to help them.

**Agreement:**

Let the pupils draw and write on a piece of bond paper the reasons why they want to help their family.

---

**Lesson 2: My Responsibility, My Community**

**Objectives:**

- Engage in a variety of ways to share information (dialogue)
- Read automatically five high frequency/sight words per day
- Interpret signs and symbols
- Making connections of text to self
Subject Matter: ESL (English as a Second Language) Dialogue Drill and Different Means of Transportation

Materials: pictures of commercially made signs, pentel pen, bond paper, CD, CD player, and manila paper

Value Focus: Following traffic signs on the streets is really important. Let us appreciate the different community helpers because they help the people in our neighborhood.

Procedure:

Daily Language Activity:
Conduct a drill on the following words for the day.

| 1. for | 2. to | 3. the | 4. this | 5. have |

Motivation:
Have the pupils close their eyes and imagine that they are outside. Ask: What do you see on the streets? *(Refer to LM, p. 369, Get Set)*

Presentation:
Tell the pupils to read and answer the riddle.
Riddle: You see me on the streets.
I make sure there’s no traffic.
I am kind to law-abiding drivers.
But I give tickets to irresponsible ones.
Who am I?

Answer: Police officer or traffic enforcer

Ask: Aside from the police officers, who else do you see on the streets? Today, we will try to recall the story you read yesterday by using the dialogue in the story. Can you remember the characters who were on the street?

Model the dialogue in the LM *Let’s Aim* activity. Do the ESL Dialogue Drill. Bring props. The setting may be posted on the board. Do the fun ESL Dialogue Activity. Repeat the lines so that the pupils can remember the dialogue.

Comprehension Questions:
Ask: Who are the main characters of the story? Have the pupils do the autograph of the boy. Have them pretend that they are the boy answering the autograph. Explain how to answer the autograph and then let the pupils complete the autograph by answering the LM. *(Refer to LM, p. 371, We Can Do It)* Let the pupils work by pairs.

Application:
Ask: What mode of transportation was mentioned in the story? What other means of transportation do you know? Draw them. *(Refer to LM, p. 372, I Can Do It)*
Lesson 3: Let’s Talk about Our Community

Objectives:
Engage in a variety of ways to share information (dialogue, show and tell, and speak-up time)
Read automatically five high frequency/sight words per day
Read and spell some irregularly spelled words (e.g., have, said, please, because)
Use simple sentences to express ideas and opinions through creative and fun writing activities

Subject Matter: Expressive Writing Using Simple Sentences

Materials: manila paper, teacher chart, markers, art materials, and flash cards

Value Focus: It’s fun to talk about my family and community
Sharing one’s experience with others is great

Procedure:

Daily Language Activity:
Conduct a drill on the following words for the day:

| 1. has | 2. yes | 3. no | 4. you | 5. your |

Motivation:
Show the teacher chart.
Ask: What is the following saying trying to tell us?

PASSAGE
Without the letters in the alphabet, there will be no words.
Without words, there will be no phrases.
Without phrases, there will be no sentences.
Without sentences, there will be no paragraphs.
Without paragraphs, there will be no stories.
Without stories, there will be nothing to read and enjoy.

Presentation:
Have a “Think Aloud” activity while showing the teacher chart.
Example:
1. The boy helps the man.
2. The man is _____.
Ask: Which of the two groups of words is a sentence?
What should you put at the end of a sentence?
Guided Practice:

Show flash cards with the following words. Let the pupils read.
1. The dog barks at me
2. the cat has

Ask: How will you know if the group of words is a sentence or not?

Say: A sentence has a complete thought and is usually composed of a subject and a predicate. A phrase is only a group of words but does not have a complete thought. Which of the two groups of words has a complete thought? Why?

Independent Practice: (Refer to LM, p. 373, Let’s Aim)

Let the pupils draw their answers and construct two to three sentences to express their ideas. Display their work for the Gallery Walk activity. Instruct the pupils to look at the gallery and let them talk about what they see in each other’s work.

Application: (Refer to LM, p. 374, I Can Do It)

Ask: How do you help your family and other members of your community?

Have the pupils tell their own experiences by using simple sentences. Let them share in front of the class the things they do to help their family. The pupils may share using their mother tongue. List their responses on the board. Write their names beside their sentences and the translation will be done by the class.

Evaluation: (Refer to LM, p. 374, Measure My Learning)

Key to Correction:
1. ☺ 2. ☺ 3. ☺ 4. ☺ 5. ☺

Lesson 4: Learn More about Your Community

Objectives:

Perform during speak-up time
Recognize and identify punctuation marks
Read Grade 2 level text in three to four word phrases using intonation
Determine what words mean based on the punctuation marks used in a sentence

Subject Matter: Poem: “The Books That We Read” by Amcy M. Esteban
Punctuation Marks

Materials: teacher chart, flash cards, manila paper, and pentel pen

Value Focus: Realize that it’s fun to recognize and learn how to use punctuation marks to help us read sentences and stories
Procedure:

**Daily Language Activity:**

Conduct a drill on the following words for the day.
Say: Let’s learn new words today.

1. so  2. how  3. what  4. where  5. when

**Motivation:**

Compose a short dialogue (bubble) using a declarative, interrogative, or exclamatory sentence.

**Presentation:**

Ask: Do you know when to use the three punctuation marks? Today, we will find out how these marks are used in writing sentences and why they are important to learn.
Have a read-along activity of the poem “The Books That We Read” by Amcy M. Esteban. *(Refer to LM, p. 375, Let’s Aim)*
Tell the pupils to use their finger as guide while the poem is read.

**Guided Practice:**

Say: Read and look at the poem again. What punctuation marks do you see?
Ask for volunteers to encircle the punctuation marks.

Answer: period, question mark, and exclamation point

Ask: What kind of feeling is expressed when the writer asked, “Children?”

How did the sentence end?

Answer: The writer expressed the feeling of being uncertain as she asks what books children read.

Ask: What kind of feeling is expressed when she said, “Others love fables!”

How did the sentence end?

Answer: Probably she was excited or thrilled. An exclamation point shows extreme feelings.

Say: Let’s boost our memory by doing the “Sound Effects” game in order to help us remember the three punctuation marks.

Show the punctuation marks on giant flash cards. Teach the corresponding sound effects to make learning more fun.

1. period – popping sound of lips “pop”
2. question mark – “haaaa? Pop”
3. exclamation mark – “huuu! Pop!”

Tell the pupils to write the marks in the air and make the sound effects.

Explain the uses of the three punctuation marks and relate the lesson to Filipino.

Ask: Do you know your punctuation marks? Read and explain the description and then draw the correct punctuation mark inside the box.
Group Work:

Ask the pupils to find as many punctuation marks as they can in the story, “Taxi, Ma’am, Sir!” Group the pupils by fours and let the groups count how many periods, question marks, and exclamation points they see. Discuss the different punctuation marks seen in the story.

Generalization:

Tell the pupils to look at the marks inside the boxes.

Ask: What are they?

These are the punctuation marks used in the story. Can you identify them? Tell whether it is a period, question mark, or exclamation point.

- This is a period. It tells us the end of a sentence.
- This is a question mark. It is used to end a question.
- This is an exclamation point. It is used to end sentences or words that express strong feelings.

Independent Practice: (Refer to LM, p. 377, I Can Do It)

Ask the pupils to read the sentence with the correct intonation, expression, and punctuation. Then, make them discover the missing punctuation marks and put them in the box.

Application:

Using oslo paper or construction paper, let the pupils make their own punctuation bookmark. Ask them to use as many punctuation marks as they can in their design.

Say: Construct three sentences using the different kinds of punctuation marks that you’ve learned today. Be ready for speak-up time later.

Evaluation:

Have the pupils create/make a bookmark where different punctuation marks learned are written.

Speak-Up Time

Look at My Punctuation Bookmark!

Today, I was able to create and name the ? . and !

Say: We can use these punctuation marks to improve our writing skills.
Lesson 5: Punctuation Marks Are Important

Objectives:

- Recognize and identify punctuation marks
- Read and spell irregularly spelled words
- Read automatically the 20 high frequency words for the week
- Take books, newspapers, or magazines from home to school (or vice-versa) for independent/extra reading
- Read and spell some irregularly spelled words

Subject Matter: Punctuation Marks

Materials: manila paper, markers, notebook, and pictures of children doing action words

Value Focus: Punctuation marks are used in sentences to make our ideas and thoughts clear. It is important to know and understand how to use them correctly.

Procedure:

**Daily Language Activity:**

Conduct a drill on the following words for the day.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. there</td>
<td>6. for</td>
<td>11. has</td>
<td>16. so</td>
</tr>
<tr>
<td>2. is</td>
<td>7. to</td>
<td>12. yes</td>
<td>17. how</td>
</tr>
<tr>
<td>3. are</td>
<td>8. he</td>
<td>13. no</td>
<td>18. what</td>
</tr>
<tr>
<td>4. was</td>
<td>9. this</td>
<td>14. you</td>
<td>19. where</td>
</tr>
<tr>
<td>5. were</td>
<td>10. have</td>
<td>15. your</td>
<td>20. when</td>
</tr>
</tbody>
</table>

**Motivation:** *(Refer to LM, p. 377, Get Set)*

**Presentation:**

Have the class recall the three kinds of punctuation marks they learned in the previous lesson.
Answer: period, question mark, and exclamation point
Show pictures on the board.
Ask: What can you say about the picture?
Pick a picture and then ask a question about it.
Example: What is the lady holding? She is holding lots of papers.
   Oh no! She dropped the paper on the wet floor!

Ask: What punctuation mark do you see in the first sentence? Why did I put a ______ at the end of the sentence? How about the second and third sentences?

**Guided Practice:**

**Trio Talk:** Group the class by threes. Allow the pupils to describe the pictures in order to construct a sentence. Then, the next volunteer will ask a question about the picture. Finally, another pupil will make an exclamatory sentence. Write the sentences of the pupils and ask them to put the correct punctuation marks after each sentence.
Group Work:
Tell the pupils to find as many punctuation marks as they can from a story in a book, newspapers, or magazine. Do a Round Robin activity. Each group will have four members and they will take turns in speaking and showing the punctuation marks they found.

Generalization:

Punctuation marks are used in books, magazines, comics, and other reading materials. We can classify them as period, question mark, and exclamation point. It is important to know and understand how to use punctuation marks because they will tell us when to stop and what kind of sentence we are using.

Independent Practice: (Refer to LM, p. 378, I Can Do It)

Agreement:
Have the class take books, newspapers, or magazines from home to school (or vice-versa) for independent/extra reading. Let them look for more punctuation marks and locate information from different sources.

Lesson 6: Be Aware of Your Community

Target Skills:

Oral Language:
• Participate in group and individual oral interpretation of short poems and stories in English
• Dramatize familiar stories, rhymes, and poems using English
• Engage in variety of ways to share information (dialogue, show and tell, and speak-up time)
• Speak clearly and audibly in full sentences

Fluency:
• Read aloud Grade 2 level texts
• Read Grade 2 level text in three to four word phrases using intonation, expression, and punctuation cues
• Read automatically five high frequency/sight words per day

Listening Comprehension:
• Follow a set of verbal three-step directions with picture clues
• Listen and perform simple instructions
• Participate in the retelling of poems and stories

Phonics:
• Read and spell some irregularly spelled words (e.g., have, said, please, because)
• Read and spell words with inflectional endings

Vocabulary Development:
• Determine what words mean based on how they are used in a sentence

Book Knowledge:
• Translate knowledge of reading conventions learned in the mother tongue to reading in English
Reading Comprehension:
• Identify the basic sequence of events and make relevant predictions about the story
• Sequence information from a procedural text read
• Infer/Predict outcomes
• Make connections of text to self

Writing Composition:
• Express ideas and opinions through creative and fun writing activities
• Write a personal recount by completing a stem to answer guide questions
  (Example: What did you do last weekend? Last weekend, we...)
• Make a card for various occasions

Grammar:
• Recognize and identify punctuation marks
  (e.g., period, question mark, exclamation point)
• Define words with similar meanings or synonyms

Study Strategies:
• Interpret simple maps of unfamiliar places, signs, and symbols

Objectives:

Speak clearly and audibly
Follow a set of written or verbal three-step directions
Sequence information from a procedural text read
Recognize and identify different environmental signs

Subject Matter: Identifying the Different Environmental Signs
  Taking Care of Our Community and Our People

Materials: manila paper, teacher chart, markers, art materials, and flash cards

Value Focus: Understanding the meaning of traffic signs on the streets is important. They can save people’s lives.
  We should look after the welfare of future generations.

Procedure:

Pre-Assessment: (Refer to LM, pp. 378-379, Let’s Try)

Key to Correction:
I. 1.-3. Answers may vary.
II. 4. 6 5. 4 6. 5

Motivation:
Show a picture of a dump truck and let the pupils tell something about it.

Ask: How many of the environmental signs do you know? (Refer to LM, p. 380, Get Set) Let the pupils look at the street signs and allow them to choose and show the symbols that they see in their community.
Presentation:

Three-Step Direction:

Dump Truck Activity – Let the pupils play, learn, and have fun as they do the Newspaper Game. Demonstrate the following:
1. Pick right, tear, crumple, and throw.
   Pick left, tear, crumple and throw.
2. Create a dump truck and deliver the trash in the dump site.

