

## UNIT 3

### School Is Fun

#### **Lesson 1: Noting Details**

##### **Target Skills:**

Listening Comprehension:

- Identify important details in expository text listened to

Fluency:

- Read aloud Grade 2 level text

Phonemic Awareness:

- Hear and record initial, medial, and final sounds

Grammar:

- Use demonstrative pronouns

Phonics and Word Recognition:

- Read letters in the English alphabet

- Match the consonant clusters/blends to their corresponding letters/letter patterns

Attitude:

- Express feelings and opinions through journals, logs, etc.

##### **Objectives:**

Identify important details in an expository text listened to

Hear and record initial, medial, and final sounds

**Subject Matter:** Story: “Philippine Symbols” by Elisa O. Cerveza  
Noting Details

**Materials:** pictures of Philippine symbols (real objects if available)

**Value Focus:** Love of country

##### **Procedure:**

**Pre-Assessment:** (*Refer to LM, pp. 242-243, Let’s Try*)

Ask the pupils to name some of our Philippine symbols.

Let them give the beginning letter of each Philippine symbol.

*Key to Correction:*

I. 1. m (mango)	II. 6. fr	III. 11. r – ring
2. b (bangus)	7. gr	12. t – toy
3. a (arnis)	8. tr	13. c – car
4. s (sampaguita)	9. cr	14. b – banana
5. c (curacha)	10. br	15. f – farm

**Motivation:**

Ask the pupils to go around with eyes closed and smell sampaguita somewhere.  
(If sampaguita is not available, let the pupils smell a mango.)

Ask: Did you like the smell?

Can you tell me what it is?

(Other option: Show a picture of common Philippine symbols and ask the pupils to tell something about it.)

**Presentation:**

**Unlocking of Difficulties:** (*Refer to LM, p. 243, Let's Aim*)

*Key to Correction:*

1. b      2. a      3. b      4. a

**Motive Question:**

Ask: Why was Ryan excited to go to school?

**Read Aloud:**

**Philippine Symbols**  
*by Elisa O. Cerveza*

It's Monday morning. Ryan was excited to come to school. Last Friday, their teacher told them to bring pictures of Philippine symbols.

He brought a picture of the Philippine flag and a chart of the Philippine symbols. His classmates had pictures, too.

"Good morning Mrs. Cruz," the pupils greeted the teacher.

"Good morning, class," the teacher replied.

"Bring out your assignment," she said.

The pupils showed the different symbols. Mrs. Cruz took the picture of the Philippine flag from Ryan and started talking about it. Here is what she said:

"The Philippine flag is the most important symbol of our country. It consists of a white triangle, blue stripe, and red stripe. The white triangle stands for equality. The blue stripe is for peace and the red stripe is for bravery and patriotism."

Then their teacher asked them to name other Philippine symbols and say something about them.

Here are some of the statements given by the pupils:

"The sampaguita is our national flower. It has small and white petals. It has a sweet smell."

"The narra tree is a large and strong shady tree. It gives us good lumber."

"The Philippine mango is a tropical fruit. There are yellow and green mangoes. Ripe mangoes are yellow. Many people like ripe mangoes because of their sweet and delicious taste."

“The carabao is a strong and useful animal.”

When all the pupils have recited, everyone was happy. They learned a lot about our national symbols.

Ryan was happier. Now he knew why they always have a flag ceremony every Monday morning.

Guide the pupils in answering the motive question.

#### **Comprehension Questions:**

1. Who was excited to come to school? (Ryan)
2. What did he bring to school? (picture of the Philippine flag and chart of the Philippine symbols)
3. What are the different colors in our Philippine flag? (blue, red, white, yellow)
4. What do the colors mean? (blue for peace, red for bravery, white for purity)
5. In school, how do you show your respect to our flag?  
(We stand straight and look at it while it is being raised. We carry it with utmost care.  
We don't let it touch the ground. We don't let it get wet. etc.)
6. Are you proud of our national symbols? Why? (Yes, because I am a Filipino.)

Ask: How will you take care of our national symbols?

(I will not destroy them. I will use them properly.)

Have pupils answer the following with the appropriate details.

What did Mrs. Cruz say about the Philippine flag? (symbol of our country, has white triangle, with blue and red stripes, etc.)

How is the mango described? (yellow, green, ripe, delicious)

Have you eaten yellow and green mangoes? Do you like their taste?

What can you say about the mango you have eaten? (It's sweet. It's delicious. It's sour.)

#### **Group Work:**

Ask: What important details are given about the mango?

(Refer to LM, p. 244, *We Can Do It*)

What is the beginning and ending sound of each word or detail?

(Say the words from the details to be given by the pupils.

Let them give the initial and final sounds.)

#### **Generalization:**

Ask: What should you do to understand a selection or story you listened to?

When listening, we should pay attention to the important details for better understanding.

What should we remember when saying or reading a word?

In speaking and reading, it is important to pronounce words properly.

**Application:**

Have pupils name other national symbols and give some details about each.  
(Refer to LM, p. 245, *I Can Do It*)

Have pupils listen to the following words. Ask them to give their initial and final sounds.

