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# PROTOTYPE 2C2IA LESSON PLANS IN ENGLISH II

NOT FOR SALE

GOVERNMENT PROPERTY

Prepared and submitted by:  
Grade II - Teachers of  
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Edited by:  
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## FIRST GRADING PERIOD

### I. Objectives

- DMR 1. Answer *wh*-questions.  
DELIC 2. Use courteous expressions in greeting others.  
DDSS 3. Identifying speech sound heard (*th*) and (*dh*).  
4. Use medial vowel sounds.  
5. Recognize the words with consonant blends in initial/ final positions.  
6. Copy legibly, accurately and neatly in manuscript form a question sentence.

- B. Strategies: 1. Reading aloud.  
2. Questioning  
3. Pronouncing words correctly  
4. Writing sentences in manuscript form.  
5. Using courteous expressions.

- C. Values: Attentiveness and cleanliness.

### II. Subject Matter

- A. Story: Pagong's Home  
B. Comprehensive Skills/Strategies  
a. Configuration Clues  
b. Getting the main idea  
c. Sequencing  
d. Interpreting figurative Language  
C. Language Structure  
D. Decoding: Beginning and ending sound of */th/* and */dh/*  
E. Writing: Writing Sentences  
F. Reference: BEC PELC, Speaking 1.1, Listening A.1.A, Reading 1.2, Writing 1, Fun in English I, TM pp 98-100 Reading Language pp 146-150  
G. Materials: Big Books, cut outs, manila paper, pentel pen

### III. Learning Activities:

#### A. Discovering the Magic of Reading (DMR)

##### 1.1 Motivation and Building Background

Have the pupils talk about their swimming experiences.

Ask: Where did you go swimming?

What did you see while swimming?

How did you feel? Why?

Present the big book and discuss.

Ask: What do you see in the picture? What are the people doing?

##### 1.2 Unlocking of New/ Difficult Words

Find the shapes of the words and its meaning.

1. It is a large body of water\_\_\_\_\_
2. Marie is not sad. She is \_\_\_\_\_.
3. It is a place where family lives\_\_\_\_\_.
4. It is an animal whose body is covered with shells.\_\_\_\_\_
5. It means beautiful\_\_\_\_\_
6. It is a small body of water\_\_\_\_\_.
7. Fishes \_\_\_\_\_. They do not fly.
8. A son of king\_\_\_\_\_.
9. The cover body of a turtle\_\_\_\_\_.

Configuration Clues:

- |           |           |          |
|-----------|-----------|----------|
| 1. sea    | 2. happy  | 3. home  |
| 4. turtle | 5. pretty | 6. lake  |
| 7. swim   | 8. Prince | 9. Shell |

1.3 Motive Question:

What did Prince Abdul see in the lake swimming? Tell them to listen as the story is read. Let them find out more about the character of Prince Abdul.

## **B. Constructing of Meaning (CM)**

### 1. Active Reading

Read the whole story aloud.

### 2. Second Reading


Read the story aloud then ask questions after each paragraph.

Pagong's Home

1. Who is Sultan Kiram?
2. What did he order his man?
3. What did they put in the lake?
4. Who liked the lake very much?
5. What did Prince Abdul see in the lake?
6. Why did Prince Abdul run to his father?
7. What did Sultan Kiram tell the men about the ugly thing?
8. What happened to the turtle?
9. Did the turtle die in the end? Why?

### 3. Post Reading

- 3.1 Lead the class to answer the motive question.
- 3.2 Divide the class into 5 groups.

<b>ENGAGEMENT 1 (Small Group Activities)</b>	<b>ENGAGEMENT 2 (Division of the story)</b>
Group 1 - Prince Abdul likes swimming. Shows how he swims	Who is the main character in the story? What does he love to do? GROUP I shows how Prince Abdul swims.
Group 2 - Sequence events in the story using pictures.  The men were making a lake. Price Abdul saw a turtle in a lake. The men were trying to kill the turtle. The turtle is thrown into the sea.	Why do you think men were making a lake? What did Prince Abdul feel when he saw the ugly thing? What happened to the turtle? Group II presents output. Discuss the events as they happened in the story.
Group 3 Dramatizing the scene when Prince Abdul saw the ugly thing.	What did Prince Abdul do when he saw the turtle? What kind of person was he?
Group 4 Pretend you are a turtle. Draw a picture showing how you plead to be spared from being killed.	How did the turtle wish to be killed?
Group 5 Draw how a turtle moves	What is the author's purpose in writing the story? If somebody gives you a turtle, what name would you give it?

### C. Developing English Language Competence

#### 1. Preparatory Activities

##### 1.1 Review

What will you say if you meet your teacher in the morning? Write it inside the talking balloon.



## 2. Lesson Proper:

- a. Say: Look at the picture and listen to your teachers read.



- b. Ask the questions

- > What time of the day is it?
- > How did Lito greet Tony?
- > What was Tony's answer?

- c. Let's repeat what they said.

- > Good afternoon, Tony.
- > Good afternoon, Lito.
- > How are you?
- > I'm fine, thank you.

- d. Ask one of your classmates to say these greetings with you.

### 2.1 Oral Practice

- a. Let the pupils read the dialogue after the teacher.

Mario: Good morning, Nestor.

Nestor: Good morning.

Mario: How are you?

Nestor: I'm fine. Thank you. How about you?

Mario: I'm fine too.

Nestor: Goodbye Mario

Mario: Goodbye. See you tomorrow.

- b. Practice reading the dialogue. Ask your classmate to be Mario or Nestor. Then, read what each boy said with the correct intonation.

- c. Ask: What do you use the greetings: Good afternoon, how are you? Do you use them often? Why we should they be used?

### 1. Preparatory Activities

- a. Let the pupils sing the song: I Have Two Hands

a.1 Rhymes: A bird in a tree  
 There is a bird in a tree.  
 This is what he says to me.  
 Tweet, tweet, tweet.(2x)

b. Learning activities

1. Show pictures of the following:

father	things
leather	thumb
feather	three
brother	truth

2. Lesson Proper

2.1 Presentation

a. Present the two columns of word written on the board/chart. Let the pupils read after the teacher.

Column 1	Column 2
think then theatre three	thank thunder they this thereby

b. Let then say “yes” in the words with /th/ sounds.

think	father	bath
thirsty	through	math
thirteen	teeth	

c. Let the pupils pronounce words with /dh/ sound several times.

them	then
------	------

2.2 Generalization

How do we pronounce words with /th/ and /dh/ sounds?

2.3 Post Activities/ Guided Practice

a. Group pupils into 3. Play the game Bring Me. Ask for objects/ pictures whose name begins with /th/ and /dh/. Say, lets help Prince Abdul. Bring me the things I like. Please bring me a book, a math book, a father, etc.

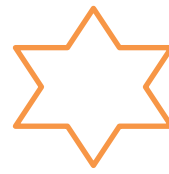
b. Tell the class to help Prince Abdul. Select the words with /th/ and /dh/ and put then inside the balloon where they belong.

thing	bath	these
through	teeth	weather

/th/



/dh/



#### 2.4 Independent Practice

a. Say: Get a partner. Ask your partner about the object you are holding the /th/ and /dh/ sound of words.

b. Read each word I flash then group them under the **th** sound and **dh** sound.

#### 2.5 Application

Write /dh/ on your paper if you hear the same sound and the /th/ if you hear that same sound.

- |            |           |           |
|------------|-----------|-----------|
| 1. weather | 3. thank  | 5. breath |
| 2. thigh   | 4. father |           |

#### 2.6 Evaluation

Put the following in their proper column.

three	thank	those
through	threat	thick
them	this	with

/th/ sound

/dh/sound

- 1.
- 2.
- 3.
- 4.

### D. Deciphering and Decoding Strategies and Skills (DDSS)

#### 1. Presentation of the Consonant Clusters

##### 1.1 Pronunciation Exercises

##### a. Sounding of long vowel sounds

/a/-cake	/e/- eagle	/i/-ice
/o/-old	/u/- uniform	

##### b. Pronounce the long vowels in the following words.

a. /a/	may	lay
b. /e/	we	be
c. /i/	right	might
d. /o/	know	blow
e. /u/	mute	cute

- c. Sing the abc song and write the alphabet in the board.  
Separate the vowels from the consonants. Pronounce each letter after the teacher.
- d. How many vowels are there in the alphabet? How many consonants?

## 2. Motivation

### A. Unlocking of vocabularies

neat                      clean

How do you keep your body clean?

### B. Presentation

#### 1. Present and read a poem

#### **Look At Me**

Look at me  
I'm clean and neat  
I wash my face everyday  
I brush my teeth  
I comb my hair  
I wash my feet too  
I'm clean and neat from my head  
Down my feet

2. Read the poem with action words and let the pupils follow.  
3. Study these words:

clean                      neat                      head

#### 4. Other words with medial vowels -ea sounded as

/e/	/iy/
Column 1	Column 2
bear	heat
bead	meat
wear	neat
head	seat
thread	teach

5. What common letters can you see from the word in the chart? /ea/  
Where can you find these letters? (At the middle). What sounds can /ea/ give as you hear words in Column 1 /e/ (short vowel sound) or in column II /iy/ (long vowel sound)?

### C. Generalization

Medial vowels as in **-ea** in words have the /e/ or /iy/ sound.



D. Application:

1. Read the following sentence.

- a. We had meat for dinner.
- b. I had a bad dream last night.
- c. I don't wear uniform on Saturdays.
- d. The heat hurts my skin.
- e. I just want bread for breakfast.

2. Put all the words with long vowel sound /iy/ under the Column 1 and those with short vowel sounds /e/ under Column 2.

clean	breath	spear
bean	near	leader
weather	feather	tear
teacher	hear	wear

Write **S** if you hear the short vowel sound /e/ and **L** if long vowel sound /iy/.

- |                |                  |
|----------------|------------------|
| 1. head _____  | 5. hear _____    |
| 2. seat _____  | 6. sweater _____ |
| 3. meat _____  | 7. spread _____  |
| 4. dream _____ | 8. seal _____    |

3. Differentiated Activities for Group Work

Group I : Write the appropriate greeting based on a given situation below.

1. Mrs. Ramos walks home one afternoon.  
(How will you greet her?)
2. The principal visits you in your room.  
(How will you greet her?)

Group II : Say each picture name. Circle the correct word.

head	-had;hood
meat	-meat; mate
dream	-drum;dress
seat	-sat;sit
hear	-here;hair

Group III: Read the sentences and match each sentence with the picture.

1. There are thirteen birds in the cage.
2. Father reads the newspaper.
3. The thirsty sparrow drinks in the glass.
4. My math book is thick.
5. I have strong and white teeth.

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## **I. Objectives**

### **A. Skills**

1. Give the meaning of the words through real objects, pictures, context clues, synonyms, antonyms.
2. Recall the details in the story.
3. Tell the settings, character and events in the story.
4. Identify initial consonant blends.
5. Use short answer forms to questions.  
Ex: Who is your teacher?  
Does the dog bark?
6. Associate names of objects with consonant blends.
7. Write words legibly with initial consonant sounds.

### **B. Strategies**

1. Read aloud.
2. Questioning

### **C. Values: Appreciate the beauty of nature.**

## **II. Subject Matter**

### **A. The Bubbly Bumblebee**

Author: Blessings

Illustrator: Larry A. Diolala

### **B. Comprehension Skills/Strategies**

- 1) Answering who-questions
- 2) Predicting outcomes
- 3) Sequencing events
- 4) Inferring character traits

### **C. Deciphering and Decoding-Initial consonant blends**

D. Writing-Writing initial consonant blend

E. References-BEC-PECC Speaking p. 8 Big Book

Beginning Reading Instructional Guide BRIGHT p. 24-34

DEP ED Elem. English 2 p 246-252

Cut-out pictures, charts, activity sheets

## **III. Learning Activities**

### **A. Discussing the Magic of Reading (DMR)**

#### **1.1 Pre-reading Activities**

##### **a. Motivation and Building Background**

Show picture of a garden. "What is this?"

Do you have a home garden?

What are found in your garden?

##### **b. Show the Big Book .Introduce each part of a book, the title, the author, the illustrator, the number of pages.**

## 1.2 Unlocking of Difficulties

- Picture a. *Bumblebees* - showing the picture. We call this a "bumblebee". Can you describe it? It has wings so it can fly. It has six legs so it's an insect.
- Mimicking b. *buzzing*- It makes sounds. It  
ZZZZZZZZZZZZ...ZZZZZZZZZZZZ...ZZZZZZZZ
- Real object c. *sweet scent*-Show a sampaguita garland. Let the children smell it. It's fragrant. It has sweet smell.
- Picture d. *gloomy/sad*- showing picture of a sad boy. Why do you think he was sad? When you are sad, you are gloomy.
- Picture e. *bubbly* - showing a picture. That girl is lively. A lively girl is bubbly.

## 1.3 Creating a Purpose/Motive Questions

Where was the bumblebee? Were the flowers happy when visited by the bumblebee? Why?

## B. Constructing Meaning (CM)

### 2. Active Reading

2.1 First Reading-The teacher reads the story without interruption, showing illustration to the pupils.

2.2 Second Reading-Here the pupils interact with the text. The teacher asks the questions to help children understand and comprehend the story.

### 3. Post Reading/ Inter Acting with the Text

#### The Bubbly Bumblebee

Buzzing...buzzing....buzzing  
Bubby Bumblebee is coming

Fluttering...fluttering...fluttering  
Pretty butterfly is passing by

All the beautiful blooming flowers  
the Singing...dancing.....swaying

But today all the flowers look sad  
buzzing, bubbling bumblebee  
No fluttering, pretty butterfly to see

#### Teacher asks

Who is coming to the garden?  
What does it say?

Who is passing by?

What happen when the bumblebee and  
butterfly visit the garden? Are the flowers  
happy?

Why all the flowers look sad and gloomy  
and gloomy today?

"Listen", says sweet sampaguita.

What does sweet sampaguita say?

Brighten up your colors and bring  
Out your sweet scent.

Soon, the bubbly bumblebee and the  
Beautiful butterfly come rushing back  
to the pretty ,sweet, blooming  
flowers in the garden.  
Buzzing...buzzing..buzzing...  
Fluttering...fluttering..fluttering....

What do you think happens next?

4. Let the children read the Motive Question  
Let them answer it.
5. Engagement Activities  
Divide the class into four groups.

**Engagement 1**  
(Group Work)

**Group 1**

(Given cut outs)  
Create a garden

**Group 2**

(Act out)  
The flowers were happy  
when the bumblebee  
and the butterfly visit the garden.

**Group 3**

All the flowers brighten so the  
bumblebee and butterfly will  
visit them.  
(Draw the flowers in the garden  
and color them brightly)

**Group 4**

(Draw the flowers before the  
Visit to the garden)  
Bumblebees visit the garden  
(Draw the flowers after the visit)  
Bumblebees visit the garden.

**Engagement 2**  
(Discussion of the story)

What is the story about?  
Where did the story happen?

Who came and visited the garden?  
What sounds did they make?  
How did the flowers feel?

What did the sampaguita say?  
What did the flowers do?  
Were they happy?  
What attracted the bees and the  
butterfly?  
What did the flowers feel?

Why do bumblebee and butterfly come?

Relate the story of pollination  
\*Sip nectar pollen sticks to legs  
\*Transfer pollen grains  
\* Pollen grains as seeds  
\* Seeds become new plant

## C. Developing English Language Competencies

### 1. Property Activities

#### 1.1 Drill

Ask: What is your name? (My name is \_\_\_\_\_)

How old are you? (I'm \_\_\_\_\_ years old)

#### 1.2 Review

Present the story again (The Bubbly Bumblebee. Have them look for the words with initial consonant blend in the story.

Let them add some more.

Ex: flower                      gloomy  
   fluttering

### 2. Lesson Proper

#### 2.1 Presentation

a. Show pictures of Bee and the Butterfly.

Say: The bee and the butterfly meet in the garden.

They want to be friends but they do not know each other.

This is how they become friends. They tell something about themselves.

Bee: What is your name?

Butterfly: My name is butterfly.

b. Let the pupils read the story the "Playmates" page 3 of FIE 2.

Answer the following questions:

1. Who is the new boy in the school?
2. Who makes him happy?
3. What will they play?
4. Where will they play?
5. What will they play with?

Conduct a question and answer the exercise

Ex. "What's your name?" (My name is \_\_\_\_\_, etc.)

#### 2.2 Oral Practice

Say: This time we are going to imitate the bee and the butterfly. This is how we do it. Just answer the following questions that one will give which shall be answered by another. Then we switch roles.

>What is your name? My name is \_\_\_\_\_.

> How old are you? I'm \_\_\_\_\_years old.

> What grade are you in? I'm in grade \_\_\_\_\_.

> What school do you go? I go to \_\_\_\_\_ Elem School.

> Who is your teacher? My teacher is \_\_\_\_\_.

(This can be done by group or pair. Do this until all participated)

### 2.3 Generalization

Ask: How did the bee and the butterfly become friends, or even children like you. Guide the pupils in telling something about themselves/ourselves.

How do you do it? (by using short form questions)

### 2.4 Guided Practice

Let the pupils answer the following questions by group.

>What is your name?

> How are you?

> Where do you live?

### 2.5 Independent Practice

Get partner. One will give a question while the other will give the answer.

### 2.6 Application

Write question forms on a rolled sheet of paper. Let the pupils pick and answer it using the given pattern structure. Do this until almost all students have participated.

### 2.7 Evaluation

Match the answer forms in Column B to its questions in Column A. (Teacher will read the choices and the pupils write the letters of the correct answer.)

#### Column A

1. What is your name?
2. How old are you?
3. Where do you live?
4. What school do you go to?
5. Who is your teacher?

#### Column B

- A. My name is Elsa Santos.
- B. I go to Albay Central School.
- C. My teacher is Mrs. Lydia Garcia
- D. I am eight years old.
- E. I live in Mabinit, Legazpi City

## D. Deciphering And Decoding: Strategies and Skills (DDSS)

### 1. Sound Presentation.

1.1 Present words with consonant bends taken from the story.

blooming

flowers

fluttering

Ask: With what sound do they begin?

Say: Read the words after me. Can you give example of words in the consonant blends.

1.2 Present other word:

**/bl/**

blouse

block

blue

**/cl/**

clap

class

cloud

**/pl/**

plow

plant

plane

**/gl/**

glass

glue

glow

**/fl/**

flower

fly

floor

## 2. Practice Exercise

### 2.1 Chart

Say the following chart to children.

\*It begins with /bl/ and ends with /ack/. Put them together and say \_\_\_\_\_.(black)

(Have them blend together the sounds together and answer together.)

2.2 The teacher will say a word with consonant blends, then ask pupils to identify what is the initial consonant blend of the word.

blink	flakes
clip	plan
globe	clown

## 3. Writing Activity

Have the pupils write words with consonant blend on their paper.

block	Plant	clap	glass	floor
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## 4. Generalization

What is consonant blend?

(Two consonants put together to form a sound are called consonant blends).

Can you give some example?

## 5. Application.

Read the paragraph (make one). Encircle/ copy the words with initial consonant blends.

## 6. Further Practice

Show pictures to the pupils and have them identify the initial consonant.

Blend and write it on the paper.

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## 7. Evaluation

Color the pictures (prepare these pictures) that begin with consonant blends  
**(cl,bl,pl,fl,gl)**

### 8. Differentiated Activities

Group 1	Group 2	Group 3
		SEATWORK 2
Name each picture flashed to you. Say yes , if the picture begins with consonant blends. Say <b>no</b> , if it does not. <i>clap car</i> <i>fly fan</i> <i>plus</i>	Name each picture. Color the picture with the names that begins with consonant blends. <i>flower dog</i> <i>class paper</i> <i>plane</i>	Complete the name of each picture by writing the beginning sounds <i>plane</i> ___ <i>ane</i> <i>blouse</i> ___ <i>ouse</i> <i>clap</i> ___ <i>ap</i>
SEATWORK 1	ORAL WORK WITH THE TEACHER	SEATWORK 2
		Encircle the initial consonant of the picture.
		ORAL WORK WITH THE TEACHER
Say the name of the picture. Write the missing letter. <i>blood</i> ___ood <i>flood</i> ___ood <i>clip</i> ___ip <i>plant</i> ___ant	Encircle the words with consonant blends. <i>bleed plant pants</i> <i>cat food cloud</i> <i>fly duck globe</i>	Name each picture . Stand if the picture begins with consonant blends. Sit if it does not.  <i>clap plot paper</i>  <i>floor book</i>

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## **I. Objectives**

### **A. Skills**

- DMR 1. Answer wh-questions about the story read.
- 2. Act out in the story read.
- DELC 3. Identify action words of animals and things.
- DDSS 4. Identify words with diphthongs.
- 5. Copy legibly, accurately and neatly in manuscript form.

### **B. Strategies**

- 1. Read aloud.
- 2. Phonemic isolation, blending and substitution
- 3. Questioning
- 4. Predicting

### **C. Values**

Love for animals

## **II. Subject Matter**

A. Story: How Animals Eat, Move, and Live

Author: Mrs. Amelita Ranches

B. Comprehension Skills

Answering wh-questions

C. Language Structure

CVVC Pattern

D. Deciphering and Decoding

Identifying words with diphthongs

E. Language Structure

Writing words with diphthongs

F. References: BEC-PELC

G. Materials: flipchart, chalkboard, picture

## **III. Learning Activities**

### **A. Discovering the Magic of Reading**

#### **1. Pre-reading**

What animals do you have at home?

What do they eat? How do they move?

What body parts they use to get food?

#### **2. Unlocking of Difficult Words**

a. Reptile (through pictures) What animal is this? Describe.

b. Gallop (through action)

c. mammals (through picture) What animals are in the picture?

d. nectar (through real object) What is this juicy part that is found in this flower?

e. What is the taste? (sweet)

#### **3. Motive Questions**

How do animals eat? How do they move and live?

## B. Constructing Meaning

### 4. Active Reading

#### 4.1 First Reading

Read the story aloud to the class.

#### 4.2 Second Reading

Teacher reads the story. Questions are asked in the story.

### “How Animals Eat, Move and Live”

Animals move in different ways. Most use their feet and they either walk or run. Some, like the reptiles and crocodiles, crawl. Spiders and worms crawl too. Birds fly. Frogs jump. Fishes swim. Horses gallop.

Animals use different parts of their body to get food. Young animals like the kid, the calf, and the pony suck milk from their mother. Mature goats, carabaos, cows, and the horses eat grass. They use their mouth and teeth to get food. Dogs eat meat and rice. Cats like fish and rice. Most birds use their beaks to get seeds and small insects for food. Others use their claws. Bees and butterflies use their antennae to get nectars from flowers. Frogs use their tongue to catch small insects.

Animals live in different places. Some animals live with house in our house, like dogs, cats, and birds. Some animals live on land and in the farm like the carabaos, cows, goats, hen, and duck. Some animals live in water like fish, shrimps, and crabs. Some live in both on land and in water like frogs and turtles. Some animals live in the jungle or forest like the lion, tiger, elephant, monkeys, snakes and other wild animals.

### 5. Post Reading

#### 5.1 Guiding the pupils to answer the motive questions

#### 5.2 Group Activity

<b>Engagement Activity 1 Small Group Activity</b>	<b>Engagement Activity 2 Discussion of the Story</b>
Group 1-Act out the different movements of animals	In what ways do different animals move?
Group II- Answering by means of story telling	Tell how animals use the different parts of their body in getting food.

Group III-Answering with the use of chart	Where do animals live?			
	Animals			
	Animals that live on land	Animals that live in water	Animals that live in both in land and water	Animals that live with us
Group IV- answering by means of drawing	How will you take care of your pet at home?			

### C. Developing of English Language Competencies

#### 1. Preparatory Activities

##### 1.1 Review

Name the animals common in the locality (goat, mouse, etc)

#### 2. Lesson Proper

##### 2.1 Presentation

a. Say: This is a goat. Listen as I read the rhyme and find out how the goat works.

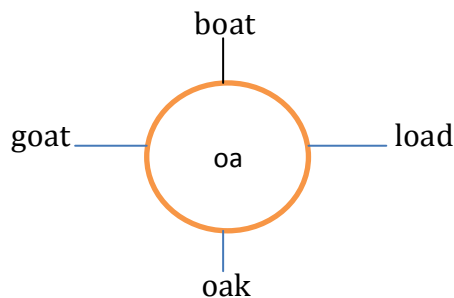
#### A Goat

A goat in the boat  
Eats meat and oats  
See how it loads  
Many big, big oaks

b. Answer the ff. questions:

- >What is the rhyme about? (a goat)
- > What does it eat? (meat and oaks)
- > What does it load? (big, big oaks)
- > What do you think the goat will build?. (answers differ)
- >Do you think the goat can do that? Why? (answers differ)
- >If you were the goat can you do the same? Yes, because\_\_\_\_\_.
- No, because\_\_\_\_\_.

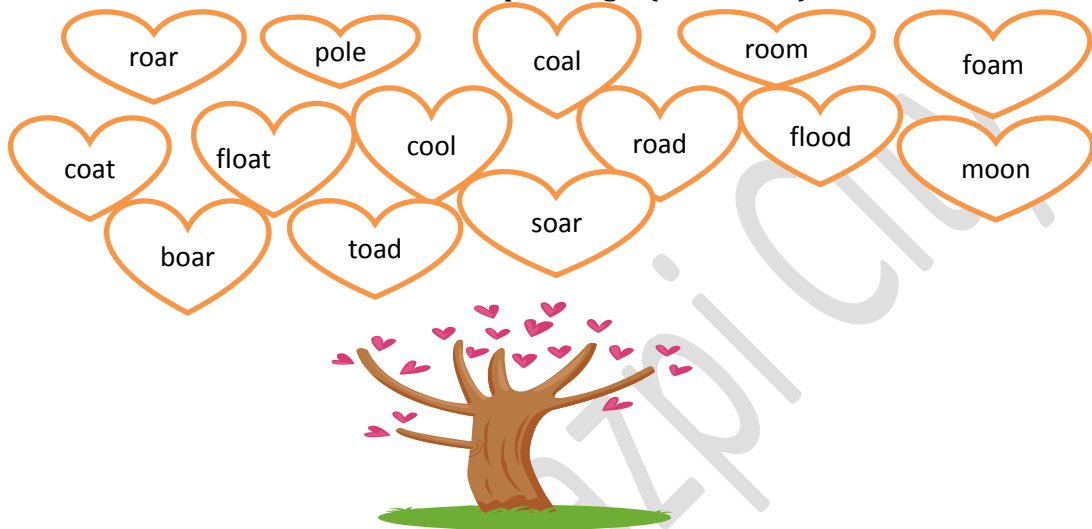
c. Give the words with “oa” that are found in the rhyme.



d, Ask: What can you say about the words? (words with “oa” letter)  
What sound does it produce?  
Say: These are words with diphthong.

## 2.2 Oral Practice

a. Pick and list the words with diphthongs. (flashcards)



b. From the list of words, use them in sentences.

c. Ask: What are these words? (diphthongs)

What are diphthongs?

(Diphthongs are words with consecutive vowels sounded as one as  
*/oa/*- */ow/*).

## 4. Practice Exercises

### 4.1 Guided Practice

Play the game “clap your hands”. If the word is a diphthong clap your hands and stamp your feet if not.

### 4.2 Independent Practice

Using pictures, let the pupils say each picture name. Ask them to copy and color the picture whose names have */ow/* sound.

## 5. Phoneme Tasks

On the back rhyme

Say; I will say a sentence then write the word that rhyme with in the list.

a. boat - The boat sails. The word begins with a “b” and rhyme with goat.

## 6. Reading CVVC diphthong words

6.1 Show to the class flashcards with */ow/* sounds.

6.2 Show the pictures in the flipchart. Associate the pictures with each printed symbol.

(Let the pupils read the faces and sentences in the chart)

7. Enrichment

7.1 Answer the wh- questions

- a. The goat is in the boat.  
Where is the goat?  
What is in the boat?  
Why is the goat in the boat?
- b. The oak in the near the road.  
Where is the oak?  
What is the near the road?
- c. The boar roar.  
Who roar?  
What did the boar do?

Let the pupils complete the sentences by writing the correct word.

- a. The goat is in the \_\_\_\_\_.
- b. The \_\_\_\_ is near the road.
- c. The \_\_\_\_\_ roar.

8. Group Work (Differentiated Activities for Group Work)

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>
Seatwork 1	Oral work with the teacher	Seatwork 1
Complete the words by writing letter on the blanks.  1.r__d 2.t__d 3.c__t 4.r__m 5.fl__t	Match column A with B  1. a. road  2. b. coat  3. c. coat  4. d. goat  5. e. boat	Say each picture names. Underline the word to complete the sentence.  1. The (goat, boat) gives us milk. 2. The man has a (coat, road) 3. The lion (roar, room) 4. The (toad, road) is in the pond. 5. The (boat, goat) sail on the sea.