Ask: What mode of transportation was used in your game? (a dump truck)
   Who are the people who collect garbage every day? (garbage collector or trash collector)

Have the class follow the procedure of the “Environmental Sign” game:
1. Everybody will turn themselves into different means of transportation. Choices may include bikes, motorcycles, cars, buses, etc.
2. Play the music and let the pupils move around the play area. When the music stops, they will pick up their environmental signs like, One Way, Do Not Enter, No Parking, etc.

Group Work:

Have the pupils draw two street signs that they always see in their neighborhood and write something about them. Let them show and share their work with their seatmate.

Guided Practice:

Ask: Do you know the meaning of all these signs? (Show again the five street signs)
   Which of the street signs do you already know? (Speak-up Time)
   How do the police officers and traffic enforcers keep the order on the streets?
   Are street signs important? Why or why not? Where do you see these signs?
Say: Draw the street sign that you always see in your neighborhood and say something about it.

Generalization:

Show your respect for the law by following traffic signs. If we follow traffic signs, there will be peace and order on the streets.

Application: (Refer to LM, p. 380, I Can Do It)

Evaluation:

Have the pupils say YES if each situation shows respect for the law and say NO if it doesn’t.

_____ 1. Ted uses the pedestrian lane in crossing a street.
_____ 2. Dennis waits for the traffic light to turn green before crossing a street.
_____ 3. Rafael parks his car in an area where the sign “No Parking” is found.
_____ 4. Mr. Roxas limits his car speed whenever he sees the sign “Slow Down.”
_____ 5. Henry crosses a street wherever he wants.
Lesson 7: We Are the Guardians of Our Environment

Objectives:
- Determine what words mean based on how they are used in a sentence
- Make connections to text and self through varied activities
- Read Grade 2 level text in three to four word phrases using intonation, expression, and punctuation cues
- Make a card for various occasions

Subject Matter: Story: “The Greening of Malaya Park” by Dali Soriano

Materials: teacher chart, flash cards, and pictures

Value Focus: People should take care of the environment and help make it clean and safe. Keep your surroundings clean and conserve our natural resources.

Procedure:

Daily Language Activity:

Conduct a drill on the following words for the day.

<table>
<thead>
<tr>
<th>1. do</th>
<th>2. did</th>
<th>3. said</th>
<th>4. answer</th>
<th>5. draw</th>
</tr>
</thead>
</table>

Motivation:

Show a picture of a place littered with garbage and another picture of a clean park. Compare and contrast the two pictures.

1. trash – Pick the trash inside the classroom and ask the pupils “What am I doing?”
   - Show the trash and ask what you are holding. Explain that trash is the synonym of garbage. Other possible answers: junk, rubbish, litter, refuse, and rubbish.
   - Say: In Filipino, trash means basura. What is the synonym of basura? Basura and kalat are synonyms. So what do you think is the meaning of synonyms?

2. big bump – Show a picture of a boy who has a big bump in his forehead.
   - Ask: What is this? Point at the big bump of the child.

3. park – Play the game “Pinoy Henyo” to unlock the word park.
   - Ask: Have you ever played in a park? Share your experience by pairs and then switch partners. In our story today, what do you think will happen in the park?

Read Aloud:

Tell the author, illustrator, and title of the story. Read these aloud and ask the pupils to imagine the setting and the characters of the story.

Say: Let’s read “The Greening of Malaya Park.” (Refer to LM, pp. 381-382, Let’s Read)
   - If you were the character in the story, how would you help maintain the greening of Malaya Park? Answer the comprehension questions after reading.
   (Refer to LM, p. 382, Let’s Read)
Group Work:

Group 1 – (Freeze Frame): Allow the pupils to work in groups of ten. Let them use their creativity by showing the important scenes in the story. The group members will talk to decide which event of the story they will show. They will pose as if somebody will take their photos while depicting the chosen scene in the story, “The Greening of Malaya Park.” Then, a pupil will discuss the scene that they chose and why they chose that particular event of the story.

Group 2 – Have the pupils create a poster with a slogan about preserving the park.

Generalization:

Read and then the pupils will repeat the lines using correct intonation, expression, and punctuation cues.

Always remember: Let’s take care of the environment and help make it safe and clean.

Application: (Refer to LM, p. 383, I Can Do It)

Instruct the pupils to draw and make a card to express their ideas on showing love for Mother Earth.

Ask: What can I do to help clean my environment?

Evaluation: (Refer to LM, p. 383, Measure My Learning)

Show the following chart to the pupils. Have them complete the sentence.

My 🌿 Promise

I promise to___________________________________________.

Agreement: (Refer to LM, p. 384, Agreement)

Have the pupils cut out pictures of the other community helpers from old magazines or newspapers or ask the pupils to just draw them.

Say: Be ready for Speak-up Time tomorrow about the community helper that you will choose.
Lesson 8: Experience Is the Best Teacher for Everybody

Objectives:

- Read Grade 2 level text in three to four word phrases using correct intonation, expression, and punctuation cues
- Speak clearly and audibly in full sentence
- Listen and perform simple instructions

Subject Matter: The Language Experience Approach – LEA

Following Simple Instructions

Materials: newspaper, manila paper, markers, and flash cards

Value Focus: We can improve our skills in communication by telling our experience. Experience is the best teacher.

Procedure:

Daily Language Activity:

Conduct a drill on the following words for the day.

| 1. please | 2. book | 3. very | 4. wash | 5. which |

Motivation:

Say: Today, we will learn about the different jobs of people in our community.

Ask the pupils to share their homework. Let them speak about the community helper that they chose.

Presentation:

Ask: What kind of movement do you think you should do to hold the newspaper in the air? Who can demonstrate how an airplane flies? (Ask for a volunteer to demonstrate.) Do you know who is in charge of making airplanes, jetfighters and helicopters fly? (Refer to LM, p. 385, Get Set)

Newspaper Aero Movement: This game can be played outside the classroom. Play this game to develop the learners’ critical thinking skills, creativity, hand-eye coordination, and following 3- to 4-step directions. Make sure the newspaper will not fall on the ground. Warn the pupils that they can’t hold the paper. Post the instructions if the pupils can’t guess how.

Language Experience Approach:

Initiate a short discussion about the experience.

Ask questions to elicit specific details.

Example: How did you discover how to let the newspaper fly without touching it?

Write the pupils’ responses on a manila paper and model the reading while doing so. Allow the pupils to use the mother tongue when necessary.
Guided Practice:

Guide the oral reading (individual and group) after each sentence is written. Include questions to generate interpretative and critical level of thinking.
Example: What would you be doing if you were the pilot of an airplane?
Probe where necessary. Record as many responses as time would allow.

Independent Practice:

Display the work of the pupils and let them echo and read their spoken output line by line. Let the pupils do this activity individually on their seats. Call the pupils one by one to help them read their output.

Ask: What can you say about your classmates’ output and our lesson for today?

Group Work: (Refer to LM, p. 385, We Can Do It)

Evaluation:

Ask: How did you feel after playing the game? What did we accomplish after playing?
Always remember that “Experience is the best teacher.” We can improve our skills in communication by sharing our experience. What else did you do? The dialogue that we did today made me think that a dialogue is like a _________.

Lesson 9: Beautiful Sights in Our Environment

Objectives:

Speak clearly and audibly in full sentence
Listen and follow a set of written or verbal three-step directions
Recognize sentences and non-sentences
Read Grade 2 level text in three to four word phrases
Interpret signs and symbols
Express ideas and opinions through creative and fun activities

Subject Matter: Following Three-step Written and Verbal Directions
Writing Sentences from Meaningful Experiences

Materials: manila paper, markers, pictures of different land vehicles with wheels

Value Focus: Realize that reading books can help us learn about the world around us and many vital lessons in life
Appreciate the importance of observing one’s surroundings

Procedure:

Daily Language Activity:

Conduct a drill on the following words for the day.

| 1. why | 2. wish | 3. work | 4. would | 5. write |
Motivation:
Ask the pupils to sing the song, “The Wheels on the Bus.”
Show the teacher chart using manila paper.
Replace the means of transportation by using word flash cards.
Example: The wheels on the truck go round and round. Round and round (2x)
Use the Question Chart and let the pupils answer the next questions.  
(Refer to LM, p. 386, Get Set)

Group Activity:
Ask the pupils to tell something about a picture containing many details.
Say: Look at the picture. What do you see? Use the sentence pattern.  
(Refer to LM, p. 387, We Can Do It)
Dialogue – I spy with my beautiful eyes... I see a/an_____________.
Give a copy of the picture to each group and let them do their group work.
1. Divide the class into teams with five members each.
2. Put a scoreboard on the chalkboard.
3. The teams look for animals, people, and objects that can be found anywhere in the picture.
4. When a team finds one, the leader shouts, “I spy...”
5. Recognize the team and allow the leader to finish the sentence. I spy a/an _________.
6. Write the name of the animal/person/object under the column of the team.
7. The team that finds the most characters wins.
8. The game is over when all the ten or more characters are found.

Independent Practice:
Tell the pupils to go around the school area and list what they see in their notebook.
After walking around the school, let the pupils complete the sentence stem. “I spy with my beautiful eyes... I see a/an ________.”  
(Refer to LM, p. 388, I Can Do It)

Evaluation: (Refer to LM, p. 388, Measure My Learning)
Example: I am so proud of myself because I know what a sentence means and I can already write simple sentences. Today, I also learned how to observe and love the environment.

Lesson 10: Our Plants: Our Life
Objectives:
Participate in group and individual oral interpretation of short poems and stories in English
Identify the basic sequence of events and make relevant predictions about the story
Sequence information from a procedural text read
Infer and make relevant predictions about the story
Make connections of text to self
**Subject Matter:** Sequencing of Events

**Materials:** picture of plants, different kinds of seeds, and teacher chart

**Value Focus:** Life is precious and it is like a cycle.

**Procedure:**

**Daily Language Activity:**

Conduct a drill on the following words for the day.

| 1. which | 2. scare | 3. that | 4. thank | 5. make |

**Motivation:**

Have the class guess the following riddle:

I am small. But I can grow as tall as a building.
I am a living thing. Birds, bees, and the wind help me spread and grow.
What am I?
Answer: A seed

Have the pupils make a bulletin board. *(Refer to LM, p. 389, Get Set)*

**Presentation:**

Have a poetry reading of “I Planted a Seed” by Amcy M. Esteban. *(Refer to LM, p. 390, Let’s Aim)* Use the correct expression and punctuation cues while reading the poem. Tell the pupils to look for the different punctuation marks in the poem.

**Group Work:**

Ask the pupils to arrange the pictures to show the life of a plant. Prepare two sets of pictures. The team who will be able to arrange the correct order of events first will be the winner. Have the teams locate information from the poem.

**Independent Practice:** *(Refer to LM, p. 391, I Can Do It)*

Tell the pupils to answer the Cloze activity entitled “Seeds.”

**Evaluation:** *(Refer to LM, p. 391, Measure My Learning)*

Example: Plants are important because ____________.
Lesson 11: Find the Inner Beauty of Others

Target Skills:

Oral Language:
• Listen and respond to texts to clarify meaning heard while drawing on personal experiences
• Speak clearly and audibly
Fluency:
• Read Grade 2 level text in three to four word phrases using correct intonation, expression, and punctuation cues
• Read with automaticity forty (40) 2nd grade high frequency / sight words
• Retell familiar stories to other children
Listening Comprehension:
• Participate in the retelling of poems and stories
• Listen to and perform simple instructions
• Listen and respond to text listened to
• Follow a set of verbal three-step directions with picture cues
• Identify important details in expository text listened to
Alphabet Knowledge:
• Identify letters in Filipino that are not present in English or vice-versa
Phonological Awareness:
• Supply words that rhyme with given words
Vocabulary Development:
• Ask about unfamiliar words to learn about meaning
Grammar:
• Write simple sentences in context using prepositions
Attitude Towards Reading:
• Express feelings and opinions through different writing activities
• Take books, newspapers, or magazines from home to school (or vice-versa) for independent/extra reading
Study Strategies:
• Interpret simple signs and symbols
Writing Composition:
• Express feelings and opinions through different writing activities
• Write simple sentences in context using prepositions
Book Knowledge:
• Take books, newspapers, or magazines from home to school (or vice-versa) for independent/extra reading

Objectives:

Read with automaticity forty (40) 2nd grade high frequency / sight words
Retell familiar stories to other children
Listen and respond to texts to clarify meaning heard while drawing on personal experiences
Subject Matter: Story: “Mark Has Horse’s Ears” an adaptation of “Mark Has Horse’s Ears” by Robert Nye
Infer and Predict Outcomes
Make Connections between Text and Self

Materials: fake ears, bond paper, art materials, manila paper, flash cards, used paper bags or clean sock

Value Focus: The inner beauty of a person is more important than his/her physical appearance.

Procedure:

Pre-Assessment: (Refer to LM, pp. 392-393, Let’s Try)

Key to Correction:
I. 1. ✓ 6. ✓ II. 1. in III. 1.-5. Answers will vary.
2. x 7. ✓ 2. in
3. ✓ 8. ✓ 3. on
4. ✓ 9. ✓ 4. in front of
5. x 10. x 5. beside

Daily Language Activity:
Conduct a drill on the following words for the day.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. there</td>
<td>6. for</td>
<td>11. has</td>
<td>16. so</td>
</tr>
<tr>
<td>2. is</td>
<td>7. to</td>
<td>12. yes</td>
<td>17. how</td>
</tr>
<tr>
<td>3. are</td>
<td>8. he</td>
<td>13. no</td>
<td>18. what</td>
</tr>
<tr>
<td>4. was</td>
<td>9. this</td>
<td>14. you</td>
<td>19. where</td>
</tr>
<tr>
<td>5. were</td>
<td>10. have</td>
<td>15. your</td>
<td>20. when</td>
</tr>
</tbody>
</table>

Motivation:
Show pictures of people with different kinds of ears, lips, eyes, nose, and facial features.

