

Lesson 21: I Can Follow Directions

Target Skills:

Listening Comprehension:

- Follow a set of verbal three-step directions with picture cues

Phonological Awareness:

- Identify sounds and count syllables in words

Oral Language:

- Dramatize familiar stories, rhymes, and poems using English

Fluency:

- Read aloud Grade 2 level texts

Grammar:

- Use the most frequently occurring prepositions (e.g., on, in)

Alphabet Knowledge:

- Read the letters in the English alphabet – Ll

Phonics and Word Recognition:

- Match sounds to their corresponding letters/letter patterns – Diphthongs (e.g., boil, toy)

Spelling and Vocabulary:

- Identify some words that comprise contractions (e.g., can't = cannot, it's = it is, aren't = are not)

Book Knowledge:

- Identify title, author, and book illustrator

Attitude:

- Retell familiar stories to other children

Study Strategies:

- Sort information alphabetically by the 1st letter

Objectives:

Identify sounds and count syllables in words

Identify title, author, and book illustrator

Follow a set of verbal three-step directions with picture cues

Subject Matter: Story: “*Lampin*” by Filipina T. Villapando, retold in English by Dali Soriano

Materials: charts, pictures, bamboo sticks, aluminum pots, and *lampin*

Value Focus: Patriotism

Procedure:

Pre-Assessment: (Refer to LM, pp. 299-300, *Let's Try*)

Key to Correction:

A. 1. 1 syllable 2. 2 syllables

B. 1.-3. Check if pupils followed the directions correctly.

C. 1. on 2. in

D. 1. oy 2. oi

E. 1. it's 2. aren't 3. they're

F. 1. 2 2. 1 3. 3

Drill:

Say: Repeat the word and clap after me.

1. get (1 clap)
2. park (1 clap)
3. pots (1 clap)
4. flag (1 clap)
5. home (1 clap)

Ask: How many claps did we do?

We only clap once because you hear only one vowel sound.
The number of vowel sounds tells us the number of syllables.
What is the vowel sound in the words?
Example: get (The vowel sound is e.)

Say: Now let us do the next set of words.

1. bamboo (2 claps)
2. ready (2 claps)
3. playing (2 claps)
4. soldier (2 claps)
5. helmets (2 claps)

How many claps did we do? Why did we clap twice?

What vowel sounds are there in the words?

Now let's do the next set of words.

I will say the words and you will do the clapping.

1. general
2. barangay
3. listening
4. commanded
5. favorite

How many claps did you do? Why did you do three claps?

What are the sounds of the vowels in the words?

Motivation:

Have the pupils become familiar with some symbols of our country.
(Refer to LM, p. 301, *Get Set*)

The next symbol is the number 1 symbol of our country.

What is this symbol? (Refer to LM, p. 301, *Let's Aim*)

(Show the picture of the Philippine flag.)

Say: When we see symbols especially the Philippine flag, we should remember our country with respect. How do you show your respect for the Philippine flag?

In our story today, let us find out if the boys showed respect for the Philippine flag and how they showed it.

Presentation:

Unlocking of Difficulties:

Let the pupils become familiar with the following words.

- a. soldier (Show a picture.)
- b. guns and swords made of bamboo (Show a picture.)
Say: This is a picture of guns and swords. But in our story instead of real guns and swords, bamboo sticks were used as guns and swords. (Show a bamboo stick.)
- c. aluminum pots and helmet (Show a picture.)
Say: This is a picture of a soldier's helmet. But in our story, aluminum pots were used as helmets. (Show an aluminum pot.)
- d. *lampin* (Show a sample of a *lampin*.)
- e. push-ups (Ask a pupil to demonstrate.)

Read Along: (Refer to LM, pp. 302-304, *Let's Aim*)

Ask: Who is the author of the story?
What is meant by *retold*?

Comprehension Questions: (Refer to LM, p. 304)

Say: In our story, Antonio gave the command because he was the general.
Let me see if you can follow my command.

- | | | |
|---------------------|----------------------------------|----------------|
| 1. Attention! | 2. Attention! | 3. Attention! |
| Fall in line. | Right face! | Arms sideward! |
| Arms forward. | Left face! | Arms upward! |
| Arms down. | Touch your head. | Arms down! |
| At ease! | At ease! | At ease! |
| 4. Attention! | 5. Attention! | |
| Bend to your right. | Go to your seats. | |
| Bend to your left. | Sit up straight. | |
| Stand straight. | Put your hands on your desk/lap. | |
| At ease! | At ease! | |

Ask: Did you follow the orders very well?
Why were you able to follow the orders well?
Is it important to listen carefully?
What will happen if you would not listen carefully?

Application:

Check whether the pupils can follow the instructions correctly.
Use the clues to help you follow them. (Refer to LM, p. 305, *I Can Do It, Activity A*)

Ask: Did you get the three drawings correctly?
Now let us answer the activity in your LM p. 305, Activity B.

