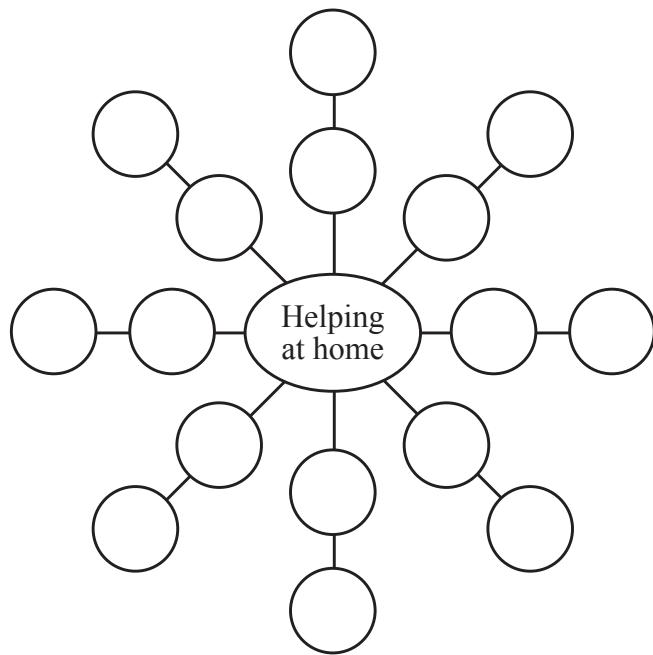


Model reading the content of the bubble map. Let the pupils repeat after you.



- Do: Show pictures of animals to the pupils.
Ask them to identify the animals.
Ask if they have seen such animals.
Present the name card for each animal.
Read the words and let the pupils repeat after you.
Show the picture and say the word. Explain what the word means.

Vocabulary:

hens, coop, pen, counted, shouted, feeds

- Do: Present the big book / accordion book / picture book / individual poster / chart.
Talk about the cover of the book, the title, and the illustrations.

Ask: What do you think is the story about?

Say: Listen to the story. Find out the answer to this question:
What does Ben do before going to school?

Listening:

1. Read the whole story aloud.
2. Read the story again and ask questions while reading to help pupils understand the story.

Story:

The Tenth Hen
by Myrna J. Hipolito

Ben's father, Tem, has ten hens. Ben feeds the ten hens every day. He sets them free until ten in the morning. Ben sees to it that the chickens are in the coop before he leaves for school.

Who owns the hens?
How many hens are there?
Who feeds the hens?

“One, two, three, four, five, six, seven, eight, nine...,” Ben counted the hens. “Father, Ren-ren, the tenth hen is missing,” Ben shouted. “No, Ben. Ren-ren is in the pen. Go, get Ren-ren,” Father replied.

What does Ben do before going to school?
Why did Ben shout?

“One, two, three, four, five, six, seven, eight, nine, ten,” Ben happily counted the ten hens. Now, he has ten hens in the coop.

