

Ask the pupils to listen to the story you will read about Manny Pacquiao.

Emmanuel D. Pacquiao also known as Manny “Pacman” Pacquiao was born in Kibawe, Bukidnon, Mindanao and lives in General Santos City, South Cotabato, Philippines. He was born on December 17, 1978. He became known for his talent in boxing. He’s been winning many boxing competitions abroad. For all his achievements, he became the first Filipino boxer to win four world titles in four different divisions.

Comprehension Questions:

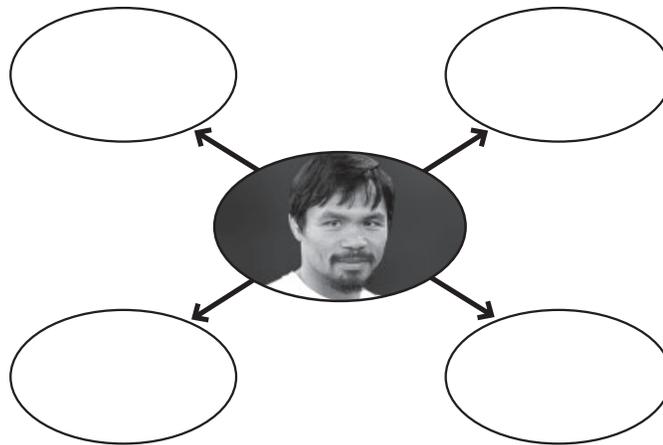
Activity A: *(Refer to LM, p. 229, Let’s Read and Answer)*

Ask the pupils to work on their self-assessments about their talents. Let them practice repeating the following statements. Tell them to fill in the blanks with an appropriate word.

- Example: I can sing beautifully.
- I can dance gracefully on stage.
- I can draw pictures on my sketch pad.
- I can _____ the piano.
- I can _____ math questions in a minute.
- I can _____ books with understanding.
- I can _____ like a fish.

Activity B: *(Refer to LM, p. 230, We Can Do It)*

Let the pupils complete Manny Pacquiao’s word web.



Application:

Read the following story to the pupils. Make questions related to the story and let the pupils answer the questions.

Every month of July is “Nutrition Month” in our school. Pupils from different grades join the parade wearing their fruit and vegetable costumes. Parents cook and bring nutritious foods which they later share with everyone. There are also storytelling activities about food. Everybody in school is happy during the “Nutrition Month Celebration.”

Evaluation:

Have the pupils listen to the following story. Make questions related to the story and let the pupils answer the questions.

Anna is an artist. She is good in drawing faces of people and painting the beauty of nature. One day there was a “Poster Making Competition” in their school. She told her teacher that she wanted to join the competition. Anna did and got the first place award.

Agreement:

Let the pupils draw a picture showing what they want to become when they grow up. Have them write something about the picture they drew.

Lesson 37: Listen**Objectives:**

Identify and use the elements of an information or factual text heard – informational reports (three-step directions)
Express ideas through illustrations or a story board

Subject Matter: Following Three-step Directions

Materials: paper, crayon

Value Focus: Following directions

Procedure:**Review:**

Ask the pupils to talk about their favorite actors/athlete. Probe why they like them.

Motivation:

Play the game “Simon Says.”

Example: Simon says jump four times.

Simon says touch your nose.

Simon says wave your hands.

You may replace the name Simon with a pupil’s name. That pupil will give the directions.

Presentation:

Provide the pupils with a small sheet of paper. Let them know that the activity you are about to do will prove how well they listen and follow directions. Inform the pupils that you will repeat the instruction twice. (*Refer to LM, p. 230, Let’s Aim*)

1. Draw a box. Write your full name in the box. Encircle all the vowel letters.
2. Draw a circle. Draw a triangle inside the circle. Write the first letter of your name in the triangle.
3. Write the numbers 1 to 9. Cross out the odd numbers. Encircle the even numbers.

Let them compare their answers with their seatmate.
Evaluate if the pupils were able to follow the directions correctly.

