

Motivation:

Let the class play “The Boat Is Sinking.”

Say: Let’s have a game. I will say: “The boat is sinking. Let’s form groups of four.” You have to form a group with four members. Those who will not belong to any group will take their seats and be out of the game. Is the instruction clear?

Presentation:

1. Introduction:

Say: You already learned declarative sentences. Today, you are going to learn another kind of sentence.

2. Skill Development:

a. Elicitation (lifted from the story through the art of questioning)

Say: Match the situation I am going to say with the most possible words of the characters in the story “Boatman to the Rescue.” (Refer to LM, p. 441, *We Can Do It*)

Teacher’s Part:

Choices

- When it rained hard, what do you think would Fred have said?
- When Bobby saw the flood, what do you think would he have said?
- When Fred’s mother saw that the water was rising inside the house, what do you think would she have said?
- When Mother saw Fred and Bobby on a boat, what do you think would Mother have said?

“Oh, no! I have to go up to the roof.”

“Yehey! It’s raining!”

“Fred! Oh, thank God, you’re safe.”

“The water is rising now!”

b. Analysis

Say: Let us study each exclamatory sentence. (Refer to LM, p. 442, *Let’s Read*)

1. “Yehey! It’s raining.”
2. “The water is rising now!”
3. “Oh no! I have to go up to the roof.”
4. “Fred! Oh, thank God, you’re safe.”

Ask the following questions:

1. What feeling did Fred show when it rained hard?
2. What feeling did Bobby show when he saw that the water on the streets was rising?
3. What feeling did Mother show when the water in their house was rising?
4. What feeling did Fred’s mother show when she saw Fred was safe?
5. Are these feelings strong or weak?
6. What punctuation mark ends each exclamatory sentence? Everybody, write an exclamation point in the air.

Suggested graphic organizer:

Exclamatory Sentences

- When it rained hard, what do you think would Fred have said?



“Yehey! It’s raining!”

- When Bobby saw the flood, what do you think would he have said?



“The water is rising now!”

- When Fred’s mother saw the water was rising inside the house, what do you think would she have said?



“ Oh, no! I have to go up to the roof.”

- When Mother saw Fred and Bobby on a boat, what do you think would Mother have said?



“Fred! Oh, thank God, you’re safe.”

Generalization:

An exclamatory sentence expresses a strong feeling.
It is used when one feels happy, angry, surprised, or afraid.
It starts with a capital letter and ends with an exclamation point (!).

Independent Practice: (Refer to LM, p. 442, I Can Do It)

Have the pupils put an exclamation point (!) at the end of each exclamatory sentence.

1. We won ____
2. Hurray ____
3. Fire ____ Fire ____ Fire ____
4. What a big dog ____
5. Oh, thank you ____

Oral Practice (triad):

Say: Read the sentence inside the thought bubble. Say it in different ways.
Choose a smiley face and wear it. Then, say the sentence according to the smiley face. Check if your group mate uses the exclamatory sentence correctly.
(Refer to LM, p. 443, *We Can Do It, Activity I*)

Written Practice: (Refer to LM, p. 443, *We Can Do It, Activity II*)

Say: Work with your partner. Write an exclamatory sentence about each picture.
Add another smiley face showing different feelings.

Evaluation: (Refer to LM, p. 444, *Measure My Learning*)

Agreement:

Ask the pupils how they feel when they hear a thunderclap. What do they say when they hear a thunderclap?

Lesson 27: I Am a Part of a Whole

Objectives:

Answer *Wh-* questions
Predict what will happen next
Recall a similar incident or personal experience

Subject Matter: Flooding

Materials: pictures

Value Focus: Respect for life

Procedure:

Daily Language Activity:

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

was

were

Let us read the word *was*. Repeat. Let us read the word *were*. Repeat.
Now, I will use these words in a sentence: *She was scared yesterday. It was raining heavily. We were trapped in the building.*

Can you come up with your own sentence?

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

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

Pre-Reading:

Show a video of the “great flood” in the city. Let the pupils react to the video in <http://www.youtube.com/watch?v=WQ3DT-FNf8g>.

(Note: If the teacher does not have the technology, show pictures.)

Guide Questions:

1. What do you see in the video/picture? Can you describe the place? The people?
2. Have you experienced the same?
3. What did you do? What did your family do?
4. Was there someone who helped you? Who?
5. In your very young age, how can you help the flood victims?

