

Motivation:

Preview the story through the series of pictures. (*Refer to LM, p. 161, Get Set*)

Talk about picnics and scaffold the story “Off for a Picnic.” (*Refer to LM, p. 162, Let’s Aim*)

Ask the pupils what they think the story is about.

Have the pupils locate and read the title of the story. Let them look at the pictures and name each of the things presented. Let the pupils make predictions about the story.

Decode the following high frequency words:

of	we	me	white	were
you	soon	out	where	

Presentation:

Display these words, discuss their meaning, and let the pupils use them in sentences.

Key Words

holiday	–	a day where there is no work, no school
alarm clock	–	a clock with an apparatus that can be set to ring loudly
backyard	–	a yard at the back of a house
tower	–	a tall narrow building
beautiful	–	good looking
bedroom	–	room for sleeping

Guide pupils how good readers can guess what might happen next.

Explain: Guessing what might happen next is making a prediction.

Directed Listening and Thinking Activities (DLTA):

Read aloud as pupils follow along. Pause to make pupils predict.

Read paragraph 1.

Ask: Is Liza really alone in the house?

Where do you think Mother, Father, and the other children are?

Read the next paragraph.

Ask: Did you guess right?

Where do you think the family is going?

Generalization:

Explain the events in the story. Discuss if the events happen at the same time.

Every story has events that happen before and after .

Group Work:

Small group: Group pupils to discuss their own experiences in going to a picnic with their families.

Big group: Let one of the group members share what they have talked about in their small group talk.

Application: (*Refer to LM, p. 163, I Can Do It*)

Evaluation: (Refer to LM, p. 164, Measure My Learning)

Have the pupils write sentences about the pictures. Let them arrange the pictures in the order they happened.

Lesson 17: What We Did

Objective:

Form and use the past tense of regular verbs by adding **-ed** to the verb

Subject Matter: The **-ed** Verbs

Materials: pictures/flash cards

Procedure:

Motivation:

Teach/Model these sentences from the story “Off for a Picnic.”

Liza **jumped** out of bed that morning.

She **looked** for mother and father.

Liza **shouted**, “Where are you?”

I have **prepared** my things last night.

The white van **rolled** on and on.

They **changed** their clothes.

The children **enjoyed** the day swimming.

Ask: What kind of words are the blackened words? (Action words or verbs)

Introduce the root words of the blackened words to the pupils.

Ask: What do you notice from the blackened words? What are the changes that you see from the words?

Presentation:

Introduce time frame from the selection – Yesterday.

Say: The tense of a verb tells the time of an action.

The action words in the sentences happened in the past.

Ask: What is added to the verb?

Activity 1: Read these sentences with verbs in the past tense.

Ex. Rina was telling a story about what she saw.

She said: A kitten jumped out of the table yesterday.

It rolled on the floor.

Have the pupils compare the difference between the word *jump* and *jumped*. Make more examples from the story of Rina.

Group Work:

Guide the pupils to form the past tense of the verb by filling in the chart on LM, p. 165, *We Can Do It*.

Generalization:

How do you form the past tense of regular verbs?
What is added at the end of the short word?

(Refer to LM, p. 165, Remember This)

Application: *(Refer to LM, p. 166, I Can Do It)*

Key to Correction:

1. *planted*
2. *worked*
3. *helped*
4. *stopped*
5. *liked*
6. *placed*

Lesson 18: I Can Help**Objective:**

Classify common words into conceptual categories

Subject Matter: Classifying words into concept categories

Materials: pictures, chart, word cards

Procedure:**Motivation:**

Cue scheme building. Tell the pupils: “Mother is taking a rest and the whole house is in a mess.” Ask them to help her tidy things up. Present the illustration on LM p. 166 to be classified to:

1. Things to eat
2. Things to wear
3. Things used for school
4. Things used for taking a bath

Presentation: *(Refer to LM, p. 167, Let’s Aim)*

Let the pupils group the words from the box and place them in their proper headings.

Group Work: *(Refer to LM, p. 168, We Can Do It)*

Ask the pupils to supply the missing word that will complete the group.

Generalization:

There are similar things in each group.

Application: (Refer to LM, pp. 168-169, *I Can Do It*)

Evaluation: (Refer to LM, p. 169, *Measure My Learning*)

Let the pupils draw the things a mother uses to take care of the baby. (*Answers may vary.*)

Lesson 19: It's Time for Bed

Objectives:

Make predictions from given clues
Arrange events of a story read

Subject Matter: Making predictions
Sequencing events

Materials: chart

Procedure:

Motivation:

Follow the "Arrow Game."

Hold an arrow and point to any direction that you wish while the pupils follow. Guide them in answering the simple maze. (Refer to LM, p. 170, *Get Set*)

Presentation:

Present the dialogue and pictures. (Refer to LM, p. 170, *Let's Aim*)

Prompt: When you read, try to understand what happened next in the story. To predict, think about the characters and about what happened.

Ask the pupils to read the story "Dennis' Long Day" on LM p. 171.

Let them answer the comprehension questions.

Guide the pupils in arranging the events of the story "Dennis' Long Day," in the story ladder on LM p. 172.

Generalization:

When you read, try to understand what events happened in the story.
Arrange the events as they happen according to time frame / expression.

Application: (Refer to LM, p. 172, *I Can Do It*)

Have the pupils do the picture completion activity.

Evaluation: (Refer to LM, p. 172, *Measure My Learning*)

Ask the pupils to do the activity.

Lesson 20: We Do Many Things at Home

Objectives:

Demonstrate the concept of words that make up a sentence
Divide the spoken sentences in English into individual words

Subject Matter: Naming words and action words in a sentence

Materials: flash cards, chart, graphic organizer

Procedure:

Motivation:

Show a semantic word web. Use balloons to anchor words that make up a complete sentence. Probe the pupil's ideas on what a sentence is.

Presentation:

Have the pupils to read the following sentence.

Mother looked around the house.

Explain: Who looked around? (Mother)
The word *Mother* tells us who looked around.
Mother is the person being talked about in the sentence.
The naming part of a sentence is also called the subject.

Ask: What did Mother do around the house? (Looked)
Explain: The word *looked* is the action word of the sentence.
The action word is called verb.
The work *looked* tells us what Mother did around the house.
The action part of a sentence is also called the predicate.

Explain the two parts of the sentence.

Group Work: (Refer to LM, p. 174, *We Can Do It*)

Let the pupils put a line to divide the sentence into two parts. Have them label S for the subject and P for the predicate.

Generalization:

A sentence is made up of two parts. It has a naming part and a verb part. The naming part is called **subject**. The verb part is called the **predicate**.

Application: (Refer to LM, pp. 174-175, *I Can Do It*)

Ask the pupils to answer the activity on subject and predicate.

Evaluation: (Refer to LM, p. 175, *Measure My Learning*)

Key to Correction:

1. Danny / Cristy / My cousin
2. pray
3. tells
4. sits
5. Danny / Cristy / My cousin