

Procedure:

Pre-Assessment: (Refer to LM, pp. 133-134, Let's Try)

Key to Correction:

- | | | | | |
|-------------|---------|----------|---------|---------|
| I. 1. broom | 2. pool | 3. scoop | 4. food | 5. Look |
| II. 1. a | 2. b | 3. c | 4. a | 5. b |

Motivation:

Elicit schema based on the picture on LM p. 135.

Probe the pupil's experiences at home.

Vocabulary:

Play a mystery word game. Unlock the following words:

unity	united	quarrel
meal time	twig	success
siblings	make fun of others	

1. unity – There is **unity** in the classroom when there is understanding. (contextual clue)
2. quarrel – The boys fight over the toys.
3. make fun of others – make others laugh by playing jokes on someone
4. twig – a small piece of wood or branch
5. The synonym of winning is _____.
6. siblings – your brothers and sisters, if any

Presentation:**Shared Reading:**

Read aloud the story "The Happy Ant Hill" on LM pp. 135-136.

Comprehension Check:

Have the pupils answer comprehension questions through a "Thinking Aloud" activity.

Read paragraph 1. Ask questions either about the characters or other elements of the story. Then, go to the next paragraph and ask about either the predictions or inferences related to the story. Make the pupils infer about the story and its parts through "Directed Listening Thinking Activity."

Let the pupils color the twigs that show unity in the family on LM p. 136.

Group Work:

Ask the pupils to work in pairs and answer the following questions.

1. Who quarrelled most of the time?
2. What do ants need to find before the rainy season begins?
3. What did Father Ant show the boys?
4. What did Luis and Bernie notice about the bundle of twigs?
5. How can they make their ant hill a happy place to live in?

Generalization:

There is unity in a family when members work together with brotherly love.

Ask: In what way can you show unity in the family?

Application:

Group the pupils into three.

Discuss other activities where you can show unity in the family/school.

Lesson 7: Keep Things Tidy

Objective:

Use clues to make and justify predictions before, during, and after reading

Subject Matter: Predicting Outcomes

Materials: chart, pictures

Value Focus: Unity

Procedure:**Review:**

Talk about the story “The Happy Ant Hill” again.

Recall the activities that were mentioned the other day.

Motivation:

Show a picture of a girl holding a shovel and a boy putting soil into a pot.

Ask: What is the girl going to do?

Presentation:

Show a picture of a boy throwing a banana peel on the ground.

A girl is walking behind.

Ask: What do you think will happen next?

Group Work:

1. Ask the pupils to read the story again.

2. Let the groups draw their own prediction of another ending to the story.

Application:

Read with the pupils the story of the little frog and the big fish on LM p. 137.

Ask them to draw what they think would happen to the little frog.

(An alternate activity would be to let the pupils draw what would happen to the big fish.)

Independent Practice:

Ask the pupils to match concepts to predict an outcome.

Have them connect ideas from Column A to Column B. (*Refer to LM, p. 138, I Can Do It*)

Generalization:

Predicting outcomes is telling/guessing what will happen next in a story.

You can make a guess by:

1. Looking for clues in the story.
2. Understanding events through the pictures.

Evaluation:

Have the pupils answer *Measure My Learning* on LM p. 139.

Lesson 8: I Have a Cool Family**Objectives:**

Identify and produce the sounds of /oo/

Read words with /oo/ sounds

Subject Matter: Sound of /oo/

Materials: word chart/ flash cards, realia

Procedure:**Motivation:**

Show different things with vowels /oo/. Put a box on all the words that do not belong in the group.

Show: a book beach ball sun block

Read the clue: Fishy, fishy in the brook.

Daddy caught him by the hook.

Ask the pupils to guess where they are going.

Presentation:

Read the story “Weekend Camp with Dad.”

Let the pupils answer the comprehension questions using the words with /oo/ sound in the story.

Group Work:

Have the pupils listen as you read these words and then let them read along.

room	good	wood	hood	book	nook
pool	food	stoop	look	cook	tool
brook	wool	pool	fool	cool	room
hook	spool	shook	shoot	troop	scoop

Let pupils read more words by providing more examples.

