

**Post-Reading:**

Ask the following questions:

1. What did Mother ask Lara to do?
2. How many eggs did she buy?
3. How much does each egg cost?
4. How much did Lara give to the storekeeper?
5. Did the storekeeper give Lara the right change?
6. How much change should the storekeeper give Lara?
7. If you were Lara, what would you do after the storekeeper gave you the 10-peso change?

Have the class study the sentences and identify which action happened first, second, third, and last. Let the pupils sequence them correctly by connecting the sentence to the correct number. (*Refer to LM, pp. 462-463, We Can Do It*)

**Valuing:**

Show the picture of Lara and the 10-peso coin. Ask the pupils to think of an ending which will best show the positive traits of Filipinos.

Let the pupils draw inside the box a good ending for the story read.

**Independent Practice:**

Ask the following:

1. Did you also experience what Lara experienced? What did you do then?
2. How important is honesty?
3. What do you think would happen to kids who demonstrate honesty in everything they do?

**Show and Tell:**

Ask the pupils to show and tell the class the ending they made for the story.

**Lesson 32: I Can Write a Simple Story Again****Objectives:**

Answer *Wh*- questions  
Write a simple story/paragraph

**Subject Matter:** Writing a Simple Story/Paragraph

**Materials:** story map, word strips

**Value Focus:** Teamwork

**Procedure:**

**Daily Language Activity:**

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

correct	arrived
---------	---------

Let us read the word *correct*. Repeat. Let us read the word *arrived*. Repeat.  
Now, I will use these words in a sentence: *Yes! We finally arrived at the correct place.*  
What do we mean by the word *correct*? What do we mean by the word *arrived*?  
Can you use these words in your own sentence?  
Now, let us spell the word *correct* in the air. Now, spell it in your notebook.  
Now, let us spell the word *arrived* in the air. Now, spell it in your notebook.

**Pre-Writing:**

Guide the pupils in recalling the processes of composition writing.  
(Refer to LM, p. 464, *Get Set*)

**Motivation:**

Ask the following:

1. Do you know someone whom you think possesses any of the Filipino traits we discussed? What's his/her name?
2. Describe him/her. What trait does he/she possess?
3. Give a specific example when he/she showed this trait.

**During Writing:**

1. Guide the pupils in filling in the chart with the appropriate words/phrases.  
(Refer to LM, p. 464, *I Can Do It*)
2. Divide the class into groups with three members. Working as a team and with the questions above as guide, make the pupils fill in the chart.  
(Refer to LM, p. 465, *We Can Do It*)

**Lesson 33: I Love My Filipino Brothers and Sisters**

**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

**Objectives:**

Answer *Wh-* questions

Recall a similar incident or personal experience

Relate oneself / a friend with the character in the poem

**Subject Matter:** Poem: “As a Filipino”

**Materials:** pictures, story map, photos

**Value Focus:** Peace in the Community, Concern for the Environment

**Procedure:**

**Daily Language Activity:**

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

off

right

Let us read the word *off*. Repeat. Let us read the word *right*. Repeat.

Now, I will use these words in a sentence: *Turn off the light when not in use. It is the right thing to do.*

What do we mean by the word *off*? What do we mean by the word *right*?

Can you use these words in your own sentence?

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

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

**Pre-Reading:**

**Motivation:**

Show a picture of a heart and then ask the following questions:

1. What comes to your mind when you see a heart?
2. What does a heart symbolize?
3. How will you show love for others?
4. What makes you happy?

**Motive Question:**

What do Filipinos need in order to live a happy life? Let the pupils tell something about each picture. (*Refer to LM, p. 467, We Can Do It*)

**During Reading:** (*Refer to LM, p. 467, We Can Do It*)

Ask the pupils to read the 11th stanza of the poem “As a Filipino.”

1. What does the Filipino in the poem value most?
2. What happens when you pledge?
3. What does he unconditionally pledge?
4. Do you love your mother? father? sibling? How do you show your love for them?
5. What is a less fortunate person? Do you know a less fortunate person/family in your community? How do you show your love for them?
6. Is it good to help those who are in need? Why do you think so?
7. Do you expect something in return whenever you help someone? Why?

LOVE

Let the pupils read the 12th stanza of the poem while showing photos of Filipinos from different parts of the country. Then, ask the following questions:

1. Do all Filipinos look the same?
2. How do Filipinos differ from one another?
3. Look at your classmates. Compare one with the other in terms of physical appearance. What makes them different?
4. Why do you think Filipinos differ in many ways?
5. Do you have friends from Mindanao? Visayas? Luzon?
6. What makes them different from the rest? Do you treat them all the same? Why? Why not?
7. Do you agree that as Filipinos, despite many differences, we are all equal? Why? Why not?

EQUALITY

Ask the pupils to read the 13th stanza of the poem. Then, ask the following questions:

1. What is a vow? Where do you normally hear that word?
2. What is peace? What things/animals do people use when referring to peace? What should every Filipino do to achieve peace? Are you at peace with your brothers/sisters? How do you stay peaceful in the family?
3. How can a person live in harmony? What is meant by “living in harmony”?
4. Do you fight with your classmate? Is it okay to fight with anyone? Why? Why not?
5. How can you have a model of peace in your classroom?