Activity A: Ask the pupils to listen carefully and follow what is said.
(Refer to LM, p. 231, *Let's Listen*)

Activity B: Ask the pupils to work in pairs. Give task sheets on meta cards that pupils can work on for giving directions. Let pupil A give a three-step direction twice. Pupil B follows. Then vice versa. Let the pupils describe their experience on working with a partner. Probe on their direction-giving skills.

Generalization:

When giving instructions, make sure it is clear and specific.

Application: (Refer to LM, p. 232, *I Can Do It*)

Ask the pupils to listen and follow the directions.

1. Color the pictures.
2. Encircle all farm animals.
3. Box all zoo animals.

Evaluation: (Refer to LM, p. 232, *Measure My Learning*)

Let the pupils listen. Let them follow your directions.

1. Encircle all animals that have the word FISH.
2. Box all animals that have the word SEA.
3. Color the remaining animals.

Agreement:

Have the pupils prepare a set of directions for cooking an egg. Let them present it to the class.

Lesson 38: Speak Up!

Objectives:

Identify and use the elements of an informational/factual text heard – conversation
Express feelings and opinions through a journal, log, etc.

Subject Matter: Identifying and using the elements of an informational/factual text heard
– conversation

Materials: string-can telephone, stick puppets

Value Focus: Listening attentively

Procedure:**Review:**

Ask the pupils to listen and do the following directions. Draw one big circle. Draw three small circles inside the circle. Draw two curve lines on top of the big circle to form an ear. Let them identify the figure they made.

Motivation:

Show pupils a string-can telephone. Call pupils in front to use the string-can telephone. Let the pupils listen to their conversation.

Ask: What are they talking about?

Presentation:

Ask the pupils to listen to the conversation of the two girls. Find out what are they talking about. Use stick puppets.

Mary: Jane, this is Alice, my cousin.

Alice, this is Jane, my friend.

Jane: Nice to meet you, Alice.

Alice: Nice to meet you, too.

Jane: Where are you from Alice?

Alice: I'm from Sorsogon.

Jane: How long will you be staying here?

Alice: Until I shall have finished my studies.

Mary: Alice will be our new classmate. Her parents died in a car accident. She is staying with us now. She will start attending our school on Monday.

Jane: Oh I see! Nice to meet you, Alice. See you on Monday.

Alice: Nice to meet you too, Jane.

Ask the following comprehension questions.

1. Who are the characters in the conversation?
2. What are they talking about?
3. Who is Alice?
4. Where is she from?
5. What happened to her parents?
6. What is the relationship of Mary and Alice?

Activity A: Lead the pupils in practice speaking. (*Refer the LM, p. 234, Let's Speak*)
Have them try role playing activities on daily greetings and goodbyes.

Guided Practice:

Group the pupils. Ask them to role play some conversational activities.

Group 1 – Introducing people

Group 2 – Telephone conversation

Group 3 – Asking for permission

Application: (Refer to LM, p. 235, *I Can Do It*)

Say: Listen to the telephone conversation and answer the questions.

Evaluation:

Pair the pupils. Let them present a conversation in giving directions. (Refer to LM, p. 235, *Measure My Learning*)

Lesson 39: Story of Me

Objectives:

State facts and details of a text during and after reading
Identify and use the elements of an informational/factual text heard – personal recounts
Share inter- and intra-personal experiences, feelings, and emotions using the mother tongue and English – describe/talk about one’s experience

Subject Matter: Stating facts and details of text during and after reading
Identifying and using the elements of an informational/factual text heard – personal recounts

Materials: pictures

Value Focus: Following orders from elders

Procedure:

Review:

Ask the pupils to read the following statements:

Hold on for a while.	Thank you.
This is my teacher, Mrs. Elena Cruz.	Nice to meet you.
Do you know where Acacia St. is?	I’m sorry but I don’t live here.

Motivation:

Encourage pupils to share their experiences when they follow their parents or when they disobey them.

Ask: Do you always listen and follow orders from your parents?
What will happen when you disobey your parents?

Presentation:

Let the pupils listen to the story of the moth using pictures to guide the pupils.

The Story of the Moth

One night when Jose Rizal was a child, her mother noticed that he was not paying attention to what she was saying. As she was looking at him, she noticed that Jose Rizal was staring at the moth flying around the lamp. So his mother told a story about the moth.

