

# UNIT 1

## I Can Get Along

### Lesson 1: Sounds Around

#### Target Skills:

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

#### Objectives:

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

**Subject Matter:** Transportation sounds  
Answering *Wh*- questions

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

#### Procedure:

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

Key to correction:

I. x	x	II. meeoow- meeoow	III. x	x
✓	✓	tweet-tweet	x	x
✓	✓	wheeeng-wheeeng	x	✓
✓	✓	ding-dong, ding-dong		
x	✓	kleng-kleng		

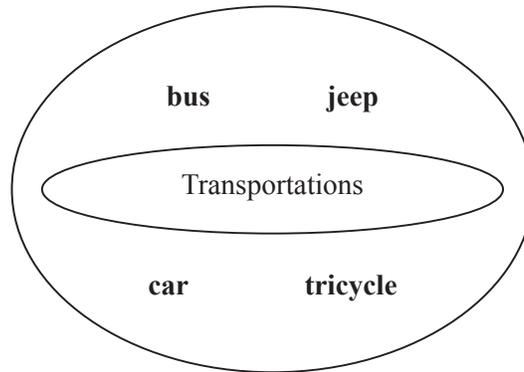
#### Motivation:

Ask the pupils the sounds that they know.

Ask: How do you go to school?

Do you walk to school? What kinds of transportation do you take?

Write the pupils' responses in a circle map or bubble map.  
Model reading the pupils' responses and let them repeat after you.



**Presentation:**

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

**Listening:**

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

**Story:**

**Off to School**

*by Myrna J. Hipolito*

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

Where was Lito going?

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

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

"There, the signal light just turned green." "Now, we can go," Kuya Ben happily drove to school. Brrroom, brrroom, brrroom, toot, toot, toot. Eeeeeeeeng, beep, beep, beep! Prrriiiiit! These sounds can be heard everywhere. Everybody was in a hurry to go.

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

What sounds were heard?

Ask the pupils to give the best answer to the following:

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

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

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

*Key to Correction:*

1. Lito
2. brrroom-brrroom
3. 7:00 a.m.
4. tricycle driver
5. noon

## Lesson 1: Sounds Around (Day 2)

### Motivation:

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

### Group Work:

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

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

#### Thinking Matrix

Transportation	Sound produced	Loud	Soft
tricycle	broom-broom	✓	

### Generalization:

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

### Evaluation:

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

### Application:

“Guessing Game”

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

### Agreement:

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

Hello, I'm \_\_\_\_\_ (name) \_\_\_\_\_. I ride in a \_\_\_\_\_ (transportation) \_\_\_\_\_  
 in going to school. The \_\_\_\_\_ (transportation) \_\_\_\_\_ makes a loud/soft sound  
 \_\_\_\_\_ (sound) \_\_\_\_\_ and off we go to school.

## Lesson 2: Animal Sounds

### Objectives:

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

**Subject Matter:** Animal sounds  
Classification of loud/soft sound

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

### Procedure:

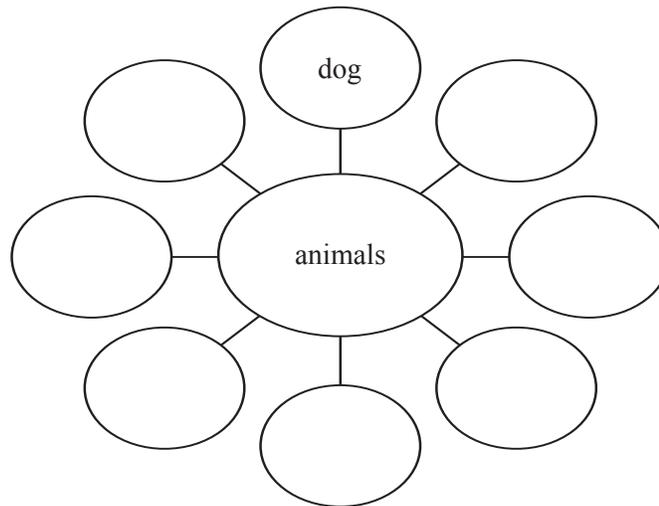
#### Review:

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

#### Motivation:

Ask: What kind of pets do you have?  
What sounds do they make?  
When do they make these sounds?