## **I. Objectives**

### **A. Skills**

1. Give the meaning of new words through pictures and actions.
2. Answer the wh-questions about the story listened.
3. Respond to the story through the following engagement activities:
  - Group I-Draw the characters in the story.
  - Group II-Pantomime the characters in the story.
  - Group III-Tell some important events in the story through story telling.
  - Group IV - Compose a word puzzle.
4. Use courteous expressions in giving directions using please and thank you.
5. Write words correctly in manuscript form.

### **B. Strategies**

1. Reading aloud
2. Questioning
3. Using visuals and organizers
4. Retelling
5. Drawing

### **C. Values**

Honesty

## **II. Subject Matter**

A. Story: "The Broken Glass Window"

B. Comprehension Skills and Strategies

- > Answering wh- questions
- > Pronouncing words and initial consonant blends
- > Recognizing spelling pattern

C. Language Structure

Courteous expressions: Please and Thank You

D. Deciphering and Decoding

Spelling Pattern

E. Writing

Writing words correctly in manuscript form.

F. References: PELC

Fun in English 2

G. Materials: pictures, pocket chart, flashcards with words

## **III. Learning Activities**

### **A. Discovering the Magic of Reading (DMR)**

#### **1. Pre Reading**

##### **1.1 Motivation and Building Background**

- a. Where do you play in school?
  - Have you have experienced bad things happen while playing?  
What was it?
- b. Today I'm going to read a short story for you.

- The title of the story is “Broken Glass Window.....”

c. Motive Question

- Who threw the stone at the window pane?

1.2 Unlocking of Difficulties

a. loud crash

b. window pane (picture)

c. threw (action)

d. busy (picture)

e. bowed (action)

**B. Constructing Meaning (CM)**

2. Active Reading

2.1 First Reading of the Story

-Teacher reads the story without interruption.

2.2 Second Reading of the Story

(Reading the first part)

-Who were in the playground?

-What did the children want to do?

- Could they play on the playground? Why?

(Reading the second part)

-What did the children hear while the playing?

-What caused the noise?

(Reading the third part)

- Who was Mr. Vera?

- Did the children tell him who threw the stone?

**C. Developing English Language Competencies (DELIC)**

1. Preparatory Activities

1.1 Drill

1.2 Review

- What will you say if you meet your teacher in the morning?

(Good morning)

-You meet your principal in the afternoon.

(Good afternoon)

2. Lesson Proper

2.1 Presentation

a. Do you remember the story “The Broken Glass Window”

- Who broke the glass window?

-What kind of boy was Noli?

- What did Noli tell the principal?

b. Present a comic strip of Noli and his teacher.

c. What did Mrs. Neria tell Danny?

d. What expressions or words did Mrs. Neria used to ask Danny to do something for her?

Say: *Please* and *Thank You* are examples of what we call courteous expressions.

## 2.2 Oral Practice

Read the following situation and answer orally.

-Your teacher is in the office and your classmates are noisy, what will you say? (Please keep quiet)

-Being a pupil leader, you want your classmates to fall in line and stand straight, what will you say? (Please fall in line)

## 2.3 Generalization:

Use courteous expressions in appropriate situations in giving direction using please and saying thank you.

## 2.4 Guided Practice

-Group the pupils into 5.

- Give them strips of paper with situations

-Ask them to write the appropriate direction to be use, using please and thank you.

## 2.5 Independent Practice

-Pick out a rolled paper inside the box.

-Say the correct direction using please and thank you.

Ex: listen carefully

Work quietly.

## 2.6 Application

Act out a dialog using courteous expressions in directions using please and Thank you.

## 2.7 Evaluation

Read the following situations. Choose the letter of the correct answer.

1. You have a group work project and it is very noisy, what will you say?

- a. Please, work quietly.                      b. Keep quiet.

2. Mrs. Neria would like to ask Danny to get a glass of water, what would Mrs.Neria say?

- a. Get a glass of water for me.      b. Please get a glass of water for me.

3. Danny's father asks him to feed the chicken, what will father say?

- a. Please, feed the chicken, Danny.      b. Feed the chicken.

4. Noli carries the books borrowed from the library for the class. He would like to ask the help of his seatmate, what will he say?

- a. Please help me carry the book.  
b. Elmer, carry these books.

## D. Deciphering and Decoding Strategies and Skills (DDSS)

### 1. Presentation:

1.1 Let the pupils recall the story "The Broken Glass Window"

1.2 Have the pupils analyse the underlined word play.

-The pupils wanted to play.

1.3 Let us analyse the underlined word.



- What is the first letter? Second? Third? Last letter?  
(consonant - consonant-vowel-consonant)

1.4 Practice Exercises

-Show some words with the given pattern(CCVC) and have them read correctly.

- Look for the word that has C-C-V-C pattern.

2. Writing Activity

-Show some pictures.

Say: Children, we will write the correct word for each picture with C-C-V-C Pattern.

2.1 Writing Exercises

a. Write the correct word correctly in manuscript form

b. Observe how the pupils write the word on the board.

3. Generalization

-What pattern did we learn today?

- Who can give examples of words with C-C-V-C pattern.

4. Fixing Skills

-Read the words correctly.

-Write (/) on the blank if the words with C-C-V-C pattern and (X) if it does not.

1. flag-\_\_\_\_\_

4. tail- \_\_\_\_\_

2. game-\_\_\_\_\_

5. glad- \_\_\_\_\_

3. crab-\_\_\_\_\_

5. Application

Harvest Time:

Say: Belle is in the garden. She will pick flowers. Let's help her pick flowers That contains with C-V-V-C pattern.

-Put the flowers in the vase.

club

glue

blow

play

draw

6. Evaluation

Draw a star on your paper if the word has C-V-V-C pattern and a moon if not.

1. gate-\_\_\_\_\_ 2.pray-\_\_\_\_\_

3. cry-\_\_\_\_\_ 4.clam-\_\_\_\_\_

5. clap-\_\_\_\_\_

7. Differentiated Activities for Group Work

Group 1	Group II	Group III
Oral Work With the Teacher	Seatwork 1	Seatwork II
Say (/) if the word given by the teacher has C-C-V-C pattern and (x) if not	Ring the words with C-C-V-C pattern.	Draw a star if the word has C-C-V-C pattern and a (flower) if not.

<p>1. play      2.came 3. flea      4. blue 5. glue</p>	<p>play    say    tray cry      time    bread glad              gram</p>	<p>_____ 1. frog _____ 2. fame _____ 3. jump _____ 4. clay _____ 5. crab</p>
<p>Color the word with C-C-V-C pattern with blue and red if not.</p> <p>Play    say    tray cry      time    bread</p>	<p>Bow the word that has C-C-V_C pattern.</p> <p>frog    fame    jump clay              crab</p>	<p>Say (/) if the word given by the teacher has C-C-V-C pattern and (x) if not.</p> <p>1. play    2. came 3. flea    4. blue 5. gate</p>
<p>Underline the word that has C-c-V-C pattern.</p> <p>frog      fame    tray clay              crab</p>	<p>Say (/) if the word given by the teacher has C-V-V-C pattern and (x) if not.</p> <p>1. play      2.came 3.flea      4.blue 5.gate</p>	<p>Ring the words with C-C-V-C pattern.</p> <p>play      say      tray cry      time    bread glad      gram</p>

Prepared by:

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**Belma A. Carizo**  
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Bogna E/S

## **I. Objectives**

### **A. Skills**

1. Answer wh-questions from the story listened to.
2. Follow printed directions for test taking.
3. Follow simple one step directions heard.
4. Recognize the rising and falling intonation.
5. Copy paragraph observing indention, capitalization and punctuation.

### **B. Strategies**

Questioning

## **II. Subject Matter**

A. Paragraph: Paper Boats: Developing Reading Power 2 p. 207

B. Comprehension Skills and Strategies

- Answering wh questions from the story listened to.
- Following printed directions for test taking.

C. Language Structure

Following simple one-step directions heard.

D. Deciphering and Decoding

Rising and falling Intonations

E. Writing

Copying paragraph

F. References:

BEC(PELC) Listening, reading And Writing pp. 1-2

G. Materials

Pictures

## **III. Learning Activities**

### **A. Discovering the Magic of Reading (DMR)**

#### **1. Pre-reading**

##### **1.1 Motivation**

Have pupils talk about their favourite toys.

Ask: What toys do you have at home?

What's your favourite toy? Why?

How do you play with each toy?

##### **1.2 Unlocking of New/Difficult Word (through picture)**

###### **a. sailing**

Ask: What is the man doing in the picture? (He is sailing)

###### **b. race(through action)**

Call three pupils to run.

Ask: Who won the race?

##### **1.3 Motive Question**

Ask: What did the boys do with their boats?

## **B. Constructing Meaning (CM)**

### 2. Active Reading

#### 2.1 First Reading

Read about the paragraph.

#### 2.2 Second Reading

Let the pupils read aloud the paragraph.

Encourage pupils to ask questions.

-Who are playing in the rain?

-What color was Dario's boat?

### 3. Post Reading

3.1 Lead the class to answer the motive questions.

3.2 Divide the class into 4 groups.

Assign each group an activity.

Allot at least 10 minutes to do the activity.

#### **Engagement 1**

Group 1 - Show how the boys  
Sail their boats.

Group II - The boys were playing  
in the rain. Act out this portion

Group III - Draw the 3 paper boats.  
Use crayons to color your paper  
boats.

Group IV Make different designs  
of paper boats.

#### **Engagement 2**

Show how to sail paper boats.

Do they enjoy playing together?  
Group 2 will show us.

Group III will show us their work.

If you have a paper boat,  
what name will it give you?

Let the pupils answer the exercises in TBRS on page 243-245.

Follow the directions for taking a test.

## **C. Developing English Language Competencies (DELIC)**

### 1. Preparatory Activity

Have the pupils play "Following Directions".

Show a paper strip which contains directions.

Call a pupil to read the direction and follow it.

Call another pupil to guess the direction.

### 2. Lesson Proper

#### 2.1 Presentation

Let the pupil read aloud the direction and call another pupil to follow  
the direction in DRP on p. 207.

#### 2.2 Oral Practice

Use total physical response or (TPR) to provide more exercises on the following simple one-step directions.

- a. Hide under the table.
- b. Run to the door.
- c. Close the window.
- d. Raise your right hand.
- e. Clap once.

#### 2.3 Generalization

Ask: What kind of direction did you follow? ( One-step Direction)

#### 2.4 Guided Practice

Let the pupils play soldiers. Assign a leader to give the order and to beat the drum.

Ex: Left, left, right, left

#### 2.5 Independent Practice

Assign five leaders to give one-step direction and ask their members to do as directed.

#### 2.6 Application

Do the activity 6 in Fun in English on page 19.

#### 2.7 Evaluation

Read the direction aloud and let the pupils follow the directions in Developing Reading Power 2 on p. 190.

### **D. Deciphering and Decoding Strategies and Skills (DDSS)**

#### 1. Presentation of Rising and falling Intonations

1.1 Recall the questions taken from the paragraph. Let the pupils answer the questions.

1.2 Ask: What intonation do you hear at the end of each question and sentence?

1.3 Present the yes-no questions.

Ex: Is Nario's boat red?

Ask: What ending intonation do you hear?

#### 2. Guided Practice

2.1 Present the questions and statements. Let the pupils group themselves according to their intonations.

a. Do you have an umbrella?

b. Are you going to the party?

c. Jane plays with the doll.

d. Who is coming today?

e. Why did Nicole have to do all the work by herself?

#### 2.2 Pointing Arrows

Make the children listen intently to questions and statements you are going to say.

Let the pupils put their arrows (made of cardboard)  
Say: Show the correct position of arrows after each statement or question has read.

- a. Does the father work in the farm?
- b. Are you coming with us?
- c. There are animals on the farm.
- d. I love to obey my parents.
- e. What time did Ann go home?

3. Generalization:

What happens to our intonation when we ask yes/no questions? How about when we give statements? (When asking questions answered by yes or no, the intonation goes up. The intonation of statements/declarative sentence always goes down)

**E. Writing a paragraph**

1. Present a paragraph

Ask: What is the paragraph about?

How did we write a paragraph?

2. Guide the pupils to copy a paragraph.
3. Ask them to copy another paragraph.

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## SECOND GRADING PERIOD

### A Lesson Plan in Grade II English

#### I. Objectives:

##### A. Skills

1. Note details in the selection listened to.
2. Use *these/those* with plural form of nouns.
3. Note details in a short story read.
4. Infer the feelings of the character in the story.
5. Respond to the story through the following engagement activities.
  - Group 1- Illustrating the most liked character in the story using simple sentences.
  - Group II- Acting out favourite part/event in the story.
  - Group III- Imitating sounds created by the characters in the story.
6. Write sentences about the pictures.

##### B. Strategies

1. Read aloud
2. Questioning
3. Inferring

##### C. Values

Telling the truth/Don't spread wrong news.

#### II. Subject Matter

##### A. Story: Poor Chicky!

Reference: Fun in English

##### B. Comprehension Skills/Strategies

1. Noting details in the story.
2. Making inferences.
3. Responding to the emotions of characters in the story.

##### C. Language Structure: Using these/those with plural forms of the nouns

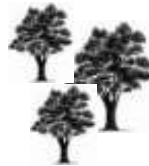
##### D. Deciphering and Decoding -DELIC

Formulating sentences about the pictures shown.

Reading the sentences aloud.



These are balls.



Those are trees.

E. Language Structure:

Writing simple sentences using *these/those* with plural nouns.

F. Reference: BEC PELC 2 Speaking 2.2.2

G. Materials: Story from the textbooks, flashcards, pictures, chalkboard, real objects.

### III. Learning Activities

#### A. Discovering the Magic of Reading [DMR]

##### 1. Pre-reading

###### 1.1 Motivation and Building Background

a. Ask: What will happen if you do not tell the truth or you spread wrong stories to your classmates?

b. Present the story from the book coupled with pictures and ask pupils to talk about the pictures.

###### 1.2 Unlocking of New/Difficult Words

a. feel

Show an illustration of a mango which fell to the ground.

Ask: What happened to the mango?

b. hurt:

Oh! You're stepping on my foot. It hurts.

c. brick: Show a picture of a brick.

A brick is used in a building.

###### 1.3 Motive Questions

Present the story again. Have the pupils recall the title of the story.

Show the event where a mango fell on Chicky's head.

Ask: What happened to Chicky?

Motive Question: What was wrong news about Chicky?

#### B. Constructing Meaning (CM)

##### 2. Active Reading

2.1 First Reading: Read aloud the story to the class without interruption.

2.2 Second Reading: Give pupils a chance to interact with the text. After reading a page or two, ask questions to help check pupils' comprehension.



<b>Poor Chicky!</b>	
<p>One day, Chicky walked under a mango tree. A little mango fell on her head. Poor Chicky! How her head hurt.</p> <p>A duckling saw Chicky. She asked, "What happened?" "A mango fell on my head", Chicky answered. She said, "Oh mother, did you hear about Chicky? A coconut fell on her head".</p> <p>"Oh dear", Mother Duck said. She went to see the turkey. "Did you hear about Chicky?", the duck said to the turkey. "A branch fell on her head".</p> <p>"Oh dear", the turkey said. Then she went to the turtle. "Did you hear about Chicky? A brick fell on her head", she said to the turtle.</p> <p>"Oh dear", the turtle said. Then she went to the goat. Then she went to the goat. "Did you hear about Chicky? A house fell on her head", she said to the goat.</p> <p>"Oh dear", the goat said. Then, she went to mother Hen. "Did you hear about Chicky? The sky fell on her head". She said, "Oh dear! Oh dear!", Mother Hen said, "Only a mango fell on Chicky's head".</p>	<p>What happened to Chicky under a mango tree? How did Chicky feel about it?</p> <p>Who was the first to see Chicky? What did the duckling tell her mother about Chicky?</p> <p>What did mother duck say about Chicky when she saw the turkey?</p> <p>What did the turkey tell about Chicky when she saw the turtle?</p> <p>Who else learned about Chicky? What did she say about Chicky?</p> <p>Who went to Mother Hen? What did Mother Hen say to the goat? What did each of each animal say about Chicky?</p> <p>What did each animal say the wrong thing about Chicky? Why did Mother Hen say, "Oh dear! Oh dear!".</p> <p>What will you do so that you will not spread the wrong news?</p>

### 3. Post Reading

3.1 Guide the pupils to answer the motive questions.

What was the wrong news about Chicky?

Give each group an activity to perform.

Engagement I	Engagement II
Small Group Activities	
<p>Group I: Illustrate the most liked character in the story. State simple sentences about the illustration.</p>	<p>Who are the characters in the story? What happened to Chicky? (Let the Group I present their activity)</p>

<p>Group II: Act out the favourite part/event in the story.</p>	<p>What did the animals say about Chicky? Who was the first to spread the wrong news? What did Mother Hen feel about the wrong news? (Group II Presentation)</p>
<p>Group III: Imitate the sounds created by the characters in the story.(Chicky, Mother Hen, Duckling, Mother Hen, Duckling, Mother Duck, Turkey and goat).</p>	<p>Who else learned about Chicky? Write their names in correct order. What was the sound created by each animal? How does a turtle walk? Call a pupil to imitate a turtle walk. ( Group II Presentation)</p>

Go to the inferences made by the class:

When the mango fell on Chicky's head.

When Mother Hen heard about the wrong news.

Check if the inferences are correct or wrong.

Read the story aloud.(Model Reading First) Then, have the pupils read by groups or pairs.

### C. Developing of English Language Competence(DELC)

#### 1. Preparatory Activities

1.1 Review: Teacher will use **these/those are** in sentences with real objects.

#### 2. Lesson Proper

2.1 Presentation: Use dialog with the structure to be learned accompanied with pictures.

a. Mark and I are in a toy store. Read what they are saying to each other:

Mark: These are my favourite toy robots.

What are your favourite toys Ian?

Ian: Those toy cars are in my shelf.

Those are my favourite toys.

b. Ask questions:

> Where are Mark and Ian?

> What are in the store?

> What did Mark say about the toy robots?

> What did Ian ask?

> What was Ian's answer?

c. Ask:

What word is used when telling objects that are near from the speaker? Objects that are far from the speaker?

Tell pupils to look around and use *these/those* in telling about things near and far.

## 2.2 Oral Practice

Using pictures, let pupils complete the sentence with *these* ,*those*.

## 2.3 Generalization:

When do we use *these* are? *Those* are?

Complete the sentences:

Use \_\_\_\_\_ to tell about two or more things that are near you.

Use \_\_\_\_\_ to tell about two or more things that are far from you.

## 2.4 Guided Practice

Fill in the blanks with ***these are, those are*** based on the pictures.

## 2.5 Independent Practice

Write a simple sentence about the pictures. Use ***these are or those are*** in your sentence.

Example: Pick up objects and use *these* in a sentence.

*These are books in English.*

What are *these* Pedro?

*Those are books.*

## 2.6 Application:

Write sentences using *these/those* based from the pictures shown.

Write ***these are/those are*** on the blank.



## 2.7 Evaluation

Completing sentences with ***these are/those are*** on the blank.

**Pictures:**

Boy holding two boxes.

1. \_\_\_\_\_ boxes of marbles

Girl pointing to her dresses.

2. \_\_\_\_\_ my new dress.

Boy holding a cage of birds.

3. \_\_\_\_\_ birds .

Boy pointing at cows from a far.

4. \_\_\_\_\_ cows

Baby pointing to her bottles.

5. \_\_\_\_\_ are my bottles.

## D. Deciphering and Decoding DELC

1.1 Ask: Do you still remember our story last time?

What is the title of the story?

1.2 Present the word Poor Chicky!

Ask: Who are the characters in the story Poor Chicky?

1.3 Showing the illustrations of the characters, Say:

These are animals. (near)

Those are animals. (far)

These are chicks. (near)

Those are chicks. (far)

1.4 Help the pupils write simple sentences using **these are/those are** about the things or objects near and far.

3. Copying simple sentences and checking them.

4. Practice Exercises

4.1 Independent Practice

Write sentences from dictation.

5. Generalization: How do we write a sentence correctly?

6. Application: Write simple sentences that I will dictate.

7. Further Practice: Write simple sentences about your family.

8. Evaluation:

Copy the following sentences correctly in cursive form.

1. These are ripe mangoes.
2. Those are ripe mango trees.
3. Those are red ants on the tree.
4. Those green mangoes are unripe.
5. These fruits are rich in vitamins.

Submitted by:

1. Mrs. Merle H. Mayores
  2. Mrs. Pura M. Lita
  3. Mrs. Glenda D. Olaguer
  4. Mrs. Edna A. Escote
  5. Mrs. Gemma A. Arganda
  6. Mrs. Concepcion A. Astano
- Bagumbayan Central School

## I. Objectives

### A. Skills

1. Note details in a selection listened to.
2. Use *this/that* with singular form of nouns.
3. Note details in a short story read.
4. Infer the feelings of the character in the story.
5. Respond to the story through the following engagement activity:
  - Group I - Drawing the favourite character in the story and saying simple sentences about the drawing.
  - Group II- Acting out the event when the grasshopper was asking for some help for the ant.
  - Group III - Imitating the dances performed by the grasshopper during the sunny days.
6. Write sentences from dictation.

### B. Strategies

1. Read aloud
2. Questioning
3. Inferring
4. Sequencing events

### D. Values

Save for the rainy days.

## II. Subject Matter

### A. Story: The Ant and the Grasshopper

Reference: Fun in English 2

### B. Comprehension Skills/Strategies

1. Noting details in the story
2. Sequencing events
3. Making inferences
4. Responding to the emotions of characters in the story.

### C. Language Structure: Using *this/that* with singular form of nouns.

### D. Deciphering and Decoding

Formulating sentences about the pictures shown.



This is a flower.



That is a bird

Reading the sentences aloud.

E. Language Structure:

Writing simple sentences using *this/that* with singular nouns

F. Reference: BEC PELC Speaking 2.2.1

G. Materials: Story from the textbook, flashcards, pictures, chalkboards, real objects.

### III. Learning Activities

#### A. Discovering the Magic of Reading (DMR)

##### 1. Pre-reading

###### 1.1 Motivation and Building Background

Ask: Have you seen an actual grasshopper? Ant?

Describe a grasshopper.

How does it move?

Present the story from the book coupled with pictures and ask pupils to tell what the characters are talking about.

###### 1.2 Unlocking of new/Difficult Words

###### a. Grasshopper

Show picture of a grasshopper and ask: Where do you usually see this insect?

###### b. Gathering

The Boy Scouts are gathering firewood for the campfire.

###### c. Carrying

Show in actual situation: The boy is carrying the bag.

###### 1.3 Motive Questions

Present the story again. Have the pupils recall the title of the story.

Show the scene when the grasshopper was encouraging the ants to play with him.

Ask: Why do you think the ant refused to play?

Motive Question: Why was the grasshopper very sad when the rainy days came?

#### B. Constructing Meaning (CM)

##### 2. Active Reading

###### 2.1 First Reading: Read aloud the story to the class without interruption.

Refer to the reference. (First sentence only)

2.2 Second Reading: Give pupils a chance to interact with the text. After reading a page or two, ask questions to help pupils predict and monitor their comprehension.

INTERACTING WITH THE TEXT:

<p>One hot day, an ant was working very hard. It was carrying food to its house. A grasshopper was playing in the grass.</p> <p>“Hi, friend Ant!” the grasshopper said.</p> <p>“Hello friend grasshopper”, the ant answered.</p> <p>“It’s a beautiful day, come play with me”, the grasshopper said.</p> <p>“I’m sorry, I have to gather food for the rainy days”, said the ant.</p> <p>The ant went on gathering food. The grasshopper went on playing in the grass.</p> <p>The rain came.</p> <p>The ant had rice to eat. The grasshopper had nothing to eat.</p>	<p>What kind of day was it? Who was working very hard? Who was playing on the grass?</p> <p>How did the ant/ grasshopper greet each other? What did the grasshopper ask the ant to do with him?</p> <p>How did the ant react to the grasshopper’s invitation?</p> <p>What did the grasshopper do while the ant is gathering food? What happen when the rain came? Who has food to eat? Why?</p> <p>What made the grasshopper very sad when the rain came?</p>
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3. Post-reading:

- 3.1 Guide the pupils to answer the motive question. Tell the pupils that the grasshopper learned a lesson for his actions.
- 3.2 Give each group an activity to perform.

4. Engagement Activities

<p><b>Engagement 1</b> Small Group Activities</p>	<p><b>Engagement 2</b> Discussion of the Story</p>
<p><b>Group I:</b> Draw the favourite character in the story. Say simple sentences about the drawing.</p>	<p>Where does the story happen? Who are the main characters in the story? What did the grasshopper do all the time? What about the ant? Is it good to play all the time? ( Let group I present their activity)</p>

<p><b>Group II:</b> Act out the event when the grasshopper was asking help to the ant.</p>	<p>What prompted the grasshopper to ask help from the ant? How did the grasshopper feel when the ant refused to help him? Why did the ant refuse to give help when they are friends? If you were the ant, what will you do? (Group II Presentation)</p>
<p><b>Group III</b> Imitate the grasshopper's dance.</p>	<p>If you were the ant, will you give in to the invitation of the grasshopper? Why? Why not? How did the grasshopper dance? (Group III Presentation)</p>

4.1 Go back to the inference made by the class. Check if their inferences are right or wrong.

4.2 Read the story aloud.(model reading first/ then have the pupils read by group or pairs).

### C. Developing of English Language Competencies (DELIC)

#### 1. Preparatory Activities

1.1 Review: Teachers will use this/that in the sentences in real objects.

#### 2. Lesson Proper

##### 2.1 Presentation:

a. Use a dialog with a structure to be learned accompanied with pictures:

Mary and Mother are in a garden. Read what they are saying to each other.

Mary: What is this Mother?

Mother: That's Dahlia.

Mary: What about this Mother?

Mother: That's a big sunflower.

b. Ask the following questions:

Where are Mary and Mother?

What are in a garden?

What did Mary ask Mother?

What did Mother answer?

c. Ask: What word signals an object that it is near the speaker? near the speaker?



d. Tell pupils to look around and use *this/ that* in telling about things near and far.

### 2.2 Oral Practice

a. Using picture let the pupils use the sentences with *this/that*.

### 2.3 Generalization

> When do we use *this is? that is?*

### 2.4 Guided Practice

Fill in the blanks with *this is, that is*.



1. \_\_\_\_\_ is a balloon.



4. \_\_\_\_\_ is a clock.



2. \_\_\_\_\_ is a bag.



5. \_\_\_\_\_ is a

star.



3. \_\_\_\_\_ is a cloud.

### 2.5 Independent Practice

> Use *this/ that* by pairs of pupils.

> Pick up an object and use *this* in a sentence.

Ex:

*This is a book in English. What's this, Pedro?*

*That is an English book.*

### 2.6 Application:

Write simple sentences using *This/that* based from the picture shown.

### 2.7 Evaluation

Use *this/that* to complete the sentences.

1. The teacher is holding a clock. She says \_\_\_\_\_ is a clock.

2. The pupils point the clock. The pupils say, \_\_\_\_\_ is a clock.

3. The boy sees the jet plane and says, \_\_\_\_\_ is a jet plane.
4. Marvin shows his new bag to his classmate and says, \_\_\_\_\_ is my new bag.

#### **D. Deciphering and Decoding: Strategies and Skills (DDSS)**

1. Presentation of simple sentences using this/that is.
  - 1.1 Ask:
    - Do you still our story last time?
    - What is the title of the story?
  - 1.2 Present the words the ant and the grasshopper.
    - Ask: How many ants are in the story?
    - How many grasshoppers?
  - 1.3 Showing the illustration of the 2 characters, say:
    - This is an ant. This is a grasshopper. (near)
    - That is an ant. That is a grasshopper. (far)
  - 1.4 Help the pupils write sentences using *this is/that is* about things near and far.
2. Copying simple sentences/checking the sentences
3. Practice Exercises:
  - 3.1 Guided Exercises:
    - Present group of words on a strip.
    - Ask pupils to identify if they are sentences or not.
  - 3.2 Independent Practice:
    - Write the sentences from dictation.
4. Generalization: How do we write a sentence correctly?
5. Application: Write simple sentences from dictation:
6. Further Practice: Write simple sentences about your family.
7. Evaluation:
  - 1) The boy is happy.
  - 2) The teacher is busy.
  - 3) The pupils are noisy.
  - 4) The snake will eat the rat.
  - 5) The boys are playing basketball.

