

**Procedure:**

**Pre-Assessment:** (Refer to LM, pp. 146-147, Let's Try)

*Key to Correction:*

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|-------------|------------|
| I. 1. swims | II. 1. -ed |
| 2. played   | 2. -s      |
| 3. writes   | 3. -ped    |
| 4. planted  | 4. -ed     |
| 5. eats     | 5. -d      |

**Motivation:**

Ask: Who usually says "Wake up! Wake up!" in your house?  
How often do you hear those words?

**Presentation:**

Read the story "Wake Up! Wake Up!" on LM pp. 147-148.  
Direct the pupils to look at the pictures.

**Comprehension Questions:**

1. Who says "Wake up! Wake up!"? Who was still asleep?
2. Did Ana wake up?
3. Why did she not get up?
4. Why do you think she wanted to sleep and sleep?
5. What did Mother tell Ana about sleeping?
6. What did Father say?
7. When Ana got up, what did she say?

**Group Work:**

Let the pupils talk to their partners and share their own experiences regarding waking up late.

Guide questions:

- What time do you sleep and what time do you wake up?
- Why do you find it difficult to get up early?

**Application:**

Ask the pupils to draw the things that they can do to wake up early.

**Generalization:**

Ask: How does going to bed early make one healthy, wealthy, and wise?

Early to bed, early to rise Makes a child healthy, wealthy, and wise.
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**Evaluation:** (Refer to LM, p. 148, Measure My Learning)

**Agreement:**

Have the pupils make their own door sign. Let them list on the door sign their sleeping and waking up schedule. Remind them to bring their work to school for “Show and Tell.”

## Lesson 12: Talking about Action Words

**Objectives:**

Identify action words in sentences  
Form and use the past tense in frequently occurring regular verbs

**Subject Matter:** Identifying Action Words

**Materials:** charts

**Procedure:**

**Review:**

Recall the past lesson.

Ask: Do you remember what Ana did when she woke up?  
Do you remember which of these things that Ana did happened first?

Let the pupils give their answer from the sentences in the box.

She wakes up late. She jumps out of bed. Ana opened her eyes. Ana stretched her arms.
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**Motivation:**

Show some pictures to the class and let the pupils tell what action is being done in each one.

Suggested pictures should show the following actions:

1. cooks    2. buys    3. plants    4. eats    5. prays

Talk about the pictures of the family on LM p. 149. Let the pupils identify the chores each member does.

**Presentation:**

Play “Charades.” Name the action to be done by each player and the whole class will guess.

Ask the pupils to answer the exercise on LM p. 150. Encourage the use of complete sentences than using phrases.

**Group Work:**

Read some sentences aloud from the previous story “Wake Up! Wake Up!” Probe what Ana did.

Underline the action words from the sentences. Explain that the words you underlined are verbs.

Provide more practice activities similar to the following example:

Directions: I will say a sentence. Tell me the action word or verb.

1. Mother cooks food for the family.
2. Mother buys food from the market.

**Independent Practice:** (*Refer to LM, p. 151, I Can Do It*)

Ask the pupils to box the action words from the sentences.

**Generalization:**

What is a verb? What does a verb tell?

A verb is the action word in a sentence.  
It tells what someone or something does.

**Evaluation:** (*Refer to LM, p. 151, Measure My Learning*)

Have the pupils underline the verb that will make the sentence complete.

**Lesson 13: Time Attack****Objective:**

Recognize that adding **-s**, **-ing**, or **-ed** to a root word will change the time expression of a verb

**Subject Matter:** Recognizing Inflections

**Materials:** chart, pictures

**Procedure:****Review:**

Talk about the story “Wake Up! Wake Up!” once again. Have the pupils restate the lesson learned from the story.

Example: That is why I go to bed early, I will wake up early also.  
(Answers may vary like I watch TV till late at night.)

Go over some activities on identifying action words or verbs from the previous day’s lesson.

**Motivation:**

Sing the song to the tune of “Eensy-Weensy Spider.”

**Anna Was Still Sleeping**

Anna was still sleeping when an ugly spider jumped.  
Down came the spider, and kissed Anna’s mouth.  
Out came the sun and startled Anna up.  
Now, the little shocked girl ran quickly out the door.

**Presentation:**

Read the story on LM p. 153.

Answer the question posed at the end of the story.

**Guided Practice:**

Ask: From the story, why did Mother say “Wake Up! Wake Up!”?  
Write the answer on the board.      *Ana was still sleeping*  
Why can’t she wake up early?      *Ana sleeps late.*  
What should she do next time?      *She should sleep early.*

**Group Work:**

Let the pupils do the five-minute buzz session on the things that Ana did.

Then, ask them to read the words.

sleep – sleeping	kiss – kissed
jump – jumped	startle – startled

Show, model, and explain short words or the root words.