Ask: What can you say about these people?
What makes these people special?
In our story today, what do you think will be the problem of our main character?

Presentation:
Do a puppet show using stick or sock puppets. Present the story “Mark Has Horse’s Ears.” (Refer to LM, pp. 400-401, Agreement)

Group Work:
Ask the pupils to choose one learning center where they would like to work. They can use the mother tongue in completing their task. However, encourage them to speak in English while working. Then, try to translate after their presentation.

Learning Center 1 – Make paper bag hand puppets and talk about the characteristics of the character(s) in the story.
Learning Center 2 – Imagine the time and place where the story happened then create/make a group poster where the setting of the story is reflected.

Explain how to do the story pyramid. *(Refer to LM, p. 393, We Can Do It)*

Let the pupils make a pyramid by filling in the boxes with important information from the story.

Example:

<table>
<thead>
<tr>
<th>Mark Has Horse’s Ears</th>
</tr>
</thead>
<tbody>
<tr>
<td>He has big ears.</td>
</tr>
<tr>
<td>People might laugh at him.</td>
</tr>
<tr>
<td>He hid his ears.</td>
</tr>
<tr>
<td>The barber told his secret.</td>
</tr>
<tr>
<td>The guests giggled.</td>
</tr>
</tbody>
</table>

Ask the pupils to answer the questions and recite in front of the class.
1. How did Mark solve his problem?
2. Did the mother do the right thing? Why?
3. If you were the mother, how would you solve the problem?

**Independent Practice:**

Ask: Can you mention other characters or people who don’t look good but have kind hearts? Why do you say they have kind hearts? *(Refer to LM, p. 394, I Can Do It)*

**Evaluation:**

Ask: What could be the reason why the boy has horse’s ears?

What is more important, the physical appearance of a person or the beauty of one’s heart?

Lead the discussion to help pupils realize that the inner beauty of a person is more important than his/her physical appearance.

**Agreement:**

Retell the story to your family members.

**Lesson 12: Reading Shapes Our Community**

**Objectives:**

- Participate in the retelling of the story
- Recall the important details of the story
- Listen and respond to texts to clarify meaning heard while drawing on personal experiences
- Express feelings and opinions through different writing activities

**Subject Matter:** Story: “Mark Has Horse’s Ears” an adaptation of “Mark Has Horse’s Ears” by Robert Nye

Retelling Stories
Materials: costume, straw, manila paper, paper clips, masking tape, old newspaper

Value Focus: Knowing the characters in a story and understanding how the characters behave is exciting and meaningful.

Procedure:

Motivation:

Ask the pupils to draw their favorite storybook character and let them imagine what would happen if a storybook character were to come to life and walk in the classroom or into the pupil’s home. *(Refer to LM, p. 394, Get Set)*

Presentation:

Direct the pupils to act out what the main character saw, felt, and heard in the story. Reread the story and use the “Read Along” technique. Let the pupils listen to you while you read and they use their fingers to follow until the end of the story.

Dress the Character:

1. Divide the pupils in small groups.
2. Give them materials to dress up one member of their group as a character from one of the animal stories read earlier. To ensure a variety of characters and to avoid replication, once a group decides on a character, the other groups cannot choose that character anymore.
3. Pupils can use only the materials given to them, otherwise they’ll be disqualified.

Choose a reporter who will talk about the character. Give them 15 minutes to do this activity.

Group Work: *(Refer to LM, p. 395, We Can Do It)*

Explain to your class that a time capsule is a sealed container preserving artifacts and records of the current time for people to uncover in the far future. Discuss with your class if the story “Mark Has Horse’s Ears” was in a time capsule, what would people in the future learn from it?

Generalization:

The characters of the story are the people, animals, and things in the story.

Independent Practice: *(Refer to LM, p. 395, I Can Do It)*

Evaluation:

Ask: Why is it important to read and to know the characters of the story?
Knowing the characters and understanding how the characters behave is exciting and meaningful.

Agreement: *(Refer to LM, p. 396, Agreement)*
Lesson 13: We Are Unique and Special

Objectives:
Supply words that rhyme with given words  
Ask about unfamiliar words to learn about meaning  
Speak clearly and audibly

Subject Matter: Rhyme: “What Animals Said”  
Rhyming Words and Words with Inflectional Ending

Materials: pictures of different kinds of ears

Value Focus: Love yourself and be thankful that you are unique.

Procedure:

Motivation:
Ask: Whose ears are these?  
(Show flash cards of the following: ears of a monkey, ears of man, ears of an elephant, ears of a tiger, ears of an elf, and ears of a horse.)

Ask: If animals could speak, what do you think will they say to people? If you were to become an animal, what would you like to be and why? Today, we will find out what the animals will say in our poem.

Presentation:
Read to the class the poem “What the Animals Said.” (Refer to LM, p. 397, Get Set)  
Ask: Can you remember the animals mentioned in the poem? Recall and name as many animals as you can.

Guided Practice:
Tell the pupils to listen to the last sound of the words that rhyme in each line.  
Allow them to read the rhyming words. (Refer to LM, p. 397, Let’s Aim)

Independent Practice:
Allow the pupils to think of rhyming words and encourage them to share their “Rhyming Words Collection” box. (Refer to LM, p. 398, I Can Do It)

Lesson 14: Teamwork Leads to Success

Objectives:
Write simple sentences in context using prepositions  
Ask about unfamiliar words to learn about meaning  
Take books from home to school (or vice-versa) for independent/extra reading  
Interpret simple signs and symbols

Subject Matter: Writing Simple Sentences in Context Using Prepositions and Alphabetizing

Materials: decoding charts, song chart, or video
**Value Focus:** Working together as a team can help us finish our alphabet banner faster.

**Procedure:**

**Motivation:**

Ask the pupils to study the symbols for the alphabets. Use these to decode the secret message. *(Refer to LM, p. 399, Get Set)*

Show the answer – I love the prepositions.

Ask: What do you know about prepositions?
Why do we need to study prepositions?

Today, we will sing a song about prepositions to understand its meaning and to learn more about them.

**Guided Practice:**

Show the teacher chart and the pictures or create your own jazz chant.

Where’s the monkey? Where is it? (2x)
  In the box (2x)
Where’s the bird? Where is it? (2x)
  On the tree (2x)
Where’s the snake? Where is it? (2x)
  Under the rock (2x)
  On, in, and under
Where’s the apple? Where is it? (2x)
  In the box (2x)
Where’s the carrot? Where is it? (2x)
  On the chair (2x)
Where’s the rabbit? Where is it? (2x)
  Under the bench (2x)
  On, in, and under. Great!
Where’s the book? Where is it? (2x)
  On the desk (2x)
Where’s the pencil? Where is it? (2x)
  In the box (2x)
Where’s the ruler? Where is it? (2x)
  Under the chair (2x)
On, in, and under. See you next time!

**Independent Practice:**

Have the class make a preposition banner. Divide the class into five groups so they can make their alphabet banners made of colorful construction paper. Write simple sentences using the prepositions *in, on,* and *under* to help your team make meaningful buntings. Distribute the buntings.
Evaluation:

Have the pupils share the things they did to come up with their output by completing the sentence:

(1) __________ helped us finish our banner with the prepositions (2) _____, (3) _____, and (4) _____.

Agreement:

Reread the story “Mark Has Horse’s Ears” and answer questions on the LM, p. 401.

Lesson 15: Working as a Team

Objectives:

Review alphabetizing and read the alphabets in English
Identify the letters in the mother tongue / Filipino that are not present in the English alphabets and vice-versa
Write simple sentences in context using prepositions

Subject Matter: Prepositions and Using Them in Meaningful Sentences

Materials: teacher chart, flash cards, art materials, markers, and manila paper

Value Focus: Working as a team can be faster than working alone.

Procedure:

Motivation: (Refer to LM, p. 402, Get Set)

Say: Let’s begin by singing the Alphabet Song in English and then in Filipino/mother tongue. Which letters in Filipino are not present in the English alphabets? (Answers: ñ and ng)

Daily Language Activity:

Conduct a drill on the following words for the day.

| 1. my | 2. here | 3. there | 4. and | 5. does |

Presentation:

Have an “Alphabet Animal Relay” game. Give two sets of words which Group A and Group B will use for the relay. Each team will arrange the words in alphabetical order.

| cat | bat | ant | dog |

The team who finishes first wins the game.

Add words for the game like iguana, jaguar, kangaroo, newt, lizard, octopus, parrot, quail, snail, tiger, unicorn, vulture.
**Motivation:**

Show a stuffed toy animal and ask the pupils where it is. Put the stuffed toy in the following places:

Ask: Where is the toy?
Say: The toy is on the table.
     The toy is under the chair.
     The toy is in the bag.

Introduce the three prepositions – beside, in front of, and above.
Say: The toy is beside the pupil.
     The toy is in front of the blackboard.
     The toy is above my head.

**Group Work:** *(Refer to LM, p. 402, We Can Do It)*

**Key to Correction:**
1. The rooster is in front of the car.  
2. The mouse is behind the block.  
3. The ball is beside the box.  
4. The apple is on top of the book.

**Independent Practice:** *(Refer to LM, p. 403, I Can Do It)*

Allow the pupils to use things inside the classroom to review the prepositions that they’ve just learned. Allow them to construct their own sentences and then share their sentences with their partner. Then, let them analyze the chart and construct five sentences.

Tell the pupils to look at the following animals and write five sentences explaining where they are. Use the prepositions in, on, under, behind, beside, and in front of.

**Evaluation:**

Ask: What can you do to make your task faster?
     Why do we need to study prepositions?
Say: Working together as a team can help us finish our task faster. Studying the prepositions can be useful in telling where things are.

**Agreement:**

Let the pupils study the prepositions out, of, and over.
Lesson 16: Respect for Life: Uplift People

Target Skills:

Oral Language:
• Listen and respond to texts to clarify meaning heard while drawing on personal experiences
• Participate in group and individual oral interpretation of short poems, rhymes, and stories in English
• Engage in variety of ways to share information (e.g., summarizing and show and tell)
• Speak clearly and audibly in full sentences

Fluency:
• Read aloud Grade 2 level text
• Read Grade 2 level text with an accuracy rate of 95 to 100%
• Read Grade 2 level text in three- to four-word phrases using correct intonation, expression, and punctuation cues
• Read automatically 100 2nd grade high frequency / sight words – ten words a week

Listening Comprehension:
• Identify important details in expository text listened to
• Participate in the retelling of poems and stories
• Listen to and perform simple instructions

Phonological Awareness:
• Supply words that rhyme with given words

Vocabulary Development:
• Determine what words mean based on how they are used in a sentence
• Recognize and identify words with similar meaning and list synonyms

Reading Comprehension:
• Identify the basic sequence of events and make relevant predictions about stories

Writing and Composition:
• Write a personal recount by completing a stem to answer guide questions
  (Ex. What did you do last weekend? Last weekend, we...)
• Write a simple story

Attitude towards Language, Literature, and Literacy:
• Retell or re-read familiar stories to other children
• Express feelings and opinions through varied writing activities
• Take books from home to school (or vice-versa) for independent/extra reading

Study Strategies:
• Interpret simple maps of unfamiliar places, signs, and symbols

Objectives:

Participate in the retelling of poems and stories
Sequence the events of the story and make relevant predictions about the story
Identify the important details in expository text listened to
Determine the meaning of words based on how they are used in a sentence
Identify words that rhyme
Subject Matter: Story: “The Lion and the Mouse”

Materials: puppets, pictures, and story book

Value Focus: Respect life and do not underestimate others. Justice is to give everyone their due. Do not oppress or take advantage of anyone.

Procedure:

Pre-Assessment: (Refer to LM, pp. 404-407, Let’s Try)

Key to Correction:

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>☺</td>
<td>✓</td>
<td></td>
<td>b</td>
</tr>
<tr>
<td>2</td>
<td>☺</td>
<td>✓</td>
<td></td>
<td>b</td>
</tr>
<tr>
<td>3</td>
<td>☺</td>
<td>x</td>
<td></td>
<td>b</td>
</tr>
<tr>
<td>4</td>
<td>☺</td>
<td>✓</td>
<td></td>
<td>c</td>
</tr>
<tr>
<td>5</td>
<td>☺</td>
<td>✓</td>
<td></td>
<td>c</td>
</tr>
</tbody>
</table>

Motivation:

Teach the poem: “Hickory Dickory” and let the pupils recite the poem.

Hickory Dickory Dock
The mouse went up the clock.
The clock struck one.
The mouse ran down
Hickory Dickory Dock.

Let the pupils answer LM, p. 407, Get Set. Have the class find the rhyming words in the poem.

Ask: What other rhyming words do you know?
What animal went up the clock?
Have you ever seen a mouse? Describe a mouse using a semantic map.

Unlocking of Difficult Words:

Unlock the meaning of the following words as suggested below:
1. shade – I go under the tree because it’s too hot. I really love the shade.
2. squeak – Demonstrate and let the pupils do the sound.
3. trap – Show a mouse trap.

