

Writing and Composition:

- Do brainstorming, webbing, and drawing to generate ideas

Attitude:

- Express feelings and opinions through a journal, log, etc.

Study Strategy:

- Interpret bar graphs and tables

Objectives:

Answer *Wh*- questions

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

Express feelings and opinions through a journal, log, etc.

Subject Matter: Story: “The Little Sampaguita Girl” by Marimel Jane H. Polita

Materials: word strips, manila paper, pentel pens

Value Focus: Helping others in need

Procedure:

Pre-Assessment: (Refer to LM, pp. 208-210, Let’s Try)

Key to Correction:

- | | | |
|---------|---------|---------|
| A. 1. b | B. 1. a | C. 4. c |
| 2. a | 2. b | 5. b |
| 3. a | 3. c | 6. b |
| 4. a | | |

Motivation:

Talk about children selling items on the streets.

Unlocking of Words:

Let the pupils match the meaning to the correct word. Explain further the meaning of the word in the mother tongue or in Filipino if needed.

1. Cover or shelter from light or heat
2. Very, very cold
3. To find fault angrily
4. To hold or remain firm
5. Occurring before something else in time or order

scold

bear

freezing

previous

shade

Shared Reading:

First Reading: Read the story “The Little Sampaguita Girl.”

(Refer to LM, p. 211, Let’s Aim)

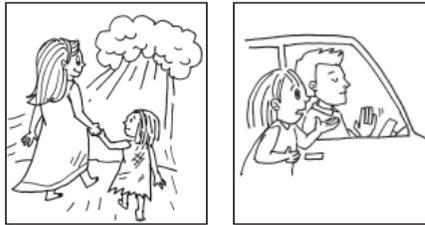
Second Reading: Read the story again. Pause to ask questions while reading the story.

Third Reading: Let the pupils read the story.

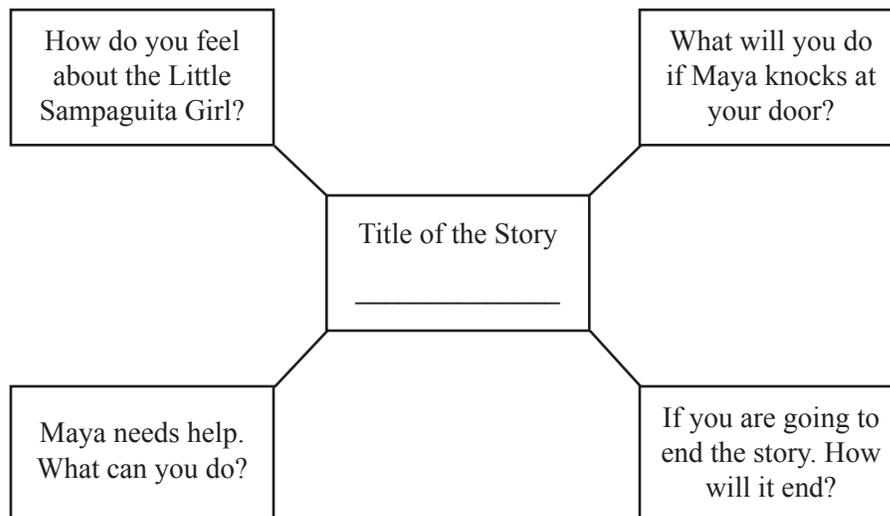
Comprehension Questions: *(Refer to LM, p. 211, Let’s Aim)*

Activity A: Have the pupils arrange the following pictures according to what happened in the story “The Little Sampaguita Girl.” Number it from 1 to 5.

(Refer to LM, p. 212, Let’s Read)



Activity B: Group the pupils and ask them to answer the following questions.



Generalization:

We can help needy children by collecting and giving old clothes and toys, spending time to play, and making friends with them.

Application: (Refer to LM, p. 213, *I Can Do It*)

Let the pupils complete the dialogues.

Evaluation: (Refer to LM, p. 213, *Measure My Learning*)

Agreement:

Let the pupils write a short letter to Maya on how they feel about her.