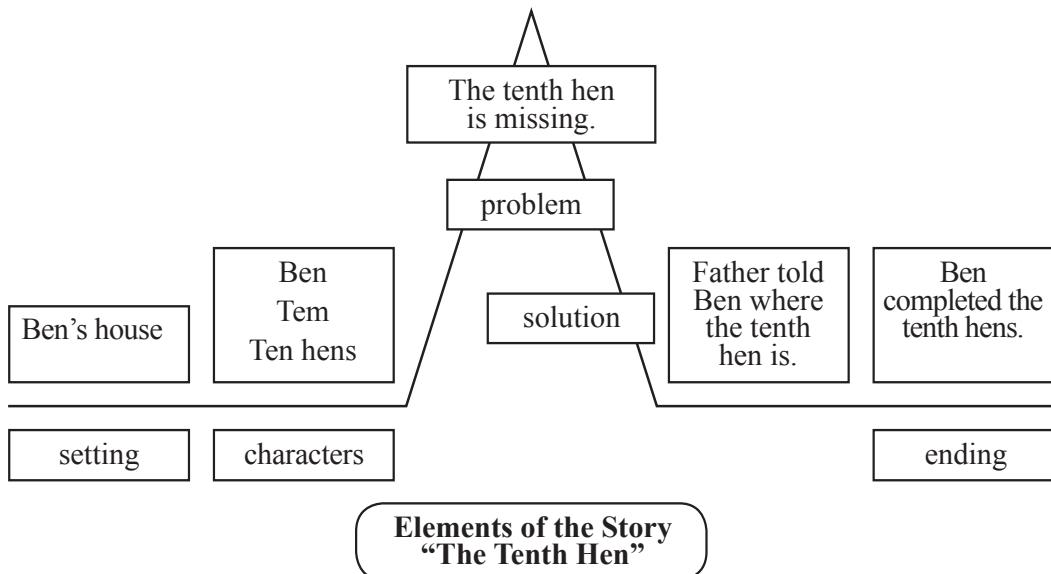
Where was Ren-ren?
Why was Ben happy?

Ask the following questions. Present the parts of a story using a story map or bridge map.

1. Where did the story happen?
(Setting: Ben's house)
2. Who were the characters in the story?
(Characters: Ben, Tem, Ren-ren and the other hens)
3. What was Ben's problem?
(Problem: The tenth hen, Ren-ren, was missing.)
4. How was Ben's problem solved?
(Solution: Father told Ben where to find Ren-ren.)
5. How did the story end?
(Ending: Ben completed the ten hens.)

Guided Practice:

Guide the pupils in posting the elements of the story in a bridge map or story map.



Application:

Say: Identify the elements of the story. Encircle the correct answer.

(Refer to LM, p. 22, I Can Do It)

1. Completed the hens	character	ending	problem
2. Ren-ren is in the pen.	solution	climax	setting
3. The tenth hen is missing.	solution	problem	ending
4. Ben found the tenth hen.	setting	character	solution
5. Tem	character	setting	problem
6. Ben's house	setting	solution	ending
7. Ben	solution	ending	character

Evaluation:

Ask the pupils to work as a group in doing this exercise.

Match and connect the elements of the story. (Refer to LM, p. 22, Measure My Learning)

- | | |
|--|--------------|
| 1. Mario the polite boy | a. problem |
| 2. in the school | b. character |
| 3. Mario lost his wallet. | c. solution |
| 4. The school helper found the wallet. | d. ending |
| 5. Mario was able to have his recess. | e. setting |

Additional Activity:

Let the pupils put a check mark (✓) if the statement is true and a cross (x) if the statement is false.

- _____ 1. There are twelve hens.
- _____ 2. Ben goes to school at ten o'clock in the morning.
- _____ 3. Ben feeds the hens.
- _____ 4. The ninth hen was missing.
- _____ 5. Father got angry with Ben.

Lesson 7: Speech Sounds

Medial /e/, Rimes /-et/ and /-en/

Objectives:

Recognize/identify/read/give example of words with medial /e/
Answer **Wh-** questions

Subject Matter: Medial /e/

Onsets and rimes (-et, -en)

Materials: word cards, pictures, chart, phrase/sentence strips, four sets of onsets and rime cards and four pocket charts

Procedure:

Review:

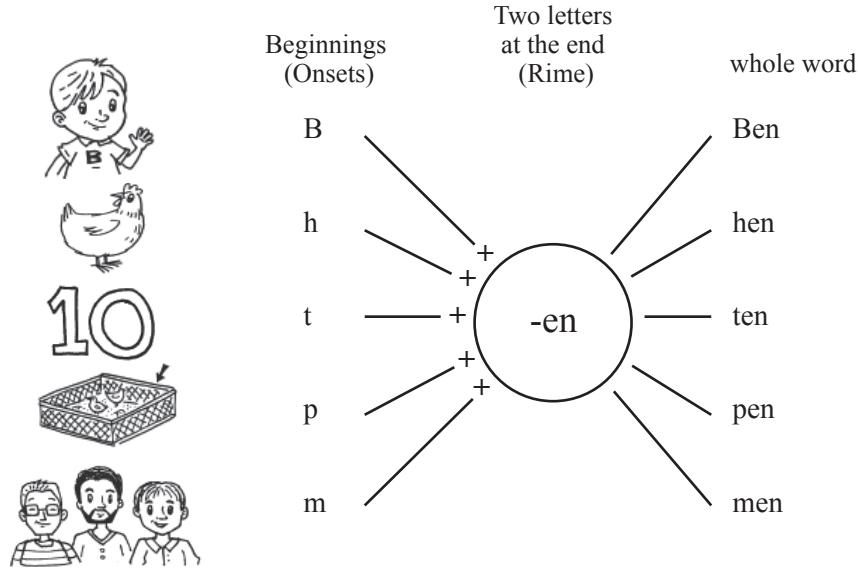
Ask: What is the title of our story yesterday? (The Tenth Hen)
Post the words taken from the story on the chart.
Model reading the words. Then, ask pupils to repeat after you.

Presentation:

Ask: What other words from the story sound like the words we read?
Publish the pupils' answers as shown in the organizer.
What is the beginning letter of each word? (*B, h, t, p, m*)
What are the last letters? (*en*)
Let us sound the first letter and the last 2 letters.

Model reading the onsets (initial letters), rimes (last two letters), and the whole word.
Ask pupils to repeat after you.

This is how the organizer looks. (Refer to LM, p. 23, Let's Aim)



Ask: With what letter does Ben begin? (B)

Do: Continue asking until all the initial letters of the words are identified. (b, h, t, p, r)

Ask: With what letters do they end? (en)

What letter is found between the beginning and the ending letter? (e)

Say: Come in front and point the beginning letter and the two ending letters. Put them together and read the whole word. (B+en=Ben)

Activity 1: Read each sentence. Let the pupils repeat after you.

1. The ten hens are in the pen.



2. Ben met ten men.



3. The red hen is Ren-ren.



4. Ben fed the ten hens.



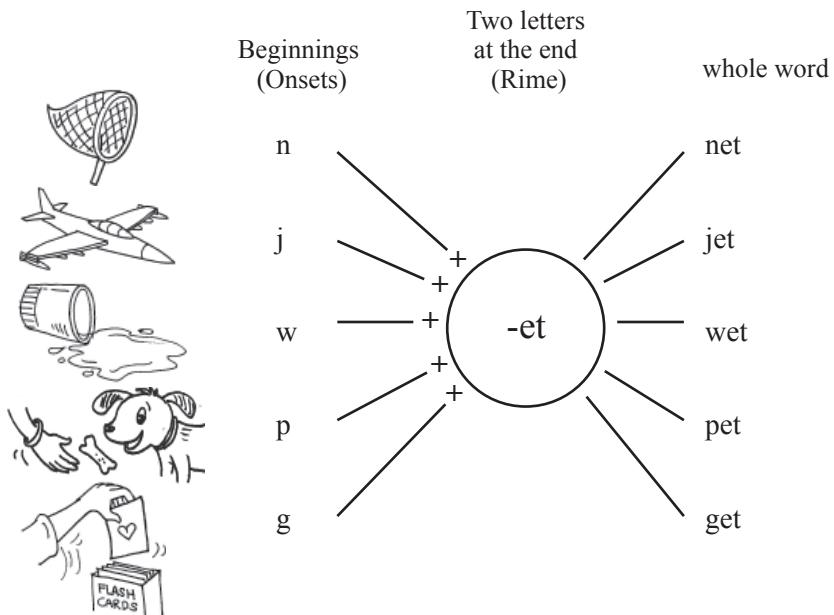
5. The tenth hen, Ren-ren, is in the pen.