Once there was a mother and a young moth flying around the candle. The mother moth told her child not to go near the light because the fire of the light might kill him.

But the young moth never listened. He flew nearer to the light. Soon, the wind blew the light of the candle and it reached the wings of the young moth and it died.

Rizal's mother told him that if only the young moth followed what his mother said, he wouldn't be killed by the fire.

Comprehension Questions: (*Refer to LM, p. 236, Let's Aim*)

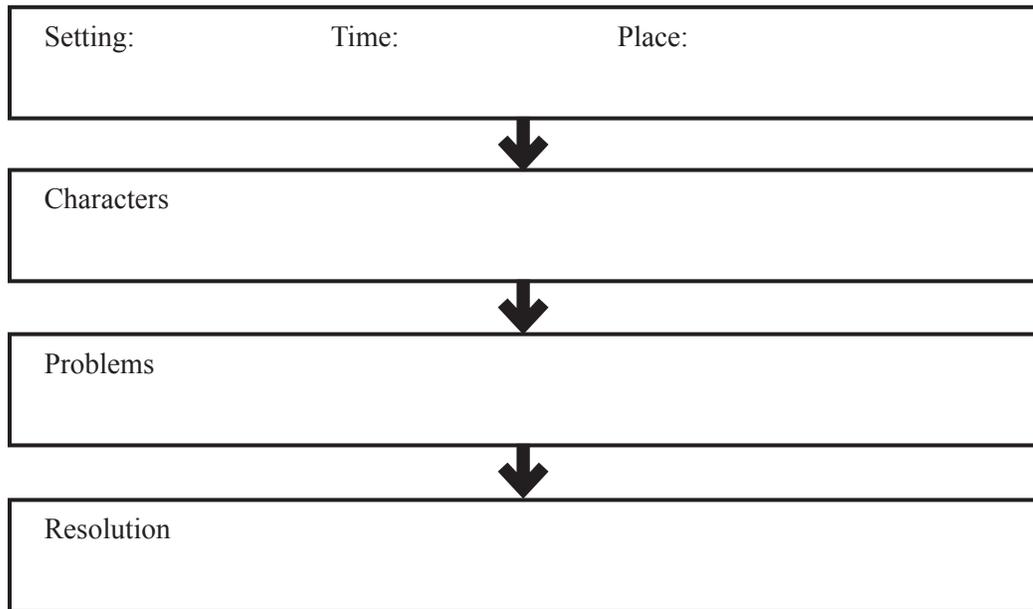
Guided Activity:

Activity A: Call some pupils to tell a situation in their lives when they disobeyed their parents.

Let them tell the result of disobedience.

Ask the listeners to identify when the situation happened and who are the people involved.

Activity B: Group the pupils and let them complete the story map about the story of the moth. (*Refer to LM, p. 237, We Can Do It*)



Application: (*Refer to LM, pp. 237-238, I Can Do It*)

Ask the pupils to read the story and answer the questions.

Evaluation:

Ask the pupils to listen to the story and answer the questions that follow.

(Provide the appropriate questions.)

One day, young Jose Rizal rode on a boat. While in the middle of the lake, he accidentally dropped one of his slippers into the water. The slipper was immediately swept by the waves. Because of that, he got his other slipper and dropped it into the water. He thought that it would be better to throw the other slipper so that whoever finds the other pair can use and wear them. He thought a slipper is useless if one pair is missing.

Lesson 40: Water, Water, Everywhere!

Objectives:

- State facts and details of a text during and after reading
- Identify and use the elements of an informational/factual text heard – explanation (life cycle, water cycle)
- Explain why it rains

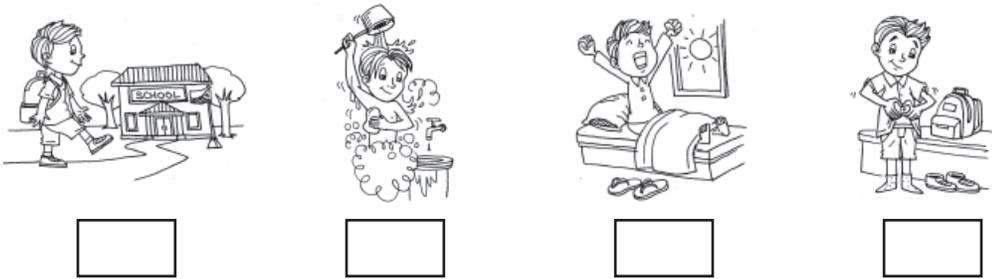
Subject Matter: Stating facts and details of a text during and after reading
Identifying and using the elements of an informational/factual text heard
Explaining – life cycle, water cycle