Lesson 32: The Little Sampaguita Girl (Part 2)

Objectives:

Use clues to justify predictions before, during, and after reading (pictures)
Read aloud Grade 2 level text

Subject Matter: Story: “The Little Sampaguita Girl” by Marimel Jane H. Polita

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

Value Focus: Helping others in need

Procedure:

Review:

Ask about the pupils’ feelings about the story “The Little Sampaguita Girl.”
Let them use face emoticons.



Happy



Nothing



Sad



Mad

Example: I felt _____ because _____.

Motivation:

Ask the pupils to read the following words found in the story “The Little Sampaguita Girl.”

bought death but dream

Presentation:

Retell the story “The Little Sampaguita Girl” with the use of the pictures. Ask questions while reading the story. (Refer to LM, pp. 214-215, Let’s Aim)

Activity A: Make a story board. Draw the major events that happened in the story. (Refer to LM, p. 216, Let’s Read)

Activity B: Ask the pupils to work in groups to make a big book about the story.

Application: (Refer to LM, pp. 216-217, I Can Do It)

Evaluation: (Refer to LM, pp. 217-218, Measure My Learning)

Agreement:

Let the pupils identify which drawing best describes the pictures. Have them look for clues and write the sentences on the lines.







- a. A fire truck arrives at the house.
- b. A man runs out of the house carrying a baby in his arms.
- c. The house is on fire. Flames and smoke come out of the window.

Lesson 33: Summer Is Fun

Objectives:

Answer *Wh*- questions

Use clues to justify predictions before, during, and after reading (themes and prior knowledge)

Subject Matter: Using clues to justify before, during, and after reading (themes and prior knowledge)

Materials: pictures, manila paper, pentel pen

Value Focus: Love for family

Procedure:

Motivation:

Ask the pupils about their activities with the family when they are on vacation or going on a trip.

Example: What are the things you can see in the zoo?
What do you do in the zoo?

Presentation:

Read along with the pupils. (Refer to LM, pp. 218-219, *Let's Aim*)



Ask questions related to the picture/ zoo.

Have the pupils answer the comprehension questions.

Activity A: Ask the pupils to read the story and study the picture. Let them answer the questions that follow. (Refer to LM, pp. 219 -220, *Let's Read*)

Activity B: With a group, let the pupils draw the next thing the family at the beach might do.

Application:

Have the pupils read and answer the questions that follow.
(Refer to LM, pp. 220-221, *I Can Do It*)

Evaluation:

Have the pupils read and answer the questions.
(Refer to LM, pp. 221-222, *Measure My Learning*)

Lesson 34: Graph It Out**Objectives:**

Answer *Wh*- questions
Use clues to justify predictions before, during, and after reading graphs
Interpret bar graphs and tables

Subject Matter: Using clues to justify before, during, and after reading graphs

Materials: word strips, pictures, picture puzzle

Value Focus: Be a keen observer

Procedure:**Review:**

Ask: What are the things that you can do during summer vacation?
Probe on the activities that children can do when they are playing or working on a farm.

Motivation:

Show a puzzle on adding things. Ask the pupils to arrange the puzzle so that it promotes awareness on numbers. Work on ideas that can be drawn from the puzzle.

Presentation:

Talk about counting things the pupils can see around.
Read the story with the tally sheet Maggie made on LM pp. 223-224, *Let's Aim*.
Let the pupils answer the comprehension questions that follow.

Activity A: (Refer to LM, p. 225, *We Can Do It*)

Let the pupils recognize the concept: A bar graph uses a bar to tell how many.

Group the pupils and let them answer the activity. They can use the tally sheet made by Maggie to complete the bar graph. Have them color or design the bar that corresponds to the number of animals.

Generalization:

What is a tally sheet? What is a bar graph?

A **tally sheet** is used to show the number by sticks. A **bar graph** uses bars to show the number of things being studied or recorded.

Application: (*Refer to LM, p. 226, I Can Do It*)

Ask the pupils to study the bar graph and answer the questions.

Evaluation:

Let the pupils make a bar graph of their group member's books inside their bags.

Agreement:

Let the pupils make a bar graph of the favorite color of each member of their family.