Listening Proper:

Read the following news article. Ask the pupils to remember information listened to.

Philippines: Typhoon ‘Ondoy’ Death Toll Reaches 243

by Leo Reyes / October 1, 2009

A rain-filled typhoon code named ‘Ondoy’ left Metro Manila, Philippines with 243 people dead and thousands homeless as a large part of Metro Manila remained submerged in floodwater more than three days after the typhoon left the country.

Almost a week after Typhoon Ondoy left the Philippine area of responsibility, several Manila cities and towns remain submerged in floodwater. As of 6:30 a.m. today, the National Disaster Coordinating Council (NDCC) of the Philippines reported 243 dead with several others missing. Damage to infrastructure is expected to hit P5 billion while more than 2,000 homes were destroyed.

Typhoon Ondoy was reported to be a rain-filled typhoon but with less wind. It was reported by the Philippine Weather Bureau that the rain content of Typhoon Ondoy was more than the volume of rainwater that Hurricane Katrina dropped in New Orleans a few months ago.

Comprehension Check:

1. What is the title of the news article?
2. Who wrote it?
3. When was it written?
4. How was the typhoon called?
5. Where exactly in the Philippines did the typhoon leave so much damage?
6. Describe the typhoon.
7. How many died?
8. How did you feel after listening to the news article? Why?

Application: (Refer to LM, p. 445, *I Can Do It*)

Generalization:

Ask: What can you say about the relationship of the meronyms to the words at the right?
How are they related?

A meronym is a word which is a part of something and is used to refer to the whole.
Example: “Finger” is a part of the hand and “wheel” is a part of the car.

Independent Practice:

Ask the pupils to answer LM, p. 446, *We Can Do It*.

Key to Correction:

bedroom – house, toes – feet, table of contents – book, car – traffic jam,

sleeves – blouse, bark – tree

Lesson 28: I Can Write a Simple Story

Objectives:

Identify the parts of a simple story

Write a simple story from a given set of details

Subject Matter: Writing a Simple Story

Materials: paper boats with sentences, copy of the story

Value Focus: Being organized

Procedure:

Daily Language Activity:

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

sty

boar

Let us read the word *sty*. Repeat. What do we mean by the word *sty*?

Let us read the word *boar*. Repeat. What do we mean by the word *boar*?

Now, I will use these words in a sentence: *A boar, being wild, cannot be put in a sty.*

Can you use these words to come up with your own sentence?

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

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

Presentation:

Pre-Writing: (Refer to LM, p. 447, *Get Set*)

Say: Today, we are going to study how to write a simple story.

Have the pupils make a word web for the word *teamwork*.

Ask: What are the good things we get if we work together as a team?

Elicit simple sentences from the ideas given by the pupils.

Model simple sentence writing.

Motivation/Recall of the Story:

Let the pupils arrange the jumbled sentences on the paper boats to form the summary of the story “Boatman to the Rescue.”

Independent Practice: (Refer to LM, pp. 448-449, *We Can Do It*)

Say: To help us write a simple story, let us study the pictures and try to sequence them according to how they happen.

Which of the pictures should be the first? second? last?

Let us give a name to the girl. What can be a nice name for her?

In the first picture, what can you say about her? In the second picture? How about in the last picture?

Application:

Ask: As a whole, what are all these pictures about? How do we say that in a complete sentence? What can be a good title for our story?

Evaluation:

Say: Now let us try to create a big book out of our story.

I will give each group a blank big book and you have to paste on each page the picture according to the correct sequence. Don't forget to write the title of the story on the cover page. Then, write the sentences under each of the pictures. Copy them correctly.

Lesson 29: I Am a Filipino

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 Grade 2 level text within an accuracy rate of 95 to 100%
- 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

Vocabulary:

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

Book Knowledge:

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

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 (interrogative)

Objectives:

- Answer *Wh*- questions
- Identify the traits of Filipinos
- Relate oneself / a friend with the character in the poem
- Recall a similar incident or personal experience

Subject Matter: Poem: “As a Filipino”

Materials: pictures, story map, photos

Value Focus: Positive Filipino traits

Procedure:**Daily Language Activity:**

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

don't

thank

Let us read the word *don't*. Repeat. Let us read the word *thank*. Repeat.
Now, I will use these words in a sentence: *Don't forget to thank God each day.*
What do we mean by the word *don't*? What do we mean by the word *thank*?
Can you come up with your own sentence?
Now, let us spell the word *don't* in the air. Now, spell it in your notebook.
Now, let us spell the word *thank* in the air. Now, spell it in your notebook.

