

## Lesson 21: We Are Filipinos

### Target Skills:

Oral Language:

- Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue and English
- Give information shared by others

Reading Comprehension:

- State facts and details of text during and after reading

Phonological Awareness:

- Classify/ Categorize sounds heard (speech)

Phonics and Word Recognition:

- Manipulate individual phonemes (substituting)

Fluency:

- Interact with others using correct intonation in introducing and acknowledging others

Writing and Composition:

- Participate in generating ideas through prewriting activities – brainstorming, webbing, drawing

### Objectives:

Answer *Wh*- questions

Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue/English

Give information shared by others

Interact with others using correct intonation in introducing and acknowledging others

**Subject Matter:** Poem: “I Am a Filipino” by Dali Soriano

**Materials:** pictures, word strips, manila paper, pentel pens, activity sheets

**Value Focus:** Patriotism

### Procedure:

**Pre-Assessment:** (Refer to LM, pp. 175-176, Let’s Try)

*Key to Correction:*

- |                        |         |         |         |           |
|------------------------|---------|---------|---------|-----------|
| A. ✓ brown skin        | B. 1. ✓ | C. 1. ☺ | D. 1. d | E. 1. pat |
| ✓ black hair           | 2. ✓    | 2. ☹    | 2. c    | 2. beep   |
| ✓ respectful to elders | 3. ✓    | 3. ☺    | 3. a    | 3. rack   |
| ✓ plays games like     | 4. ✓    | 4. ☺    | 4. e    | 4. bag    |
| <b>taguan, sipa,</b>   | 5. x    | 5. ☹    | 5. b    | 5. meal   |
| <b>patintero,</b>      |         |         |         |           |
| <b>palosebo</b>        |         |         |         |           |
| ✓ helpful to the       |         |         |         |           |
| members                |         |         |         |           |
| of the family          |         |         |         |           |
| ✓ eats Filipino food   |         |         |         |           |
| ✓ lives happily with   |         |         |         |           |
| one’s parents          |         |         |         |           |

**Motivation:**

Ask the pupils about their features/characteristics.

Ex. What can you say about the color of your hair? Skin? Eyes? etc.  
What are the things you like to eat?

Vocabulary:

Have the pupils match the pictures with the correct word.



respectful



*palosebo*



parents



fiesta



*adobo*



elders

**Presentation:** (Refer to LM, p. 177, Let's Aim)

Read aloud the poem "I Am a Filipino" by Dali Soriano.  
Read the poem first. Then let the pupils read together.

**Comprehension Questions:** (Refer to LM, p. 177, Let's Aim)

Activity A: Have the pupils repeat the sentences you will say.

I am a Filipino.  
My skin is \_\_\_\_\_ (color of the skin).  
My hair is \_\_\_\_\_ (color of the hair).  
I love to eat \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
I like to play \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
I live with my parents/grandparents.  
I help and respect them.  
I am proud to be a Filipino.

Note the answers of the pupils.

Activity B: Big Group Activity.

Have the pupils complete the web. (*Refer to LM, p. 178, We Can Do It*)

**Generalization:**

A Filipino child has fair and brown skin with black hair, loves to play, helps his/her family, and respects all elders.

**Application:**

Ask the pupils to look for a partner and let them talk about themselves; the color of their hair, skin, their likes (food, games). Allow them to exchange ideas.

Model: I'm (name of pupil A) and I'll tell you something about (name of pupil B).  
\_\_\_\_\_'s hair is \_\_\_\_\_ and her/his skin is \_\_\_\_\_.  
He/She likes to eat \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
He/She likes to play \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
He/She lives with his/her (parents/grandparents).  
He/She is proud to be a Filipino.

**Evaluation:**

Have the pupils find another partner and repeat the activity presented earlier.

I'm (name of pupil A) and I'll tell you something about (name of pupil B).  
\_\_\_\_\_'s hair is \_\_\_\_\_ and her/his skin is \_\_\_\_\_.  
He/She likes to eat \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
He/She likes to play \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
He/She lives with his/her (parents/grandparents).  
He/She is proud to be a Filipino.

**Agreement:**

Let the pupils paste a picture of their siblings. Let them tell the sibling's characteristics using modelled sentences through the word web.

## Lesson 22: Words with the Same Beginning and Ending Sound

### Objectives:

State facts and details in the text during and after reading

Classify/Categorize speech sounds heard – (beginning and final sound of the word)

**Subject Matter:** Classifying/Categorizing speech sounds heard –  
(beginning and final sound of the word)

**Materials:** pictures, word strips, manila paper, pentel pens

**Value Focus:** Listening attentively

### Procedure:

#### Review:

Let the pupils share and talk about their home work.

#### Motivation:

Let the pupils read the poem “I Am a Filipino.”

Ask: What is the first stanza of the poem all about? etc.