Generalization:

The /oo/ is the sound of /u/ in the words *look*, *book*, and *good*. It is sounded only once. It may be in the middle or at the end of a word.
Example: book, zoo

Independent Practice:

Ask the pupils to read and draw the following. (*Refer to LM, pp. 140-141, I Can Do It*)

Evaluation:

Have a guessing game on LM p. 141, *Measure My Learning*.

1. I'm thinking of someone who works in the kitchen. (cook)
2. It's a part of the body connected to the leg. (foot)
3. We learn from it. There are lots of it in the library. (book)
4. It comes from trees. We use it to make tables. (wood)
5. It is the opposite of bad. (good)

Agreement:

Dictate the words you have presented and have the pupils read them. Allow them to practice reading the words at home.

Lesson 9: More Fun at the Camp

Objectives:

Identify synonyms
Use synonyms in sentences

Subject Matter: Identifying Synonyms

Story: "More Fun At the Camp" by Leah N. Bautista

Procedure:

Motivation: (*Refer to LM, p. 142, Get Set*)

Ask: Have you tried hiking in the forest? I'm thinking of a word which also means forest. (woods)



Let the pupils hold a damp cloth. Let them repeat after you saying "This is a damp cloth." Then, ask the pupils to give another word for damp. (wet, moist)



Presentation:

Read with the pupils the story on LM p. 142. Tell them to listen and use their pointer finger while you read. Have the pupils work on the elements of the story.

(Refer to LM, p. 143)

Let them answer the comprehension questions that follow.

Work Together:

Have the class answer the exercises on LM p. 143, *We Can Do It*.

Key to Correction:

1. *happy – glad*
2. *small – huge*
3. *high – tall*

Independent Practice:

Let the pupils answer the exercises on LM, p. 144, *I Can Do It*, by choosing the word/words from the group of words that mean the same.

Generalization:

Ask: What are synonyms?

Synonyms are words that have the same meaning.
Tiny and *small* are words that have the same meaning.
Tiny and *small* are synonyms.

Evaluation:

1. Say: Write a word that is a synonym of the underlined word.
(Refer to LM, p. 144, *Measure My Learning*)
2. Ask the pupils to give pairs of words that are synonyms. Write the pupils' answers on the board. Have them use the pair of words in sentences.
3. Extending Vocabulary
 - a. Jumble words that are synonyms. Let pupils identify the words that are synonyms.
 - b. Play a game on synonyms with the class. Ask one pupil to give a sentence.
Another pupil will say the sentence changing a word with a synonym.
Example: The program will begin at seven. The program will start at seven.

Lesson 10: Meet My Family

Objectives:

Identify the verb

Use verbs to show present action

Subject Matter: Present tense of the verb

Materials: flash cards, pictures, metacards

Procedure:

Present two pictures showing a boy. One picture shows the boy doing his activity alone while the other picture shows him doing his activity with another person. Show five metacards to the pupils. Have the pupils describe the action in sentences.

Motivation:

Show a family picture.

Use the following words in your introduction.

- | | |
|----------|-------------|
| 1. is | 6. cleans |
| 2. has | 7. protects |
| 3. works | 8. loves |
| 4. cooks | 9. washes |
| 5. plays | 10. gives |

Let the pupils tell something about their families.

Presentation:

Read the story “Lei’s Parents,” on LM p. 145.

Play charades to act out the story.

Check the pupil’s comprehension through detailing of the characters.

Group Work:

Have the pupils work with a seatmate in answering *We Can Do It*, on LM pp. 145-146.

Generalization:

A verb is a word that tells an action. It tells what someone or something does, did, or will do.

Independent Practice: (Refer to LM, p. 146, I Can Do It)

Ask the pupils to encircle the verbs from the words inside the box.

Agreement:

Ask the pupils to bring a picture of their favorite cartoon character. Have them write why they love the character and what the character usually does.

Lesson 11: Wake Up! Wake Up!

Objectives:

Share experiences, feelings, and emotions using the mother tongue and English
Read the story with some accuracy

Subject Matter: Reading with Accuracy

Materials: Story: “Wake Up! Wake Up!” by Porfiria Santos

Value Focus: Sleeping early and waking up early