Lesson 35: Stop, Look, and Listen!**Objectives:**

Use an understanding of incidents, characters, and setting to make and validate a prediction
Express feelings and opinions through a journal, log, etc.

Subject Matter: Understanding of incidents, characters, and setting to make and validate a prediction

Materials: pictures

Value Focus: Self-confidence

Procedure:**Review:**

Ask the pupils to show the graph they prepared.

Motivation:

Ask the pupils about their experiences regarding having lost something at home or in school.

Presentation:

Ask the pupils to listen to the story "The Missing Shoe" as they look at the pictures in LM p. 227, *Let's Aim*.

The Missing Shoe
by Marimel Jane H. Polita

One Saturday morning, the Cruz family is busy preparing to go for a picnic. Father is checking the car's engine. Mother, together with Ate Gina, is in the kitchen putting the food in the basket. Meanwhile, Tommy is busy looking for his shoe. He looked under his bed but it was not there. He looked under the sofa and everywhere in the house but still, there's no shoe.

"Mother, have you seen the pair of this shoe?" asked Tommy.

"No. Have you checked under your bed?" Mother said.

"Yes! I looked everywhere but I can't find my shoe," said Tommy.

"I think I know where to find your shoe," said Ate Gina.

Ate Gina called Bantay at the back of their house. Bantay came with a shoe in his mouth.

"You bad dog! This is not a toy," Tommy said.

Now Tommy is ready to go for he already found his missing shoe.

Comprehension Questions: (*Refer to LM, p. 227, Let's Aim*)

Activity A: Let the pupils listen to the story. Ask them to answer the questions that follow.

Everyday Rico went to the river to take a bath. He always stopped at the fruit store owned by Aling Rosa. He would not go away until Aling Rosa gave him a banana. Aling Rosa did not like this. She was an unkind woman.

Questions:

1. Who are the characters in the story?
2. Where does Rico go every day?
3. Who is Aling Rosa?
4. What makes Aling Rosa an unkind woman?

Activity B: Ask the pupils to listen to the story. Ask them to imagine and draw in a piece of paper the activities that happen in the story heard.

Saturday is our cleaning day but Mother makes our work fun. We sing when we dust the furnitures. We dance when we sweep the floor. We mop the floor and wash the clothes together. When we're done, we eat our *meryenda*.

At night, when all the work is done, Father comes. Mother and I cook dinner and sing and dance. Saturday is really a day of fun.

Application:

Ask the pupils to listen to the story. Then, let them answer the questions that follow.

Mary lives in the city with my family. Every summer vacation, they visit their grandparents' farm. They spend a month there with their grandfather and grandmother. Grandfather lets Mary feed the chicken and helps her milk the cow. Her sister Janet likes to go out by the lake to feed the fish. She also likes to help grandmother gather the chickens' eggs in the morning and bring them inside the house. Then, grandmother cooks the eggs for breakfast.

Questions: (*Refer to LM, pp. 227-228, I Can Do It*)

Evaluation:

Say: In the story you have listened to, what do you think will happen next? Draw a picture and write a sentence about it. Your sentence may start with “I think _____.”

Agreement:

Let the pupils share one story they have read in class. Have them tell how they felt about the story.

Lesson 36: I Am Talented**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:

- State facts and details of text during and after reading

Listening Comprehension:

- Identify and use the elements of an information/ factual text heard – informational reports (school events, sports, projects)

Writing and Composition:

- Express ideas through illustrations or story board

Attitude:

- Express feelings and opinions through a journal, log, etc.

Objectives:

Answer *Wh*- questions

Identify and use the elements of an information/ factual text heard – informational reports (school events, sports, projects)

Express feelings and opinions through a journal, log, etc.

Subject Matter: Identifying elements of an information/factual text heard

Materials: pictures

Value Focus: Sharing one’s talents

Procedure:**Motivation:**

Ask: What kind of sports do you know?

Encourage pupils to tell about their favorite sports.

Presentation: (*Refer to LM, p. 228, Let’s Aim*)

Let the pupils look at the picture and tell something about it.