

Lesson 16: Respect for Life: Uplift People

Target Skills:

Oral Language:

- Listen and respond to texts to clarify meaning heard while drawing on personal experiences
- Participate in group and individual oral interpretation of short poems, rhymes, and stories in English
- Engage in variety of ways to share information (e.g., summarizing and show and tell)
- Speak clearly and audibly in full sentences

Fluency:

- Read aloud Grade 2 level text
- Read Grade 2 level text with an accuracy rate of 95 to 100%
- Read Grade 2 level text in three- to four-word phrases using correct intonation, expression, and punctuation cues
- Read automatically 100 2nd grade high frequency / sight words – ten words a week

Listening Comprehension:

- Identify important details in expository text listened to
- Participate in the retelling of poems and stories
- Listen to and perform simple instructions

Phonological Awareness:

- Supply words that rhyme with given words

Vocabulary Development:

- Determine what words mean based on how they are used in a sentence
- Recognize and identify words with similar meaning and list synonyms

Reading Comprehension:

- Identify the basic sequence of events and make relevant predictions about stories

Writing and Composition:

- Write a personal recount by completing a stem to answer guide questions (Ex. What did you do last weekend? Last weekend, we...)
- Write a simple story

Attitude towards Language, Literature, and Literacy:

- Retell or re-read familiar stories to other children
- Express feelings and opinions through varied writing activities
- Take books 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 the retelling of poems and stories

Sequence the events of the story and make relevant predictions about the story

Identify the important details in expository text listened to

Determine the meaning of words based on how they are used in a sentence

Identify words that rhyme

Subject Matter: Story: “The Lion and the Mouse”

Materials: puppets, pictures, and story book

Value Focus: Respect life and do not underestimate others. Justice is to give everyone their due. Do not oppress or take advantage of anyone.

Procedure:

Pre-Assessment: (Refer to LM, pp. 404-407, *Let’s Try*)

Key to Correction:

I. 1. ☺	II. 1. ✓	III.	IV. 1. b
2. ☹	2. ✓		2. b
3. ☹	3. x		3. b
4. ☺	4. ✓		4. c
5. ☺	5. ✓		5. c
			6. c

Motivation:

Teach the poem: “Hickory Dickory” and let the pupils recite the poem.

Hickory Dickory Dock
The mouse went up the clock.
The clock struck one.
The mouse ran down
Hickory Dickory Dock.

Let the pupils answer LM, p. 407, *Get Set*. Have the class find the rhyming words in the poem.

Ask: What other rhyming words do you know?

What animal went up the clock?

Have you ever seen a mouse? Describe a mouse using a semantic map.

Unlocking of Difficult Words:

Unlock the meaning of the following words as suggested below:

1. shade – I go under the tree because it’s too hot. I really love the shade.
2. squeak – Demonstrate and let the pupils do the sound.
3. trap – Show a mouse trap.

Ask: Can you think of a word with a similar meaning to *trap*?

trap – catch, ensnare, shut in, lock in

Read Along:

Read aloud the story and the pupils will read along. (Refer to LM, pp. 408-409, *Let’s Aim*)

Explain the “Question Box Surprise.”

Allow a volunteer to pick a question from a box and anybody in the classroom can answer the question orally. Allow the pupils to read the questions and write their answers on a sheet of paper.

Comprehension Questions:

1. Who are the main characters of the story?
2. Where did the story happen?
3. When did the story happen?
4. What was the lion doing under the narra tree?
5. Who woke up the lion?
6. What did the lion do to the mouse?
7. What happened to the lion one day?
8. Who saved the lion?
9. What did the lion say after he was rescued by the mouse?
10. What did you learn from the story?

Group Work: (*Refer to LM, p. 409, We Can Do It*)

Independent Practice:

Allow the pupils to draw their favorite character and to talk about their work during “Show and Tell.” (*Refer to LM, p. 410, I Can Do It*)

Evaluation:

Ask: If you were the mouse, would you also help the lion? Why or why not?
If you were the lion, would you let the mouse free?

Agreement:

Have the pupils retell the story to their family or a best friend.

Lesson 17: Bring Out the Hero in You

Objectives:

Describe and discriminate the best part of the story
Listen and follow three-step directions
Write a personal recount by completing a stem to answer the guide questions
Express feelings and opinions through varied activities

Subject Matter: Story: “The Lion and the Mouse”

Materials: computer or DVD player and story book

Value Focus: You can be a hero if you do good deeds and if you become a person for others.

Procedure:**Motivation:**

Say: Before we start reading today, I’m going to reread the last part of the story. How did you feel while listening to the last part of the story?
Reread the story in the textbook so pupils can recall the story and choose their favorite part of the story.

Group Work: (*Refer to LM, p. 410, We Can Do It*)

Ask: Which part of the story is your favorite? Why?

Which is the worst part of the story? Why?

Allow the pupils to choose the best and the worst part of the story.

Have the class do the Timed-Pair Share activity. The pupils will choose their partners and will assign who will become letter A and letter B. Give each player one minute to share and then the next player will have the chance to answer the questions regarding the best and worst part of the story. Announce which player will talk first.

Independent Practice: (*Refer to LM, p. 411, I Can Do It*)

Ask the pupils to compare the feelings of the characters in the two pictures.

Evaluation:

Ask: Who was the hero in the story? Why? Would you consider the lion a hero, too?

Why or why not?

How can one become a hero? I can be a hero, too. When I ... and if I ...