Pre-Reading:**Motivation:**

Play the song of *As a Filipino*. Let the pupils sing along then show them a photo of a boy raising the Philippine flag. Ask the following questions:

1. What do you see in the picture? (Refer to LM, p. 451, Get Set)
2. Why do you think the boy is raising the Philippine flag?
3. Are you proud to be a Filipino? Why? Why not?

Introduce the word *patriotism*. Then using the semantic web, have the pupils associate patriotism with different activities done by Filipinos. Use Filipino to explain patriotism. (Refer to LM, p. 451, We Can Do It)

Motive Question:

What are the characteristics of Filipinos?

During Reading: (Refer to LM, pp. 452-453, *We Can Do It*)

Show pictures of Filipino children. Have the pupils read the first stanza of the poem.

Ask the following questions:

1. Who is talking in the poem?
2. What has been told to him?
3. What is the duty of a true Filipino?
4. Do you love your country, the Philippines? Why? Why not?
5. In what ways can you show your love of country?

AS A FILIPINO

Read the second stanza of the poem. Ask the following questions:

1. In whom does a Filipino believe?
2. When someone is weak, what does God do?
3. What does God shower us with?
4. As mentioned in the poem, why is God here with us every day?
5. Do you believe in God too? Why? Why not?
6. Do you talk to God? How do you talk to Him? How do you pray?
Can you show the class the way you pray?
7. What do you tell God in your prayer?
8. Have you ever prayed and God answered your prayer immediately? What did you feel? Can you share what you prayed for?
9. Is prayer important? Why? Why not?

FAITH IN GOD

Read the third stanza of the poem. Then, ask the following questions:

1. According to the lines, how would you describe Filipinos?
2. What is the attitude of Filipinos towards work?
3. From the poem, in what particular conditions do Filipinos work together?
4. Can you think of any activity in your community where Filipinos show unity? Do you know what *bayanihan* is?
5. Why do you think it is important for people to work together in spite of difficulties?

UNITY

Let the pupils read the fourth stanza of the poem. Then, ask the following questions:

1. In the poem, what is the Filipino proud of?
2. How does he show that he's proud of his country?
3. Are you, too, proud of your country? Why? Why not?
4. In what ways can you show that you are proud of your country?

PATRIOTISM

Let the pupils read the fifth stanza of the poem. Then, ask the following questions:

1. What do we mean when we say "move forward"?
2. In the poem, what does the Filipino do to move forward?
3. Why does he study hard? Do you study hard, too? Why? Why not?
4. If a child studies hard, what do you think would happen to him in the future?
5. What do we mean when we say "be on top"?
6. How can a child like you help the country to be on top?

WORK

Post-Reading:

Ask the following questions:

1. What characteristics of Filipinos are mentioned in the poem?
2. Which characteristics do you possess?
3. Give a situation where you showed any of the characteristics of Filipinos.

Valuing:

Ask the following questions:

1. How will you show your faith in God?
2. How will you show that Filipinos are united?
3. Who among you have experienced helping other Filipinos who are in need? What did you feel after doing so?
4. How will you show your love for the country?
5. How does studying hard help the country become progressive?

Application:

1. Relating to One's Experience (*Refer to LM, p. 454, I Can Do It*)
Show the pictures of different events in Filipinos' lives. Guide the pupils in identifying the characteristics of Filipinos based on what each picture shows.
2. Have the pupils match the picture in column A with the characteristic it shows in column B.

Agreement:

Say: On your way home, what colorful things do you see? Tomorrow, I'd like you to bring crayons and other art materials because we will do some coloring activities.

**Lesson 29: I Am a Filipino
(Day 2)****Procedure:****Daily Language Activity:**

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

those

read

Let us read the word *those*. Repeat. Let us read the word *read*. Repeat.

Now, I will use these words in a sentence: *How would you like to read all those story books?*

What do we mean by the word *those*? What do we mean by the word *read*?

Can you use these words in your own sentence?

