

Reading Comprehension:

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

Writing Composition:

- Express ideas and opinions through creative and fun writing activities
- Write a personal recount by completing a stem to answer guide questions (Example: What did you do last weekend? Last weekend, we...)
- Make a card for various occasions

Grammar:

- Recognize and identify punctuation marks (e.g., period, question mark, exclamation point)
- Define words with similar meanings or synonyms

Study Strategies:

- Interpret simple maps of unfamiliar places, signs, and symbols

Objectives:

Speak clearly and audibly
Follow a set of written or verbal three-step directions
Sequence information from a procedural text read
Recognize and identify different environmental signs

Subject Matter: Identifying the Different Environmental Signs
Taking Care of Our Community and Our People

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

Value Focus: Understanding the meaning of traffic signs on the streets is important. They can save people's lives.
We should look after the welfare of future generations.

Procedure:

Pre-Assessment: (Refer to LM, pp. 378-379, *Let's Try*)

Key to Correction:

I. 1.-3. Answers may vary.

II. 4. 6 5. 4 6. 5

III. 7. D 8. A 9. B 10. C

Motivation:

Show a picture of a dump truck and let the pupils tell something about it.

Ask: How many of the environmental signs do you know? (Refer to LM, p. 380, *Get Set*) Let the pupils look at the street signs and allow them to choose and show the symbols that they see in their community.

Presentation:

Three-Step Direction:

Dump Truck Activity – Let the pupils play, learn, and have fun as they do the Newspaper Game. Demonstrate the following:

1. Pick right, tear, crumple, and throw.
Pick left, tear, crumple and throw.
2. Create a dump truck and deliver the trash in the dump site.

Ask: What mode of transportation was used in your game? (a dump truck)
Who are the people who collect garbage every day? (garbage collector or trash collector)

Have the class follow the procedure of the “Environmental Sign” game:

1. Everybody will turn themselves into different means of transportation. Choices may include bikes, motorcycles, cars, buses, etc.
2. Play the music and let the pupils move around the play area. When the music stops, they will pick up their environmental signs like, One Way, Do Not Enter, No Parking, etc.

Group Work:

Have the pupils draw two street signs that they always see in their neighborhood and write something about them. Let them show and share their work with their seatmate.

Guided Practice:

Ask: Do you know the meaning of all these signs? (Show again the five street signs)
Which of the street signs do you already know? (Speak-up Time)
How do the police officers and traffic enforcers keep the order on the streets?
Are street signs important? Why or why not? Where do you see these signs?
Say: Draw the street sign that you always see in your neighborhood and say something about it.

Generalization:

Show your respect for the law by following traffic signs. If we follow traffic signs, there will be peace and order on the streets.

Application: (*Refer to LM, p. 380, I Can Do It*)

Evaluation:

Have the pupils say YES if each situation shows respect for the law and say NO if it doesn't.

- _____ 1. Ted uses the pedestrian lane in crossing a street.
- _____ 2. Dennis waits for the traffic light to turn green before crossing a street.
- _____ 3. Rafael parks his car in an area where the sign “No Parking” is found.
- _____ 4. Mr. Roxas limits his car speed whenever he sees the sign “Slow Down.”
- _____ 5. Henry crosses a street wherever he wants.

Lesson 7: We Are the Guardians of Our Environment

Objectives:

- Determine what words mean based on how they are used in a sentence
- Make connections to text and self through varied activities
- Read Grade 2 level text in three to four word phrases using intonation, expression, and punctuation cues
- Make a card for various occasions

Subject Matter: Story: “The Greening of Malaya Park” by Dali Soriano

Materials: teacher chart, flash cards, and pictures

Value Focus: People should take care of the environment and help make it clean and safe. Keep your surroundings clean and conserve our natural resources.

Procedure:

Daily Language Activity:

Conduct a drill on the following words for the day.

| | | | | |
|-------|--------|---------|-----------|---------|
| 1. do | 2. did | 3. said | 4. answer | 5. draw |
|-------|--------|---------|-----------|---------|

Motivation:

Show a picture of a place littered with garbage and another picture of a clean park.

Compare and contrast the two pictures.