Plot the animals mentioned by the pupils in the bubble map.



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

### **Vocabulary:**

- Say: You named some animals and they are now posted in the bubble map. I'm going to show you the picture of another animal.
- Do: Show the picture of a goat. Post the picture on the chart.  
Present the words for study.  
Read the words and let the pupils read after you.  
Distribute the pictures and the word cards.  
Ask pupils to match them.  
Ask the pupils to pair off the picture with the correct word. Tell them to read the word again.

### **Listening:**

Remind pupils of the standards to observe during listening.

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

#### **Five Little Goats**

*Retold by Myrna J. Hipolito*

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

Where did the first goat go?

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

Which goat had nothing?  
How did the goat cry?

The fifth little goat cried, "I can't find my way home. Meee-meee-meee meeee-meee-meee!"

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

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

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

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

**Activities:**

- Activity 1: Choose a story with four different animal characters.  
Divide the class into four groups. Assign an animal to each group.  
Instruct the pupils to mimic the animal sound as the animal is mentioned in the story being told.
- Activity 2: Play the tape/CD (pre-recorded animal sounds).  
Let the pupils identify the sounds and classify them as loud or soft.
- Activity 3: Show the picture of an animal. Let the pupils produce the sound the animals make and classify them as loud or soft.

**Generalization:**

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

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

**Application:**

Divide the class into two groups:

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

**Evaluation:**

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

**Agreement:**

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

**Lesson 3: Sounds of Musical Instruments****Objective:**

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

**Subject Matter:** Musical Instrument Sounds  
High/low sounds

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

**Procedure:****Review:**

Let the pupils listen to different animal sounds.  
Ask them to identify whether the sound made is loud or soft.  
(The sound can be pre-recorded or you can mimic the sounds.)

**Motivation:**

Ask: What is your favorite musical instrument? *(Refer to LM, p. 10, Get Set)*

**Presentation:**

Do the “Orchestra Game.”

Divide the class into five groups. Assign a musical instrument to every group.

Each group mimics the sound of the instrument assigned to them.

The group plays the instrument as the conductor points to them.

Later, the pupils identify the instruments and the sounds they make. Likewise, they accomplish the sample thinking matrix.

Say: You may draw or write the name of the musical instruments that make a loud/soft and high/low sounds in the chart. *(Refer to LM, p. 10, Let’s Aim)*

**Other Activities:**

Activity 1: Play the pre-recorded musical instruments.

Ask pupils to identify the instrument.

Activity 2: Play the instrument using models/real musical instruments.

Have the pupils identify the instrument and classify the sound as high/low.

**Generalization:**

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

**Application:**

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

**Evaluation:**

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

**Agreement:**

Encircle the instrument that makes a loud sound.

1.			4.		
2.			5.		
3.					

## Lesson 4: Sounds in the Environment

### Objective:

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

**Subject Matter:** Environmental Sounds

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

### Procedure:

#### Review:

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

#### Motivation:

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

#### Presentation:

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

#### Other Activities:

Activity 1: Play the pre-recorded sounds. Ask pupils to identify the sounds heard.  
Activity 2: Lead the pupils to a trip in the school yard. Ask them to identify the sounds they hear.

Ask: What sounds did you hear?  
Are they loud/soft, high/low?

Say: List down on the chart the sounds you heard.  
Check (✓) if it is loud, soft, high, or low. (*Refer to LM, p. 14, We Can Do It*)  
Guide pupils in filling up the matrix. Ask them to list the sounds they heard and identify if the sound is loud/soft, high/low.