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

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

Presentation:

Pre-Reading:

Guide the pupils in recalling the characteristics of Filipinos learned from the previous lesson by completing the sentences. (*Refer to LM, p. 455, Get Set*)

Motivation:

Play the music of *As a Filipino*. Let the pupils sing along. Then, ask: As a Filipino, what characteristics must you possess?

Guide the pupils in unlocking the words by matching the word with the picture it symbolizes. (*Refer to LM, p. 455, We Can Do It*)

Motive Question:

Ask: What are the other characteristics of Filipinos?

During Reading: (*Refer to LM, pp. 456-457, We Can Do It*)

Allow the pupils to read the 6th stanza of the poem “As a Filipino.” Ask the following questions:

1. What does the speaker in the poem promise to do?
2. Whose life is being talked about in the second line?
3. Is it okay to hurt other people? Why? Why not?
4. How will you show respect for life?
5. Are you aware of the war that is happening in Mindanao?
6. What would happen to our brothers and sisters there if this war continues?

RESPECT FOR LIFE

Let the pupils read the 7th stanza of the poem. Ask the following questions:

1. What do we refer to when we say “laws of the land”?
As a Filipino, how should we respect the laws of the land?
2. What will happen if Filipinos obey the laws and the government?
3. How can you show that you are a leader?
4. Do you know the saying, “A good leader is a good follower”? What does it mean?
5. How can you be of help to the leader in your group? To the captain in your barangay? Do you know our president? Who is he? How can you be of help to him?
6. What are some of the laws that your community protect? Do you follow them? Why? Why not?

RESPECT FOR LAW
AND GOVERNMENT

Let the pupils read the 8th stanza of the poem. Ask the following questions:

1. What do we mean when we say “tongues that slay”? Can you give examples? Was there a time you did this to anyone? Why?
2. What do we mean when we say “uphold all that is true”?
Can you give examples? Was there a time you did this? How?
3. What trait of Filipinos is mentioned in the poem?
4. According to the speaker, what will he stay away from?
5. What does an honest person uphold? Is it important to tell the truth? Why? Why not?
6. How will you show honesty in school? At home? In the community?

TRUTH

Let the pupils read the 9th stanza of the poem. Ask the following questions:

1. What do we mean when we say “fair”? Can you give examples? Was there a time you were unfair to anyone? How?

JUSTICE

2. What do we mean when we say “oppress”? Can you give examples? Was there a time you were oppressed? How?
3. What do we mean when we say “justice”? What other words can you give when you hear the word *justice*?
4. As a Filipino, how will you show justice?
5. What does a fair or just person do?
6. Do you have friends? Do you choose your friends according to how rich or poor they are? Do you only make friends to those who are rich? Why? Why not?

Let the pupils read the 10th stanza of the poem. Ask the following questions:

1. What is freedom? Have you heard of this word? Where? What words can you think of when you hear the word *freedom*? What makes a person free? (*Refer to LM, p. 457, I Can Do It*)

FREEDOM

2. According to the poem, what will the speaker defend until the end?
3. What are rights? Do you know that as children you have rights? Do you know any of these rights?
4. What are responsibilities? At home, do you have responsibilities?
5. Why do you think rights always come with responsibilities?
6. Do you know that as a Filipino, you have the right to education? What do you think is your responsibility now that you are given this chance to be in school?

Post-Reading:

Ask the following questions:

1. How should Filipinos value life?
2. Cite a situation where you strictly followed a law in your community/barangay. How did you feel after doing so?
3. How will you demonstrate honesty in your everyday life?
4. How will you show fairness in making a simple decision inside the classroom?
5. Do you enjoy being free? Why?

Valuing: (*Refer to LM, p. 458, I Can Do It*)

Show a picture of a pedestrian crossing where people are waiting for the right time to cross. Then, ask the following questions:

1. Have you ever seen a pedestrian lane? What is a pedestrian lane?
2. What should we observe in crossing a pedestrian lane?

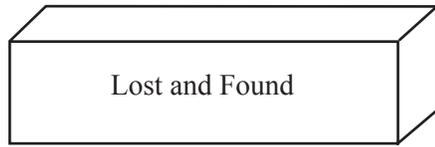
Show the picture of traffic lights. Then, ask the following questions:

1. When is the right time to cross the street? What are the three-colored traffic lights? What does each color mean?
2. Why is it important to put traffic lights along streets and highways?
3. What would probably happen if there are no traffic lights in the city?

