

Lesson 21: I Have a Good Friend

Target Skills:

Oral Language:

- Listen and respond to texts to clarify meanings heard while drawing on personal experiences
- Participate in group and individual oral interpretation of short poems, rhymes, and short stories
- Speak clearly and audibly in full sentences

Fluency:

- Read with automaticity ten 2nd grade high frequency / sight words

Listening Comprehension:

- Identify important details in expository text listened to

Vocabulary:

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

Book Knowledge:

- Identify the title, author, and book illustrator

Reading Comprehension:

- Identify the basic sequence of events and make relevant predictions about stories
- Sequence information from a procedural text read
- Infer / Predict outcome
- Make connections (text to self)

Writing and Composition:

- Make a card for various occasions

Grammar:

- Use different kinds of sentences (declarative)

Objectives:

Answer *Wh-* questions

Predict what will happen next

Relate oneself / a friend with the characters in the story

Recall a similar incident or personal experience

Sequence the events in the story

Retell the story

Tell something about one's friend

Subject Matter: Story: "The Puddle" by Dali Soriano

Materials: pictures, story map

Value Focus: Respect for life

Procedure:

Daily Language Activity:

Say: Let us read the sight words. Read after me.

very

wash

Let us read the word *very* again. Let us read the word *wash* again.
Now, I will use these words in a sentence: *My hands are very dirty. I need to wash.*
What do we mean by the word *very*? What do we mean by the word *wash*?
Use these words in your own sentence.
Now, let us spell the word *very* in the air. Now, spell it in your notebook.
Now, let us spell the word *wash* in the air. Now, spell it in your notebook.

Pre-Reading: (Refer to LM, p. 420, Get Set)

Ask the class to look at the picture.

1. What do you see in the picture?
2. Why do you think pigs love to play in the mud?

Say: Class, in the picture, the pig is playing in a puddle of mud. What do you call *puddle* of mud in Tagalog?

Motivation:

Show the picture of three pupils on LM p. 421 to the class.

Ask the following:

1. What can you say about the picture?
2. Who could they be?
3. Where could they be?
4. How about you? Do you have friends?
5. Who are your friends in this class?
6. What are the fun things you do together?

Presentation:

Motive Question:

What do you think will happen if we play in a puddle or other dirty places?

During Reading:

Read the first two paragraphs in the story. (Refer to LM, p. 422, *We Can Do It*)

Then ask the following questions:

1. Who are the characters in the story?
2. What can you say about Leo? Bob? Jim?
3. One morning after the rain, what did they see on their way to school?
4. What did Bob and Jim do? How about Leo?
5. Can somebody show us what Leo did?
6. What do you think did Bob and Jim feel?
7. If you were Bob and Jim would you feel the same way? Why?

Read the third and fourth paragraphs then ask the following questions:

1. How did Bob and Jim feel?
2. If you were Bob and Jim, would you feel the same way? Why or why not?
3. What did Leo tell them afterwards?
4. What do you think will Bob and Jim do with Leo's invitation?

Read the rest of the story then ask the following questions:

1. What did Bob and Jim do? How about Leo, what did he do?
2. Do you think Bob and Jim made the right decision of not joining Leo? Why?
3. What happened to Leo at the end of the story?

Comprehension Questions:

Ask the following questions:

1. Where did Leo play on his way to school?
2. What did he do to Bob and Jim? What did the two boys do?
3. What happened to Leo the next day?

Valuing:

Ask the following questions:

1. Was Leo right in playing in the puddle? Why or why not?
2. What do you think will happen if you play in a puddle?
3. Who among you got sick and was brought to the hospital? Was it fun being sick? Why or why not? What did you experience when you were in the hospital?
4. What are the things we should do so we will not get sick?

Application:

Relating to One's Experience:

Introduce Leo to the class.

Ask: What can you say about Leo?

Do you have a friend who is like Leo? How are they the same?

Can you give situations when your friend wanted you to have fun but you turned him/her down? Why did you not join him/her?

Do you have friends like Bob and Jim?

What do you like to do with them?

Evaluation:

Ask: Who do you think is a better friend? Why? What does a good friend do?

Can you name your good friends?

Agreement:

Say: Do you take pictures of your friends? Who has a picture of his/her friend/s? Let us see what fun things you do with them. Tomorrow, please bring to class a picture of your friend.

