

Let's Get Better in Reading



ENGLISH 3

Teacher's Guide

Let's Get Better in Reading

Teacher's Guide

3

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Department of Education
Republic of the Philippines

Let's Get Better in Reading – Grade 3

Teacher's Guide

First Edition, 2014

ISBN:

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, picture, photos, brand, names, trademarks, etc.) included in this book are owned by their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Publisher by the Department of Education

Secretary: Br. Armin A. Luistro FSC

Undersecretary: Dina S. Ocampo, Ph.D.

Development Team of the Learner's Material

| | |
|-----------------------|--|
| Reviewers: | Nemah N. Hermosa, Roderick M. Aguirre, Merry Ruth Gutierrez, Felicidad Pado, Ma. Lourdes Tayao |
| Authors: | Mil Flores Ponciano, Esperanza Diaz- Cruz, Ana Lou Caspi, Criselda DG Ochang, Jeanette V. Sison, Raymond Bustamante, Rose B. Pamintuan, Jelly L. Sore, Aurea L. Mazo, Myra R. Labay, Ivy Romano, Leah Bautista, Dina Bona, Evelyn Mamangon, Josie Mendoza, |
| Illustrator: | Ronnie G. Cordoviz, Eric de Guia, Fermin Fabella |
| Encoders: | Ramil Ilagan, Aceyork Francis G. Cordoviz, Darren G. Bana |
| Focal Persons: | Galileo L. Go, Lea Estuye |

Department of Education – Instructional Materials Council Secretariat
(Dep Ed – IMCS)

Office Address: 5th Floor Mabini Bldg. DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (02) 634 – 1054 or 634 – 1072

E – mail Address: imcsetd@yahoo.com

Themes for 3RD Grade English

The 3rd Grade English LMs and TG integrated values and traits and content areas: Science, Mathematics, and Social Studies (AralingPanlipunan). The matrix below is the scope and sequence of the integration.

| Q1: <i>Just Do It</i> | | | |
|------------------------------|---|------------------------|--|
| Week | Lesson Title | Values Infusion | Content Integration |
| 1 | <ul style="list-style-type: none"> • The Crow and the Pitcher | Resourcefulness | Basic Science Concepts (observation, description, making intelligent guesses, etc.) |
| 2 | <ul style="list-style-type: none"> • Belling the Cat | | |
| 3 | <ul style="list-style-type: none"> • Stone Soup | | |
| 4 | <ul style="list-style-type: none"> • The Little Red Hen | Perseverance | Food Groups |
| 5 | <ul style="list-style-type: none"> • The Ant and the Grasshopper | | |
| 6 | <ul style="list-style-type: none"> • The Carrot Seed | | |
| 7 | <ul style="list-style-type: none"> • Tucker Turtle | Responsibility | Changes of Matter |
| 8 | <ul style="list-style-type: none"> • Tuko, the Tenor Wannabe | | |
| 9 | <ul style="list-style-type: none"> • The Careless Clown | | |
| 10 | Quarter Test | | |

| Q2: <i>Work Together</i> | | | |
|---------------------------------|---|------------------------|-------------------------------|
| Week | Sample Lesson Title | Values Infusion | Content Integration |
| 1 | <ul style="list-style-type: none"> • Chocolate Milk for Danny | Honesty | Basic Mathematical Operations |
| 2 | <ul style="list-style-type: none"> • Bantay and Tagpi | | |
| 3 | <ul style="list-style-type: none"> • The Honest Woodman | | |
| 4 | <ul style="list-style-type: none"> • Preparing for the Big Day | Time Management | Measure time |
| 5 | <ul style="list-style-type: none"> • Fast Forward | | |
| 6 | <ul style="list-style-type: none"> • Picture Walk | | |

| | | | |
|----|--|----------|-------------------|
| 7 | <ul style="list-style-type: none"> The Adventures of the Animal Band The Enormous Carrot The Bundle of Sticks | Teamwork | Creating patterns |
| 8 | | | |
| 9 | | | |
| 10 | Quarter Test | | |

| <i>Q3: Decide on It</i> | | | |
|-------------------------|---|-----------------|---|
| Week | Sample Lesson Title | Values Infusion | Content Integration |
| 1 | <ul style="list-style-type: none"> To Go or Not to Go A Learning Experience for Malou The Monster Who Came to School | Obedience | Following School Regulations |
| 2 | | | |
| 3 | | | |
| 4 | <ul style="list-style-type: none"> The Country Mouse and the City Mouse The Butterfly & the Caterpillar Two Friends, One World | Empathy | Cultural Differences |
| 5 | | | |
| 6 | | | |
| 7 | <ul style="list-style-type: none"> Mateo's Favorite Clothes A Brave Little Girl Peñaflorida, A Modern Hero | Decisiveness | Volunteerism: School Programs and Campaigns |
| 8 | | | |
| 9 | | | |
| 10 | Quarter Test | | |

| <i>Q4: Take Good Care of It</i> | | | |
|---------------------------------|--|------------------------|----------------------------------|
| Week | Sample Lesson Title | Values Infusion | Content Integration |
| 1 | <ul style="list-style-type: none"> Glimpse of a Polluted Future The Future Pappy, the Paper Bag | Stewardship | Pollution |
| 2 | | | |
| 3 | | | |
| 4 | <ul style="list-style-type: none"> The Little Rose Plant | Continuous Improvement | Adaptation of Plants and Animals |
| 5 | | | |

| | | | |
|-----------|--|-------------|-----------------------------|
| 6 | <ul style="list-style-type: none"> • I Will Plant a Garden Green • The Garden Walked Away | | |
| 7 | <ul style="list-style-type: none"> • Putong: Marinduque's Hospitality • I Am Andres Bonifacio • What Grade Three Pupils Like to Eat | Hospitality | Traditions and Celebrations |
| 8 | | | |
| 9 | | | |
| 10 | Quarter Test | | |

ENGLISH GRADE 3

Quarterly and Weekly Articulation

Grade Level Standards: The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints like signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.

1st Quarter: Continuation of Beginning Literacy

| WEEK | Learning Competencies | | | | | | | | | | | | |
|------|--|--|--|--|--|---|--|--|--|---|---|---|---|
| | Oral Language | Listening Comprehension | Reading Comprehension | Writing Composition | Phonological Awareness | Phonics and Word Recognition | Fluency | Grammar | Vocabulary | Attitude | Study Strategies | | |
| 1 | EN3FL-00-3.8 initiates conversations with peers in a variety of school setting | EN10L-00-1.1.1 listens to a variety of literary texts (poems and narratives) including informational texts (predictable texts, patterned texts, ICT-based listening texts, and other content-based texts like science, social science, MAPEH, etc) | EN3RC-00-2.1.5 identifies rhyme, rhythm, repetition and sensory images in poetry | EN2WC-00-1 participates in generating ideas through prewriting activities <ul style="list-style-type: none"> • EN2WC-00-1.1 brainstorming • EN2WC-00-1.2 webbing • EN2WC-00-1.3 drawing | EN3PW-00-2 shows how spoken words are represented by written letters that are arranged in a specific order | EN3PW-00-7 recognizes some common sight words (e.g. an, of, then, had, his, were, some, his, him) | EN2FL-00-2.4 interacts with others using correct intonation in: <ul style="list-style-type: none"> • EN2FL-00-2.4.1 greetings and leave-takings • EN2FL-00-2.4.2 introducing and acknowledging others • EN2FL-00-2.4.3 asking | EN3GS-00-1 Sentences <ul style="list-style-type: none"> • EN3GS-00-1.1 distinguishes sentences from non-sentences | EN1VD-00-01 differentiates English words from other languages spoken at home and in school | EN1AT-00-1 participates/engages in a read-along of texts (e.g. poetry, repetitive text) | EN3SS-00-1.1 sorts information alphabetically by the 2 nd letter | | |
| 2 | EN3FL-00-3.6 expresses ideas in a conversational manner | | EN3RC-00-2.1 describes literary elements of texts including characters setting and plot | | | | | EN3PW-00-3 identifies words with short vowels | | | | EN3GS-00-1 Sentences <ul style="list-style-type: none"> • EN3GS-00-1.4 uses simple sentences | |
| 3 | EN3OL-00-1.3 shares relevant information | | EN3RC-00-2.1 describes literary elements of texts including characters setting and plot | | | EN2PA-00-4.1 identifies sounds and count syllables in words | | EN3GS-00-1 Sentences <ul style="list-style-type: none"> • EN3GS-00-1.3 uses different kinds of sentences (e.g. declarative, interrogative, exclamatory, imperative) | | | | EN2VD-00-1 identifies the English equivalent of words in the Mother Tongue or in Filipino | EN1AT-00-2 revisits favorite books, songs, Rhymes |
| 4 | EN3OL-00-1.8 recounts specific/significant events | | EN3GS-00-1 Sentences <ul style="list-style-type: none"> • EN3GS-00-1.6 uses punctuation | | | | | | | | | | |

| | | | | | | | | | | | |
|------|---|--|--|--|--|---|--|--|--|--|--|
| | | | | | | | permissi on | marks (e.g. period, comma, question mark, exclamation point) | | | |
| 5 | EN3OL-00-1.10 synthesizes and restates information shared by others | | | | | | EN3FL-00-1.10 reads aloud in a manner like natural speech | EN3GS-00-2 Nouns • EN3GS-00-2.4 uses nouns (e.g. people, animals, places,, things events) in simple sentences | EN2VD-00-14 classifies common words into conceptual categories (e.g. <i>animals, foods, toys</i>) | | |
| 6 | • EN3OL-00-1.10.1 makes interpretations | EN3RC-00-2.8 makes and confirms predictions about texts | | | EN3PW-00-3 distinguishes words with long vowels | • EN3GS-00-2.2 uses common and proper nouns | | | | | |
| 7-8 | • EN3OL-00-1.10.2 listens and respond to text | | | | | • EN2GS-00-2.3 uses plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) | | | | | |
| 9-10 | • EN3OL-00-1.10.3 connects information heard to personal experience | | | | | • EN3GS-00-2.4 uses plural from of frequently occurring irregular nouns (e.g. children, feet, teeth) | | | | | |

2nd Quarter: Continuation of Beginning Literacy

| WEEK | Learning Competencies | | | | | | | | | | | |
|------|-----------------------|----------------------|--------------------|---------------------|------------------------|------------------|---------|----------|---------|------------|----------|------------------|
| | Oral Language | Listening Comprehens | Reading Comprehens | Writing Composition | Phonological Awareness | Phonics and Word | Fluency | Spelling | Grammar | Vocabulary | Attitude | Study Strategies |

| | | ion | ion | | | Recognition | | | | | | | | |
|-----|--|---|---|--|--|--|---|---|---|---|--|---|---|--|
| 1-2 | EN10L-00-1.17.2 asks simple questions | EN2LC-00-3.16 follows a set of verbal three-step directions with picture cues | EN3RC-00-2.19 rereads and self-corrects monitors and self-correct one's comprehension | EN2WC-00-1 participates in generating ideas through prewriting activities <ul style="list-style-type: none"> EN2WC-00-1.1 brainstorming EN2WC-00-1.2 webbing EN2WC-00-1.3 drawing | EN3PW-00-2 shows how spoken words are represented by written letters that are arranged in a specific order | EN3PW-00-1.1 blends phonemes to read words <ul style="list-style-type: none"> CWC - car | EN2FL-00-2.4 interacts with others using correct intonation in: <ul style="list-style-type: none"> EN2FL-00-2.4.1 greetings and leave-takings EN2FL-00-2.4.2 introducing and acknowledging others EN2FL-00-2.4.3 asking permission | EN3PW-00-4 spells one-to-two syllable words with consonant blends (e.g. pl, tr) | EN3GS-00-3 Verbs <ul style="list-style-type: none"> EN3GS-00-3.4 uses action words in simple sentences | EN3VD-00-2 decodes words using knowledge of letter-sound correspondence and syllabication pattern | EN1AT-00-1 participates /engages in a read-along of texts (e.g. poetry, repetitive text) | EN3SS-00-1.1 sorts information alphabetically by the 2 nd letter | | |
| 3 | EN1LC-00-3.6 follows one-to-three directions | EN1LC-00-1.1 activates prior knowledge based on new knowledge formed | EN3RC-00-2.2 notes details in a given text | EN2PA-00-4.1 identifies sounds and count syllables in words | | EN3PW-00-1.1 blends phonemes to read words <ul style="list-style-type: none"> CWCe - care | EN3FL-00-1.10 reads aloud in a manner like natural speech | | EN2GS-00-3.2 forms and uses the past tense of frequently occurring regular verbs (walk – walked, seat – seated, etc) | EN1VD-00-6 derives meaning from repetitive language structures review | | | EN1AT-00-2 revisits favorite books, songs, Rhymes | EN3RC-00-2.15 uses graphic organizers to show understanding of texts |
| 4-5 | EN10L-00-1.17.1 gives one-to-three step directions | | | | | EN3WC-00-3 writes at least three sentences from various familiar sources | | | | | | | | |
| 6 | EN3OL-00-1.11 restates and retells information | EN3LC-00-2.8 makes simple inferences about thoughts and feelings based from texts viewed/ listened to | EN3SS-00-1.5 locates information using print and non-print sources | EN3PW-00-1.1 blends phonemes to read words <ul style="list-style-type: none"> CCVCC - clock | | EN3GS-00-3.2.1 uses verbs in simple present and past tenses | | | | | | | | |
| 7-8 | EN3WC-00-2.1 recalls and shares experiences, film viewed and story read/listened to as springboard | | | EN3PW-00-1.1 blends phonemes to read words <ul style="list-style-type: none"> CCCVCC - strand | | EN2VD-00-13.2 recognizes that some words have opposite meaning (antonyms) | | | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|--|---|---|--|--|--|--|---|--|--|
| | for writing | | | | | | | | | (review) | | |
| 9-10 | EN2AT-00-3 retells familiar stories to other children | EN3LC-00-2.7 sequences a series of events viewed /listened to | EN3RC-00-2.10 sequences a series of events in a literary selection | EN3WC-00-2.6 uses appropriate punctuation marks | EN3PW-00-1.1 blends phonemes to read words | | | | | EN3PW-00-4 reads one- to-two syllable words with consonant blends (e.g. pl, tr) | | |
| | | | | | <ul style="list-style-type: none"> CVCCCC - sixths | | | | | | | |
| | | | | | EN3PW-00-1.1 blends phonemes to read words | | | | | | | |
| | | | | | <ul style="list-style-type: none"> CCCVCCC - sprints | | | | | | | |

3rdQuarter: Developing Reading and Writing

| WEEK | Learning Competencies | | | | | | | | | | |
|------|---|---|---|---|--|---|--|---|---|--|---|
| | Oral Language | Listening Comprehension | Reading Comprehension | Writing Composition | Phonics and Word Recognition | Fluency | Spelling | Grammar | Vocabulary | Attitude | Study Strategies |
| 1 | EN3OL-00-1.16 creates and participates in oral artistic theme-based activities | EN3LC-00-2.1 recalls details from texts viewed/ listened to | EN3RC-00-2.13 distinguishes fact from opinion | EN2WC-00-1 participates in generating ideas through prewriting activities | EN3PW-00-5 recognizes and reads some irregularly spelled words (e.g. such as enough, through, beautiful) | EN3FL-00-1.6 reads grade 3 level texts with at least 95-100% accuracy | EN3PW-00-4 spells one- to- two syllable words with consonant digraphs(e.g. ch in chin, ph in pheasant) and trigraphs(e.g. sch in school) | EN3GS-00-5 Adjectives | EN3VD-00-7 recognizes some words represented by common abbreviations (e.g. Mr. Ave., Oct) | EN3AT-00-7 identifies favorite authors and stories | EN3SS-00-1.3 uses index and table of contents |
| 2 | <ul style="list-style-type: none"> EN3OL-00-1.16.1 Listens and speaks with a purpose in mind | | | | EN3WC-00-3 writes at least three sentences from various familiar sources | EN3PW-00-4 reads and spells one- to- two syllable words with consonant blends (e.g. pl, tr) | | EN3FL-00-1.4 reads aloud from familiar prose and poetry with fluency, appropriate rhythm, pacing and intonation | | | |
| 3 | <ul style="list-style-type: none"> EN3OL-00-1.16.2 listens and | EN1LC-00-2.5 validates ideas made after listening to a | EN3RC-00-2.7 identifies cause and effect | | | | | | | EN2AT-00-6 takes books from home to | |

| | | | | | | | | | | | |
|----|-----------------------------|--|--|--|--|--|--|------------------------------------|---|--|--|
| 10 | contrasts information heard | elements of an informational/f actual text heard | | | | | | pronouns (this,/that, these/those) | Hyponyms-type of (e.g. guava type of fruit) | | |
|----|-----------------------------|--|--|--|--|--|--|------------------------------------|---|--|--|