Example: red      big      helps      sun      sweet

**Evaluation:**

Have pupils answer the following questions with the appropriate details:

1. What is the most important symbol of our country? (the Philippine flag)
2. What are the different colors of the Philippine flag? (red, white, and blue)
3. Where can we see the picture of the sun? (at the center of the white triangle)
4. What is the shape of the Philippine flag? (rectangle)
5. Which color of the flag stands for bravery and patriotism? (red)

Have the pupils do the coloring activity. (Refer to LM, p. 246, *Measure My Learning*)

**Agreement:**

Say: Bring pictures of Philippine symbols or anything made in the Philippines.  
Be ready to say something about it in class.

## Lesson 2: Things Here

**Objective:**

Use demonstrative pronouns (This/That)

**Subject Matter:** Using Demonstrative Pronouns (This/That)

**Materials:** pictures of Philippine symbols, things, and objects

**Procedure:****Review:**

Let the pupils name some of our Philippine symbols.

Write the pupils' answers on the board.

Let pupils give the beginning and final sounds of their answers.

**Motivation:**

Have the pupils recite the chant "Near or Far." (Refer to LM, p. 247, *Get Set*)

**Presentation:** (Refer to LM, pp. 247-248, *Let's Aim*)

Show the picture of Dr. Jose Rizal.

Say: This is Dr. Jose Rizal, our national hero.

Point to the flag on the flag pole.

Say: That is our Philippine flag, the symbol of our country.

Ask: What word do you use when pointing to an object or a person near you?

What do you use when the object or person you are pointing at is far from you?

Give a pupil a particular object. Let him/her talk about it using the pattern:

This is a/an \_\_\_\_\_.  
That is a/an \_\_\_\_\_.  
Repeat this activity using different objects until the pupils are able to master the pattern.

### Group Work:

Ask pupils to look around them. Have them point to a person or object using **This** and **That**. (*Refer to LM, p. 248, We Can Do It*)

### Generalization:

We use **This is** when the speaker is near one person, object, or thing.  
We use **That is** when pointing to one person, object, or thing far from the speaker.

### Application:

Ask the pupils to look outside and tell what they see using **That is** a/an \_\_\_\_\_.  
Have them hold an object and show it to their classmates and say: **This** is a/an \_\_\_\_\_.

**Evaluation:** (*Refer to LM, p. 249, Measure My Learning*)

Say: Write This or That to complete the sentence.

### Key to Correction:

- |         |         |         |         |
|---------|---------|---------|---------|
| 1. This | 3. this | 5. That | 7. This |
| 2. That | 4. This | 6. That | 8. This |

## Lesson 3: Things There

### Objective:

Use demonstrative pronouns (These/Those)

**Subject Matter:** Using Demonstrative Pronouns (These/Those)

**Materials:** pictures or real objects of Philippine symbols

### Procedure:

#### Review:

Have pupils give sentences using this is and that is.

#### Motivation:

Let the pupils recite the chant “Near or Far” again.

**Presentation:** (Refer to LM, p. 250, Let's Aim)

Prepare pictures for this activity.

Hold a picture of two or more carabaos.

Say: These are carabaos.

Point to the trees outside or a picture of trees away from you.

Say: Those are trees.

(Write these sentences on the board.)

Call on some pupils, one at a time, to repeat after you.

Ask: What do you use when pointing to two or more objects or persons near you?

What do you use when pointing to two or more objects or persons far from you?

**Group Work:** (Refer to LM, p. 250, We Can Do It)

Give a pupil two or more mangoes or pictures of mangoes. Let him/her say:

*These are \_\_\_\_\_.* (referring to the objects/things)

Show two or more things or objects. Call on some pupils away/far from you.

Let them point to these objects/things and say: *Those are \_\_\_\_\_.*

Take the pupils to the school grounds or garden. Let them talk about the things they see using *These are* and *Those are*.

**Generalization:**

Ask: What do you use when pointing to two or more persons, places, or things you are holding or near you? (These)

What do you use when pointing to two or more persons, places, or things away or far from you? (Those)

We use **These are** when the speaker is holding or near two or more persons, objects, or places.

We use **Those are** when the speaker is pointing to two or more persons, objects, or places far from him/her.

**Application:**

Call on some pupils to take any national symbol in a box. Let each one use the appropriate pattern below in telling what he or she is holding.

*These are \_\_\_\_\_.*

Let them talk about what their classmates are holding too by using the following pattern:

*Those are \_\_\_\_\_.*

**Evaluation:** (Refer to LM, p. 251, Measure My Learning)

*Key to Correction:*

- |          |          |          |          |
|----------|----------|----------|----------|
| 1. those | 3. these | 5. These | 7. These |
| 2. These | 4. those | 6. those | 8. Those |

## Lesson 4: Consonant Clusters/Blends

### Objectives:

Read aloud Grade 2 level text

Make connections of text to self

Read letters in the English alphabet (*r, s, t*)

Match consonant blends/clusters sound to their corresponding letters/letter patterns

**Subject Matter:** Poem: “I Want to Serve My Country” by Dali Soriano

Consonant Clusters/Blends

**Materials:** pictures of community helpers

**Value Focus:** Patriotism/Love of country

### Procedure:

#### Review:

Let the pupils produce the following sounds:

/c/      /b/      /t/      /p/      /g/  
/cr/      /br/      /tr/      /pr/      /gr/

Ask: How do community helpers serve our school?