Lesson 21: I Have a Good Friend (Day 2)

Procedure:

Daily Language Activity:

Say: Let us read the sight words. Read after me.

which

why

Let us read the word *which*. Repeat. Let us read the word *why*. Repeat.
Now, I will use these words in a sentence: *Which is your favorite? Why?*
What do we mean by the word *which*? What do we mean by the word *why*?
Can you come up with your own sentence?
Now, let us spell the word *which* in the air. Now, spell it in your notebook.
Now, let us spell the word *why* in the air. Now, spell it in your notebook.

Presentation:

Story Review:

Recall the story through the sequencing of pictures. Let the pupils sequence the events according to how they happened in the story. Have the pupils write only the number. (Refer to LM, p. 424, *We Can Do It*)

After re-arranging the pictures, let the pupils retell the story using their own words.
Say: Choose the picture where the answer to my questions can be found.

1. In which part of the story did Leo enjoy the puddle?
2. In which part of the story did Bob and Jim change their clothes?
3. In which part of the story did Leo suffer the effect of his playing in the puddle?

Valuing:

Show pictures of children doing different things. Let the pupils identify which are good and which are bad.

Independent Practice: (Refer to LM, p. 425, *I Can Do It*)

Explain the directions to the pupils and allow them to do the activity.

Application:

Relating to One's Experience:

Have the class look at the pictures on LM, p. 425 again. Ask which of the actions being shown were done by their friend. Have them pick one picture and tell how or when their friend did it.

Evaluation:

Show and Tell:

Have the pupils bring out the photos of their friends.

Say: Show to class the photo of your friend. Tell something about him/her. Describe your friend. Tell us why you like your friend.

Lesson 22: I Know What a Declarative Sentence Is

Objectives:

- Identify what a declarative sentence is
- Come up with a declarative sentence

Subject Matter: Declarative Sentence

Materials: pictures, worksheets

Value Focus: Value of relationships

Procedure:

Daily Language Activity:

Say: Let us read these sight words. Read after me.

wish

work

Let us read the word *wish*. Repeat. Let us read the word *work*. Repeat.
Now, I will use these words in a sentence: *I wish my brother has work.*
What do we mean by the word *wish*? What do we mean by the word *work*?
Can you use these words in your own sentence?
Now, let us spell the word *wish* in the air. Now, spell it in your notebook.
Now, let us spell the word *work* in the air. Now, spell it in your notebook.

Motivation:

(Note: If the classroom has the technology, show the following YouTube materials.)

- <http://www.youtube.com/watch?v=ANk8xlsp1pQ>
- <http://www.youtube.com/watch?v=yjmjO2KawVSM>
- http://www.youtube.com/watch?v=_SmoofUq0cY

Presentation:

Let the pupils answer the *Get Set* activity in the LM, p. 426.
Then, let the pupils say something about the pictures.

Guide Questions: (Refer to LM, p. 427, *Let's Aim*)

- Ask: What do you see in the pictures? Can you identify them?
What is common to all the pictures? What is the relationship they share?
Write some of the pupils' sentences on the board.

Language:

Review the sentences on the board.

Sample Sentences:

- ✓ The picture shows Darna and Ding.
- ✓ The picture shows Pong Pagong and Kiko Matsing.
- ✓ The picture shows Pooh and Piglet.

Sample Cloze passages:

- ✓ They are (friends.)
- ✓ They (love each other.)
- ✓ Friends (help each other.)
- ✓ They (love to play.)

Application:

Relating to One's Experience:

Ask the pupils who their friends are in class. Have the pair stand in front of the class and they say something about their friendship.

Guide Questions:

1. Who is your friend?
2. What do you do together?
3. Where do you usually go?
4. What is your friend's favorite food / color / show / game?
Write on the board the sentences that the pupils give.

Generalization:

Guide the class in coming up with the generalization. Go back to the sentences written on the board.

Say: Class, look at the sentences on the board. There are different kinds of sentences. All these sentences are called declarative sentences. Let's find out what a declarative sentence is.

Guide Questions:

1. What does this (use one sentence) sentence tell you?
2. Does it ask you?
3. What punctuation mark is used at the end of the sentence?

A **declarative sentence** is a sentence that tells about something and ends with a period.