4thQuarter: Developing Reading and Writing

| WEEK | Learning Competencies | | | | | | | | | | | | |
|------|--|---|---|---|---|---|---|---|---|---|---|---|--|
| | Oral Language | Listening Comprehension | Reading Comprehension | Writing Composition | Phonics and Word Recognition | Fluency | Spelling | Grammar | Vocabulary | Attitude | Study Strategies | | |
| 1 | EN3OL-00-1.19 presents information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations) | EN2LC-00-3.7 identifies and uses the elements of an informational/f actual text heard | EN3RC-00-2.14 presents stories through dramatization, role playing etc. | EN2WC-00-2.2 writes a simple story | EN2PW-00-5 reads and spells some irregularly - spelled words (e.g. have, said, please, because) | EN3FL-00-1.6 reads grade 3 level texts with at least 95-100% accuracy | EN3PW-00-4 spells one-to- two syllable words with consonant digraphs(e.g. ch in chin, ph in pheasant) and trigraphs(e.g. sch in school) | EN3GS-00-2 Pronouns • EN2GS-00-4.2.6 uses question words (interrogatives) (e.g., who, what, where, when, why, how) | EN3VD-00-13 increases vocabulary through • EN3VD-00-13.4 Metonyms - part of (e.g. finger - part of a hand) | EN3AT-00-7 identifies favorite authors and stories | EN3SS-00-1.3 uses index and table of contents | | |
| 2 | | EN2LC-00-3.7.1 Informational Reports (School events, sports, projects) | | | | | | | | | | EN3FL-00-1.4 reads aloud from familiar prose and poetry with fluency, appropriate rhythm, pacing and intonation | |
| 3 | | EN2LC-00-3.7.2 Three-step directions | EN2SS-00-1.2 interprets simple maps of unfamiliar places, signs and symbols | | | | | | | | | | |
| 4 | | EN2LC-00-3.7.3 Conversations | | | | EN2FL-00-1.8 reads with automaticity 100 2nd and 3 rd grade high-frequency/sight words | | | | | | | |
| 5 | | EN2LC-00-3.7.4 Personal Recounts (anecdotes, past experiences) | EN1SS-00-1.2 interprets pictographs | | | | | | | | | | |
| 6 | EN1LC-00-3.2 asks and responds to questions about informational texts listened to (environment, health, how-to's, | | | EN2WC-00-2.3 makes a card for various occasions (birthday, Christmas, | EN3FL-00-1.11 uses punctuations including commas, | | | | | | | | |
| 7 | | EN2LC-00-3.7.5 | | EN2PW-00-6 | | EN3WC-00-2.5 uses capitalization | EN3GS-00-7 Prepositions | EN3VD-00-12.3 Uses clues from the context to figure out what words mean | EN2VD-00-12.3 determines what words mean based on how they are used in a sentence | EN2AT-00-6 takes books from home to school or vice-versa for independent / shared extra reading | | | |

| | | | | | | | | | | | |
|-----------|---|---|--|----------------|--|---|--|--|---|--|--|
| | etc) | Explanation (life cycles, water cycle) | | New Year, etc) | reads and spells words with inflectional endings | periods and question marks to guide reading for fluency | rules in word and sentence level (<i>e.g. proper and common nouns, beginning words in sentences</i>) | <ul style="list-style-type: none"> • EN3GS-00-7.3 uses the most frequently occurring prepositions (e.g. towards, beside,, into, etc) | words to perform artistic theme-based activities(e.g. interviews, telephone conversation, role-play, etc.) using common sight words | | |
| 8 | EN3OL-00-1.9 compares and contrasts information heard | | EN3SS-00-1.2 Interprets simple graphs and tables | | | | | | | | |
| 9 | | EN1LC-00-3.5 restates facts from informational texts (climate change, children's rights, traffic safety, etc) | | | | | | EN3GS-00-6 Adverbs | | | |
| 10 | | | | | | | | EN3GS-00-6.1 recognizes adverbs of manner and frequency | | | |

Table of Contents

| | | | Page |
|--------|-----------|------------------------------------|-------------|
| Unit 1 | Lesson 1 | The Crow and the Pitcher | |
| | Lesson 2 | Belling the Cat | |
| | Lesson 3 | Stone Soup | |
| | Lesson 4 | The Little Red Hen | |
| | Lesson 5 | The Ant and the Grasshopper | |
| | Lesson 6 | The Carrot Seed | |
| | Lesson 7 | Tucker Turtle | |
| | Lesson 8 | Tuko, the Tenor Wannabe | |
| | Lesson 9 | The Careless Clown | |
| Unit 2 | Lesson 10 | Chocolate Milk for Danny | |
| | Lesson 11 | Bantay and Tagpi | |
| | Lesson 12 | The Honest Woodman | |
| | Lesson 13 | Preparing for Big Day | |
| | Lesson 14 | Slick the Grasshopper | |
| | Lesson 15 | Picture Walk | |
| | Lesson 16 | The Adventures of the Animal Band | |
| | Lesson 17 | The Enormous Carrot | |
| | Lesson 18 | The Bundle of Sticks | |
| | Lesson 19 | To Go or Not to Go | |
| | Lesson 20 | A Learning Experience for Malou | |
| | Lesson 21 | The Monster Who Came to School | |
| | Lesson 22 | The Country Mouse & the City Mouse | |
| | Lesson 23 | The Butterfly & the Caterpillar | |
| | Lesson 24 | Two Friends, One World | |
| | Lesson 25 | Mateo's Favorite Clothes | |
| | Lesson 26 | A Brave Little Girl | |

- Lesson 27 Peñaflořida, A Modern Hero
- Lesson 28 Glimpse of a Polluted Future
- Lesson 29 The Future
- Lesson 30 Pappy, the Paper Bag
- Lesson 31 The Little Rose Plant
- Lesson 32 I Will Plant a Garden Green
- Lesson 33 The Garden Walked Away
- Lesson 34 Putong: Marinduque's Hospitality
- Lesson 35 I Am Andres Bonifacio
- Lesson 36 What Grade Three Pupils Like to Eat

Unit 1

Just Do It!



First, think about it.

Next, feel it.

Then, believe it.

Now, do it.

| Unit 1: Week 1 (Lesson 1) | | | | | |
|----------------------------------|---|--|---|--|--|
| The Crow and the Pitcher | | | | | |
| Lesson Parts | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Overview/ Objectives | <p>Literature: <i>The Crow and the Pitcher</i> (adapted from Aesop)</p> <ul style="list-style-type: none"> Admire the crow for thinking of a smart way to solve his problem Draw and write a sentence about the drawing | <ul style="list-style-type: none"> Review: Read words with short a, e, and i in CVC pattern Review: Read selected sight words from the Dolch list Read words, phrases, sentences and stories containing the CVC words and sight words Differentiate sentences from phrases | <ul style="list-style-type: none"> Read selected sight words and phrases Read a decodable story and answer comprehension questions about it Sequence 3-4 events using pictures Retell a story using pictures | <ul style="list-style-type: none"> Read words with short o in CVC pattern Read phrases, sentences and stories using short a e i o CVC in combination with sight words and vocabulary words learned from the literature Differentiate sentences from phrases | <ul style="list-style-type: none"> Differentiate between a phrase and a sentence Read phrases and sentences using combinations of sight words and decoding words learned Apply the values of resourcefulness and team works through a group project |
| Materials | <ul style="list-style-type: none"> Pictures of a crow, pitcher Word cards Learner's Materials: Activity 1, 2 | <ul style="list-style-type: none"> Word cards Teaching Chart on the Differences Between a Phrase and a Sentence LM Activities 3, 4 LM Activities 5A, 5B, 5C, and 5D | <ul style="list-style-type: none"> Learner' Materials: Activity 6, p. 9-11 * LM Activities 7-8 * Pictures showing three events from <i>The Crow and the Pitcher</i> Teaching Chart on Sequencing/Retelling Strategy Activity 6C, p. 10 | <ul style="list-style-type: none"> Word cards for sight words Pictures Word cards and teaching chart for –ox, -op, and –ot word families Learner's Materials: Activity 9, 10 pp. 14-17 | <ul style="list-style-type: none"> Phrase and sentence cards Recyclable items Learner's Materials: Activity 11, p. 18 * LM Activity 12 p. 19 |

| | | | | | |
|------------|---|--|--|--|--|
| | | | | | |
| Procedures | <p>(15min)</p> <ul style="list-style-type: none"> • Unlock the key words in the story using pictures and context • Ask the Motivation Question and the Motive Question to the learners (Alternate strategy: Semantic map) <p>(10 min)</p> <p>Read the story aloud to the pupils with some prediction questions at certain points to monitor comprehension</p> | <p>(25 min)</p> <ul style="list-style-type: none"> • Guide the pupils in recalling the story “The Crow and the Pitcher” by asking questions that depict the events in the story • Classify students’ responses as to phrases and sentences by writing them on the board <ul style="list-style-type: none"> • Explain to the class the difference between a sentence from a phrase | <p>(5 min)</p> <ul style="list-style-type: none"> • Guide pupils on a Flashcard drill on more sight words from Dolch List and CVC words with short a, e, and i <p>(10 min)</p> <p>Guide the pupils in reading the story “Funny Macmac” and answering comprehension questions about it</p> <p>(5 min)</p> <p>Introduction/Presentation of sequencing strategy using events from <i>The</i></p> | <p>(5 min)</p> <p>Let the pupils recall all the characters in all the stories they read since Day 1 of this week.</p> <p>Show a picture of a fox. Spell the word to them while pointing on the letters as you say each of them.</p> <p>Present a pocket chart of words with o sounds. Ask them to read the words on the chart.</p> <p>(15 min)</p> | <p>(5 min)</p> <p>Presentation/Introduction</p> <p>Let the pupils recall the events in the story “The Crow and the Pitcher”</p> <p>Lead the pupils in the realization of the crow’s resourcefulness.</p> <p>(10 min)</p> <p>Modeling/Teaching:</p> <p>Allow the pupils to complete the word <i>resourcefulness</i> with the missing letters. Ask pupils to read the word “Resourcefulness”</p> |

| | | | | | |
|--|--|--|---|--|---|
| | <p>(15 min)</p> <p>Post Reading:</p> <p>Discuss the story, highlighting the crow's resourcefulness through discussion questions</p> <p>(10 min)</p> <p>Enrichment Activity: Allow pupils to draw a picture and write a sentence about their drawing.</p> <p>Let them share their drawing to the class.</p> | <p>(25 min)</p> <ul style="list-style-type: none"> • Present phrase cards and let pupils read the phrases. • Combine the phrases to form sentences. Ask the pupils to differentiate sentences from phrases • Form the pupils into groups and let them form sentences by combining 2 phrases. • Have the groups present their work. <p>Flash cards of sight words for a drill. Refer them on LM-Activity 5 on page 6 for additional drill on short a, e, i word families.</p> <p>Refer your pupils to LM Activities 5A, 5B, 5C, and</p> | <p><i>Crow and the Pitcher</i></p> <p>(10 min)</p> <p>Explain to the pupils the how sequencing of event is done. Refer to the teaching chart on the TG</p> <p>(10)</p> <p>Guided Practice:</p> <p>Groups present tableau of 3 scenes from <i>The Crow and the Pitcher</i>; pupils retell the story shown in the tableau</p> <p>(10 min)</p> | <p>Modeling/Teaching:</p> <p>Present the teaching chart for the -ox, -op, and -ot families. Refer to the TG.</p> <p>(15 min)</p> <p>Guided Practice:</p> <ul style="list-style-type: none"> • Allow pupils to play the Go-Bingo. Refer to TG • Refer the pupils to LM Activity 9 pp 14-15 <p>(15)</p> <p>Independent Practice:</p> <p>Refer pupils to LM-Activity 10 pp. 16-17. Let the pupils share their drawings and read the sentences they wrote about the drawing.</p> | <p>(15 min)</p> <p>Guided Practice:</p> <ul style="list-style-type: none"> • Show a picture of a boy and a girl recycling old materials • Let the pupils discuss in groups about things that they can recycle <p>(5 min)</p> <p>Independent Practice:</p> <p>Refer your pupils to LM-Activity 11 p. 18</p> <p>(15 min)</p> <p>Planning for group project on Resourcefulness through Recycling:</p> <ul style="list-style-type: none"> • Motivation • Instructions |
|--|--|--|---|--|---|

| | | | | | |
|--|--|----|---|--|---|
| | | 5D | Independent Practice: <ul style="list-style-type: none">• Sequencing exercise in LM Activity 8 p. 13.• Retelling of story “Funny Macmac” based on the pictures that were sequenced | | <ul style="list-style-type: none">• Planning: Use LM-Activity 12 p. 19 as guide |
|--|--|----|---|--|---|

Unit 1: Week 1 (Lesson 1)
The Crow and the Pitcher

Lesson 1- Day 1

Pre-Reading

1. Unlocking/Vocabulary & Concept Development

(crow, beak, pitcher, narrow, thirsty, water)

(Note: When introducing new words/expressions, have word or phrase cards ready. Once the words are used orally, show the word/phrase card and help children read it aloud. Tack the card on the board to use for review later. At the end of the lesson, add the vocabulary cards to your Word Tree and leave them there as long as there is space so children can practice reading them.)

Show a picture of a crow. Use it to unlock the words *crow* and *beak*.

Say: *This is a crow. What can you say about the crow? Can you point to its wings? Can you point to its beak?*

Picture of a crow

Picture of a pitcher
with a narrow neck,
half-filled with water

Show a picture of a pitcher with a narrow neck and half-filled with water. Use this picture to unlock the words *pitcher, narrow, water, and thirsty*.

Say: *This is a pitcher. What can you say about the pitcher? Can you put your hand inside the pitcher? Why not? No, we cannot put our hand inside the pitcher because its neck is very narrow. What is inside the pitcher?*

Pretend that you are thirsty. Say: *It's a hot day. I am so thirsty. I need to drink water. Will I be happy to see a pitcher of water?*

Say: *Let us see if you remember the words we learned today.*

Refer the pupils to LM – Activity 1 on page 2 for the word review exercise.

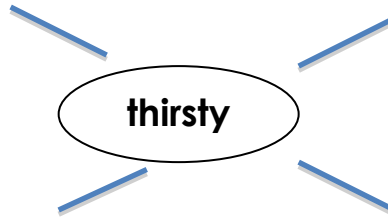
2. Motivation Question

What do you do when you feel thirsty?

3. Motive Question

I will read a story about a thirsty crow. Find out what he did to drink water.

(Note: Instead of the Motivation Question-Motive Question tandem, you can use semantic mapping as an alternative strategy. Write the word **thirsty** on the board. Have children think of words that come to their mind when they hear the word **thirsty**. Write their answers as strands around the word, as shown in the figure. Then say: In the story I will read to you, a crow was thirsty. Find out what he did.)



(Possible answers: drink, water, hot)

During Reading

Read the story aloud. Stop at indicated point, to ask the children what they think will happen next in the story.

The Crow and the Pitcher

Adapted from Aesop by
Dinah C. Bonao

On a hot summer day, a thirsty crow looked for water to drink.

“It’s hot! I am thirsty!” said the crow. “I need to find water.”

(Have the pupils predict: *What do you think will the crow do?*)

The crow flew from one place to another looking for water to drink. He finally found a pitcher near a well. But there was only little water in the pitcher.

He tried to drink from the pitcher but no matter how much he tried, he could not reach the water.

“My beak is too big. The pitcher’s neck is very narrow. How will I get the water?” he thought.

(Have the pupils predict: *What do you think will the crow do so he could reach the water in the pitcher?*)

Then an idea came to the crow. He picked up some small stones. He dropped them into the pitcher one by one.

(Have the pupils predict: *After he had dropped some stones into the pitcher, what do you think will happen?*)

“One, two, three...” Plop, plip, plop. Little by little, the water rose in the pitcher.

“Four, five, six...” Plop, plip, plop. The water rose some more. Soon the crow could reach the water.

“Now, I can drink!” said the crow. “Ah! It’s cold and good!”

Post Reading

1. Discussion Questions

1. At the beginning of the story, what did the thirsty crow do?
2. Where did he find water?
3. Could he drink right away? Why not?
4. How do you think the crow felt when he could not drink?
5. What did the crow do then?
6. If you were the crow, what would you do?
7. What happened when he dropped stones into the pitcher?
8. How did the crow feel in the end? Why?
9. Do you think he is a smart crow? Why?
10. In what way can you be smart like the crow?

2. Engagement/Enrichment

Refer the pupils to LM - Activity 2 on page 3 for the Writing to Learn activity.

Lesson 1- Day 2

- Grammar: Phrases and Sentences
- Decoding/Fluency/Writing

1. Presentation/Introduction

Say: *Can you still remember the story "The Crow and the Pitcher?" What happened to the crow?*

Let the pupils give details about the story. They may answer in phrases or in complete sentences. Write their answers on the board putting phrases in one column and sentences in another column.

Possible answers:

- A
1. thirsty crow
 2. narrow pitcher
 3. can drink

- B
1. A thirsty crow looked for water.
 2. Where is the narrow pitcher?
 3. Now, the crow can drink!

Say: *I wrote them on the board. Let's read your answers again.*

2. Modeling/Teaching

Say: *Read number one in column A. Read number one in column B. Which tells more about the crow? Let's read B1 again. What else do you notice about B1? (B1 begins with a capital letter and ends with a period.) This is what you call a **sentence**. A sentence expresses a complete thought. Write the word **sentence** on the board and have children read it.*



Teaching Chart

A phrase

- does not express a complete thought.
- does not begin with a capital letter.
- does not end with a period, a question mark, or an exclamation point. It doesn't end with a punctuation mark.

A sentence

- expresses a complete thought.
- begins with a capital letter.
- ends with a period (.), a question mark (?), or an exclamation point (!).

Say: *Is A1 a sentence? Why not? Does it say a complete thought like B1? Does it begin with a capital letter? Does it end with a period? So, is it a sentence? This is what you call a **phrase**. A phrase doesn't express a complete thought. Write the word **phrase** on the board and have children read it.*

Do the same with A2 and B2 , then A3 and B3. Note that for B2, the punctuation mark is a question mark. For B3, the exclamation point is used. Have the pupils give the generalization (see Teaching Chart).

3. Guided Practice

Present the following phrase cards and have children read them. Explain that Sox is the name of a town.

| | |
|-----------------|----------------------|
| the two cops | the crow and the fox |
| are in the lot. | go to Sox |
| the big pot | got a mop |
| the water | is so hot |

Say: *Read a card. Is this a phrase or a sentence? Why?*

Do this with each phrase. Then say: *Do you know that you can combine two phrases to make a sentence. For example, if I put "two cops" and "go to Sox" together (illustrate this by putting the two phrase cards together), it will make a sentence. Let's read the sentence.*

| |
|------------------------|
| the two cops go to Sox |
|------------------------|

Say: *Look at the sentence. Does it give a complete thought?*

Yes, it does. But there is something wrong with the sentence. Can you tell?

What should we do to make it correct?

(Make the word "the" begin with a capital letter. Add a period at the end of the sentence.)

Divide the class into small groups. Each group will combine phrases to make sentences. Each group should write two sentences. The sentences should make sense. Each sentence should begin with a capital letter and end with a period.

The big pot is so hot.
 The water is so hot.
 Two cops go to Sox.
 The crow and the fox go to Sox.
 Two cops are in the lot.
 The crow and the fox are in the lot.