Evaluation:

Have the pupils do the following:

1. On your paper, draw a heart in the middle.
2. On the left side of the heart, write the capital letter I.
3. On the right side, write the name of our country “Philippines.”

I  Philippines

4. Write the vowel sound you hear in *pen*.
5. Say the word *telephone*. How many syllables does it have?

Lesson 22: I Can Perform**Objectives:**

Retell familiar stories to other children
Read aloud Grade 2 level texts
Dramatize familiar stories, rhymes, and poems using English

Subject Matter: Poem: “I Am Proud of My Country” by Rose Ann B. Pamintuan

Materials: charts, bamboo sticks, aluminum pots, *lampin*, pictures of *anahaw*, *cariñosa*, *sipa*, *bangus*, Rizal, a man in jail, a bird in a cage, hands tied

Value Focus: Patriotism

Procedure:**Drill:**

Let the pupils clap the number of syllables of the following words.

1. *anahaw*
2. *cariñosa*
3. *sipa*
4. Rizal
5. *bangus*

Review:

Say: Let us retell the story “*Lampin*” using bamboo sticks, aluminum pots, and *lampin*.
Let the pupils take turns retelling the story using the different objects.

Motivation:

Ask: Who have relatives and friends living in other countries?
If you will invite them to visit the Philippines, what beautiful things about our country will you tell them?

Presentation:**Unlocking of Difficulties:**

Tell the pupils to study the words below. Do as instructed in the parentheses.

- a. proud (Explain: feeling of being happy about something/someone)
- b. wherever (Give synonyms: anywhere, anyplace)
- c. whoever (Give a synonym: any person)

Read Along / Reciting of Short Poem:

Ask the pupils to read with you. (*Refer to LM, p. 306, Let's Aim*)

Comprehension Questions:

Read the lines and ask the pupils to repeat after you.

I Am Proud of My Country

What does the title tell us?

What are we to be proud of?

And what is your country?

"I am a Filipino," my teacher said to me.

What did the teacher say?

Are you a Filipino?

How do you know?

Wherever I may go, wherever I may be

What does this line mean?

Where is "wherever"?

I should tell others of my country's beauty.

What should you tell others about our country?

What are the beautiful things about the Philippines?

"I am a Filipino," my teacher said to me.

Who are other Filipinos that you know?

Whoever I may meet, whoever I may see

Who is the "whoever" in this line?

Do you know other people who are not Filipinos?

Proud of the Philippines, I should always be.

What things about the Philippines are you proud of?

Now, think of words that begin with each letter of PHILIPPINES.

(*Refer to LM, p. 306, Let's Answer*)

The words should make you think of our country.

Write the words in the box.

(*There are no wrong answers as long as it begins with the correct letter.*)

Practice Exercise: (*Refer to LM, p. 307, We Can Do It*)

Application:

Group the pupils, then, tell them to practice for the presentation of the poem. Give time to rehearse.

Evaluation:

Each group will present.

Have the pupils use the following rubrics for evaluating their performance.

Questions	Yes	No
1. Did all the members participate?		
2. Did the members perform the actions well?		
3. Did the members recite loud and clear?		
4. Did the members show discipline during the practice?		
5. Did the members show discipline before and after the presentation?		

Lesson 23: I Can Obey**Objectives:**

Sort information alphabetically by the first letter

Read letters in the English alphabet – /l/

Use the most frequently occurring prepositions (e.g., on, in)

Subject Matter: Frequently Occurring Prepositions (e.g., on, in)

Materials: number cards, charts, pictures, *lampin*, bamboo stick, aluminum pots

Procedure:**Drill (Alphabetizing):**

Ask the pupils to read the following words that were taken from the story.

<u>s</u> oldiers	<u>h</u> elmet	<i>l</i> ampin	<u>g</u> un
<u>b</u> amboo	<i>t</i> aho	<u>f</u> lag	<u>s</u> word

Arrange the words according to the order of the alphabet.

Write the numbers 1 to 8 before each word.

Phonics:

Ask: From our list, what is our fifth word?

l a m p i n

What is the beginning letter of the word?

What is the sound of L?

How do we write the letter L?

Let's read the following L words.

leg	log	let	lad	low	lip
lid	lag	lot	lap	led	lit

Motivation:

Ask: Where did Jose throw the *lampin*?
Do you know the English term for *lampin*?
Lampin in English is cloth diaper.

Presentation:

Have the pupils read the sentences. (Refer to LM, p. 308, *Let's Aim*)
What are the underlined words in the sentences?

Practice Exercise:

Check if the pupils understand how to use on and in.
Then, play the "General Game."

(Class)

Attention! Put your hand on your head. At ease!
Attention! Put your hand on your shoulder. At ease!
Attention! Put your hand on your stomach. At ease!
Attention! Put your hand on your knees. At ease!
Attention! Put your hand on your hips. At ease!