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## **I. Objectives**

### **A. Skills**

1. Answer wh- questions.
2. Perform engagement activities through pantomiming and acting out rhymes and jingles.
3. Identify words that rhyme in 2-3 stanza poem.

### **B. Strategies**

1. Acting out
2. Identifying
3. Questioning
4. Reciting

## **II. Subject Matter**

### **A. Poem: Ana's Work**

Reference: Fun in English 2 pp. 49-51

### **B. Answering Wh- Questions**

### **C. Verbs/ Rhyming Words**

### **D. Recognizing Verbs**

### **E. Identifying Words that Rhyme**

### **F. DELC Grade II**

### **G. Materials: flip chart, cut out pictures, flashcards.**

## **III. Learning Activities**

### **A. Discovering the Magic of Reading (DMR)**

#### **1. Pre-reading**

##### **1.1 Do you help your mother at home?**

What do you do?( Show pictures of activities being done at home.)

##### **1.2 Today, I will read a poem. In the poem, Ana tells us what she does everyday.**

##### **1.3 Reading a poem**

##### **1.4 Comprehension Check-up**

Answering Wh- Questions(Act. 3 p 50)

### **B. Constructing Meaning (CM)**

#### **1. Active Reading**

Pupils read with the guidance of the teacher.

#### **2. What did Ana use to clean her room?**

What did she do on Tuesday? Wednesday? Friday? Saturday?

Why didn't work on Sunday?

### 3. Engagement Activities

#### **Group I**

Pantomime what Ana did for the whole week.

#### **Group II**

Draw the things Ana used in cleaning the room.

### **C. Developing English Language Competencies (DELIC)**

#### 1. Preparatory Activities

##### 1.1 Drill

The pupils read the poem "Ana's Work".

##### 1.2 Review

What did Ana do everyday? (from Monday to Sunday)

#### 2. Lesson Proper

##### 2.1 Presentation of the verb (action words) in the poem.

clean wash help play work  
scrub pull cook pray go

##### 2.2 Discussion

Identify the verbs in the poem.

Use verbs in the sentence.

Show picture of each verbs in the sentence.

##### 2.3 Generalization

What are the verbs used in the poem?(refer to 2.1 presentation)

We use verbs (action words) in the poem to identify the meaning

##### 2.4 Guided Practice

Read the poem and underline the verbs (Present the poem in Manila paper and underline verbs.)

##### 2.5 Application

What work did Ana do for the whole week?(refer to 2.4)

##### 2.6 Evaluation

Fill the blanks with the correct verbs.

Use the following action words.

clean, scrub, wash, play, help

1. The children \_\_\_\_\_ the yard.
2. Chito \_\_\_\_\_ the floor.
3. Annie \_\_\_\_\_ the dishes after eating.
4. Carlo and Chito \_\_\_\_\_ in the playground.
5. The teachers \_\_\_\_\_ the children to learn.

### **D. Deciphering and Decoding: Strategies and Skills (DDSS)**

#### 1. Sound Presentation

- 1.1 What are the words used in the poem which has the same ending sound?

1.2 Read the poem and identify the words having the same sound?

- |                |                 |
|----------------|-----------------|
| room - broom   | weeds-seeds     |
| door - floor   | kitchen-chicken |
| dishes-glasses | best-rest       |
| play- pray     |                 |

2. Practice Exercises

- 2.1 Spelling of the action words or verbs  
2.2 Group recitation of the verbs.

3. Generalization: What are rhyming words?

4. Evaluation

Which word will rhyme with the words listed? Choose from the list of words from inside the box. Write it on the blank opposite the word.

Ball, clock, pick, jump, walk

- 1) wall- \_\_\_\_\_  
2) duck- \_\_\_\_\_  
3) kick- \_\_\_\_\_  
4) lamp- \_\_\_\_\_

5. Differentiated Activities Group Work

<p><b>Group 1</b> Oral work with teacher (Rhyming words of the poem) Ex: room-broom</p>	<p><b>Group II</b> Seatwork 1 Match the picture with the word</p>	<p><b>Group III</b> Seatwork 2 Use verbs in the sentence</p>
<p><b>Seatwork 2</b> Use the verb in the sentence</p>	<p>Oral work with the teacher (rhyming words of the poem)</p>	<p><b>Seatwork 1</b> Match the picture with the words</p>
<p><b>Seatwork 1</b> Match the picture with the word</p>	<p><b>Seatwork 2</b> Use the verbs in the sentence</p>	<p>Oral work with the teacher (rhyming words with the poem)</p>

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## I. Objectives

1. Note details in a selection listened to.
  2. Identifying characters in the story.
  3. Using *these are/those are*
  4. Write sentences.
  5. Produce the sound of **th** as in /t/ or /d/.
- A. Skills: Noting details.  
Identifying characters in the story listened to.
- B. Strategies:
1. Read aloud.
  2. Questioning.
- Values: Show respect for disabled persons.

## II. Subject Matter

- A. The Lame Girl  
By: Castor Gonzales/ Cecille A. Pascual
- B. Noting details, identifying the characters in the story listened to.
- C. Using these/those
- D. Identifying and producing the sound of th as in /th/ or /dh/.
- E. Using English II page 18-21 BEC A.3, B.2.1, C.3.1, D.4
- G. Materials: pictures showing **these are/those are**  
Pictures of a lame girl, fisherman using dynamite.

## III. Learning Activities

### A. Discovering the Magic of Reading (DMR)

#### Motivation

Show picture of a lame girl and ask:

*What do you think happened to this girl?*

- 1.1 Unlocking of new words using pictures, gestures or decoding:  
lame, dynamite, exclaimed, school of fish, scared  
snatched, bunch of dynamites, shocked, jailed, household chores
- 1.2 Motive Questions:  
*Why did the fisherman use dynamite?*  
*What will happen if people use dynamite in fishing?*

### B. Constructing Meaning (CM)

1. First reading by the teacher without interruption.
2. Second Reading  
After reading a page, ask questions to give pupils the chance to interact/predict outcome and monitor their comprehension.
  - a. Who is the lame girl?
  - b. Why did Rhoda want to join her father in the sea?
  - c. Why did Rhoda's father give in?
  - d. What happened when the dynamite hit the boat of Rhoda and his father?
  - e. How did Atty. Roy Torre help Rhoda and her mother?

3. Answering of Motive Question:

Why did fisherman use dynamite?

What will happen if people use dynamite in fishing?

4. Engagement Activities/Group Work:

Group I- Act out a lame girl walk.

Group II- Draw a picture of fishermen using dynamite in fishing.

Group III- Describe the effects of dynamite.

Group IV- Complete the sentences.

The characters in the story are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

**C. Developing English Language Competencies (DELIC)**

1. Drill

those	that	feather	weather
mother	father	those	together

2. Review

Review the sentences based from the story we have read.

a. These peas are mine.

b. These shirts we are wearing are gifts for us.

c. Look at these rings. We always wear these in our fingers.

d. I will give you these books in the shelf.

e. Those guavas in the tree are ripe.

3. Lesson Proper:

3.1 Presentation: Showing pictures using **these are/those are**.



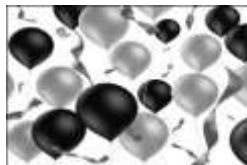
Those are beautiful kites.



These are roses.



Those are trees.



These are balloons.

4. Oral Practice:

Using materials found inside/outside the classroom, let the pupils give sentences using *these are/those are*.

Example: These are my notebooks.

5. Generalization:

Ask: When do we use *these are/those are*.

6. Guided Practice:

Draw pictures using *these are/those are* by group.

7. Application:

Complete the sentences:

a. Eric points to the horses. He says, "\_\_\_\_\_."

b. May feed the chickens. She says, "\_\_\_\_\_."

c. Mother holds a bunch of flowers. She says, "\_\_\_\_\_."

d. Father points to the big trees in the yard. He says, "\_\_\_\_\_."

8. Write *these are/those are* in the blank.



1. \_\_\_\_\_ chairs.



2. \_\_\_\_\_ pencils.



3. \_\_\_\_\_ glasses.



4. \_\_\_\_\_ pails.



5. \_\_\_\_\_ balls.

**D. Deciphering and Decoding: Strategies and Skills (DDSS)**

1. Sound presentation

Presentation of *th* as /*dh*/ or /*th*/. Ask the class to give words with *th* as in /*dh*/ and words with /*th*/ sound.

Examples: bath, cloth

father, mother



2. Practice Exercise

Read the words then let the children repeat after the teacher. Then ask: *What is the sound in Group A? in Group B?* Say the sound and ask the pupils to produce the sound they have heard.

3. Write the words I'm going to say:

- a. teeth
- b. together
- c. tree
- d. feather
- e. things

4. Generalization:

*What sound have you heard today?*

5. Application:

Stand up if you hear the /*th*/ sound and clap your hands if you hear the /*dh*/ sound.

Further Practice:

Color the squares blue if it has the /*th*/ sound and red if it has the /*dh*/ sound.

-clothes

-grandmother

-thread

-weather

-throw

7. Evaluation:

Put a check mark (✓) if the word has /*th*/ sound and **X** mark if it has /*dh*/ sounds.

- 1) grandmother
- 2) cloth
- 3) teeth
- 4) both
- 5) throw

### 8. Differentiated Activity

Group I Oral Work with the teacher	Group II Seatwork # 1 Copying the words learned.	Group III Seatwork # 3 Copying sentences using <b><i>These are/those are.</i></b>
Seatwork # 2 Copying sentences using <b><i>These are/those are.</i></b>	Oral work with the teacher.	Seatwork # 1 Copying the words learned.

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## I. Objectives

### A. Skills

1. Answer the *wh*- questions about the poem.
2. Perform the different engagement activities.
3. Identify words that rhyme in 2-3 stanza poem
4. Identify the places where animals stay/live.
5. Write legibly words that rhyme.

### B. Strategies

1. Acting out
2. Drawing
3. Memorizing

## II. Subject Matter

### A. Poem: "Homes"

### B. Comprehension Skills and Strategies

Answering *wh*-questions.

Identifying the different places where animals live.

### C. Language Structure

What sound do you hear at the end of the following words:

Ball, Talk, toy, tall, walk

### D. Deciphering and Decoding

Reading and Identifying rhyme words

### E. Writing

Copying rhyme words correctly.

### F. References: BOW-Listening A.1

Materials: Fun in English 2 p..charts, pictures, flashcards, chalkboard.

## III. Learning Activities

### A. Discovering the Magic of Reading (DMR)

#### 1. Pre-reading

##### 1.1 Motivation and Guiding Background

Pupils sing "God made all the things"

Where do animals live? Name the habitat of different animals.

What about us, where do we stay?

Present the title of the poem. "Home"

##### 1.2 Unlocking of Difficulties ( show picture)

beehive- house of bees

kennel- (dog house)- house for dog

anthill- punso) ant house

nest- pugad(show picture)

pigpen-house for pigs

cobweb-(sapot)where spider stay

cocoon – (bahay –oud) butterfly

stable-house for the horse

bam- house for cows

##### 1.3 Motive Questions

What is the poem about?

## B. Constructing Meaning (CM)

### 2. Active Reading

#### 2.1 First Reading

Read aloud the poem (by the teacher)

Emphasize the words that rhyme.

#### 2.2 Second Reading

Give pupils the chance to interact with the contents of the poem.

### “Homes”

The monkey’s home is up in the trees.

A beehive is the home of the honeybees.

In the hole in the ground lives the mouse

But you and I, we live in a house

In a post or a tree birds build their nest

But don’t you think your house is still the best?

Interacting with the text:

- What do you call the places where we and some animals live?
- Where does the mouse live?
- What lives in a post or on a tree?
- What about you and I? Where do we live?
- Whose place is the best to live in? Why?

### 3. Post Reading:

#### 3.1 Answering Motive Questions

What is the poem all about?

Recall the words that we gave meaning first.

Tell the animals that story/live in it.

(The teacher will flash the cards to the pupils)

#### 3.2 Group Activity/ Engagement

Group I (Draw the different homes where animal story) Tell where/what animals live in it. Say something about it.	Discussions >What lives in a stable? > What do you call the place of the bees? >Why do we have to let these animals stay in their respective homes too? > Is it important to them to stay in a “home”?
Group II (Acting out) You will act the movement of each animal	>Why do animals move differently to one another?
Group III Write down some tips on how to take good care of helpful animals	>Why should we take good care of animals? >What do you give/do to your pet animals at home?

(Let the pupils publish their work/ output)

- 3.3 What was the title of our poem today?  
 3.4 Show the chart of the poem.  
 - The teacher should do the role modelling.

**C. Developing of English Language competence (DELIC)**

1. Preparatory Activities

- 1.1 Review: Read again the poem.  
 Are there words with the same sound?  
 What are they? Underline them.

2. Lesson Proper

A. Present and reading of the poem

B. Questions to answer

- What is the poem about? What other name you can give for “home”?  
 Where do birds live? bees? monkeys? ants? etc.....  
 What animals live in a stable? barn?  
 What animals live in a cocoon? cobweb?  
 Do animals need home? or shelter? Why?  
 Can animals make their own home?  
 What if your pet can’t make its home? What would you do?  
 Do you do this? How do you show love to your pets?  
 According to the poem which home is the best? Why?

As the pupils give their answer, write their responses on the board.

What do you call the different places where animals live/stay? (“Homes”)  
 What are rhymed words? Read the words that have the same sound in the poem?

2.2 Oral Practice:

Distribute cards to several pupils with words on it. The child holding a card will look for a child also holding a card with word that has a same sound with him/her.

cat
turkey
snail

tiger
quail
beetle

donkey
turtle
rooster

2.3 Generalization:

- What do we call the place we and animals live/stay?  
 What are rhyme words? (Words with similar sounds at the last syllable)

#### 2.4 Guided Practice:

Give more exercise on identifying rhyme words.

ball- (tall)? tip - (lip)?  
tall- (walk)? boy - (toy)?  
tree-?

#### 2.5 Application

Distribute the cards again. Like that of the previous oral practice.

#### 2.6 Evaluation

Write the correct word that will rhyme with the underline word.

1. My mother is kind and good.  
She always cook the nicest \_\_\_\_\_.
2. Dear little star, so clean and bright.  
Please shine for me by day and \_\_\_\_\_.
3. When I grow up I'll be a cat.  
And each day kill a greedy \_\_\_\_\_.
4. Pussy cat, pussy cat  
Where have you been.  
I have been to London to visit the Queen.
5. Hickory, dickory duck  
The mouse round up the \_\_\_\_\_.

### D. Deciphering and Decoding

#### 1. Sound Presentation

1.1 Do you still remember the title of the poem?

What is the title? (Home)

1.2 What have you notice to the bottom sound of the underlined words?

(trees -bees) (mouse-house) (trees-bees)

1.3 Show these:

thread-bread	walk-talk
tomato-potato	love- dove
bed-ted	

1.4 Help pupils think and the word that rhyme the word in Column B.

1.5 Give pair of words that rhyme

#### 2. Writing

Show some model of words that rhyme. Let the pupils copy.

#### 3. Guided Practice

3.1 Clap your hands if you hear the pair of words rhymed with its pair and don't clap if they're not.

3.2 Connect the word in column A with the word that rhyme in Column B .

Column A		Column B	
soil	tall	nail	five
pail	shine	boil	all
tick	thread	pick	bread
two		shoe	

4. Phoneme Tasks

4.1 Correct pronunciation of the words that rhymes.

4.2 Practice

5. Reading words with CVC, CVVC, CVCV words.

\* Reading phrases, sentences

6. Enrichment Exercises

6.1 Connect the animal that stay in the place for them.

(Use of picture is better)

6.2 Guess the word to complete the sentence.

The milk is hot.

It's in the \_\_\_\_\_ (pot, cut)

(Where's the milk?)

The mop is wet.

Up on the \_\_\_\_\_.

7. Differentiated Activities for Group Work

Group 1:

1) Recite five (5) words that rhyme.

2) Write five (5) pairs of rhyme words.

3) Draw two (2) objects which their name rhyme with each other.

Group 2:

1) Group of two (2) pupils. One will give a word that will rhyme to that of his pair.

2) Write five (5) pairs of rhyme words.

3) Give the words that rhyme with the ff:

tray-\_\_\_\_\_

boy - \_\_\_\_\_

pit-\_\_\_\_\_

call - \_\_\_\_\_

goat-\_\_\_\_\_

sat - \_\_\_\_\_

book-\_\_\_\_\_

three - \_\_\_\_\_

Group 3:

1) Give the words that will rhyme to the word I'm going to say:

tomato-\_\_\_\_\_

bake-\_\_\_\_\_

care-\_\_\_\_\_

toy-\_\_\_\_\_

glass-\_\_\_\_\_

2) Write three (3) pairs of rhyme words.

3) Connect words in Column A to the words in Column B that will rhyme in it.

A  
love  
high  
grass  
grow  
break

B  
blow  
dove  
crash  
sigh  
creek

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## I. Objectives

### A. Skills

1. Note details.
2. Use adjectives that describe places.
3. Answer wh- questions.
4. Write a sentence or two using adjective to describe places.
5. Respond to the story through the following engagement activities.

Group I- Draw a beautiful place that is found in Albay.

Group II- Sing a song about beautiful places in the Philippines.

Group III- Write a short poem about beautiful places in the Philippines.

Identify and produce the beginning places in the Philippines.

**[fr, tr, br, cr, dr, dr, pr, gr]**

Write words with initial consonant blends.

### B. Strategies

1. Shared reading
2. Questioning
3. Predicting

### C. Values: Appreciating the Beauty of Nature.

## II. Subject Matter

- A. Using adjectives that describe places.
- B. Story: Philippines, The Beautiful  
Fun in English, Reading and Language
- C. Language Structure: Using adjectives
- D. Decoding: Initial consonant blends
- E. Writing words with consonant blends
- F. Reference: BEC/PELC Gr. II
- G. Materials: books, cut-out pictures

## III. Learning Activities

### A. Discovering the Magic of Reading (DMR)

#### 1.1 Pre-reading

##### a. Motivation in Building Background

Have you ever gone to some beautiful places here in our province? (Albay)

##### b. Introduce the story "Philippines, The Beautiful"

What do you think is the story about?

#### 1.2 Unlocking of Difficult Words

- a. Adjective-through picture and sentences about the picture. Asking the pupils what describes the picture or what tells about the picture.
- b. cone-through the picture
- c. falls/waterfalls-through pictures
- d. pine trees-through pictures

### 1.3 Motive Questions

What do you think is the story about?

What do you want to know about the story?

What are some beautiful places in the Philippines mentioned in the story?

## B. Constructing Meaning (CM)

### 2. Active Reading

First Reading- Reading the story by the teacher

Second Reading - Giving the pupils a chance to interact with the text.

After reading the first paragraph:

What places mentioned are found in Albay? In Aklan?

What makes it beautiful?

### 3. Post Reading

3.1 Answering the motive questions

3.2 Engagement Activity

Group I:

-Draw a beautiful place found in Albay.

-(Questions in separate sheet)

Group II:

-Sing a song about a beautiful place in the Philippines

(Bicol Song)

-(Questions in separate sheet)

Group III:

-Write a short poem about the beautiful places in the Philippines.

-(Questions in separate sheet)

## C. Developing English Language Competence (DELCC)

### 1. Preparatory Activities

1.1 Present words with consonant blends. Let them pick out word that makes each sentence correct.

ACTIVITY I:

Draw a beautiful place found in Albay.

Questions:

1) What beautiful place did you draw? Describe it.

2) Where is it found in Albay?

3) How can we go to that place?

4) What makes it a beautiful place to go to?

5) What would you do to maintain the beauty of the place?

ACTIVITY II:

Sing a song about beautiful places in the Philippines.

(Bicol Song)

Questions:

- 1) What are the beautiful places mentioned in the song?
- 2) Where is it found in the Philippines?
- 3) How is it described in the song?
- 4) Have you gone to the places mentioned?
- 5) Would you like also to go to those places?

ACTIVITY III:

Write a short poem about the beautiful places in the Philippines.

Questions:

- 1) What is the title of the poem?
- 2) What are the beautiful places mentioned?
- 3) Did you like the poem?
- 4) If you are the writer, will you do the same?
- 5.) Why? What is its importance to the Filipinos?

fry	tree	brush	dry	press	grass
frost	treat	brave	drops	print	grape
free	trust	brought	dress	prize	grain

- 1) The judge set \_\_\_\_\_ the accused criminal.
- 2) Mango \_\_\_\_\_ grows tall and sturdy.
- 3) Andres Bonifacio was a \_\_\_\_\_ man.

1.2 Review

Look at the following pictures. Write sentences or two using adjective to describe the place.

Choose: cold, white, cone, fresh



Mayon Volcano has a perfect \_\_\_\_\_ .



The \_\_\_\_\_ sand in Boracay attracts visitors.

2. Generalization

What are adjectives?

What are being described by the adjectives we have taken up?

3. Guided Practice

Distribute stripes of paper with the following words written on it. Ask if the adjectives describe the place or not.

noisy	graceful	wonderful	crowded
peaceful	far	pretty	curly
clean	spacious	intelligent	tall

4. Application

Use the adjective to describe the place in school.

canteen\_\_\_\_\_

comfort room\_\_\_\_\_

principal's office

5. Evaluation

Encircle the correct adjective that best describe the following places.

Pacific Ocean = narrow, deep small

classroom = sweet orderly thin

church = noisy, peaceful, lovely

**D. Deciphering and Decoding: Strategies and Skills(DDSS)**

1. Presentation

1.1 Present the adjective words with initial consonant blends

frosty	tricky	bright	cruel
frozen	trusty	brown	crazy
freeze	healthful	brave	crowded
dry	progressive	graceful	
drowsy	protective	great	

- What sounds do you hear at the beginning of each word?
- Produce the sound correctly

2. Practice Exercises

Have them identify the initial consonant blend.

bring	price	groom
cream	drum	

3. Writing Activity

4. Generalization

What are the initial sounds of the words that I gave you today?

5. Application

Name some objects inside the classroom which has the following initial sounds of [**fr**, **tr**, **dr**, **pr**, **cr**]

6. Fixing Skills

Box the word with initial consonant blends.

base, brown, bike drum card  
 creep, cook, cope hard

Underline the word which has the same consonant blend with the first word.

four= three, tree, two  
 prize= prince, heart, cork  
 break= herb, heart, bread

7. Evaluation

A. Write the consonant blend heard in the following words.

frame= \_\_\_\_\_ crown= \_\_\_\_\_  
 bridge= \_\_\_\_\_ drive= \_\_\_\_\_  
 grade= \_\_\_\_\_

B. Write the following words correctly.

freeze bridge grace  
 tribe prey

8. Differentiated Activities for Group

<b>Group I</b>	<b>Group II</b>	<b>Group III</b>
Oral Work with the teacher Say the name of the pictures with the initial consonant blends brush grain crown fruit crayon drawn tree grass price broom	Check the picture with the name that begins with the consonant blends frog coke paper truck crab bread book doll flower pen	Draw 3 things that begins with consonant blends <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

<b>Group I</b>	<b>Group II</b>	<b>Group III</b>
Check the words which has its initial consonant blend cross board break form green duck	Oral work with the Teacher Name each picture. crown flower dress troy broom	Circle the words which has the initial consonant bends Match the words with the same beginning sounds. 1. trouble a. Friend 2. problem b. crib 3. fry c. train 4. crew d. prawn

<p style="text-align: center;"><b>Group II</b> Seatwork 2</p> <p>Say the names of the picture. Write the consonant blend.</p> <p style="text-align: center;">frame crab grass dress tree</p>	<p style="text-align: center;"><b>Group II</b> Seatwork 2</p> <p>Check the picture which has the initial consonant blend.</p> <p style="text-align: center;">globe ball princess drum book</p>	<p style="text-align: center;"><b>Group III</b> (Oral work with the teacher)</p> <p>Listen, write the consonant blend of the following words:</p> <p style="text-align: center;">dragonfly fragrant promise grade brim</p>
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Prepared by:

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## I. Objective

- A. 1 Recognize the rising and falling intonations.
  2. Use courteous expressions in appropriate situations.
  3. Increase one's vocabulary by learning synonyms and antonyms
  4. Copy words legibly, accurately and neatly in manuscript forms.
- B. Strategies: Reading and questioning
- C. Values: Be courteous at all time.

## II. Subject Matter.

- A. Poem: My Prayer- Fun in English 2 p. 46
- B. Comprehension Skills/Strategies
- answering *wh*- questions from the poem read
  - following printed instructions for test taking
- C. Language Instructure
- Increasing/ Learning Synonyms and Antonyms
- D. Deciphering and Decoding
- Rising and Falling Intonations
- E. Writing: Copying short poem
- F. References:
- BEC(PELC) Listening, Reading and Writing pp. 1-2

## III. Learning Activities

### A. Discovering the Magic of Reading (DMR)

#### 1. Pre-reading

##### 1.1 Motivation

Let the pupils talk what they do before sleeping.

Q: Who prays with you?

How do you pray?

Why do you pray?

##### 1.2 Unlocking of New/Difficult Words (through picture)

###### a. beautiful

Q: Why do you like the picture? (beautiful doll)

###### b. clay( an object made of clay)

Q:Have you seen an object made of clay?

###### c. bay( picture)

Q: What kind of air is felt in this place?

##### 1.3 Motive Question

Q: What is the girl/boy doing? Why is praying important?

### B. Constructing Meaning (CM)

#### 2. Active Reading

##### 2.1 First Reading

Read poem aloud.

##### 2.2 Second Reading

Let the pupil read the poem aloud. Call some pupils to ask questions about the poem.

Who is praying? What are his or her demands/things he/she likes to happen?

3. Post Reading

3.1 Lead the pupils to answer the motive questions.

3.2 Form 4 groups, then assign each group an activity for 10 minutes

Engagement 1	Engagement 2
<b>Group 1</b> - Show how you pray.	Why do we pray?
Ans. To talk to God and thank Him.	
<b>Group 2</b> - Reciting a short prayer.	What are the things you ask?
<b>Group 3</b> - Draw an angel.	Show their work.
	Do you want to be like an angel?
<b>Group 4</b> - Write a prayer then draw what you ask.	Showing the things they ask.

Let the pupils answer the Exercises on p. 46

**C. Developing English Language Competencies (DELIC)**

1. Preparatory Activity

1.1 Drill- Prick and Tell

a. Read the word strip then give the synonyms.

/day/-                      /happy/-                      /big/-  
/good/-                      /beautiful/-

b. Pick a card, then give the antonyms.

/long/-                      /bad/-                      /loud/-  
/more/-                      /sad/-

2. Lesson Proper

2.1 Presentation

Let the pupil read the sentences. Fill the blank with the correct word inside the box.

good	beautiful	hot	quiet	bad	cold	ugly
dull	hard	old	smart	sad	noisy	soft

1. It is hot when it is sunny, \_\_\_\_\_ during rainy weather.
2. The children are quiet when praying and \_\_\_\_\_ when playing.
3. Angels have beautiful faces while witches have \_\_\_\_\_ faces.
4. Stones are hard while cottons are \_\_\_\_\_.
5. A sickly pupil is dull but a happy pupil is smart.
6. When you get perfect score you are happy, but if you got lowest you are sad.



### 2.3 Generalization

When do we say that a word is a synonym of another word? antonym?

### 2.4 General practice

Read and tell

Read the riddles then give the correct antonyms/synonyms.

Ex: It lights the dark night (moon and sun)  
And shines hard at daylight.

### 2.5 Independent Practice

Group pupils into 2

a. Give the Antonyms

b. Give the Synonyms

### 2.6 Evaluation

Write the correct answer.

1. Write the opposite of *father*.
2. Write the opposite of *in*.
3. Write the opposite of *down*.
4. Write the opposite of *happy*.
5. Is *right* the synonyms of *correct*?
6. Is *beautiful* the same as *pretty*?
7. Is *huge* the same as *big*?
8. Is *happy* the same as *sad*?

## D. Deciphering and Decoding Strategies (DDSS)

1. Presentation of rising and falling intonations.

1.1 Recall the questions in the paragraph.

1.2 Ask: What intonation do you hear at the end of each question?

1.3 Present the yes-no questions.

2. Guided Practice

2.1 Present the questions and statements.

Let the pupils group and give the intonations assigned to them.

Group A Questions: 1. Are the flowers fragrant?

2. Is your bag new?

3. The ball is big.

4. Who built the five star?

5. Why did they spend so much?

## 2.2 (Pointing arrows) Thumbs Up and Thumbs Down

Let the pupils *raise their thumbs* if the question/statement is *rising* and *thumbs down* if the questions/statement is *falling*.