Practice Exercise:

Let the class do the following:

I. Put a check mark (✓) before the sentence if it is a declarative sentence, and a cross (x) if it is not.

- ___ 1. Do you love to watch TV shows?
- ___ 2. My favorite superhero is Darna.
- ___ 3. I like to follow Darna's adventures.
- ___ 4. Pong Pagong is funny.
- ___ 5. Oh, Kiko Matsing is such a grumpy neighbor!

II. Complete the following sentences by writing your own ideas.

1. I love playing _____.
2. My favorite food is _____.
3. My mother's name is _____.
4. I am a fan of _____.
5. I never leave the house without _____.

III. Write a declarative sentence for each picture.

(Refer to LM, p. 429, *We Can Do It*)

Lesson 23: I Know How to Sequence Events

Objectives:

- Answer *Wh*- questions
- Predict outcome
- Relate to one's experiences

Subject Matter: Sequencing of Events

Materials: pictures, CD player, big / story book, strips of cartolina

Value Focus: Value of relationships

Procedure:

Daily Language Activity:

Say: Let us read these sight words. Read after me.

would

write

Let us read the word *would*. Repeat. Let us read the word *write*. Repeat.
Now, I will use these words in a sentence: *I would write you a letter soon.*
What do we mean by the word *would*? What do we mean by the word *write*?
Can you come up with your own sentence?
Now, let us spell the word *would* in the air. Now, spell it in your notebook.
Now, let us spell the word *write* in the air. Now, spell it in your notebook.

Motivation:

Play the music of "We Build Communities" and have the pupils sing along.

During Reading:

Call on a pupil to read the story "Zelky and Friends." (Refer to LM, p. 430, *Let's Aim*)
Then ask the questions.

Picture 1 Questions:

1. Who has many friends? In the picture, can you identify Zelky's friends?
2. According to the story, what kind of day is it?

3. What do you think could they be doing one sunny day? Why?
4. What did they decide to do? If it were raining, do you think they will still play? Why or why not? What could they be doing had it been raining?
5. According to the story, where will they play?
6. How about you, where do you play with your friends?

Picture 2 Questions:

1. Where did they go before they went to play?
2. What did they do in Moymoy's house?
3. Do you think Moymoy will join them? Why?

Picture 3 Questions:

1. Did Moymoy agree to go? Who also thought that? Why did you think so?
2. Where did they go next? What was Leny doing?
3. Do you think Leny will go with them? Why?
4. If you were Leny and was still doing something when your friends come by, would you go with them to play? Why?

Picture 4 Questions:

1. Did Leny go? Why? Do you think she did the right thing? Why or why not?
2. Did Leny also get to play? How?
3. Did Zelky and his friends have a great day? What made you say so?
4. Do you also have great days with your friends? What do you do together that makes your day great?

Post-Reading:

Have the class study the sentences and identify which action happened first, second, third, fourth, and last. Let the pupils sequence them correctly by drawing a line connecting the sentences to the number. (*Refer to LM, p. 431, I Can Do It*)

Application:

Let the class do the following:

Directions: Read the following sentences and arrange them according to how they should happen. Write the number before the sentence.

- _____ We also went to the dress shop.
- _____ In the mall, we went to the toy shop.
- _____ Finally, we all ate a lot in my favorite restaurant.
- _____ It was my birthday and Mother promised we would go to the mall.
- _____ Before we went home, Father joined us in strolling inside the mall.

Agreement:

Say: Tomorrow, we shall have a fun activity. Do you like giving cards to your friends? Do you want to make your own card for your friend? Bring art materials to class tomorrow because you will make your own card.

Lesson 24: I Can Make a Card

Objectives:

- Identify the parts of a card
- Design a self-made card for a friend

Subject Matter: Card Making

Materials: art materials

Value Focus: Card making is fun and can be a powerful tool to communicate to others.

Procedure:

Daily Language Activity:

Say: Let us read the sight words. Read after me.

your

there

Let us read the word *your*. Repeat. Let us read the word *there*. Repeat.
Now, I will use these words in a sentence: *Your bag over there is really nice.*
What do we mean by the word *your*? What do we mean by the word *there*?
Can you use these words to come up with your own sentence?
Now, let us spell the word *your* in the air. Now, spell it in your notebook.
Now, let us spell the word *there* in the air. Now, spell it in your notebook.

Presentation:

Card Making. (Refer to LM, p. 432, *Let's Aim*)

Show the pupils a sample card. Then, introduce its parts. Let them design the card.

