

**Presentation:**

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

<b>Responses</b>	<b>-at</b>	<b>-an</b>	<b>-am</b>
That is Bat Cat	bat	can	jam
	cat	ran	
	fat		
	rat		
	hat		

<b>onsets</b>	<b>rime</b>	<b>whole word</b>
b	-at	bat
c	-at	cat
f	-at	fat
r	-at	rat
h	-at	hat
s	-at	sat
m	-at	mat

<b>onsets</b>	<b>rime</b>	<b>whole word</b>
c	-an	can
r	-an	ran

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

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

Activity 3: Divide the class into groups.

Distribute word and picture cards. Ask pupils to match the words and pictures.

The first group to complete the task wins.

**Evaluation:**

Say: Complete the words to form phrases and sentences.  
(Refer to LM, p. 35, Measure My Learning)



\_\_am and \_\_am



\_\_am and \_\_am



\_\_an's \_\_am



\_\_at and small \_\_at



\_\_at \_\_at sits on a \_\_at.

**Lesson 12: Speech Sounds**

**Medial /a/, Rimes /-ag/, /-ad/, and /-ap/**

**Objectives:**

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

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

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

**Procedure:**

**Motivation:**

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

**Presentation:**

Distribute pictures and word cards to the pupils.

Ask the pupils to identify the pictures and match them with the word cards. Write their answer in the matrix. (See the matrix below.)

After completion, model reading and let the pupils read after you. Then let the pupils read independently.

Picture	Beginning (onsets)	Two letters at the end (rime)	Whole word
	w	ag	wag
	m	ad	mad
	n	ap	nap

**Group Work:**

Distribute pictures, onset, rime (-ag, -ad, and -ap) cards.

Say: Find the picture and the onset that will match with the rime.

Read the words formed. List them in the matrix. (See the matrix below.)

Do: Model the reading and let the pupils read after you.

Let the pupils read independently.

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

pictures	words	pictures	words	pictures	words
	bag		bad		cap
	wag		mad		gap

	nag		wad		lap
	rag		lad		nap
	hag		sad		sap

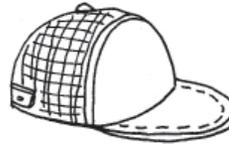
**Application:** (Refer to LM, p. 37, I Can Do It)

**Evaluation:**

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



nap gap lap



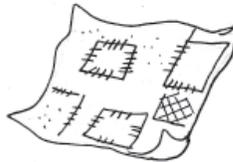
sap cap gap



bad lad mad



bag hag nag



wag rag bag

(Note: Prepare onset, rime, word cards enough for all the pupils.)

## Lesson 13: The Pink Wig

### Target Skills:

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

### Objectives:

Answer **Wh**- questions  
Identify the elements of the story

**Subject Matter:** Elements of the Story

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

### Procedure:

#### Motivation:

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

Show	<div style="border: 1px solid black; padding: 5px; display: inline-block;">pink wig</div>	Demonstrate	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Fixes her bed</div>
Demonstrate	<div style="border: 1px solid black; padding: 5px; display: inline-block;">everybody was surprised</div>	Demonstrate	<div style="border: 1px solid black; padding: 5px; display: inline-block;">children shouted</div>

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

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

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

#### Listening:

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

**Story:**

**The Pink Wig**  
by Myrna J. Hipolito

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

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

In school, Winnie wins in all the contests she joins. That's why she is called, "The Winning Winnie."

How is Winnie called in school?

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

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

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

How did Winnie greet her classmates?

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

Why was everybody surprised?

Suddenly, "Tinny" stood and took off her pink wig. "Winnie!" everybody shouted.

"It's a trick, it's a trick!" Miss Lim said. Ha, ha! Ha, ha! Everybody laughed and enjoyed Winnie's trick.

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

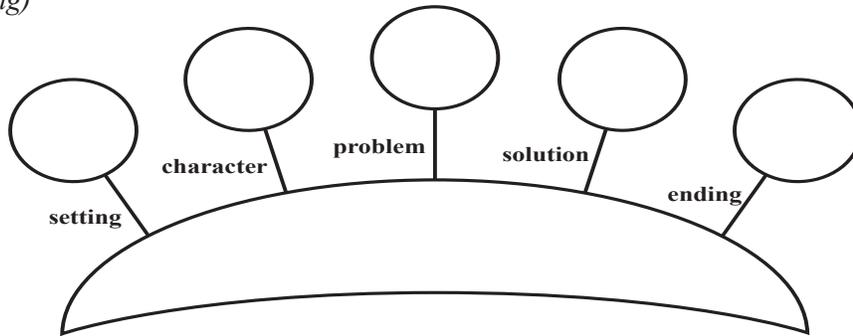
**Post Listening:** (Refer to LM, pp. 42-43, *I Can Do It*)