Activity 2: Say: Look at the pictures. Write their missing beginning letters.

Then, write the whole word. (Refer to LM, p. 24, Let's Aim)

Present another rime -et.

Do the same procedure done where the first rime was presented.

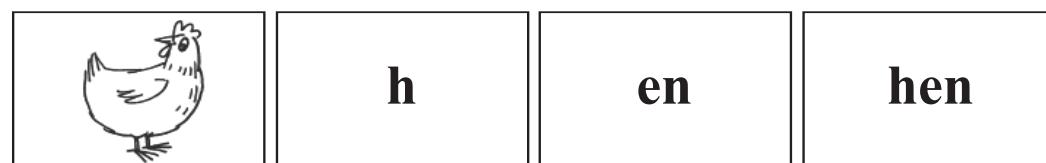


Activity 3: Let the pupils write the names of the pictures. (Refer to LM, p. 24, We Can Do It)

Group Work:

Divide the class into four groups. Distribute onset and rime cards. Distribute picture cards as well. Ask pupils to come up with words. Let them match the words with the pictures. Tell them to post their output on the chart for presentation.

Example:

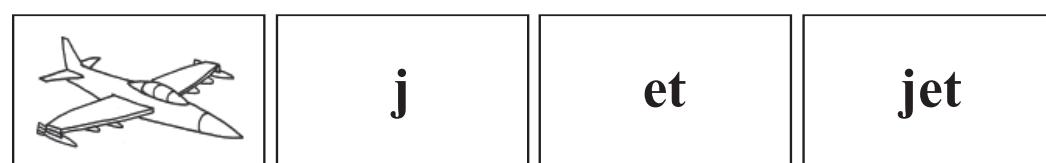


Picture card
Pupil #1

onset card
Pupil #2

rime card
Pupil #3

word card
Pupil #4



Picture card
Pupil #1

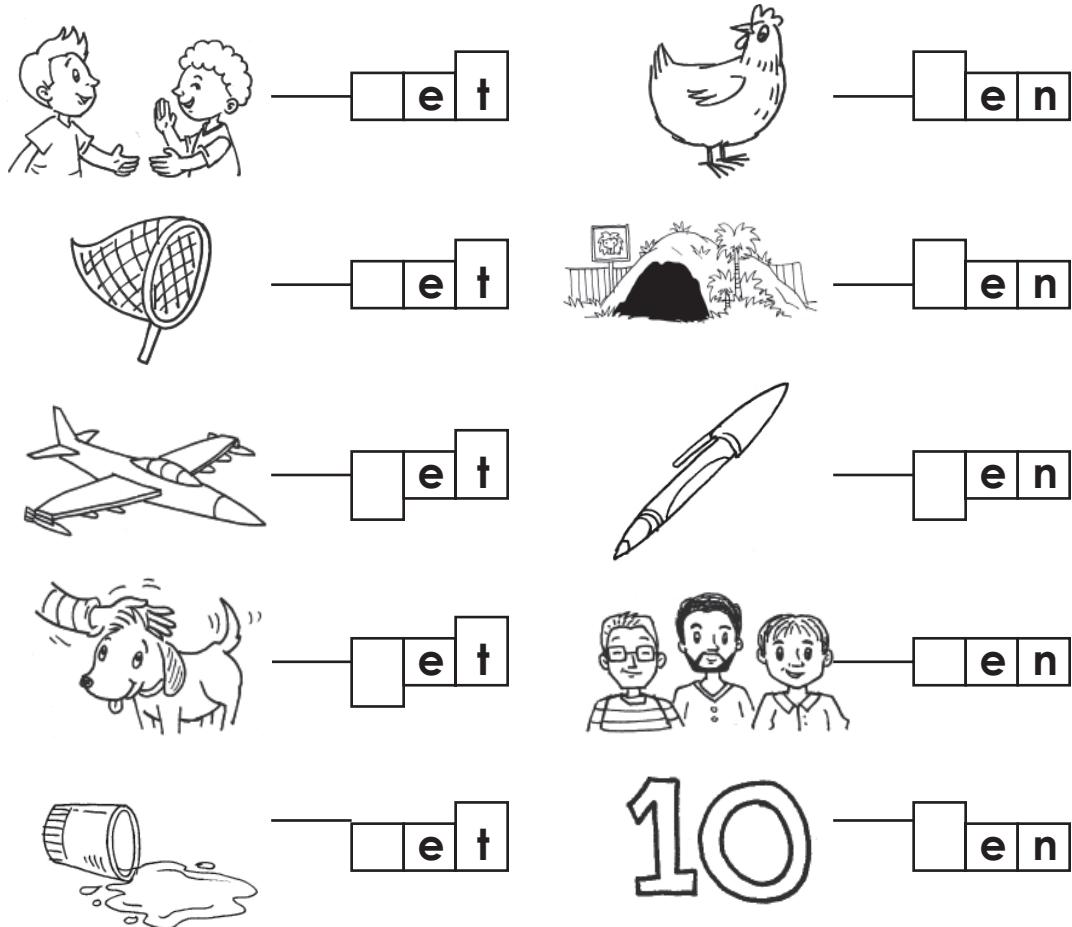
onset card
Pupil #2

rime card
Pupil #3

word card
Pupil #4

Application:

Say: Write the correct beginning letter to form the word. (*Refer to LM, p. 25, I Can Do It*)



Evaluation:

Say: Complete the phrases and sentences. (*Refer to LM, p. 26, Measure My Learning*)

Lesson 8: Speech Sounds

Medial /e/, Rimes /-eg/ and /-ed/

Objectives:

Recognize/identify/read/give example of words with medial /e/
Answer **Wh-** questions

Subject Matter: Medial /e/

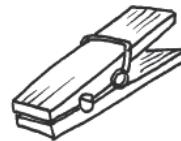
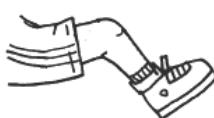
Onsets and rimes (-eg, -ed)

Materials: pictures, onset, rime, word cards and charts

Procedure:

Presentation:

Show pictures of the following:



Say each word as you show the picture.

Read by blending the onset and the rime to form a word.

Ask pupils to give the beginning letter of each word.

Ask pupils to give the ending letter of each word.

Ask the pupils to come up with the whole word. (Write their answers on the board.)

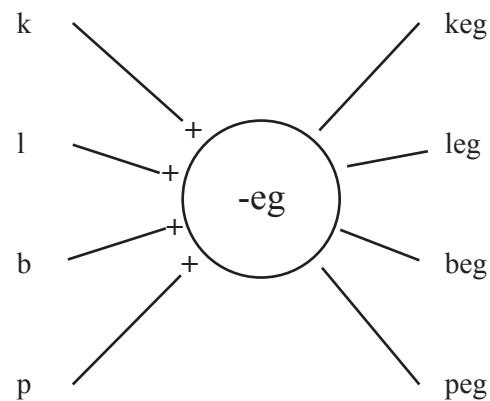
Ask the pupils to match the pictures and the words.