- a. Did you come to invite me?
- b. Are they are willing to sing?
- c. They are fighting for the right.
- d. What are they doing?
- e. We mixed the sugar and the salt.

## 3. Generalization

What did you learned today?

Ask questions that can be achieved with yes or no. (Rising intonation)

Ask questions that begins with questions words like who, what, how, etc. and present statements (Falling intonation)

## 4. Writing: Present a paragraph.

- Q:
1. What is a paragraph? What compose a paragraph?
  2. How is a paragraph written?
  3. Ask them to copy the paragraph.

Submitted by:

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**Sonia Pacayag**  
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## I. Objectives

### A. Skills

1. Answer the questions about the story listened to.
2. Associate names of objects, pictures, and printed symbols.
3. Respond to a story listened to through the following engagement activities.
  - Group 1: Naming objects with the printed symbols
  - Group 2: Arranging letters to form words
  - Group 3: Drawing and colouring objects
4. Use the pronoun *he* and *she*
5. Identifying speech sounds heard (initial consonant blend: br, cr, dr)
6. Pronounce words with initial consonant blends.
7. Copy legibly, accurately and neatly in manuscript form a given text.

### B. Strategies

1. Read aloud.
2. Drawing

### C. Value

Caring

## II. Subject Matter

A. Story: Dario's Pet

B. Comprehensive Skill

Identifying speech sounds heard

Answering questions about the story listened to

Associating names of objects, pictures with printed symbols.

C. Language Structure: Using the pronoun she and he.

D. Deciphering and Decoding: Pronouncing words with initial consonant blends.

E. Writing: Copy legibly, accurately and neatly in manuscript form a given text.

F. References: Developing Reading Power p.4

G. Materials: Pictures, books crayons, drawings

## III. Learning Activities

### A. DMR

1. Pre-reading

1.1 Motivation

Do you have a pet at home?

How do you take care of your pet?

1.2 Unlocking of New Words ( By Definition)

alone

quiet

playmate

1.3 Motive Question: How did Dario write under his drawing?

## B. Constructing Meaning

### 2. Active Reading

#### 2.1 First reading of the story:

(Read aloud the story to the class without interruption. As you read point out important words in the story to help the pupils recognize unfamiliar words)

#### 2.2 Second Reading of the story:

Read aloud the story for the second time. After reading a page, ask questions to help the pupils understand the story.

### 3. Post Reading:

Lead the children to answer the motive question and divide them into groups for their group activities.

	<b>Engagement 1</b>	<b>Engagement 2</b>
<b>Group I</b>	Name each object with printed symbols.	-What are the two consonants at the beginning of each word? -Give the sounds of the two consonants in each word.
<b>Group II</b>	Arrange the letters to form words. The pictures will help or guide you.	-What are the words? -Read the words
<b>Group III</b>	Draw and colour the objects on the words given to you.	-What can you say about your drawing? -Did you draw the correct object for each word?

Objectives: Use the pronoun *he and she*

## C. Developing English Language Competencies (DELIC)

### 1. Preparatory activities

#### 1.1 Drill

Show pictures that begin with consonant blends as *bl, cr, dr*. Let the pupils name the pictures and give the initial consonant blends.

#### 1.2 Review

Recall the story about Dario's pet. Ask some questions about the story. Who was alone in the room?

### 2. Lesson Proper

#### 2.1 Presentation

Present a picture. Let the children read the sentences below each picture.

Ex:



This is Dario.  
He is a boy.



This is Crissia.  
She is in grade II.



This is Mang Brando.  
He is a driver.

What is the underlined word in picture # 1?

When do we use *he*?

What is the underlined word in picture # 2?

When do we use *she*?

## 2.2 Oral Practice

Read the words below. Then write he or she on the blanks.

- \_\_\_\_\_ 1. Tita
- \_\_\_\_\_ 2. Baby boy
- \_\_\_\_\_ 3. Uncle
- \_\_\_\_\_ 4. father
- \_\_\_\_\_ 5. Mother

## 2.3 Generalization

When do we use the pronoun *she/he*?

## 2.4 Guided Practice

Tell who are in the pictures. Encircle the correct word that will take place of the same word for the picture.



He-She



He-She



He-She



He-She

## 2.5 Application

Read each sentences. Change the underlined word to she or he.

1. Lito is playing with his top. \_\_\_\_\_ is playing with his top.
2. Nena is crying.
3. Sister has a new doll.
4. Grandfather tell many stories.

2.6 Exercise the correct pronoun for each picture.

1.
2.
3.
4.
5.

### D. Deciphering and Decoding strategies and Skills

#### 1. Sound Presentation

1.1. I have here words taken from the story. Listen as I say these words.

brow draw

1.2 Present more words with initial consonant blend *br, cr, dr*.

<i>/br/</i>	<i>/cr/</i>	<i>/dr/</i>
brother	crown	draw
bright	crab	driven
brush	crack	drop
branch	crayon	dress
broom	cross	drum

#### 2. Practice exercises:

2.1 Showing flashcards, have pupils say the missing sounds.

2.2 write the group of words in the appropriate column.

<i>/br/</i>	<i>/cr/</i>	<i>/dr/</i>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

brow	broom	break
drop	dress	dream
crown	crawl	brain
drink	crash	breeze

#### 3. Writing Activity:

Have pupils copy the following words. Observe neatness.

<i>/br/</i>	<i>/cr/</i>	<i>/dr/</i>
brow	crown	drop
broom	crack	dry
break	crook	dress
breeze	crawl	drink
brain	crash	dream

#### 4. Generalization

What initial consonant blend did you hear today?

Say the consonant blends.

5. Underline the consonant blend in each word.

- |          |       |       |
|----------|-------|-------|
| 1. brain | crow  | draw  |
| 2. bring | crab  | drink |
| 3. brush | crib  | drum  |
| 4. broom | cream | dream |
| 5. broad | cry   | dress |

6. Further Exercise/Practice

Complete the sentence by writing the word suggested by its beginning initial consonant blend.

1. We use a *br*\_\_\_\_\_ to clean the surrounding.
2. The baby is crying in the *cr*\_\_\_\_\_.
3. *Dr*\_\_\_\_\_ on animal that is big.
4. *Br*\_\_\_\_\_ -- your teeth before you sleep.
5. Wear your favourite *dr*\_\_\_\_\_ in the party.

7. Evaluation: Write the missing consonant blend.

1. Eat your \_\_\_\_\_eakfast everyday. (*cr,br,dr*)
2. My \_\_\_\_\_ther is my bestfriend. (*br,cr,dr*)
3. A \_\_\_\_\_agon has enormous claws and sharp teeth. (*cr,dr,br*)
4. The queen has a \_\_\_\_\_own. (*cr,br,dr*)
5. She eats a \_\_\_\_\_ispy fried chicken. (*br,cr,dr*)

8. Differentiated Activities for Group Work

Divide the pupils into 3 groups then give each group an activity.

<b>Group I</b>	<b>Group II</b>	<b>Group III</b>
<b>Oral work with the teacher</b>	<b>Seatwork I</b>	<b>Seatwork I</b>
Act 1- pronounce words with initial consonant blend <i>br,cr, dr.</i>	Act 1-complete each name below the picture.	Act I-draw thr picture/object as shown in the flashcards.
<b>Seatwork 2</b>	<b>Oral work with the teacher</b>	<b>Seatwork 2</b>
Act 2-Write the missing consonant blend.	Act 2-Give the missing sound, use the picture as your guide.	Act 3-Identify the picture for each word.
<b>Seatwork 3</b>	<b>Seatwork 3</b>	<b>Oral work with the teacher</b>
Act 30-complete each name below the picture.	Act 3-draw the picture/object as shown in the flashcards.	Act 3-Pronounce words with initial consonant blend <i>br,cr,dr.</i>

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## I. Objectives

### A. Skills

1. Note details in a selection listened to.
2. Use *this/that* with singular form of nouns.
3. Respond to the story through the following engagement activities.  
Group I: Dramatizing the story using *who* and *where* questions.  
Group II: Drawing a dialogue using *what* and *when* questions.  
Group III: Rapping using *how* questions
4. Use initial consonant blends

### B. Strategies: Asking question

### C. Value: Listening attentively, cooperation

## II. Subject Matter

### A. Story

Title: Katrina and Samantha

### B. Comprehensive skills

Noting details in the selection listened to.

### C. Language Structure

Using *this/that* with singular forms of nouns

### D. Deciphering and Decoding

Using initial consonant blends.

### E. Reference: Fun in English 2(Reading and Language) pp.189-190

Language Learning Made Easy 2. Pp 22-24

## III. Learning Activities

### A. Discovering the Magic of Reading (DMR)

#### 1.1 Motivation/Building Background

Do you have a friend?

Who among them is your best friend?

Describe him/her.

#### 1.2 Unlocking of New/Difficult words

The artist is joyfully painting.



#### 1.3 Motive Questions: What did Samantha and Katrina like doing together?



## B. Constructive Meaning (CM)

### 2. Active Reading

#### 2.1 First Reading of the story

Reading story on the chart (Teachers read the story while the pupils listen)

#### 2.2 Second Reading of the Story

Read the story for the second time and the teacher asks questions to monitor pupil's comprehension.

### KATRINA AND SAMANTHA

Katrina is seven years old. She is Samantha's bestfriend. Both girls go to Bagumbayan Elementary School. They are their school's top artists. They enjoy painting animals and their environment. Every Saturday, they paint in Katrina's house.

### 3. Post Reading

Answering the motive questions:

-What did Samantha and Katrina like doing together?

(Divide the class into 5 groups and distribute activity sheets)

#### Engagement 1

Group 1: Read the situations again. Present a dramatization using *where* and *who* questions.

#### Engagement 2

Group 2: Draw a dialogue from Katrina and Samantha's conversation. Use *what* and *when* questions in your dialogue.

#### Engagement 3

Group 3: Make a rap song from the story of Katrina and Samantha using how questions.

## C. Developing English Language Competencies

### 1. Preparatory activities

#### 1.1 Drill

The pupils retell the story.

#### 1.2 Review

Who is Samantha's bestfriend?

What do Samantha and Katrina like doing together? Why?

### 2. Lesson Proper

#### 2.1 Presentation

Teacher will present the following pictures.



1. This is Katrina's kite.



2. This is a rose.



3. This cat is my friend.

## 2.2 Oral Practice

Telling things near and far (this and that)

Samantha and her mother are in the garden. Read what they say.

## 2.3 Generalization

When do we use *this is* and *that is*?

-We use *this is* when saying or asking for a **thing** (one) near to the speakers.

-We use *that is* when naming or asking for a thing (one) far from the speaker.

## 2.4 Direction: Complete the sentence using *this* and *that* on the blank.

1. \_\_\_\_\_ is a plant.
2. \_\_\_\_\_ is a star.
3. \_\_\_\_\_ is a pencil.

## 2.5 Application:

Complete the statement using *this* or *that* on the blank based on the indicated situation.

1. (A boy holding a ball). "\_\_\_\_\_ is a ball."
2. (A boy points to the flower base on the table) "\_\_\_\_\_ is a flower base."
3. (A girl points to the butterfly in the garden) "\_\_\_\_\_ is a butterfly."
4. (A girl holds a leaf) "\_\_\_\_\_ is a leaf."
5. (The boy points to the mango tree) "\_\_\_\_\_ is a mango tree."

## 2.6 Evaluation

(Prepare the pictures) Look at the pictures. What are they saying? Choose and write the answer.

1. A. This is a cumulus cloud.  
B. That is a cumulus cloud.
2. A. This is a flower.  
B. That is a flower.

3.                   A. This is a ball.  
                      B. That is a ball.
4.                   A. This is a kite.  
                      B. That is a kite.
5.                   A. This is a car.  
                      B. That is a car.

#### D. Deciphering and Decoding Strategies and Skills

##### 1. Sound Presentation

Look at the following words found in the story. Listen as I read each word.

friend                   their  
school                   they

a. What consonant blends do you hear at the beginning of each word?

*fr, sc, th*

(Help the pupils hear the word part are blended by extending initial consonant blends such as fr-r-r-iend.)

b. Where do you find the consonant blends based on the given examples? (at the beginning of the word)

c. what letters follow the consonant blends? (vowels)

##### 2. Practice Exercise

Check the words with *fr, sc, th* initial consonant blends.

1. fly	fry	blend
2. scan	street	van
3. think	flat	that

##### 3. Writing Activity

Copy the sentences correctly. Underline the words with consonant blends.

1. Mother will fry some eggs.
2. I want to study in a school.
3. Those are flowers.
4. A giant frog lives in a pond.
5. She got a low score in Math.

##### 4. Generalization

What initial consonant blend did you hear today?

What is a consonant blend?

(Two consonants sounded together to form consonant blend)

##### 5. Application

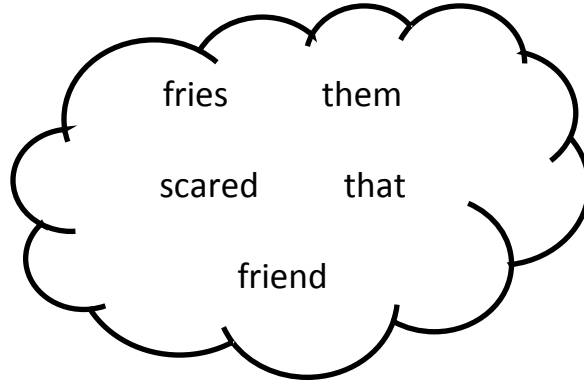
Add *fr, sc, th* consonant blend to name the picture.

Write the word on the paper.

1.                   \_\_\_\_\_ -og
2.                   \_\_\_\_\_ -hool
3.                   \_\_\_\_\_ at

6. Evaluation

Read the sentences below. Complete each sentence by choosing the right word from the cloud.



1. My mother \_\_\_\_\_ a fish.
2. I was \_\_\_\_\_ by the movie.
3. She is my \_\_\_\_\_.
4. \_\_\_\_\_ -is a big tree.
5. We love \_\_\_\_\_.

7. Differentiated Activities for Group work

Group 1	Group II	Group III
<b>Oral work with the teacher</b>	<b>Seatwork 1</b>	<b>Seatwork 2</b>
(Initial consonant blend of <i>sc,fr</i> and <i>th</i> )	Match the picture in the word.	Use the following words with initial consonant blend <i>sc,fr</i> , and <i>th</i> in 5 sentences.
Seatwork 2	Oral work with the teacher	
Use the following words with initial consonant blends of <i>sc,fr</i> and <i>th</i> in five sentences	The teacher on consonant blend on <i>sc,fr,th</i>	Match the picture with the word.
Seatwork 1	Seatwork 2	
Match the picture with the word.	Use the following words with initial consonant blend of <i>sc,fr</i> , and <i>th</i> in 5 sentences.	Oral work with the teacher on consonant blend of <i>sc,fr,th</i>

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## **I. Objectives**

### **A. Skills**

1. Note details in a selection listened to.
2. Note details in a short paragraph, poems, stories read.
3. Note explicit details.
4. Identify characters, setting of the story.
5. Use the *-ing* form of the verb (verb of being)
6. Identify and produce the beginning and ending of consonant blends and clusters.
7. Write words with consonant blends.

### **B. Strategies**

1. Reading aloud
2. Identifying
3. Describing

### **C. Values: Using time wisely.**

## **II. Subject Matter**

### **A. Story: The Ant and the Grasshopper**

Author: Oralla P. Biteng

### **B. Comprehension Skills and Strategies**

Identifying settings and characters

Predicting characters

Describing characters

### **C. Language structure: Using ing form of verbs.**

### **D. Deciphering and Decoding**

-Identifying and producing correctly the sound of words with consonant blends.

### **E. References: BEC-PELC Fun in English 2 pp. 22**

### **F. Materials: charts, pictures, flashcards, story**

## **III. Learning Activities**

### **A. Discovering the Magic of Reading**

#### **1. Pre-reading**

##### **1.1 Motivation and Building Background**

a. Ask: What activities do you do on hot days? rainy days?

How do you feel about the activities?

b. Present the picture of an ant and the grasshopper. Have the pupils tell something about the picture. Point to and read the title. Talk about the title and ask pupils to predict what the story about.

##### **1.2 Motive Questions**

What do you think will have foods for coming rainy days?

### **B. Constructive Meaning (CM)**

#### **2. Active Reading**

##### **2.1 First Reading**

Read aloud the story for the class without interruption. Point to the illustration as you read the page.

## 2.2 Second Reading

Give the pupils time to interact with the text. After reading, ask the pupils using the guide questions indicated at the end of each passage to help pupils predict and monitor comprehension.

### **The Ant and the Grasshopper**

One hot day, an ant was working very hard. It was carrying food to its house. A grasshopper was playing in the grass.

“Hi friend ant!” the grasshopper said . “Hello, friend grasshopper!” the ant answered. “It’s a beautiful day. Come and play with me”, the grasshopper said. “I’m sorry, I have to gather food for the rainy days,” the ant said.

*What kind of day was it??*

*what was the ant doing?*

*Where did it food?*

*What was the grasshopper doing?*

The ant went on gathering food. The grasshopper went on playing in the gras. Then the rain came. The ant has food to eat. The grasshopper had nothing to eat.

What did the grasshopper said to the ant?

What was the answer to the ant?

What do you think will have food to eat?

What can you say about the ant? Grasshopper?

Whom do you like? Why?

## 3. Post Reading

3.1 give each group an activity to perform

<b>Engagement 1</b>	<b>Engagement 2</b>
(Small group activities)	
Group 1: Draw and color the main character in the story. Say something about the picture	Who are the characters in the story?
Group 2: Act out the activities done by Ant and grasshopper during the day.	What did the ant do? Grasshopper?
Group 3: Draw your favourite character in the story.	Explain in the sentence why you choose that as your favourite character.

## C. Developing English Language Competencies

### 1. Preparatory Activities

#### 1.1 Drill

Pronunciation Drill:

carrying food

dusting the table

singing in school

watching television

Teacher reads the words and the pupils listen.

Pupils read after the teacher

### 2. Lesson Proper

#### 2.1 Presentation

- Reading the story, the ant and the Grasshopper. Pupils listen. Tell the pupils that the underlined words are action words ending in *-ing*.
- Ask: What is the story about? Who met one day? What were they doing? Which of the two characters do you like best? Why?
- As the pupils give their answers, write their responses in graphical representation. The table below shows some of the sentences in the story "The Ant and the Grasshopper".

Read orally together with the teacher.

On-going Action words (verb + ing)

Doer	Verb +ing	Direct Object	Time Expression
I	am carrying	Food	now.
I	am playing	In the grass	now.
We	are gathering	food	today.

What time expression is used in the sentences? All the verbs show on-going or progressive action.

#### 2.2 Analysis

On-going action words are formed by using *am*, *is* and *are* followed by the v-ing form of the verb.

On going action word tell about an action that is going on at the time of speaking or writing

Examples: I am talking.  
She is talking now.  
We are talking now.

#### 2.3 Generalization

Where do we use the *-ing* form? (The *-ing* form of the verb is used in an action happening at present)

## 2.4 Guided Practice

Everyone in the class choose an action to be performed. The pupils take turn in doing an action another is describing the action.

Ex: (A boy scrubs the floor)  
The boy is scrubbing the floor.  
(A pupil combs her hair)  
Rosa is combing her hair now.

Form groups of 3 or 4. Two of the groups will do an action. The others will say what they are doing.

## 3. Evaluation

Complete the sentences by writing the correct verb (as indicated) ending in *-ing*. Use *am*, *is* and *are* as helping verbs.

scrub	1. Mario and Jose _____ the floor.
sweep	2. Ana _____ the floor.
put	3. Dina _____ the books on the table.
prepare	4. Maria _____ her assignment
read	5. Nora _____ a book.

## D. Deciphering and Decoding: Strategies and Skills (DDSS)

### 1. Presentation of initial and final consonant blends.

1.1 Do you still remember the story read? What is the title of the story?

1.2 Present the words *ant* and the *grasshopper*. What consonant sounds do you hear in these words? Where do you hear the /gr/ and /nt sounds in the given words..

1.3 Showing pictures of words with consonant blends. Say the names of the pictures.

1.4 Have the pupils read the picture name found in the illustration.

What consonant blend do you hear in these sounds?

Where do you hear the sound?

1.5 Give other words that begins with /gr/, /fr/, and /pl/.

Give the words that ends with .rd/, .rk/, and /nt/

### 2. Consonant Words with consonant initial and final consonant blend or cluster

### 3. Practice Exercises

#### 3.1 Guided Practice

Say yes if the word has the initial consonant blend and no if the word has the final consonant blend. The teacher gives examples.

#### 3.2 Independent Practice

Put (/) to the words with initial consonant blend and (x) to the words with final consonant blends.

### 4. Reading words with consonant blends.

Show flashcards and have the pupils read the words with consonant blends. Show the words in the flipchart. Ask the pupils to read each word in the chart. Read the phrases and sentences found in the flipchart.



5. Enrichment Exercises

5.1 Look at the pictures found in your worksheets. Then connect them with a line to the phrase that tell about the pictures.



A farmer plants



A clean ground



A hard stone



Green grass



Fruits in the basket

Complete the sentence by writing the correct word.

1. Ana has a new \_\_\_\_\_ (friend)
2. The farmer \_\_\_\_\_ rice and vegetables (plant).
3. The \_\_\_\_\_ is a tiny insect. (ant)
4. The farmers work \_\_\_\_\_. (hard)
5. The cat sits on the \_\_\_\_\_ (ground).

6. Differentiated Activities for Group Work

<b>Group 1</b>	<b>Group II</b>	<b>Group III</b>
Complete the words by writing the consonant blends. 1. _____ ay 2. _____ ass 3. _____ uit 4. a _____ 5. wo _____	Read and Match  work     play play     work hard     fruit fruit     grass grass     hard	Oral work with the teacher  Listen to the consonant blend of each word. Say 1 if the word has the initial consonant blend and 2 if the word has the final consonant blend. 1. ant 2. park

		3. fresh 4. plenty 5. lord
	<b>Group II Seatwork II</b>	<b>Group III Seatwork II</b>
Underline the consonant blend. 1. fresh 2. grain 3. plum 4. bank 5. guard	Say each picture name. Encircle the correct word. 1. ground grass grain 2. friend fresh fry 3. plow plum plant 4. fork work park 5. guard ward hard	Encircle the word with consonant blend. 1. plant pot pen 2. go grass get 3. we will want 4. ant am apple 5. has hard him
<b>Group I</b>		<b>Group III</b>
Listen to the consonant blend of each word. Say 1 if the word has the initial consonant blend and 2 if the word has final consonant blend. 1. plenty 2. cord 3. grain 4. park 5. bark	Underline the consonant blend in each word. 1. guard 2. grain 3. bark 4. fresh 5. plum	Read and Match  hard fresh play green work play green hard fresh work

Prepared by:

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## I. Objectives

### A. Skills

1. Give the meaning of new words through context clues.
2. Answer *wh-questions* in the story listened to.
3. Give the main idea of a selection.
4. Tell what the story is about.
5. Use nouns.
  - This/that is* with singular form of nouns.
  - These/those are* with plural form of nouns.
6. Recognize CCVVC words with *oa*.
7. Read sentences and answer questions about them.
8. Write words with *oa*.

### B. Strategies

1. Questioning
2. Reading aloud
3. Predicting
4. Summarizing
5. Brainstorming

### C. Values

Even small things can be very precious.

## II. Subject Matter

A. Story: "The Last Lone Mango"

Author: Jovita O. Calixihan

B. Comprehension Skills /strategies: answering *wh-questions*, predicting

C. The Language Structure: Use of nouns

D. Deciphering and Decoding: Recognizing words with *oa*.

E. Reference: BEC-PELC Grade II Listening 2 p. 2 S-2 p. 2 W2 p.3

F. Materials: book, real objects, pictures, charts

## III. Learning Activities

### A. Discovering the Magic of Reading ( DMR )

#### 1. Pre Reading

##### 1.1 Motivation and Building Background

- a. Ask: What is your favourite fruit? How does it taste?

Do you have fruit trees in your surrounding? Identify them.

Have you ever climbed a tree and picked some fruits?

##### 1.2 Unlocking of New words (Context clues)

Direction: Match the words on the left side with their meanings on the right. Write the letter of the correct answer in the circle.

**Column 1**

1. stem
2. orchard
3. crate
4. lone
5. hire

**Column 2**

- a. a large basket with two handles.
- b. to get people to do some work for pay
- c. not fit to eat, spoiled
- d. the place where fruits are grown
- e. only one, alone
- f. the part of the plant that holds the fruit or flower

## 1.3 Motive question

What happened to Mang Manuel's daughter after eating the ripe mango?

**B. Constructing Meaning (CM)**

## 2. Active Reading

## 2.1 First Reading

Read the story aloud to the class without interruption.

## 2.2 Second Reading

Give the pupils the chance to interact with the text. After reading a page or two, ask questions to help the pupils get the main idea.

**The Last Lone Mango**

Mang Manuel had an orchard. The orchard was planted with mango trees. That month of May, the mangoes were yellow green. They hung low and heavy from the branches. They were ready for picking. Mang Manuel sold all the mangoes on the trees to a fruit vendor. The vendor hired some men to pick the fruits.

The mango pickers come in a large truck. They bought large crates to put in the mangoes. The men climbed the trees and picked all the fruits. They put these in the crates. They loaded the crates in the truck. Then they paid Mang Manuel and left.

*(What month do mangoes bear plenty of fruits?)*

*(Who picked Mang Manuel's mangoes?)*

Mang Manuel looked at the trees. Not one mango fruit was left on the branches. But he did not see the lone, tiny, green mango on the highest branch.

One day, Mang Manuel's daughter got sick. While on the bed, the daughter kept asking for a ripe mango. Mang Manuel and his wife went to the orchard to look for one, but they could not find any.

*(What happened to Mang Manuel's daughter one day?)*

*(What was she asking for?)*

"I hope we can find just one ripe mango", said MangManuels wife. "It might make her well again"

“Yes, I pray that we do. Let’s look harder. She wants it with the stem and leaves with it.”, said Mang Manuel.

*(Who wanted a mango on a stem with it?)*

And the couple looked harder on the branches. “There I can see one!” shouted the wife. “Go get it at once”. She pointed to the lone mango.

Mang Manuel climbed the tree. He reached for the lone mango at the highest branch. He picked it with a stem and leaves on it.

*(How did Mang Manuel get the lone mango?)*

“Thank God our daughter will be happy. Let’s pray she will get well very soon”, said the wife. She held the lone mango very gently and gave it to the sick daughter.

### 3. Post Reading

3.1 Guide the pupils to answer the motive questions.

3.2 Give the group an activity to perform.

<b>Engagement I</b>	
<p><b>Group 1</b> Draw and colour a ripe mango. Say something about the picture.</p> <p><b>Group 2</b> Act out the scene where the sick daughter was asking for a ripe mango.</p> <p><b>Group 3</b> Act out what the father did when they saw the lone mango up the tree.</p> <p><b>Group 4</b> Draw your favourite fruit. Tell something about it.</p>	
<b>Engagement II (Discussion of the story)</b>	
<p>Who are the characters in the story? Where did the story happen? What month was the mango season? Who picked Mang Manuel’s mangoes? Why didn’t they pick the lone mango? Who wanted a mango on a stem and leaves?</p>	<p>How did the couple find the lone mango? Why did Mang Manuel and his wife go to the mango orchard one day? What kind of parents are Mang Manuel and his wife? Do you think Mang Manuel and his wife are good parents? Why?</p>

## C. Developing of English Language Competence(DELIC)

### 1. Preparatory Activities

1.1 Drill: Let the pupils read the nouns from flash cards.

1.2 Review: Reviewing singular and plural nouns. Let the pupils give examples and write them under the proper column.

Singular nouns	Plural Nouns

### 2. Lesson Proper

#### 2.1 Presentation

a. Using real objects, let the pupils name the different object's presented.

b. Lead in: (Using gestures/actions)

1. This is a flower.

2. That is a book.

3. These are flowers.

4. These are books.

c. Asking the following questions.

>What are the nouns in the sentences?

>Which nouns are singular? Plural?

> When do we use *this it? That is? these are? those are?*

#### 2.2 Oral Practice

a. Giving pictures to the pupils and ask them to form sentences based from the picture using structure.



This is a balloon.



That is a kite.



These are sticks.



Those are birds.