#### Presentation:

Have the pupils read the underlined words in the poem.

hair, skin, sun, happily, parents, polite, proud, food, hand, *sipa*

Ask: What words have the same beginning sound?

What words have the same ending sound?

Activity A: Together with the pupils read the first stanza of the poem.

Ask: What words have the same beginning sound? Name them.

What words have the same ending sound? Name them.

Activity B: Have the pupils classify the words that have the same beginning and ending sounds in the third and fourth stanzas of the poem “I Am a Filipino.”

#### Generalization:

There are words that have the same beginning sound like **brown** and **black** and there are words that have the same ending sound like **skin** and **sun**.

**Application:** (Refer to LM, p. 179, I Can Do It)

Ask the pupils to read the following poem and classify the words with the same beginning and ending sounds.

Some families are big.  
Some families are small.  
But I love my family, best of all.  
I love my Mother, yes I do.  
I love my Father, it is true.  
I love them both and they love me too.

**Evaluation:** (Refer to LM, p. 180, Measure My Learning)

Have the pupils read the poems and classify the words with the same beginning or ending sound.

1. Baby, baby come to me.  
Mommy is waiting with glee.  
Daddy is leaving tonight.  
Let's pray for him to have a safe flight.
2. In the night so dark  
A tiny egg lays fast asleep.  
With a sudden beep  
A baby chick makes a peep.

**Agreement:**

Have the pupils fill in the box below with five pairs of words with the same beginning and ending sounds.

The same beginning sound	The same ending sound
Ex. <u>f</u> at – <u>f</u> arm	Ex. <u>h</u> ill – <u>h</u> ill
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

## Lesson 23: Rhyming Words

**Objectives:**

- Classify/Categorize speech sounds heard in the poem – (rhyming words)
- Participate in generating ideas through prewriting activities – brainstorming

**Subject Matter:** Classifying/Categorizing speech sounds heard – (rhyming words)

**Materials:** pictures, word strips, manila paper, pentel pens, pocket chart

**Value Focus:** Listening attentively

**Procedure:**

**Review:**

Ask the pupils to listen to the words you will read. Check if the pupils can identify words that have the same beginning or ending sounds.

- Ex. always – around                      sit – sing  
call – pull                                      sleep – us

**Motivation:**

Have the pupils share stories about being Filipino children.

**Presentation:**

Write the words *my, by, one, sun, brothers, sisters, and fun* on the board and read it. Probe about the ending sounds that the pupils heard. Let the pupils give other words that rhyme with *my* and *by*. Do this with other sets of words.

Activity A: Have the pupils listen to the poem you will read and have them identify the rhyming words.

Little Miss Muffet, sat on a tuffet,  
Eating her curds and whey;  
Along came a spider,  
Who sat down beside her  
And frightened Miss Muffet away.

**Generalization:**

Rhyming words are words that have the same final sound.

**Application:** (Refer to LM, p. 182, *I Can Do It*)

**Evaluation:**

Let the pupils read and classify the rhyming words in the poem. (Refer to LM, pp. 182-183, *Measure My Learning*)

**Agreement:**

Ask the pupils to pick out the words that rhyme with the given words. Write them in the chart and let them add three more words.

feel	shop	meal	crop

**Lesson 24: Let’s Switch Places**

**Objective:**

Manipulate individual phonemes (substituting initial phoneme)

**Subject Matter:** Manipulating individual phonemes – substitution of initial phonemes

**Materials:** pictures, word strips, manila paper, pentel pens, pocket chart

**Value Focus:** Following directions

**Procedure:**

**Review:**

Show pairs of pictures. Let the pupils identify the picture words that rhyme.



**Motivation:**

Play the game “Make a New Word.”

Ask the pupils to look at the first picture and word. Tell them to form a new word by changing the first letter of the word.



Provide other samples.

Examples: wing = sing    jet = wet, net    bug = mug, jug

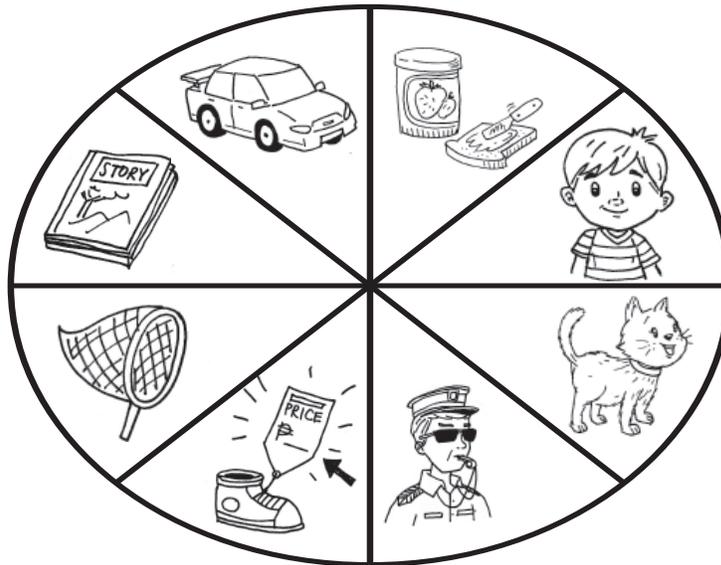
**Presentation:**

Have a “Picture Hunt” in class. Show pictures in the pocket chart and let the pupils name them. Describe each picture and let the pupils guess the first sound of the word.