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

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

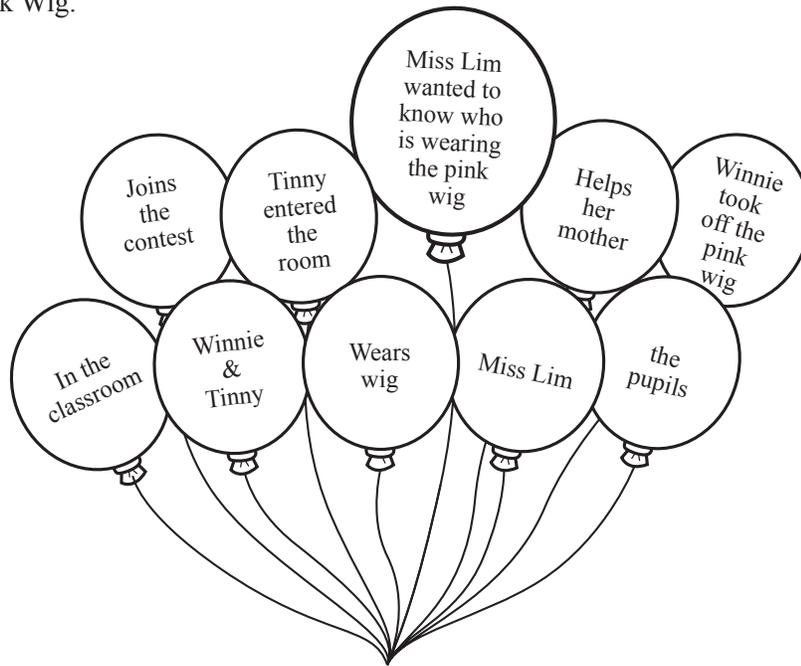
**Evaluation:**

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



**Agreement:**

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



**Lesson 14: Rhyming Words**

**Objective:**

Recognize rhyming words

**Subject Matter:** Rhyming words

**Materials:** Story: "Piggy Wiggy" by Myrna J. Hipolito  
pictures, models, word cards, charts, and hand puppets

**Procedure:****Motivation:**

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

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

Link the rhyme to the day’s lesson.

**Presentation:**

Introduce Piggy Wiggy using a hand puppet.

Model reading the rhyme and let the pupils read after you.

Focus on the rhyming words. Let the pupils identify the rhyming words.

List words with the same ending sound in the rhyme “Piggy Wiggy.”

**Reading:**

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

**Rhyme:**

Present the rhyme “Piggy Wiggy” on a big chart.

Guide the pupils in answering the comprehension questions.

*(Refer to LM, p. 41, Let’s Answer)*

**Practice Reading:**

Model reading and let the pupils read after you.

hop and pop	hip and dip	bop and dop
riggidy and jiggidy	bag and lag	bad and sad
ham and ram	cat and bat	Ben and Ten
Pam and Sam	fat and rat	lap and cap
tan and can	wed and bed	hen and pen

**Generalization:**

Ask: What are rhyming words?

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

**Evaluation:**

Say the names of the things you see in the picture.

Write Yes on the blank if they rhyme and No if they don’t.

*(Refer to LM, p. 42, Measure My Learning)*

*(Note: Put the rhyme “Piggy Wiggy” on a chart.)*

## Lesson 15: Speech Sounds

### Medial /i/, Rimes /-it/, /-ip/, and /-ig/

#### Objectives:

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

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

**Materials:** onset, rime, word, picture cards

#### Procedure:

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

*Key to Correction:*

- |         |            |        |
|---------|------------|--------|
| I. 1. c | II. 1. pin | 5. pit |
| 2. b    | 2. wig     | 6. rig |
| 3. b    | 3. pig     | 7. big |
| 4. c    | 4. kit     | 8. dig |
| 5. a    |            |        |

#### Motivation:

Have the pupils recite the rhymes.  
Ask the pupils to give words with medial /i/ taken from the rhyme.  
List the words in the thinking matrix.

Model reading the words. Let the pupils repeat after you.  
Let the pupils read independently.

#### Presentation:

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

#### Guided Practice:

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

#### Application:

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

#### Evaluation:

Say: Encircle the correct word for the picture.  
(*Refer to LM, p. 47, Measure My Learning*)