Ask: Can you think of a word with a similar meaning to trap?
trap – catch, ensnare, shut in, lock in

Read Along:

Read aloud the story and the pupils will read along. (Refer to LM, pp. 408-409, Let’s Aim)

Explain the “Question Box Surprise.”
Allow a volunteer to pick a question from a box and anybody in the classroom can answer the question orally. Allow the pupils to read the questions and write their answers on a sheet of paper.
Comprehension Questions:
1. Who are the main characters of the story?
2. Where did the story happen?
3. When did the story happen?
4. What was the lion doing under the narra tree?
5. Who woke up the lion?
6. What did the lion do to the mouse?
7. What happened to the lion one day?
8. Who saved the lion?
9. What did the lion say after he was rescued by the mouse?
10. What did you learn from the story?

Group Work: (Refer to LM, p. 409, We Can Do It)

Independent Practice:
Allow the pupils to draw their favorite character and to talk about their work during “Show and Tell.” (Refer to LM, p. 410, I Can Do It)

Evaluation:
Ask: If you were the mouse, would you also help the lion? Why or why not?
If you were the lion, would you let the mouse free?

Agreement:
Have the pupils retell the story to their family or a best friend.

Lesson 17: Bring Out the Hero in You

Objectives:
Describe and discriminate the best part of the story
Listen and follow three-step directions
Write a personal recount by completing a stem to answer the guide questions
Express feelings and opinions through varied activities

Subject Matter: Story: “The Lion and the Mouse”

Materials: computer or DVD player and story book
Value Focus: You can be a hero if you do good deeds and if you become a person for others.

Procedure:

Motivation:
Say: Before we start reading today, I’m going to reread the last part of the story. How did you feel while listening to the last part of the story?
Reread the story in the textbook so pupils can recall the story and choose their favorite part of the story.
**Group Work:** *(Refer to LM, p. 410, We Can Do It)*

Ask: Which part of the story is your favorite? Why?  
Which is the worst part of the story? Why?  
Allow the pupils to choose the best and the worst part of the story.  
Have the class do the Timed-Pair Share activity. The pupils will choose their partners and will assign who will become letter A and letter B. Give each player one minute to share and then the next player will have the chance to answer the questions regarding the best and worst part of the story. Announce which player will talk first.

**Independent Practice:** *(Refer to LM, p. 411, I Can Do It)*

Ask the pupils to compare the feelings of the characters in the two pictures.

**Evaluation:**

Ask: Who was the hero in the story? Why? Would you consider the lion a hero, too?  
Why or why not?  
How can one become a hero? I can be a hero, too. When I … and if I …

**Agreement:**

Have the pupils take books from home to school (or vice-versa) for independent/extra reading about Filipino heroes.

---

**Lesson 18: Studying Can Save Lives**

**Objectives:**

Describe the characters of the story using synonyms  
Identify words with similar meaning and list the synonyms  
Write a simple story using synonyms

**Subject Matter:** Synonyms

**Materials:** stuffed toy, pictures, and story book

**Procedure:**

**Motivation:**

Ask the pupils to describe the size of the mouse.  
Show pictures of a mouse and a lion. *(Refer to LM, p. 412, Get Set)*  
Compare the two animals.  
Say: The mouse is small. Can you think of another word which has a similar meaning to small? (Example: tiny and little)  
The lion is big. Can you think of another word with the same meaning? (Example: large and huge)  
What are synonyms? Synonyms are words that have the same meaning.  
Let the class do the “Sketch the Character” activity. *(Refer to LM, p. 412, We Can Do It)*  
Give a vivid description of the two characters and let the pupils draw what they imagine.
Say: Listen to my description and later you will draw the characters.
The lion is big. It is large. It is huge.
The mouse is small. It is tiny. It is little.

Ask: What do you notice about these three words?
1. big, large, and huge
2. small, tiny, and little

Say: Big, large, and huge have the same meaning. Small, tiny, and little have similar meaning, too. Do you know what we call words with similar meaning? They are called synonyms.

Generalization:

Synonyms are words with similar meanings.

Independent Practice:
Let the pupils create as many “rainbow synonyms” as they can. (Refer to LM, p. 413, I Can Do It)
Read the pair of words and the pupils will say their answers orally.

Agreement:
Let the pupils write a simple story using synonyms. Ask them to list the words that have the same meaning.

Lesson 19: Be Proud of Who You Are

Objectives:
Speak clearly and audibly in full sentences
Identify words with opposite meaning / antonyms
Read Grade 2 level text with an accuracy of 95 to 100%

Subject Matter: Story: “The Lion and the Mouse”

Materials: stuffed toy and story book

Value Focus: Good things come in small packages.

Procedure:

Motivation:
Show the stuffed toys and use them to motivate the pupils. (Refer to LM, p. 413, Get Set)

Say: Brave and courageous have similar meaning so they are _______.
What do you notice about the two words?
Do you remember how we call words with the same meaning?
Let the pupils read the sentences inside the box.

The mouse is small.
The mouse is little.
The mouse is tiny.
The lion is big.
The lion is large.
The lion is huge.

Review:
Say: Let’s try to remember how we call words with the same meaning. Do you know that there are also words with opposite meaning? Big is the opposite of small. Tiny is the opposite of huge. What does opposite mean? Opposite is the reverse. Show real objects and pictures to explain antonyms.

Presentation: (Refer to LM, p. 414, Let’s Aim)
Allow the pupils to read the sentences with antonyms. Say that words with opposite meaning are called ANTONYMS.

Play a game “Antonyms or Not.”
• If the pair of words are antonyms, the pupils will say, “Yes, it is.”
• If the pair of words are not antonyms, they will say, “No, it isn’t.”

Group Work: (Refer to LM, p. 415, We Can Do It)
Have the pupils tell whether the pair of words are antonyms or synonyms. Let the pupils say: “Yes, it is.” or “No, it isn’t.”

Independent Practice:
Have the pupils make their own “Arrow Antonym Card.” Have them write the word and its antonym inside the two opposing arrows.

Ask: Can you name a pair of words which are considered as antonyms?
Display the work of the pupils on the bulletin board. Have the class do the Gallery Walk and talk about their work.

Evaluation:
Let the pupils complete this sentence:
After listening to my teacher and classmates, I realized that antonyms are ________.

Agreement:
Let the pupils explain what the following saying means:
“Good things come in small packages.”
Lesson 20: Be Thankful for God’s Creation

Objectives:
Discuss and annotate what they see in the community
Make a card to tell the things that one appreciates in nature
Write a personal recount by completing a stem to answer the guide questions
Read with automaticity the 2nd grade high frequency / sight words

Subject Matter: Story: “The Lion and the Mouse”

Materials: manila paper, chart, and flash cards

Value Focus: Be thankful to God and be God-fearing. Let us live according to His will.

Procedure:

Daily Language Activity:
Conduct a drill on the following words for the day.

| 1. my | 2. down | 3. let | 4. along | 5. don’t |

Motivation:
Have the pupils complete the poem. *(Refer to LM, p. 416, Get Set)*

Say: Look around you and describe anything using these lines.
I see the ________ and the ________ sees me.
God bless the ____________, and God bless me.

Activating Prior Knowledge:
Show the picture of a lion inside the net.
Ask: Can you remember what happened? What lines did the lion say in this picture?
Ask the pupils to dramatize the story. Group the pupils by twos and encourage them to think of appropriate lines to complete their play. Pupils may use their mother tongue during the presentation.

Group Work:
Ask the pupils to make a giant card and write the things that they see in nature.
Example: I see the pack of lions and the pack of lions sees me.
God bless the pack of lions, and God bless me.

Independent Practice: *(Refer to LM, p. 417, I Can Do It)*

Evaluation:
Show the teacher chart containing these sentences and let the pupils fill in the blanks.
After our lesson about adjectives, I can put in a nutshell what we did today. Here are some of the things that we learned today_________________.
I see the world and the world sees me. God bless the world and God bless me.
Be thankful to God and be God-fearing. Let us live according to His will.

Agreement: *(Refer to LM, p. 418, Agreement)*
Lesson 21: I Have a Good Friend

Target Skills:

Oral Language:
• Listen and respond to texts to clarify meanings heard while drawing on personal experiences
• Participate in group and individual oral interpretation of short poems, rhymes, and short stories
• Speak clearly and audibly in full sentences

Fluency:
• Read with automaticity ten 2nd grade high frequency / sight words

Listening Comprehension:
• Identify important details in expository text listened to

Vocabulary:
• Determine what words mean based on how they are used in a sentence

Book Knowledge:
• Identify the title, author, and book illustrator

Reading Comprehension:
• Identify the basic sequence of events and make relevant predictions about stories
• Sequence information from a procedural text read
• Infer / Predict outcome
• Make connections (text to self)

Writing and Composition:
• Make a card for various occasions

Grammar:
• Use different kinds of sentences (declarative)

Objectives:

Answer *Wh-* questions
Predict what will happen next
Relate oneself / a friend with the characters in the story
Recall a similar incident or personal experience
Sequence the events in the story
Retell the story
Tell something about one’s friend

Subject Matter: Story: “The Puddle” by Dali Soriano

Materials: pictures, story map

Value Focus: Respect for life

Procedure:

Daily Language Activity:

Say: Let us read the sight words. Read after me.

very  
wash
Let us read the word very again. Let us read the word wash again.
Now, I will use these words in a sentence: My hands are very dirty. I need to wash.
What do we mean by the word very? What do we mean by the word wash?
Use these words in your own sentence.
Now, let us spell the word very in the air. Now, spell it in your notebook.
Now, let us spell the word wash in the air. Now, spell it in your notebook.

Pre-Reading: (Refer to LM, p. 420, Get Set)
Ask the class to look at the picture.
1. What do you see in the picture?
2. Why do you think pigs love to play in the mud?

Say: Class, in the picture, the pig is playing in a puddle of mud. What do you call puddle of mud in Tagalog?

Motivation:
Show the picture of three pupils on LM p. 421 to the class.
Ask the following:
1. What can you say about the picture?
2. Who could they be?
3. Where could they be?
4. How about you? Do you have friends?
5. Who are your friends in this class?
6. What are the fun things you do together?

Presentation:
Motive Question:
What do you think will happen if we play in a puddle or other dirty places?

During Reading:
Read the first two paragraphs in the story. (Refer to LM, p. 422, We Can Do It)
Then ask the following questions:
1. Who are the characters in the story?
2. What can you say about Leo? Bob? Jim?
3. One morning after the rain, what did they see on their way to school?
4. What did Bob and Jim do? How about Leo?
5. Can somebody show us what Leo did?
6. What do you think did Bob and Jim feel?
7. If you were Bob and Jim would you feel the same way? Why?

Read the third and fourth paragraphs then ask the following questions:
1. How did Bob and Jim feel?
2. If you were Bob and Jim, would you feel the same way? Why or why not?
3. What did Leo tell them afterwards?
4. What do you think will Bob and Jim do with Leo’s invitation?
Read the rest of the story then ask the following questions:
1. What did Bob and Jim do? How about Leo, what did he do?
2. Do you think Bob and Jim made the right decision of not joining Leo? Why?
3. What happened to Leo at the end of the story?

**Comprehension Questions:**

Ask the following questions:
1. Where did Leo play on his way to school?
2. What did he do to Bob and Jim? What did the two boys do?
3. What happened to Leo the next day?

**Valuing:**

Ask the following questions:
1. Was Leo right in playing in the puddle? Why or why not?
2. What do you think will happen if you play in a puddle?
3. Who among you got sick and was brought to the hospital? Was it fun being sick? Why or why not? What did you experience when you were in the hospital?
4. What are the things we should do so we will not get sick?

**Application:**

Relating to One’s Experience:
Introduce Leo to the class.
Ask: What can you say about Leo?
   Do you have a friend who is like Leo? How are they the same?
   Can you give situations when your friend wanted you to have fun but you turned him/her down? Why did you not join him/her?
   Do you have friends like Bob and Jim?
   What do you like to do with them?

**Evaluation:**

Ask: Who do you think is a better friend? Why? What does a good friend do?
   Can you name your good friends?

**Agreement:**

Say: Do you take pictures of your friends? Who has a picture of his/her friend/s? Let us see what fun things you do with them. Tomorrow, please bring to class a picture of your friend.
Lesson 21: I Have a Good Friend
(Day 2)

Procedure:

**Daily Language Activity:**

Say: Let us read the sight words. Read after me.

| which | why |

Let us read the word *which*. Repeat. Let us read the word *why*. Repeat.

Now, I will use these words in a sentence: *Which is your favorite? Why?*

What do we mean by the word *which*? What do we mean by the word *why*?

Can you come up with your own sentence?

Now, let us spell the word *which* in the air. Now, spell it in your notebook.

Now, let us spell the word *why* in the air. Now, spell it in your notebook.

**Presentation:**

**Story Review:**

Recall the story through the sequencing of pictures. Let the pupils sequence the events according to how they happened in the story. Have the pupils write only the number.

*(Refer to LM, p. 424, We Can Do It)*

After re-arranging the pictures, let the pupils retell the story using their own words.

Say: Choose the picture where the answer to my questions can be found.

1. In which part of the story did Leo enjoy the puddle?
2. In which part of the story did Bob and Jim change their clothes?
3. In which part of the story did Leo suffer the effect of his playing in the puddle?

**Valuing:**

Show pictures of children doing different things. Let the pupils identify which are good and which are bad.