### 2.3 Generalization:

How we can tell if the noun is singular? plural?  
When do we use *this is? that is? these are? those are?*

### 2.4 Guided Practice:

Game group: Group the pupils into two (2). The teacher will demonstrate actions while the pupils form the sentences based from the actions done. The first group who can make the correct sentence receives a point. The group with more points shall be declared winner.

### 2.5 Independent Practice

Match the picture with the correct sentence.

Ex: This is a ball.

That is a sun.

### 2.6 Application:

Write ***that is/this is; these are/those are*** in the blank. (use pictures)

Ex:

(That is) an apple.

(That is) a book.

(These are) crayons.

(Those are) ducks.

(This is) a pencil.

### 2.7 Evaluation:

Look at the picture, write sentence about them using the structure.

This is an.....

That is a/an.....

These are.....

Those are.....



## D. Deciphering and Decoding Strategies and Skills (DDSS)

### 1. Presentation

“Today, we are going to read words with *oa*.”(Teacher will show a flashcard with *oa*. Let us look at these words. Teacher will give some explanations while showing the words and giving the correct sound of the word.

load	loaf	goat	loam
road	moan	load	
boat	coal	toad	

1.1 Present again to the pupils the flashcards with *oa*. Let them give the correct sound of the letter combination. Assign a pupil to hold the flashcards. Assign another pupil to flashcards with **t** and place the card with /*oa*/ to make *oat*.

1.2 1.2 Have a flashcard for each word formed and put them in the pocket chart by columns.

1.3 1.3 After all the words have been formed, let the pupils read the words in pocket chart by columns, by groups, and by individual pupils.

### 2. Practice Exercise

2.1 Present phrases using new words. Let the pupils read the phrases.

A boat in the moat	A goat on the road
A toad in the boat	Soak the goat
Load a boat	feed the goat
Loan a coat	

2.2 Present sentences for the pupils to read.

1. A goat can roam.
2. The men can load the coal in the boat.
3. Pail and Saul soak the coat.
4. The toad hid in the coat.
5. The boat hit the moat.

2.3 Present a rhyme for the pupils to read.

A toad, toad, toad  
Is in a road, road, road  
A goat, goat, goat  
Is in a boat, boat, boat

### 3. Writing Activity

Copy the words with *oa* in your notebook.

boat	soap	coat
goat	loaf	moan
load	toad	coal

### 4. Generalization:

Ask: What did you learn today?

Where can you find the letter sounds /*oa*/?



5. Application:

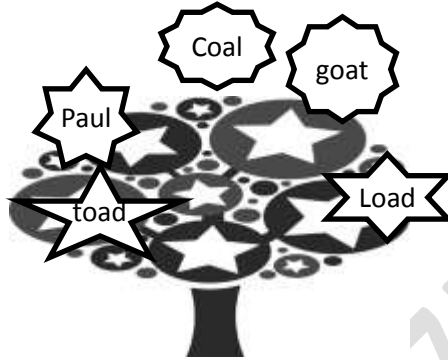
Let's recite the rhyme.

A toad, toad, toad  
Is in a road, road, road  
A goat, goat, goat  
Is in a boat, boat, boat

6. Further Practice:

We are under a tree. Pick fruits having words with oa.

Toad



7. Evaluation

Write on the blank the letter of the word being described.

- a. coat                      c. toad                      e. goat  
b. boat                      d. soap

- \_\_\_\_\_ 1. This animal has horns.  
\_\_\_\_\_ 2. This animals hops.  
\_\_\_\_\_ 3. A person's jacket.  
\_\_\_\_\_ 4. Used in taking a bath.  
\_\_\_\_\_ 5. A small vessel in water.

8. Differentiated Activities for Group Work

Group I- Connect the pictures with words by drawing a line.



coal



boat

coat



road



goat

Group 2- Supply the missing letter to complete the word that names each picture.



Group 3- Oral work with the teacher.

Read the poem and answer the questions that follow.

A man has boat.  
A goat in the boat  
A toad is in the boat, too.  
The boat is in the moat.

- >What did the man have?
- >what is in the boat?
- > What else is in the boat?
- >Where is the boat?

Prepared by:

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## THIRD GRADING PERIOD

### I. Objectives:

#### A. Skills

1. Give the meaning of the new words through pictures
2. Answer *wh* questions
3. Act out best like parts of the story heard
4. Sequence events as they happened in the story
5. Respond to the story through the following engagement activities

Group I. Draw the best part of the story.

II. Act out the best part of the story.

III. Sequence events in the story.

IV. Write invitation letter.

6. Use adjectives to describe people
7. Identify words with consonant blends
8. Write consonant blends.

#### B. Strategies

1. Shared reading
2. Questioning
3. Reading aloud

#### C. Values

Humble  
Patience

### II. Subject Matter

#### A. Story: Cinderella

Author:

Illustration: Dolphin Book

#### B. Comprehension Skills

- Answering *wh*- questions
- Acting out best like parts of the story
- Sequence events in the story.

#### C. Language Instructions: Using adjectives to describe people.

#### D. Decoding: Consonant Blends

#### E. Writing: Writing consonant blends

#### F. Reference: BEC PELC

#### G. Materials: Big books, drawing/pictures, charts

### III. Learning Activities

#### A. Developing the Magic of Reading (DMR)

##### 1. Pre-reading

- 1.1 Motivation: Do you read fairy tales?  
What fairy tales do you read?

2. Unlocking of different words:

maiden	midnight	stepsisters
palace ball	page	magic wand
stepmother		

3. Setting up standards in listening

4. Motive Questions: Find out who was the lovely maiden in the story.

**B. Constructing Meaning (CM)**

2. Active Reading

2.1 First Reading

2.2 Second Reading

- Who was the lovely maiden?
- Who were jealous about Cinderella's beauty?
- What did they receive one day?
- What is the invitation about?
- What did Cinderella feel when her stepmother told her that she can't go?
- Who appeared to help Cinderella attend the palace ball?
- Who touched Cinderella with a magic wand?
- What happened to Cinderella's old clothes?
- Who saw and danced with her?
- What did Cinderella do when she heard the clock struck twelve?
- What was the ending of the story?

3. Post-reading

3.1 Answering the motive question

3.2 Divide the class into 4 groups. Each group will do one activity.

Group I. Act out the best like the parts of the story.

What part of the story do you like best? Act it out.

What did Cinderella feel when she can't go to the palace ball? Act it out.

What did Cinderella do when she heard the clock struck at twelve?

Group II: Draw the best part of the story.

What made you choose the part you draw?

(Questions will be based from the best part of the story chosen by the people.)

Group III: Why was Cinderella sad when her stepmother told her that she couldn't go?

Who helped Cinderella attend the palace ball?

What did the fairy godmother do so Cinderella could attend the ball?

If you were Cinderella would you insist on going to the ball even if it is impossible for you to go?

Did Cinderella enjoy the palace ball?

Cite evidences that Cinderella had a nice evening with the prince.

## B. Developing of English Language Competence (DELIC)

### 1. Preparatory activities:

#### 1.1 Drill

Show a picture of Cinderella. Let the pupils describe it.  
What words can you use to describe Cinderella?

#### 1.2 Review

Let the children re-tell the story of Cinderella.

### 2. Lesson Proper

#### 2.1 Presentation

Present pictures of different people.

- |                 |            |
|-----------------|------------|
| a. an old woman | c. teacher |
| b. a beggar     | d. a baby  |

Let the pupils describe the pictures.

- A teacher is smart.
- A beggar is very weak and pitiful.
- An old woman is sickly.
- The baby looks healthy.

#### 2.2 Oral Practice

Write the following words on the board and let the pupils read.

Ex: smart, weak, sickly, healthy

Presenting the words used in describing persons. Let them use the words in sentences.

- Ex: pretty- Cinderella is pretty.  
handsome - The prince is handsome.  
ugly - Cinderella's step sisters are ugly.  
kind - The handsome prince has a kind heart.  
obedient - Cinderella is a very obedient girl.

#### 2.3 Generalization;

What are the words used in describing persons?

What do you call these words describing persons?

#### 2.4 Application:

**Activity I:** Underline the adjectives in the sentence.

- My brother Bryan is intelligent.
- The noisy children were told by the principal to keep quiet.
- The old woman can't cross the street.
- Do you see the pretty baby over there?
- Myrna is an active president of our club.

**Activity II:** Use the ff. words in sentences.

- |              |                |         |
|--------------|----------------|---------|
| 1. beautiful | 3. tall        | 5. kind |
| 2. healthy   | 4. Industrious |         |

## 2.5 Evaluation:

Encircle the letter of the correct adjective.

1. Johnny is \_\_\_\_\_. He saves a peso for his provision everyday.  
a. ugly      b. handsome      c. thrifty
2. My mother is \_\_\_\_\_. She does all work at home.  
a. industrious      b. lazy      c. fat
3. The \_\_\_\_\_ teacher will retire soon.  
a. intelligent      b. wide      c. fool
4. Robentas' father is \_\_\_\_\_.  
a. narrow      b. tall      c. blue
5. She always greet her teacher "Good morning". She is \_\_\_\_\_.  
a. courteous      b. happy      c. sad

## C. Deciphering and Decoding Strategies and Skills (DDSS)

### 1. Presentation:

#### 1.1 Sound Presentation

- a. Present words with consonant blends written on flashcard.
- b. Let the children read the words.

### 2. Practice Exercises

2.1 Present the following words on the board. Underline the consonant blends.

prince    squash    cruel    tree    blue

### 3. Writing Activity

3.1 Demonstrate how to write consonant blends on the board.

Ex: **pr**    **dr**    **gr**    **tr**    **cr**

3.2 Let the children write the consonant blends on the board.

3.3 Guide the pupils in writing consonant blends.

### 4. Generalization:

What is the consonant blend? What consonant blends did we write?

### 5. Application:

Let the pupils match the pictures with the word by connecting lines.

Ex:

/dr/

/tr/

/gr/



6. Further Practice/ Fixing Skills

Encircle the word with consonant blends.

- Ex:      1. ball            drug            top  
           2. prince        pat            tall  
           3. tall            dog            bed  
           4. grapes        goat            good

7. Evaluation

7.1 Connect the consonant blends with the word.

- Ex:  
 prince            *-tr*  
 grapes            *-dr*  
 drugs            *-gr*  
 tree                *-pr*

8. Differentiated activities for the group work.

<b>GROUP 1</b>	<b>GROUP 2</b>	<b>GROUP 3</b>
Oral work with the teacher Say the words with consonant blends. 1. prince 2. grapes 3. tree 4. draw	Cross the words with consonant blends drug, dear, grapes	Write the consonant blends on activity sheet. 5 consonant blends
<b>Seatwork 1</b> Cross the word with consonant blends. Prince, ball, doll, trash, top	Oral work with teacher. Say the words with the consonant blends. 1. bridge 2. dream 3. grass 4. tall	Underline the consonant blends on the ff. words. 1. prince 2. grapes 3. tree 4. drug

## I. Objectives:

### A. Skills

1. Answer the *wh*-questions about the story read.
2. Give the meaning of words through pictures.
3. Infer what people do.
4. Predict outcomes.
5. Respond the story through the ff. engagement activities.
  - Group I- Draw the different houses
  - Group II- Sequence events in the selection using pictures.
  - Group III- Illustrate the different houses by completing the diagram.
6. Answer questions with yes, we can or No, we can't.
7. Tell what happened first, second, etc in the selection read.
8. read words with initial consonant br-.

### B. Strategies

1. Read aloud.
2. Questioning
3. Predicting outcomes.
4. Sequencing events.

### C. Values

Cleanliness in one's home.

## II. Subject Matter

### A. Story: Houses

Author; Oralla Betang Etal

### B. Comprehension skills

- Answering the -wh questions.
- Identifying events that comes first, second, next, etc.
- Inferring

### C. Language Structures

Using can and can't in answering yes or no questions.

### D. Deciphering and Decoding: Identifying and reading -br.

### E. Writing consonant -br.

### F. References: Fun in English 2 Textbook, pp 136-145

### G. materials: Storybook: PELC ,Manila paper and pictures.

## III. Learning Activities

### A. Discovering the Magic of Reading(DMR)

1. Motivation and Building Background
  - a. Talk about the importance of having a house. Are all the houses the same?
  - b. Present pictures of different houses and dwellings. Have the pupils tell something about the pictures.
    - i. What do you think is the title of our selection today?
    - ii. Point to and read the title" Houses". Have them look the illustration on the first page to help the children make their predictions.



## 1.2. Unlocking New and Different words ( Through Pictures)



Cave



tent



storehouse

### 1.3 Motive Questions:

Do you still recall the title of our selection?

What are the different houses?

How do the first houses look like?

## B. Constructing Meaning

### 2. Active Reading

2.1 First Reading: Open the book and read the story without interruption as you point the illustration on each page

#### 2.2 Second Reading

Give the pupils chance to interact with the text. After reading a paragraph, ask questions to help pupils predict and monitor their comprehension.

#### Questions:

- a. What do the early people do to get food?  
Do they live in houses?  
Where do they live?
- b. Later, what kind of house did they build?  
It is made up of what materials?  
What food do they eat?
- c. Then what did the people learn in this paragraph?  
Did they stay in one place?  
What kind of house did they build?  
What did they use in building their houses?
- d. Where did other people live in this paragraph?  
Did they also build houses?  
What are their houses made of?  
How do they make their houses?  
What materials or things they used to build their houses?
- e. The houses today are made up of what materials?  
How do we call this kind of house
- f. Many houses today are big and strong.  
What are they made of?  
What materials are used to build this kind of house?

### 3. Post Reading

3.1 Guide the students to answer the motive question

3.2 Give each group an activity to perform.

<b>Engagement 1</b> Small Group Activities	<b>Engagement 2</b> Discussion of the story								
<p><b>Group 1:</b> Let the pupils draw the different houses.</p>	<ul style="list-style-type: none"> <li>➤ What are the different houses?</li> <li>➤ What do the early people do to find their foods?</li> <li>➤ Which houses are made of skin of animals?</li> <li>➤ Which house is made with branches of trees and grasses?</li> <li>➤ Do people use bricks in making their houses? What kind of house is built?</li> <li>➤ In which kind of house do you want to live? Why?</li> </ul>								
<p><b>Group II.</b> Sequence events in the selection using pictures.                      The Different houses</p> <ul style="list-style-type: none"> <li>➤ Stone house</li> <li>➤ Tent</li> <li>➤ Nipa house</li> <li>➤ Cave</li> <li>➤ Grasshouse</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why do you think people need houses?</li> <li>➤ Do houses look the same?</li> <li>➤ Discuss events in the story.</li> <li>➤ What kind of house came first, next and finally?</li> </ul>								
<p><b>Group 3-</b> What kind of materials is used to build the first houses?                      Complete the diagram.</p> <table border="1" data-bbox="277 1388 797 1629"> <thead> <tr> <th data-bbox="277 1388 370 1465">tent</th> <th data-bbox="370 1388 529 1465">stone house</th> <th data-bbox="529 1388 667 1465">nipa house</th> <th data-bbox="667 1388 797 1465">grass house</th> </tr> </thead> <tbody> <tr> <td data-bbox="277 1465 370 1629"></td> <td data-bbox="370 1465 529 1629"></td> <td data-bbox="529 1465 667 1629"></td> <td data-bbox="667 1465 797 1629"></td> </tr> </tbody> </table> <p>Choose from the words listed below:                      bricks      grasses      branches of trees                      cement      woods      skin of animals                      mud from the river</p>	tent	stone house	nipa house	grass house					<ul style="list-style-type: none"> <li>➤ Can you describe the materials used to build their houses?                      Group 3 will describe the materials or things used by naming them as they present the kind of house.</li> </ul>
tent	stone house	nipa house	grass house						

3.3 Go back to the predictions made by the class during pre-reading. Check which predictions are right and wrong.

### C. Developing English Language Competencies(DELIC)

#### 1. Preparatory Activities:

1.1 Review: What are the different houses?  
How do the first houses look like?

#### 2. Lesson Proper:

##### 2.1 Presentation:

We live in a house. There are things we can do in a house. We can play in a house. We can rest in a house.

There are things we cannot do in house. We can't ride a bicycle.

a. Tell what you can do or cannot do in house.

Say: We can/can't \_\_\_\_\_ in a house.

eat	study	brush our teeth
play volleyball	skate	sleep
plant vegetables	take a bath	

Can we do different things in a house? What other things can you still do in house?

##### 2.2 Oral Practice;

These are different rooms in our house. Read their names. Read the questions below and answer them with Yes, we can or No, we can't.

1. Can we drive a car in the kitchen? \_\_\_\_\_.

2. Can we eat in the kitchen? \_\_\_\_\_.

3. Can we play basketball in the kitchen? \_\_\_\_\_.

##### 2.3 Generalization:

How do we answer Yes or No questions starting with can?

Use can with yes (Yes, we can.)

Use can't with No. (No, we cant.)

##### 2.4 Guided Practice:

Let the class choose their answers. Fill in the blank with Yes, we can or No, we can't.

1. Can we read in the bedroom?\_\_\_\_\_.

2. Can we eat in the living room?\_\_\_\_\_.

3. Can we wash our face in the kitchen?\_\_\_\_\_.

4. Can we write in the living room?\_\_\_\_\_.

5. Can we receive visitors in the living room?\_\_\_\_\_.

##### 2.5 Independent Practice:

The pupils write things that we can do in school and we cannot do in school.

##### 2.6 Application;

Present the activity. Answering Yes or No questions starting with can. Find your partner.

## 2.7 Evaluation:

Let the child read each question. Fill in the blank with Yes, we can or No, we can't.

1. Can we sweep in the kitchen?
2. Can we drive a car in the bedroom?
3. Can we wash clothes in the living room?
4. Can we eat breakfast in the dining room?
5. Can we take a bath in the bedroom?

## D. Deciphering and Decoding: Strategies and Skills (DDSS)

### 1. Presentation:

a. Present word with initial *br* written in the flashcards.

b. Let the pupils read the words.

branch	bread	brother
broom	bright	bring
brush	brown	brick

Listen to the beginning of each word.

How do the words begin?

c. Let the pupils give other words with initial *br*.

### 2. Practice Exercises

2.1 Present the following words on the board. Underline the consonant blend.

bricks	grass	green	bread
broom	trees	grab	breeze

### 3. Writing activity

3.1 Demonstrate how to write the consonant blend on the board *br*.

3.2 Let the children write the consonant blend on the board.

3.3 Guide the pupils in writing consonant blend.

### 4. Generalization:

What sound did you learn today?

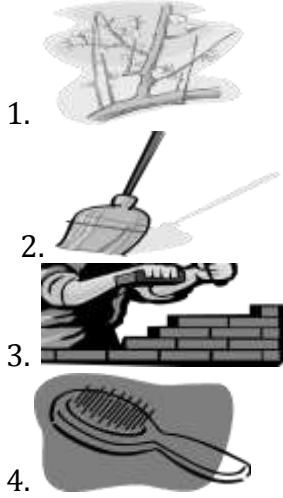
What consonant blend did we write?

5. Application.

Let the pupils match the pictures with the words.

COLUMN A

COLUMN B



- a. brush
- b. bricks
- c. branch
- d. broom

6. Further Exercise/ Fixing Skills

Encircle the word with consonant blend.

- |          |       |      |       |
|----------|-------|------|-------|
| 1. ball  | dress | top  | brush |
| 2. put   | grass | doll | hut   |
| 3. grab  | fall  | gun  | grow  |
| 4. glue  | green | gold | go    |
| 5. broom | boom  | room | brown |

7. Evaluation;

Connect the consonant blend to its word.

- |       |           |
|-------|-----------|
| dress | <i>br</i> |
| grass | <i>dr</i> |
| frog  | <i>gr</i> |
| broom | <i>fr</i> |

8. Differentiated Activity for the Group Work

<p><b>Group 1</b>                      Seatwork 1                      *Cross the word with the consonant blend.                      drum dear grapes                      groom room from                      doll dress bride</p>	<p><b>Group 2</b>                      Oral work with the teacher                      *Say the words and consonants.                      1.                      2.                      3.                      4.                      5.</p>	<p><b>Group 3</b>                      Write consonant blend.                      *Blend in activity sheets.</p>
<p>Oral Work with the teacher.                      Say the word with the consonant blend.                      1. bridge                      2. draw                      3. groom                      4. bride                      5. drink</p>	<p>Underline the word with the consonant blend.                      1. office, trees, tall                      2. trunk, top, tall                      3. prince, good, dog                      4. grow, go, gather                      5. dream, ream, room</p>	<p>Seatwork                      Encircle the consonant blend in the ff. word.                      1. prince                      2. grapes                      3. dream                      4. Grab                      5. growl</p>

Prepared by:

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**Len B. Azul**  
**Ma. Theresa A. Lopez**

## **I. Objectives**

### **A. Skills**

1. Give the meaning of words through pictures, context clues and action.
2. Answer the wh- question.
3. Use positive forms of adjectives.
4. Identify and produce consonant blends.
5. Write big and small letter Ff in cursive.

### **B. Strategies:**

1. Shared Reading
2. Questioning
3. Predicting

### **C. Values:**

Care for the environment.

## **II. Subject Matter**

### **A. Story: "Trees"**

Fun in English 2 pp. 183-184

### **B. Comprehension Skills**

- > Answer wh- question.
- > Using positive form of regular activities.

### **C. Language Structure**

- > Use of positive form of regular activities.

### **D. Decoding sounds of Consonant Blends**

### **E. References:**

BEC PELC Grade II

### **F. Materials:**

Story, pictures, activity sheet

## **III. Learning Activities**

### **A. Discovering the Magic of Reading( DMR)**

#### **1. Pre-reading**

##### **1.1 Motivation and Building Background**

- a. Ask: Do you know some plants or trees? What are they? Can you name them?

##### **1.2 Unlocking of New/Difficult Words:**

- a. floods
- b. furniture

##### **1.3 Motive Question**

What do you think will happen to our place if there are no trees? What do you think the story is about? What do you want to know about the story?

### **B. Constructing Meaning (CM)**

#### **2. Active Reading:**

##### **2.1 First Reading:**

Present and read story without interruption.

## 2.2 Second Reading:

This time, give pupils a chance to interact with the text. After reading a paragraph ask question to help them predict what happen and monitor their comprehension.

### a Read the first paragraph:

Ask: What was Noel looking at?

### b. Second Paragraph

Ask: What kind of tree was it?

### c. Third paragraph and fourth

Ask: What are the uses of trees?

### d. Fifth and sixth paragraph:

Ask: How does the law protect trees?

Why should new trees be planted for every cut down?

## 3. Post Reading

3.1 Lead the class to answer the motive question.

### 3.2 Engagement Activities

Group the pupils:

Group 1- Draw a tree and label the parts.

Group II- How can you help your community to have clean and fresh air?

Group III- Draw 4 things we get from trees.

### 3.3 Valuing:

Draw a garden.

Ask: How do you take care of the plants?

## C. Developing English Language Competencies ( DELC)

### 1. Preparatory Activities:

#### 1.1 Drill:

##### a. Present the activity:

Tell the pupils to read the words written in the box. Let them pick out the word that would make the sentence correct.

beautiful      small      pink      white and sweet      big

1. Sampaguita is a \_\_\_\_\_ flower.
2. It is a \_\_\_\_\_ flower.
3. It is \_\_\_\_\_ and \_\_\_\_\_ smell.
4. Gumamela is a \_\_\_\_\_ flower.
5. The \_\_\_\_\_ gumamela is pretty.

Ask the pupils to read the sentence with the correct answer.

### 2. Review:

Let the class perform the activity. Let the pupils study the picture. Label them. Ask them to get their answer from the word bank.





a clean river

a small cart

a rainy day

an old dress

a big ball

## 2.1 Presentation

a. Say: Look at the picture. What do you see? What do you think an old woman is doing? Read the story about them.

A little woman lived in a little house. She had black cat and a white dog. The old woman was kind to her pets. She gave them good food and clean water to drink. She made them soft bed to sleep on. The woman was happy to have nice pets.

- Who lived in a little old house?
- What kind of pets does she have?
- What words tell about the woman?
- What words tell about her pets?
- What words tell about the food and water she gave her pets?

## 2.2 Oral Practice:

Present the poem. Say: We shall read a poem by parts. Listen as I read them for you.

### **Big or Small**

This is big brother Joey  
Under a tall tree  
This is a little Ella  
With her big umbrella  
This is their dog, Spot.  
It is thin and short.

After reciting the lines talk about the poem.

1. What is the title of the poem?
2. Who is under the tall tree?
3. Who has a big umbrella?
4. Who is their dog?

2.3 Generalization:

Ask: What do you call the words that tell about the person, things or animals?

2.4 Guided Practice:

Distribute regular form of adjectives on the strips of paper. Make a sentence. Write it on the board.

small clear short

2.5 Application:

Complete the sentences by using a regular form of adjectives.



The ball \_\_\_\_\_.



The flower is \_\_\_\_\_.

The book is \_\_\_\_\_.

2.5 Evaluation:

Underline the correct form of adjective.

1. Jose is a (bright, brightest) boy.
2. A carabao is a (biggest, big) animal.
3. The trees are (tall, taller).
4. Our school is (clean, cleanest).
5. Our room is (bright, brightest).

**D. Deciphering and Decoding Strategies and Skills( DDSS)**

1. Presentation:

1.1 Sound Presentation

a. Say; Here are some words from the story we read- flowers, floods, flows. What sound do you hear at the beginning?

b. Present some words or pictures with consonant blend sounds. Let the pupils name and produce the sounds.

2. Practice Exercise

Raise your hand if the word has a consonant blend sounds, if not clap your hands.

- |           |          |           |
|-----------|----------|-----------|
| 1. father | 4. fish  | 7. flower |
| 2. flame  | 5. frown | 8. floods |
| 3. flow   | 6. fresh | 9. flame  |

3. Writing activity:

Let the children trace the dots to form big letter and small F.



3.1 Guide the pupils to write big and small letter F.

3.2 Dictating some words that begins with *f*.

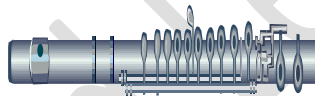
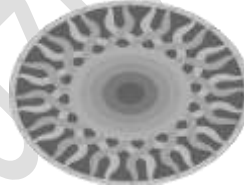
- |         |           |         |
|---------|-----------|---------|
| 1. five | 3. Father | 5. Fish |
| 2. feet | 4. Four   |         |

4. Generalization

What consonant blend sound did you learn today?

5. Application:

5.1 Direction: Draw a circle around the picture that begins with consonant blend *f* on the right.



6. Evaluation:

6.1 Spelling:

Dictate the ff. words:

- |            |          |
|------------|----------|
| 1. floods  | 4. flute |
| 2. flowers | 5. flame |
| 3. flow    | 6. flesh |

## **I. Objectives**

1. Use preposition and prepositional phrase.
2. Answer *wh*- question.
3. Use in oral and written communication vocabulary words learned.
4. Write from dictation observing neatness and correct spelling.
5. Pronounce words with final /s/ sounds.
6. Respond to the story through the ff. engagement activities.  
Group I- Act out portion of the story.  
Group II- Draw an erupted volcano.  
Group II- Draw the answer in a Venn Diagram.

## **II. Subject Matter**

- A. Story: A Letter from a Friend- Using English page 125-126
- B. 1. Using preposition and prepositional phrase.  
2. Answering in complete sentence *wh*- question.  
3. Using in oral and in written communication vocabulary words learned.  
4. Writing from dictation observing neatness and correct spelling.  
5. Putting into practice lessons gained from the story.  
6. Responding to the story through the ff. engagement activities.
- C. Using Preposition and Prepositional Phrase
- D. Decoding: Final Sound of /s/
- E. Writing the Correct Spelling of the word from dictation
- F. Reference: English 2 p. 125-129
- G. Materials: textbook, pictures, chart

## **III. Learning Activities:**

### **A. Developing the Magic of Reading (DMR)**

1. Pre Reading
  - 1.1 Motivation  
What experiences frightened you most? What will you do if you experience it again?
  - 1.2 Unlocking of Difficulties  
burial erupt  
Using visual aids and model sentences with illustrations
  - 1.3 Motive Questions  
What is the letter about?

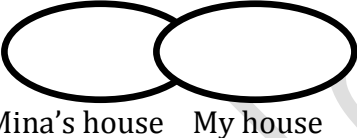
### **B. Constructing Meaning (CM)**

2. Active Reading
  - 2.1 First Reading  
Open the book and read the story without interruption as you point the illustration on each page.
  - 2.2 Second Reading  
First paragraph - What does Winnie hope for Wina and her family?  
Second Paragraph-Why do Winnie and her family no longer live in their old house?

Third Paragraph - Where did the people go when the volcano erupted?  
 What was flowing below the high places?