Have groups present their outputs. Guide the class in giving feedback on whether the sentences formed make sense.

Refer the pupils to LM – Activity 3 , page 3 for another guided practice exercise.

DECODING/FLUENCY

Review of Decoding Lessons Taught in Grade 2 (Activity 4, pages 4-5)

(These include CVC words with short a, e, and i, and sight words for pre-primer, primer, and Grade 1 levels of the Dolch Basic Sight Words list. The exercises in this lesson also sometimes include vocabulary words learned in the literature lesson in Day 1. Two-syllable words containing two CVC pattern are also used. For this purpose, it would be good to have flashcards for each of the sight words and for the phonics word families).

1. Have a flashcard drill of sight words as shown in LM – Activity 5 on page 6, and selected CVC words from the short a, e, and i word families. Review their meanings.
2. Refer the pupils to LM – Activity 5A and 5B, page 6.
 - A. Have children read aloud the words in Exercise A, by columns. Then, call on the whole class, small groups, and individual children to read a column of words at a time. If needed, you can model how a word should be read. Note that the word **say** is pronounced with a long **a** but the word **says** is pronounced with a short **e** /sez/. Point out that the word **can't** is a short version of the word cannot.
 - B. Do the same with the phrases in Exercise B. Ask questions to see if pupils know the meaning of the phrases.
 - C. Say: *Do you have pets? Tell the class about them. Now we will read a story about two cats.*

Refer the pupils to LM- Activity 5C, page 7. Have alternate oral readings of the story. Start by reading the first paragraph, then have the class read the next one, call on the boys to read the next, then the girls to read the next. Then, have the whole class read the whole story.

Discuss the story using the comprehension questions on LM, page 8. Add more questions as needed.

- D. Have the independent practice on distinguishing phrases and sentences with phrases and sentences taken from the story “My Two Pet Cats”. Refer the pupils to LM – Activity 5D, page 8.
 - E. Say: *In the story there are two cats. Which cat do you like? Draw that cat. Then, write a sentence about it.*
Have the pupils do the activity in LM – Activity 5E, page 9.
Ask pupils to share their drawings and sentences after they are done.
-

Day 3

- **Decoding/Fluency/Writing**
- **Sequencing/Retelling**

DECODING/FLUENCY/READING COMPREHENSION/GRAMMAR

1. More Review of Decoding Lessons Taught in Grade 2

Have a flashcard drill of sight words as shown in LM, page 9, and selected CVC words from the short a, e, and i word families not used in the Day 2 review. Discuss their meanings, as needed.

2. Refer the pupils to **LM – Activity 6, page 9.**

A. Have children read aloud the words in Exercise A, by columns. These are sight words that should have been learned in Grade 2. Note that the word basket, which has a CVC-CVC pattern, is also included. Again, give many opportunities for the pupils to read the words by sight, from whole class, small groups, and individual children. If needed, model how a word should be read, especially the words **around, funny, happy, and basket**. Point out that don't is a short version of **do not**.

B. Do the same with the phrases in Exercise B. Ask questions to see if pupils know the meaning of the phrases.

C. Say: *Do you remember the story The Crow and the Pitcher? What kind of crow was in that story? (smart) Here is another story about a crow.* Refer the pupils to LM – Activity 6C, page 10. Say: *Let's read the title of the story. (Funny Macmac). Find out why Macmac is a funny crow.* Guide the children in reading the story aloud. Take note of the children's oral reading. Be sure that they read with proper phrasing and intonation.

D. Refer the pupils to LM – Activity 6D, page 11. Guide them in understanding the directions for the activity. After the pupils are done, go through the questions one at a time. Process any answers that were not correct. Have pupils who gave wrong answers go back to the part of the story that shows the correct information.

E. Refer the pupils to LM – Activity 7, page 12. These are additional independent exercises on distinguishing phrases and sentences, requiring children to write.

READING COMPREHENSION

Skill Lesson: Sequencing/Retelling

(Materials: Pictures showing 3 events from *The Crow and the Pitcher*)

1. **Presentation/Introduction**

Show the pictures one at a time, in random order. Ask what is happening in each picture. Say: *Remember the story we read yesterday? Here are some pictures*

showing events from the story. Look at each picture. Tell what is happening in the picture.

The crow dropped some small stones into the pitcher. The water rose.

Event 2

The crow could drink. He was not thirsty anymore.

Event 3

A thirsty crow found a pitcher of water. He tried to drink but he could not reach the water.

Event 1

2. Modeling/Teaching

Say: *The pictures do not show the correct order in which the events happened in the story. Which picture shows what happened first? Which picture shows what happened next? Which picture shows what happened last? Let us arrange them in the correct order.*

Allow volunteer pupils to arrange the pictures of the story events in order.

Say: *Now we can use the pictures to help us retell the story. Let us use Picture 1 to tell what happened.*

Do the same with the next two pictures. Guide the children in answering the questions so they come up with sentences similar to the following:

Picture 1 *First*, a thirsty crow found a pitcher of water. He tried to drink but he could not reach the water.

Picture 2 *Next*, the crow dropped some small stones into the pitcher. The water rose.

Picture 3 *At last*, the crow could drink. He was not thirsty anymore.

(Note: Guide the students to make this generalization at the end of Modeling/Teaching and before Guided Practice. It will help to have the generalization shown in a Teaching Chart for ease in reference, and for use in future lessons on sequencing.)

Teaching Chart: Sequencing

How do we tell events in a story in the right order?

First, we think of what happened in the beginning.

Next, we think of what happened in the middle.

Then, we think of what happened at the end.

3. Guided Practice

Group the pupils with 10 members each. Let each group show three scenes from the story “The Crow and the Pitcher” through a tableau. Let one member retell the story using the three scenes formed. Make sure that the scenes are presented in the correct order.

4. Independent Practice

Refer the pupils to LM – Activity 8, page 13.

A. Say: *How do we arrange or retell events in a story in the right order?*

Let's read the tips inside the box.
 Help the children read the reminders.
 Read to the children the instructions for the sequencing exercise.
 Point out where they should write the number of the event.

- B. When the children have numbered all the events, call on them to retell the story using the pictures. Have one child retell what happened in each event.

End the activity by having the children repeat the tips for sequencing and retelling.

Lesson 1: Day 4

- Decoding/Fluency/Writing

DECODING/FLUENCY/WRITING

1. Presentation/Introduction

Say: *This week we have met many interesting animals. Can you name them?* (smart crow, Macmac the funny crow, Tintin the white cat, and Bimbim the tan cat).
Now, I'll introduce you to another animal. Do you know what this is?
 (Show the picture of a fox with the caption **fox**.)

2. Modeling/Teaching

Say: *Read the word under the picture.* Model how the word should be read. *Let us spell fox: f-o-x.* Point to the letters as you do so. *What is the vowel in the middle? What is the sound of o in fox? Read the word again.*
 Tell the following story and present the flashcard of the highlighted word as you say it, and put each in the pocket chart or board.

The fox can hop.
 It can hop on a hot day.

| | | |
|-----|-----|-----|
| fox | hop | hot |
|-----|-----|-----|

Say: *Read all the words in the pocket chart.*
Who can hop? (fox) *Get the word card. Read it.*
What can the fox do? (hop) *Get the word card. Read it.*
On what kind of day does the fox hop? (hot) *Get the word card and read it.*

C. Guided Practice

Present the Teaching Chart for the –ox, –op, and –ot families.
 Make sure that the pupils know the meaning of each word through vocabulary development activities such as pictures, action, and context.
 (Note: **Rox** is the nickname of a girl)

| Teaching Chart | | | | |
|----------------|-----|-----|-----|-----|
| cob | box | cop | cot | lot |
| job | fox | hop | dot | not |
| mob | pox | mop | got | pot |
| rob | Rox | pop | hot | rot |
| | | top | jot | tot |

named Roxanne.)

After initial reading and vocabulary study, provide practice in reading the words, through flashcard drills, or teaching charts. Have pupils read words by word families first before presenting them with various combinations of words.

More Guided Practice

Game: Word Bingo

Materials: Prepare a 3 x 3 grid on the board like the one shown below.

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Prepare flash cards of words with short o CVC pattern. Divide the class into two groups. Call the first group to read the first card. If the group reads correctly, they can draw any symbol on any box drawn on the board (e.g., star, heart). Then call the next group and repeat the procedure until all the cells are filled. The group with the most number of symbols is the winner.

This game can also be played in small groups. Prepare the grid on a whole sheet of paper. Give a set of word cards and the bingo grid to each group. The same procedure is followed.

Refer the pupils to LM – Activity 9, pages 14-15. Guide them in doing the various exercises in the worksheet. Add more examples as needed.

4. Independent Practice

Refer the pupils to LM – Activity 10, pages 16-17.

Have the pupils share their drawings when they are done. Have each pupil read the sentence that tells about his or her drawing.

Lesson 1: Day 5 Grammar Collaborative Learning/Values Infusion

GRAMMAR

Independent Practice

Refer the pupils to LM – Activity 11, page 18. Review the differences between a phrase and a sentence before asking them to do the exercise independently.

VALUES INFUSION/COLLABORATIVE WORK

1. Introduction/Presentation

Review part of the story “The Pitcher and the Crow” that focuses on the crow’s resourcefulness.

Say: *In our story “The Crow and the Pitcher,” what was the problem of the crow? What did the crow do to solve his problem? Did he solve his problem? We say that the crow is resourceful. To be resourceful means to find quick and smart ways to solve a problem. Follow after me (say the word by syllable: RE-SOURCE-FUL). Give a clap as you say each syllable. (Pupils give one clap for each syllable.) How many syllables does the word resourceful have? Now, let us spell the word resourceful.*

2. Modeling/Teaching

Write the word resourceful with some missing letters like the one below.

Say: *The word “resourceful” is a long word so it may be hard to read. Look at different parts of the word to help you. There are 3 syllables in the word. What do you think follows the letter r?*

Call on a pupil to write it on the blank. *The last syllable is –ful. What do you think is the missing letter?* Call on another pupil to write **f** on the blank.

r _ _ s o u r c e _ _ u l

Say: *Now we have the complete word. Read the syllables. Read the whole word. Read it again.*

3. Guided Activity

Say: *Are you resourceful? In what ways are you resourceful?*

Show a picture of a boy and a girl who do recycling.

Picture of a boy and a girl
who do recycling

Suppose you and your groupmates would like to make a project where you use as materials things you usually throw away but which can be recycled to help save our environment from being filled with garbage. Look for things in your surroundings that you can recycle, like plastic cups, empty bottles, boxes, newspapers, etc. to make your project.

4. Independent Group Activity

Say: *It’s your turn to help save our environment. Suppose you and your groupmates would like to make a project where you use as materials things you usually throw away but which can be recycled to help save our environment from being filled with garbage. Look for things in your surroundings that you can recycle, like plastic cups, empty bottles, newspapers, and others. Discuss with your group mates about what you can do using these recyclable materials. Draw your project in a manila paper, which you will present next week.*

Refer pupils to LM – Activity 12 (Be Resourceful, Recycle!), page 19. Have pupils

use this as a guide for their project, which they will submit on $\frac{1}{4}$ Manila paper the following week.

| Unit 1: Week 2 (Lesson 2) | | | | | |
|----------------------------------|--|---|--|---|----------------|
| Belling the Cat | | | | | |
| Lesson Parts | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Overview/ Objectives | Literature: <i>Belling the Cat</i> (adapted from Aesop) <ul style="list-style-type: none"> • Realize that planning alone cannot solve a problem • Learn new vocabulary • Write a note of advice • Present a skit • Draw and write a sentence about the drawing | Reading Comprehension: Differentiate between real and make-believe | Decoding/Fluency/Writing <ul style="list-style-type: none"> • Read for fluency words, phrases, sentences, and stories containing –ox, –op, and –ot word families plus sight words (LM Activity 18) • Read words, phrases, sentences, and stories containing –od, –og, –om, –on, and –oy word families plus sight words • Read and write to complete a decodable rhyme | Visualizing/Study Skill: <ul style="list-style-type: none"> • Organize ideas through semantic webbing | Summative Test |
| Materials | <ul style="list-style-type: none"> • Pictures of a family of mice, dog collar • Word cards • Learner’s Materials: Activities 13, 14, and 15 | <ul style="list-style-type: none"> • Pictures of the three mice and Pat the Cat • Teaching Chart: Real or Make-Believe • Sentences on the board • Learner’s Materials: Activities 16-17 | <ul style="list-style-type: none"> • Teaching Chart: “Rice Porridge Hot” • Teaching charts containing word lists • Pictures • Word cards, phrase cards, sentence cards • Learner’ Materials: | <ul style="list-style-type: none"> • Teaching charts • Pictures • Learner’s Materials: Activity 21 p. 31 | |

| | | | Activities 18, 9, and 20 | | |
|------------|---|---|---|---|--|
| Procedures | <p>(15min)</p> <ul style="list-style-type: none"> Unlocking of key words in the story using pictures, realia and oral context clues Ask the Motivation Question to the pupils Ask the Motive Question to the pupils <p>(15 min)</p> <p>Read-aloud of the story “Belling the Cat” using Directed Inquiry Approach</p> <p>(5 min)</p> <p>Post Reading:</p> | <p>(5 min)</p> <p>Presentation/Introduction: Guide the pupils in recalling the events from the story <i>Belling the Cat</i></p> <p>Write students’ responses on the board, classified as to real and make-believe</p> <p>(15 min)</p> <p>Modeling/Teaching: Discuss to the pupils what is real and what is make-believe, leading to generalization about strategy on how to differentiate between the two</p> <p>(15 min)</p> | <p>(10 min)</p> <ul style="list-style-type: none"> Present pictures of other words with short o sounds <p>(5 min)</p> <p>Present the list of –ob, -od, -og, -om, and –on word families and the list of some sight words</p> <p>Guide the pupils in reading them one by one</p> <p>(15 min)</p> <p>Refer your pupils to LM Activity 19B A-B for more drills on short o, sight words, and longer words</p> | <p>(5 min)</p> <p>Presentation/Introduction</p> <p>Present the word list that tells about the actions of the mice in <i>Belling the Cat</i>. Ask the pupils to add more words from what they can remember from the story.</p> <p>(20 min)</p> <p>Modeling/Teaching: Demonstrate and discuss how semantic webbing using the words about the mice, ending with generalization on how to make a semantic web</p> <p>(15 min)</p> | |

| | | | | | |
|--|---|---|--|--|--|
| | <p>Ask the discussion questions. Refer to TG. 15 min)</p> <p>Engagement Activities:</p> <p>Ask the pupils to form groups and:</p> <ul style="list-style-type: none"> • Write a note of advice to the three mice (LM Activity 14) • Present a skit showing how to solve the mice's problem • Draw a plan for solving the mice's problem and write a sentence about the drawing (LM Activity 15) | <p>Guided Practice:</p> <ul style="list-style-type: none"> • Post sentences about cats and mice on the board • Let the pupils read each sentence. Ask them if each sentence is real or make-believe • Discuss to the pupils elements that are real or make-believe in TV programs or movies that the pupils have watched <p>(10 min)</p> <p>Independent Practice:</p> <p>LM-Activity 16</p> <p>Let pupils recall the difference between a sentence and a phrase</p> <p>Ask pupils the three things they have to remember about sentences. Refer to TG. Write their responses on the board</p> <p>Post on the board</p> | <p>(10 min)</p> <ul style="list-style-type: none"> • Group the pupils by 2s or 3s and have each group complete the poem "A Log in the Bog in the Fog" by adding words with short o sound (LM Activity 20 pp. 28-30) | <p>Guided Practice:</p> <p>Present a semantic web with a picture of cats. Ask pupils what they know about cats.</p> <p>Divide the class into groups and ask each group to complete a semantic web on cats about what cats eat, where cats live, how cats look, and kinds of cats.</p> <p>(10 min)</p> <p>Independent Practice:</p> <p>Guide the pupils in reviewing the steps in making a semantic web. Refer your pupils to LM Activity 21 pp. 31</p> | |
|--|---|---|--|--|--|

| | | | | | |
|--|--|---|--|--|--|
| | | <p>sentences that tell about the story “Belling the Cat”. Ask the pupils to correct the sentences by changing the beginning letter into a capital letter.</p> <p>Refer the pupils to LM-Activity 17</p> <p>Teach the song “Rice Porridge Hot” for fluency on –ox, -op, -ot, and –ob word families</p> | | | |
|--|--|---|--|--|--|

Unit 1: Week 2 (Lesson 2)

Belling the Cat

Lesson 2: Day 1

Pre-Reading

1. Unlocking/Vocabulary & Concept Development

(mouse, mice, fool, collar)

Post on the board the picture of a mice family and say: *Let us look at the picture. (point at each mouse) This is Father Mouse, Mother Mouse, Brother Mouse and Sister Mouse. They are a family of mice.*

Present word cards for mouse and mice. Ask: *Which word means only one? Which word means there is more than one mouse?* Have pupils read the words.

Say: *Father Mouse gave Brother Mouse a small chunk of cheese. Sister Mouse was hungry and asked for her share of the cheese. Brother Mouse said he has no cheese and gave his sister small bits of bread he found under the dining table. Mother Mouse saw it and was mad at Brother Mouse. "Why did you fool your sister?" she asked.*

Present word card for fool and ask: *What do you do when you fool someone?*

Show picture of a dog collar (or a real one, if possible) and ask: *What is this? (present word card for collar). What is this collar for? What animal usually wears this? Yes, this is a dog collar. Do you also wear a collar? Is it the same as this? What other animals wear collars?*

Say: *Let us see if you remember the words we learned today.*

Refer the pupils to LM – Activity 13 (Learn About Words), page 20, for the word review exercise.

2. Motivation Question

What are you afraid of? Why?

3. Motive Question

What were the mice in the story afraid of? What did they plan to do?

During Reading (DRTA)

Using the Directed Reading and Thinking Activity (DRTA), read aloud the story (see next page). In the DRTA strategy you divide the story into sections. After each section, a discussion follows, usually ending with a question that makes the pupils predict what might next happen in the story. Wrap up discussion questions are asked at the end of the read-aloud. Use pictures about highlights of the story to aid the pupils in understanding the story as they listen.