Agreement:

Have the pupils take books from home to school (or vice-versa) for independent/extra reading about Filipino heroes.

Lesson 18: Studying Can Save Lives

Objectives:

Describe the characters of the story using synonyms

Identify words with similar meaning and list the synonyms

Write a simple story using synonyms

Subject Matter: Synonyms

Materials: stuffed toy, pictures, and story book

Procedure:

Motivation:

Ask the pupils to describe the size of the mouse.

Show pictures of a mouse and a lion. (*Refer to LM, p. 412, Get Set*)

Compare the two animals.

Say: The mouse is small. Can you think of another word which has a similar meaning to small? (Example: tiny and little)

The lion is big. Can you think of another word with the same meaning? (Example: large and huge)

What are synonyms? Synonyms are words that have the same meaning.

Let the class do the “Sketch the Character” activity. (*Refer to LM, p. 412, We Can Do It*)

Give a vivid description of the two characters and let the pupils draw what they imagine.

Say: Listen to my description and later you will draw the characters.
The lion is big. It is large. It is huge.
The mouse is small. It is tiny. It is little.

Ask: What do you notice about these three words?
1. big, large, and huge
2. small, tiny, and little

Say: *Big, large, and huge* have the same meaning. *Small, tiny, and little* have similar meaning, too. Do you know what we call words with similar meaning? They are called synonyms.

Generalization:

Synonyms are words with similar meanings.

Independent Practice:

Let the pupils create as many “rainbow synonyms” as they can. (*Refer to LM, p. 413, I Can Do It*)
Read the pair of words and the pupils will say their answers orally.

Agreement:

Let the pupils write a simple story using synonyms. Ask them to list the words that have the same meaning.

Lesson 19: Be Proud of Who You Are

Objectives:

Speak clearly and audibly in full sentences
Identify words with opposite meaning / antonyms
Read Grade 2 level text with an accuracy of 95 to 100%

Subject Matter: Story: “The Lion and the Mouse”

Materials: stuffed toy and story book

Value Focus: Good things come in small packages.

Procedure:

Motivation:

Show the stuffed toys and use them to motivate the pupils. (*Refer to LM, p. 413, Get Set*)

Say: *Brave* and *courageous* have similar meaning so they are _____.
What do you notice about the two words?
Do you remember how we call words with the same meaning?

Let the pupils read the sentences inside the box.

The mouse is small.
The mouse is little.
The mouse is tiny.

The lion is big.
The lion is large.
The lion is huge.

Review:

Say: Let's try to remember how we call words with the same meaning.

Do you know that there are also words with opposite meaning?

Big is the opposite of small.

Tiny is the opposite of huge.

What does opposite mean? Opposite is the reverse.

Show real objects and pictures to explain antonyms.

Presentation: (*Refer to LM, p. 414, Let's Aim*)

Allow the pupils to read the sentences with antonyms. Say that words with opposite meaning are called ANTONYMS.

Play a game "Antonyms or Not."

- If the pair of words are antonyms, the pupils will say, "Yes, it is."
- If the pair of words are not antonyms, they will say, "No, it isn't."

Group Work: (*Refer to LM, p. 415, We Can Do It*)

Have the pupils tell whether the pair of words are antonyms or synonyms.

Let the pupils say: "Yes, it is." or "No, it isn't."

Independent Practice:

Have the pupils make their own "Arrow Antonym Card." Have them write the word and its antonym inside the two opposing arrows.

Ask: Can you name a pair of words which are considered as antonyms?

Display the work of the pupils on the bulletin board. Have the class do the Gallery Walk and talk about their work.

Evaluation:

Let the pupils complete this sentence:

After listening to my teacher and classmates, I realized that antonyms are _____.

Agreement:

Let the pupils explain what the following saying means:

"Good things come in small packages."

Lesson 20: Be Thankful for God’s Creation

Objectives:

- Discuss and annotate what they see in the community
- Make a card to tell the things that one appreciates in nature
- Write a personal recount by completing a stem to answer the guide questions
- Read with automaticity the 2nd grade high frequency / sight words

Subject Matter: Story: “The Lion and the Mouse”

Materials: manila paper, chart, and flash cards

Value Focus: Be thankful to God and be God-fearing. Let us live according to His will.

Procedure:

Daily Language Activity:

Conduct a drill on the following words for the day.

1. my	2. down	3. let	4. along	5. don’t
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Motivation:

Have the pupils complete the poem. (*Refer to LM, p. 416, Get Set*)

Say: Look around you and describe anything using these lines.

I see the _____ and the _____ sees me.

God bless the _____, and God bless me.

Activating Prior Knowledge:

Show the picture of a lion inside the net.

Ask: Can you remember what happened? What lines did the lion say in this picture?

Ask the pupils to dramatize the story. Group the pupils by twos and encourage them to think of appropriate lines to complete their play. Pupils may use their mother tongue during the presentation.

Group Work:

Ask the pupils to make a giant card and write the things that they see in nature.

Example: I see the pack of lions and the pack of lions sees me.

God bless the pack of lions, and God bless me.

Independent Practice: (*Refer to LM, p. 417, I Can Do It*)

Evaluation:

Show the teacher chart containing these sentences and let the pupils fill in the blanks. After our lesson about adjectives, I can put in a nutshell what we did today. Here are some of the things that we learned today _____.

I see the world and the world sees me. God bless the world and God bless me.

Be thankful to God and be God-fearing. Let us live according to His will.

Agreement: (*Refer to LM, p. 418, Agreement*)