

UNIT 4

I Belong to a Community

Lesson 1: I Am a Man for Others

Target Skills:

Oral Language:

- Participate in group and individual oral interpretation of short poems and stories in English
- Engage in variety of ways to share information (e.g., show and tell, dialogue, and speak-up time)
- Speak clearly and audibly in full sentences

Fluency:

- Read Grade 2 level text in three to four word phrases using intonation, expression, and punctuation cues
- Read automatically five high frequency/sight words per day

Listening Comprehension:

- Follow a set of verbal three-step directions with picture clues
- Listen and perform simple instructions

Phonics:

- Read and spell some irregularly spelled words

Vocabulary Development:

- Determine what words mean based on how they are used in a sentence

Book Knowledge:

- Identify title, author, and book illustrator
- Translate knowledge of reading conventions learned in the mother tongue to reading in English

Reading Comprehension:

- Make connections of text to self

Writing Composition:

- Express ideas and opinions through creative and fun writing activities

Grammar:

- Recognize sentences and non-sentences
- Recognize and identify punctuation marks (e.g., period, question mark, exclamation point)

Attitude Towards Language, Literature, and Literacy:

- Take books, newspapers, or magazines from home to school (or vice-versa) for independent/extra reading

Study Strategies:

- Interpret simple maps of unfamiliar places, signs, and symbols

Objectives:

- Participate in group and individual oral interpretation of short stories in English
- Identify and differentiate sentences and non-sentences
- Read routinely five high frequency/sight words per day

Subject Matter: Story: “Taxi, Ma’am, Sir!” by Dali Soriano

Materials: manila paper, flash cards, and teacher chart

Value Focus: Realize the importance of the Golden Rule: Do to others what you want others do to you
Develop creative thinking through varied activities

Procedure:

Daily Language Activity:

Conduct a drill on sight words for the day.

Ask the pupils to read then spell the following target words. Explain their meaning and have the pupils use the words in meaningful sentences.

1. there	2. is	3. are	4. was	5. were
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Motivation:

Show the teacher chart to the pupils. Ask them to act out the poem while reciting it to show how to care for people. Allow the pupils to repeat and read the lines after the first reading. (*Refer to LM, p. 365, Get Set*) Have the pupils answer the questions that follow.

Presentation:

Focus on the following target words to unlock their meaning through the suggested strategies:

1. village – (context clue and picture)
Say: I need to go to town and visit my grandma who lives in the village.
(Show the map or picture.)
Ask: What is a village?
Let the pupils give the definition.
2. passenger – (demo) “Oh, I’m going to ride the bus. Hmm, there are many passengers inside. There’s no more seat for another passenger so I’ll just call a taxi.”
3. taxi – Show pictures of a bus, jeep, and taxi. Ask which of the three modes of transportation is a taxi. Ask for a volunteer who will show the picture.
4. pay – “Oh, I’m here in the village. I need to pay the taxi driver.”
Ask: What do you do when you pay?

Instruct the pupils to get their books and answer the following questions:
What is the title of our story? Who is the author of the story?

Motive Question:

Say: In our story today, who will show his/her care for others?
Let the pupils guess and make their predictions. List them on the board.
Conduct an interactive storytelling session of “Taxi, Ma’am, Sir!”
(*Refer to LM, pp. 366-367, Let’s Aim*)
Ask the pupils to draw the characters and the setting on the board. Let them bring props to let the pupils visualize the story. Lead them to analyze the text of the story.

Group Work:

Group the class by threes and discuss how they will answer this chart. Have the groups make their own chart in manila paper.

Title of the Story:	_____			
Author/Writer:	_____			
Setting:	<table border="1"><tr><td> </td></tr><tr><td>Time</td></tr><tr><td>Place</td></tr></table>		Time	Place
Time				
Place				

Generalization:

The three basic elements of the story are the characters, setting (time and place), and plot (events).