Value Focus: Following orders from elders

Procedure:

Review:

Ask the pupils to study the pictures. Arrange them according to how the events happened. Number it from 1 to 4 to show when it begins and ends.



Motivation:

Ask the pupils to recite the poem “Rain, Rain, Go Away.” Let them talk about the rain and the ideas associated with it.

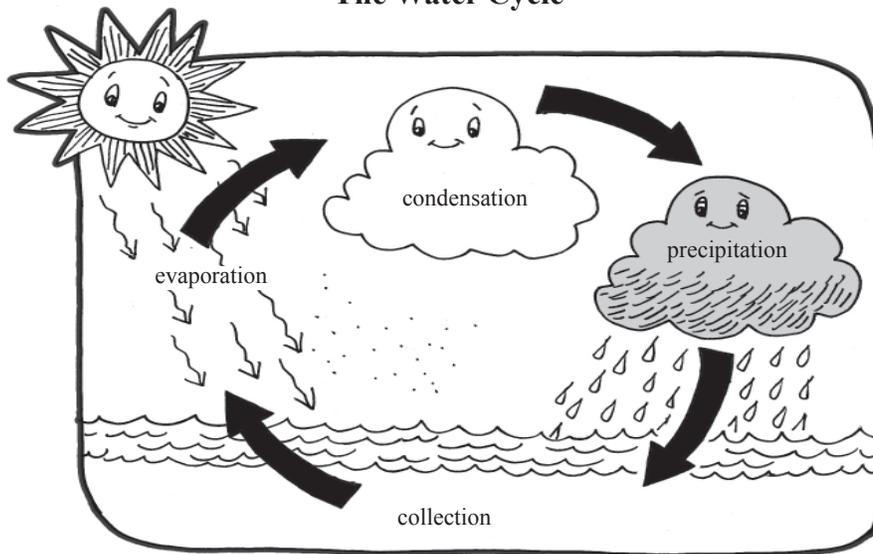
Presentation:

Show the picture of the water cycle. Tell the pupils to listen as the diagram is explained. (Refer to LM, p. 239 for the diagram)

Explain the water cycle with emphasis on the arrow-directions.

Let the pupils answer the comprehension questions. (Refer to LM, p. 239, Let’s Aim)

The Water Cycle



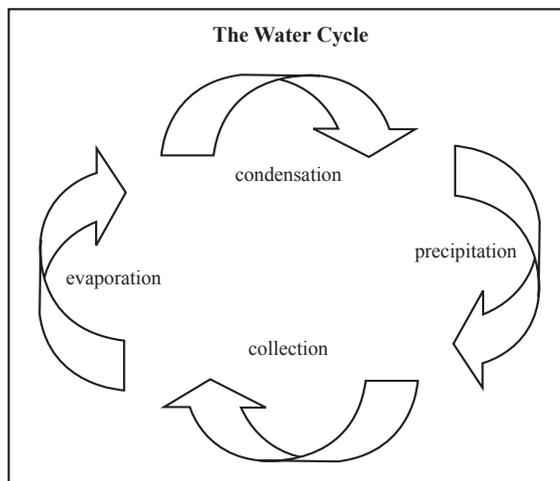
Discuss and explain the water cycle/diagram. Provide enhancements that could meet the level of the pupils' understanding.

Application:

Let the pupils draw rain, clouds, sun, land, and lake. Let them write *evaporation*, *condensation*, *precipitation*, and *collection* to show the water cycle.

Generalization:

The water cycle is as follows: precipitation, evaporation, condensation, and collection.



Evaluation:

Make a rain model. Let the pupils make their own rain cycle report. Ask for an individual reflection on why there is rain.