#### Possible Sounds They Heard:

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

**Generalization:**

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

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

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

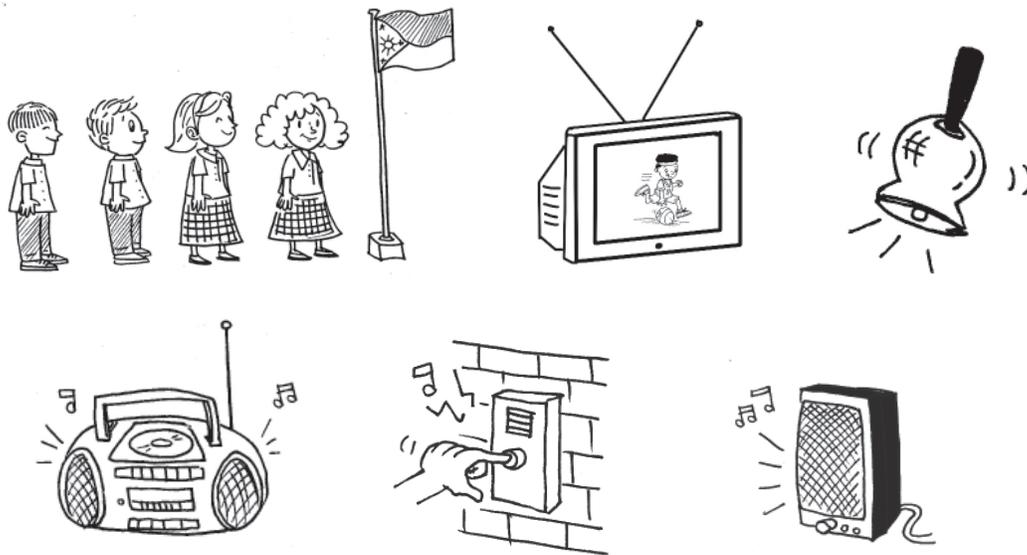
**Agreement:**

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

Sound	Source	Loud	Soft	High	Low
1.					
2.					
3.					
4.					
5.					

**Additional Activities:**

Name the pictures. Encircle the picture if the sound it makes is heard at home and box those which are heard in school.



## Lesson 5: The Alphabet – Medial /e/

### Target Skills:

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

### Objectives:

Name the letters of the Filipino and English Alphabets

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

**Subject Matter:** Filipino and English Alphabets

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

### Procedure:

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

*Key to Correction:*

I. All the letters except Ñ, NG  
belong to the English alphabet.

II. 1. N  
2. W  
3. L  
4. M  
5. H  
6. W

III. 1. Ben  
2. coop  
3. 8:00 a.m.  
4. school  
5. Miss Lara

### Motivation:

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

**Presentation:**

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

ENGLISH	FILIPINO	ENGLISH	FILIPINO
Aa	Aa		Ññ
Bb	Bb	Nn	Ng ng
Cc	Cc	Oo	Oo
Dd	Dd	Pp	Pp
Ee	Ee	Qq	Qq
Ff	Ff	Rr	Rr
Gg	Gg	Ss	Ss
Hh	Hh	Tt	Tt
Ii	Ii	Uu	Uu
Jj	Jj	Vv	Vv
Kk	Kk	Ww	Ww
Ll	Ll	Xx	Xx
Mm	Mm	Yy	Yy
	Nn	Zz	Zz

Say: Let's count the letters of the Filipino Alphabet, how many letters are there?

Now, let's count the letters of the English Alphabet.

How many letters are there?

Which alphabet has more letters? Why?

Which letters in the Filipino Alphabet are not found in the English Alphabet?

**Practice Exercise:**

Have the pupils write on the blanks the missing letters of the alphabet.

(Refer to LM, p. 18, *We Can Do It*)

**Generalization:**

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

**Additional Activities:**

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

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

Activity 3: “Letter Game”

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

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

The following categories may be used:

- Fruits                      Animals
- Heroes                     Cartoon Characters
- Flowers                    Trees

**Evaluation:**

Ask: In which alphabet are the following letters found?

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

**Agreement:**

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

Letter	English	Filipino
b		
s		
m		
d		
l		

**Lesson 6: Elements of the Story**

**Objectives:**

Answer *Wh*- questions from the story listened to

Identify the elements of a story

**Subject Matter:** Elements of a Story

**Materials:** pictures of animals, word cards, chart

**Procedure:**

**Motivation:**

Ask: What do you do to help at home?

Do: Post pupils’ answers on the board or in a multi-bubble map.