Explain the following basic elements of a story:

1. characters
2. setting (time and place)
3. plot (events)

Application:

Let the pupils make their own wanted poster. (*Refer to LM, p. 368, I Can Do It*)

Discuss the answers to the following questions after doing the activity:

1. Who was the main character in the story? What did he do to get his reward or prize?
2. What reward did he get? Why?
3. If you could give a reward to the little boy, what would it be and why?
4. What happened to the boy when he helped the old man?

Evaluation:

Say: Aside from your family who else in the community do you wish to help? Why?
Draw and write why you want to help them.

Agreement:

Let the pupils draw and write on a piece of bond paper the reasons why they want to help their family.

Lesson 2: My Responsibility, My Community

Objectives:

- Engage in a variety of ways to share information (dialogue)
- Read automatically five high frequency/sight words per day
- Interpret signs and symbols
- Making connections of text to self

Subject Matter: ESL (English as a Second Language) Dialogue Drill and Different Means of Transportation

Materials: pictures of commercially made signs, pentel pen, bond paper, CD, CD player, and manila paper

Value Focus: Following traffic signs on the streets is really important
Let us appreciate the different community helpers because they help the people in our neighborhood

Procedure:

Daily Language Activity:

Conduct a drill on the following words for the day.

1. for	2. to	3. the	4. this	5. have
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Motivation:

Have the pupils close their eyes and imagine that they are outside.

Ask: What do you see on the streets? (*Refer to LM, p. 369, Get Set*)

Presentation:

Tell the pupils to read and answer the riddle.

Riddle: You see me on the streets.

I make sure there's no traffic.

I am kind to law-abiding drivers.

But I give tickets to irresponsible ones.

Who am I?

Answer: Police officer or traffic enforcer

Ask: Aside from the police officers, who else do you see on the streets?

Today, we will try to recall the story you read yesterday by using the dialogue in the story. Can you remember the characters who were on the street?

Model the dialogue in the LM *Let's Aim* activity. Do the ESL Dialogue Drill. Bring props. The setting may be posted on the board. Do the fun ESL Dialogue Activity. Repeat the lines so that the pupils can remember the dialogue.

Comprehension Questions:

Ask: Who are the main characters of the story?

Have the pupils do the autograph of the boy. Have them pretend that they are the boy answering the autograph. Explain how to answer the autograph and then let the pupils complete the autograph by answering the LM. (*Refer to LM, p. 371, We Can Do It*)

Let the pupils work by pairs.

Application:

Ask: What mode of transportation was mentioned in the story? What other means of transportation do you know? Draw them. (*Refer to LM, p. 372, I Can Do It*)

Lesson 3: Let's Talk about Our Community

Objectives:

- Engage in a variety of ways to share information (dialogue, show and tell, and speak-up time)
- Read automatically five high frequency/sight words per day
- Read and spell some irregularly spelled words (e.g., have, said, please, because)
- Use simple sentences to express ideas and opinions through creative and fun writing activities

Subject Matter: Expressive Writing Using Simple Sentences

Materials: manila paper, teacher chart, markers, art materials, and flash cards

Value Focus: It's fun to talk about my family and community
Sharing one's experience with others is great

Procedure:

Daily Language Activity:

Conduct a drill on the following words for the day:

- | | | | | |
|--------|--------|-------|--------|---------|
| 1. has | 2. yes | 3. no | 4. you | 5. your |
|--------|--------|-------|--------|---------|

Motivation:

Show the teacher chart.

Ask: What is the following saying trying to tell us?

PASSAGE

Without the letters in the alphabet, there will be no words.
Without words, there will be no phrases.
Without phrases, there will be no sentences.
Without sentences, there will be no paragraphs.
Without paragraphs, there will be no stories.
Without stories, there will be nothing to read and enjoy.

Presentation:

Have a "Think Aloud" activity while showing the teacher chart.

Example:

1. The boy helps the man.
2. The man is _____.

Ask: Which of the two groups of words is a sentence?
What should you put at the end of a sentence?

Guided Practice:

Show flash cards with the following words. Let the pupils read.

