

UNIT 2

My Home, My Family

Lesson 1: Oops! It's My Turn

Target Skills:

Reading Comprehension:

- State facts and details of a text/story before, during, and after reading
- Make **Wh-** questions
- Express their feelings about the ideas of others

Listening Comprehension:

- Identify and discuss the elements of a story

Phonological Awareness:

- Produce the sound of English letters using the letter sound in the mother tongue as reference (long /a/)

Writing and Composition:

- Participate in generating ideas through brainstorming and drawing

Objectives:

State details of a text or story during and after reading

Express their feelings about the ideas of others

Read with automaticity high frequency/sight words

Subject Matter: Story: “Oops! It’s My Turn” by Dali Soriano

Value Focus: Order

Procedure:

Pre-Assessment: (*Refer to LM, p. 122, Let’s Try*)

Key to Correction:

- | | |
|-------------------|-------------------------|
| I. 1. <i>pant</i> | II. 1. <i>Sunday</i> |
| 2. <i>palm</i> | 2. <i>picnic</i> |
| 3. <i>bite</i> | 3. <i>banana leaves</i> |
| 4. <i>sit</i> | 4. <i>funny stories</i> |
| 5. <i>beg</i> | 5. <i>yes</i> |

Motivation:

Ask the pupils if they know places where people are seen lining up. Introduce movie houses and lining up to buy their tickets.

Vocabulary:

Define or explain in context the following key words using the mother tongue.

movie guide	wait for your turn	treat	cinema
Papa's turn to buy	broke into the line	ticket office	

Have the pupils read the following high frequency words:

when with my were now these
those right we the that

Presentation:

Talk about the picture on LM p. 123.
Read aloud "Oops! It's My Turn" to the class.
Encourage the pupils to follow along.

Comprehension Check:

A. Utilize Directed Reading Thinking Activity.

1. Read the first paragraph. Ask comprehension questions. Develop possible higher order thinking skills.
2. Read aloud paragraphs 5 to 6. Ask comprehension questions. Develop possible higher order thinking skills.
3. Read paragraph 7. Probe idiom: "His face turned red." Ask comprehension questions. Develop possible higher order thinking skills.

B. Ask the comprehension questions. (*Refer to LM, p. 124, Let's Answer*)

Application:

1. Group Talk
Ask the pupils to share their experiences related to the event in the story and express their feelings about it. Provide scaffolding if needed.
2. Expressing Feelings
Have the pupils complete the phrase: What can you say...
3. Other ways to keep order
(Use pictures to show order.)
Synthesizing: Show pictures. Let the pupils put a star on the line beside the picture that shows order.
(*Refer to LM, p. 125, I Can Do It*)

Valuing:

Ask: What happens when everyone wants to be served first or does not wait for one's turn?

Lesson 2: We Do Things Together

Objectives:

Share ideas on the things that families do together
Make simple *Wh*- questions

Subject Matter: Story: “Oops! It’s My Turn” by Dali Soriano

Materials: pictures of families, pencils, crayons, markers, cartolina or manila paper

Value Focus: Order

Procedure:

Motivation:

Show pictures of different families doing things together.
Chant up. (*Refer to LM, p. 126, Get Set*)

Presentation:

Reread the story “Oops! It’s My Turn.”
Ask for things done by the family together. Provide time for individual sharing.

Group Work:

Get the pupils to talk and ask simple questions about what their family does.

Application:

Let the pupils fill in the thought bubble with what they do together as a family.
(*Refer to LM, p. 127, I Can Do It*)

Evaluation:

Ask: What lesson can you get from the story?

Lesson 3: This Is Home

Objective:

Identify the elements in a story

Subject Matter: Story: “Anton’s Spider Lesson” by Leah N. Bautista

Value Focus: Order

Procedure:

Review the previous story “Oops! It’s My Turn.”

Motivation:

Play the “Main Character Guessing Game.”
Let the pupils look at the cover of a storybook and give one main character or characters of the story.

Presentation:

Read the story “Anton’s Spider Lesson.” (Refer to LM, pp. 127-128, Let’s Aim)
Ask the pupils to answer the comprehension questions.

Read the story again and look for the characters, events, and the place where it happened.

Use the graphic organizer (*Wh*- Memory Card) for the story “Anton’s Spider Lesson.”