- trash – Pick the trash inside the classroom and ask the pupils “What am I doing?” Show the trash and ask what you are holding. Explain that *trash* is the synonym of *garbage*. Other possible answers: junk, rubbish, litter, refuse, and rubbish.
Say: In Filipino, trash means *basura*. What is the synonym of *basura*? *Basura* and *kalat* are synonyms. So what do you think is the meaning of synonyms?
- big bump – Show a picture of a boy who has a big bump in his forehead.
Ask: What is this? Point at the big bump of the child.
- park – Play the game “Pinoy Henyo” to unlock the word *park*.
Ask: Have you ever played in a park? Share your experience by pairs and then switch partners. In our story today, what do you think will happen in the park?

Read Aloud:

Tell the author, illustrator, and title of the story. Read these aloud and ask the pupils to imagine the setting and the characters of the story.

Say: Let’s read “The Greening of Malaya Park.” (Refer to LM, pp. 381-382, Let’s Read)

If you were the character in the story, how would you help maintain the greening of Malaya Park? Answer the comprehension questions after reading.

(Refer to LM, p. 382, Let’s Read)

Group Work:

Group 1 – (Freeze Frame): Allow the pupils to work in groups of ten. Let them use their creativity by showing the important scenes in the story. The group members will talk to decide which event of the story they will show. They will pose as if somebody will take their photos while depicting the chosen scene in the story, “The Greening of Malaya Park.” Then, a pupil will discuss the scene that they chose and why they chose that particular event of the story.

Group 2 – Have the pupils create a poster with a slogan about preserving the park.

Generalization:

Read and then the pupils will repeat the lines using correct intonation, expression, and punctuation cues.

Always remember: Let’s take care of the environment and help make it safe and clean.

Application: (*Refer to LM, p. 383, I Can Do It*)

Instruct the pupils to draw and make a card to express their ideas on showing love for Mother Earth.

Ask: What can I do to help clean my environment?

Evaluation: (*Refer to LM, p. 383, Measure My Learning*)

Show the following chart to the pupils. Have them complete the sentence.

My  Promise

I promise to _____.

Agreement: (*Refer to LM, p. 384, Agreement*)

Have the pupils cut out pictures of the other community helpers from old magazines or newspapers or ask the pupils to just draw them.

Say: Be ready for Speak-up Time tomorrow about the community helper that you will choose.

Lesson 8: Experience Is the Best Teacher for Everybody

Objectives:

Read Grade 2 level text in three to four word phrases using correct intonation, expression, and punctuation cues
Speak clearly and audibly in full sentence
Listen and perform simple instructions

Subject Matter: The Language Experience Approach – LEA
Following Simple Instructions

Materials: newspaper, manila paper, markers, and flash cards

Value Focus: We can improve our skills in communication by telling our experience.
Experience is the best teacher.

Procedure:

Daily Language Activity:

Conduct a drill on the following words for the day.

| | | | | |
|-----------|---------|---------|---------|----------|
| 1. please | 2. book | 3. very | 4. wash | 5. which |
|-----------|---------|---------|---------|----------|

Motivation:

Say: Today, we will learn about the different jobs of people in our community.

Ask the pupils to share their homework. Let them speak about the community helper that they chose.

Presentation:

Ask: What kind of movement do you think you should do to hold the newspaper in the air? Who can demonstrate how an airplane flies? (Ask for a volunteer to demonstrate.) Do you know who is in charge of making airplanes, jetfighters and helicopters fly? (*Refer to LM, p. 385, Get Set*)

Newspaper Aero Movement: This game can be played outside the classroom. Play this game to develop the learners' critical thinking skills, creativity, hand-eye coordination, and following 3- to 4-step directions. Make sure the newspaper will not fall on the ground. Warn the pupils that they can't hold the paper. Post the instructions if the pupils can't guess how.

Language Experience Approach:

Initiate a short discussion about the experience.

Ask questions to elicit specific details.

Example: How did you discover how to let the newspaper fly without touching it?

Write the pupils' responses on a manila paper and model the reading while doing so.

Allow the pupils to use the mother tongue when necessary.

Guided Practice:

Guide the oral reading (individual and group) after each sentence is written. Include questions to generate interpretative and critical level of thinking.

Example: What would you be doing if you were the pilot of an airplane?

Probe where necessary. Record as many responses as time would allow.

Independent Practice:

Display the work of the pupils and let them echo and read their spoken output line by line. Let the pupils do this activity individually on their seats. Call the pupils one by one to help them read their output.

Ask: What can you say about your classmates' output and our lesson for today?

