

Lesson 26: Wonderworks 1

Target Skills:

Oral Language:

- Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue and English – describe/talk about one’s experience

Reading Comprehension:

- State facts and details of text during and after reading

Phonological Awareness:

- Recognize and discriminate same/different sounds

Spelling Vocabulary:

- Classify common words into conceptual categories (e.g., animals, food, toys)

Phonics and Word Recognition:

- Manipulate individual phonemes (deleting)

Fluency:

- Read aloud Grade 2 level text

Listening Comprehension:

- Identify and use the elements of an informational/factual text heard

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 – describe/talk about one’s experience

Read aloud Grade 2 level text

Subject Matter: Poem: “Wonderworks” by Dali Soriano

Materials: sentence strips, manila paper, pentel pens, activity sheets

Value Focus: Appreciation of God’s creation

Procedure:

Pre-Assessment: (*Refer to LM, pp. 190-191, Let’s Try*)

Key to Correction:

- | | | | |
|---------|--------------|----------|-------------|
| A. 1. ☺ | B. 6. a | D. 11. ✓ | E. 14. mile |
| 2. ☺ | 7. b | 12. x | 15. lap |
| 3. ☹ | 8. b | 13. ✓ | |
| 4. ☹ | C. 9. candy | | |
| 5. ☺ | 10. December | | |

Motivation:

Lead the pupils in singing the song “He’s Got the Whole World in His Hands.” Ask questions about the song.

Presentation:

Activate prior experiences about places their families go to. Let the pupils provide their own stories about these experiences.

Unlocking of Nature Words: *(Refer to LM, p. 192, Let's Aim)*

Let the pupils write the words being named. Have them choose the words that would fit in the box.

During Reading Activity:

Read aloud the short poem “Wonderworks” by Dali Soriano, then read together with the class. Have the pupils answer the comprehension questions. *(Refer to LM, p. 193, Let's Aim)*

Activity A: Ask the pupils to get a partner and share their answer to the questions on numbers 8-10. Encourage them to give reasons and express their feelings on what they consider as their greatest treasure.

Activity B: Divide the class into five groups. Ask them to survey the group members about their most common answer on what they are thankful for and what they consider as their greatest gift. Let the groups present their survey to the class.

Generalization:

There are many things that we should be thankful for – all the things that God created and has given us. The best thing that we received from Him is the “gift of life” so we could enjoy the things that He created.

Application:

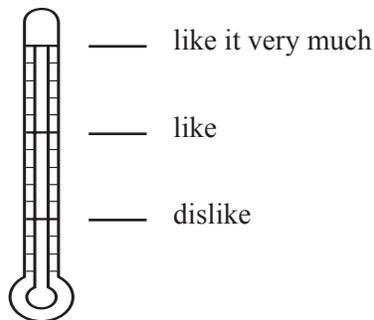
With the same group, ask the pupils to make a tableau about what God created.

Evaluation: *(Refer to LM, p. 195, Measure My Learning)*

Have a temperature check by asking the pupils these questions:

Do you like the things that God created?

What was the best thing that God gave?



Agreement:

Have the pupils make a thank you note to God for all the things He created and for all the gifts and blessings they have received.

Lesson 27: Wonderworks 2

Objectives:

Answer *Wh*- questions

State facts and details in the text during and after reading

Subject Matter: Poem: “Wonderworks” by Dali Soriano

Materials: sentence strips, manila paper, pentel pens

Value Focus: Appreciation of God’s creation

Procedure:

Review:

Recall the lesson about the things that God created.

Motivation:

Show three picture puzzles. Ask the pupils to arrange them and then name the pictures. (mountain, river, lake)

Presentation: (*Refer to LM, pp. 197-198, Let’s Read*)

Ask the pupils to read the first stanza of the poem “Wonderworks.”

Read the poem together with your pupils. Let them answer the questions after.

Group Work: (*Refer to LM, p. 198, We Can Do It*)

Generalization:

For you to get the correct answer to the questions, identify the details of the passage you are reading. It can be a name of a person, an object, or an animal, the place where the story happened, the time when the story happened, and the kind of situation that happened in the story.

Application: (*Refer to LM, p. 199, I Can Do It*)

Key to Correction:

1. a 2. b 3. a 4. c 5. a

Evaluation: (*Refer to LM, p. 200, Measure My Learning*)

Have the pupils read the dialogue and answer the following questions.

Key to Correction:

1. a 2. b 3. c 4. c 5. a

Lesson 28: Grouping Together

Objectives:

Classify common words into conceptual categories (e.g., animals, food, toys)
Participate in generating ideas through prewriting activities – brainstorming, webbing, drawing

Subject Matter: Classifying common words into conceptual categories

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

Value Focus: Following directions

Procedure:

Motivation:

Play the game “Simple Simon Says.” Let the pupils listen and follow what you say.

Say: Simple Simon says group yourselves into three.

Simple Simon says group yourselves according to the beginning letter of your name.

Presentation:

Ask about the games which the pupils enjoy and places they like going. Show the following words to the class and let them group these into sets:

Mt. Apo	Philippines	Pasig River	China Sea
Celebes Sea	Loboc River	Mt. Arayat	Japan
Canada	Mt. Pinatubo	Cagayan River	Sulu Sea

Ask how the words are grouped.