Fourth Paragraph- What will the family do now?  
 What address should Mina use in writing to Winnie?

3. Post Reading (Group Activity)

<p><b>Group I</b>          When the volcano erupted. People went to high places. Lahar was flowing fast below those high places (Act out the part of the story)</p>	<p>➤ Where did the people go when the volcano erupted?          ➤ Do they afraid of what happened to their place?          ( See group will show us)</p>
<p><b>Group II</b>          Draw the volcano erupted with lahar flowing</p>	<p>➤ What would happen when a volcano erupts?</p>
<p><b>Group III</b>          Mina's house stands at the foot of the volcano buried under the thick lahar. How about you? Where is your house found? Draw your answer on the Venn Diagram.</p> 	<p>➤ Where can you find the house of Mina?</p>

**C. Developing English Language Competencies (DELIC)**

1. Preparatory Activities

1.1 Drill

Reading the underlined words in the story.  
*in, at, under, to, below*

1.2 Review:

Fill in the blank with *in, on, under*.

1. Place the food \_\_\_\_\_ the table.
2. You can find the garden tools \_\_\_\_\_ the mango tree.
3. They no longer live \_\_\_\_\_ in their old house.
4. The dead is buried \_\_\_\_\_ on the cemetery.

2. Lesson Proper

2.1 Presentation

Read the ff. sentences with prepositional phrase.

1. We no longer live *in our old house*.
2. It now stands *at the font of the volcano buried under thick lahar*.
3. Lahar was flowing fast *below those high places*.
4. We will transfer *to the Visayas*.
5. We will live *at the Borromeo St, Cebu City*.

## 2.2 Oral Practice

Pupils will read the prepositional phrases in the sentences. Use the preposition *to, under, below* in a sentence.

## 2.3 Generalization

When do we use *on, in, under* and *below*?

## 2.4 Guided Practice:

Ask pupils to form groups of three. Distribute strips of paper with prepositional phrase written on them. Ask each group to supply the prepositional phrase suited in the sentence.

above the wall

under the tree

below the line

in the basket

above the clouds

## 2.5 Application

Give the correct preposition.

1. My friend lives \_\_\_\_\_ the United States.
2. Quick! Hide! Go \_\_\_\_\_ the table.
3. The decoration was hung \_\_\_\_\_ the wall clock.
4. The character Darna flew \_\_\_\_\_ the highest building.
5. The child played \_\_\_\_\_ the office table.

***on, under, in, above, below***

## 2.6 Evaluation:

Underline the prepositional phrase in the sentences.

1. They live at 127 Diamond Street.
2. Write your name below the line.
3. The frame was hung above the wall decoration.
4. The plane flew above the clouds.
5. Bees live in the roof of the houses.

## D. Deciphering and Decoding Strategies and Skills DDSS

### 1. Sound Representation:

a. Say: Here are some words from the story. Listen as I read each word.

parents, stands, places, Visayas, address, grandparent

b. Present each picture of objects ending with /s/ sounds. Let the pupils name each picture.



glass



boys



dress



kiss

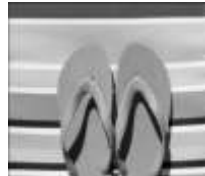


girls

Ask: What sound do you hear at the end of each word? /s/. Produce the sound /s/ correctly, then let the pupils repeat the sound.

4. Practice Exercise

Show pictures and say the name of each picture. Let the pupils clap their hands twice if the /s/ sound is at the end and once if the /s/ sound is at the beginning.



slipper



trees



sun



ear



sea



stars

3. Writing:

Listen to the words I say and write it on your paper.

1. sweet

4. Pass

2. short

5. Straight

3. class

4. Generalization:

What sound did you learned today? What is the letter name for /s/?

5. Application:

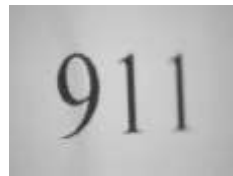
Box the pictures with names that ends with /s/.



nest



The Nose  
nose



numbers



reads



sick



small



pupils



run

6. Fixing Skills

Colour the shape of the pictures that ends with /s/.



ribbon



eyes



books



small












shelf

7. Evaluation:
















Add /s/ or /ss/ to form a word.











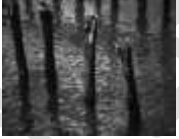

1. eye \_\_\_\_\_
2. ear \_\_\_\_\_
3. dre \_\_\_\_\_
4. gla \_\_\_\_\_
5. ki \_\_\_\_\_

8. Differentiated Activities for Group Work

GROUP I	GROUP II
<p>Oral work with the teacher Say the names of the pictures with the beginning and ending sound of /s/.</p>	<p>Seatwork I Check the pictures with name that begins with /s/.</p>
<p>1.  sad</p>	<p> Actors</p>
<p>2.  shoes</p>	<p> spoons</p>
<p>3.  soil</p>	<p> Sand</p>
<p>4.  boxes</p>	<p> Nuts</p> <p> sugar</p>



<p>5.  cars</p>	
<p align="center"><b>SEATWORK I</b></p> <p>Choose the pictures whose name ends with /s/.</p> <p>1.  bus</p> <p>2.  see</p> <p>3.  gifts</p>	<p align="center">Oral Work with the Teacher</p> <p align="center">Name each picture and group the picture with the same beginning sound and another for the same ending sound.</p> <p> Glass</p> <p> spoon</p> <p> Dress</p> <p> shelf</p> <p> Soil</p> <p> bus</p> <p> Sad</p> <p> numbers</p>
<p align="center"><b>Group 3</b></p> <p>Seatwork 1</p> <p>Draw 3 things that ends in /s/.</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p align="center"><b>Seatwork 2</b></p> <p>Circle the pictures that have the same ending sound.</p> <p>1.  Buses     words     sack</p> <p>2.</p>

	<p>2.   </p> <p>Wish                  class                  balloons</p> <p>3.  </p> <p>Gifts                  see</p>
<p align="center"><b>Group 1</b></p> <p>Seatwork 2 Say the name of the pictures. Circle the pictures that end in /s/.</p> <p> </p> <p>Bees                  sure</p> <p> </p> <p>flies                  heroes</p> <p> </p> <p>sweet                  pictures</p> <p></p> <p>short</p>	<p align="center"><b>GROUP 2</b></p> <p>Seatwork 2 Box the pictures that end in /s/.</p> <ul style="list-style-type: none"> <li>➤ Story                  &gt; grass</li> <li>➤ Sister                  &gt; bugs</li> <li>➤ Monkeys              &gt; say</li> <li>➤ Animals              &gt; sell</li> <li>➤ Leaves                &gt; shelter</li> </ul>
<p align="center"><b>GROUP 3</b></p> <p>Oral work with the Teacher</p> <p>1. Checking of the previous exercises.</p> <p>2. Listen as I say a word. Tell yes if you hear the ending sound of /s/,</p> <p>Flowers    fast Atis        vehicles Santol     grass Cross</p>	

## **I. Objectives:**

### **A. Skills**

1. Give the meaning of a new word through pictures, actions/situations.
2. Answer *wh*-questions.
3. Act out best liked parts of a story read.
4. Read to what the character said/ did in the story read.
5. Sequence events as they happened in the story.
6. Respond to the story through the ff. engagement activities.
  - Group I- Draw the animals in the story. Colour them.
  - II- Act out the best portion of the story.
  - III- Draw your best part of the story.
  - IV- Sequence events in the story through pictures.
7. Use adjectives to describe animals.
8. Identify and produce consonant blends.
9. Write words with consonant blends.

### **C. Values:**

Patience

## **II. Subject Matter**

A. Story: The Turtle and the Deer

B. Comprehension Skills

- > Answering *wh* questions.
- > Reacting to what the character said/did.
- > Sequencing events in the story.

C. Language Structure:

Using adjectives to describe animals.

D. Decoding: Beginning Sound of Consonant Blend

E. Writing: Writing words with initial Consonant Blends

F. References: BEC\_PELC Grade II

G. Materials: pictures, cut-outs, charts, aquarium (box), Fun in Eng. 2 p. 165.

## **III. Learning Activities**

### **A. Discovering the Magic of Reading**

1. Pre-reading

1.1 Motivation and Building Background

- a. How do animals move? What can run fast?
- b. Present the title. What do you think the story is about?

1.2 Unlocking of Difficult Words

- a. race( action)
- b. slow( gesture/action)
- c. fast
- d. finish line( picture)

1.3 Motive question

Recall the title again. What do you think the story is about? What do you want to know about the story?

What did the turtle and the deer do one day?

## B. Constructing Meaning

### 2. Active Reading

#### 2.1 First Reading

Open the book and read the story without interruption pointing the illustration on the page.

#### 2.2 Second Reading

Let the pupils interact with the text. Ask questions to predict what happen next and monitor their comprehension.

What did the turtle see one day?

What did he say to the turtle?

What do you think the deer will do?

### 3. Post-reading

3.1 Lead the pupils answer the motive questions.

3.2 Divide the class into four groups. Each group will do an activity. Use the GPU technique in asking questions.

<p style="text-align: center;"><b>Engagement 1</b> ( Small Group Activities)</p> <p><b>Group 1</b> The turtle and the deer had a race one day. Draw the animals in the box.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div>	<p style="text-align: center;"><b>Engagement 2</b> ( Discussion of the Story)</p> <p>What is the story about? What are the animals in the story? What did the deer see one day? What did the deer say to the turtle? What did the turtle answer?</p> <p>GROUP 1 will present the work.</p>
<p><b>Group II</b> The next morning, the deer and the turtle met. The race started. <b>Group III.</b> Draw the deer sleeping under the tree and the turtle near the finish line.</p>	<p>What did the deer and the turtle do? GROUP II will show us.</p> <p>At the very start of the race, who ran very fast? very slow? What did the deer see while running? What did he do under the mango tree? What did the turtle do? When the deer woke up, what did he do? Who won the race&gt; Why? Why did the deer lose the race&gt; Is it good to sleep in a race? If you are the deer, what will you do in the race? If you are the turtle will you also ran a race with the deer? Why? GROUP 3 will show us.</p>

<p><b>GROUP IV</b> Arrange the pictures in the correct order.</p>	<p>What does the deer do under the tree?          What does the turtle do while the deer was asleep?          What finally make the turtle win?          Group 4 will show us.</p>
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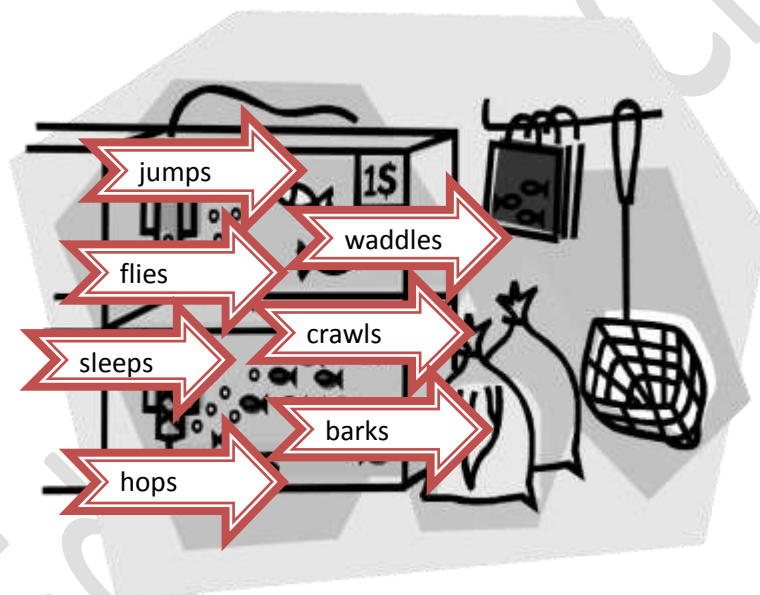
**C. Developing English Language Competencies- DELC**

1. Preparatory activities

1.1 Drill

a. Present the activity

Let the pupils fish words in the aquarium. Let them pick-out the words which will make the sentence correct.

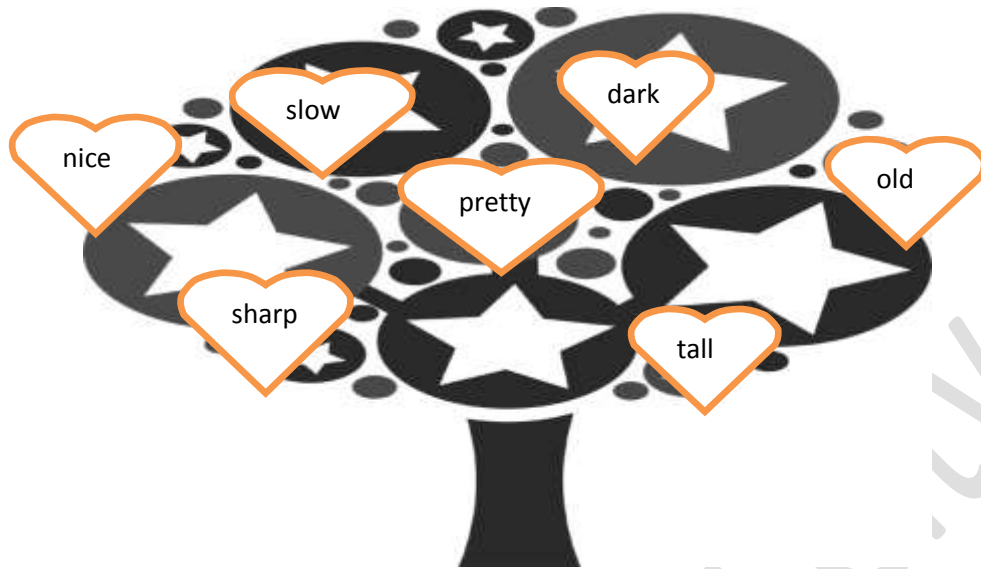


1. The duck \_\_\_\_\_.
2. The dog \_\_\_\_\_.
3. The worm-\_\_\_\_\_ slowly.

b. Ask the pupils to read the sentences with the correct answer.

1.2 Review

Pick out the word to make the sentence correct.



1. The girl has a \_\_\_\_\_ dress.
2. My grandmother is \_\_\_\_\_.
3. The basketball player is \_\_\_\_\_.
4. The snail crawls very \_\_\_\_\_.
5. The night is \_\_\_\_\_.

## 2. Lesson Proper

### 2.1 Presentation:

- a. Using animal puppets, let each animal say something about themselves.



" I am Betty Butterfly. I have beautiful wings."



" I am Tiggy, the tiger. I am a fierce animal".

- b. What kind of wings does the butterfly have? Beautiful.

Write the answer on the board. Discuss the answers. Do this on other animals.

beautiful  
fierce  
tall  
big

- c. Let the pupils use the words in the sentence.

## 2.2 Oral Practice

a. Let the pupils choose an animal to describe and tell the adjectives used

## 2.3 Generalization

What is an adjective? What do they describe about the animals?  
(size, shape, color, kind, etc.)

## 2.4 Guided Practice

Ask pupils to pick out an adjective in the chart and use it in a sentence.

## 2.5 Independent Practice

Read the sentences on the chart. Box the correct adjective.

1. The snake has a ( shiny, long, tall ) outer covering.
2. The elephant has a ( short, long, tall) tusk.

## 2.6 Application

Write the correct word adjective to complete the sentence.

1. The giraffe has a \_\_\_\_\_ neck.
2. The rat is a \_\_\_\_\_ animal.

## 2.7 Evaluation:

Colour the correct adjective to describe the animals.

1. The carabao is a (helpful, lazy, kind) animal.
2. The turtle can move (fast, slow, good)

## D. Deciphering and Decoding Strategies and Skills (DDSS)

### 1. Presentation

#### 1.1 Sound Presentation

a. Present some words from the story read.

slow      started      shade      tree

What sound do you hear at the beginning of each word? How many consonants made up the initial sounds? What do we call them? Sl, st, sh, tr

b. Present some pictures of words with beginning consonant blends.



globe



drum



frog



flower



plant

What sound do you hear at the beginning? Produce the sounds correctly. Let the pupils repeat the sounds heard.

c. Present sentences with words beginning with consonant blend. Ask questions after each sentence.

- The flower in the garden smells sweet.  
What smells sweet?  
What are in the garden?

## 2. Practice Exercises

2.1 Present the activity "Sit and Stand". Say the name of the pictures. Stand if the name begins with a consonant blend and sit still if the name of the picture does not begin with a consonant blend.



grow



truck



leaf

2.2 Write the consonant blend to complete the name of the picture.



flower



drum



branch

## 3. Generalization

What did you learn today?

## 4. Application

4.1 Choose pictures from the chart with beginning consonant blends. Say its name. Produce the sounds correctly.

4.2 Draw pictures with initial consonant blends.

## 5. Fixing Skills

Box the correct consonant blend to complete the name of the picture.



\_\_\_\_og{br,fr}



\_\_\_\_ock{cl,cr}



\_\_\_\_ass{gl'gr}

## 6. Evaluation:

Listen to the sets of words that I will say. Write the beginning consonant blend.

- clock, clam, clap, claw
- bleed, blind, blow, blouse
- glass, glove, globe, glue
- crab, crack, crawl, crib
- broom, brush, bread, bridge



## **I. Objectives**

### **A. Skills**

1. Retell a story heard through pictures.
2. Answer *wh*- questions.
3. Sequence events as they happened in the story
4. Use adjectives to describe people, animals and places.
5. Identify the long *e* sound.
6. Write the correct spelling of the words learned.

### **B. Strategies**

1. Shared Reading
2. Questioning
3. Sequencing
4. Read aloud

### **C. Values**

Humility

## **II. Subject Matter**

### **A. Story: The turtle and the Deer**

Fun in English Language 2 pp. 165-167

### **B. Comprehension Skills**

- > Answering *wh*- questions.
- > Retelling a story through pictures.
- > Sequencing events as they happened in the story.

### **C. Language Structure: Use adjectives to describe people, places and animals.**

### **D. Decoding: Identifying the long e sound.**

### **E. Writing: Correct Spelling of words learned**

### **F. Fun in English Reading and Language 2 pp. 165-167**

### **G. Materials: pictures, chart, story**

## **III. Learning Activities**

### **A. Discovering the Magic of Reading (DMR)**

#### **1. Pre-reading**

##### **1.1 Motivation/ Building Background**

a. Showing pictures of deer and turtle. Ask: "If they run a race, who do you think will win?"

b. What do you think is the title of the story we are going to read today?

##### **1.2 Unlocking of Difficulties**

a. rubbing

b. rest

c. asleep

(through gestures and actions)

##### **1.3 Motive Question**

Find out how the turtle won the race

## B. Constructing Meaning

### 2. Active Reading

#### 2.1 First Reading

Open the book and read the story without interruption.

#### 2.2 Second Reading

Paragraph 1- Q: what did the deer say to the turtle?

2- Q: What was the turtle's answer?

5- Q: At what time are they going to start the race?

6- Q: How far does the turtle from the starting line?

7- Q: Who fall asleep under the shade of the tree?

8- Q: How did the turtle feel while he was walking?

Who won the race? Why?

What lesson does the story teach us?

### 3. Post Reading

3.1 Lead the class to answer the motive question.

#### 3.2 Engagement Activities

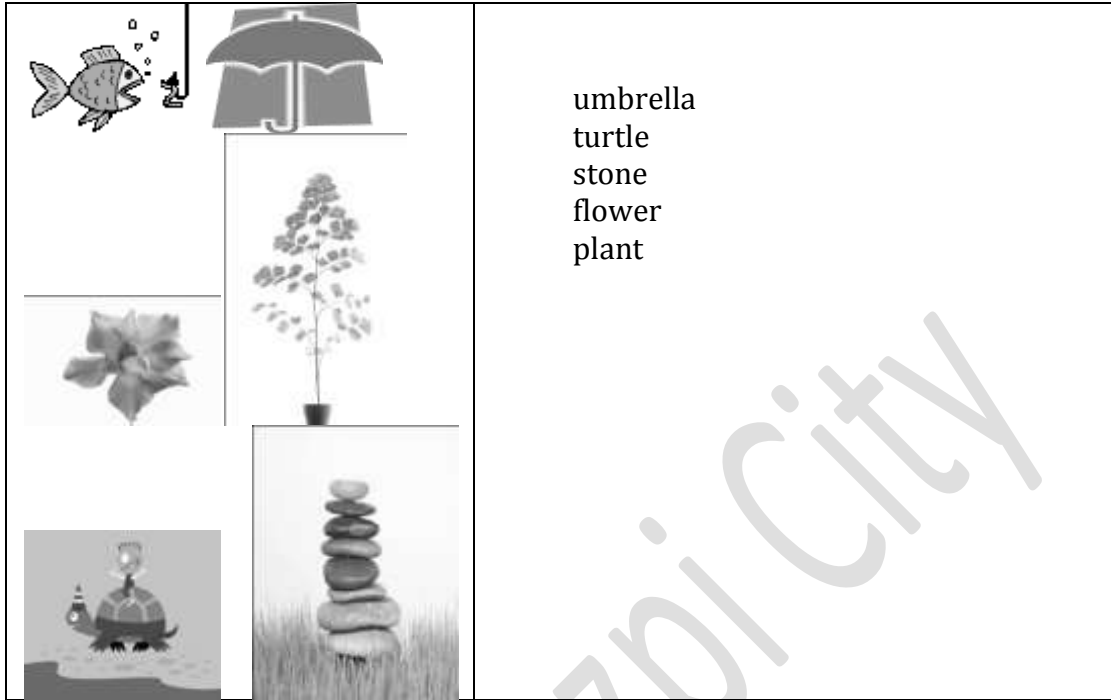
<b>Engagement 1</b>	<b>Engagement 2</b>
<b>Group 1:</b> Draw a deer. Describe it.	Have you seen a deer? How does a deer run?
<b>Group 2:</b> Draw a turtle. Describe it.	How does a turtle move? Can a turtle win a race?
<b>Group 3:</b> The deer saw a big mango tree. He lay down in the shade of the tree. He was fast asleep. Act out the portion of the story.	What did the deer do under the tree.
<b>Group 4:</b> Arrange the pictures in the correct sequence.	What did the deer and the turtle do one day? What did the deer do under the tree? How do the turtle walk? Did the turtle stops walking? Why did the deer lose the race? What lesson does the story teach us?

## C. Developing English Language Competencies (DELIC)

### 1. Preparatory Activities:

#### 1.1 Drill

Look at the pictures in the box. Can you find the following objects in the other box?



### 1.2 Review

Ask the pupils to look at the ff. pictures and complete the sentences about them. Choose them from the box above.

big	happy	clean
pretty	sad	

1. The living room is very \_\_\_\_\_.
2. Why are you so \_\_\_\_\_ little boy?
3. Nena is a \_\_\_\_\_ girl.
4. The house is \_\_\_\_\_.
5. Lito and Toni are \_\_\_\_\_ to each other.

## 2. Lesson Proper

### 2.1 Presentation

- a. Look at the ff. pictures. What do you see? (Albay, ant, girl)
- b. Have the pupils listen as you read the sentences about them.  
Albay is a beautiful place.  
The ant is industrious.  
The girl is pretty.
- c. In the first sentence, what word describes Albay? ant? girl?

### 2.2 Oral Practice

- a. Present pictures. Let the pupils say words to describe the pictures.  
Ex; mango turtle  
deer mother
- b. What do you call these words that describe places, persons and animals?

### 2.3 Generalization

What is an adjective?

### 2.4 Guided Practice

Divide the pupils into 3 groups. Each group will be given strips of words written on it. Let the pupils give adjectives as many as they can.

Ex: mother, cat

guava, Mayon Volcano

### 2.5 Independent Practice

Let the children give 3 words and describe it.

### 2.6 Application

Complete each sentence with the correct adjective. Choose from the box.

white	beautiful	cool
perfect	lonely	

1. There are many \_\_\_\_\_ places in the Philippines.
2. Mayon Volcano has a shape of a \_\_\_\_\_ - cone.
3. Boracay has \_\_\_\_\_ beaches.
4. The water of Pagsanjan Falls look very \_\_\_\_\_.
5. Baguio has a \_\_\_\_\_ - climate.

### 2.7 Evaluation

Choose the correct adjective for the given word.

1. apple (delicious, kind, bitter)
2. pencil (long, soft, sweet)
3. Baguio (hot, wild, cool)

## D. Deciphering and Decoding Strategies and Skills (DDSS)

### 1. Presentation

Here are some words from the story.

Listen as I read each word.(deer, feet, tree. See)

Ask: What are the same two letters can you see in each word?

### 2. Practice Exercises

Let the pupils clap once if they hear the long e sound.

1. bee
2. hen
3. pen
4. see
5. three

### 3. Writing Activity

Dictate some words and let the children write the correct spelling of words.

1. feet
2. tree
3. see
4. deer
5. bee

### 4. Generalization

What sound did you learn today?

5. Application:

Match the pictures with the correct word.

A.



1.



2.



3.



4.



5.

B.

teeth

feet

bee

three

meet

6. Fixing Skills

Cross out the words which do not have long e sounds.






1. neck, queen, seen
2. needle, pen, been
3. men, teen, keen
4. feet, tree, ten
5. nest, knee, see

7. Evaluation

Give the missing letters to complete the sentences.

1. Have you s\_\_n a j\_\_p?
2. Brush your t\_\_th.
3. Don't eat the s\_\_ds.
4. A d\_r runs fast.
5. You need to rest your f\_\_t.

8. Differentiated Activities for the Group work

<p><b>Group 1</b></p> <p>Oral work with the Teacher. Say the names of each picture.</p> <ol style="list-style-type: none"> <li>( jeep)</li> <li>( green)</li> <li>( teeth)</li> <li>( needle)</li> <li>( bee)</li> </ol> <p><b>Seatwork 1</b></p> <p>Underline the word with long e sounds.</p> <ol style="list-style-type: none"> <li>ten, teen, tin</li> <li>meet, met , mate</li> <li>fit, feet, foot</li> <li>bun, been, bin</li> <li>greet, great, grid</li> </ol>	<p><b>Group 2</b></p> <p>Seatwork 1</p> <p>Circle the pictures with long e sound.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>feet</p> </div> <div style="text-align: center;">  <p>meet</p> </div> <div style="text-align: center;">  <p>pen</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>Ten</p> </div> <div style="text-align: center;">  <p>deer</p> </div> </div> <p>Oral work with the teacher.</p> <p>Give 3 words with long e sounds</p>	<p><b>Group 3</b></p> <p>Seatwork 2</p> <p>Color the pictures with long e sound.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> <p>( jeep)</p> <p>( cake)</p> </div> <div style="text-align: center;"> <p>( needle)</p> <p>( leech)</p> </div> <div style="text-align: center;"> <p>( boy)</p> <p>( seeds)</p> </div> </div> <p><b>Seatwork 2</b></p> <p>Cross out the words which do not belong to the group.</p> <ol style="list-style-type: none"> <li>meet, feet, fit</li> <li>needle, seeds, men</li> <li>met, greet, knee</li> <li>cake, see, me</li> <li>been, be, Ben</li> </ol>
<p>Seatwork 2</p> <p>Box the word with long e sound.</p> <ol style="list-style-type: none"> <li>make, sad, seed</li> <li>deer, bear, bus</li> <li>pick, keep, hive</li> <li>me, mean, make</li> <li>ted, bed, weed</li> </ol>	<p>Write the name of each picture.</p> <ol style="list-style-type: none"> <li>{jeep}</li> <li>{feet}</li> <li>{teeth}</li> <li>{three}</li> <li>{bee}</li> </ol>	<p>Oral work with the teacher.</p> <p>Say the words with long e sounds.</p>

## **I. Objectives**

### **A. Skills**

1. Give meaning of words through actions and pictures.
2. Answer wh-questions.
3. Identify the setting and characters in the story.
4. Infer the feelings of the characters.
5. Respond to the story through the ff. engagement activities.

Group I- Make forest collage.

Group II- Act out what mango and bamboo did in the forest.

Group III - Sequence events in the story.

Group IV - Dramatize portion in the story

6. Use adjectives to describe things.
7. Identify and produce consonant blends.
8. Write the correct spelling of the words.

### **B. Strategies**

1. Read aloud.
2. Questioning
3. Describing

### **C. Values**

Being humble

## **II. Subject Matter**

### **A. Story:**

The mango and the Bamboo

### **B. Comprehension skills/ Strategies: Answering wh- questions**

Identifying the setting

Inferring the feelings of the characters

### **C. Language Structure: Use adjectives to describe things.**

### **D. Deciphering and Decoding : Identify and produced consonant blend**

### **E. Writing: Correct spelling of the word**

### **F. References: BEC- PELC, Fun in English p. 133-134**

### **G. Materials: pictures, textbooks, charts**

## **III. Learning Activities**

### **A. Discovering the Magic of Reading**

#### **1. Pre-reading**

##### **1.1 Motivation and Building Background**

Ask: What is your favourite tree?