Group Work: (*Refer to LM, p. 385, We Can Do It*)

Evaluation:

Ask: How did you feel after playing the game? What did we accomplish after playing?
Always remember that "Experience is the best teacher." We can improve our skills in communication by sharing our experience. What else did you do? The dialogue that we did today made me think that a dialogue is like a _____.

Lesson 9: Beautiful Sights in Our Environment**Objectives:**

- Speak clearly and audibly in full sentence
- Listen and follow a set of written or verbal three-step directions
- Recognize sentences and non-sentences
- Read Grade 2 level text in three to four word phrases
- Interpret signs and symbols
- Express ideas and opinions through creative and fun activities

Subject Matter: Following Three-step Written and Verbal Directions
Writing Sentences from Meaningful Experiences

Materials: manila paper, markers, pictures of different land vehicles with wheels

Value Focus: Realize that reading books can help us learn about the world around us and many vital lessons in life
Appreciate the importance of observing one's surroundings

Procedure:**Daily Language Activity:**

Conduct a drill on the following words for the day.

- | | | | | |
|--------|---------|---------|----------|----------|
| 1. why | 2. wish | 3. work | 4. would | 5. write |
|--------|---------|---------|----------|----------|

Motivation:

Ask the pupils to sing the song, “The Wheels on the Bus.”

Show the teacher chart using manila paper.

Replace the means of transportation by using word flash cards.

Example: The wheels on the truck go round and round. Round and round (2x)

Use the Question Chart and let the pupils answer the next questions.

(Refer to LM, p. 386, Get Set)

Group Activity:

Ask the pupils to tell something about a picture containing many details.

Say: Look at the picture. What do you see? Use the sentence pattern.

(Refer to LM, p. 387, We Can Do It)

Dialogue – I spy with my beautiful eyes... I see a/an _____.

Give a copy of the picture to each group and let them do their group work.

1. Divide the class into teams with five members each.
2. Put a scoreboard on the chalkboard.
3. The teams look for animals, people, and objects that can be found anywhere in the picture.
4. When a team finds one, the leader shouts, “I spy...”
5. Recognize the team and allow the leader to finish the sentence. I spy a/an _____.
6. Write the name of the animal/person/object under the column of the team.
7. The team that finds the most characters wins.
8. The game is over when all the ten or more characters are found.

Independent Practice:

Tell the pupils to go around the school area and list what they see in their notebook.

After walking around the school, let the pupils complete the sentence stem. “I spy with my beautiful eyes... I see a/an _____.” *(Refer to LM, p. 388, I Can Do It)*

Evaluation: *(Refer to LM, p. 388, Measure My Learning)*

Example: I am so proud of myself because I know what a sentence means and I can already write simple sentences. Today, I also learned how to observe and love the environment.

Lesson 10: Our Plants: Our Life**Objectives:**

Participate in group and individual oral interpretation of short poems and stories in English

Identify the basic sequence of events and make relevant predictions about the story

Sequence information from a procedural text read

Infer and make relevant predictions about the story

Make connections of text to self

Subject Matter: Sequencing of Events

Materials: picture of plants, different kinds of seeds, and teacher chart

Value Focus: Life is precious and it is like a cycle.

Procedure:

Daily Language Activity:

Conduct a drill on the following words for the day.

| | | | | |
|----------|----------|---------|----------|---------|
| 1. which | 2. scare | 3. that | 4. thank | 5. make |
|----------|----------|---------|----------|---------|

Motivation:

Have the class guess the following riddle:

I am small. But I can grow as tall as a building.

I am a living thing. Birds, bees, and the wind help me spread and grow.

What am I?

Answer: A seed

Have the pupils make a bulletin board. (*Refer to LM, p. 389, Get Set*)

Presentation:

Have a poetry reading of “I Planted a Seed” by Amcy M. Esteban. (*Refer to LM, p. 390, Let’s Aim*) Use the correct expression and punctuation cues while reading the poem. Tell the pupils to look for the different punctuation marks in the poem.

Group Work:

Ask the pupils to arrange the pictures to show the life of a plant. Prepare two sets of pictures. The team who will be able to arrange the correct order of events first will be the winner. Have the teams locate information from the poem.

Independent Practice: (*Refer to LM, p. 391, I Can Do It*)

Tell the pupils to answer the Cloze activity entitled “Seeds.”

Evaluation: (*Refer to LM, p. 391, Measure My Learning*)

Example: Plants are important because _____.