Ask: What are added to the root word?

*-ing* is added to sleep  
*-ed* is added to jump  
*-ed* is added to kiss  
*-d* is added to startle

**Application:**

Ask the pupils to pick out the root words from the list on LM p. 153, *I Can Do It*.

dances	eat	playing
shouted	showed	claps
sit	stand	drawing

**Evaluation:**

Let the pupils identify the root word and the suffix of the given words.

	Root word	Suffix
1. was praying	_____	_____
2. baked	_____	_____
3. lives	_____	_____
4. is watching	_____	_____
5. worked	_____	_____

**Lesson 14: I See Doubles**

**Objectives:**

Identify the sound of /ee/ which is not in the mother tongue  
Read words/sentences with the /ee/ sound

**Subject Matter:** The Long /e/ Sound

**Materials:** Rhyme: “See! See! I See a Bee!”  
chart, pictures

**Value Focus:** Waking up early

**Procedure:**

**Motivation:**

Review some words from the story “Wake Up! Wake Up!”  
Find out if the pupils can identify and produce the /ee/ sound in the word *sleep*.

**Presentation:**

Have a spring board activity through rhyme reading. Put emphasis on the words with /ee/.

Encourage repetitions. Tell the pupils that /iy/ is the sound they hear in *see* with a long /e/ sound.

Ask the pupils to read these phrases:

see a tree      a peel on a tree      three bees

**Generalization:**

Ask: What is the sound of ee in the words we read?

/iy/ is the sound you hear in **ee** as in *bee*.

**Application:**

Distribute bee cutouts. Draw a big tree. Show the list of words. Let the pupils write the correct words for the meaning or clue.

Example: It is the number after two. (Copy the word *three* in your bee cutout.)

1. “Haaaching!” (sneeze)
2. the front part of the TV (screen)
3. You do not pay for it. (free)
4. a part of the leg (knee)
5. You do it before eating a banana. (peel)

**Evaluation:** (Refer to LM, p. 155, *Measure My Learning*)

**Lesson 15: Making Stories on Our Own****Objectives:**

- Follow simple directions
- Illustrate an activity in a story
- Work with the group cooperatively

**Subject Matter:** Making Rhymes

**Materials:** Rhyme: “A Ball in a Mall”  
manila paper or cartolina, crayon, pentel pens

**Value Focus:** Working cooperatively with the group

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

Let the class do this imagination exercise through “Think/Imagine.”  
Probe understanding of the pupils.

**A Ball in a Mall**

Mommy, Mommy went to the mall,  
Mommy, Mommy bought a new ball,  
My brother was playing  
While my sister was staring  
Down, the ball came rolling  
To the hole it was falling.

Model the rhyme in class.

Ask the pupils to do the activity. (Refer to LM, p. 156, *Let’s Aim*)

Suggested rhymes:

glass – grass      tree – bee      net – wet  
box – locks      lip – sip

**Presentation:**

Initiate making a story. Prompt the pupils to make sentences for each picture on LM p. 156. Familiarize the pupils with the words that they will use.

**Group Work:** (*Refer to LM, pp. 157-158, We Can Do It*)

Let the pupils construct sentences based on the pictures of the rhyme pairs.

1. Gabriel drinks milk in a (glass).  
The glass is on the (grass).
2. He sits with friends under the (tree)  
and saw a (bee).
3. They try to catch the bee with a (net).  
The rain fell hard, the net got (wet).
4. Gabriel placed the bee inside the (box).  
The box on the side has a lot of (locks).
5. He went back to his friends with a smile on his (lip).  
Now, there's no more milk to (sip).

Make the pupils talk about the story and give an appropriate title for it.

**Application:** (*Refer to LM, p. 159, I Can Do It*)

Let the pupils make a story by writing all the sentences in paragraph form.

**Evaluation:** (*Refer to LM, p.159, Measure My Learning*)

Let the pupils complete the thought bubbles.

**Agreement:**

Let the pupils name a kind of work/job that they would like to have. Have them write different words that rhyme with it.

**Lesson 16: Off for a Picnic****Objectives:**

Use clues to make and justify predictions before, during, and after reading  
Recognize which incident comes before and after a given event

**Subject Matter:** Making and justifying predictions

**Procedure:**

**Pre-Assessment:** (*Refer to LM, pp. 160-161, Let's Try*)

*Key to Correction:*

- |                   |                |                |
|-------------------|----------------|----------------|
| I. 1. baby powder | II. 1. changed | III. 1 - 3 - 2 |
| 2. broom          | 2. cleaned     |                |
| 3. stove          | 3. cooked      |                |
| 4. glass          | 4. helped      |                |
| 5. book           | 5. looked      |                |