**Independent Practice:** *(Refer to LM, p. 425, I Can Do It)*

Explain the directions to the pupils and allow them to do the activity.

**Application:**

Relating to One’s Experience:

Have the class look at the pictures on LM, p. 425 again. Ask which of the actions being shown were done by their friend. Have them pick one picture and tell how or when their friend did it.

**Evaluation:**

Show and Tell:

Have the pupils bring out the photos of their friends.

Say: Show to class the photo of your friend. Tell something about him/her. Describe your friend. Tell us why you like your friend.
Lesson 22: I Know What a Declarative Sentence Is

Objectives:
- Identify what a declarative sentence is
- Come up with a declarative sentence

Subject Matter: Declarative Sentence

Materials: pictures, worksheets

Value Focus: Value of relationships

Procedure:

Daily Language Activity:

Say: Let us read these sight words. Read after me.

```
wish  work
```

Let us read the word wish. Repeat. Let us read the word work. Repeat.
Now, I will use these words in a sentence: I wish my brother has work.
What do we mean by the word wish? What do we mean by the word work?
Can you use these words in your own sentence?
Now, let us spell the word wish in the air. Now, spell it in your notebook.
Now, let us spell the word work in the air. Now, spell it in your notebook.

Motivation:

(Note: If the classroom has the technology, show the following YouTube materials.)
- http://www.youtube.com/watch?v=ANk8xlsp1pQ
- http://www.youtube.com/watch?v=ymjO2KawVSM
- http://www.youtube.com/watch?v=_SmoofUq0cY

Presentation:

Let the pupils answer the Get Set activity in the LM, p. 426.
Then, let the pupils say something about the pictures.

Guide Questions: (Refer to LM, p. 427, Let’s Aim)

Ask: What do you see in the pictures? Can you identify them?
    What is common to all the pictures? What is the relationship they share?
    Write some of the pupils’ sentences on the board.

Language:

Review the sentences on the board.
Sample Sentences:
✓ The picture shows Darna and Ding.
✓ The picture shows Pong Pagong and Kiko Matsing.
✓ The picture shows Pooh and Piglet.
Sample Cloze passages:
✓ They are (friends.)
✓ They (love each other.)
✓ Friends (help each other.)
✓ They (love to play.)

Application:

Relating to One’s Experience:
Ask the pupils who their friends are in class. Have the pair stand in front of the class and they say something about their friendship.

Guide Questions:
1. Who is your friend?
2. What do you do together?
3. Where do you usually go?
4. What is your friend’s favorite food / color / show / game?
   Write on the board the sentences that the pupils give.

Generalization:

Guide the class in coming up with the generalization. Go back to the sentences written on the board.

Say: Class, look at the sentences on the board. There are different kinds of sentences. All these sentences are called declarative sentences. Let’s find out what a declarative sentence is.

Guide Questions:
1. What does this (use one sentence) sentence tell you?
2. Does it ask you?
3. What punctuation mark is used at the end of the sentence?

A declarative sentence is a sentence that tells about something and ends with a period.

Practice Exercise:

Let the class do the following:

I. Put a check mark (✓) before the sentence if it is a declarative sentence, and a cross (x) if it is not.

   ____ 1. Do you love to watch TV shows?
   ____ 2. My favorite superhero is Darna.
   ____ 3. I like to follow Darna’s adventures.
   ____ 4. Pong Pagong is funny.
   ____ 5. Oh, Kiko Matsing is such a grumpy neighbor!
II. Complete the following sentences by writing your own ideas.

1. I love playing ________.
2. My favorite food is __________.
3. My mother’s name is ________.
4. I am a fan of __________.
5. I never leave the house without ________.

III. Write a declarative sentence for each picture.
(Refer to LM, p. 429, We Can Do It)

Lesson 23: I Know How to Sequence Events

Objectives:
Answer *Wh*- questions
Predict outcome
Relate to one’s experiences

Subject Matter: Sequencing of Events

Materials: pictures, CD player, big / story book, strips of cartolina

Value Focus: Value of relationships

Procedure:

Daily Language Activity:
Say: Let us read these sight words. Read after me.

| would | write |

Let us read the word *would*. Repeat. Let us read the word *write*. Repeat. Now, I will use these words in a sentence: *I would write you a letter soon.*

What do we mean by the word *would*? What do we mean by the word *write*?

Can you come up with your own sentence?

Now, let us spell the word *would* in the air. Now, spell it in your notebook.

Now, let us spell the word *write* in the air. Now, spell it in your notebook.

Motivation:

Play the music of “We Build Communities” and have the pupils sing along.

During Reading:

Call on a pupil to read the story “Zelky and Friends.” (Refer to LM, p. 430, Let’s Aim)
Then ask the questions.

Picture 1 Questions:
1. Who has many friends? In the picture, can you identify Zelky’s friends?
2. According to the story, what kind of day is it?
3. What do you think could they be doing one sunny day? Why?
4. What did they decide to do? If it were raining, do you think they will still play? Why or why not? What could they be doing had it been raining?
5. According to the story, where will they play?
6. How about you, where do you play with your friends?

Picture 2 Questions:
1. Where did they go before they went to play?
2. What did they do in Moymoy’s house?
3. Do you think Moymoy will join them? Why?

Picture 3 Questions:
1. Did Moymoy agree to go? Who also thought that? Why did you think so?
2. Where did they go next? What was Leny doing?
3. Do you think Leny will go with them? Why?
4. If you were Leny and was still doing something when your friends come by, would you go with them to play? Why?

Picture 4 Questions:
1. Did Leny go? Why? Do you think she did the right thing? Why or why not?
2. Did Leny also get to play? How?
3. Did Zelky and his friends have a great day? What made you say so?
4. Do you also have great days with your friends? What do you do together that makes your day great?

Post-Reading:
Have the class study the sentences and identify which action happened first, second, third, fourth, and last. Let the pupils sequence them correctly by drawing a line connecting the sentences to the number. (Refer to LM, p. 431, I Can Do It)

Application:
Let the class do the following:
Directions: Read the following sentences and arrange them according to how they should happen. Write the number before the sentence.

_____ We also went to the dress shop.
_____ In the mall, we went to the toy shop.
_____ Finally, we all ate a lot in my favorite restaurant.
_____ It was my birthday and Mother promised we would go to the mall.
_____ Before we went home, Father joined us in strolling inside the mall.

Agreement:
Say: Tomorrow, we shall have a fun activity. Do you like giving cards to your friends? Do you want to make your own card for your friend? Bring art materials to class tomorrow because you will make your own card.
Lesson 24: I Can Make a Card

Objectives:
Identify the parts of a card
Design a self-made card for a friend

Subject Matter: Card Making

Materials: art materials

Value Focus: Card making is fun and can be a powerful tool to communicate to others.

Procedure:

Daily Language Activity:
Say: Let us read the sight words. Read after me.

Let us read the word your. Repeat. Let us read the word there. Repeat. Now, I will use these words in a sentence: Your bag over there is really nice. What do we mean by the word your? What do we mean by the word there? Can you use these words to come up with your own sentence? Now, let us spell the word your in the air. Now, spell it in your notebook. Now, let us spell the word there in the air. Now, spell it in your notebook.

Presentation:
Card Making. (Refer to LM, p. 432, Let’s Aim)
Show the pupils a sample card. Then, introduce its parts. Let them design the card.

Questions:
1. Have you received a card before? What was the occasion? From whom? How did you feel when you received it?
2. Now, let’s look at the card. What are its important parts? (Use the example on LM, p. 432 or a real card.)

Give out the blank card to each pupil. Then, guide the pupils fill up the parts by writing the date, the name of their friend, and their name. (Refer to LM, p. 433, I Can Do It)
Instruct the pupils to start decorating their cards using the art materials they brought to class.

Application:
Show and Tell:
Say: In front of the class, show your self-made card and read the message that you wrote. Then give your card to your friend.
Lesson 25: I Love to Help Others

Target Skills:

Oral Language:
- Listen and respond to texts to clarify meanings heard while drawing on personal experiences
- Participate in group and individual oral interpretation of short poems, rhymes, and short stories
- Speak clearly and audibly in full sentences

Fluency:
- Read with automaticity ten 2nd grade high frequency / sight words

Listening Comprehension:
- Identify important details in expository text listened to
- Participate in the retelling of poems and stories

Phonological Awareness:
- Supply words that rhyme with given words

Vocabulary:
- Determine what words mean based on how they are used in a sentence
- Recognize that some words represent part of a whole (meronyms)

Book Knowledge:
- Identify the title, author, and book illustrator

Reading Comprehension:
- Identify the basic sequence of events and make relevant predictions about stories
- Sequence information from a procedural text read
- Infer / Predict outcome
- Make connections (text to self)

Writing and Composition:
- How to write a simple story

Grammar:
- Use different kinds of sentences (exclamatory)

Study Strategies:
- Interpret bar graphs and tables

Objectives:

Identify unfamiliar words in English and learn their meanings
Answer *Wh* questions
Predict what will happen next
Relate oneself / a friend with the characters in the story
Recall a similar incident or personal experience
Recall the story read
Perform different activities highlighting multiple intelligences

Subject Matter: Story: “Boatman to the Rescue” by Dali Soriano

Materials: pictures, art materials for card-making

Value Focus: Respect for life
Procedure:

**Daily Language Activity:**

Say: Let us read the sight words. Read after me.

<table>
<thead>
<tr>
<th>is</th>
<th>are</th>
</tr>
</thead>
</table>

Let us read the word *is*. Repeat. Let us read the word *are*. Repeat.

Now, I will use these words in a sentence: *She is my sister. We are siblings.*

Can you use these words to come up with your own sentence?

Now, let us spell the word *is* in the air. Now, spell it in your notebook.

Now, let us spell the word *are* in the air. Now, spell it in your notebook.

**Pre-Reading:**

**Motivation:**

Show the pupils a poster of the movie *Enteng Kabisote at ang Panday*.

Then, ask the following questions:

Are you familiar with this movie? Who have watched this?

Did you like it? Who among the superheroes is your favorite? Why?

**Motive Question:**

What is a hero? Who can be a hero?

**During Reading:**

Do shared reading with the pupils. *(Refer to LM, pp. 435-436, We Can Do It)*

Show the pictures to the class and ask questions at each pause.

**Boatman to the Rescue**  
*by Dali Soriano*

Box 1 Questions:

What is the title of the selection?

Who wrote the story?

Do you know what a boatman is? How about the word *rescue*?

“Come, let’s play!” Fred called his friends at the park.

“It’s raining. Let’s go home,” Bobby said.

“It will stop soon. Let’s play, please!” begged Fred.

“It will not stop. Look! The streets are flooded. Let’s go home fast!”  
Bobby explained.

Box 2 Questions:

What words are not familiar to you? (begged, flooded)

Who are the two boys in the story? Where were they?

What was the weather on that day?

Who wanted to play? Did Bobby want to play, too? Why?

What happened to the streets?

What do you think would Fred and Bobby do next?
Bobby and his friends went home. Fred continued to play in the rain.
Then there was a heavy downpour. It flooded the streets.
The water rose higher and higher.

Box 3 Questions:
What words are not familiar to you? (downpour)
What did Bobby do? What did Fred do?
What happened to the flood on the street?
What do you think would happen to Fred?

In Fred’s house, his mother went up the roof of their house to save herself. She looked around. “Fred! Fred! Fred!” she called.
“Lord, God, have mercy on us. I trust You. I believe that You will bring my son back to me.”
Fred’s mother knelt down to pray. She did not stop praying.

Box 4 Questions:
What words are not familiar to you? (roof, mercy, knelt)
Who went up the roof? Why do you think she went up there?
Who was she calling? Did she find Fred?
What did mother do when she could not see Fred?
Would Fred come back home? What might have happened to Fred? Why?

Suddenly she heard a motor boat coming. She stood. She saw a small hand waving at her. As the motor boat came near the house, Fred’s mother heard Fred calling, “Nanay, come! Bobby is here to rescue us. Let’s move to higher ground!”
Fred’s mother jumped on the boat and hugged Fred.
“Fred, thank God, we are safe. Thank you, too, Mr. Boatman.”

Box 5 Questions:
What Fred’s mother hear?
(The class gives the sound of a running motor boat.)
Who were on the boat? Why were Fred and Bobby on the motor boat?
Whom did Fred’s mother thank? Who is the boatman?

Post-Reading:
Ask the pupils to answer the Motive Question.
Let the pupils answer more comprehension questions like the following:
• What should have been done by Fred when it was already raining? Why?
• What kind of friend was Bobby? Do you have a friend like him?
  How has he/she helped you?
• Why is a motor boat better to use in rescuing flood victims than the one without a motor?
• In the story, to whom did Fred’s mother call first for help? How did she ask God for help? How did God answer her prayer?
• What did you learn from the story?

(Refer to LM, pp. 436-437, I Can Do It)
Let the pupils look at the pictures with the important parts of the story. Let them choose the part they like the most. Then, allow the pupils to color it. Finally, let them tell something about it to the class.

Lesson 25: I Love to Help Others
(Day 2)

Procedure:

Daily Language Activity:

Say: Let us read the sight words. Read after me.

height  weight

Let us read the word height. Repeat. Let us read the word weight. Repeat. Now, I will use these words in a sentence: My height is just right for my weight. (Explain what the sentence means.) What do we mean by the word height? What do we mean by the word weight? Can you come up with your own sentence? Now, let us spell the word height in the air. Now, spell it in your notebook. Now, let us spell the word weight in the air. Now, spell it in your notebook.