WHO: _____
(Names of the characters)

WHERE: _____
(Place where the story happened)

WHEN: _____
(Time when the story happened)

WHAT: _____
(Big event of the story)

Group Work:

Ask the pupils to make a thank you card for Lola Mary. Use the following story as their guide to prepare the card.

“Happy birthday, Mike!” greeted Lola Mary. “Don’t go out on the road yet. You can practice riding on your bike at the backyard,” said Lola.

“Oh, what a wonderful bike. This is the best gift I’ve ever received. Thanks a lot Lola.”

Generalization:

Every story has **characters**, **place**, and **events**. The **characters** are the people in the story. The **place** is where the story happened. The **events** are the things that happened in the story.

Application:

Ask the pupils to identify the characters, place, and events in the story. Use a graphic organizer.

SIMPLE ORGANIZER

WHO: _____

WHERE: _____

WHEN: _____

WHAT: _____

The park was full of people. Tom looked worried. He looked around from his back. A little girl said, “Are you looking for your wallet, Sir? I found this under the chair.”

“Thank you very much. You are an honest girl,” said Tom.

Agreement:

Let the pupils tell who the characters are, the place, and the events in the following story.

The buses, jeepneys, and cars stopped. Jose and Marie looked at the traffic lights.

The policeman signaled the people crossing the street. Jose and Marie crossed the street.

Lesson 4: Having Fun Together

Objective:

Decode words with long /a/ sound

Subject Matter: The Long /a/ Sound

Materials: chart, flash card, picture

Procedure:

Motivation:

1. Read the word chart with long /a/ sound. (*Refer to LM, p. 129, Get Set*)
2. Show a family picture then ask the pupils to talk about the picture.
(*Refer to LM, p. 130, Get Set*)

Presentation:

Read the following phrases with long /a/:

1. bake the cake
2. make the game
3. shake the cake
4. take the cane

Read “An Enjoyable Party.” (*Refer to LM, p. 130, We Can Do It*)

Allow the pupils to read the words in the story with the long /a/ sound. Then, ask them to answer the questions on LM p.130.

Key to Correction:

- | | |
|---------|----------|
| 1. Nate | 4. cake |
| 2. cane | 5. games |
| 3. bake | |

Generalization:

The long /a/ sound is the sound you hear if you place a silent -e at the end of the word.

Application: (Refer to LM, p. 131, *I Can Do It*)

Ask the pupils to encircle the word with the long /a/ sound.

Evaluation:

Ask the pupils to read and draw the following phrases:

1. cage for sale
2. bake a cake
3. snake at the gate

Lesson 5: I Am Part of a Family

Objective:

Decode words with long vowel /i/

Subject Matter: Decoding long vowel sounds

Materials: vowel chart, pictures, word cards/metacards

Procedure:

Review:

Have a show and tell activity using a picture grid to check vowel recognition.

Example: picture of an ant – show flash card of word ant

Motivation: (Refer to LM, p. 131, *Get Set*)

Ask the pupils to show the family tree with names of their family members. Have them talk about the family members in class.

Presentation:

Teach/ Model how to say the following words:

kite	Mike	tire
bite	write	fine
like	line	wide

Show the pictures with the long /i/.

Read the phrases and use the “Round Robin” activity. Prepare strips of paper as visual aids for the following sentences:

1. We helped Mother put up clothes in a clothes line.
2. My sister and I love skipping rope.
3. We get scared looking at the spiders.
4. My brother and I fly kites during summer.
5. My father writes a good letter.

Generalization:

The long /i/ sound is the sound you hear if you place a silent -e at the end of the word.

Group Work:

Ask the pupils to answer the exercises on finding the missing letters. Have them make short sentences about the words formed.

- 1. _ _ n e  _____

- 2. s p _ d _ r  _____

- 3. k _ t _  _____

- 4. w r _ t _  _____

- 5. s l _ _ e  _____

Evaluation:

Ask the pupils to read these words properly on their own.

- | | | | | |
|------|------|------|------|------|
| neat | cane | bite | tape | late |
| coat | lane | hike | baby | note |
| seat | site | hire | buy | tire |

Lesson 6: Together as One

Objectives:

- Infer what the story is about
- Read the text aloud with fluency and expression
- Answer simple questions about the story read

Subject Matter: Infer what the story is about

Value Focus: Unity