Who else do they serve? How do they serve our country?

**Motivation:** (*Refer to LM, p. 252, Get Set*)

Show pictures of community helpers. Have the pupils say something about them.

Ask: Do you need these people?

Why or why not? Why are they important?

### Presentation:

#### Unlocking of Difficult Words (context clues):

1. motherland – The Philippines is my motherland.

2. liberty – We live in a free country because we have our liberty.

Ask: Do you love our country? Why or why not? How do you show your love for your country? Today, we will discover what the boy wants.

**Read Aloud:** (*Refer to LM, p. 252, Let's Aim*)

Ask the pupils to read the poem, individually and then by group.

Ask them to answer the following:

1. What is the title of the poem? (I Want to Serve My Country)
2. How do you want to serve your country when you grow up? (Answers may vary.)
3. Who among your family members do you think is serving our country? (Answers may vary.)
4. How is he/she serving our country? (Answers may vary.)
5. How can you show your love for our country? (be a good pupil, be a good son/daughter, follow school rules and regulations, follow traffic laws, help my family in doing household chores, etc.)

Have pupils do the activity. (*Refer to LM, p. 253, Let's Answer*)

Let the pupils give words from the poem with the following initial sounds: *c, r, b, d, t, and f.*

Say the sounds of the following letters to produce consonant clusters/blends.

Have them write the letters with the following blends/clusters:

/g-r/ /t-r/ /c-r/ /p-r/ /b-r/

Have pupils give words from the poem that begin with the following sounds:

/gr/ /tr/ /cr/ /pr/ /br/

Ask: What is the beginning sound of the word *grow? brave? true?*

What letters represent each beginning sound?

Is there a vowel sound between the initial consonants?

Say: We call these consonant combinations, consonant clusters or blends.

Filipinos are great. Filipinos are brave. We give pride to the country.

Have pupils do the activity. (*Refer to LM, p. 254, We Can Do It*)

#### Generalization:

A **consonant cluster** or **blend** is a group of consonants without any vowel between them. The sound of each consonant is heard like in the following words:

drum ( <b>d-r-u-m</b> )	brown ( <b>b-r-o-w-n</b> )
crab ( <b>c-r-a-b</b> )	prize ( <b>p-r-i-z-e</b> )
frog ( <b>f-r-o-g</b> )	

**Application:** (*Refer to LM, p. 255, I Can Do It*)

Ask the pupils to complete the name of the picture with the correct consonant blend.

#### Key to Correction:

- |          |           |           |
|----------|-----------|-----------|
| 1. frog  | 4. branch | 7. prince |
| 2. drown | 5. grass  | 8. brush  |
| 3. crab  | 6. truck  | 9. travel |

#### Evaluation:

Using the teacher chart, have the pupils choose the correct initial consonant clusters/blends (*cr, br, tr, gr, pr*) that will complete the following words:

- |  |  |
|--|--|
| 1.  a p | 4.  o o m |
| 2.  a y | 5.  i b   |
| 3.  a b |  |

## **Lesson 5: A Proud Filipino Boy**

### **Objectives:**

- Read aloud Grade 2 level text
- Make connections of text to self
- Express feelings and opinions through journals, logs, etc.

**Subject Matter:** Story: “A Proud Filipino Boy” by Elisa O. Cerveza

**Materials:** pictures, flash cards

**Value Focus:** Pride in being a Filipino

### **Procedure:**

#### **Review:**

Put together two or more of these letters to produce consonant clusters/blends.

(Refer to LM, p. 256, Get Set)

Letter sounds – /s/ /t/ /r/ /c/ /p/ /l/ /d/ /f/

#### **Motivation:**

Say: Who are the people in your school? Do you know their names?

Show pictures of your principal, school nurse, janitor, security guard, teachers, and let the pupils tell their names.

Ask: Who or what do you want to be? What do you want to do to serve your country?

(Refer to LM, p. 256, Get Set)

#### **Presentation:**

Read the story “A Proud Filipino Boy” to the class. (Refer to LM, p. 257, Let’s Aim)

Have pupils answer the comprehension questions. (Refer to LM, p. 258, Let’s Answer)

Have the pupils read the story by groups.

Ask them to give words that begin with consonant clusters/blends from the story read.

#### **Application:**

Have pupils tell something about themselves as a proud Filipino.

Let them read the story and have them substitute the underlined words with words that describe themselves. (Refer to LM, p. 258, I Can Do It)

**Evaluation:** (Refer to LM, p. 259, Measure My Learning)

#### **Agreement:**

Say: Draw a picture of yourself showing how you want to serve your country when you grow up.