Motivation: (Refer to LM, p. 438, Get Set)

Lead the class in singing the song “Row, Row, Row Your Boat.”

Recall of the Story:
1. What is the title of the story we read yesterday?
2. This time, we are going to watch the story using our toy TV set. Since our TV set here has no sound, you are going to be the one to retell what you see on the screen.

Presentation:

Introduction for the Group Activities
Say: Now that you fully understand the story, I know you are ready to do the activities I prepared today. Here are the directions, that you will follow:
• There are four different activity stations, namely (the teacher pointing) Paper Boat-Making Station, Big Book-Making Station, Picture Puzzle Station, and Justice League Station.
• Each group will go to one station one at a time.
• The leader gets the activity envelope and reads the directions.
• He or she tells his or her group mates how they will do the activity.
• Listen attentively to my signal so you will know when to go from one station to another.
Give the following standards for group work:
1. Read the directions carefully.
2. Help one another in doing the activity.
3. Talk one at a time and speak softly.
4. Stay with the group, do not go around.
5. Practice CLAYGO (clean as you go) before leaving the station.

**Group Work:**

Read the directions for each activity station. (*Refer to LM, pp. 439-440, Let's Aim*)

Ask the following questions:
1. What did you learn from the (name of the station)?
2. While doing the activities, how did you behave?
3. What value/s did you practice during the activity?

**Generalization:**

Cooperation is helping out each other. It makes work easier and possible when you do it with friends.

**Evaluation:** (*Refer to LM, p. 440, Measure My Learning*)

**Lesson 26: I Know What an Exclamatory Sentence Is**

**Objectives:**
- Recognize and use exclamatory sentences
- Use the exclamation point correctly
- Express appropriate feelings on a given situation

**Subject Matter:** Exclamatory Sentences

**Materials:** pictures of smileys, charts, cartolina strips, pictures, smiley masks

**Value Focus:** Sincerity in expressing one’s feelings

**Procedure:**

**Daily Language Activity:**

Say: Let us read the sight words. Read after me.

| fry | could |

Let us read the word *fry*. Repeat. Let us read the word *could*. Repeat.

Now, I will use these words in a sentence: *I wish I could fry chicken as well as my mother could.*

What do we mean by the word *fry*? What do we mean by the word *could*? Can you come up with your own sentence?

Now, let us spell the word *fry* in the air. Now, spell it in your notebook.

Now, let us spell the word *could* in the air. Now, spell it in your notebook.
Motivation:

Let the class play “The Boat Is Sinking.”
Say: Let’s have a game. I will say: “The boat is sinking. Let’s form groups of four.” You have to form a group with four members. Those who will not belong to any group will take their seats and be out of the game. Is the instruction clear?

Presentation:

1. Introduction:
   Say: You already learned declarative sentences. Today, you are going to learn another kind of sentence.

2. Skill Development:
   a. Elicitation (lifted from the story through the art of questioning)
   Say: Match the situation I am going to say with the most possible words of the characters in the story “Boatman to the Rescue.” (Refer to LM, p. 441, We Can Do It)

   Teacher’s Part:
   Choices
   - When it rained hard, what do you think would Fred have said?
   - When Bobby saw the flood, what do you think would he have said?
   - When Fred’s mother saw that the water was rising inside the house, what do you think would she have said?
   - When Mother saw Fred and Bobby on a boat, what do you think would Mother have said?

   b. Analysis
   Say: Let us study each exclamatory sentence. (Refer to LM, p. 442, Let’s Read)
   1. “Yehey! It’s raining.”
   2. “The water is rising now!”
   3. “Oh no! I have to go up to the roof.”
   4. “Fred! Oh, thank God, you’re safe.”

   Ask the following questions:
   1. What feeling did Fred show when it rained hard?
   2. What feeling did Bobby show when he saw that the water on the streets was rising?
   3. What feeling did Mother show when the water in their house was rising?
   4. What feeling did Fred’s mother show when she saw Fred was safe?
   5. Are these feelings strong or weak?
   6. What punctuation mark ends each exclamatory sentence? Everybody, write an exclamation point in the air.
Suggested graphic organizer:

Exclamatory Sentences

- When it rained hard, what do you think would Fred have said?

  “Yehey! It’s raining!”

- When Bobby saw the flood, what do you think would he have said?

  “The water is rising now!”

- When Fred’s mother saw the water was rising inside the house, what do you think would she have said?

  “Oh, no! I have to go up to the roof.”

- When Mother saw Fred and Bobby on a boat, what do you think would Mother have said?

  “Fred! Oh, thank God, you’re safe.”

Generalization:

An exclamatory sentence expresses a strong feeling. It is used when one feels happy, angry, surprised, or afraid. It starts with a capital letter and ends with an exclamation point (!).

Independent Practice: (Refer to LM, p. 442, I Can Do It)

Have the pupils put an exclamation point (!) at the end of each exclamatory sentence.

1. We won
2. Hurray
3. Fire Fire Fire
4. What a big dog
5. Oh, thank you
Oral Practice (triad):
Say: Read the sentence inside the thought bubble. Say it in different ways.
Choose a smiley face and wear it. Then, say the sentence according to the smiley face. Check if your group mate uses the exclamatory sentence correctly.
(Refer to LM, p. 443, We Can Do It, Activity I)

Written Practice: (Refer to LM, p. 443, We Can Do It, Activity II)
Say: Work with your partner. Write an exclamatory sentence about each picture.
Add another smiley face showing different feelings.

Evaluation: (Refer to LM, p. 444, Measure My Learning)

Agreement:
Ask the pupils how they feel when they hear a thunderclap. What do they say when they hear a thunderclap?

Lesson 27: I Am a Part of a Whole

Objectives:
Answer Wh- questions
Predict what will happen next
Recall a similar incident or personal experience

Subject Matter: Flooding

Materials: pictures

Value Focus: Respect for life

Procedure:
Daily Language Activity:
Say: Let us read the sight words. Read after me.

| was | were |

Let us read the word was. Repeat. Let us read the word were. Repeat.
Now, I will use these words in a sentence: She was scared yesterday. It was raining heavily. We were trapped in the building.
Can you come up with your own sentence?
Now let us spell the word was in the air. Now, spell it in your notebook.
Now let us spell the word were in the air. Now, spell it in your notebook.

Pre-Reading:
Show a video of the “great flood” in the city. Let the pupils react to the video in http://www.youtube.com/watch?v=WQ3DT-FNf8g.
(Note: If the teacher does not have the technology, show pictures.)
Guide Questions:
1. What do you see in the video/picture? Can you describe the place? The people?
2. Have you experienced the same?
3. What did you do? What did your family do?
4. Was there someone who helped you? Who?
5. In your very young age, how can you help the flood victims?

Listening Proper:
Read the following news article. Ask the pupils to remember information listened to.

Philippines: Typhoon ‘Ondoy’ Death Toll Reaches 243
by Leo Reyes / October 1, 2009

A rain-filled typhoon code named ‘Ondoy’ left Metro Manila, Philippines with 243 people dead and thousands homeless as a large part of Metro Manila remained submerged in floodwater more than three days after the typhoon left the country.

Almost a week after Typhoon Ondoy left the Philippine area of responsibility, several Manila cities and towns remain submerged in floodwater. As of 6:30 a.m. today, the National Disaster Coordinating Council (NDCC) of the Philippines reported 243 dead with several others missing. Damage to infrastructure is expected to hit P5 billion while more than 2,000 homes were destroyed.

Typhoon Ondoy was reported to be a rain-filled typhoon but with less wind. It was reported by the Philippine Weather Bureau that the rain content of Typhoon Ondoy was more than the volume of rainwater that Hurricane Katrina dropped in New Orleans a few months ago.

Comprehension Check:
1. What is the title of the news article?
2. Who wrote it?
3. When was it written?
4. How was the typhoon called?
5. Where exactly in the Philippines did the typhoon leave so much damage?
6. Describe the typhoon.
7. How many died?
8. How did you feel after listening to the news article? Why?

Application: (Refer to LM, p. 445, I Can Do It)

Generalization:
Ask: What can you say about the relationship of the meronyms to the words at the right? How are they related?

A meronym is a word which is a part of something and is used to refer to the whole. Example: “Finger” is a part of the hand and “wheel” is a part of the car.
Independent Practice:

Ask the pupils to answer LM, p. 446, *We Can Do It.*

Key to Correction:

Lesson 28: I Can Write a Simple Story

Objectives:

- Identify the parts of a simple story
- Write a simple story from a given set of details

Subject Matter: Writing a Simple Story

Materials: paper boats with sentences, copy of the story

Value Focus: Being organized

Procedure:

**Daily Language Activity:**

Say: Let us read these sight words. Read after me.

| sty  | boar |

Let us read the word *sty*. Repeat. What do we mean by the word *sty*?

Let us read the word *boar*. Repeat. What do we mean by the word *boar*?

Now, I will use these words in a sentence: *A boar, being wild, cannot be put in a sty.*

Can you use these words to come up with your own sentence?

Now, let us spell the word *sty* in the air. Now, spell it in your notebook.

Now, let us spell the word *boar* in the air. Now, spell it in your notebook.

**Presentation:**

**Pre-Writing:** *(Refer to LM, p. 447, Get Set)*

Say: Today, we are going to study how to write a simple story.

Have the pupils make a word web for the word *teamwork*.

Ask: What are the good things we get if we work together as a team?

Elicit simple sentences from the ideas given by the pupils.

Model simple sentence writing.

**Motivation/Recall of the Story:**

Let the pupils arrange the jumbled sentences on the paper boats to form the summary of the story “Boatman to the Rescue.”

**Independent Practice:** *(Refer to LM, pp. 448-449, We Can Do It)*
Say: To help us write a simple story, let us study the pictures and try to sequence them according to how they happen. Which of the pictures should be the first? second? last? Let us give a name to the girl. What can be a nice name for her? In the first picture, what can you say about her? In the second picture? How about in the last picture?

Application:

Ask: As a whole, what are all these pictures about? How do we say that in a complete sentence? What can be a good title for our story?

Evaluation:

Say: Now let us try to create a big book out of our story. I will give each group a blank big book and you have to paste on each page the picture according to the correct sequence. Don’t forget to write the title of the story on the cover page. Then, write the sentences under each of the pictures. Copy them correctly.

Lesson 29: I Am a Filipino

Target Skills:

Oral Language:
- Listen and respond to texts to clarify meanings heard while drawing on personal experiences
- Participate in group and individual oral interpretation of short poems, rhymes, and short stories
- Speak clearly and audibly in full sentences

Fluency:
- Read Grade 2 level text within an accuracy rate of 95 to 100%
- Read with automaticity ten 2nd grade high frequency / sight words

Listening Comprehension:
- Identify important details in expository text listened to
- Participate in the retelling of poems and stories

Vocabulary:
- Determine what words mean based on how they are used in a sentence

Book Knowledge:
- Identify the title, author, and book illustrator
- Translate knowledge of reading conventions learned in the mother tongue to reading in English

Reading Comprehension:
- Identify the basic sequence of events and make relevant predictions about stories
- Sequence information from a procedural text read
- Infer/Predict outcome
- Make connections (text to self)

Writing and Composition:
- Make a card for various occasions

Grammar:
- Use different kinds of sentences (interrogative)
Objectives:

Answer *Wh*- questions
Identify the traits of Filipinos
Relate oneself / a friend with the character in the poem
Recall a similar incident or personal experience

Subject Matter: Poem: “As a Filipino”

Materials: pictures, story map, photos

Value Focus: Positive Filipino traits

Procedure:

**Daily Language Activity:**

Say: Let us read the sight words. Read after me.

| don’t | thank |

Let us read the word *don’t*. Repeat. Let us read the word *thank*. Repeat.

Now, I will use these words in a sentence: *Don’t forget to thank God each day.*

What do we mean by the word *don’t*? What do we mean by the word *thank*?

Can you come up with your own sentence?

Now, let us spell the word *don’t* in the air. Now, spell it in your notebook.

Now, let us spell the word *thank* in the air. Now, spell it in your notebook.

**Pre-Reading:**

**Motivation:**

Play the song of *As a Filipino*. Let the pupils sing along then show them a photo of a boy raising the Philippine flag. Ask the following questions:

1. What do you see in the picture? (*Refer to LM, p. 451, Get Set*)
2. Why do you think the boy is raising the Philippine flag?
3. Are you proud to be a Filipino? Why? Why not?

Introduce the word *patriotism*. Then using the semantic web, have the pupils associate patriotism with different activities done by Filipinos. Use Filipino to explain patriotism. (*Refer to LM, p. 451, We Can Do It*)
Motive Question:
What are the characteristics of Filipinos?

During Reading: *(Refer to LM, pp. 452-453, We Can Do It)*
Show pictures of Filipino children. Have the pupils read the first stanza of the poem. Ask the following questions:

1. Who is talking in the poem?
2. What has been told to him?
3. What is the duty of a true Filipino?
4. Do you love your country, the Philippines? Why? Why not?
5. In what ways can you show your love of country?