Questions:

1. Have you received a card before? What was the occasion? From whom? How did you feel when you received it?
2. Now, let's look at the card. What are its important parts? (Use the example on LM, p. 432 or a real card.)

Give out the blank card to each pupil. Then, guide the pupils fill up the parts by writing the date, the name of their friend, and their name. (Refer to LM, p. 433, *I Can Do It*)
Instruct the pupils to start decorating their cards using the art materials they brought to class.

Application:

Show and Tell:

Say: In front of the class, show your self-made card and read the message that you wrote. Then give your card to your friend.

Lesson 25: I Love to Help Others

Target Skills:

Oral Language:

- Listen and respond to texts to clarify meanings heard while drawing on personal experiences
- Participate in group and individual oral interpretation of short poems, rhymes, and short stories
- Speak clearly and audibly in full sentences

Fluency:

- Read with automaticity ten 2nd grade high frequency / sight words

Listening Comprehension:

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

Phonological Awareness:

- Supply words that rhyme with given words

Vocabulary:

- Determine what words mean based on how they are used in a sentence
- Recognize that some words represent part of a whole (meronyms)

Book Knowledge:

- Identify the title, author, and book illustrator

Reading Comprehension:

- Identify the basic sequence of events and make relevant predictions about stories
- Sequence information from a procedural text read
- Infer / Predict outcome
- Make connections (text to self)

Writing and Composition:

- How to write a simple story

Grammar:

- Use different kinds of sentences (exclamatory)

Study Strategies:

- Interpret bar graphs and tables

Objectives:

Identify unfamiliar words in English and learn their meanings

Answer *Wh-* questions

Predict what will happen next

Relate oneself / a friend with the characters in the story

Recall a similar incident or personal experience

Recall the story read

Perform different activities highlighting multiple intelligences

Subject Matter: Story: “Boatman to the Rescue” by Dali Soriano

Materials: pictures, art materials for card-making

Value Focus: Respect for life

Procedure:

Daily Language Activity:

Say: Let us read the sight words. Read after me.

is

are

Let us read the word *is*. Repeat. Let us read the word *are*. Repeat.
Now, I will use these words in a sentence: *She is my sister. We are siblings.*
Can you use these words to come up with your own sentence?
Now, let us spell the word *is* in the air. Now, spell it in your notebook.
Now, let us spell the word *are* in the air. Now, spell it in your notebook.

Pre-Reading:

Motivation:

Show the pupils a poster of the movie *Enteng Kabisote at ang Panday*.
Then, ask the following questions:
Are you familiar with this movie? Who have watched this?
Did you like it? Who among the superheroes is your favorite? Why?

Motive Question:

What is a hero? Who can be a hero?

During Reading:

Do shared reading with the pupils. (Refer to LM, pp. 435-436, *We Can Do It*)
Show the pictures to the class and ask questions at each pause.

Boatman to the Rescue
by Dali Soriano

Box 1 Questions:

What is the title of the selection?
Who wrote the story?
Do you know what a boatman is? How about the word *rescue*?

“Come, let’s play!” Fred called his friends at the park.
“It’s raining. Let’s go home,” Bobby said.
“It will stop soon. Let’s play, please!” begged Fred.
“It will not stop. Look! The streets are flooded. Let’s go home fast!”
Bobby explained.

Box 2 Questions:

What words are not familiar to you? (begged, flooded)
Who are the two boys in the story? Where were they?
What was the weather on that day?
Who wanted to play? Did Bobby want to play, too? Why?
What happened to the streets?
What do you think would Fred and Bobby do next?

Bobby and his friends went home. Fred continued to play in the rain. Then there was a heavy downpour. It flooded the streets. The water rose higher and higher.

Box 3 Questions:

- What words are not familiar to you? (downpour)
- What did Bobby do? What did Fred do?
- What happened to the flood on the street?
- What do you think would happen to Fred?

In Fred's house, his mother went up the roof of their house to save herself. She looked around. "Fred! Fred! Fred!" she called. "Lord, God, have mercy on us. I trust You. I believe that You will bring my son back to me." Fred's mother knelt down to pray. She did not stop praying.

Box 4 Questions:

- What words are not familiar to you? (roof, mercy, knelt)
- Who went up the roof? Why do you think she went up there?
- Who was she calling? Did she find Fred?
- What did mother do when she could not see Fred?
- Would Fred come back home? What might have happened to Fred? Why?