1. The dog barks at me
2. the cat has

Ask: How will you know if the group of words is a sentence or not?

Say: A sentence has a complete thought and is usually composed of a subject and a predicate. A phrase is only a group of words but does not have a complete thought. Which of the two groups of words has a complete thought? Why?

Independent Practice: *(Refer to LM, p. 373, Let's Aim)*

Let the pupils draw their answers and construct two to three sentences to express their ideas. Display their work for the Gallery Walk activity.

Instruct the pupils to look at the gallery and let them talk about what they see in each other's work.

Application: *(Refer to LM, p. 374, I Can Do It)*

Ask: How do you help your family and other members of your community?

Have the pupils tell their own experiences by using simple sentences. Let them share in front of the class the things they do to help their family. The pupils may share using their mother tongue. List their responses on the board. Write their names beside their sentences and the translation will be done by the class.

Evaluation: *(Refer to LM, p. 374, Measure My Learning)*

Key to Correction:

1. 😊 2. ☹️ 3. 😊 4. 😊 5. ☹️

Lesson 4: Learn More about Your Community**Objectives:**

- Perform during speak-up time
- Recognize and identify punctuation marks
- Read Grade 2 level text in three to four word phrases using intonation
- Determine what words mean based on the punctuation marks used in a sentence

Subject Matter: Poem: "The Books That We Read" by Amcy M. Esteban
Punctuation Marks

Materials: teacher chart, flash cards, manila paper, and pentel pen

Value Focus: Realize that it's fun to recognize and learn how to use punctuation marks to help us read sentences and stories

Procedure:

Daily Language Activity:

Conduct a drill on the following words for the day.

Say: Let's learn new words today.

1. so	2. how	3. what	4. where	5. when
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Motivation:

Compose a short dialogue (bubble) using a declarative, interrogative, or exclamatory sentence.

Presentation:

Ask: Do you know when to use the three punctuation marks? Today, we will find out how these marks are used in writing sentences and why they are important to learn.

Have a read-along activity of the poem "The Books That We Read" by Amcy M.

Esteban. (*Refer to LM, p. 375, Let's Aim*)

Tell the pupils to use their finger as guide while the poem is read.

Guided Practice:

Say: Read and look at the poem again. What punctuation marks do you see?

Ask for volunteers to encircle the punctuation marks.

Answer: period, question mark, and exclamation point

Ask: What kind of feeling is expressed when the writer asked, "Children?"

How did the sentence end?

Answer: The writer expressed the feeling of being uncertain as she asks what books children read.

Ask: What kind of feeling is expressed when she said, "Others love fables!"

How did the sentence end?

Answer: Probably she was excited or thrilled. An exclamation point shows extreme feelings.

Say: Let's boost our memory by doing the "Sound Effects" game in order to help us remember the three punctuation marks.

Show the punctuation marks on giant flash cards. Teach the corresponding sound effects to make learning more fun.

1. period – popping sound of lips "pop"
2. question mark – "haaaa? Pop"
3. exclamation mark – "huuu! Pop!"

Tell the pupils to write the marks in the air and make the sound effects.

Explain the uses of the three punctuation marks and relate the lesson to Filipino.

Ask: Do you know your punctuation marks? Read and explain the description and then draw the correct punctuation mark inside the box.

Group Work:

Ask the pupils to find as many punctuation marks as they can in the story, “Taxi, Ma’am, Sir!” Group the pupils by fours and let the groups count how many periods, question marks, and exclamation points they see. Discuss the different punctuation marks seen in the story.

Generalization:

Tell the pupils to look at the marks inside the boxes.

Ask: What are they?

These are the punctuation marks used in the story. Can you identify them? Tell whether it is a period, question mark, or exclamation point.

- This is a period. It tells us the end of a sentence.
- This is a question mark. It is used to end a question.
- This is an exclamation point. It is used to end sentences or words that express strong feelings.