Example: I see an “*an*.” It is made of metal. Who knows what I am looking at?

Call on a pupil to point to another picture. Repeat the same procedure for the pictures of *fan*, *van*, *man*, *ran*, and *tan*.

Activity A: Show a picture pie.



Give the directions.

1. Place pie pieces in a stack face down at the center.  
Provide a pupil with a different picture pie.
2. Taking turns, pupils will select the top pie piece from the stack.
3. Say the name of the picture on the pie piece, remove the beginning sound/phoneme and say the new word (Example: "hook" becomes "book").
4. Find the picture of the new word "book" on the picture pie and place the pie piece "hook" on top of it. If the picture of the new word is not on the pupil's chart, return the pie piece to the bottom of the stack.
5. Continue until all the pie pieces are placed.  
(hook – book, jar – car, ham – jam, toy – boy, hat – cat, mop – cop, bag – tag, wet – net)

Probe: Change /h/ to /b/ in *hook*. What is the new word?

Change /h/ to /j/ in *ham*. What is the new word?

Activity B: Create a list of word pairs. Each word pair should have a difference of just one phoneme. For example, use the word pair “hat and cat.” Let the pupils listen to each spoken word then switch one of the sounds and say a new word. Let the pupils tell the sound that was switched.

Example: “Mat” Now I am going to switch one of the sounds. “Rat”

Call on a pupil to answer the question. Continue giving word pairs.

**Generalization:**

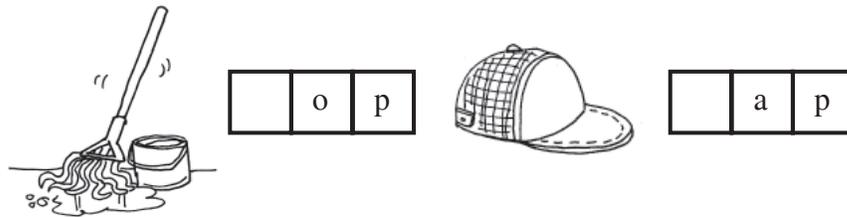
When you change the beginning sound of the word, a new word is formed.

**Application:** (Refer to LM, p. 185, *I Can Do It*)

**Evaluation:** (Refer to LM, p. 186, *Measure My Learning*)

**Agreement:**

Ask the pupils to change the beginning letter of the word. Have them draw and write the name of the two new words formed.



## Lesson 25: Phoneme Manipulation (Substitution of Final Sound)

**Objective:**

Manipulate individual phonemes (substituting final phoneme)

**Subject Matter:** Manipulating individual phonemes – substituting final phonemes

**Materials:** pictures, word strips, manila paper, pentel pens, pocket chart

**Value Focus:** Following directions

**Procedure:**

**Review:**

Ask the pupils to get a partner and share their assignment. Let their partner guess the new word formed.

**Motivation:**

Play the game “Guess the New Word.”

The pupils will listen to the words you say and let them guess the new word.

Example: Change /b/ to /p/ in *back*. What is the new word?

Change /l/ to /c/ in *lake*. What is the new word?

### Presentation:

Show pictures of the following *car, can, man, mat, pen, pet, pig, pin, six, and sip*.  
Let the pupils name the pictures. Then, show shifts in words through manipulation in the final sound.

Example: Say *car*. Change /r/ to /n/. What is the new word?  
Say *man*. Change /n/ to /t/. What is the new word?

Activity A: Let the pupils repeat what you say as you hold two pictures.  
(Refer to LM, p. 187, *Let's Read*)



Say *pan*. Change /n/ to /d/. What is the new word?

Show other pictures such as *cop – cot, dot – dog, wig – win, cap – cab*.  
Ask the pupils to repeat the pattern as you hold the pictures.

### Activity B: Say and Drop

Group the pupils. Give each group a picture card from a stack. Let them remove the final phonemes and match the new word to a picture.

Example: *bug* to *bun*

If found, place the piece on that picture. If not found, place the picture card at the bottom of the stack. Continue until all pictures on the triangle are covered. (picture cards: *bun, jam, ran, hot, sat, lad*)

### Generalization:

When you change the last sound of a word, it forms a new word.

### Application:

Play the game “Simple Simon Says.”

Let the pupils write the answer on a piece of paper.

Example: Simple Simon says change /t/ to /g/ in *dot*. What is the new word?  
Simple Simon says change /m/ to /t/ in *ham*. What is the new word?