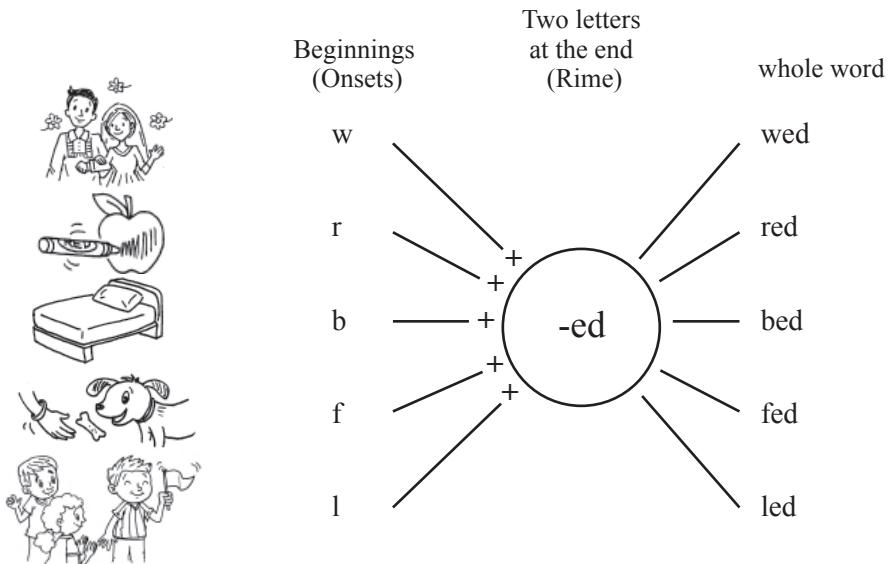
Model reading the words and sentences. Tell pupils to read after you.

Tell pupils to read on their own. (*Refer to LM, pp. 27-28, We Can Do It*)

Beginnings
(Onsets)

Two letters
at the end
(Rime)
whole word





Group Work:

Distribute onset/rime/word cards. Ask pupils to form words and present their output.

Application:

Encircle the correct ending letters. (*Refer to LM, p. 28, I Can Do It*)

Evaluation:

Say: Listen as I say each word.

Encircle the word that you hear. (*Refer to LM, p. 29, Measure My Learning*)

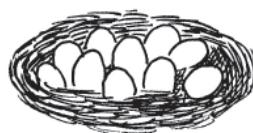
bed	net	web	hen
sell	gem	well	red
beg	pet	keg	Rem
Ted	led	wed	met
Ben	leg	bell	Meg

Additional Activity:

Say: Read each sentence. Ask the class to repeat after you.

Ask pupils to point/show/ color _____

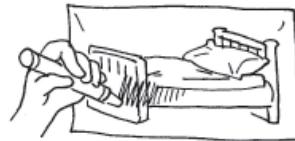
1. Ten big eggs in the nest.
(color the eggs _____)



2. Ted weds Meg.
(color the hair _____)



3. Color the bed red.
(color the bed _____)



4. Ben fed the hens.
(color the hen _____)



5. The well is near the big bell.
(color the well _____)



Lesson 9: Speech Sounds

Medial /e/, Rimes /-em/, /-ell/, and /-eb/

Objectives:

Recognize/identify/read/give example of words with medial /e/
Answer *Wh-* questions

Subject Matter: Medial /e/

Onsets and rimes (-em, -eb, -ell)

Materials: pictures, onset, rime, word cards, charts, sentence strips

Procedure:

Review:

Use the word cards from yesterday's lesson. Ask pupils to read these words.

wed	beg	Ted
red	keg	red
bed	leg	Jed
fed	peg	Ned
led	Meg	med

Presentation:

Present picture and word cards of the following:

well	hem	web	peck
bell	Pem	deb	neck
sell	gem		deck
tell	Jem		
fell	Rem		
dell	Tem		

Ask the pupils to match the words with the pictures and post them on the board. Model reading the words. Let pupils read after you. Present the new rime, -ell. Do the same procedure as in the first rime presented.

Guided Practice:

Distribute the onset, rime, picture and word cards.

Challenge pupils to find their group mates (pupils holding the onset and rime cards that make a whole word).

Examples:



Picture card
Pupil #1

onset card
Pupil #2

rime card
Pupil #3

word card
Pupil #4

The first group to complete the task wins.

Application:

Say: Connect the pictures to the phrases/sentences. (*Refer to LM, p. 31, I Can Do It*)

Evaluation:

Fill up the boxes with the correct word. (*Refer to LM, p. 31, Measure My Learning*)



1.



4.



2.



5.



3.