Belling the Cat
Adapted from Aesop by
Roderick Aguirre

A long time ago, there were three mice that lived in a big house. They had an enemy- Pat the Cat.

Now, Pat the Cat was a watchful cat. She watched the house so closely that the three mice could hardly go out from their small hole. They could not look for tasty food to eat.

(Stop here and ask):

- Who was the enemy of the three mice?
- What kind of cat was Pat?
- Why was Pat the Cat their enemy?
- What was the mice's problem?
- What do you think the three mice will do to solve the problem?

Listen to the next part of the story to find out.

So First Mouse called for a meeting to solve the problem. "We need to fool Pat the Cat," said First Mouse.

"Yes, or we will be so hungry, we will die," agreed Second Mouse. "What should we do to fool Pat?"

The mice were silent for a while, thinking. Suddenly, Third Mouse shouted, "Oh, I know how!"

"How?" asked First Mouse and Second Mouse.

(Stop here and ask):

- Who called for a meeting? (First Mouse)
- What did they agree to do? (to fool Pat the Cat)
- Who had a plan?
- Can you guess what his plan might be?

Listen to the next part of the story to find out.

"We can put a bell on Pat's collar. When Pat walks, the bell will ring. We will know where she is," answered Third Mouse. "Then, we know when to hide and when to go out."

(Stop here and ask):

- What was the plan of Third Mouse?
- Do you think it is a good plan? Why or why not?
- Who do you think would put the bell on Pat's collar?

Listen to the next part of the story to find out.

“But who will bell the cat?” asked Second Mouse.

“Not I!” said First Mouse.

“If not you, then who?” asked Third Mouse, looking at Second Mouse.

“Uh-uh, not I!” said Second Mouse.

“If not you, then who?” asked Third Mouse.

“You!” chorused First Mouse and Second Mouse.

“Not I!” answered Third Mouse.

So the three mice had a brilliant idea to solve the problem, but not one of them could do it.

Post Reading

1. Wrap-Up Discussion:

- *Who wanted to put the bell on Pat’s collar? Why?*
(Third Mouse. So they would know where Pat the Cat was.)
- *Why do you think no one wanted to bell the cat?*
(Pat the Cat would surely catch the mouse who goes near her.)
- *What was wrong with the plan?*
(It looked like a good plan but it could not be done.)
- *What makes a plan to solve a problem a good plan?*
(When someone can do it.)
- *What should we do when we plan to solve a problem?*
(We make sure that it can be done.)

2. Engagement Activity

Divide the class into small groups. Each group will think of a plan to solve the mice’s problem. Distribute these tasks among the groups:

Activity 1: Write a short note to the three mice telling them how to solve the problem. Refer the group to LM – Activity 14 (Write a Note), page 21. Call attention to the lines in the note for the students to write their names.

Activity 2: Present a skit showing a plan that works. Stay with this group to help them plan their skit and help them with their lines, if any.

Activity 3: Draw how the problem can be solved. Write 1 or 2 sentences about your drawing. Refer the group to LM – Activity 15 (Draw and Write), page 22.

Guide the children in presenting their outputs one after another. Have the class discuss each output and wrap up with this question: *What makes a plan a good plan?*

Lesson 2: Day 2
Real and Make-believe
Grammar: Capitalization

1. Presentation/Introduction

Show pictures of Pat the Cat and the three mice. Ask: *What do you remember about these animals?* Write the pupils' responses on the board. Guide them so that the sentences shown below will come out.

The mice were afraid of the cat.
The cat watched the mice closely.
The mice talked.
The mice planned to bell the cat.

2. Modeling/Teaching

Say: *Let us read the sentences. As we read each sentence, think if it can happen in real life or not.*

*Let us read the first sentence. Are mice afraid of cats? Can this happen in real life? Then, we say it is **real** (write **real** on the board).*

*Let us read the second sentence. Can a cat watch mice closely? Can this happen in real life? Then it is **real**.*

*Let us read the third sentence. Can mice talk in real life? So this is **make-believe**. (write **make-believe** on the board). Something **make-believe** cannot happen in real life.*

*What are the two words in **make-believe**? We combine the words **make** and **believe** into one word, **make-believe** (demonstrate). We put a line, called **hyphen**, in the middle to make it into one word.*

*Let us read the fourth sentence. Can mice plan to bell a cat? Can this happen in real life? Then is it **real** or **make-believe**?*

*When we read stories we read about events that can happen in real life or events that are **make-believe**. How do you know which is **real** or **make-believe**?*

Show the Teaching Chart and say: *There are steps on how to know if an idea is a **make-believe** or **real**. First, understand what the sentence says. Then, ask yourself if it happens in real life. If it does, it is **real**. But if it does not happen in real life, it is **make-believe**.*

Teaching Chart
Real or Make-Believe

Some things that happen in stories are real and some are make-believe.
If it can happen in real life, then it is **real**.
If it cannot happen in real life, then it is **make-believe**.

3. Guided Practice

Post on the board sentences about cats and mice.

Sentences: Mice go to school.
 Mice live in holes.
 Mice run after cats.
 Cats eat fish.
 Cats say meow.
 Cats can read and write.

Ask your pupils to read each sentence and say *real* if what the sentence says can happen in real life and *make-believe* if does not.

Guide them in identifying ideas that are make-believe or real. Ask: *What movies or TV programs have you seen? Which of those have events that are make-believe? Why?* (cite examples like Darna, Dyesebel, etc.)

Sometimes a story may have both real and make-believe elements. Ask the pupils to describe what the real elements in the movies/TV programs they have cited are. Ask what the make-believe elements are in them.

4. Independent Practice

Refer the pupils to LM – Activity 16 (Real or Make-believe), page 22-23.

GRAMMAR

1. Presentation/Introduction

Say: *Last week we learned about phrases and sentences. What is a phrase? What is a sentence?* (Refer pupils to the Teaching Chart on this).

2. Teaching/Modeling

What three things do we have to remember about sentences? Write answers on the board:

- 1) A sentence forms a complete thought.
- 2) It begins with a capital letter.
- 3) It ends with a punctuation mark. It may end with a period, a question mark, or an exclamation point.

Later, we will know more about which sentence uses a period, which sentence uses a question mark, and which sentence uses an exclamation point. Today we will just practice using writing capital letters at the beginning of sentences that tell us something.

3. Guided Practice

Say: *Here are some sentences that tell about the story “Belling the Cat”. What is wrong with each sentence? Can you make the sentence correct by changing the letter at the beginning into a capital letter?*

- 1) the mice lived in a small hole.

- 2) a cat watched the mice all the time.
- 3) the three mice had a meeting.
- 4) one mouse had an idea.
- 5) no one among the mice wanted to bell the cat.

4. Independent Practice

Refer the pupils to LM – Activity 17 (How to Begin a Sentence), page 23, for the independent practice.

DECODING/FLUENCY

Fluency Exercise: Short o (-ox, -op, -ot, -ob)

Teach the song “Rice Porridge Hot” (an adaptation of “Peas Porridge Hot”.) See lyrics of the song in the Teaching Chart. Guide them in reading the text and in pronouncing the word **porridge** and reading aloud the lyrics of the song. Explain what it means. Have the chart on the wall for easy reference every time the class sings it.

| Rice Porridge Hot | | |
|--------------------------|--|-------------------------|
| Rice porridge hot | | |
| Rice porridge cold | | |
| Rice porridge in the pot | | Some like it hot |
| Nine days old. | | Some like it cold |
| | Picture of a pot of rice porridge and a bowl of porridge beside it. | Some like it in the pot |
| | | Nine days old. |

Lesson 2: Day 3

- **Decoding/Fluency: More short o words plus**

DECODING/FLUENCY

Review: Give more practice on reading decodable stories containing -ob, -ox, -op and -ot CVC words combined with sight words and learned vocabulary words from the literature lessons. Refer the pupils to LM – Activity 18 (Read and Learn), pages 24-25.

Skill Lesson: Short o (-od, -og, -om, -on)

1. Presentation/Introduction

Present pictures of the new words being studied. You can also use realia and action to unlock their meanings. Be sure to consult a dictionary for the meaning and pronunciation of the words.

2. Modeling/Teaching

See Teaching Chart for the list of the words in each of the word families. Do the same with the sight words. Explain that won't is a short version of will not.

| -ob | -od | -og | -om | -on |
|------------|------------|------------|------------|------------|
| Bob | cod | hog | Dom | Don |
| cob | God | log | Rom | Jon |
| job | nod | fog | Tom | son |
| nod | pod | | | ton |
| rob | rod | | | |

| Sight Words |
|--------------------|
| again |
| after |
| any |
| could |
| from |
| little |

| Sight Words |
|--------------------|
| away |
| down |
| eat |
| here |
| one |
| three |
| won't |

Example of Word Wheel



3. Guided Practice

Use various strategies for word recognition and fluency for the words taught. These can include substitution drills and word wheels

Phrase Hunt:

Hide rolled paper with phrases written on them beforehand. Tell your pupils to find as many as they can in 2 minutes. Ask them to unroll each paper and properly read the phrase on it. They will be given 1 point for every correctly read phrase.

For additional Guided Practice, refer the pupils to LM Activity 19 A & B pages 26-27.

4. Independent Practice

Divide the class into dyads or triads and have each group work on LM – Activity 20, pages 28-30. Review what a bog is before they do the activity. The completed rhyme should look like this:

A Log in the Bog in the Fog
by N. N. Hermosa

There is a log in the bog,
A log in the bog in the fog.

Along comes Tom
With his pretty mom.
They sit on the log in the bog,
On the log in the bog in the fog.

And here comes a dog
With a very big hog.
They sit on the log in the bog,
On the log in the bog in the fog.

"Oh my God!" says Jon,
"On that log there is a hog!
I won't sit on that log in the bog
On that log in the bog in the fog."

Where is the log?
Where is the log in the bog in the fog?
What log, my dear?
There is nothing there.

Have the class read their completed rhyme. Later, transfer the rhyme to a teaching chart so the class can practice reading it in subsequent days.

Lesson 2: Day 4

- **Study Strategy: Visualizing/Organizing**
- **Decoding/Fluency**

STUDY STRATEGIES

Skill Lesson: Graphic Organizers

1. Presentation/Introduction

Show a list of words about the mice's actions, traits, and feelings.

Say: *Do you remember the story about the three mice who wanted to bell the cat?*

Here are some words that tell about the mice. Read the words. Ask the pupils to add more words to the list.

| Word List | | |
|-----------|--------|-----------|
| hid | ran | shouted |
| planned | afraid | sad |
| smart | small | not brave |

2. Modeling/Teaching

Post a circle with the picture of the three mice on it.

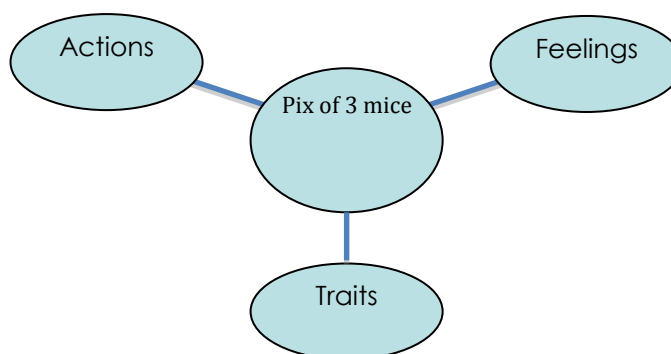
Say: *We will arrange the words that tell about the mice around this picture.*

Look at the words again. Which words go together? (e.g., hid, ran, planned, shouted)

What do these words tell about the mice? (what they did) Yes, these words are

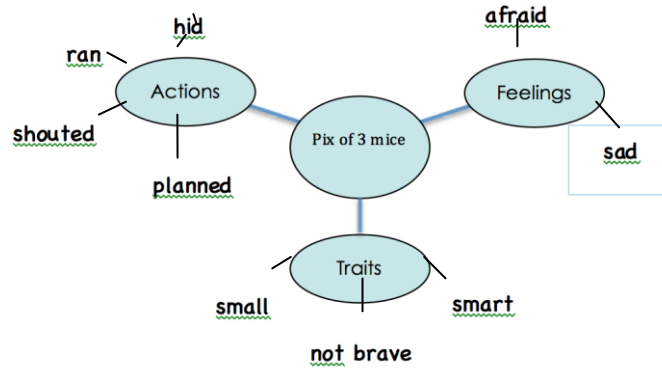
actions the mice did. I will draw a circle and write the word "Actions" on it. Place the circle next to the middle circle and draw a line connecting the two circles.

Do the same for words that show how the mice felt (Feelings) and words that show what kind of mice they are (Traits). Explain further what Traits are. Give examples. Draw lines to connect the circles to the center circle, so it looks like this:



Say: *This is a **web of words**. It is about the three mice. They are shown in the center circle. What are the three other circles about?*

Now, let us write the words that show the actions of the mice. Where should we write them? (around the circle Actions) Call on pupils to write the words around the circle. What words do we write around the circle Feelings? around the circle Traits? Call on pupils to write the words. The finished semantic map will then look like this:



Say: Now let us study our semantic web about the three mice. What are the three groups of words that we arranged? What words tell about the Actions of the mice? What words tell about the Feelings of the mice? What words tell about the Traits of the mice? Draw a line to link each example with its topic.

Webbing is a way of organizing or arranging ideas. What steps do we follow in making a semantic web? Use the Teaching Chart to help the children make the generalization.

Teaching Chart: Semantic Webs

How to make a semantic web:

First, study the whole web. Look at the middle circle. It will tell you what the web is all about. Next, look at the other circles around the center circle. They tell about the other topics that are parts of the whole web.

Then study the words that you will arrange around the circles that give you the topics. Decide where you need to place the examples of each topic. Finally draw a line to connect each example with its topic.

3. Guided Practice

Present another semantic web with a picture of a cat in the middle circle. Say: *What is this web about? What words come to your mind when you see the word "Cat"?*

List the answers of the pupils on the board.

When enough words have been listed, have the class read them and try to put them into groups.

Now let us make names for the words that belong together. Sample categories that may be formed are:

What cats eat

How a cat looks

Where cats live

Kinds of cats

Divide the class into small groups and give each group a sheet of Manila paper on which they will make their semantic web. Guide them in making the center circle first. Then have them make the circles for strands/categories next. Then leave them to write the words in their places in the web.

4. Independent Practice

Review the steps in making a semantic web. Then refer the pupils to LM – Activity 21, page 31.

| Unit 1: Week 3 (Lesson 3) | | | | | |
|----------------------------------|---|--|--|--|--|
| Stone Soup | | | | | |
| Lesson Parts | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Overview/ Objectives | Literature: <i>Stone Soup adapted from a Hungarian Folktale by Esperanza Diaz-Cruz</i> <ul style="list-style-type: none"> Realize that a smart person can usually think about the different ways of solving problems | Distinguish between asking and telling sentences Read words with short u sound | <ul style="list-style-type: none"> Sequence events using signal words Read and write short u vowel in simple stories | <ul style="list-style-type: none"> Identify sight words (color) Read and Write short u vowel Review asking and telling sentences | <ul style="list-style-type: none"> Identify the story character and setting in the stories listened to |
| Materials | <ul style="list-style-type: none"> Copy of “Stone Soup” Word/Sentence strips Pictures of traveler, village, pan,pot Prediction Chart LM – Activity 22 pp. 32 LM Activities 23-25 pp. 33 | <ul style="list-style-type: none"> Sentence strips Flashcards of /u/ words LM Activity 26 pp. 34 LM Activity 27 pp. 35 | <ul style="list-style-type: none"> Sentence Strips Word Cards Picture for Picto-Quest LM Activity 28 pp. 36 LM Activities 29-30 pp. 37-40 | <ul style="list-style-type: none"> Color wheel chart Word Cards LM Activity 31 pp. 41-42 LM Activities 32 A-D pp. 43-44 | <ul style="list-style-type: none"> LM Activity 33 pp. 45-46 Grid of Story Characters and Setting |
| | (10 min) Pre-Reading | (5 min) Presentation/ Introduction | (10 min) <ul style="list-style-type: none">Recall the story | <ul style="list-style-type: none"> Present objects, each with a different | |

| | | | | | |
|-------------------|---|--|---|---|---|
| <p>Procedures</p> | <ul style="list-style-type: none"> Unlocking of key words in the story using pictures, role play Divide the class into groups with group names based on the word STONE and have each group play the Think, Ask and Up. Let pupils fill up the first column of the Prediction Chart <p>(15 min)</p> <p>Reading</p> <ul style="list-style-type: none"> Read text using Chunking Method <p>Post Reading:</p> <p>Allow pupils to answer second column of the Prediction Chart</p> <p>Wrap-up discussion</p> | <ul style="list-style-type: none"> Present examples of sentences taken from the stories “ The Stone Soup” and “ Belling the Cat” <p>Modeling/Teaching: (15 min)</p> <ul style="list-style-type: none"> Discuss the sample asking and telling sentences Lead the pupils to generalize differences between asking and telling sentences <p>Guided Practice</p> <p>Have pupils do the activity 26 page 34</p> <ul style="list-style-type: none"> Allow pupils to read short u CVC words (-ub,-ud,-ug,-um,-un,-up,-ut) through various types of drills | <p>“The Stone Soup” by reading lines (15 min)</p> <ul style="list-style-type: none"> Discuss the ways on how the sentences are arranged following the sequence of events in the story Allow pupils notice the signal words used in sequencing events <p>(15 min)</p> <p>Guided Practice</p> <ul style="list-style-type: none"> Allow pupils to use signal words for sequence Ask pupils to form groups for the sequencing activity using the story “ Belling the Cat” Have pupils practice reading | <p>color</p> <p>Have pupils describe the color of each object (20 min)</p> <p>Modeling/Teaching:</p> <ul style="list-style-type: none"> Have children use the structure “It/This is a/an_____ . It is _____ (color) Present the word card for each color <p>(15 min)</p> <p>Guided Practice:</p> <ul style="list-style-type: none"> Present color wheel/chart Allow pupils to match each word card with the color in the wheel/chart Let pupils do LM Activity 31 pp. 41-42 | <ul style="list-style-type: none"> Recall titles of the stories listened to: “Belling the Cat” and the Crow and the Pitcher” Allow pupils to recall the characters an setting in the stories: The Crow and the Pitcher;” Belling the Cat” and “Stone Soup” Have pupils fill up the grid during discussion Guide pupils to give generalization on what character and setting are Have pupils do the exercises A and B about story setting and character |
|-------------------|---|--|---|---|---|

| | | | | | | |
|--|--|--|---|---|--|--|
| | <p>15 min)</p> <p>Engagement Activities:</p> <ul style="list-style-type: none"> Let pupils write 2 – 3 sentences commending the best trait of the traveller. LM Activities 23, 24, 25 pp. 33 | <ul style="list-style-type: none"> Allow pupils to sound out the vowel u in words Use pictures ,realia, action and context to make pupils understand the meaning of words with short u Let pupils do Activity 27 pp. 35 | <p>short u CVC</p> <p>Independent Practice:</p> <ul style="list-style-type: none"> Let pupils do Activity 28 on using signal words for sequence Have pupils do practice exercises on short u words plus sight words (LM Activities 29-30 pp. 37-40) | <ul style="list-style-type: none"> Flashcard drill on words with short u sounds Allow pupils to listen as the teacher reads the poem about colors aloud <p>(10 min)</p> <p>Independent Practice:</p> <ul style="list-style-type: none"> Let pupils do the exercises on sight words (Color) (LM Activities 32 B-D) Have pupils share with their classmates the asking and telling sentences they have written | <p>Have pupils do the activity about story character and setting</p> <p>Allow pupils to practice reading words with short u CVC combinations</p> | |
|--|--|--|---|---|--|--|

Unit 1: Week 3 (Lesson 3)**Stone Soup****Lesson 3: Day 1****Pre-Reading****1. Unlocking/Vocabulary & Concept Development**

(traveler, village, ingredient, pot, soup)

Divide the class into groups with group names based on the word STONE, thus: Group S, Group T, Group O, Group N, and Group E.

