

## Lesson 11: Find the Inner Beauty of Others

### Target Skills:

#### Oral Language:

- Listen and respond to texts to clarify meaning heard while drawing on personal experiences
- Speak clearly and audibly

#### Fluency:

- Read Grade 2 level text in three to four word phrases using correct intonation, expression, and punctuation cues
- Read with automaticity forty (40) 2nd grade high frequency / sight words
- Retell familiar stories to other children

#### Listening Comprehension:

- Participate in the retelling of poems and stories
- Listen to and perform simple instructions
- Listen and respond to text listened to
- Follow a set of verbal three-step directions with picture cues
- Identify important details in expository text listened to

#### Alphabet Knowledge:

- Identify letters in Filipino that are not present in English or vice-versa

#### Phonological Awareness:

- Supply words that rhyme with given words

#### Vocabulary Development:

- Ask about unfamiliar words to learn about meaning

#### Grammar:

- Write simple sentences in context using prepositions

#### Attitude Towards Reading:

- Express feelings and opinions through different writing activities
- Take books, newspapers, or magazines from home to school (or vice-versa) for independent/extra reading

#### Study Strategies:

- Interpret simple signs and symbols

#### Writing Composition:

- Express feelings and opinions through different writing activities
- Write simple sentences in context using prepositions

#### Book Knowledge:

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

### Objectives:

Read with automaticity forty (40) 2nd grade high frequency / sight words

Retell familiar stories to other children

Listen and respond to texts to clarify meaning heard while drawing on personal experiences

**Subject Matter:** Story: “Mark Has Horse’s Ears” an adaptation of “Mark Has Horse’s Ears” by Robert Nye  
Infer and Predict Outcomes  
Make Connections between Text and Self

**Materials:** fake ears, bond paper, art materials, manila paper, flash cards, used paper bags or clean sock

**Value Focus:** The inner beauty of a person is more important than his/her physical appearance.

**Procedure:**

**Pre-Assessment:** (*Refer to LM, pp. 392-393, Let’s Try*)

*Key to Correction:*

- |             |              |                       |                                      |
|-------------|--------------|-----------------------|--------------------------------------|
| I. 1. ✓     | 6. ✓         | II. 1. <i>in</i>      | III. 1.-5. <i>Answers will vary.</i> |
| 2. <i>x</i> | 7. ✓         | 2. <i>in</i>          |                                      |
| 3. ✓        | 8. ✓         | 3. <i>on</i>          |                                      |
| 4. ✓        | 9. ✓         | 4. <i>in front of</i> |                                      |
| 5. <i>x</i> | 10. <i>x</i> | 5. <i>beside</i>      |                                      |

**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:**

Show pictures of people with different kinds of ears, lips, eyes, nose, and facial features.

Ask: What can you say about these people?

What makes these people special?

In our story today, what do you think will be the problem of our main character?

**Presentation:**

Do a puppet show using stick or sock puppets. Present the story “Mark Has Horse’s Ears.” (*Refer to LM, pp. 400-401, Agreement*)

**Group Work:**

Ask the pupils to choose one learning center where they would like to work. They can use the mother tongue in completing their task. However, encourage them to speak in English while working. Then, try to translate after their presentation.

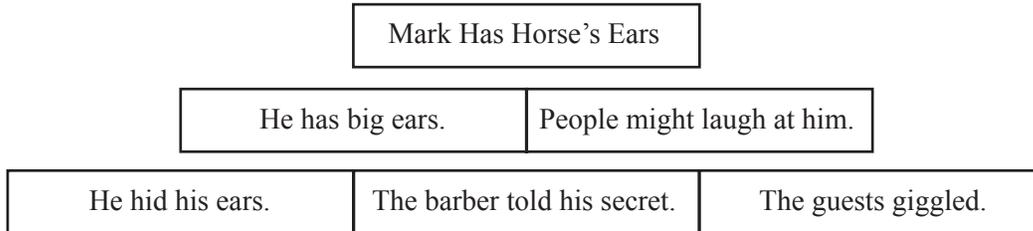
Learning Center 1 – Make paper bag hand puppets and talk about the characteristics of the character(s) in the story.

Learning Center 2 – Imagine the time and place where the story happened then create/ make a group poster where the setting of the story is reflected.

Explain how to do the story pyramid. (*Refer to LM, p. 393, We Can Do It*)

Let the pupils make a pyramid by filling in the boxes with important information from the story.

Example:



Ask the pupils to answer the questions and recite in front of the class.