Lesson 10: Bat Cat and Fat Rat

Target Skills:

- Phonics and Word Recognition: Medial /a/, blending onsets and rimes
- Alphabet Knowledge: Applying basic performance task – blending
- Listening Comprehension: Answering **Wh-** questions

Objectives:

Answer **Wh-** questions from the story listened to

Subject Matter: Wh- questions

Materials: Story: “Bat Cat and Fat Rat” by Myrna J. Hipolito
word cards, pictures/real objects

Procedure:

Motivation:

Ask: Who among you have pets at home?
What pets do you have?
What can they do?

Post the pupils’ answers in the thinking matrix.

Model reading the words in the matrix. Ask the pupils to repeat after you.

Pet	What it can do
My pet is a _____	It can _____.

Say: I also have a pet. This is the picture of my pet. (Show)
I call my pet, Bat Cat.
Today, I’ll read you a story about my pet, Bat Cat. (Show)
But before I do that here are some pictures.
What do you see? (mat, jam, can, etc.)

Vocabulary:

Present the words mat, jam, can, sat, run.

Read the words and let the pupils repeat after you.

Match the pictures and the words. (Make your own materials.)

Picture of mat	Show the picture of real mat	Demonstrate	sat
Picture of jam	Show the picture of real jam	Demonstrate	ran
Picture of can	Show the picture of real can	Picture of pet under the table	under

Show the picture of Bat Cat and Fat Rat. (*Picture of an angry cat in Batman costume and a small but very fat rat*)

Ask: What do you see?

Possible answers:

The cat is like Batman.

The cat is angry.

The rat is small.

The rat is fat.

The rat is afraid.

Say: I will read the story. Listen very well.

Reading/Listening:

1. Read the whole story aloud.
2. Ask questions to monitor pupil's comprehension.
3. Ask pupils to do the action mentioned in the story.
 - Bat Cat sat on a mat.
 - Here comes Fat Rat.
 - Fat Rat ran to the can of jam.

Story:

Bat Cat and Fat Rat

by Myrna J. Hipolito

This is Bat Cat. This is Fat Rat.

How does Bat Cat look?
What can you say about Fat Rat?

Bat Cat has a can. It is a can of jam.

Bat Cat sat on the mat with his can of jam.

Where did Bat Cat sit?

Along came Fat Rat. Fat Rat ran to the can of jam.
“Fat Rat, that’s my can of jam!” shouted Bat Cat to Fat Rat.

What is in the can?
Who came? Why?

Fat Rat ran, but Bat Cat got and put Fat Rat under his hat!

Read the questions. Guide pupils in answering the questions.
(Refer to LM, p. 32, Let’s Answer)

Evaluation:

Say: Write YES if the statement is correct and NO if the statement is incorrect.
(Refer to LM, p. 32, Measure My Learning)

- NO 1. Bat Cat and Fat Rat are friends.
YES 2. Bat Cat guarded his can of jam.
YES 3. Fat Rat ran to the can of jam.
NO 4. Bat Cat hit Fat Rat.
YES 5. Bat Cat is angry with Fat Rat.

Lesson 11: Speech Sounds
Medial /a/, Rimes /-am/, /-an/, and /-at/

Objectives:

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

Subject Matter: Words with medial /a/
Onsets and rimes (-am, -an, and -at)

Materials: picture, onset, rime, word card, chart, phrase/sentence strips

Procedure:

Pre-Assessment: (Refer to LM, pp. 33-34, Let’s Try)

Motivation:

Show the illustrations of the story, “Bat Cat and Fat Rat.”
Ask pupils to tell what they can say about the illustration.

Possible responses:

- That is Bat Cat.
That is Fat Rat.
That is a can of jam.
Fat Cat ran to the can of jam.
Bat Cat is angry with Fat Rat.
Bat Cat ran after Fat Rat.
Bat Cat put Fat Rat under is hat.

Write the pupils’ responses on the thinking matrix.