Independent Practice: *(Refer to LM, p. 377, I Can Do It)*

Ask the pupils to read the sentence with the correct intonation, expression, and punctuation. Then, make them discover the missing punctuation marks and put them in the box.

Application:

Using oslo paper or construction paper, let the pupils make their own punctuation book mark. Ask them to use as many punctuation marks as they can in their design.

Say: Construct three sentences using the different kinds of punctuation marks that you’ve learned today. Be ready for speak-up time later.

Evaluation:

Have the pupils create/make a bookmark where different punctuation marks learned are written.

Speak-Up Time

Look at My Punctuation Bookmark!

Today, I was able to create and
name the ? . and !

Say: We can use these punctuation marks to improve our writing skills.

Lesson 5: Punctuation Marks Are Important

Objectives:

- Recognize and identify punctuation marks
- Read and spell irregularly spelled words
- Read automatically the 20 high frequency words for the week
- Take books, newspapers, or magazines from home to school (or vice-versa) for independent/extra reading
- Read and spell some irregularly spelled words

Subject Matter: Punctuation Marks

Materials: manila paper, markers, notebook, and pictures of children doing action words

Value Focus: Punctuation marks are used in sentences to make our ideas and thoughts clear. It is important to know and understand how to use them correctly.

Procedure:

Daily Language Activity:

Conduct a drill on the following words for the day.

1. there	6. for	11. has	16. so
2. is	7. to	12. yes	17. how
3. are	8. he	13. no	18. what
4. was	9. this	14. you	19. where
5. were	10. have	15. your	20. when

Motivation: (*Refer to LM, p. 377, Get Set*)

Presentation:

Have the class recall the three kinds of punctuation marks they learned in the previous lesson.

Answer: period, question mark, and exclamation point

Show pictures on the board.

Ask: What can you say about the picture?

Pick a picture and then ask a question about it.

Example: What is the lady holding? She is holding lots of papers.

Oh no! She dropped the paper on the wet floor!

Ask: What punctuation mark do you see in the first sentence? Why did I put a _____ at the end of the sentence? How about the second and third sentences?

Guided Practice:

Trio Talk: Group the class by threes. Allow the pupils to describe the pictures in order to construct a sentence. Then, the next volunteer will ask a question about the picture. Finally, another pupil will make an exclamatory sentence. Write the sentences of the pupils and ask them to put the correct punctuation marks after each sentence.

Group Work:

Tell the pupils to find as many punctuation marks as they can from a story in a book, newspapers, or magazine. Do a Round Robin activity. Each group will have four members and they will take turns in speaking and showing the punctuation marks they found.

Generalization:

Punctuation marks are used in books, magazines, comics, and other reading materials. We can classify them as period, question mark, and exclamation point. It is important to know and understand how to use punctuation marks because they will tell us when to stop and what kind of sentence we are using.

Independent Practice: (*Refer to LM, p. 378, I Can Do It*)

Agreement:

Have the class take books, newspapers, or magazines from home to school (or vice-versa) for independent/extra reading. Let them look for more punctuation marks and locate information from different sources.

Lesson 6: Be Aware of Your Community**Target Skills:**

Oral Language:

- Participate in group and individual oral interpretation of short poems and stories in English
- Dramatize familiar stories, rhymes, and poems using English
- Engage in variety of ways to share information (dialogue, show and tell, and speak-up time)
- Speak clearly and audibly in full sentences

Fluency:

- Read aloud Grade 2 level texts
- Read Grade 2 level text in three to four word phrases using intonation, expression, and punctuation cues
- Read automatically five high frequency/sight words per day

Listening Comprehension:

- Follow a set of verbal three-step directions with picture clues
- Listen and perform simple instructions
- Participate in the retelling of poems and stories

Phonics:

- Read and spell some irregularly spelled words (e.g., have, said, please, because)
- Read and spell words with inflectional endings

Vocabulary Development:

- Determine what words mean based on how they are used in a sentence

Book Knowledge:

- Translate knowledge of reading conventions learned in the mother tongue to reading in English