PEACE

Let the pupils read the 14th stanza of the poem. Then, ask the following questions:

1. What is greed? How does one show greed? Is it a good trait? Why? Why not?
2. According to the speaker how will he promote common good?
3. What would happen if people will be selfish? Would it bring good friendship? Why? Why not?

PROMOTION  
OF THE  
COMMON GOOD

**Post-Reading:**

Ask the following questions:

1. What do Filipinos need in order to live a happy life? What makes you happy? What can make your mother/father/siblings happy?
2. What should Filipinos do so there can be love, peace, and equality?
3. What is the best way to show love for your friends? family? other people?
4. How can you contribute to a happier life at home? In school? In the community?

**Valuing:** (Refer to LM, p. 468, *I Can Do It*)

Ask: Do you help your community? How? What did you do? Do you have pictures showing it? Bring that photo and be able to share it with the class tomorrow.

## Lesson 33: I Love My Filipino Brothers and Sisters (Day 2)

**Procedure:**

**Daily Language Activity:**

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

first

sing

Let us read the word *first*. Repeat. Let us read the word *sing*. Repeat.

Now, I will use these words in a sentence: *The first to sing receives a prize.*

What do we mean by the word *first*? What do we mean by the word *sing*?

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 *sing* in the air. Now, spell it in your notebook.

**Pre-Reading:**

**Motivation:**

Play the music of *As a Filipino*. Let the pupils sing along. Guide the pupils in recalling the previous lesson by writing in each of the boxes what Filipinos need to live a happy life.

**Unlocking of Difficulties:**

Guide the pupils in unlocking the words by matching each word on the left with its meaning on the right. (Refer to LM, p. 469, *We Can Do It*)

Show the following photos of famous Filipinos. Then, ask the following questions:  
(Refer to LM, p. 469, *We Can Do It*)

1. Who are they? Can you identify them?
2. Why are they famous?
3. Can they be called the pride of the Philippines?

**Motive Question:**

How can one be a pride of the Philippines?

**During Reading:**

Let the pupils read the 15th stanza of the poem. Then, ask the following questions:

1. What does the Filipino in the poem vow to do?
2. Do you love your family? What about God? Why?
3. How do you show your love for your family? For God?
4. What is the speaker sure of when he grows up?
5. Do you also sow good things today that will help the children of the next generation?
6. What do we mean by “sowing seeds of love”? How will sowing seeds of love today help the next generation?

CONCERN FOR  
FAMILY AND  
FUTURE  
GENERATION

Let the pupils read the 16th stanza of the poem. Then, ask the following questions:

1. What will the Filipino in the poem maintain? What does “without a stain” mean?
2. Do you keep your home and school clean, too? Why? Why not?
3. What do you do to keep them clean? What would happen if you maintain the cleanliness of your home or your school?
4. Do you know a program of your school which greatly contributes towards a clean and green environment? What is it?
5. Do you, too, keep your body clean? Why? Why not?
6. How do you keep your body clean? What would happen if you observe personal hygiene?

CONCERN  
FOR THE  
ENVIRONMENT

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

1. What will the Filipino in the poem abide by? How about you, what do you abide by at home? From whom?
2. What did the speaker say to keep order in the community?
3. How do we show respect to others? Why is it important to show respect to anyone in every way?
4. Is there order in the community/home you belong? What do you notice?
5. How does it feel living in an orderly community/home?
6. What does “country’s future bright” mean?
7. What is meant by “future bright”? Why do you think did the speaker say that he’s the “country’s future bright”? Can you also be the “country’s future bright”? How?

ORDER

**Post-Reading:****Application:**

Ask the following questions:

1. What can you do so your parents will be proud of you?
2. How can one be a pride of the next generation?
3. Do you agree that the future generation can tell what we do today? What should we do today? How can we help our future generation?
4. Cite a situation where you helped save the environment. What did you feel?
5. How can you contribute to the orderliness of your community?

**Valuing:**

Show the picture of a withered plant. (*Refer LM, p. 471, I Can Do It*)

Then, ask the pupils:

1. What do you notice with the plant?
2. Are you aware of “global warming”?
3. What would happen if all plants and trees become dry?
4. How can you help prevent global warming?

**Group Work:** (*Refer to LM, p. 471, We Can Do It*)

**Application:** (*Refer to LM, p. 472, Measure My Learning*)

Show pictures of children doing different things.

Have the pupils put a happy face before the pictures which show order in the community, and a sad face before those which do not.

Show and Tell:

Let the pupils look at the pictures again.

Ask: Which of these situations do you see happening around your community? Pick one picture and tell how and when it happened.

**Agreement:**

Ask: Do you see your parents helping the community? Do they have pictures showing it? Bring that photo and share it with the class tomorrow.