1. How did Mark solve his problem?
2. Did the mother do the right thing? Why?
3. If you were the mother, how would you solve the problem?

**Independent Practice:**

Ask: Can you mention other characters or people who don't look good but have kind hearts? Why do you say they have kind hearts? (*Refer to LM, p. 394, I Can Do It*)

**Evaluation:**

Ask: What could be the reason why the boy has horse's ears?  
What is more important, the physical appearance of a person or the beauty of one's heart?

Lead the discussion to help pupils realize that the inner beauty of a person is more important than his/her physical appearance.

**Agreement:**

Retell the story to your family members.

## Lesson 12: Reading Shapes Our Community

**Objectives:**

- Participate in the retelling of the story
- Recall the important details of the story
- Listen and respond to texts to clarify meaning heard while drawing on personal experiences
- Express feelings and opinions through different writing activities

**Subject Matter:** Story: "Mark Has Horse's Ears" an adaptation of "Mark Has Horse's Ears" by Robert Nye  
Retelling Stories

**Materials:** costume, straw, manila paper, paper clips, masking tape, old newspaper

**Value Focus:** Knowing the characters in a story and understanding how the characters behave is exciting and meaningful.

**Procedure:**

**Motivation:**

Ask the pupils to draw their favorite storybook character and let them imagine what would happen if a storybook character were to come to life and walk in the classroom or into the pupil's home. (*Refer to LM, p. 394, Get Set*)

**Presentation:**

Direct the pupils to act out what the main character saw, felt, and heard in the story. Reread the story and use the "Read Along" technique. Let the pupils listen to you while you read and they use their fingers to follow until the end of the story.

Dress the Character:

1. Divide the pupils in small groups.
2. Give them materials to dress up one member of their group as a character from one of the animal stories read earlier. To ensure a variety of characters and to avoid replication, once a group decides on a character, the other groups cannot choose that character anymore.
3. Pupils can use only the materials given to them, otherwise they'll be disqualified. Choose a reporter who will talk about the character.

Give them 15 minutes to do this activity.

**Group Work:** (*Refer to LM, p. 395, We Can Do It*)

Explain to your class that a time capsule is a sealed container preserving artifacts and records of the current time for people to uncover in the far future. Discuss with your class if the story "Mark Has Horse's Ears" was in a time capsule, what would people in the future learn from it?

**Generalization:**

The characters of the story are the people, animals, and things in the story.
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**Independent Practice:** (*Refer to LM, p. 395, I Can Do It*)

**Evaluation:**

Ask: Why is it important to read and to know the characters of the story?  
Knowing the characters and understanding how the characters behave is exciting and meaningful.

**Agreement:** (*Refer to LM, p. 396, Agreement*)

## Lesson 13: We Are Unique and Special

### Objectives:

- Supply words that rhyme with given words
- Ask about unfamiliar words to learn about meaning
- Speak clearly and audibly

**Subject Matter:** Rhyme: “What Animals Said”  
Rhyming Words and Words with Inflectional Ending

**Materials:** pictures of different kinds of ears

**Value Focus:** Love yourself and be thankful that you are unique.

### Procedure:

#### Motivation:

- Ask: Whose ears are these?  
(Show flash cards of the following: ears of a monkey, ears of man, ears of an elephant, ears of a tiger, ears of an elf, and ears of a horse.)
- Ask: If animals could speak, what do you think will they say to people? If you were to become an animal, what would you like to be and why? Today, we will find out what the animals will say in our poem.

#### Presentation:

- Read to the class the poem “What the Animals Said.” (*Refer to LM, p. 397, Get Set*)
- Ask: Can you remember the animals mentioned in the poem? Recall and name as many animals as you can.

#### Guided Practice:

- Tell the pupils to listen to the last sound of the words that rhyme in each line.  
Allow them to read the rhyming words. (*Refer to LM, p. 397, Let’s Aim*)

#### Independent Practice:

- Allow the pupils to think of rhyming words and encourage them to share their “Rhyming Words Collection” box. (*Refer to LM, p. 398, I Can Do It*)

## Lesson 14: Teamwork Leads to Success

### Objectives:

- Write simple sentences in context using prepositions
- Ask about unfamiliar words to learn about meaning
- Take books from home to school (or vice-versa) for independent/extra reading
- Interpret simple signs and symbols

**Subject Matter:** Writing Simple Sentences in Context Using Prepositions and Alphabetizing

**Materials:** decoding charts, song chart, or video

**Value Focus:** Working together as a team can help us finish our alphabet banner faster.

**Procedure:**

**Motivation:**

Ask the pupils to study the symbols for the alphabets. Use these to decode the secret message. (*Refer to LM, p. 399, Get Set*)

Show the answer – I love the prepositions.