Each group will get six word strips. Words in the strips are: **traveler, village, pan, pot, ingredients, and soup.**

Tell the pupils they will play the game Think-Ask-Up to guess the meaning of six terms. The game will require fast thinking as a group.

Say: In the game, I will show you pictures or say something about one of those words. *I will then say **Think** to give you time to think about the clues in the picture or in what I said which will help you pick from the six words the one I am talking about. When you hear the word **Think**, talk with your group mates about the given clues for the word. Next, I will say **Ask**. When you hear the word **Ask**, confirm your answer with your group mates and try to arrive at only one answer for the group.*

*Finally, I will say the word **Up**. When you hear me say the word **Up**, show the word your group has chosen from the six word strips. Your group will get a star for every correct guess you gave.*

Words and Clues

| | |
|---------------------|---|
| Word 1: traveler | Show picture of a person who goes from one place to another (with a cap, backpack, etc) |
| Word 2: village | Say: <i>It is a small town like the place you live in.</i> |
| Word 3: pan | Show picture of a pan |
| Word 4: pot | Show picture of a pot |
| Word 5: ingredients | Say: <i>These are the different food items you need to cook a dish.</i> |
| Word 5: soup | Show picture of a steaming bowl of soup |

Refer the pupils to LM – Activity 22, page 32, for the Vocabulary Review Exercise.

2. Motivation Question

What is your favorite soup? Why do you like it?

3. Motive Question/Establishing Purpose

Say: In the story that I will read to you, the traveler also prepares a very delicious soup. It is not an ordinary soup. It is a STONE SOUP. From the title of the story alone, can you guess what kind of soup it is? What are its ingredients? Fill up the Prediction Chart with your guesses. As pupils give their guesses, write their

responses on the first column (Our Guess) on the Prediction Chart. Then say: *Let's find out if your guesses are correct.*

| PREDICTION CHART | |
|------------------|--------------|
| Our Guess | Actual story |
| | |

During Reading

Read the story *Stone Soup*, an adaptation of a Hungarian folktale, stopping at certain points to have pupils predict what might happen next in the story.

Stone Soup

Adapted from a Hungarian folktale

By Esperanza Diaz Cruz

There once was a traveler who came to a small village, tired from his long trip. He had nothing to eat and hoped that a friendly villager would be able to give him some food. He came to the first house and knocked on the door. He asked the woman who answered if she could give him just a small bit of food.

The woman replied, "I'm sorry I have nothing to give you."

The traveler thanked the woman and went from door to door. Each time the answer was: "I have nothing to give you."

Stop here and ask: *How do you think the traveler felt?
What do you think will he do?
Let's find out.*

Then the traveler had an idea. He went to the center of the village. He took a small tin cooking pan from his bag. He filled it with water, started a fire and dropped a stone in the pan.

Stop here and ask: *What do you think will happen next?
Let's find out.*

A passing villager stopped and asked him, "What are you doing?"

The traveler replied, "I am making stone soup. Would you like to join me?"

"Oh! I'd love to," answered the villager.

"This soup will be a lot tastier if we only have some carrots," the traveler suggested aloud.

"Oh I have some at home," said the villager. "I'll go and get some."

The villager came back with the carrots and handed it to the traveler. The traveler then cut the carrots into small pieces and dropped it into the stone soup.

Soon, another curious villager came by and was invited to join them. She went home and returned with some potatoes.

A young boy passed by and soon joined the group, bringing his mother and a pot from their home to replace the small tin cooking pan.

Stop here and ask: *What is happening to the soup now?*
 What do you think will happen next?

In time, a crowd gathered with everyone offering their own favorite ingredient: onions, salt, black pepper, cabbage, squash. Finally, the traveler removed the stone and declared: "The stone soup is ready!"

And the whole village enjoyed the hot stone soup.

Post Reading

(Note: Before the actual reading of the story, assign pupils to play the roles of some characters in some parts of the story: where the traveler is cooking the soup, a passing villager asking 'What are you doing?', a curious villager who brought potatoes for the stone soup, etc.)

Discussion

Use the Prediction Chart as guide for discussion questions. Say: *Look at the predictions you made before I read the story. Which of your guesses actually happened in the story?*

1. *Who went to the village?*
2. *Why did he ask help from the villagers?*
3. *Did some villagers help him at once? Why did they not help him?*
4. *How did the traveler feel when he could not get anything from the villagers? What did he do then?*

Place a pot (or make-believe pot) on top of the teacher's table. Ask the pupil assigned the role of the traveler to pretend he is cooking. The pupil should role play putting a stone into the pot and stirring it.

5. *What happened when he started cooking the stone soup?*

This part should be done through a role play by the pupils assigned, with prompts like:

Who came first?
Who came next?

Who came last?

What ingredients did the villagers give for the stone soup?

6. *What kind of soup was cooked in the end? Do you think it was a very delicious soup? Why?*
7. *Was the traveler smart? Why?*
8. *Was he resourceful? Why?*
9. *How can you be resourceful like the traveler?*

Engagement Activities

Refer Groups S and T to LM – Activity 23, page 33.

Refer Groups O and N to LM – Activity 24, page 33.

Refer Group E to LM – Activity 25, page 33.

Lesson 3: Day 2

- **Grammar**
- **Decoding/Fluency/Writing**

GRAMMAR

Skill Lesson: Asking Sentences and Telling Sentences

1. Presentation/Introduction

Say: In a previous lesson, you learned what a sentence is. What is a sentence? Sometimes a sentence asks about something. Sometimes a sentence tells about something. Here are two sentences about “Stone Soup”.

Who went from village to village?
The traveler went from village to village.

Here are two sentences from “Belling the Cat.”

Who were afraid of Pat the Cat?
The mice were afraid of Pat the Cat.

2. Modeling/Teaching

*Say: Read the sentences I have written on the board. What does the first sentence do? (It asks about something). This is an example of an **asking sentence**. Read the second sentence. What does the sentence do? (It tells about something.) This is an example of a **telling sentence**.*

Do the same with the sample sentences from “Belling the Cat.”

*Can you give an asking sentence about “The Crow and the Pitcher”?
Now give an answer to the question with a telling sentence.*

Lead the pupils to generalize what a **telling sentence** is and what an **asking sentence** is (see Teaching Chart).

Teaching Chart: Sentences

1. A sentence that asks a question is called an asking sentence.
An asking sentence ends with a question mark.
2. A sentence that tells about something is called a telling sentence.
A telling sentence ends with a full stop or period.

3. Guided Practice

Refer the pupils to LM – Activity 26, page 34 for the guided practice exercises.

DECODING/FLUENCY/WRITING

Skill Lesson: short u CVC words (-ub, -ud, -ug, -um, -un, -up, -ut)

1. Presentation/Introduction

Show a picture of a pitcher with water. Say: *What's this? Another word for pitcher is jug* (show word card or write **jug** on the board). *What is inside the jug? Now I can pour the water from the jug to a cup. I can also pour the water into a mug* (show word cards for **mug** and **jug**). Have pupils read the words **jug**, **mug**, and **cup**.

2. Modeling/Teaching

Ask: *What is the vowel in the middle of the words in the column? Let's sound out the vowel u. Say –ug.*

Read the words again. What other words belong to the –ug family? Let's read them (show word cards or Teaching Chart). As usual, make sure that the pupils understand the meanings of the words. Use pictures, realia, action and context for vocabulary development.

| | | | | |
|-----------------------|-------------------------|------------|------------------------------|------------|
| -ug | -um | -un | -ub | -ud |
| bug | bum | bun | cub | bud |
| dug | gum | fun | rub | cud |
| hug | hum | gun | tub | Jud |
| jug | mum | nun | | mud |
| mug | rum | run | | sud |
| pug | sum | sun | -up | |
| rug | | | cup | |
| tug | | | pup | |
| | | | sup | |
| Sample Phrases | | | Sample Sentences | |
| a bug on a rug | a cup, a mug, and a jug | | Is there water in the jug? | |
| under the sun | my sons Jud and Hud | | The nun is under the sun. | |
| run and play | a cub in the tub | | Judson, the cop, has a gun. | |
| | | | A cub dug a hole in the mud. | |

3. Guided Practice

Use various types of drills (flash cards, word wheels, etc.) and games for practice in reading the short u CVC words, as well as phrases and sentences.

Refer pupils to LM – Activity 27, page 35 for an additional guided exercise.

Lesson 3: Day 3

- **Reading Comprehension**
- **Decoding/Fluency/Writing**

Skill Lesson: Sequencing Events (use of signal words)

1. Presentation/Introduction

Say: *Remember our story Stone Soup? Let us read these sentences about the story.* Post the sentence strips on the board at random. Guide the children in reading the sentences.

| |
|---|
| <p>After that, the villagers became curious about the stone soup. They added ingredients to the soup. Someone brought a pot.</p> |
| <p>In the beginning, the traveler went from house to house to ask for food. No one helped him.</p> |
| <p>Finally, the soup was ready. Everyone in the village enjoyed the delicious stone soup.</p> |
| <p>Next, he went to the center of the village. He began to cook stone soup in a small tin pan.</p> |

2. Modeling/Teaching

Ask: *What do you notice about the way the sentences are arranged?*
Let's arrange these sentences based on your understanding of the events in the story Stone Soup.

After the sentences have been arranged following the sequence of events in the story, ask:

- Which sentence strip shows the first event in the story?*
- Which sentence strip presents the second event in the story?*
- Which sentence strip shows what happened just AFTER the villagers saw the traveler cooking the soup?*
- Which sentence strip shows the last event in the story?*

Events in stories like Stone Soup have an order or sequence. To understand its sequence or order, we can ask some questions like: Which happened first? Which came second? What happened next? What happened last?

Say: Let us find out whether you got the correct sequence. Let us read the sentence strips again that you have re-arranged.

| |
|---|
| <p>In the beginning, the traveler went from house to house to ask for food. No one helped him.</p> |
| <p>Next, he went to the center of the village. He began to cook stone soup in a small tin pan.</p> |
| <p>After that, the villagers became curious about the stone soup. They added ingredients to the soup. Someone brought a pot.</p> |
| <p>Finally, the soup was ready. Everyone in the village enjoyed the delicious stone soup.</p> |

Direct pupils' attention to the highlighted words. Say: *Look closely at the words written in black (or underlined). They are examples of signal words. They help us understand the sequence of events in the story. Let us read the clue words:*

in the beginning next after that finally

Say: *Remember our lesson on sequence last time. Refer to Teaching Chart used in Lesson 1. We looked at beginning, middle, and end events. Today, we learned that there are clue words that can help us understand the sequence of a story? Let us read the Teaching Chart. Do you know other words that tell the sequence?*

| Teaching Chart: Sequence | |
|--|------------|
| There are clue words that help us understand the sequence of events in a story. Here are some of them: | |
| in the beginning | first |
| next | after that |
| then | in the end |

3. Guided Practice

Say: *This time, let us try using signal words for sequence. Remember our story last week, Belling the Cat? Let us arrange events in that story using signal words for sequence.*

Form small groups. Give each group strips of sentences as shown below.

_____, the mice were afraid of Pat ,the Cat. They could not go out of their small hole.

_____, the mice had a meeting.

_____, Third Mouse said they can put a bell on Pat's collar.

_____, no one wanted to put a bell on the cat. The mice could not carry out their plan.

Say: *Your group will arrange the sentences in sequence. First read the sentences. Recall what happened in Belling the Cat. To do it correctly, ask questions like Which happened first? Which came second? What happened next? What happened last? After arranging the sentences in order, don't forget to write the signal words before each sentence. Look at the Teaching Chart to help you.*
Have groups present their outputs.

4. Independent Practice

Refer the pupils to LM – Activity 28, page 36, for more practice on using signal words for sequence.

DECODING/FLUENCY/WRITING**Lesson on short u CVC plus****1. More Guided Practice**

Refer pupils to LM – Activity 29, pages 37-38, for more decoding and fluency practice. This is a song to be sung to the tune of “There’s a Tree in the Middle of the Sea.” Have each group sing the song they have made to the class after they have written their song.

2. Independent Practice

Refer pupils to LM – Activity 30, pages 39-40, for independent practice exercises on short u words plus sight words.

Lesson 3: Day 4**Sight Words on Colors/Fluency/Writing/Comprehension****SIGHT WORDS ON COLORS/FLUENCY/WRITING****1. Review/Presentation/Introduction**

Show objects, each with a different color. Ask: *What is this? What is its color?*

2. Modeling/Teaching

Have children use the structure “It/This is a/an _____. It is (color).”

Examples: It is a bag. It is blue.
It is an eggplant. It is green.

As each color word is discussed, present the word card for each color. Then have a drill in reading the color words. Make sure to include the words shown in the chart.

| Sight Words (Colors) | |
|----------------------|--------|
| black | pink |
| blue | red |
| brown | violet |
| gray | white |
| green | yellow |
| orange | |

3. Guided Practice

Present a color wheel/chart. Have children match each word card with the color in the wheel/chart.

Refer the pupils to LM – Activity 31, pages 41-42. Guide the children in coloring the indicated objects in each picture with the correct color.

Then have them fill in the blank with the name of the color. After they are done, ask children to read the completed sentences.

(Note: This exercise also doubles as vocabulary unlocking for some words in the rhyme “Colors”. These include the following: *buttercup, habit, pillow, and ladybug.*)

4. More Guided Practice for color sight words, fluency reading for short u CVC words and literal comprehension.

Say: *I will read a poem about colors. Listen and find out the color of the objects mentioned in the poem.*

After you have read the poem aloud, ask: *What things were mentioned in the poem? What were their colors?*

Refer pupils to LM – Activity 32A, page 43. Say: *Let us now read the poem together.*

Call the children’s attention to the words *yummy* and *muddy*. Show that each word has been formed from a short u CVC word. Ask children what each word means.

4. Independent Practice

Refer pupils to LM – Activity 32B-D, page 44. Have them answer Exercises B to D. When they are done, process their answers with the whole class. For Exercises C and D, have pupils share with their classmates the asking and telling sentences they have written.

Lesson 3 Day 5

- **Reading Comprehension**
- **Decoding/Fluency/Writing**

READING COMPREHENSION

Skill Lesson: Story Characters and Settings

1. Presentation/Introduction

Say: *In the past three weeks you listened to three stories. Can you remember their titles? Write the titles on the board: The Crow and the Pitcher, Belling the Cat, Stone Soup.*

These stories happened in different places. We also met different characters in these stories.

2. Modeling/Teaching

Say: *Let us recall the story of "The Crow and the Pitcher." Who was the character in that story? (the crow) Was there any other character? Who are the characters in "Belling the Cat"? (the three mice and Pat, the Cat) Who are the characters in "Stone Soup"? (the traveler, the different people in the village)*

As you discuss, fill up this grid on the board.

| Title of Story | Who are in the Story? (Characters) | Where and when did the story take place? (Setting) | |
|--------------------------|---------------------------------------|--|------------------------------|
| The Crow and the Pitcher | crow | beside a well | a hot summer day |
| Belling the Cat | three mice and Pat, The Cat | a mouse hole in a big house | a long time ago |
| Stone Soup | traveler, villagers | a village | After a traveler's long trip |

Now let us recall where and when each of these stories took place. Where did The Crow and the Pitcher happen? (beside a well; on a hot summer day). Where did "Belling the Cat" happen? (in a mouse hole, in a big house; once upon a time). Where did "Stone Soup" happen? (in a village; after a traveler's long trip)

Lead the pupils to generalize what character and setting are by referring to the grid on the board. Ask: *What is a story character? What is the story setting?* (see Teaching Chart)

TEACHING CHART: Story Character and Setting

Characters are people or animals in a story. The character who is the focus of the story is called the **main character**.

The **setting** is the **place** and **time** in which the story takes place.

Say: *In "Stone Soup" there is more than one character. Who is the main character? (the traveler)*

3. Guided Practice/Independent Practice

Refer the pupils to LM – Activity 33, pages 45-46. Use Exercise A and B guided practice.

