

Lesson 16: Speech Sounds

Medial /i/, Rimes /-id/, /-in/, and /-ill/

Objectives:

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

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

Materials: onset, rime, word, picture cards

Procedure:

Motivation:

Ask pupils to recite “Piggy Wiggy.”

Presentation:

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

Guided Practice:

Distribute pictures illustrating the phrases and sentences.

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

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

Evaluation:

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

Lesson 17: Being Courteous

Objectives:

Answer *Wh*- questions
Use courteous expressions in appropriate situations

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

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

Procedure:

Motivation:

Talk about “The Pink Wig.”

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

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

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

Presentation:

Use any of the following:

1. Hand mask/ hand puppet in telling the story “Miki and Nikki.”
2. Comic book/comic strips in reading the story.
3. Have the pupils train in advance to do the dialogue.

Read/tell the story to the class. (*Refer to LM, p. 51, Let’s Aim*)

1. Read/tell the whole story.
2. Ask questions the second time the story is read or told.

Guided Practice:

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

Application:

Give appropriate situations that require the use of courteous expressions.

(*Note:* Prepare the story “Miki and Nikki” in a big chart.)

Lesson 18: Naming Words

Target Skills:

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

Objectives:

Answer *Wh*- questions about a selection listened to
Recognize/identify what nouns are
Give examples of nouns

Subject Matter: Nouns
Wh- questions
Story: “At the School Yard” by Myrna J. Hipolito

Materials: word cards, pictures, charts

Procedure:

Motivation:

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

Reading:

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

Review the standards in listening.

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

Story:

At the School Yard
by Myrna J. Hipolito

One morning, Pam and Sam met at the school yard.

“Good morning, Sam,” Pam greeted Sam.

“Good morning, Pam,” answered Sam.

Who met Sam?

“Oh, you have a new bag,” said Sam.

“Yes, my Aunt Pat bought it for me,” Pam told Sam.

“She also bought me a red hat to go with my red shoes,” Pam said with pride.

What new things does Pam have?
Who bought Pam’s new things?

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

What will Pam do to thank Aunt Pat?

“That’s a great idea Sam! I’m sure Aunt Pat will be happy.”

“Thank you, Sam,” Pam gratefully said.

“You’re welcome, Pam. Good-bye.”

“Good-bye, Sam.”

How did Pam feel about Sam’s suggestion?

Ask the pupils to complete the T-Map below. (Refer to LM, p. 53, I Can Do It)

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

Distribute the word cards.

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

Person	Animal	Place	Thing	Event
Pam	hen	school	bag	birthday
Sam		mall	shoes	
Dan		garden	hat	

Do: Process the published answers.

Model reading the words and let the pupils repeat after you.

Focus the pupils' attention on the categories of the nouns.

Elicit the definition of nouns from the pupils.

Generalization:

Ask: What are nouns?

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

Application:

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

Person	Christmas
Animal	Pasig City
Place	Manny Pacquiao
Thing	dog
Event	ball

Evaluation:

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



1. thing, animal, person, place



2. event, animal, person, place



3. thing, animal, person, place



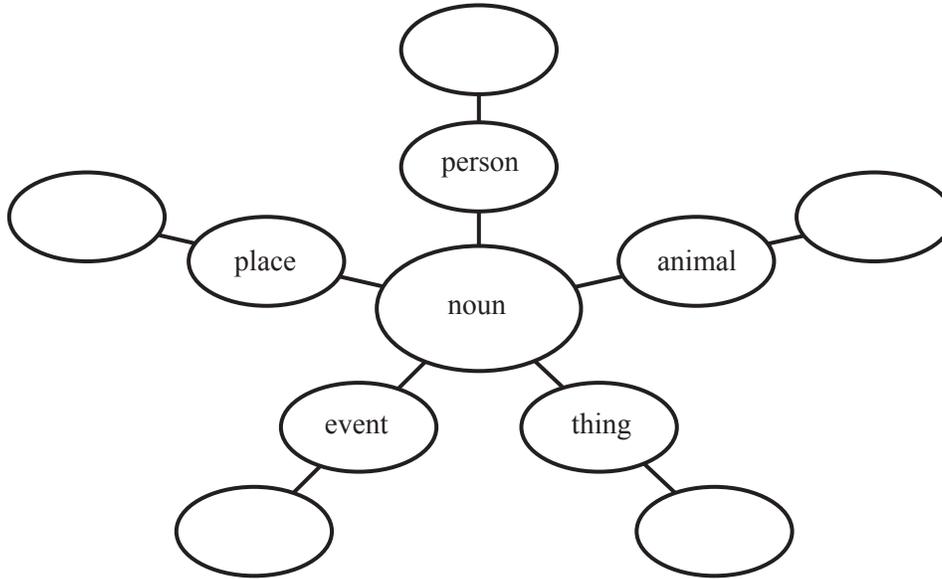
4. thing, animal, person, place



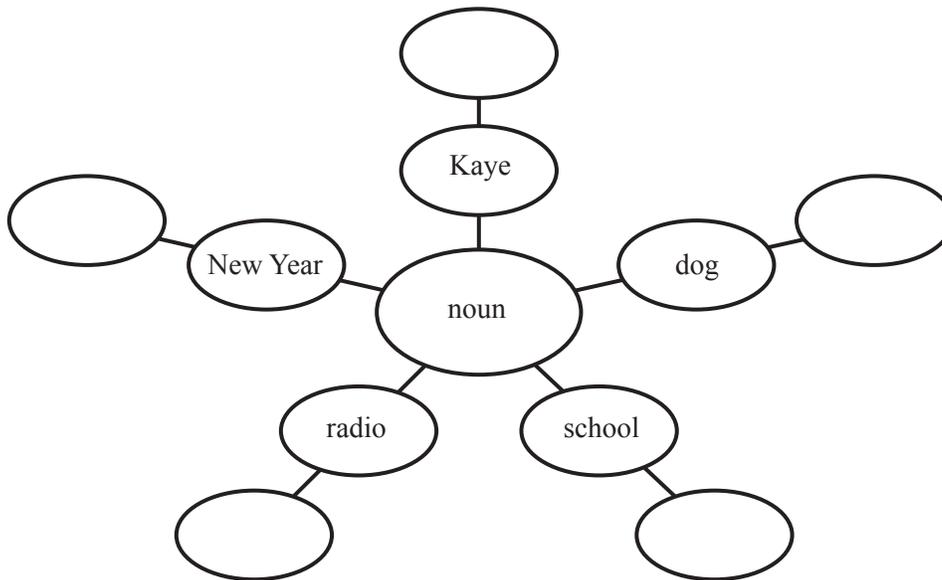
5. thing, animal, person, place

Additional Activities:

Activity 1: Fill in the bubble map.



Activity 2: Supply the category of the following nouns.



Activity 3: Encircle the word that does not belong to the group.

1.

teacher	mother	monkey	doctor
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2.

mountain	farm	city	pen
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3.

canteen	library	food	room
---------	---------	------	------
4.

flower	chalk	ball	cat
--------	-------	------	-----
5.

cow	dog	ball	cat
-----	-----	------	-----
6.

Lorna	Fe	well	Aida
-------	----	------	------
7.

bell	atis	bag	basket
------	------	-----	--------
8.

narra	gumamela	table	eggplant
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Lesson 19: Working Together Is Best

Target Skills

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

Objective:

Identify the characters in the story listened to

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

Materials: pictures

Values Focus: Unity

Procedure:

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

Key to Correction:

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

Drill:

Let the pupils practice reading these words.

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

Motivation:

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

Presentation and Modelling:

1. Show pictures with words in mother tongue on the left side and the English equivalent word on the right.
Example:
Takot Scared (The teacher may also act "scared")
Lungkot Lonely / Sad
Sea anemones (through picture)
2. Motive Question: What made Swimmy happy again?
3. Read aloud the story, "Swimmy."

Swimmy
by Leo Lionni
retold by Dali Soriano

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

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

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

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

Then suddenly he said, "I have an idea! We are going to swim altogether like the biggest fish in the sea!"

He taught the little red fish to swim close together, like one giant fish, he said “I’ll be the eye.” And they swam in the cool morning water and in the midday sun chased the big fish away.

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

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

Guided Practice:

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

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

Agreement:

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

Lesson 20: Sequencing of Events

Objectives:

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

Subject Matter: Sequencing of Events

Materials: pictures

Procedure:

Preliminary Activity:

Ask some pupils to tell the class about the stories told by their parents/other family members about fishes or other sea creatures.

Recalling of Events from the Story:

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

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

Divide the class into four groups.

Using the pictures, they will be guided to act out the events in the story.

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

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

Lesson 21: Words Showing Order of Events**Objective:**

Use words denoting sequences in telling their daily activities

Subject Matter: Sequencing

Procedure:**Preliminary Activity:**

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

Presentation and Modelling:

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

Guided Practice: (*Dyadic Work*)

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

Examples: before going to school
before going to bed

Evaluation: (*Refer to LM, p. 64, Measure My Learning*)