Ask: What do you know about prepositions?

Why do we need to study prepositions?

Today, we will sing a song about prepositions to understand its meaning and to learn more about them.

**Guided Practice:**

Show the teacher chart and the pictures or create your own jazz chant.

Where's the monkey? Where is it? (2x)

In the box (2x)

Where's the bird? Where is it? (2x)

On the tree (2x)

Where's the snake? Where is it? (2x)

Under the rock (2x)

On, in, and under

Where's the apple? Where is it? (2x)

In the box (2x)

Where's the carrot? Where is it? (2x)

On the chair (2x)

Where's the rabbit? Where is it? (2x)

Under the bench (2x)

On, in, and under. Great!

Where's the book? Where is it? (2x)

On the desk (2x)

Where's the pencil? Where is it? (2x)

In the box (2x)

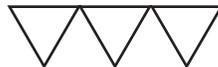
Where's the ruler? Where is it? (2x)

Under the chair (2x)

On, in, and under. See you next time!

**Independent Practice:**

Have the class make a preposition banner. Divide the class into five groups so they can make their alphabet banners made of colorful construction paper. Write simple sentences using the prepositions *in*, *on*, and *under* to help your team make meaningful buntings. Distribute the buntings.



**Evaluation:**

Have the pupils share the things they did to come up with their output by completing the sentence:

- (1) \_\_\_\_\_ helped us finish our banner with the prepositions (2) \_\_\_\_\_,  
(3) \_\_\_\_\_, and (4) \_\_\_\_\_.

**Agreement:**

Reread the story “Mark Has Horse’s Ears” and answer questions on the LM, p. 401.

## Lesson 15: Working as a Team

**Objectives:**

- Review alphabetizing and read the alphabets in English
- Identify the letters in the mother tongue / Filipino that are not present in the English alphabets and vice-versa
- Write simple sentences in context using prepositions

**Subject Matter:** Prepositions and Using Them in Meaningful Sentences

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

**Value Focus:** Working as a team can be faster than working alone.

**Procedure:**

**Motivation:** (*Refer to LM, p. 402, Get Set*)

Say: Let’s begin by singing the Alphabet Song in English and then in Filipino/ mother tongue. Which letters in Filipino are not present in the English alphabets? (Answers: *ñ* and *ng*)

**Daily Language Activity:**

Conduct a drill on the following words for the day.

1. my	2. here	3. there	4. and	5. does
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**Presentation:**

Have an “Alphabet Animal Relay” game. Give two sets of words which Group A and Group B will use for the relay. Each team will arrange the words in alphabetical order.

cat	bat	ant	dog
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The team who finishes first wins the game.

Add words for the game like **iguana**, **jaguar**, **kangaroo**, **newt**, **lizard**, **octopus**, **parrot**, **quail**, **snail**, **tiger**, **unicorn**, **vulture**.

**Motivation:**

Show a stuffed toy animal and ask the pupils where it is. Put the stuffed toy in the following places:

Ask: Where is the toy?

Say: The toy is on the table.

The toy is under the chair.

The toy is in the bag.

Introduce the three prepositions – beside, in front of, and above.

Say: The toy is beside the pupil.

The toy is in front of the blackboard.

The toy is above my head.

**Group Work:** (*Refer to LM, p. 402, We Can Do It*)

*Key to Correction:*

1. The rooster is *in front of* the car.

2. The mouse is *behind* the block.

3. The ball is *beside* the box.

4. The apple is *on top of* the book.

**Independent Practice:** (*Refer to LM, p. 403, I Can Do It*)

Allow the pupils to use things inside the classroom to review the prepositions that they've just learned. Allow them to construct their own sentences and then share their sentences with their partner. Then, let them analyze the chart and construct five sentences.

Tell the pupils to look at the following animals and write five sentences explaining where they are. Use the prepositions *in, on, under, behind, beside, and in front of*.

**Evaluation:**

Ask: What can you do to make your task faster?

Why do we need to study prepositions?

Say: Working together as a team can help us finish our task faster. Studying the prepositions can be useful in telling where things are.

**Agreement:**

Let the pupils study the prepositions *out, of, and over*.