Note that even if the focus of the questions are on story grammar features, the text gives fluency practice in reading words with short u CVC combinations.

| Unit 1: Week 4 (Lesson 4) | | | | | |
|----------------------------------|--|---|---|---|--|
| The Little Red Hen | | | | | |
| Lesson Parts | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Overview/ Objectives | Literature: The Little Red Hen <ul style="list-style-type: none">Get the general sense of the story | <ul style="list-style-type: none">Describe literary element (Major Characters) | <ul style="list-style-type: none">Notice what is mentioned in related declarative sentences (statements)Read words, phrases and sentences with short u sound | <ul style="list-style-type: none">Use different kinds of sentences (exclamatory and imperative)Use punctuation marks called for | <ul style="list-style-type: none">Match pictures with sentencesSequence pictures and sentences to come up with a story |
| Materials | <ul style="list-style-type: none">Copy of the story "The Little Red Hen"Word stripActivity 34 | <ul style="list-style-type: none">Picture of little red henActivities 35 & 36 | <ul style="list-style-type: none">Activities 37 A, B, C "Fun on a Sunny Day" | <ul style="list-style-type: none">Activities 39, 40, 41 focusing on words, phrases, sentences (exclamatory and imperative) with the short u sound | <ul style="list-style-type: none">Activities _____ with a set of pictures and related exclamatory and imperative sentences |
| Procedures | Pre-Reading (5 min) <ul style="list-style-type: none">Vocabulary Development Let the pupils imitate animal | Introduction/ Presentation (10 min) <ul style="list-style-type: none">Use activity 35 on LM page 48 | Introduction/ Presentation (10 min) <ul style="list-style-type: none">Let the pupils read aloud phrases and imperative sentences with the short u sound | Presentation/ Introduction (10 min) <ul style="list-style-type: none">Let the pupils read aloud phrases and imperative sentences with the short u | <ul style="list-style-type: none">Recall the difference between imperative and exclamatory sentences and the punctuation marks that go with them |

| | | | | |
|---|--|--|--|---|
| <p>sounds (barking dogs, purring cats, squeak of mice, clucking hen)</p> <ul style="list-style-type: none"> Show a picture of grains or kernels of corn, ask them WH-questions to build on prior knowledge <p>Reading (15 min)</p> <ul style="list-style-type: none"> Read the story to the class and instruct them to produce animal sounds once they hear the names of the different kinds of animals in the story. <p>Post Reading</p> | <p>Modeling/Teaching: (20 min)</p> <p>Discuss character as an element of a story. Focus on major characters: one who creates the problem and the one who solves the problem</p> <p>Guided Activity (10 min)</p> <ul style="list-style-type: none"> Let the pupils pretend to be like the hen in the story and let them pick a situation that shows good attitude by coloring it. (Activity 36 pp. 49) <p>Independent Activity (10 min)</p> <p>Allow pupils to do learning situations:</p> <p>LS1: Allow pupils to</p> | <ul style="list-style-type: none"> Modeling/Teaching (20 min) Call attention to what is stated in declarative sentences. Point out how the sentences are related (main sentence “having fun” and examples of having fun) <p>Guided Practice (10 min)</p> <p>In groups let the pupils share with their group mates what they do for fun on sunny days</p> <p>Independent Practice (10 min)</p> <ul style="list-style-type: none"> Let the pupils work on Activity 38 pp. 51 | <p>sound</p> <p>Modeling/ Teaching (15 min)</p> <ul style="list-style-type: none"> Ask the pupils to act out what they are commanded to do in the imperative sentences (Activity 39C) Call attention to the differences between imperative and exclamatory sentences (commands vs expressing strong feelings). Activity 40 <p>Guided Practice (15 min)</p> <p>Focus on the punctuation marks on imperative and exclamatory sentences.</p> <p>Have the pupils work on Activity 40</p> | <ul style="list-style-type: none"> Ask the pupils to match the pictures with the sentences (exclamatory and commands) that go with them <p>Guided Practice</p> <p>Call attention to the sequencing of the pictures and sentences to come up with a story Activity _____</p> <p>Independent Practice</p> <p>Have the pupils copy in their notebook the sentences arranged in the correct order and give a title to the story.</p> |
|---|--|--|--|---|

| | | | | | |
|--|--|--|---|--|--|
| | <p>(20 min)</p> <ul style="list-style-type: none"> Let the pupils answer questions about the story to allow complete grasp of the story <p>(10 min)</p> <ul style="list-style-type: none"> Let the pupils work in group and instruct them to brainstorm about the characters in the story by answering lead questions. | <p>complete words with short vowels to make the sentences right.</p> <p>LS2: Pupils act out scenes from the story showing the main characters.</p> | <p>where they draw and write about what they do to have fun</p> | <p>Independent Practice</p> <p>(10 min)</p> <ul style="list-style-type: none"> Let the pupils accomplish Activity 41 Think of a situation that would call for a command and an exclamatory sentence. Let them write a declarative sentence stating the situation and the command and exclamatory sentences called for | |
|--|--|--|---|--|--|

Unit 1: Week 4 (Lesson 4)**The Little Red Hen****Lesson 4: Day 1****Pre-Reading****1. Unlocking/Vocabulary & Concept Development**

(cluck, bark, purr, squeak)

- a. Group the class into four. Give each group a picture of the indicated animal. When the name of the animal assigned to them is mentioned, they are to produce its sound.

Group 1: Hen

Group 3: Cat

Group 2: Dog

Group 4: Mouse

Say: *Let us get started.*

Where are the hens? dogs? cats? mice? When I say the name of animal assigned to your group, produce the sound it makes.

- b. Post the word strips on the board and let the children choose among these words: cluck, bark, purr, squeak. The teacher reads the words to be unlocked on the board. Let the children read the words, spell the words, and act them out.

Post on the board: They _____ like a _____ etc.

Now, the sounds that you made can be one of these words which tell you what the animal does to produce those sounds:

cluck

bark

purr

squeak

After each group produces the sound of the animal assigned to them, ask these follow-up questions to find out what the other groups think about how well the task was carried out.

Say: *Did Group 1 cluck like a hen?**Did Group 2 bark like a dog?**Did Group 3 purr like a cat?**Did Group 4 squeak like a mouse?*

(Possible responses could be: Yes, they clucked very well like a hen or Well, they clucked a little like a hen.)

2. Motivation Question

Show some grains of corn or a picture of some kernels of corn.

Say: *Have you seen some kernels of corn like these?**What did you do with kernels of corn?**What animals like to eat them?***3. Motive Question**

What do you think will the characters do with the kernels of corn in our story today?

During Reading/Listening Activity

Listen as I read the story, *The Little Red Hen*. Every time you hear the name of an animal in the story, produce the sound it makes. For example, once you hear the name *dog*, everyone in the class *barks*.

The Little Red Hen
An Adaptation
By Roderick Motril Aguirre

Once upon a time, there was a little red hen who lived on a farm. She was friends with a lazy dog, a sleepy cat, and a noisy mouse.

One day the little red hen found some kernels on the ground. The little red hen had an idea. She would plant the kernels.

The little red hen asked her friends, "Who will help me plant the kernels?"

"Not I," barked the lazy dog.

"Not I," purred the sleepy cat.

"Not I," squeaked the noisy mouse.

"Then I will," said the little red hen. So the little red hen planted the kernels by herself.

When the kernels had grown, the little red hen asked her friends, "Who will help me harvest the corn?"

"Not I," barked the lazy dog.

"Not I," purred the sleepy cat.

"Not I," squeaked the noisy mouse.

"Then I will," said the little red hen. So the little red hen harvested the corn by herself.

When all the corn was harvested, the little red hen asked her friends, "Who will help me cook the corn?"

"Not I," barked the lazy dog.

"Not I," purred the sleepy cat.

"Not I," squeaked the noisy mouse.

"Then I will," said the little red hen. So the little red hen cooked the corn by herself.

The tired little red hen asked her friends, "Who will help me eat the corn?"

"I will," barked the lazy dog.

"I will," purred the sleepy cat.

"I will," squeaked the noisy mouse.

"No!" said the little red hen. "I will." And the little red hen ate the corn.

Post Reading

Discussion Questions

1. What did the Hen find one day?
2. What did she want to do with the kernels of corn?
3. Which animals did she ask to help her plant the kernels of corn? Let's name them.
4. What did each animal say?*(little bit of role playing, prompt the children to response "Not I")*
5. How did the little red hen feel?
6. What did she do then?
7. What did each animal say?*(little bit of role playing, prompt the children to response "Not I")*
8. What did she do when it was time to harvest the corn?
9. What did each animal say?*(little bit of role playing, prompt the children to response "Not I")*
10. What did she do after harvesting the corn?
11. What did each animal say?*(little bit of role playing, prompt the children to response "I will")*
12. What did the little red hen say?
13. If you were to choose among the characters in the story, who would you like to be? Why?

Engagement/Enrichment

Say: Form groups of four. Each leader will pick one among the characters in the story. Within your group, brainstorm about the character.

Refer the pupils to LM – Activity 34, page 47.

- Which character in the story will your group talk about?
- What is it she/he does not want to do? Why?
- What only does she/he want to do?

Lesson 4- Day 2

Describing Literary Element: The Characters in the Story

Skill Lesson: Describing Literary Element (Major characters: Hero and Enemy or Opponent)

Say: Let us recall the story about the Red Hen. Imagine the characters in the story, how do they look like?

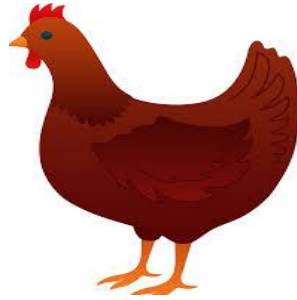
Now, let us try to describe them again physically by looking at their skin, color, size and number of feet/leg.

Refer the pupils to LM-Activity 35 on page 48.

Say: *Go with your group and know the characters better while referring it to your group mates. Then, present it to class*

1. Modeling/Teaching

I have here the picture of the little red Hen in the story. Let us know the Little Red Hen better by answering the following:



1. Who is Little Red Hen in the story?
2. What does 'main character' mean? Can you call her the hero in the story?
3. What makes the Little Red Hen the main character or hero in the story?
4. What were the things he did in the story?
5. Who are the other minor characters in the story?
6. Did they oppose or disagree with the idea of the Little Red Hen?
7. How do we call them? (Suggest the term opponent not antagonist since it is not applicable to Grade Three pupils.)
8. If you were the little red hen, would you stop doing what you want just because your friends didn't help you? Why?
9. Is it good to be determined?
10. What are the things you must consider in pushing through your goal?
11. What does the story "The Little Red Hen" tell us?

- The characters in the story are the actors in that story. They can be a person, an animal or a thing.
- The hero is a major character in a story. He is the central or main figure. The story is all about him.
- Other characters in a story are those who oppose the hero. We sometimes call them sometimes the enemy or opponent.

Guided Practice

Pick the Right Corn

Pretend to be the Hen in the story, pick the corn with a situation that shows good attitude by coloring it.

Refer the pupils to LM- Activity 36 on page 49.

As a group, have them act out one scene from the story showing the main characters.

Lesson 4 - Day 3
Phonics
Declarative Sentences

Let the pupils work on the following learning stations and activities:

LS 1: Read aloud with your group the words with the short u sound, then the phrases and the sentences (LM-Activity 37 page 50).

Ask: *What are mentioned in those sentences?*
How are sentences 2 to 6 related to sentence 1?

In groups have the pupils share what they do for fun on sunny days. Have the pupils complete the sentences about the pictures in LM-Activity 38 on page 51, then draw and write sentences about what they do on sunny days.

Lesson 4 - Day 4
Using Imperative and Exclamatory Sentences

1. Presentation/Introduction

Pupils read the words, phrases and sentences (commands) in LM-Activity 39 page 52.

2. Modeling/Teaching

Have the pupils show (pantomime) how they would carry out the commands given in the sentences in Activity 39 C pp. 52.

Say: *The sentences that tell a person to do something are commands or imperative sentences.*

Help the pupils note the difference in paired sentences in LM - Activity 40 on page 53 (commands and sentences that express strong feeling).

Call attention to the punctuation marks in those paired sentences.

Say: *What punctuation marks are placed at the end of commands? At the end of sentences that express strong feeling?*

Show the teaching chart

Teaching Chart: Imperative and Exclamatory Sentence

An **imperative sentence** or commands tell someone to do something or to give an order. It can end with a period, question mark or an exclamation mark.

An **exclamatory sentence** expresses a strong feeling and ends with an exclamation mark.

3. Guided Practice

Have the pupils go through this “Show Me” activity.

Say: *Let’s play a game but you have to be actors and actresses in this game.*

Look at the paired sentences in Activity 40 again and at the punctuation mark at the end of those sentences. If you see these marks –

Exclamation mark (!) – show through your facial expression and action the feelings expressed in those sentences.

Period (.) – show how you would carry out the command.

4. Independent Practice

Show pictures. By group, let them complete the sentences by filling in the words with short vowel / u / and the punctuation mark at the end of the sentences.

Refer the pupils to LM – Activity 41 on page 54.

Lesson 4 - Day 5**Reading and Writing Simple Stories with Short Vowels****Skill Lesson: Reading and Writing Simple Stories with Short Vowels****1. Presentation/Introduction**

Say: *Let us take a look at these pictures (Activity 42 page 55). Match the picture with the right sentence.*

2. Modeling/Teaching

Have the pupils rearrange the sentences to make a story. Get some help from the pictures.

- a. What is the first sentence in the story? Why do you think it should be the first?
- b. What is the second? Why do you think it should come next after the first sentence?
- c. What is the third sentence? Why do you think it should follow the second sentence?
- d. What is the fourth sentence? Why do you think it should come next after the third sentence?
- e. What is the last sentence? Why should that be the last?

Let the children read the new story formed by sequencing the sentences.

Now give the story a title.

3. Guided Group Activity

Say: Get together with your group mates and share with the group the title that you gave the story.

Call attention to the title of the story taken up on Day 1 – “The Little Red Hen”.
Focus on the capital letters in the title.

4. Independent Practice

Have the pupils copy in their notebook the sentences arranged in the correct order along with the title they gave to the story.

| Unit 1: Week 5 (Lesson 5) | | | | | |
|------------------------------------|---|---|--|--|--|
| The Ant and the Grasshopper | | | | | |
| Lesson Parts | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Overview/ Objectives | <p>The Ant and the Grasshopper</p> <ul style="list-style-type: none"> Get the general sense of the story | <ul style="list-style-type: none"> Describe literary elements Read and write words with l blends | <ul style="list-style-type: none"> Identify nouns in simple sentences Read and write words with l blends | <ul style="list-style-type: none"> Use plural form of nouns (ending s or es) Read and write l-blends | <ul style="list-style-type: none"> Use nouns in simple sentences |
| Materials | <ul style="list-style-type: none"> Copy of the story “The Ant and the Grasshopper” Flash card, picture of a grasshopper, KWL chart, Comparison chart, task cards, manila paper LM Activities 44-47 pp. 57-61 | <ul style="list-style-type: none"> Picture of the ant carrying food Flowchart to highlight the theme of the story Pictures of objects with l-blends Sample diary entries LM Activities 48-50 pp. 62-65 | <ul style="list-style-type: none"> Copy of the story “The Ant and the Grasshopper” Graphic organizer Word web of nouns Pictures of words with l-blends from the “word game” LM Activities 51-53 pp. 66-68 | <ul style="list-style-type: none"> Illustration from the supplementary text “Tuko” LM Activities 54-58 pp. 69-72 | <ul style="list-style-type: none"> Teaching chart: Noun Sentence strips LM Activities 59-60 pp. 73-74 |
| Procedures | <p>Pre-Reading (5 min)</p> <ul style="list-style-type: none"> Vocabulary | <p>Introduction/ Presentation (5 min)</p> <ul style="list-style-type: none"> Show the picture of | <p>Introduction/ Presentation (5 min)</p> | <p>Presentation/ Introduction (15 min)</p> <ul style="list-style-type: none"> Let the pupils do the | <p>Presentation/ Introduction (5 min)</p> |

| | | | | | |
|--|--|--|--|--|--|
| | <p>Development through context clues</p> <ul style="list-style-type: none"> Present a picture of a grasshopper and ask WH-questions to activate prior knowledge on LM Activity 45 <p>Reading (20 min)</p> <ul style="list-style-type: none"> Read the story using Directed Inquiry Technique <p>Post Reading</p> | <p>the ant carrying food and ask WH-questions to activate prior knowledge</p> <ul style="list-style-type: none"> Unlock word concepts <p>(15 min)</p> <p>Modeling/Teaching: (20 min)</p> <ul style="list-style-type: none"> Discuss the theme and characters as elements of a story and elaborate by giving examples <p>Guided Practice (15 min)</p> <ul style="list-style-type: none"> Read a part from the story about the grasshopper. Have the children read actively, then have them chart out facts about the character. Pupils work on character caricature | <ul style="list-style-type: none"> Allow pupils to work on word search as springboard to the lesson <p>(10 min)</p> <ul style="list-style-type: none"> Discuss Nouns using Whole Brain Teaching technique <p>(15 min)</p> <p>Pupils complete the graphic organizer (web) with nouns</p> <p>Independent Group Activity (20 min)</p> <p>Let the pupils complete the given sentences with</p> | <p>guessing game</p> <ul style="list-style-type: none"> Read the paragraph about “Tuko” <p>Modeling/ Teaching (10 min)</p> <ul style="list-style-type: none"> Show pictures from the story and allow pupils to answer questions about the pictures Practice pluralizing nouns (ending s or es) <p>(15 min)</p> <ul style="list-style-type: none"> Pupils identify pictures of nouns . Let them form the plural of the nouns and write sentences about the pictures. <p>Independent Practice</p> | <p>Present sentences from the story “The Ant and the Grasshopper” in strips</p> <p>Modeling/ Teaching (15 min)</p> <p>Discuss how nouns are used in a sentence by giving examples</p> <p>Guided Practice</p> <p>Let the pupils use nouns as subject to complete sentences.</p> <p>Independent Group Practice (15 min)</p> <p>Let the pupils identify nouns in pictures and</p> |
|--|--|--|--|--|--|

| | | | | | |
|--|--|--|--|---|--------------------------------|
| | <p>(15 min)</p> <ul style="list-style-type: none"> • Allow the pupils to describe characters in the story • Allow pupils to raise other things they want to know as they complete the W-column of the KWL chart on LM Activity 45 <p>(10 min)</p> <ul style="list-style-type: none"> • Ask discussion questions and complete the L-column of the KWL chart on LM Activity 45 and 47 • By group, pupils work on task cards which ask them | <p>by giving face details</p> <ul style="list-style-type: none"> • Have pupils work on the flowchart to highlight the theme of the story <p>Independent Group Activity</p> <p>(15 min)</p> <ul style="list-style-type: none"> • Present the diary entries and have the pupils work on LM Activity 48 • Assign group work activity. Refer to TG for group assignment • Present outputs • Read and write l-blends | <p>nouns.</p> <p>Read and write l-blends</p> | <p>(10 min)</p> <p>Let the pupils study the puzzle and list five nouns. Instruct them to form the plural of nouns using s or es.</p> <p>Read and write l-blends</p> | <p>use each in a sentence.</p> |
|--|--|--|--|---|--------------------------------|

| | | | | | |
|--|--|--|--|--|--|
| | <p>to draw and describe a cover picture, characters, and the last picture of the story “The Ant and the Grasshopper.” Let them draw, compare and illustrate on given stimuli. Let them present their drawings with descriptions after.</p> <ul style="list-style-type: none"> • Pupils complete the KWL chart | | | | |
|--|--|--|--|--|--|

Unit 1: Week 5 (Lesson 5)
The Ant and the Grasshopper

Lesson 5: Day 1

Pre-Reading

1. Unlocking Vocabulary & Concept Development

(heart's content, saving for the rainy day, hardwork, field, present)

Unlocking Difficult Expressions may be done through word association, gestures or pictures.