Read the second stanza of the poem. Ask the following questions:

1. In whom does a Filipino believe?
2. When someone is weak, what does God do?
3. What does God shower us with?
4. As mentioned in the poem, why is God here with us every day?
5. Do you believe in God too? Why? Why not?
6. Do you talk to God? How do you talk to Him? How do you pray? Can you show the class the way you pray?
7. What do you tell God in your prayer?
8. Have you ever prayed and God answered your prayer immediately? What did you feel? Can you share what you prayed for?
9. Is prayer important? Why? Why not?

Read the third stanza of the poem. Then, ask the following questions:

1. According to the lines, how would you describe Filipinos?
2. What is the attitude of Filipinos towards work?
3. From the poem, in what particular conditions do Filipinos work together?
4. Can you think of any activity in your community where Filipinos show unity? Do you know what *bayanihan* is?
5. Why do you think it is important for people to work together in spite of difficulties?

Let the pupils read the fourth stanza of the poem. Then, ask the following questions:

1. In the poem, what is the Filipino proud of?
2. How does he show that he’s proud of his country?
3. Are you, too, proud of your country? Why? Why not?
4. In what ways can you show that you are proud of your country?

Let the pupils read the fifth stanza of the poem. Then, ask the following questions:

1. What do we mean when we say “move forward”?
2. In the poem, what does the Filipino do to move forward?
4. If a child studies hard, what do you think would happen to him in the future?
5. What do we mean when we say “be on top”?
6. How can a child like you help the country to be on top?
Post-Reading:

Ask the following questions:
1. What characteristics of Filipinos are mentioned in the poem?
2. Which characteristics do you possess?
3. Give a situation where you showed any of the characteristics of Filipinos.

Valuing:

Ask the following questions:
1. How will you show your faith in God?
2. How will you show that Filipinos are united?
3. Who among you have experienced helping other Filipinos who are in need? What did you feel after doing so?
4. How will you show your love for the country?
5. How does studying hard help the country become progressive?

Application:

1. Relating to One’s Experience (Refer to LM, p. 454, I Can Do It)
   Show the pictures of different events in Filipinos’ lives. Guide the pupils in identifying the characteristics of Filipinos based on what each picture shows.

2. Have the pupils match the picture in column A with the characteristic it shows in column B.

Agreement:

Say: On your way home, what colorful things do you see? Tomorrow, I’d like you to bring crayons and other art materials because we will do some coloring activities.

Lesson 29: I Am a Filipino
(Day 2)

Procedure:

**Daily Language Activity:**

Say: Let us read the sight words. Read after me.

![those](#)  [read](#)

Let us read the word *those*. Repeat. Let us read the word *read*. Repeat.

Now, I will use these words in a sentence: *How would you like to read all those story books?*

What do we mean by the word *those*? What do we mean by the word *read*? Can you use these words in your own sentence?

Now, let us spell the word *those* in the air. Now, spell it in your notebook.

Now, let us spell the word *read* in the air. Now, spell it in your notebook.
Presentation:

Pre-Reading:

Guide the pupils in recalling the characteristics of Filipinos learned from the previous lesson by completing the sentences. (Refer to LM, p. 455, Get Set)

Motivation:

Play the music of As a Filipino. Let the pupils sing along. Then, ask: As a Filipino, what characteristics must you possess?

Guide the pupils in unlocking the words by matching the word with the picture it symbolizes. (Refer to LM, p. 455, We Can Do It)

Motive Question:

Ask: What are the other characteristics of Filipinos?

During Reading: (Refer to LM, pp. 456-457, We Can Do It)

Allow the pupils to read the 6th stanza of the poem “As a Filipino.” Ask the following questions:

1. What does the speaker in the poem promise to do?
2. Whose life is being talked about in the second line?
3. Is it okay to hurt other people? Why? Why not?
4. How will you show respect for life?
5. Are you aware of the war that is happening in Mindanao?
6. What would happen to our brothers and sisters there if this war continues?

Let the pupils read the 7th stanza of the poem. Ask the following questions:

1. What do we refer to when we say “laws of the land”?
   As a Filipino, how should we respect the laws of the land?
2. What will happen if Filipinos obey the laws and the government?
3. How can you show that you are a leader?
4. Do you know the saying, “A good leader is a good follower”? What does it mean?
5. How can you be of help to the leader in your group? To the captain in your barangay? Do you know our president? Who is he? How can you be of help to him?
6. What are some of the laws that your community protect? Do you follow them? Why? Why not?

Let the pupils read the 8th stanza of the poem. Ask the following questions:

1. What do we mean when we say “tongues that slay”? Can you give examples? Was there a time you did this to anyone? Why?
2. What do we mean when we say “uphold all that is true”? Can you give examples? Was there a time you did this? How?
3. What trait of Filipinos is mentioned in the poem?
4. According to the speaker, what will he stay away from?
5. What does an honest person uphold? Is it important to tell the truth? Why? Why not?
6. How will you show honesty in school? At home? In the community?
Let the pupils read the 9th stanza of the poem. Ask the following questions:

1. What do we mean when we say “fair”? Can you give examples? Was there a time you were unfair to anyone? How?
2. What do we mean when we say “oppress”? Can you give examples? Was there a time you were oppressed? How?
3. What do we mean when we say “justice”? What other words can you give when you hear the word justice?
4. As a Filipino, how will you show justice?
5. What does a fair or just person do?
6. Do you have friends? Do you choose your friends according to how rich or poor they are? Do you only make friends to those who are rich? Why? Why not?

Let the pupils read the 10th stanza of the poem. Ask the following questions:

1. What is freedom? Have you heard of this word? Where? What words can you think of when you hear the word freedom? What makes a person free? (Refer to LM, p. 457, I Can Do It)
2. According to the poem, what will the speaker defend until the end?
3. What are rights? Do you know that as children you have rights? Do you know any of these rights?
4. What are responsibilities? At home, do you have responsibilities?
5. Why do you think rights always come with responsibilities?
6. Do you know that as a Filipino, you have the right to education? What do you think is your responsibility now that you are given this chance to be in school?

Post-Reading:

Ask the following questions:

1. How should Filipinos value life?
2. Cite a situation where you strictly followed a law in your community/barangay. How did you feel after doing so?
3. How will you demonstrate honesty in your everyday life?
4. How will you show fairness in making a simple decision inside the classroom?
5. Do you enjoy being free? Why?

Valuing: (Refer to LM, p. 458, I Can Do It)

Show a picture of a pedestrian crossing where people are waiting for the right time to cross. Then, ask the following questions:

1. Have you ever seen a pedestrian lane? What is a pedestrian lane?
2. What should we observe in crossing a pedestrian lane?

Show the picture of traffic lights. Then, ask the following questions:

1. When is the right time to cross the street? What are the three-colored traffic lights? What does each color mean?
2. Why is it important to put traffic lights along streets and highways?
3. What would probably happen if there are no traffic lights in the city?

Tell pupils to color the box using the correct color that indicates the correct action to be taken in crossing the street.
**Application:**
Show a Lost and Found box.

![Lost and Found Box](image)

Ask the following:
1. Where do you usually see this box? What is this box for? What can you find in this box?
2. Have you experienced losing something important to you? What did you feel? or Have you experienced finding something which does not belong to you? What did you do?
3. Is it okay to get something you don’t own? Why? Why not?
4. Have you ever lied to anyone? What was the result of telling a lie?
5. Do you think it is okay to tell a lie? What would probably happen to a person who always tells a lie?

**Agreement:**
Assign pupils to bring red and blue flaglets for the next day’s lesson.

---

**Lesson 30: I Know How to Ask Questions**

**Objectives:**
- Identify what an interrogative sentence is
- Form an interrogative sentence

**Subject Matter:** Interrogative Sentence

**Materials:** pictures, worksheets, flaglets, chart

**Value Focus:** Value of relationships

**Procedure:**

**Daily Language Activity:**
Say: Let us read the sight words. Read after me.

| made | green |

Let us read the word *made*. Repeat. Let us read the word *green*. Repeat.
Now, I will use these words in a sentence: *Who made the green lanterns hanging along the corridors?*
What do we mean by the word *made*? What do we mean by the word *green*? Can you use these words in your own sentence?
Now, let us spell the word *made* in the air. Now, spell it in your notebook.
Now, let us spell the word *green* in the air. Now, spell it in your notebook.
Motivation:
Let the pupils read the comic strip. *(Refer to LM, p. 459)*

Ask the following:
1. Who are talking in the comic strip?
2. How did Erica start making friends?
3. How old is Erica?
4. When is her birthday?
5. Why does she seldom go out of the house?
6. Does your mother allow you to go out very often? How do you feel when she does not allow you?
7. Have you experienced making friends? What did you feel at the start?
8. Is asking questions important in making friends? Why? Why not?

Language: *(Refer to LM, p. 460, We Can Do It)*

Guide the pupils in identifying sentences that ask something. Let the pupils raise their blue flaglets if the sentence asks a question and raise their red flaglets if it does not. Have them write in Column A all the sentences that ask questions and in Column B all the sentences that do not ask questions.

Sample:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your name?</td>
<td>I’m Karen.</td>
</tr>
<tr>
<td>When is your birthday?</td>
<td>It’s on the 16th of December.</td>
</tr>
<tr>
<td>Why do you seldom go out?</td>
<td>My Mother won’t allow me.</td>
</tr>
<tr>
<td>How old are you?</td>
<td>I’m six years old.</td>
</tr>
</tbody>
</table>

Independent Practice:

Relating to One’s Experience
Ask the pupils who their friends are in the class. Ask the pair to stand in front. One pupil asks questions about anything while the other answers.

Guide Questions:

1. Who is your best friend?
2. Where do you usually go?
3. What is your friend’s favorite food / color / show / game?
4. When is your birthday?
5. Why do you study hard?

Write on the board some of the sentences that the pupils give.

Generalization:

Guide the class in forming the generalization. Go back to the sentences written under Column A.
Say: Class, these are examples of sentences. There are different kinds of sentences. All these sentences are interrogative sentences. Let’s find out what an interrogative sentence is.
An interrogative sentence is a sentence that asks a question. It uses question words like who, what, where, when, how, and why. It ends with a question mark (?). We use who for people, what for things/events, where for places, how for manner or ways, and why for reasons.

Application: (Refer to LM, pp. 460-461, I Can Do It)

Lesson 31: I Know What Will Happen Next

Objectives:
- Sequence events in the story
- Predict an ending for the story

Subject Matter: Predicting Outcome

Materials: pictures, story map, photos

Value Focus: Importance of Knowing How to Sequence the Events in a Story and Our Life

Procedure:

Daily Language Activity:

Say: Let us read the sight words. Read after me.

- first
- sleep

Let us read the word first. Repeat. Let us read the word sleep. Repeat.
Now, I will use these words in a sentence: Patricia was the first to sleep last night. What do we mean by the word first? What do we mean by the word sleep? Can you use these words in your own sentence?
Now, let us spell the word first in the air. Now, spell it in your notebook. Now, let us spell the word sleep in the air. Now, spell it in your notebook.

Pre-Reading:

Motivation:

Ask: Does your mother ask you to do something? What does she usually ask you to do?

During Reading:

Have the pupils read the story. (Refer to LM, p. 462, Let's Aim)
Post-Reading:

Ask the following questions:
1. What did Mother ask Lara to do?
2. How many eggs did she buy?
3. How much does each egg cost?
4. How much did Lara give to the storekeeper?
5. Did the storekeeper give Lara the right change?
6. How much change should the storekeeper give Lara?
7. If you were Lara, what would you do after the storekeeper gave you the 10-peso change?

Have the class study the sentences and identify which action happened first, second, third, and last. Let the pupils sequence them correctly by connecting the sentence to the correct number. *(Refer to LM, pp. 462-463, We Can Do It)*

Valuing:

Show the picture of Lara and the 10-peso coin. Ask the pupils to think of an ending which will best show the positive traits of Filipinos.

Let the pupils draw inside the box a good ending for the story read.

Independent Practice:

Ask the following:
1. Did you also experience what Lara experienced? What did you do then?
2. How important is honesty?
3. What do you think would happen to kids who demonstrate honesty in everything they do?

Show and Tell:

Ask the pupils to show and tell the class the ending they made for the story.

Lesson 32: I Can Write a Simple Story Again

Objectives:

Answer *Wh*- questions
Write a simple story/paragraph

Subject Matter: Writing a Simple Story/Paragraph

Materials: story map, word strips

Value Focus: Teamwork
Procedure:

**Daily Language Activity:**

Say: Let us read the sight words. Read after me.

- correct
- arrived

Let us read the word *correct*. Repeat. Let us read the word *arrived*. Repeat.
Now, I will use these words in a sentence: *Yes! We finally arrived at the correct place.*

What do we mean by the word *correct*? What do we mean by the word *arrived*?
Can you use these words in your own sentence?
Now, let us spell the word *correct* in the air. Now, spell it in your notebook.
Now, let us spell the word *arrived* in the air. Now, spell it in your notebook.

**Pre-Writing:**

Guide the pupils in recalling the processes of composition writing.
*(Refer to LM, p. 464, Get Set)*

**Motivation:**

Ask the following:
1. Do you know someone whom you think possesses any of the Filipino traits we discussed? What’s his/her name?
2. Describe him/her. What trait does he/she possess?
3. Give a specific example when he/she showed this trait.