Activity A: Ask the pupils to read the words in the pocket chart. Tell them to place and group the words in the proper column. (*Refer to LM, p. 202, Let's Read*)

pechay	goat	mango	apple	horse
carrot	banana	bird	cabbage	fish
grapes	ampalaya	squash	giraffe	papaya

Fruits	Vegetables	Animals

Activity B: Have the pupils encircle the words that belong to the same group. (*Refer to LM, p. 203, We Can Do It*)

pencil	pen	paper	car	ruler
whale	dog	shark	sea horse	gold fish
train	bus	house	jeepney	taxi
Philippines	Baguio City	Cebu City	Davao City	Quezon City
eagle	parrot	crow	dove	alligator

Generalization:

We group words according to their kind, color, shape, and size.

Application: *(Refer to LM, p. 203, I Can Do It)*

Evaluation: *(Refer to LM, p. 204, Measure My Learning)*

Lesson 29: Recognizing Sound Differences

Objectives:

Recognize and discriminate same or different sounds
Participate in generating ideas through prewriting activities – brainstorming, webbing, drawing

Subject Matter: Recognizing and discriminating same or different sounds

Materials: word strips, manila paper, pentel pens, pocket chart, show cards

Value Focus: Following instructions properly

Procedure:

Review: *(Refer to LM, p. 204, Let's Try)*

Let the pupils identify the pair of words that rhyme.

Motivation:

Ask the pupils to recite the poem “Wonderworks.” Tell them to share their ideas on the poem.

Presentation:

Let the pupils read some words found in the poem “Wonderworks.”

measure treasure sky high gift life beautiful family land hand

Read the following paired words and let the pupils identify the paired words that have the same sound and different sounds.

If the paired words have the same ending sound, the pupil will raise the ‘yes’ show card. If the paired words don’t have the same ending sound, let the pupils raise the ‘no’ show card.

measure – treasure	gift – life	sky – high
beautiful – family	land – hand	

Activity A: Let the pupils do the finger play while reciting the poem “Family” on LM p. 204. Have the pupils identify the rhyme/pattern. *(Refer to LM, p. 205, Let's Aim)* Let them do the activity that follows.

Activity B: *(Refer to LM, p. 205, We Can Do It)*

Application: (Refer to LM, p. 206, *I Can Do It*)

Evaluation: (Refer to LM, p. 206, *Measure My Learning*)

Agreement:

Have the pupils read the following words in the box. Let them write two words that have the same sound.

hook	feel	rain	rice	cane	door	window	mirror
table	floor	look	follow	eat	bean	deep	dice

Lesson 30: What's the Word?

Objective:

Manipulate individual phonemes (deleting)

Subject Matter: Manipulating phonemes (deleting)

Materials: word strips, manila paper, pentel pens, pocket chart, flash cards

Value Focus: Working harmoniously with others

Procedure:

Review:

Let the pupils pair the words with the same sound. Have the pupils work on LM p. 206, *Let's Try*.

Motivation:

Have the pupils listen and say the new word.

Ex. Change /s/ to /f/ of *sat*. The new word is _____.

Change /r/ to /p/ of *rain*. The new word is _____.

Change /b/ to /h/ of *book*. The new word is _____.

Change /f/ to /t/ of *fell*. The new word is _____.

Presentation:

Introduce Willy Wally, the paper puppet. (Refer to LM, p. 207, *Let's Aim*)

Play the "Take Away Game" by presenting words then taking away its initial sounds.

The pupils will say the new word.

Example: Say the word *cat*.

Let the pupils repeat the word *cat*.

Say: "Take away the /c/ sound. What's my word?"

Pupils must respond by saying *at*.

Repeat words and/or sounds as needed. Then continue giving new word pairs.

Continue playing by giving new word pairs. Provide variations.

Activity A: Ask the pupils to listen and give the missing word.

Read:

It starts with /ch/ and it ends with *air*
take the first sound away, and it says _____.

It starts with /b/ and it ends with *all*
take the first sound away, and it says _____.

It starts with /h/ and it ends with *am*
take the first sound away, and it says _____.

It starts with /m/ and it ends with *eat*
take the first sound away, and it says _____.

It starts with /l/ and it ends with *ate*
take the first sound away, and it says _____.

Activity B: Think-Pair-Share

Let the pupils work with a partner. Tell pupil A to ask pupil B about a word to be guessed.

Generalization:

When we remove a letter from a word, a new word is formed.

Application:

Have the pupils listen and say the new word.

1. Say *clap* without /c/
2. Say *bill* without /b/
3. Say *pink* without /p/
4. Say *seat* without /t/
5. Say *crop* without /r/

Lesson 31: The Little Sampaguita Girl

Target Skills:

Oral Language:

- Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue and English – describe/talk about one’s experience

Fluency:

- Read aloud Grade 2 level text

Reading Comprehension:

- Instruct the pupils to use clues to justify predictions before, during, and after reading (titles, pictures, themes, prior knowledge, graph)

Listening Comprehension:

- Ask questions that will show understanding of incidents, characters, and setting to make and validate prediction