Present the sentence one by one and let the pupils take note of the underlined expression used in each sentence. Ask the pupils to choose the meaning of the underlined expression from the DEFINITION BOX.

- 1: He sang to his heart's content after he received a perfect score in the test.
 Heart's content means _____.

- a. to be happy about the results or situation

b. to be sad about the results or situation

2. My mother works very hard to save for the rainy days.

Save for the rainy day means _____.

- a. to put aside some amount for hard times

b. to be lazy during rainy days

3. We recall the past, consider the present and plan the future.

In the sentence, "the present" refers to _____.

- a. the gifts we receive

b. the here and now

c. the time we were not absent

4. He looks at the wide field before him.

"Field" in the sentence refers to _____ where plants grow.

- a. a flat land

b. mountains

c. forests

Refer your pupils to LM Activity 44A on page 57-58.

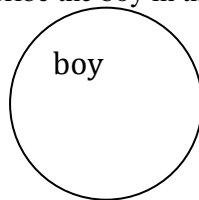
B. Present a collage of a school boy who sells newspaper early morning, attends to school and helps Mother do the household chores after class.

Refer your pupils to LM Activity 44 B on page 58.

How would you describe the boy in the picture? Put a check mark (/) before the words that describe the boy. Then write a sentence to show how the word you checked fits him.

One example is given to help you. Give the boy a name.

How would you describe the boy in the pictures?



After the pupils finish working on the collage of a school boy doing several tasks, have a short sharing time with them about their day's activities. Ask them what they do at certain times of the day. Probe the children's ideas on using their time doing worthwhile activities.

- Calling attention to KWL chart

KWL charts for Reading and Language utilize children's prior knowledge as an introduction to the lesson.

Refer your pupils to LM Activity 45 on page 59.

1. Post the KWL chart on the board. Then, direct the pupils' attention to the K-column first. Have the pupils look at the pictures of the ant and the grasshopper. Ask the pupils what they know about the grasshopper's and the ant's activities. They are to write them down under the K-column.
2. You can have the children answer leading questions to help them come up with what else they want to know about the ant and the grasshopper in the story you will read aloud to them. They are to write those in the W-column of the chart.



| | | |
|----|----|---|
| K- | W- | L |
|----|----|---|

| What we know about the ant's /grasshopper's activities | What we want to know about the results of the ant's and grasshopper's activities in the story | What we learned from the results of the ant's and the grasshopper's activities in the story |
|--|---|---|
| | | |
| | | |
| | | |
| | | |

Have a short sharing time with the children about their day's activities. Ask them about what they do on certain times of the day. Probe the children's ideas on using their time for a good activity later on.

During Reading

Read the selection using the Directed Inquiry Technique.

Refer your pupils to LM Activity 46 on page 60.

Directed Inquiry Technique uses questioning strategies after chunking parts of the story which the teacher reads aloud.

The Ant and the Grasshopper
adapted from Aesop's Fables

In a **field**, one summer day, a Grasshopper **hopped** about, **chirped** and sang to his **heart's content**. An Ant **passed** by. On his **back**, he **carried** a grain of corn he **harvested**. He **walked** with great **effort**. He **needed** to take the grain of corn to his home.

"Why not come and have a chat with me," said the Grasshopper, "instead of working and carrying that food on your back?"

During the Directed Inquiry, comprehension can be checked by asking questions after reading some paragraphs:

Ask: What were the grasshopper's favorite activities?

What was the ant doing on the field one summer morning?

"There must be food for the rainy days," said the Ant, "and you can do the same."

"Why bother about the rainy days?" said the Grasshopper; "We have plenty of food at **present**." The grasshopper sang all day. He **played** his guitar all day long.

Ask: What do you think will happen to the ant during the rainy days?

The Ant went on his way and **continued to work and work**.

When the rainy days came, the Grasshopper had no food. He **found himself cold and hungry**.

Ask: What happened to the grasshopper during rainy days?

Why did the grasshopper get hungry during rainy days?

The ant saw him. He pitied the grasshopper and offered him some food to eat. The grasshopper **knew what he needed to do next time**.

Ask: How did the ant help out the grasshopper?

What was the lesson the grasshopper learned?

What does the expression, “he knew what he needed to do next time” mean?

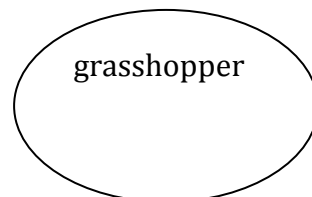
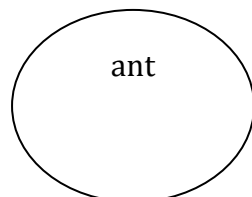
From the discussion, lead the children to recall the different characters and events. Show the pictures of the grasshopper and the ant.

Post Reading

From the discussion, lead the children to recall the different characters and events by asking the following questions:

Refer pupils to LM Activity 47 on page 61.

1. Between the ant and the grasshopper, who really prepared food for the rainy days? Do you think it is right for the ant to do that?
2. What did the ant do to prepare for rainy days?
3. How did the ant help the grasshopper?
4. If you were the grasshopper, how would you get ready for the rainy days?
5. After listening to our story, how would you describe the ant and the grasshopper?



Ask the children the following questions.

1. What does the ant do during summer time? What would the ant do during the rainy days?
2. What does the grasshopper do during summer time? What would the grasshopper do and feel during the rainy days?

Engagement/Enrichment

Group the children into four and tell them to work on their assigned tasks. The aim of the group tasks is for the children to discuss the story focusing on the different elements.

Give the task cards and materials to the groups. Each group is given manila paper or cartolina to write their outputs.

Group 1: The Cover Pictures and Descriptions

Imagine you are the illustrators. Draw and design your cover picture. Describe the picture.

Group 2- 3: Characters and Descriptions

Imagine you are the writers of the story. Describe the ant and the grasshopper using this comparison chart.

| | Summer Days | Rainy Days | After the Rainy Days |
|-----------------------|-------------|------------|----------------------|
| Ant (Group 2) | | | |
| Grasshopper (Group 3) | | | |

Group 4: The Last Picture and Descriptions

Imagine you are the illustrators. Draw the last picture of the story. Describe the picture.

Let the children present their outputs.

Prompt:

The story is about the _____ (description of the ant) ant _____ and the (description of the grasshopper) grasshopper who learned to _____ (actions that led to discovery of the lesson).

Let the children fill out the L-column of the KWL chart.

Have the children answer the following question as a form of reflection:

If you would have the chance to talk to the grasshopper, what would you tell him?

Let the children give their reflections about the story.

Lesson 5 - Day 2 Describing Literary Elements

1. Presentation/Introduction

Activating Prior Knowledge- Explain to children why it is important to work on a project once they have already started. Let the children get the idea that doing something worthwhile is a good trait.

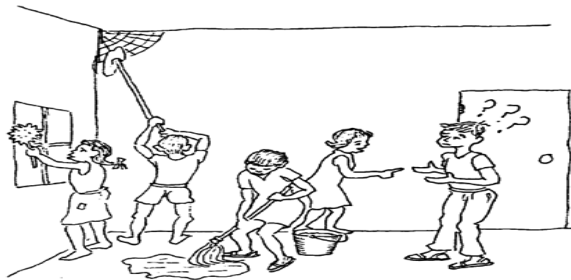
Show a picture of an ant carrying food. Ask the children the reason for the ant to keep on working.

Unlock Concepts

Present the concept strips to children.

press on – continue working

Then, show a picture of a family working together.



Even when tired, Mother told my brother to press on with his chores. Press on means to continue with what you're doing.

ashamed - feel embarrassed.

The boy was so ashamed when slipped on the floor.

Ashamed means to feel embarrassed because of events that happened.

2. Modeling/Teaching

Explain to the children that the theme is what the story is trying to tell us. Read these parts of the story, then discuss how the traits of the characters were brought out.

The ant carried a grain of corn he harvested. He pressed on with his work the whole summer. During the rainy days, the ant had enough food to offer the grasshopper. He gave him food and shelter for the rainy days.

- a. How does the passage bring out the character traits of the ant? (*Note: What one does and says gives you an idea of his character traits*)
- b. What details in sentences 1, 2, and the last sentence give you an idea of the character traits on the ant?
- c. Think/Check: What is the story trying to tell us? (*Note: The choice of details gives us an idea of the theme of the story – what it is all about*)
- d. Help the children respond to the thoughts of what the story is mostly about. The choices of the details should point out to the most important idea of the story.

During the hot summer days, the grasshopper did not bother to save up for the rainy days. When the rainy days came, the Grasshopper had no food. He found himself cold and hungry.

- a. How does the passage bring about the character traits of the grasshopper?
- b. Which of the three sentences tell you what the grasshopper failed to do? Which sentences give the result?
- c. Think/Check: Help the children respond to the thoughts of what the story is mostly about. The cause-effect should point out to the most important idea or theme of the story.

3. Guided Practice A

Brainstorming using web maps can help the children identify the key ideas in a selection. The map (flow chart) can enable them to see the succession of events, the characters' actions and the results of these actions, the problem that arises from those results and how the characters respond to the problem.

Themes or ideas that the selection is trying to share with the reader can be identified from the succession of events and the change that take place in the characters in the story "The Ant and the Grasshopper"

Write in the empty boxes of this flowchart the actions of the characters in this story during the two seasons of the year, the results of their actions, the problem that arose from those results and the response of the characters to the problem.

Refer your pupils to LM Activity 48 on page 62.

Prompt the children: What is the story all about?

Help the children prove their answers by going back to the story and reading out the sentences that give the necessary information on the characters' feelings during specific events in the story.

Ask: *How would you feel if you are finally having a party and it rained suddenly?*

4. Guided Practice B

Form four groups.

Have the children identify different characters from the story. Help them imagine how the ant and the grasshopper would look. Give each group a blank face. Have the children try to put in face details on those caricatures and do the tasks asked.

Refer the pupils to LM-Activity 49 on pages 63- 64.

Ask the group's reporters to retell the story based on their tasks given to them.

5. Infusion of Values

- A. Responding to critical questions requires the readers' ability to ask questions based on different levels of questioning. A child can answer the most basic questions but the teacher can prod for deeper levels.

Have the children answer the following questions. Note how basic questions (BQ) may be followed up with critical questions (CQ).

1. (BQ) With whom did the ant share his food?
(CQ) If you were the ant would you share your food with the grasshopper?
 2. (BQ) What line in the story shows you that the grasshopper learned a lesson from what happened to him on the rainy day?
(CQ) What can you say about his reaction?
- B. Reflective thinking results from having the children express their reflections about meaningful events that affect them.

Say: Here are pages from the grasshopper's and the ant's diaries in the summer. Pretend that you are the grasshopper and the ant. Write your feelings about the rainy days in follow-up diary entries (Activity 50 page 65).

Let the pupils write their diary entries in their notebook.

6. Independent Practice

Group Activity

For further enrichment, say: *I have here some tasks for you to do with your group mates.*

- Sketch out a map for the ant to get his food.
- Sketch out a map for the grasshopper to get some food.
- Draw the ant giving food to the hungry grasshopper.
- Draw the grasshopper looking for food during summer days.

Part B. Phonics/ Word Recognition

Show picture of a blue bag. Say: *The color of the bag is blue.*

Show picture of black hair. Say: *The color of the hair is black.*

Show picture of a blade. Say: *This is a blade*

Show picture of a girl with wound. Say: *The wound has blood.*

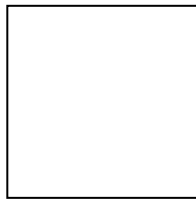
Show picture of a girl blowing a candle. Say: *The girl blows the candle.*

Show picture of a garden with flowers. Say: *The flower blooms in the garden.*

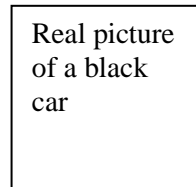
Listen as I read the words: blue, black, blade, blood, blow, bloom

Call volunteers to read the words again. After reading, let them do the PICK and MATCH game.

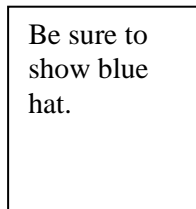
Inside the box are the words blue, black, blood, blade, blow, bloom. Have volunteer match the picture with the word to complete the sentence.



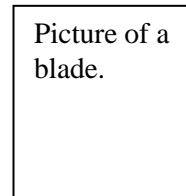
There is _____ from the wound in his leg.



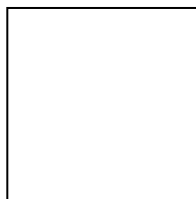
I love this _____ car.



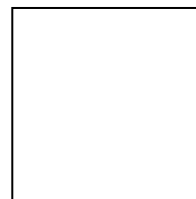
This hat is brown.



The _____ is sharp



The winds _____ hard.



The roses _____ in the pot.

You see how words are written like blue, black, blade, blood, blow and bloom. These words have the /bl/ blend. To say the consonant blend /bl/, you put your lips together as you say /b/ and glide your tongue to the sound of /l/.

Lesson 5 - Day 3

Identifying Nouns in Simple Sentence

Participating in Webbing

Skill Lesson: Identifying Nouns

1. Presentation/Introduction

Let the pupils do word search. Read the following words from the story and instruct them to encircle the following words from their copy of the story *The Ant and the Grasshopper*.

| | | |
|-------------|-------|-------|
| ant | grain | field |
| grasshopper | corn | home |

Refer the pupils to page 61 for the copy of the story

Say: *I will read some words from our story. Listen carefully and encircle the words that you will hear. Then ask the pupils to read the words together.*

2. Modeling/Teaching

Write the words on the board.

| | | |
|-------------|--------|--------|
| Animals | Things | Places |
| ant | grain | field |
| grasshopper | corn | home |

To improve the listening and speaking skills of the pupils, employ the “Teach-Ok” technique from Whole Brain Teaching. (This technique is a variation of Direct Instruction) Here’s how:

1. Have the pupils count off “One” and “Two” one after another
2. Tell them that all who said “One” belong to one group and those who said “Two” belong to another group.
3. Say: *There are three signal words I will say aloud – “Class”, “Teach” and “Switch”*
 - a. *When I say “Class”, all of you will say “Yes” and listen to the sentence I will say aloud.*
 - b. *When I clap my hands twice and say “Teach”, all of you will say “Ok”. Then all number 1 pupils will repeat the sentence I said to the number 2 pupil next to him.*
 - c. *When I say “Switch” all of you will say “Oh! Switch”. Then all Number 2 pupils will repeat the same sentence to the number 1 pupil next to him.*
 - d. *After that I will say “Class” the second time. All of you will again say “Yes” and listen to the next sentence that I will say aloud.*

We repeat the same process when you hear the words “Class”, “Teach” and “Switch” and you respond with “Yes”, “OK” and “Oh Switch” for each of the five sentences you will hear me say.

Whole Brain Teaching Lesson Template

| | | |
|--------------|--|----------------------------|
| Say “Class!” | Ant and grasshopper are names of animals | Clap twice and say “Teach” |
|--------------|--|----------------------------|

| | | | |
|-------------|--------------|--|----------------------------|
| | Say "Class!" | Grain and corn are names of things | Clap twice and say "Teach" |
| | Say "Class!" | Field and home are names of places | Clap twice and say "Teach" |
| A s k | Say "Class!" | These words are called nouns. | Clap twice and say "Teach" |
| t h e | Say "Class!" | Nouns are names of persons, animals, places and things | Clap twice and say "Teach" |

pupils: (for check up)

What are nouns? (Nouns are names of persons, animals, places and things.)

Say: Tell more examples of animals to your seatmate.

Tell more examples of places to your seatmate.

Tell more examples of things to your seatmate.

Tell examples of persons like boy, girl, teacher to your seatmate.

3. Guided Practice

Let the pupils complete the web with examples of the kinds of nouns mentioned around the keyword NOUN.

Refer the pupils to LM – Activity 51 on page 66.

4. Independent Practice

Let the pupils complete the sentences with the nouns given for each set.

Refer the pupils to LM- Activity 52 on page 67.

Part B. Phonics /Word Recognition

Let us read some words in your BRAIN LIST.

Flash word cards.

Let us read these words aloud.