##### **1.2 Unlocking of new Difficult Words**

a. branches[ show real objects or pictures to the class]

b. bend- look down, blew, feel[ through action by the teacher]

##### **1.3 Motive Question**

Which is stronger, a mango or a bamboo? Find out from the story.

## B. Constructing Meaning

### 2. Active Reading

#### 2.1 First Reading

Open the book and read the story showing each page with the illustrations to the class without interruption.

#### 2.2 Second Reading

Give the pupils opportunity to interact with the text. After reading a page or several pages, ask questions to enable them to predict and monitor their comprehension.

NOTE: The story is found in the Fun in English book on page 133-134.

1. Why did the mango tree think that it was very strong?
2. What happened to the mango tree when the wind blew hard?
3. What happened to the bamboo?

### 3. Post- Reading

#### 3.1 Lead the class to answer the motive question.

<p style="text-align: center;"><b>Engagement 1</b> ( Small Group Activities)</p> <p><b>Group 1:</b> Create a forest collage. Colour a sheet of manila paper. Create a forest. Paste cut-outs or make illustrations. Group members write or say a sentence about their forest collage.</p>	<p style="text-align: center;"><b>Engagement 2</b></p> <p>What is the story about? Who are the main characters in the story? Where did the story happen? Group 1 will present their work.</p>
<p><b>Group 2</b> Act out what the mango and bamboo did in the forest.</p>	<p>Where is the mango tree? What kind of tree is the mango? The bamboo?</p>
<p><b>Group 3</b> Pupils will be given strips of cartolina and they are going to arrange the events base on the story.</p>	<p>What happened first? second? last?</p>
<p><b>Group 4</b> Dramatize their portion of their story in order. Note: The fourth, fifth and last paragraph pn page 134.</p>	<p>What happened to the mango? The bamboo? Why were the bamboo not blown down? Do you think the bamboo is really stronger than the mango? What important trait did you learn from the bamboo?</p>



## C. Developing English Language Competencies (DELIC)

### 1. Preparatory Activities

#### 1.1 Drills

Pupils will read some adjective phrases on the board.

- many branches
- many leaves
- strong tree
- tall trees
- strong wind
- stand straight

### 2. Lesson Proper

#### 2.1 Oral Practice

Help each other in reading the riddles. Guess the word by looking at the pictures.



1. Something to sit on  
For boys and girls  
And lots of people
2. It is round  
It rolls and bounces  
On the ground
3. It is heart-shaped  
It is gold  
Sweet and delicious  
For young and old
4. It is long and thin  
It has long leaves  
Its color green

#### 2.2 Generalization

Number, size, shape, kind and color are adjectives things.


#### 2.3 Guided Practice

Ask pupils to get an object from their bag or an object in the classroom. Let them describe the object using number, shape, kind and color.

#### 2.4 Independent Practice

Choose the word that completes the sentence about the picture.



1.  The house is (tiny, big).



2.

The color of the apple is (red, yellow).



3.

The shape of the volcano is (triangle, rectangle).



4.

I have (few, many) balloons.



5.

The cake is (sweet, salty).

### 2.5 Application

Match the picture with the words that describe it.

1.



big and soft

2.



hard but shiny

3.



blue and thick

4.



round and white

5.



white and soft

## 2.6 Evaluation:

Look at the pictures. Ring the word that describe each one.

1.  (round, square, triangle)
2.  (white, orange, black)
3.  (soft, hard, tall)
4.  (sweet, salty, bitter)
5.  (round, oblong, soft)

## D. Deciphering and Decoding Strategies(DDSS)

### 1. Presentation of the consonant blends

1.1 Recall words from the story for children to listen to. Tracts the word as you read them.

- |         |           |         |       |
|---------|-----------|---------|-------|
| - tree  | -branches | -grew   | -blew |
| - tried | - stand   | -ground | -slow |
| -when   | - though  |         |       |

Ask : What consonant blend do you hear at the beginning of each word? Read the word after me.

### 1.2 Practice Exercises:

(Giving words with consonant blend by the pupils)

### 2. Writing

Teacher will say words with consonant blend. The pupils will spell or write the words on their slate board/show me on the board.

### 3. Generalization:

What is consonant blend?

4. Application:

Encircle the words with initial consonant blend.

- white      -soft      -sweet      -round      -square  
 - triangle   - hard      - thick      -blew      - bread

5. Further Exercise

Underline the initial consonant blend in each word.

- ship      -draw      -clap      -whale      -church

6. Evaluation:

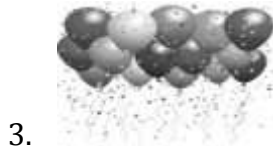
Match the pictures with the words that describe it. Write the letters only.



a. angry



b. thin



c. black



d. wide



e. colorful

7. Differentiated Activities

GROUP 1	GROUP II	GROUP III
Oral work with the teacher Name each picture flashed to you. Say yes if the picture begins with initial consonant blends.  branch                      plate Spoon flower                      tree	Seatwork 1 Name each picture. Color the picture with initial consonant blend.  branch                      grapes paper tree                      dress	Seatwork 1 Complete the name of each picture by writing consonant. 1. _ush (brush) 2. _eak (break) 3. __ee (tree) 4. __ash (trash) 5. _ow (blow)

<p><b>Seatwork 1</b> Draw 3 objects that begins with initial consonant blends.</p>	<p>Oral work with the teacher Teacher says a word. Pupils will clap if the word has an initial consonant blend.</p> <p>Break                      dance    group Black                      drop</p>	<p>Color the picture that begin with consonant blend.</p> <ol style="list-style-type: none"> <li>1. sharpener</li> <li>2. black</li> <li>3. feet</li> <li>4. broom</li> <li>5. bride</li> </ol>
<p><b>Seatwork 2</b> Encircle the objects with initial consonant blend.</p> <p>Grapes                      brush    Milk Dress sharpener</p>	<p><b>Seatwork 2</b> Cross out the words that has no initial consonant blend.</p> <ol style="list-style-type: none"> <li>1. crush, cow, cream</li> <li>2. blow, blank, bed</li> <li>3. draw, down, drink</li> </ol>	<p>Oral work with the teacher Lead the children to replace the beginning letter with consonant blend.</p> <ol style="list-style-type: none"> <li>1. replace br in brush with <b>cr-crush</b></li> <li>2. replace sm in smell with <b>sh-shell</b></li> <li>3. replace sl in slow with <b>sh-show</b></li> <li>4. replace tr in trap with <b>cl-clap</b></li> <li>5. replace cl in class with <b>gl-glass</b></li> </ol>

## I. Objectives

### A. Skills

1. Infer hidden information from oral texts.
2. Answer *wh*- question about the story listened to.
3. Infer what have happened before and after an event.
4. Respond to the story through the ff. engagement activities

Group 1- Drawing, coloring the character liked best and telling something about the drawing.

Group 2-3 - Acting out important events in the story such as Mama Octupos persuading Orange Octa to go out and play and Orange Octa being teased by the other Octopuses.

Group 4 - Writing short notes to friend Orange Octa.

5. Talk about something/ someone using describing words in positive form.
6. Identify and produce the sound of **Oo** as in pot.
7. Read words with initial or medial vowel sounds **Oo**.

### B. Strategies

1. Reading aloud
2. Questioning
3. Inferring
4. Writing short note

### C. Values:

Be proud of what you are and what you can do.

## III. Subject Matter

### A. Story: Joy Ceres

Illustrator: Larry a. Diolola

### B. Comprehension Skills

Answering the **wh**- questions.

Making inferences.

### C. Language Structure: Talking about something/ someone using describing words in positive form.

### D. Deciphering and Decoding

Identifying and producing the sound of Oo as in pot. Reading words with initial and medial vowel sound Oo.

### E. Writing

Writing words with initial and medial vowel sound Oo.

### F. References:

BEC- PELC Listening A3.1 , Speaking B1. , Reading C3, Writing D3.2

### H. Materials: big book/ story book , chart, pictures, flashcards

## II. Learning Activities

### A. DMR

#### 1. Pre-reading

##### 1.1 a. Motivation

Ask: What occasions we celebrate? What activities are usually done during a celebration? How do people feel during occasions?

b. Present the big book "Orange Octa". Pupils tell something about the cover. Read the title.

Introduce the names of the author and the illustrator. Talk about the title and ask the pupils to predict/ infer what the story is about. Have the pupils preview the illustrations on the first pages for them to infer.

##### 1.2 Unlocking Of New Difficult Words:

- octopus( through pictures)
- tentacles( picture or actions)
- scratching( gestures)
- cuddling( pictures)
- shy( pictures)
- tease( pictures)
- festival( pictures)

##### 1.3 Motive Question:

Present the big book again. Recall the title of the story, pointing to the festival scene.

Say: There is a festival in the octopus village.

Ask: What do you think are the activities in the festival?

Who do you think is Orange Octa? What does Orange Octa do to help the octopuses in the village?

### B. Constructing Meaning (CM)

#### 2. Active Reading

##### 2.1 First Reading

Read the story to the class without interruption. Track the point with your hand as you read and also point the illustration on each page.

##### 2.2 Second Reading

After reading a page or two, ask questions and monitor their comprehension.

What games do you think do the octopuses play?

What happened after the young octopuses call Orange Octa to come out and play with them?

How do you think is Orange Octa different from the other octopuses?

What happened before which was the reason why Orange Octa does not like to come out of their house?

Why do you think is Orange Octa is special?

What happened after they heard the deafening sound?

What do you think happened before that caused the darkening of the sea?

What do you think Orange Octa does to help the octopuses?

What happened after Orange Octa helped the octopuses?

What is Orange Octa's feeling for having helped the other octopuses?

What happened to Orange Octa after the incident?

### 3. Post Reading

#### 3.1 Guide pupils to answer the motive question

#### 3.2 Engagement Activities

<b>Engagement 1</b>	<b>Engagement 2</b>
<p><b>Group 1</b> Draw and color the character you liked best in the story. Tell something about the drawing.</p>	<p>1. Who is the main character in the story? 2. When did the story happen? 3. What did Orange Octa do at home? Is it good for him to read lots of books? Do you also read lots of books? ( Group 1 will present the activity)</p>
<p><b>Group 2</b> Act out Mama Octopus asking Orange Octa to go to school with other octopuses.</p>	<p>1. Why does Orange Octa seldom go out to play? 2. Why is Orange Octa different from the other octopuses? 3. Did she obey her mother when she asked her to play with other octopuses? 4. Is it right to do so? Why? 5. If you were Orange Octa, would you obey your mother? (Group 2 present their work)</p>
<p><b>Group 3</b> Act out Orange Octa being teased by other octopuses.</p>	<p>1. If you were one of the other octopuses, would you tease Orange Octa? Why?</p>
<p><b>Group 4</b> Writing short notes to friend Orange Octa</p>	<p>1. How do the octopuses thank Orange Octa for saving them? 2. How does Orange Octa feel about being able to help others? 3. Tell what you can do to help other people.</p>

### C. DELC

#### 1. Preparatory Activities;

##### 1. Review

Retell the story Orange Octa.

##### 2. Lesson Proper

##### 2.1 Presentation

a. Say: Orange Octa is a hero. Her friends wrote a poem. Listen as I read the poem.

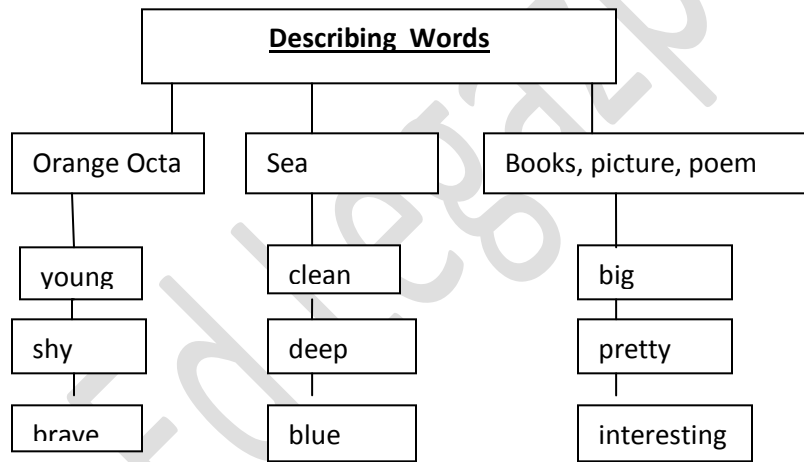


### A Heroine

Orange Octa is every one's pride.  
She's young, shy but brave to do good,  
A heroine in action as often as he could.

Seldom plays under the clean, deep, blue sea  
Reads lots of big books in their home as you see!  
She points pretty pictures, writes interesting poems too.

- b. Ask questions about the poem.
1. Who is Orange Octa in the poem?
  2. How does Orange Octa describe in the poem? Sea? Book? Picture? Poem?
  3. Where does she seldom play?
  4. What does she do at home?
- c. As the pupils give their answers, write their responses in the graphical presentation of describing words.



- d. Ask: What are those words describing persons? places? things?  
Tell the pupils to look at their classmates, school and things around.  
Let them describe each. Let them describe each.

#### 2.2 Oral Practice:

From the list, ask pupils to read each word under correct heading. Let them read the describing words.

Ask: What do words young, shy and brave describe it?

#### 2.3 Generalization:

What are describing words?

#### 2.4 Guided Practice:

Pupils are going to find the word describing the person, things, place in each picture. The group who will get all correct answer is the winner.

## 2.5 Independent Practice

Pupils write their own sentences using describing words.

## 2.6 Application:

Select the right word that best describes the person/ persons in the picture.



1. Linda is \_\_\_\_\_. A. helpful b. honest c. cheerful



2. Cita, Rose and Rica are \_\_\_\_\_. A. diligent b. lazy c.

cheerful



3. Manuel and Rene are \_\_\_\_ friends. a. bad b. good c. two



4. Raul is \_\_\_\_\_. A. happy b. sad c. lonely



5. Lita and Lino are \_\_\_\_\_. a. dancing b. sleeping c.

playing

## 2.6 Evaluation

Study the sentence. Find the word that describes the underlined word.

Write the word on your answer sheet.

Example: The horse has a long tail.

Answer: long

1. Mother is kind to all of us.
2. That building is tall.
3. I enjoy listening to sweet music.
4. The box on the table is heavy
5. Our house is far from the market.

## D. Deciphering and Decoding Strategies( DDSS)

### 1. Sound Presentation

Reading of words with initial vowel sound **Oo**.

### 2. Practice Exercises

Recognize the initial vowel sound **Oo** by clapping their hands twice.

### 3. Writing Activities

Write the missing letter to the ff. words.

\_range



\_val



\_ctopus



\_ld



4. Generalization

What vowel sounds did you learn to our activity?

5. Application

Using pictures, let the pupils say each picture's name. Ask them to color the pictures whose names begin with /o/.



okra



octopus



fish



octagon



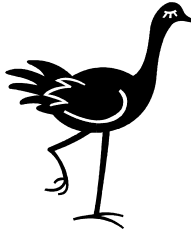
anchor



home



van



ostrich



organ



umbrella



orange



log



basket



mask



ax

6. Further Practice

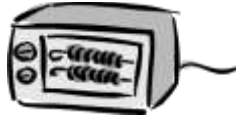
Instruct them to name each picture and tell the number of sounds /o/ they can hear.



-/o/c/t/a/g/o/n/



-/o/c/t/o/p/u/s/



-/o/v/e/n/



-/o/x/

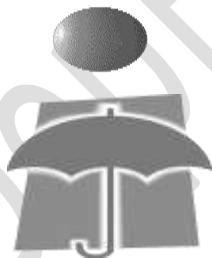


-/o/st/r/i/c/h

7. Evaluation:

Name each picture. Write o if the picture begins with /o/ and A if the picture does not begin with /o/.

1.



2.



3.

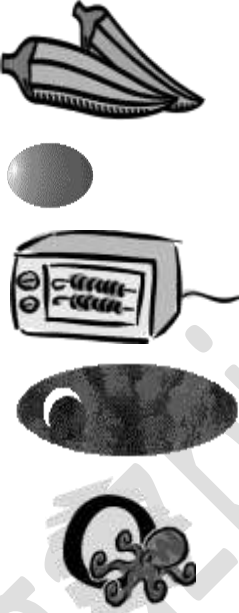







4.

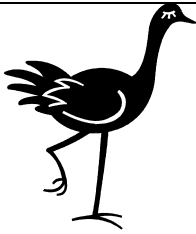

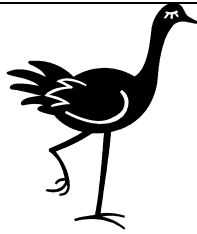









5.



8. Differentiated Activities for Group Work

<p><b>Group 1</b></p> <p>Oral work with the teacher</p>	<p><b>Group 2</b></p> <p>Seatwork Read and match</p>  <p>1. okra</p> <p>2. oven</p> <p>3. octopus</p> <p>4. oval</p> <p>5. oblong</p>	<p><b>Group 3</b></p> <p>Oral work with the teacher -Throw a drill. Each side of the dice has a picture. Tell something about the picture.</p>  <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
<p><b>Seatwork 1</b></p> <p>Complete the words by writing letter o on the blank.</p>  <p>1. _val -</p>  <p>2. _range -</p>  <p>3. ___ven -</p>	<p><b>Seatwork 2</b></p> <p>Underline the word that has initial sound /o/ and encircle that has medial sound /o/.</p> <p>1. zoo boom top</p> <p>2. oval umbrella axe</p> <p>3. drum home done</p> <p>4. okra good dog</p> <p>5. ostrich dot cop</p>	<p><b>Seatwork 3</b></p> <p>Read the sentences. Match each sentence with the picture.</p> <p>1. The girl has an orange.</p>  <p>2. There is an octopus under the sea.</p>  <p>3. The oven is hot.</p>  <p>4. Ostrich is very big.</p>

 <p>4. _____strich -</p>  <p>5. _____kra -</p>		 <p>5. Okra is a vegetable.</p> 
<p><b>Seatwork 2</b> Name each picture. Write <b>I</b> if the sound /o/ is initial and <b>M</b> if the sound is in the middle.</p>      	<p><b>Seatwork 1</b> Oral work with the teacher -Read and look at the picture, clap once if it has initial /o/ sound and clap twice if it has medial sound/o/.</p> <p>1.</p>	<p>Say each name. Underline the word to complete the sentence.</p> <ol style="list-style-type: none"> <li>1. My table is oval( <u>oval</u>, obal).</li> <li>2. My favorite fruit is orange. ( <u>orange</u>, orenge)</li> <li>3. There is a bread inside the oven. ( <u>oven</u>, oval)</li> <li>4. The ostrich is big.(ostrich, <u>ox</u>)</li> <li>5. I like okra( <u>okra</u>, oblong)</li> </ol>

## **I. Objectives**

### **A. Skills**

1. Impersonate well liked characters in the story heard.
2. Tell the possible ending of a situation presented through pictures.
3. Talk about topics of interest in 3-4 sentences.
4. Read words with tr and br consonant blends.
5. Write words with tr and br consonant blends.

### **B. Strategies**

1. Role playing
2. Questioning
3. Predicting
4. Blending

### **C. Values**

Attentive Listening/ telling the truth

## **II. Subject Matter**

### **A. Story: Poor Chicky**

Author:

### **B. Comprehension Skills/ Strategies**

- \* Answering wh- questions
- \* Identifying characters
- \* Predicting
- \* Making Inferences

### **C. Language Structure: Talking about topic of interest in 3-4 sentences**

### **D. Deciphering and Decoding:**

- \* Identifying and producing sounds with tr and cr consonant blend
- \* Reading Words with tr and cr sounds

### **E. Writing Structure**

Writing Sentences and consonant blends

### **F. References: BEC- PELC Fun in English 2 pp. 154-155**

### **G. Materials: pictures, chalkboard, toys, flashcards**

## **III. Learning Activities**

### **A. Discovering the Magic of Reading**

#### **1. Pre-reading**

##### **1.1 Motivation and Building Background**

- a. Let the pupils play the game relaying the message
- b. Tell the pupils to get and open their Fun in English Book on pp. 154-155. Ask the pupil to read the title of the story and let them guess what the story is about

##### **1.2 Unlocking of Difficult Words**

- a. Show the pictures and ask the pupils to name the animals in the picture.

##### **1.3 Motive Question**

Let the pupils read again the title of the story and ask what happened to Chicky.

## B. Constructing Meaning

### 2. Active Reading

#### 2.1 First Reading

The teacher will read the story without interruption

#### 2.2 Second Reading

Reading the story by paragraph and asking questions.

Questions: What happened to Chicky?

Who was the first to see her?

### 3. Post Reading

#### 3.1 Guiding the pupils to answer the motive questions

#### 3.2 Give each group an activity to perform

<b>Engagement 1</b> Group 1 Draw and color the main character in the story.	Discussion of the Story <b>Engagement 2</b> Where does the story happened? Who is the main cahracter of the story? Who is the first animal who met Chicky?
<b>Group 2</b> a. Act out whaen a mango fell on Chicky's head. b. Act out if the bricks will fall on Chicky's head.	What fell on Chicky's head? Who says that bricks fell on Chicky's head?
<b>Group 3</b> Look at he pictures. Then write the possible ending about it.	What should Chicky do?
<b>Group 4</b> Write sentences about the picture.	Who is in the picture? What was Chicky doing?
<b>Group 5</b> Draw your favourite character in the story.	Who is your favourite character in the story?

3.3 Go back to prediction made by the class during pre-reading. Check which prediction is correct.

#### 3.4 Oral Reading of the Story

## C. Developing of English Language Competencies

### 1. Preparatory Activities

#### 1.1 Review

Show the pictures of different animals in the story and let the pupils tell what each animal say about Chicky.

### 2. Lesson Proper

2.1 Present different pictures of animals. Let the pupils say something about the animals in the pictures. Ask questions about the pictures.

Ex: What animal is in the pictures? What does it give us?



## 2.2 Oral Practice

(Boys) show a toy car , let the pupils talk about it.

(Girls) show a doll, let the pupils talk about it.

## 2.3 Generalization

What did you do about the pictures/ real objects?

## 2.4 Guided Practice

Show different objects to the class and let them talk about it in 3-4 sentences.

## 2.5 Independent Practice

Call individual pupil to pick one object or picture and let them talk about it in 3-3=4 sentences.

## 2.6 Application

Show an object( apple) and let the pupils write 3-4 sentences about it.

## 2.7 Evaluation:

Select the correct word that tells about each set of sentences.

1. \_\_\_\_\_

It is small

It is white

It has sweet smell

2. \_\_\_\_\_

It barks

It guards our house

It is man's best friend

## D. Deciphering and Decoding Strategies and skills

### 1. Presentation of consonant blend br and tr

1.2 Present and pronounce the words with consonant blend **/tr/** and **/br/**.

Let the pupils listen carefully. Let them produce the sound **/tr/** and **/br/**.

1.3 Show the flashcards and let them read the words.

1.4 Show the picture. Ask the pupils to name the object in the picture with words with consonant blend tr and br.

1.5 Let the pupils give some words with tr and br consonant blends.

### 2. Writing the words

2.1 Let the pupils write on the board the words with consonant blend **/tr/** and **/br/**.

### 3. Practice Exercise

#### 3.1 Guided Practice

Ask the pupils to clap once if the word has consonant blend **tr** and clap twice if the word has consonant blend **br**.

3.2 Present the words with **tr** and **br** and ask the pupils to encircle the words with **tr** and box the words with **br**.

### 4. Phoneme Tasks

4.1 Say the words. Tell the pupils the consonant blend in each word.

#### 4.2 Phoneme Substitution

Present the sentences. Ask the pupils to complete the sentences with words beginning with **tr** and **br**.

### 5. Reading the Words with tr and br

5.1 Show the flashcards with words. Ask the pupils to read the words.

5.2 Present the phrases with words with consonant blends tr and br.

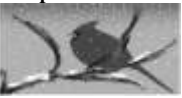






5.3 Present the sentences. Ask the pupils to read the sentences.

5.4 Ask the pupils to copy and group the words with tr and br.

6. Enrichment Activities

6.1 Present the pictures and words in the flashcards. Ask the pupils to match the picture and word for words that tells about the pictures.

7. Differentiated Activities for Group Work

<p><b>Group 1</b> Complete the words by writing the consonant blend <b>tr</b> or <b>br</b> on the blank. 1. ____unch 2. ____ash 3. ____ee</p>	<p><b>Group 2</b> Look at the pictures in the chart. Write the word for each picture. 1.  (Branch) 2.  (brush) 3.  ( truck)</p>	<p><b>Group 3</b> Complete the sentences with words that begin with consonant blend tr or br. 1. A ____fell on her head. 2. Pick up the ____ on the ground. 3. He learned a new _____.</p>
<p>Oral Work with the Teacher Let the pupils repeat the words after the teacher reads them. truck            bra tree            branch trick            brush</p>		<p><b>Seatwork 2</b> Read and match the words. 1. train        ( broken) 2. Trap        ( train) 3. broken     (trap)</p>
<p><b>Seatwork 2</b> Say each picture name. Circle the correct word. 1.  ( branch, brain, broom) 2.  (brunch, broken, brush) 3.  ( Trumpetr, truck, trap)</p>	<p><b>Seatwork 2</b> Read the phrase. Match the phrase with the pictures. 1. a tall tree 2. a new broom 3. a mouse trap</p>	<p>Oral Work with the Teacher Tell something about the picture. 1.  2. brain 3. brick</p>

## I. Objectives

### A. Skills

1. Infer hidden information from oral text.
2. Talk about topics of interest in 3-4 sentences.
3. Tell what have happened before/after an event.
4. Write sentences from picture stimulus.
5. Identify and produce the medial sound / /.

### B. Strategies

1. Shared Reading
2. Inferring
3. Read aloud

### C. Values

We have to do our part in conserving marine life.

## II. Subject Matter

- A. Story: The Whales, Fun in English p. 202
- B. Comprehension Skills: Inferring, Predicting
- C. Language Structure; Talk about topics of interest in in 2-4 sentences.
- D. Writing: Writing inferences from a picture stimulus
- E. References: BEC- PELC A3, B1 , c3, D1  
Fun in English
- E. Materials: chart, picture, story

## III. Learning Activities

### A. Discovering the Magic of Reading(DMR)

#### 1. Pre-reading

##### 1.1 Motivation

- a. Show picture of a whale and ask: Have you seen these kind of animals? What do you know about them? If you see this kind of animals, what will you do?
- b. Present the story “ The Whale”.

##### 1.2 Unlocking of difficult Words

- a. Unlock the ff. words through pictures  
whale            spears            high tide            low tide
- b. through action  
scratch            splashed
- c. through context clues  
dangerous:            A mad dog is dangerous.

##### 1.3 Motive Question

What did the villagers want to do with the whale?

### B. Constructing Meaning

#### 2. Active Reading

##### 2.1 First Reading of the story

Read aloud the entire story without interruption

##### 2.2 Second Reading of the story


Read the story again, stopping occasionally to model the use of some simple reading comprehension strategies.

What happened to one of the whale?  
 What did the villagers want to do with it?  
 What convinced them to let the whale live?  
 What is the story telling about?

3. Post-reading

3.1 Have the pupils recall the motive question asked before reading and answer them.

3.2 Divide the class in 3 groups and assign an activity to do.

<p><b>Engagement 1 (Small Group Activity)</b>  <b>Group 1</b>            The villagers saw big whale in the sea. The big whale could not move.            Dramatize the portion of the story.</p>	<p><b>Engagement 2 ( Discussion of the Story)</b>            Who saw the big whale?            What happened to the biggest whale?            Group 1 will show us</p>
<p><b>Group 2</b>            The fishermen’s spears were aimed at the whale.            Draw the spears of the fishermen.            Write a sentence about the drawing.</p>	<p>What do you think that the fishermen will do with the whale?            Group 2 will show us</p>
<p><b>Group 3</b>            Recall the events in the story. This picture will help you.</p> <div style="text-align: center;">  </div> <p>The whale was swept towards the shore.            The villagers may hide the whale.</p>	<p>What happened before? After?</p>

**C. Developing English Language Competencies( DELC)**

1. Preparatory Activities

1.1 Review

Show a picture of flower. Write 3-4 sentences about it.

2. Lesson Proper

2.1 Presentation

Here is a picture of whale. Write 3-4 sentences about it.

2.2 Oral Practice

Let the children read their own sentence.