Tell pupils to color the box using the correct color that indicates the correct action to be taken in crossing the street.

Application:

Show a Lost and Found box.



Ask the following:

1. Where do you usually see this box? What is this box for? What can you find in this box?
2. Have you experienced losing something important to you? What did you feel? or Have you experienced finding something which does not belong to you? What did you do?
3. Is it okay to get something you don't own? Why? Why not?
4. Have you ever lied to anyone? What was the result of telling a lie?
5. Do you think it is okay to tell a lie? What would probably happen to a person who always tells a lie?

Agreement:

Assign pupils to bring red and blue flaglets for the next day's lesson.

Lesson 30: I Know How to Ask Questions**Objectives:**

Identify what an interrogative sentence is
Form an interrogative sentence

Subject Matter: Interrogative Sentence

Materials: pictures, worksheets, flaglets, chart

Value Focus: Value of relationships

Procedure:**Daily Language Activity:**

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

made

green

Let us read the word *made*. Repeat. Let us read the word *green*. Repeat.
Now, I will use these words in a sentence: *Who made the green lanterns hanging along the corridors?*

What do we mean by the word *made*? What do we mean by the word *green*?
Can you use these words in your own sentence?

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

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

Motivation:

Let the pupils read the comic strip. (Refer to LM, p. 459)

Ask the following:

1. Who are talking in the comic strip?
2. How did Erica start making friends?
3. How old is Erica?
4. When is her birthday?
5. Why does she seldom go out of the house?
6. Does your mother allow you to go out very often? How do you feel when she does not allow you?
7. Have you experienced making friends? What did you feel at the start?
8. Is asking questions important in making friends? Why? Why not?

Language: (Refer to LM, p. 460, *We Can Do It*)

Guide the pupils in identifying sentences that ask something. Let the pupils raise their blue flaglets if the sentence asks a question and raise their red flaglets if it does not. Have them write in Column A all the sentences that ask questions and in Column B all the sentences that do not ask questions.

Sample:

Column A	Column B
What is your name?	I'm Karen.
When is your birthday?	It's on the 16th of December.
Why do you seldom go out?	My Mother won't allow me.
How old are you?	I'm six years old.

Independent Practice:

Relating to One's Experience

Ask the pupils who their friends are in the class. Ask the pair to stand in front. One pupil asks questions about anything while the other answers.

Guide Questions:

1. Who is your best friend?
2. Where do you usually go?
3. What is your friend's favorite food / color / show / game?
4. When is your birthday?
5. Why do you study hard?

Write on the board some of the sentences that the pupils give.

Generalization:

Guide the class in forming the generalization. Go back to the sentences written under Column A.

Say: Class, these are examples of sentences. There are different kinds of sentences.

All these sentences are interrogative sentences. Let's find out what an interrogative sentence is.

Ask: What does this (use one sentence) sentence ask you?
What punctuation mark is used at the end of the sentence?
How does an interrogative sentence usually start with?

An **interrogative sentence** is a sentence that asks a question. It uses question words like **who**, **what**, **where**, **when**, **how**, and **why**. It ends with a question mark (?). We use **who** for people, **what** for things/events, **where** for places, **how** for manner or ways, and **why** for reasons.

Application: (Refer to LM, pp. 460-461, *I Can Do It*)

Lesson 31: I Know What Will Happen Next

Objectives:

Sequence events in the story
Predict an ending for the story

Subject Matter: Predicting Outcome

Materials: pictures, story map, photos

Value Focus: Importance of Knowing How to Sequence the Events in a Story and Our Life

Procedure:

Daily Language Activity:

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

first	sleep
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Let us read the word *first*. Repeat. Let us read the word *sleep*. Repeat.
Now, I will use these words in a sentence: *Patricia was the first to sleep last night.*
What do we mean by the word *first*? What do we mean by the word *sleep*?
Can you use these words in your own sentence?
Now, let us spell the word *first* in the air. Now, spell it in your notebook.
Now, let us spell the word *sleep* in the air. Now, spell it in your notebook.

Pre-Reading:

Motivation:

Ask: Does your mother ask you to do something?
What does she usually ask you to do?

During Reading:

Have the pupils read the story. (Refer to LM, p. 462, *Let's Aim*)