**During Writing:**

1. Guide the pupils in filling in the chart with the appropriate words/phrases.
   *(Refer to LM, p. 464, I Can Do It)*
2. Divide the class into groups with three members. Working as a team and with the questions above as guide, make the pupils fill in the chart.
   *(Refer to LM, p. 465, We Can Do It)*

**Lesson 33: I Love My Filipino Brothers and Sisters**

**Target Skills:**

**Oral Language:**
- Listen and respond to texts to clarify meanings heard while drawing on personal experiences
- Participate in group and individual oral interpretation of short poems, rhymes, and short stories
- Speak clearly and audibly in full sentences

**Fluency:**
- Read Grade 2 level text within an accuracy rate of 95 to 100%
- Read with automaticity ten 2nd grade high frequency / sight words
Listening Comprehension:
• Identify important details in expository text listened to
• Participate in the retelling of poems and stories

Vocabulary:
• Determine what words mean based on how they are used in a sentence

Book Knowledge:
• Identify the title, author, and book illustrator
• Translate knowledge of reading conventions learned in the mother tongue to reading in English

Reading Comprehension:
• Identify the basic sequence of events and make relevant predictions about stories
• Sequence information from a procedural text read
• Infer/Predict outcome
• Make connections (text to self)

Writing and Composition:
• Make a card for various occasions

Grammar:
• Use different kinds of sentences

Objectives:
Answer Wh- questions
Recall a similar incident or personal experience
Relate oneself/a friend with the character in the poem

Subject Matter: Poem: “As a Filipino”

Materials: pictures, story map, photos

Value Focus: Peace in the Community, Concern for the Environment

Procedure:

Daily Language Activity:
Say: Let us read the sight words. Read after me.

| off    | right |

Let us read the word off. Repeat. Let us read the word right. Repeat.
Now, I will use these words in a sentence: Turn off the light when not in use. It is the right thing to do.
What do we mean by the word off? What do we mean by the word right?
Can you use these words in your own sentence?
Now, let us spell the word off in the air. Now, spell it in your notebook.
Now, let us spell the word right in the air. Now, spell it in your notebook.
Pre-Reading:

Motivation:

Show a picture of a heart and then ask the following questions:
1. What comes to your mind when you see a heart?
2. What does a heart symbolize?
3. How will you show love for others?
4. What makes you happy?

Motive Question:

What do Filipinos need in order to live a happy life? Let the pupils tell something about each picture. *(Refer to LM, p. 467, We Can Do It)*

During Reading: *(Refer to LM, p. 467, We Can Do It)*

Ask the pupils to read the 11th stanza of the poem “As a Filipino.”

1. What does the Filipino in the poem value most? LOVE
2. What happens when you pledge?
3. What does he unconditionally pledge?
4. Do you love your mother? father? sibling? How do you show your love for them?
5. What is a less fortunate person? Do you know a less fortunate person/family in your community? How do you show your love for them?
6. Is it good to help those who are in need? Why do you think so?
7. Do you expect something in return whenever you help someone? Why?

Let the pupils read the 12th stanza of the poem while showing photos of Filipinos from different parts of the country. Then, ask the following questions:

1. Do all Filipinos look the same? EQUALITY
2. How do Filipinos differ from one another?
3. Look at your classmates. Compare one with the other in terms of physical appearance. What makes them different?
4. Why do you think Filipinos differ in many ways?
5. Do you have friends from Mindanao? Visayas? Luzon?
6. What makes them different from the rest? Do you treat them all the same? Why? Why not?
7. Do you agree that as Filipinos, despite many differences, we are all equal? Why? Why not?

Ask the pupils to read the 13th stanza of the poem. Then, ask the following questions:

1. What is a vow? Where do you normally hear that word? PEACE
2. What is peace? What things/animals do people use when referring to peace? What should every Filipino do to achieve peace? Are you at peace with your brothers/sisters? How do you stay peaceful in the family?
3. How can a person live in harmony? What is meant by “living in harmony”?
4. Do you fight with your classmate? Is it okay to fight with anyone? Why? Why not?
5. How can you have a model of peace in your classroom?
Let the pupils read the 14th stanza of the poem. Then, ask the following questions:

1. What is greed? How does one show greed? Is it a good trait? Why? Why not?
2. According to the speaker how will he promote common good?
3. What would happen if people will be selfish? Would it bring good friendship? Why? Why not?

**Post-Reading:**

Ask the following questions:

1. What do Filipinos need in order to live a happy life? What makes you happy? What can make your mother/father/siblings happy?
2. What should Filipinos do so there can be love, peace, and equality?
3. What is the best way to show love for your friends? family? other people?
4. How can you contribute to a happier life at home? In school? In the community?

**Valuing:** *(Refer to LM, p. 468, I Can Do It)*

Ask: Do you help your community? How? What did you do? Do you have pictures showing it? Bring that photo and be able to share it with the class tomorrow.

**Lesson 33: I Love My Filipino Brothers and Sisters**

*(Day 2)*

**Procedure:**

**Daily Language Activity:**

Say: Let us read the sight words. Read after me.

<table>
<thead>
<tr>
<th>first</th>
<th>sing</th>
</tr>
</thead>
</table>

Let us read the word *first*. Repeat. Let us read the word *sing*. Repeat.

Now, I will use these words in a sentence: *The first to sing receives a prize.*

What do we mean by the word *first*? What do we mean by the word *sing*?

Can you use these words in your own sentence?

Now, let us spell the word *first* in the air. Now, spell it in your notebook.

Now, let us spell the word *sing* in the air. Now, spell it in your notebook.

**Pre-Reading:**

**Motivation:**

Play the music of *As a Filipino*. Let the pupils sing along. Guide the pupils in recalling the previous lesson by writing in each of the boxes what Filipinos need to live a happy life.

**Unlocking of Difficulties:**

Guide the pupils in unlocking the words by matching each word on the left with its meaning on the right. *(Refer to LM, p. 469, We Can Do It)*
Show the following photos of famous Filipinos. Then, ask the following questions:
*(Refer to LM, p. 469, We Can Do It)*
1. Who are they? Can you identify them?
2. Why are they famous?
3. Can they be called the pride of the Philippines?

**Motive Question:**
How can one be a pride of the Philippines?

**During Reading:**
Let the pupils read the 15th stanza of the poem. Then, ask the following questions:

1. What does the Filipino in the poem vow to do?
2. Do you love your family? What about God? Why?
3. How do you show your love for your family? For God?
4. What is the speaker sure of when he grows up?
5. Do you also sow good things today that will help the children of the next generation?
6. What do we mean by “sowing seeds of love”? How will sowing seeds of love today help the next generation?

Let the pupils read the 16th stanza of the poem. Then, ask the following questions:

1. What will the Filipino in the poem maintain? What does “without a stain” mean?
2. Do you keep your home and school clean, too? Why? Why not?
3. What do you do to keep them clean? What would happen if you maintain the cleanliness of your home or your school?
4. Do you know a program of your school which greatly contributes towards a clean and green environment? What is it?
5. Do you, too, keep your body clean? Why? Why not?
6. How do you keep your body clean? What would happen if you observe personal hygiene?

Let the pupils read the last stanza of the poem. Then, ask the following questions:

1. What will the Filipino in the poem abide by? How about you, what do you abide by at home? From whom?
2. What did the speaker say to keep order in the community?
3. How do we show respect to others? Why is it important to show respect to anyone in every way?
4. Is there order in the community/home you belong? What do you notice?
5. How does it feel living in an orderly community/home?
6. What does “country’s future bright” mean?
7. What is meant by “future bright”? Why do you think did the speaker say that he’s the “country’s future bright”? Can you also be the “country’s future bright”? How?
Post-Reading:

Application:

Ask the following questions:
1. What can you do so your parents will be proud of you?
2. How can one be a pride of the next generation?
3. Do you agree that the future generation can tell what we do today? What should we do today? How can we help our future generation?
4. Cite a situation where you helped save the environment. What did you feel?
5. How can you contribute to the orderliness of your community?

Valuing:

Show the picture of a withered plant. (Refer LM, p. 471, I Can Do It)
Then, ask the pupils:
1. What do you notice with the plant?
2. Are you aware of “global warming”?
3. What would happen if all plants and trees become dry?
4. How can you help prevent global warming?

Group Work: (Refer to LM, p. 471, We Can Do It)

Application: (Refer to LM, p. 472, Measure My Learning)

Show pictures of children doing different things.
Have the pupils put a happy face before the pictures which show order in the community, and a sad face before those which do not.

Show and Tell:
Let the pupils look at the pictures again.
Ask: Which of these situations do you see happening around your community? Pick one picture and tell how and when it happened.

Agreement:

Ask: Do you see your parents helping the community? Do they have pictures showing it? Bring that photo and share it with the class tomorrow.

Lesson 34: I Can Name the Different Kinds of Sentences

Objectives:

Identify different kinds of sentences
Use different kinds of sentences
Construct simple sentences about a picture
Tell something about one’s friend

Subject Matter: Kinds of Sentences (Review)

Materials: pictures

Value Focus: Courtesy
Daily Language Activity:

Say: Let us read the sight words. Read after me.

| use | or |

Let us read the word *use*. Repeat. Let us read the word *or*. Repeat.

Now, I will use these words in a sentence: *Gabriel either uses his old pair of shoes or his new one.*

What do we mean by the word *use*? What do we mean by the word *or*?

Can you use these words in your own sentence?

Now, let us spell the word *use* in the air. Now, spell it in your notebook.

Now, let us spell the word *or* in the air. Now, spell it in your notebook.

Review:

Let the class recall the kinds of sentences using the graphic organizer.

*(Refer to LM, p. 473, Get Set)*

Valuing:

Ask the pupils:

1. Have you asked someone a favor?
2. What is courtesy? What is its Filipino counterpart? How do you show courtesy in asking someone to do something for you?

Show words written on strips of cartolina. Have the pupils fill in the blank to complete each sentence. *(Refer to LM, p. 474, I Can Do It)*

| please | kindly | may |

1. Lock the door, ________________.
2. Excuse me. _______________ I pass?
3. ________________, get me a glass of water.

Application:

Play “What’s in the Box” in class.

Ask a pupil to get a piece of paper from the box and read its contents. Have the pupil do what it says.

Examples:

*Paper:* Look for a classmate with hairpin. Ask her about her pet.

*Paper:* Look to your right. Tell something about your classmate.

*Paper:* Look for a classmate with a blue bag. Tell him/her what you played on the computer yesterday.

*Paper:* Look for a classmate with a red bag. Request him/her to do something for you.
Lesson 35: I Know My Good Friends

Objectives:
- Sequence the events in a story
- Predict what will happen next

Subject Matter: Predicting Outcome
Story: “The Goose Who Had Many Friends” by Leah Bautista

Materials: pictures, story map, photos

Value Focus: Appreciation of Friendship

Procedure:

Daily Language Activity:
Say: Let us read the sight words. Read after me.

upon  their

Let us read the word upon. Repeat. Let us read the word their. Repeat.
Now, I will use these words in a sentence: They built their house upon a cliff. What do we mean by the word upon? What do we mean by the word their? Can you use these words in your own sentence?
Now, let us spell the word upon in the air. Now, spell it in your notebook.
Now, let us spell the word their in the air. Now, spell it in your notebook.

Pre-Reading:

Motivation:
Ask: Do you have friends? Who are your friends?

During Reading:
Let the pupils read the story “The Goose Who Had Many Friends” silently. (Refer to LM, p. 475, I Can Do It)

Post-Reading:
Ask the following questions about the story.
1. Describe the goose in the story.
2. What does the goose like to do?
3. What did she do with the fresh fish? What did her friends feel?
4. What did her friends do after finding out that she’s sick? How did the goose feel about it?
5. What can you say about the goose’s friends? What attitude do they have? Do you think they are good friends? Why? Why not?
6. What did they realize about life after all?
7. If you were the goose’s friend, what would you have done? Why?

Have the pupils study the sentences. Let them identify which action happened first, second, third, fourth, and last. Have them sequence correctly by connecting each sentence to the correct position at the left. (Refer to LM, p. 476, We Can Do It)
Valuing:
Ask: Is it good to get other people’s food/things? All of it? Why? Why not?

Application:
Ask: Do you know a person who has the same attitude as the goose’s friends in the story? Tell something about him/her. What will you tell him/her? Why?

Agreement:
Let the pupils write a short letter to any of the characters in the story. Let the pupils tell him/them what they feel.

Lesson 36: Let’s Celebrate Being Filipinos

Objectives:
Do/perform a creative presentation (e.g., skit, dance/song, reader’s theater)
Work cooperatively with the group

Subject Matter: Culminating Activity

Materials: story map, word strips

Value Focus: Cooperation

Procedure:

Daily Language Activity:
Say: Let us read the sight words. Read after me.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tell</td>
<td>does</td>
</tr>
</tbody>
</table>

Let us read the word tell. Repeat. Let us read the word does. Repeat.
Now, I will use these words in a sentence: Does an honest man tell a lie?
What do we mean by the word tell? What do we mean by the word does?
Can you use these words in your own sentence?
Now, let us spell the word tell in the air. Now, spell it in your notebook.
Now, let us spell the word does in the air. Now, spell it in your notebook.

Presentation:

Poem Recall:
Guide the pupils in recalling the poem “As a Filipino.” Let the pupils match the picture in Column A with what it shows/tells in Column B. (Refer to LM, p. 477, I Can Do It)

Key to Correction:
1. b  2. a  3. e  4. d  5. c

Group Activity:
Guide the pupils in giving out their topic to be presented. Have each group leader pick a topic. Then, he/she must pick the type of presentation the group will do. (Refer to LM, p. 478, We Can Do It)

Have each group present its work to the class.