

Do a puppet show using this dialogue.

When do you go to school?

I go to school everyday.

Where do you like to go every weekend?

I like to go to church.

Who are your parents?

My parents are Arnold Medina and Cynthia Medina.

Application:

Say: Answer the following questions, then, interview your classmate using this dialogue.

When do you go to school?

I go to school _____.

Where do you like to go every weekend?

I like to go to _____.

Who are your parents?

My parents are _____ and _____.

Evaluation:

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

Lesson 32: I Love Naming Words

Objective:

Identify mass and count nouns

Subject Matter: Mass Nouns and Count Nouns

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

Procedure:

Review:

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

Ask: What do see? Which pictures show things we can count?

What about the others?

Can you count them?

Presentation:

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

| | |
|---------|---------------------|
| bees | honey |
| workers | soft drinks |
| flowers | liquid insecticides |
| food | |

Ask the pupils:

Can we count the things in the first column? (Yes)
Naming words or nouns which can be counted are called count nouns.
How about the nouns on the second column? Can you count them? (No)
What kind of nouns cannot be counted? Mass nouns cannot be counted.

Examples: liquid, powdered materials, and gas

Show the following pictures to the class: I love nouns/naming words.

Picture of count nouns – eggs, chickens, pencils, birds, flowers, children

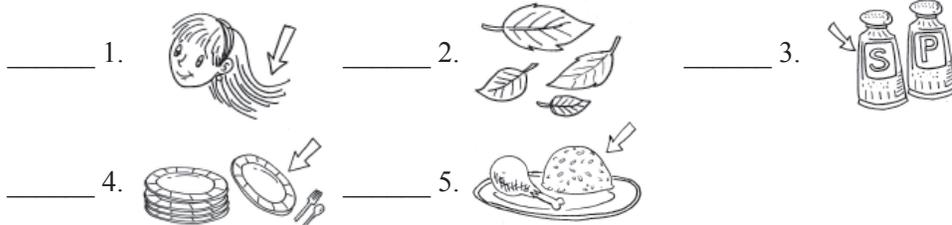
Picture of mass nouns – milk, juice, oil, rice, salt, sugar, water, pepper, coffee

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

| Count Nouns | Mass Nouns |
|-------------|------------|
| | |

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

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



Generalization:

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

Examples: cup, bag, computer, tree, house, chair, pupil, boy, toy, girl, teacher

The cup is clean.

The cups are new.

Mass nouns or non-countable nouns refer to things which cannot be counted like water, sugar, etc. They usually do not have a plural form so we add quantifiers or determiners to make them plural.

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

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

Example: I will put a pinch of salt in my soup.
Please carry the sack of rice.

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

Example: She puts a little sugar in my coffee.
Much of the grass was watered by the gardeners.

Application:

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

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

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

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

Agreement:

Draw or cut pictures of mass and count nouns.

Lesson 33: My Body and the Letter B

Objectives:

Recognize words beginning with letter B

Create the sound represented by letter B

Subject Matter: The Sound of Letter B

Rap: "My Body Parts that Start with Letter B" by Amcy M. Esteban

Materials: pictures

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

Procedure:**Motivation:**

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

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

Presentation:

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

Guided Practice:

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

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

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

Group the pupils by fours.

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

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

Evaluation:

Allow the pupils to answer a matching exercise.

Agreement:

Have the pupils write five words that begin with letter B in their notebook.

Lesson 34: Speaking Well in Dialogues

Target Skills:

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

Objectives:

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

Subject Matter: Personal Pronouns

Materials: pictures

Procedure:

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

Key to Correction:

| | | | |
|-----------------------|---------------|------------------|-------------------|
| I. C as in /k/ | | II. 1. <i>He</i> | III. 1. <i>It</i> |
| <i>car</i> | <i>cup</i> | 2. <i>They</i> | 2. <i>It</i> |
| <i>corn</i> | <i>can</i> | 3. <i>He</i> | 3. <i>He</i> |
| <i>cat</i> | <i>coat</i> | 4. <i>It</i> | 4. <i>She</i> |
| | | 5. <i>She</i> | 5. <i>It</i> |
| C as in /s/ | | | |
| <i>celery</i> | <i>center</i> | | |
| <i>circus</i> | <i>cereal</i> | | |

Review:

Post pictures of person/persons and thing/things. Ask the pupils what pronouns can be used to substitute these nouns.

Example: picture of a boy, picture of a girl, things

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

Ask the pupils the following questions:

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

Guided Practice:

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

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

Agreement:

Ask the pupils to introduce their family using personal pronouns.

Lesson 35: Using Personal Pronouns

Objective:

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

Subject Matter: Personal Pronouns

Materials: pictures

Procedure:

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

Presentation and Modeling:

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

The New Neighbors

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

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

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

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

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

Agreement:

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

- | | | |
|-------|--------------------|---------|
| _____ | 1. Riza and I | a. He |
| _____ | 2. Joseph | b. She |
| _____ | 3. Marimel | c. We |
| _____ | 4. the big truck | d. They |
| _____ | 5. Elma and Evelyn | e. It |