**Lesson 34: I Can Name the Different Kinds of Sentences****Objectives:**

- Identify different kinds of sentences
- Use different kinds of sentences
- Construct simple sentences about a picture
- Tell something about one’s friend

**Subject Matter:** Kinds of Sentences (Review)

**Materials:** pictures

**Value Focus:** Courtesy

**Daily Language Activity:**

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

use
-----

or
----

Let us read the word *use*. Repeat. Let us read the word *or*. Repeat.

Now, I will use these words in a sentence: *Gabriel either uses his old pair of shoes or his new one.*

What do we mean by the word *use*? What do we mean by the word *or*?

Can you use these words in your own sentence?

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

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

**Review:**

Let the class recall the kinds of sentences using the graphic organizer.

(Refer to LM, p. 473, *Get Set*)

**Valuing:**

Ask the pupils:

1. Have you asked someone a favor?
2. What is courtesy? What is its Filipino counterpart? How do you show courtesy in asking someone to do something for you?

Show words written on strips of cartolina. Have the pupils fill in the blank to complete each sentence. (Refer to LM, p. 474, *I Can Do It*)

please
--------

kindly
--------

may
-----

1. Lock the door, \_\_\_\_\_.
2. Excuse me. \_\_\_\_\_ I pass?
3. \_\_\_\_\_, get me a glass of water.

**Application:**

Play “What’s in the Box” in class.

Ask a pupil to get a piece of paper from the box and read its contents. Have the pupil do what it says.

Examples:

*Paper:* Look for a classmate with hairpin. Ask her about her pet.

*Paper:* Look to your right. Tell something about your classmate.

*Paper:* Look for a classmate with a blue bag. Tell him/her what you played on the computer yesterday.

*Paper:* Look for a classmate with a red bag. Request him/her to do something for you.

## Lesson 35: I Know My Good Friends

### Objectives:

- Sequence the events in a story
- Predict what will happen next

### Subject Matter: Predicting Outcome

Story: “The Goose Who Had Many Friends” by Leah Bautista

**Materials:** pictures, story map, photos

**Value Focus:** Appreciation of Friendship

### Procedure:

#### Daily Language Activity:

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

upon

their

Let us read the word *upon*. Repeat. Let us read the word *their*. Repeat.  
Now, I will use these words in a sentence: *They built their house upon a cliff.*  
What do we mean by the word *upon*? What do we mean by the word *their*?  
Can you use these words in your own sentence?  
Now, let us spell the word *upon* in the air. Now, spell it in your notebook.  
Now, let us spell the word *their* in the air. Now, spell it in your notebook.

#### Pre-Reading:

##### Motivation:

Ask: Do you have friends? Who are your friends?

##### During Reading:

Let the pupils read the story “The Goose Who Had Many Friends” silently.  
(Refer to LM, p. 475, *I Can Do It*)

##### Post-Reading:

Ask the following questions about the story.

1. Describe the goose in the story.
2. What does the goose like to do?
3. What did she do with the fresh fish? What did her friends feel?
4. What did her friends do after finding out that she’s sick?  
How did the goose feel about it?
5. What can you say about the goose’s friends? What attitude do they have? Do you think they are good friends? Why? Why not?
6. What did they realize about life after all?
7. If you were the goose’s friend, what would you have done? Why?

Have the pupils study the sentences. Let them identify which action happened first, second, third, fourth, and last. Have them sequence correctly by connecting each sentence to the correct position at the left. (Refer to LM, p. 476, *We Can Do It*)

**Valuing:**

Ask: Is it good to get other people's food/things? All of it? Why? Why not?

**Application:**

Ask: Do you know a person who has the same attitude as the goose's friends in the story? Tell something about him/her. What will you tell him/her? Why?

**Agreement:**

Let the pupils write a short letter to any of the characters in the story. Let the pupils tell him/them what they feel.

### **Lesson 36: Let's Celebrate Being Filipinos**

**Objectives:**

Do/perform a creative presentation (e.g., skit, dance/song, reader's theater)  
Work cooperatively with the group

**Subject Matter:** Culminating Activity

**Materials:** story map, word strips

**Value Focus:** Cooperation

**Procedure:**

**Daily Language Activity:**

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



Let us read the word *tell*. Repeat. Let us read the word *does*. Repeat.  
Now, I will use these words in a sentence: *Does an honest man tell a lie?*  
What do we mean by the word *tell*? What do we mean by the word *does*?  
Can you use these words in your own sentence?  
Now, let us spell the word *tell* in the air. Now, spell it in your notebook.  
Now, let us spell the word *does* in the air. Now, spell it in your notebook.

**Presentation:**

**Poem Recall:**

Guide the pupils in recalling the poem "*As a Filipino*." Let the pupils match the picture in Column A with what it shows/tells in Column B. (Refer to LM, p. 477, *I Can Do It*)

*Key to Correction:*

1. b 2. a 3. e 4. d 5. c

**Group Activity:**

Guide the pupils in giving out their topic to be presented. Have each group leader pick a topic. Then, he/she must pick the type of presentation the group will do. (Refer to LM, p. 478, *We Can Do It*)

Have each group present its work to the class.