

Procedure:

Pre-Assessment: (Refer to LM, pp. 315-316, Let's Try)

Key to Correction:

- A. 1. over 2. under 3. over
- B. 4. ow 5. ou 6. ou 7. ow
- C. 8. 8 9. 10 10. 18

Drill:

Say: Repeat after me as I read the words and tap the number of syllables.

old	over	together
man	table	unity
sons	peace	brotherly
got	power	another

Motivation:

Ask: How many have brothers/sisters?
Is it fun to have brothers/sisters? Why or why not?

Presentation:

Unlocking of Difficulties:

- Help the pupils understand the following words:
- a. quarrelled (Show picture of people quarrelling)
Ask: What are the people doing in the picture?
 - b. bundle of barbecue sticks (Show the bundle of barbecue sticks)
Ask: Where do we use these sticks?

Motivation:

Ask: What do you quarrel over with brothers/sisters/friends?
What happens when you fight?
What do your parents tell you when you fight?
What did the sons quarrel over always?
What happened when they fight?
What did the father tell them when they fight?

Introduction of the Story:

Ask: What is the title of our story?
Who is the author?
Who retold the story?
What is meant by *retold*?
What kind of a story is it?
What is a folktale?

Read Along: (Refer to LM, pp. 316-317, Let's Aim)

Comprehension Questions: (Refer to LM, p. 317, Let's Answer)

Application:

Instruct the pupils to arrange the pictures as they happened in the story.
Let the pupils write a sentence about the pictures. (*Refer to LM, p. 318, We Can Do It*)

Evaluation:

Divide the class into five groups.
Each group will retell the story in front of the class (5 minutes only per group).
The pupils will use the following rubric to evaluate the group presentation.

Questions	Yes	No
1. The order of the parts of the story is correct.		
2. All the members participated in the activity.		
3. The voice of the reporters is loud and clear.		
4. The group is disciplined.		
5. The group followed the time limit.		

Lesson 27: I Can Respond to Situations**Objective:**

Dramatize familiar stories, rhymes, and poems using English

Subject Matter: Poem: “To Be Honest, To Be True” by Rose Ann B. Pamintuan

Materials: charts, pictures

Value Focus: Truth

Procedure:**Drill:**

Tell the class to listen to the words then write the number of syllables.

_____ fight	_____ bundle
_____ bathroom	_____ sticks
_____ peace	_____ table
_____ barbecue	_____ break
_____ meal	_____ unity

Review:

Ask: Do you remember how your group presented yesterday?
Which group has 5 yes checks? 4? 3? 2? 1?

Motivation:

Say: Today, you will have another group presentation.
But before that, let’s have a game.
Play the game “Truth or Lie.”
Ask the pupils to give any information about them.

You can also give the information about her/him.
The class will decide whether the information given is the truth or a lie.
Example: My birthday is _____.

Ask: Do you like this game?
Why or why not?
How do you feel when the information I give you is a lie?
How do you feel when the information I give you is the truth?

Presentation:

Reading of Verse:

Read the poem as a whole. Then, do it by line. Ask the questions that follow.
(Refer to LM, p. 319, *Let's Read*)

Discussion of Verse:

To Be Honest, To Be True

I promise to be honest; I promise to be true

What is the promise?
Is it a good promise? Why or why not?

I will not tell a lie; I hope you won't, too.

What should one not tell?
Why is it not good to lie?
What will happen if you always tell a lie?

I will say I am sorry if I do something wrong.

What is the right thing to do if you do something wrong?
Do you say sorry when you do something wrong?
When was the last time you said sorry?

To speak the truth always will be my heart's song.

What will be the heart's song?
Is it a good heart's song?
Why is it a heart's song?
What is the symbol of the heart?

I will tell you the truth; you can always trust me.

What can you be trusted to tell?
If you will tell the truth to your parents/friends/teachers/brother/sister,
what do you think will happen?

It's best to be honest, don't you agree?

Do you agree that it is best to be honest?
Why is it best to be honest?

Practice Skill:

Allow the pupils to study the situation presented. (Refer to LM, p. 319, Let's Answer)

Application:

Form smaller groups by counting 1 to 5. All ones will group together, twos, threes, etc. Let each group act out the situation given. (Refer to LM, p. 319, We Can Do It)

Evaluation:

Each group will present to the class their own presentation/interpretation of the verse. Tell the pupils to use the rubrics to evaluate their presentation/interpretation. Check **Yes** or **No**.

Did the group/members...	Yes	No
1. show honesty or truthfulness?		
2. speak in a loud and clear voice?		
3. participate well?		
4. show discipline?		
5. follow the time limit?		