Suddenly she heard a motor boat coming. She stood. She saw a small hand waving at her. As the motor boat came near the house, Fred's mother heard Fred calling, "Nanay, come! Bobby is here to rescue us. Let's move to higher ground!" Fred's mother jumped on the boat and hugged Fred. "Fred, thank God, we are safe. Thank you, too, Mr. Boatman."

Box 5 Questions:

- What did Fred's mother hear?
(The class gives the sound of a running motor boat.)
- Who were on the boat? Why were Fred and Bobby on the motor boat?
- Whom did Fred's mother thank? Who is the boatman?

Post-Reading:

Ask the pupils to answer the Motive Question.

Let the pupils answer more comprehension questions like the following:

- What should have been done by Fred when it was already raining? Why?
- What kind of friend was Bobby? Do you have a friend like him?
How has he/she helped you?
- Why is a motor boat better to use in rescuing flood victims than the one without a motor?

- In the story, to whom did Fred’s mother call first for help? How did she ask God for help? How did God answer her prayer?
- What did you learn from the story?

(Refer to LM, pp. 436-437, *I Can Do It*)

Let the pupils look at the pictures with the important parts of the story.

Let them choose the part they like the most. Then, allow the pupils to color it.

Finally, let them tell something about it to the class.

Lesson 25: I Love to Help Others (Day 2)

Procedure:

Daily Language Activity:

Say: Let us read the sight words. Read after me.

height

weight

Let us read the word *height*. Repeat. Let us read the word *weight*. Repeat.

Now, I will use these words in a sentence: *My height is just right for my weight.*

(Explain what the sentence means.)

What do we mean by the word *height*? What do we mean by the word *weight*?

Can you come up with your own sentence?

Now, let us spell the word *height* in the air. Now, spell it in your notebook.

Now, let us spell the word *weight* in the air. Now, spell it in your notebook.

Motivation: (Refer to LM, p. 438, *Get Set*)

Lead the class in singing the song “Row, Row, Row Your Boat.”

Recall of the Story:

1. What is the title of the story we read yesterday?
2. This time, we are going to watch the story using our toy TV set. Since our TV set here has no sound, you are going to be the one to retell what you see on the screen.

Presentation:

Introduction for the Group Activities

Say: Now that you fully understand the story, I know you are ready to do the activities I prepared today. Here are the directions, that you will follow:

- There are four different activity stations, namely (the teacher pointing) *Paper Boat-Making Station, Big Book-Making Station, Picture Puzzle Station, and Justice League Station.*
- Each group will go to one station one at a time.
- The leader gets the activity envelope and reads the directions.
- He or she tells his or her group mates how they will do the activity.
- Listen attentively to my signal so you will know when to go from one station to another.

Give the following standards for group work:

1. Read the directions carefully.
2. Help one another in doing the activity.
3. Talk one at a time and speak softly.
4. Stay with the group, do not go around.
5. Practice CLAYGO (clean as you go) before leaving the station.

Group Work:

Read the directions for each activity station. (*Refer to LM, pp. 439-440, Let's Aim*)

Ask the following questions:

1. What did you learn from the (name of the station)?
2. While doing the activities, how did you behave?
3. What value/s did you practice during the activity?

Generalization:

Cooperation is helping out each other. It makes work easier and possible when you do it with friends.

Evaluation: (*Refer to LM, p. 440, Measure My Learning*)

Lesson 26: I Know What an Exclamatory Sentence Is

Objectives:

- Recognize and use exclamatory sentences
- Use the exclamation point correctly
- Express appropriate feelings on a given situation

Subject Matter: Exclamatory Sentences

Materials: pictures of smileys, charts, cartolina strips, pictures, smiley masks

Value Focus: Sincerity in expressing one's feelings

Procedure:

Daily Language Activity:

Say: Let us read the sight words. Read after me.

fry

could

Let us read the word *fry*. Repeat. Let us read the word *could*. Repeat.
Now, I will use these words in a sentence: *I wish I could fry chicken as well as my mother could.*
What do we mean by the word *fry*? What do we mean by the word *could*?
Can you come up with your own sentence?
Now, let us spell the word *fry* in the air. Now, spell it in your notebook.
Now, let us spell the word *could* in the air. Now, spell it in your notebook.