2.3 Generalization

What did you learn in the lesson?

2.4 Guided Practice

Write 3-4 sentences about your pet.

2.5 Application

Write 3-4 sentences about your family.

## 2.6 Evaluation

Write 3-4 sentences about your school.

### D. Deciphering and Decoding Strategies and Skills

#### 1. Sound Presentation

1.1 Here are some words, try to say each word.

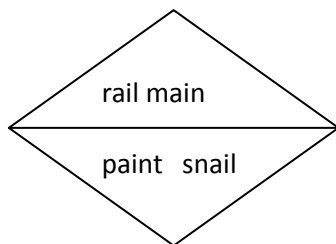
bait pail sail  
tail rain maid

What common sounds do you hear at the middle of each word?

#### 2. Practice exercise

2.1 Knock, Knock Whose There

Let the children play "Knock, Knock". Call one pupil to say "Knock, Knock". Pupils will ask "Who's there?". Say a word that has a middle sound of /ai/



2.2 Sound Clapping

Say: If you hear a middle /ai/ sound, clap 3 times. If not, don't clap.

Fairy quail  
Dairy maid  
Moon paint

#### 3. Writing Activity

Write words with an /ai/ middle sound.

#### 4. Generalization

What sound did you learn today?

#### 5. Match the words with the pictures.



pain

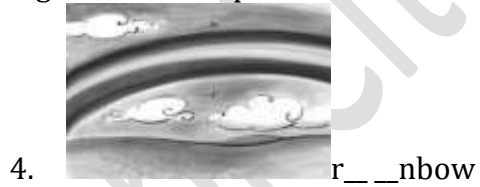


sail



6. Evaluation:

Look at the picture. Write the missing letter to complete each word.



7. Differentiated Activities For the Group Work

Group 1	Group 2
Where do you hear the /ai/ sound ? Middle? Ending? 1. sail 2. tail 3. air 4. aim 5. whail	Write the letter of the word in the box. 1. snail 2. quail 3. pail 4. tail 5. trail

## I. Objectives

### A. Skills

1. Give the meaning of new words through pictures and demonstrations.
2. Answer wh- questions from the story read.
3. Impersonate well-liked characters in the story.
4. Talk about topic of interest in 3-4 sentences.
5. Sequence events.
6. Identify the cause of a given effect.
7. Perform one of the ff. engagement activities.
  - Group 1- Acting out portion of story
  - Group 2- Identify the cause of a given effect
  - Group 3- Draw your favourite characters.
  - Group 4- Sequence events as they happen in the story.
8. Write sentences from a picture stimulus.
9. Read words with -oa- pronounced as /ow/

### B. Strategies

1. Read aloud
2. Questioning
3. Sequencing
4. Perceiving Relationship

## II. Subject Matter

### A. Story: The Turtle and the Deer

Fun in English 2 pp. 165-167

Author: Oralla P. Biteng

### B. Comprehension Skills: Answering wh- questions, perceiving relationship, sequencing events

### C. Language Structure: Talking about topic of interest

### D. Decoding and Deciphering: Reading words with -oa- pronounced as /ow/

### E. Writing: Writing sentences from a picture stimulus

### F. References: BEC- PELC p. 4( 4<sup>th</sup> G. P.), Fun in English 2

### G. Materials: pictures, story

## III. Learning Activities

### A. Discovering the Magic of Reading

#### 1. Pre-reading

##### 1.1 Motivation and Building Background

Have you seen a turtle? How does it move? How about a deer? Who among the two animals moves fast?

I'm going to read to you a story, a turtle and a deer. Show the book.

Say: Look at this book. Can you say something about it? Who can point to the title? Then read the title. This was written by Oralla P. Biteng

##### 1.2 Unlocking of New/ Difficult Words and phrases

a. race, starting line (through demonstration)

-Call two pupils in front. You will have a race in running to the door.

Whoever reach the door first, wins. Begin from the starting line.

b. laughed (through actions)

- The teacher will laugh, then ask question. What did I do?

c. painful (through demonstrations)

- Last night, I had a toothache. It was very painful.

d. fast asleep, fell asleep



Show a picture of a baby sleeping with his mother. This baby is fast asleep beside her mother. She fell asleep because of the sweet lullaby by her mother.

e. rest for a while (through demonstration)

Say: Look at me" I'm jogging.( Then sits on a chair for a while).

I will rest for a while and continue to jog again.

f. Behind a tree



The boy is hiding behind the tree.

### 1.3 Motive Questions

Who do you think won the race?

## B. Constructing Meaning (CM)

### 2. Active Reading

2.1 First Reading of the story by the teacher without interruption

2.2 Second Reading of the story to give pupils the chance to interact with the text. Ask occasional questions to monitor their comprehensions.

### The Turtle And the Deer

Who saw the turtle walking?

What did it say to the turtle?

What did the turtle answer?

What did they plan to do?

When did they plan to do it?

When did the race start?

What did the deer do?

Where was the turtle?

Where did the deer rest for a while?

What happened next?

How was the turtle walking? Why?

Did the turtle stop?



When did the deer wake up?  
 What did the deer do?  
 Where did the turtle come from?  
 What did it say?

3. Post Reading

3.1 Lead the pupils to answer the motive question

3.2 Group the children into 4 and assign each group one of the ff. activities:

<p><b>Engagement 1</b>        ( Small Group Activities)        Group 1        It was afternoon when the deer woke up “ Oh I feel asleep”, he said rubbing his eyes. He looked around. He could not see the turtle. He ran as fast he could. At last, he got the coconut tree. “ I won”, he shouted.        ( Act out this portion of the story)</p>	<p><b>Engagement 2</b>        Discussion of the Story        When did the deer wake up?        What did the deer say?        What did it do?</p>
<p><b>Group 2</b>        The deer saw a big mango tree. He said, “I think I’ll rest for a while. That old turtle cannot run fast.” He lay down in the shade of the tree. Soon, he was fast asleep.        (Identify the cause of a given effect).</p>	<p>Why did the deer fall asleep?        (because he lay down in a shade of a tree)</p>
<p><b>Group 3</b>        Draw your favourite character in the story.</p>	<p>Who is your favourite character in the story? Why?</p>
<p><b>Group 4</b>        Here are some pictures of events. Arrange them as they happened in the story.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%; margin-bottom: 10px;"> <p>The deer fast asleep under the tree.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%; margin-bottom: 10px;"> <p>The turtle and the deer are having a race. The turtle is behind the deer.</p> </div> <div style="text-align: center; margin-bottom: 10px;">A.</div> <div style="text-align: center; margin-bottom: 10px;">B.</div> <div style="border: 1px solid black; padding: 5px; width: 45%; margin-bottom: 10px;"> <p>The turtle came from behind the tree and said “ I won”.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%; margin-bottom: 10px;"> <p>The deer and the turtle met</p> </div> <div style="text-align: center; margin-bottom: 10px;">C.</div> <div style="text-align: center; margin-bottom: 10px;">D.</div> <div style="border: 1px solid black; padding: 5px; width: 45%; margin-bottom: 10px;"> <p>The turtle was walking very slowly.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The deer wake up.</p> </div> <div style="text-align: center;">E.</div> <div style="text-align: center;">F.</div> </div>	<p>What did the deer and the turtle do one day?        When did the race started?        Who ran first?        Why is the turtle walking very slowly?        What did the deer do under the tree?        When did the deer wake up?        Where did the turtle come from? What did it say?</p>

## C. Developing English Language Competencies (DELIC)

### 1. Preparatory Activities

- 1.1 Recall the story of the turtle and the deer
  - \* What did the deer and the turtle do one day?
  - \* What did the deer do under the tree?
  - \* Why did the deer lose the race?
  - \* What words describe the teacher?

### 2. Lesson Proper

#### 2.1 Presentation

I have 3 pictures from the story. Tell something about the picture in 3-4 sentences

#### 2.2 Oral Practice

The pupils will tell something about the pictures

#### 2.3 Generalization

What did you do in the pictures shown?

#### 2.4 Guided Practice

Show the exercise "Picture Talk" on the chart. Let the pupils take turns in talking about the pictures. Guide them in using some questions.

- a. What is this?
- b. What does it say?
- c. What does it do?
- c. What does it give us?



1.

This is a dog. It barks. It guards our house. It is man's best friend.



2.

These are cows. They say moo. They give us milk. They also give us meat.

#### 2.5 Application

Divide the class into 2 groups. Give each group an activity. Provide pupils with worksheets.

Gr. 1- "Let's Draw". Draw any picture that you like.

Gr. 2- "Let's Talk". Tell something about the pictures presented by Gr.

1.

#### 2.6 Evaluation

Show real objects and let the pupils tell something about each object.

1. book
2. bag
3. umbrella
4. School
5. picture of a cat

## D. Deciphering and Discovering Strategies and Skills( DDSS)

### 1. Presentation

1.1 Present these words with the /ow/ sound.

boat	load	foam
coat	road	loam
goat	toad	roam

1.2 Explain the meaning of these words.

1.3 Have the pupils read these sentences.

1. A boat travels on water.
2. The goat gives us milk.
3. A toad looks like a frog.
4. Loam is good soil for plants.
5. His coat is warm.

### 2. Fixing Skills

1. Show pictures of words with /ow/ sound. Ask the pupils to say the picture names.

2. Cross out the words that do not have /ow/ sound.


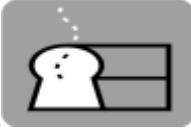
bake	road	loan	coal
moan	goat	hen	coat













### 3. Writing Activity

Copy the words with /ow/ sounds correctly.

coat	boat
goat	coat
moan	

### 4. Differentiated Activities for Group Work

<p><b>GROUP 1</b> Seatwork 1 Complete the words by writing Oa on the blanks.</p> <ol style="list-style-type: none"> <li>1.boat - b__t</li> <li>2. moan- m__n</li> <li>3.loan- l__n</li> <li>4.Coat- c__t</li> <li>5. coal- c__l</li> </ol>	<p><b>GROUP 2</b> Oral work with the Teacher Look at the pictures in the chart. Choose the phrase that tells about the picture.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>boat</td> <td>coat</td> <td>goat</td> </tr> <tr> <td>black coat</td> <td>a big boat</td> <td>a fat goat</td> </tr> </table>	boat	coat	goat	black coat	a big boat	a fat goat
boat	coat	goat					
black coat	a big boat	a fat goat					
<p>Oral work with the teacher Name each picture. Say o if the picture has a /ow/ sound and A if it has not.</p> <ol style="list-style-type: none"> <li>1.soap</li> <li>2.loaf</li> <li>3.glue</li> <li>4.Grow</li> <li>5.coal</li> </ol>	<p><b>Seatwork 1</b> Say each picture name. Circle the correct word.</p> <ol style="list-style-type: none"> <li>1.  cool      call      coal</li> <li>2.  leaf      loaf      leaves</li> </ol>						

	 <p>3.                    soup    soap    sore</p>
<p><b>Seatwork 2</b> Read and match</p> <p>1. boat                    <input type="text" value="boat"/></p> <p>2. loaf                    <input type="text" value="coat"/></p>	<p><b>Seatwork 2</b> Read the phrases. Match the phrases with the pictures.</p> <p>1.a black coat </p> <p>2. a fat goat </p> <p>3.a big boat </p>
<p><b>GROUP 3</b> Say each picture name. Underline the words to complete the sentence.</p> <p>1. A ____ travels on water.( boat, beat)</p> <p>2. Mother bought a _____ of bread. ( loaf, leaf)</p> <p>3. A ____ gives us milk. ( gate, goat)</p> <p><b>Seatwork 2</b> Read the sentences. Match each sentence with the picture.</p> <p>1. His coat is black. </p> <p>2. Mother used a bar of soap. </p> <p>3. A toad is an ugly frog. </p>	<p><b>Oral Work with the Teacher</b> Throw a dice. Each side has a picture. Tell something about the picture.</p> <p>1.  goat</p> <p>2.  toad</p> <p>3.  load</p> <p>4.  foam</p> <p>5.  boat</p>

## I. Objectives

### A. Skills

1. Give the meaning of new words through pictures, context clues.
2. Answer wh- questions about the story listened to.
3. Give a possible ending of a situation/ story heard.
4. Talk about topics of interest in 3-4 sentences.
5. Tell the possible ending of a situation presented through pictures.
6. Write a different story ending to a story read/heard.
7. Respond to the story listened to through the following engagement activities:
  - Group 1- Acting out parts in the story.
  - 2- Draw the possible ending of the story
  - 3- Arrange the pictures as they happen in the story
  - 4- Draw places that Liksi went and tell what happened to that place
8. Recognize and produce consonant blend sounds or cluster sounds.

### B. Strategies

1. Shared Reading
2. Predicting
3. Inferring
4. Read aloud

### C. Values

Obedience

## II. Subject Matter

### A. Story: "Liksi Goes Places"

Author: Evelyn Bambico- Angeles

### B. Comprehension Skills

- Answering wh- questions
- Giving a possible ending to a story heard.
- Telling the possible ending
- Writing a different story ending

### C. Language Structure

Talking about topics of interest in 3-4 sentences

### D. Deciphering and Decoding

Recognizing and producing consonant blend sounds or cluster sounds

### E. References: BEC-PELC #2 ,b1, C2.1, D.2

### F. Materials

Pictures, charts, flashcards, pocket chart

## III. Learning Activities

### A. Discovering The Magic of Reading( DMR)

#### 1. Pre-reading

##### 1.1 Motivation and Building Background

###### a. Showing a picture of a kid.

How do we call a young goat?

Talking about it and describing its characteristics.

###### b. Present the story.

Introduce the story by reading the title of the story aloud.

##### 1.2 Unlocking of New/ Difficult Words

- a. To prance and to caper means to leap about or skip happily like a pony.

Which of these animals can prance or caper? (calf goat kangaroo rooster)

b. Robust means strong and healthy.

Which plant looks robust?

dried pechay

fresh pechay

c. Another word for scared is frightened.



Does the boy in the picture look scared?

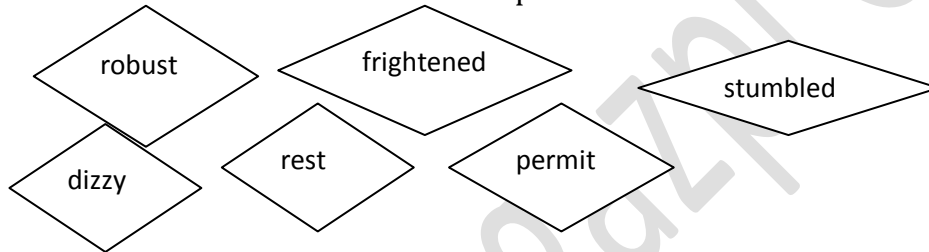
d. When you make a wrong step, you stumble or fall on the ground.

Will you stumble in a rocky road?

e. When you feel dizzy, your head feels light, empty and flying.

Can you walk properly?

B. Fish the correct word . Use it to complete the sentence below.



1. Liksi wanted to go out in the fields alone. But his parents did not \_\_\_ him.

2. This row of pineapple plant is the most \_\_\_ of all.

3. Liksi was so \_\_\_ - of the dog. He ran as fast as he could.

4. He \_\_\_ on a big stone. He hurt himself.

## B. Constructing Meaning

### 2. Active Reading

#### 2.1 First Reading of the Story

Read aloud the story to the class without interruption. Track the print with your hand as you read and also point to the illustration on each page.

#### 2.3 Second Reading

Give pupils a chance to interact with the text. After reading a page or two, ask Questions to help pupils predict and monitor their comprehension.

### LIKSI GOES TO PLACES

One bright sunny morning, Liksi a very young goat, left his bed quietly. "I'm going places!", Liksi thought. Everyone is still asleep. This is the best time for me to leave. Liksi wished to go out , in the fields alone. But his parents did not permit him. He was the youngest in the family . They were afraid that he might get hurt.

What kind of morning was it?

Who left his bed quietly?

Where was Liksi going?

Who did not permit Liksi?

Why?

<p>At last Liksi pranced out in the fields. He felt very happy. Liksi leaped and capered along. He saw a place full of pechay on the other side of the fence. He was very excited.</p> <p>He ran towards the place. He jumped over it. Down he landed along the robust pechay plants. Liksi fely dizzy. His back hurt. He could not move his arm.</p> <p>Then, he saw a tree. He took a rest under it. After a while, he fell asleep.</p> <p>Moments later, Liksi felt something. He was scratching his ears. He opened his eyes and saw a big dog.</p> <p>Liksi felt so frightened, he jumped over the fence fast. Then, he run as fast as he could.</p> <p>Liksi was so scared, g=he kept running and running. He didnm't know where he was going. Suddenly, he stumbled on a big stone. He fell on a river. He gave a loud cry. " Help, mother, please help me!"</p>	<p>What happened to Liksi?</p> <p>Why did Liksi ran as fast as he could?</p> <p>What do you think happened?</p> <p>What will be the possible ending of the story?</p>
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### 3. Post-reading

Lead the pupils answer the motive question. Divide the class into 4 groups. Each group will do an activity. Class discussion follows and small group activities are presented with discussion going on.

<p><b>Engagement 1</b> <b>Group 1</b> Choose any part of the story you like best and act out.</p>	<p><b>Engagement 2</b> Who are the characters of the story? Where did Liksi want to go? What happened to Liksi?</p>
<p><b>Group II</b> Draw the possible ending of the story.</p>	<p>On the last part of the story, what happened to Liksi? Where did he fell? What was his feeling when he fell in the river? What do you think happened when Liksi called up his mother and father?</p>
<p><b>Group III</b> Arrange the pictures as they happened in the story</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 100px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px; margin-bottom: 5px;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 100px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px; margin-bottom: 5px;"></div> </div>	<p>What happened first? second? third and last in the story?</p>

## C. Developing English Language Competencies (DELIC)

### 1. Preparatory Activities

#### 1.1 Review

Give the effect of the ff.

1. I slept late at night. \_\_\_\_\_
2. Some people are waiting for the bakery to open. \_\_\_\_\_
3. Rene feeds his love birds every day. \_\_\_\_\_
4. Many vehicles run along the EDSA. \_\_\_\_\_
5. There was a flash flood in our street. \_\_\_\_\_

### 2. Lesson Proper

Look at the pictures and listen as the teacher reads sentences about it.

(Picture of Liksi in  
the River)

Liksi kept on running and running without knowing where to go. Suddenly, he stumbled in a big stone. He gave a loud cry, "Help! Father, mother, help me please".

Ask: What is Liksi doing? ( running and running)

What happened to him? ( he stumbled on a big stone)

Where did he fall? ( into the river)

2.1 Give 3-4 sentences what is likely to happen to Liksi?

(Liksi was drowning. Liksi was saved by his father and mother. Liksi realized that he should always obey his father and mother.)

2.2 Oral Practice

Choose a topic that you are interested to talk about. Talk about it in 3- 4 sentences.

- a. A Trip to the Zoo
- b. A Day on a Beach
- c. My Pet

2.3 Discussion of the Topic

2.4 Generalization

Is it easier to talk on something that we are interested to?

2.5 Guided Practice

Pupils choose the topic that they will talk about.

2.6 Application:

Choose the topic that you are interested to talk about. Talk about it in 3-4 sentences.

- A. My Summer Vacation in the Province
- B. When I am with My Friends
- C. The Christmas Present I Received

2.7 Evaluation

Write 3 sentences about the topic.

"The Farm"



## D. Deciphering and Decoding Strategies and Skills (DDSSS)

### 1. Presentation

1.1 Do you still remember our story last time?

What is the title of the story? (Liksi Goes to Places)

1.2 Presenting the Words from the story

bright places prance

frightened plants stumbled

1.3 Reading the presented words with consonant blend

What are consonant blends?

1.4 Giving other words that begin with **br, pl, pr, st, fr**

### 2. Writing The Consonant Blends (**br, pl, pr, st, fr**) in cursive form.

Tell them to write it on the air, on the desk, on their seatmates back.

2.1 show the correct way of writing the consonant blend in cursive form on the board.

2.2 Writing the consonant blends on their paper

2.3 Copying the words with consonant blends like

places prance bright stumbled frightened plants

### 3. Practice Exercises

#### 3.1 Guided Practice

Playing a game "Pass the ball" while the music plays. When the music stops, the pupil holding the ball will give the word with consonant blend br, pl, st, fr then continue the game.

#### 3.2 Generalization

What are the consonant blends did you learn today?

#### 3.3 Independent Practice

Writing Words under the column

1. *br* *pl* *st* *fr*

2.

3.

4.

5.

#### 3.4 Evaluation

Read the words in each number. On your paper, copy the word that is different from the others.

\_\_\_\_\_ 1. plan plane proud plant

\_\_\_\_\_ 2. broom bread black brown

\_\_\_\_\_ 3. stood stay stock frog

\_\_\_\_\_ 4. priest prince pray play

\_\_\_\_\_ 5. frog frown free flag

#### 3.5 Assignment

List down 5 words with **pl, fr, br, st** each and use it in sentences.

## I. Objectives

### A. Skills

1. Give a possible ending to a situation/story heard.
2. Answer **wh**- questions about a story listened to.
3. Talk about topic of interest in 2-4 sentences.
4. Give events that could happen next.
5. Write different story ending to a story read/heard.
6. Identify the initial consonant blend **/sw/** in words.

### B. Strategies

- Shared Reading - Inferring character traits
- Questioning - Predictin

### C. Values

Be kind to animals

## II. Subject Matter

### A. Story: "The Whales"

Author: Oralla P. Biteng Librada C. Llamado  
Estela C. Eclipse

### B. Comprehension skills/ Strategies

- Answering wh- questions, predicting what will happen next

### C. Language Structure

Talking about topic of interest in 2-4 sentences

### D. Writing Different Story Ending to a story read/ listened

### E. Identifying the Initial Consonant Blends **/sw/** in words

### F. References: BEC-PELC Listening IV a2, b1, c22, d.2

### G. Materials: Fun in English pp. 205-206, strips of paper, cot-outs, pictures, charts

## III. Learning Activities

### A. Discovering the Magic of Reading (DMR)

#### 1. Pre-reading

Motivation and Building Background

- a. Showing pictures of whale. Ask: What do you see in the picture? Where are the whales?

Why do you think the whales are in the shallow part of the sea?

- b. Introduce the story "The Whales"

Say: Our story for today is entitled "The Whales". The story is written by Oralla P. Biteng

Librada C. Llamado and Estela C. Eclipse

Why did the villagers decided not to kill the whales instead?

#### 2. Unlocking of difficulties

- Through pictures, clues, gestures

- \* villagers \* spear \* splash
- \* shallow \* scratch \* feast
- \* dangerous

## B. Constructing Meaning

### 2. Active Reading

#### 2.1 First Reading

Open the book and read aloud the story without interruption.

#### 2.2 Second Reading

After reading, have them answer the questions to help the pupils predict and monitor their comprehension.

### 3. Post Reading

Lead the children to answer the motive question. Divide the class in 4 groups. Each group will do an activity. The class discussion will follow and small group activities will be shown by the pupils as the discussion goes on.

<b>Engagement 1</b>	<b>Engagement 2</b>
<b>Group 1</b> Whale is not an ordinary fish. It is different from other fish. It is a big fish that live in the deepest part of the sea. Draw a whale, write a sentence about a whale.	What is the story about? Where does the story happen? What is a whale? Why does the whale in the shallow part of the sea? How does the whale look like?
<b>Group 2</b> The villagers saw the biggest whale in the shallow part of the sea. They wanted to kill the whale, divide the meat and sell the bones and oil. Act out this portion of the story.	What did the villagers see in the shallow part of the sea? What did they suggest to do? Who calmed down the villagers?
<b>Group 3</b> There was silence, they heard a baby whale crying. The villagers think for a while and dropped their spears. Draw a creative way of saving the whale.	What did the villagers hear? Who initiated saving the whale? Why did the villagers drop their spears?
<b>Group 4</b> The villagers splashed water on whales back. The high tide soon came. The big whale joined the others. They made long strange sounds. Write a sentence about your drawing.	What happened to the whales? What did Mang Tomas do to save the whale? What convinced them to let the whale live?

## C. Developing English Language Competencies

### 1. Preparatory Activities

#### 1.1 Drill

Writing the Correct Spelling of the words learned

Ex: villagers    spears    feast  
shallow    scratch

1.2 Review

Recall the story read about “ The Whales” by acting out.

2. Lesson Proper

2.1 Showing pictures to the pupils

2.2 saying something about each picture

2.3 Writing 2-4 sentences about the picture.

3. Oral Practice

Look at another set of pictures. Choose a picture that you liked best and write 2-4 sentences about it.

4. Generalization:

What did you do with the picture?

5. Guided Practice

The teacher will supervised the pupils in writing 2-4 sentences.

6. Application

Writing 2-4 sentences about the pictures

7. Evaluation

A. Let the pupils read the sentences they make using each picture.

B. Giving situation, have them write a story ending about each.

**C. Deciphering and Decoding Strategies and Skills( DDSS)**

1. Presentation

Do you remember the story I read to you?

What is the title of the story/

1.1 Present the words

Swallow swim sweep swear

Ask: What common sound do you hear in these words?

Where do you find the sound /sw/?

2.2 Presentation of the beginning sound /sw/

Look at the sea. There are pictures of fishes under the sea. Say the name of the pictures.

sweet switch swat

sweater sweep swear

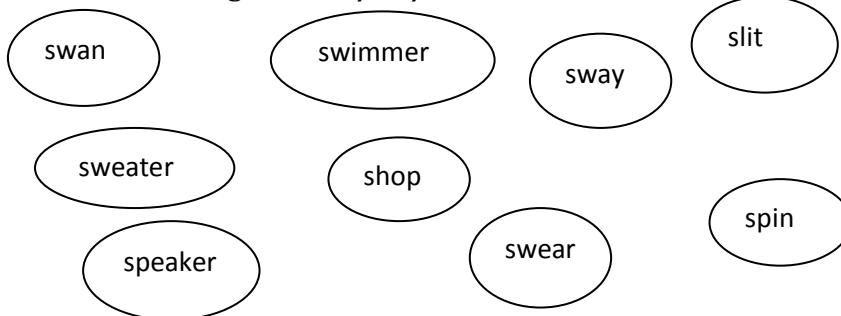
2.3 Have the pupils read the words beginning with /sw/.

-What common sound do you hear in these words? Where do you hear the sound?

3. Writing the Initial Consonant blend / sw/ on the board.

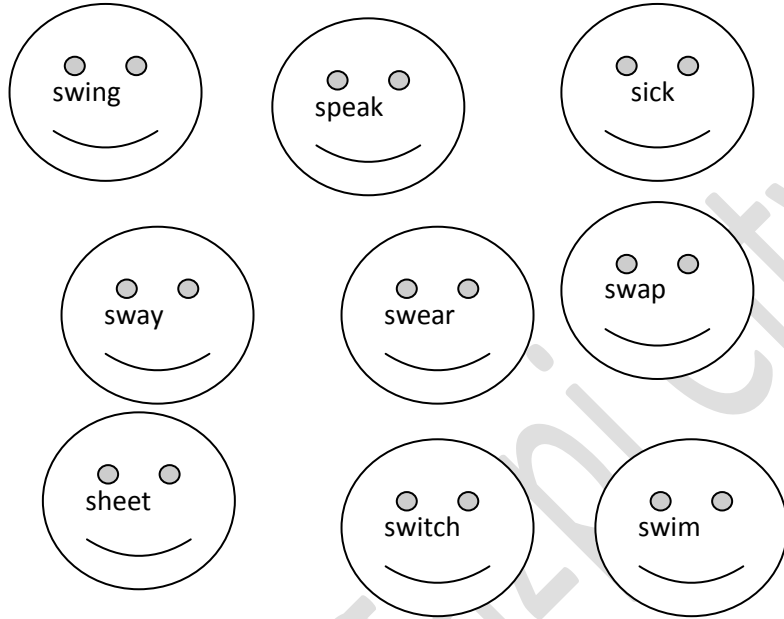
4. Practice Exercise

Below are balloons with words . Draw a string in each balloon with words that begins with /sw/.



### 3.2 Guided Practice

Say the name of each picture. Help the umpire catch the ball with pictures that begins with /sw/.



### 3.3 Group Activity

Group the children into 3 groups. Have them work different activity.

Group 1	Group 2	Group 3
Have them listen and produce the words having the initial consonant blend /sw/	Write 5 words having the initial sound /sw/ 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Use the ff. words in sentences. 1. swim 2. sweep 3. switch 4. swallow 5. sweet

### 4. Evaluation

Rearrange the letters to form the name of the pictures.

1.  smiw      2.  chswi      3.  heest

4.  terseaw      5.  wans