Lesson 28: I Can Describe Pictures

Objective:

Use the most frequently occurring prepositions (over, under)

Subject Matter: Frequently Occurring Prepositions (over, under)

Materials: charts, pictures, balls, or anything that can be used for the relay

Procedure:

Drill:

Ask the pupils to read the following L words after you.

- | | | | | |
|-----|-----|-----|-----|------|
| lad | led | lib | log | lug |
| lag | leg | lid | lot | lux |
| lap | let | lip | low | luck |

Review:

Tell the pupils to complete the following sentences by using **on** or **in**.

1.  The frog is _____ a leaf.

2.  The bird is _____ a cage.

3.  The fish is _____ the bowl.
4.  The dog is sleeping _____ the pillow.
5.  The horse is _____ the barn.

Motivation:

Using real toys or pictures, show a blue car passing over a bridge and a red boat passing under the bridge.

Presentation:

Let the pupils read and study the sentences. (*Refer to LM, p. 320, Get Set*)

Have the class sing the following song to the tune of “My Bonnie.”

The blue car is over the big bridge.

The red boat is under the bridge.

The blue car is over the big bridge.

The red boat is under the bridge.

Broom! Broom! (2x)

The blue car is speeding away... away!

Swish! Swish! (2x)

The red boat is speeding away.

Practice Skills:

Let the class do a pair activity called “Pass the Ball.”

Say: We will demonstrate over and under using this ball.

Call the pupils to pass the ball over the chair/table or under the chair/table.

Do a relay game to show over and under.

Let the class form five lines with equal number of members. They will pass the ball over the head or under the legs depending on whatever you command.

Generalization:

Over is a preposition which means on top of.

Under is a preposition which means below or beneath.

Application: (*Refer to LM, pp. 320-321, I Can Do It*)

Evaluation: (*Refer to LM, pp. 321-322, Measure My Learning*)

Lesson 29: I Can Read Graphs

Objective:

Interpret bar graphs and tables

Subject Matter: Interpreting Bar Graphs and Tables

Materials: charts, pictures

Procedure:

Drill/Review: /oy/

Let the pupils say the following words after you.

boy	foil
coy	coil
toy	boil
enjoy	loin

Motivation:

Let the class sing the following song.

Old Mang Pedro

Old Mang Pedro had a farm. (E-I-E-I-O)
And on his farm he had some cows. (E-I-E-I-O)
With a moo-moo here and a moo-moo there
Here a moo-moo, there a moo-moo
Everywhere a moo-moo
Old Mang Pedro had a farm. (E-I-E-I-O)

*pigs – oink-oink *dogs – bow-wow

*ducks – quack-quack *cats – meow-meow

Ask: Which of Mang Pedro's animals do you have?
How do you take care of them?

Presentation:

Have the pupils read the story and study the graph. (*Refer to LM, p. 323, Let's Aim*)

Practice Skills:

Ask the pupils to read the story and study the graph. (*Refer to LM, p. 324, Let's Answer*)

Application: (*Refer to LM, p. 325, I Can Do It*)

Evaluation: (*Refer to LM, pp. 325-326, Measure My Learning*)

Lesson 30: I Can Connect Sounds

Objective:

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

Subject Matter: Diphthongs – /aw/ as in cow, house

Materials: charts, picture of a dog

Value Focus: Caring for animals

Procedure:

Drill/Review: /oy/

Let the pupils say the following words after you.

boy	foil
coy	coil
toy	boil
joy	soil
soy	toil

Motivation:

Let the class sing the following song.

TANGO

There was a boy who had a dog.
And Tango was his name-o.
T-A-N-G-O! T-A-N-G-O!
And Tango was his name-o.

Ask: Do you have a pet dog? (Show a picture of a dog.)
Do you love your pet dog? What can you say about dogs?
How do you take care of your pet dog?

Presentation:

Unlocking of Difficulties:

Demonstrate the meaning of the following phrases to the pupils for easy understanding.

1. run crazily around
2. sniffing the grass and the ground

Reciting the Poem:

Ask the class to recite the poem. (*Refer to LM, p. 327, Let's Aim*)

Comprehension Questions: (*Refer to LM, p. 327, Let's Answer*)

Practice Skills: (*Refer to LM, pp. 327-328, Let's Practice*)

Application: (*Refer to LM, pp. 328-329, I Can Do It*)

Evaluation: (*Refer to LM, p. 329, Measure My Learning*)

Ask the pupils to put a check if they hear /aw/, and cross if they do not hear /aw/.