(Individual)

Attention! Put the stick in the cabinet. At ease!
Attention! Put the stick in the box. At ease!
Attention! Put the stick in the school bag. At ease!
Attention! Put the stick in the sack. At ease!
Attention! Put the stick in the paper bag. At ease!

Generalization:

<p>On and in are prepositions. They show exactly where an object is.</p>
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Application: (Refer to LM, pp. 309-310, *I Can Do It*)

Evaluation:

Ask the pupils to arrange the words according to the alphabet by writing 1 to 5.

<input type="checkbox"/> g ame	<input type="checkbox"/> s heet	<input type="checkbox"/> b oy
<input type="checkbox"/> t roop	<input type="checkbox"/> p ole	

Lesson 24: I Can Match Letter Patterns

Objective:

Match sounds to their corresponding letters/letter patterns – diphthongs (e.g., boil, toy)

Subject Matter: Diphthongs /oy/

Materials: charts, pictures

Procedure:

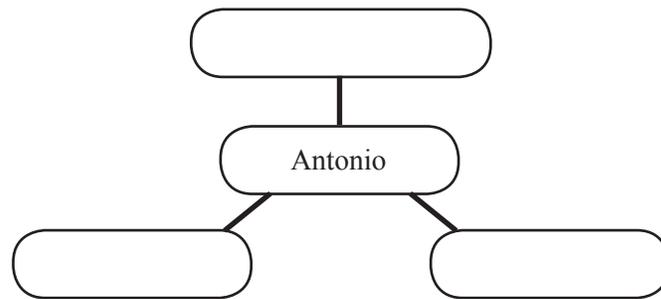
Drill: /I/

Let the pupils repeat reading/saying the following words after you:

left	list	lake
lamp	lost	love
luck	Lent	like

Motivation:

Let the pupils write words that are related or connected to the given word in the following concept map.



Presentation: (Refer to LM, p. 310, Let's Aim)

Practice Exercise: (Refer to LM, pp. 310-311, Let's Practice)

Generalization:

/oy/ is a diphthong.

A diphthong is a sound made when two vowel sounds are put together.

Lesson 25: I Can Shorten Words

Objective:

Identify some words that comprise contractions
(e.g., can't = cannot, it's = it is, aren't = are not)

Subject Matter: Contractions

Materials: charts, pictures

Procedure:

Drill: /oy/

Let the pupils repeat reading/saying the following words after you.

toy	annoy	soil	boil
boy	enjoy	foil	loin
ploy		coil	

Motivation:

Say: Let's recite the short poem "I Am Proud of My Country" with action.

Presentation:

<u>I</u>Am Proud of My Country	<u>I'm</u> Proud of My Country
" <u>I</u>am a Filipino," my teacher said to me. Wherever I may go, wherever I may be I should tell others of my country's beauty.	" <u>I'm</u> a Filipino," my teacher said to me. Wherever I may go, wherever I may be I should tell others of my country's beauty.
" <u>I</u>am a Filipino," my teacher said to me. Whoever I may meet, whoever I may see Proud of the Philippines, I should always be.	" <u>I'm</u> a Filipino," my teacher said to me. Whoever I may meet, whoever I may see Proud of the Philippines, I should always be.

Ask: Are they the same?
Where do they differ?
What does **I'm** stand for?

Say: **I'm** is a contraction of the word **I am**.
Here are other examples of contractions from the story *Lampin*.
(Refer to LM, p. 313, Let's Aim)

Practice Exercise:

Make the pupils practice writing contractions. (Refer to LM, p. 313, Let's Answer)

Generalization:

Contractions are the short form of two words. We use an apostrophe (') in place of the letters we removed.

Application: (Refer to LM, p. 314, *I Can Do It*)

Evaluation:

Have the pupils write the contraction of the following:

1. is not _____
2. was not _____
3. cannot _____
4. are not _____
5. did not _____

Agreement:

Let the pupils write the contraction of the following:

1. have not _____
2. she has _____
3. is not _____
4. we are _____
5. you are _____

Lesson 26: I Can Retell Stories

Target Skills:

Listening Comprehension:

- Participate in the retelling of poems and stories
- Arrange pictures as they happened in the story

Phonological Awareness:

- Identify sounds and count syllables in words

Oral Language:

- Dramatize familiar stories, rhymes, and poems using English

Grammar:

- Use the most frequently occurring prepositions (e.g., over, under)

Phonics and Word Recognition:

- Match sounds to their corresponding letters/letter patterns – diphthongs (e.g., cow, house)

Study Strategies:

- Interpret bar graphs and tables

Objectives:

Participate in the retelling of poems and stories

Arrange pictures as they happened in the story

Subject Matter: Story: “The Old Man and His Sons” by Pat Nelson, retold by Dali Soriano

Materials: charts, bundle of barbecue sticks, cord, picture of people quarrelling, picture of sons quarrelling, picture of sons trying to break the sticks, picture of sons breaking a stick

Value Focus: Unity