Pat

nun sun Tug

Mom fox Hot not Top

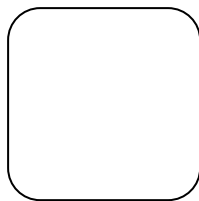
blue blade bloom blow Black

- A. Listen as I read some sentences aloud. Then, answer orally the question I will ask after each question. (Note: The words with the cl blends in the pupils' expected responses are written on the board right after the answer to each question is given.)

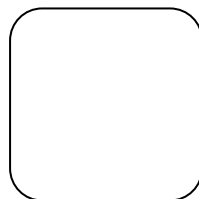
| Statement said orally by the teacher | Questions to be raised about the statement | Expected oral answers given by the pupils | Word to be written on the board |
|--|--|---|---------------------------------|
| 1. Jon is the clown in the birthday party. | Who is Jon? | Jon is the clown in the birthday party. | <u>cl</u> own |
| 2. The clown has a clock in his hand. | What is in the hand of the clown? | A clock is in the hand of the clown | <u>cl</u> ock |
| 3. The clown gets a clip inside the clock. | What does the clown get from the clock? | The clown gets a clip inside the clock. | <u>cl</u> ip |
| 4. The clown put the clip on the clay. | Where does the clown put the clip? | The clown puts the clip on the clay. | <u>Cl</u> ay |
| 5. Jon cleans his hands with soap. | What does Jon do with his hand? | Jon cleans his hands with soap. | <u>cl</u> eans |
| 6. Then, Jon claps his hand with joy. | Then, what does Jon do after that? | Then, Jon claps his hands with joy. | <u>cl</u> aps |

Let us read the words together. Blend the sound of /k/ and the sound of /l/ in words that begin with /cl/.

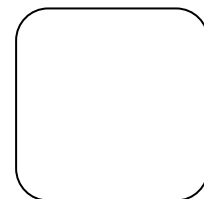
- B. Show these pictures and have the pupils read the sentences about them.



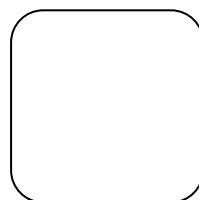
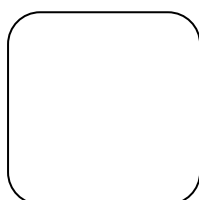
The clown is big.



The clock is black.



The clay is blue and black



The clip is red.

Jon claps his hands.

C. *Let us play the “Form the Word” game. Look at these pictures. Then, write the letters in the boxes to form the word that tells what is in the picture.*

Refer the class to LM – Activity 53 on pages 68.

Lesson 5 - Day 4

Using the plural form of regular nouns

(by adding s or es)

1. Presentation/Introduction

Review nouns. Ask: What are nouns? Give examples of nouns.

Guessing Game:

I'm thinking of things that have stories I can read.

Some are big. Some are small.

They have pages.

Can you guess what they are?

| |
|-------|
| books |
|-------|

(Note: Show books of different sizes and colors)

Say: One day Tuko visits the school library. He is very excited.

Let's find out the reasons why Tuko feels very excited going to the library. Let's read the short paragraph.


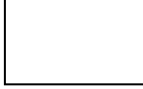
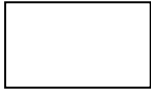
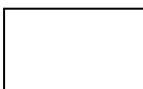
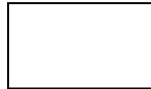

| |
|--|
| <p>Tuko wanted to surprise his friends. He visited the school library. He got two small books. One book was about a mouse in a church. He read it aloud to his friends. They said Tuko was a good storyteller and a good friend too. After reading, Tuko and his friends went to a church.</p> |
|--|

2. Modeling/Teaching

Ask: What did Tuko do to surprise his friends?

List the pupils' answers on the board.

Let us name the pictures taken from the story.

| | |
|---|--|
| A. | B. |
|  |  |
| book | books |
|  |  |
| friend | friends |
|  |  |
| church | churches |

Ask:

- How many books are in picture A?
- How many books are in picture B?
- How many friends are in picture A?
- How many friends are in picture B?
- How many churches are in picture A?
- How many churches are in picture B?

Let us study the words in the chart.
Let us read them together

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------|--------|------|-------|--------|---------|-----|------|------|-------|-------|--------|---|----------|--------|--------|----------|------|--------|-----|-------|-------|---------|------|-------|
| A | B | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Singular</td> <td style="text-align: center;">Plural</td> </tr> <tr> <td>book</td> <td>books</td> </tr> <tr> <td>friend</td> <td>friends</td> </tr> <tr> <td>bag</td> <td>bags</td> </tr> <tr> <td>gulf</td> <td>gulfs</td> </tr> <tr> <td>dwarf</td> <td>dwarfs</td> </tr> </table> | Singular | Plural | book | books | friend | friends | bag | bags | gulf | gulfs | dwarf | dwarfs | <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Singular</td> <td style="text-align: center;">Plural</td> </tr> <tr> <td>church</td> <td>churches</td> </tr> <tr> <td>kiss</td> <td>kisses</td> </tr> <tr> <td>box</td> <td>boxes</td> </tr> <tr> <td>brush</td> <td>brushes</td> </tr> <tr> <td>wife</td> <td>wives</td> </tr> </table> | Singular | Plural | church | churches | kiss | kisses | box | boxes | brush | brushes | wife | wives |
| Singular | Plural | | | | | | | | | | | | | | | | | | | | | | | | |
| book | books | | | | | | | | | | | | | | | | | | | | | | | | |
| friend | friends | | | | | | | | | | | | | | | | | | | | | | | | |
| bag | bags | | | | | | | | | | | | | | | | | | | | | | | | |
| gulf | gulfs | | | | | | | | | | | | | | | | | | | | | | | | |
| dwarf | dwarfs | | | | | | | | | | | | | | | | | | | | | | | | |
| Singular | Plural | | | | | | | | | | | | | | | | | | | | | | | | |
| church | churches | | | | | | | | | | | | | | | | | | | | | | | | |
| kiss | kisses | | | | | | | | | | | | | | | | | | | | | | | | |
| box | boxes | | | | | | | | | | | | | | | | | | | | | | | | |
| brush | brushes | | | | | | | | | | | | | | | | | | | | | | | | |
| wife | wives | | | | | | | | | | | | | | | | | | | | | | | | |

What do you notice about the words in group A?

In what letter does the words books, friends and bags end?

What do you notice about the words in group B?

What is added to these words to make them plural in form?

Lead the pupils in forming the generalization of the plural form of nouns.

How do we form the plural of nouns like bag, book, friend?

How do we form the plural of nouns ending with s, sh, ch, x?

Call attention to the fact that the sound given those letters are “hissing sounds” while the sound given the last letter of the words bag /g/, book /k/ and friend /d/ are not hissing sounds.

3. Guided Practice

Refer the pupils to LM- Activity 54 on pages 69-70.

4. Independent Practice

Refer the pupils to LM- Activity 55 on pages 71.

Part B. Phonics/ Word Recognition

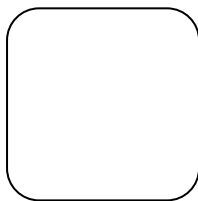
Using pl blend

A. Let us read the words aloud in our BRAIN LIST.

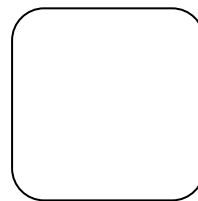
blue blade bloom blow black

clown clock clip clay cleans claps

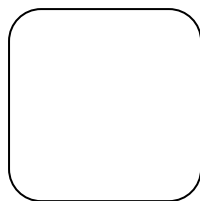
B. Show pictures of :



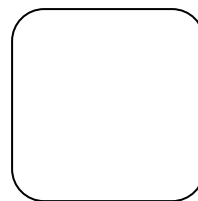
plant



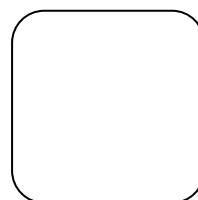
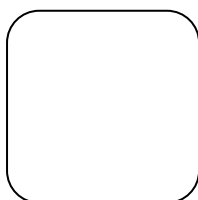
plane



plastic



player



plate

plumber

- D. Lead the class in doing the “Word Search”. Refer the class to LM – Activity 56 and 57 on page 71.
- E. Let us do the CLOZE the GAP game. Refer the class to LM – Activity 58 on page 72.

Day 5

Using Nouns in Simple Sentences

1. Presentation/Introduction

Present the following sentences in strips

A grasshopper hops.

An ant passed by.

Let the pupils read the sentences.

What is being talked about in sentence 1 (grasshopper)? What is being talked about in sentence 2?

Are these words nouns? Why? (Yes, because they are names of animals)

How are nouns used in sentences? Let's find out.

2. Modeling/Teaching

Say: A sentence tells a complete thought. It is made up of a subject and a predicate. Nouns are used as subject in a sentence. The subject is what we are talking about in the sentence. The predicate is what we are saying about the subject of the sentence.

Is Alex a noun? Why? (Yes, because it's a name of a person.)

Now let's use it in a sentence:

Alex plays in the garden.

The subject in the sentence is Alex. It is a noun.

Is school a noun? Why? (Yes, because it's a name of a place.)

Now let's use it in a sentence:

The school is near our house.

The subject in the sentence is school. It is a noun.

Is book a noun? Why? (Yes, because it's a name of a thing.)

Now let's use it in a sentence.

My book is on the table.

The subject in the sentence is book. It is a noun.

Lead the pupils in forming the generalization using the teaching chart.

3. Guided Practice

Refer the pupils to LM – Activity 59 on pages 73.

4. Independent Practice

Refer the pupils to LM – Activity 60 on page 74.

Teaching Chart: Noun

Noun is a name of a person, a place or a thing.

Example: Ana, school, book

Nouns are used as subject or object in a sentence.

Unit 1: Week 6 (Lesson 6)
The Carrot Seed

| Lesson Parts | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-----------------------------|---|--|---|---|-----------------------|
| Overview/ Objectives | Literature: <i>Carrot Seed</i> <i>By Ruth Krauss</i> • Show how hard working men succeed | • Identify literary elements of a story | • Name persons, things, places or events • Pronounce words with r blends | • Read and write phrases of one- syllable words with –r blends • Distinguish between Common and Proper nouns | Summative Test |
| Materials | • Copy of the story “The Carrot Seed “ • Enlarged picture of a carrot seed and plant • Activity Sheet for Story Frame LM- Activity 62 page 76 | • Enlarged story frame • Pictures • Events of the story written on strips • LM Activity 64 pp. 77 | • LM –Activity 65 page 78 • List of sample common and proper nouns • Two- column chart • Words in strips (with proper labels as person, place, thing, event, animal) | • LM - Activities nos.67-69 page 79-80 • sentence strips/Word cards | |
| Procedures | (10 min) Pre-Reading • Unlocking of key words in the story using pictures, sharing (15 min) Reading • Engage pupils in reading the story aloud | (5 min) Presentation/ Introduction • Recall the story “The Carrot Seed” through Matching-up Game • Modeling/Teaching: (15 min) • Present enlarged story frame and answer questions in the story frame | (10 min) • Read sentences with proper and common nouns (15 min) • Identify nouns used in the given sentences • Give pupils the word cards (nouns) • Introduce the sounds (brcr,dr,fr,gr,pr,tr) through pictures | • Read sentences with nouns • Allow pupils to identify and classify nouns by pair (20 min) Modeling/Teaching: • Distinguish between common and proper nouns | |

| | | | | | |
|--|---|--|---|---|--|
| | <ul style="list-style-type: none"> • Answer comprehension questions <p>Post Reading:</p> <p>Allow pupils to accomplish story frame worksheet</p> <p>(15 min)</p> <p>Engagement Activities:</p> <ul style="list-style-type: none"> • Let pupils present the carrot seed through <ol style="list-style-type: none"> a. Short skit b. Song c. Dance d. Pantomime e. Rap/ chant | <ul style="list-style-type: none"> • Discuss literary elements <ul style="list-style-type: none"> • Present the Story Chart then answer questions about the story • Allow pupils to place the details together to complete the events that tell about the story element <ul style="list-style-type: none"> • Allow the pupils to act out story elements(Character, setting, events(Problem , Solution) | <p>(15 min)</p> <ul style="list-style-type: none"> • Let pupils do pairing using word cards (proper labels-person, place, animal, thing), and post to appropriate chart <ul style="list-style-type: none"> • Underline the nouns used in the sentences • Read and write words with r-blends • Do the FILL THE GAP activity for r-blends | <p>(15 min)</p> <p>Guided Practice:</p> <ul style="list-style-type: none"> • Allow pupils to do the activity in classifying nouns as to proper and common nouns <p>(10 min)</p> <ul style="list-style-type: none"> • distinguish the common nouns from proper nouns through Post-It Game and Sentence completion. • Read and write words with r-blends • Have pupils do the pass the ball activity to practice r blends | |
|--|---|--|---|---|--|

**Unit 1: Week 6 (Lesson 6)
The Carrot Seed**

Day 1

Before Reading/Listening

1. Unlocking Vocabulary and Concept Development

(water the seed, won't come up, weeds, pull the weeds)

Unlocking expressions in the text through question-answer, gesture, and use of pictures

(Post the picture of a young plant)

Say: *Let us look at this picture of a young plant and answer some questions about plants.*

Picture of
a young
plant

Ask: *What was this (pointing to the picture of the plant) before it grew into a plant?*

Ask: *Have you ever planted a seed? What helps a seed grow into a plant?*

Say: *You water the seed to help it grow into a young plant.
(show a picture of a boy watering the seed)*

Picture of
a boy
watering
the seed

Picture of a
seed in the
ground with
weeds
around it

Ask: *What might stop the growth of a seed into a young plant?*
Say: *The weeds may stop the growth of a seed into a young plant.
(Show a picture of a seed in the ground with weeds around it.)*

Ask: *What will happen to the seed?*

Say: *The seed will remain in the ground and won't come up
as a young plant.*

(Show the same picture of the seed still in the ground
with weeds around it.)

Picture of a
seed in the
ground with
weeds
around it

Picture of a
boy pulling
out the
weeds

Ask: *What must we do with the weeds to make the seeds grow into plants?*

Say: *We must pull out the weeds around the plant.
(Show a picture of the boy pulling out the weeds.)*

Guide the pupils in giving responses. Allow them to express themselves.

During Reading/Listening

Say: *Listen as I read the story: The Carrot Seed.*

The Carrot Seed

by Ruth Krauss

One day, a little boy planted a carrot seed.
 His mother said, "I'm afraid it won't come up."
 His father said, "I'm afraid it won't come up."
 His brother said, "It won't come up."
 Every day, the little boy still watered the ground and pulled up the weeds.
 But nothing came up.
 And nothing came up.
 Everyone said it wouldn't come up.
 But every day, the little boy still watered the ground and pulled out the weeds.
 And then, one day...
 A carrot plant came up.
 Just as the little boy had known it would.

After Reading

Say: *Let us answer some questions about the story you listened to.*

Refer your pupils to LM - Activity 61 on page 75.

Say: *This time, complete the story frame about the story "The Carrot Seed".*

Refer your pupils to LM - Activity 62 on page 76.

Engagement Activity

Group pupils and allow them to brainstorm with their members to present the story using:

- Group 1: Short skit
- Group 2: Song
- Group 3: Dance
- Group 4: Pantomime
- Group 5: Rap/Chant

Say: *Each group is given ten (10) minutes to brainstorm about the part of the story they will use for their presentation.*

Ask: *Why have you chosen that part of the story /character for your presentation?*

Each group shares how they came up with the presentation.

What does the short skit /dance/pantomime /chant show?

Day 2

- **Elements of a Story**

Presentation/ Introduction

Say: *Let us see how well you remember some parts of the story, The Carrot Seed by doing the matching-up game. You are going to match the word or phrase in Column A with the sentences in column B.*

Column A

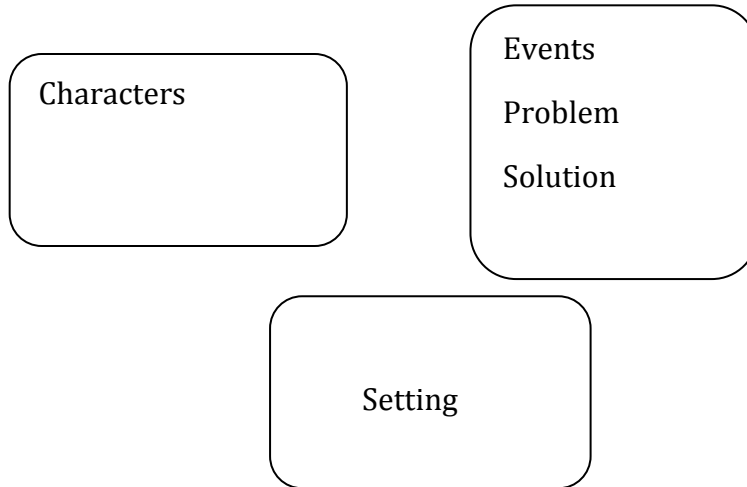
Column B

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. A little boy 2. Father 3. Mother 4. seed 5. The boy’s brother | <ol style="list-style-type: none"> a. He was afraid that the seed won’t come up. b. She believed that the seed won’t come up. c. He watered the plants and pulled the weeds. d. The plants grew. e. He was sure the seed won’t come up. |
|--|--|

Say: *Let us read the following sentences.*

1. A little boy watered the plants and pulled the weeds.
2. Father would not know if the seed would come up.
3. Mother believed that the seed won’t come up.
4. The boy’s brother was sure the seed won’t come up.

Say: *We notice that the little boy, father, mother, brother are the persons involved in our story. They are the characters in our story. These characters present some actions. We call them as series of events in our story. These events sometimes show a problem and solution.*



Teaching/Modeling

This time, let us look at the story frame we did last time. (Post the story frame of “The Carrot Seed”.)

The story The Carrot Seed is about a boy who planted a seed. His mother, father, and brother believed that the seed won’t come up. But, he continued watering the seed and pulling out the weeds. He did not lose hope. Until one day, a carrot came up. The boy was very happy.

Refer your pupils to LM - Activity 64 on page 77.

Say: *Let us take a close look at this story chart. Then, let us answer the questions and put our answers in this chart.*

| Story Chart | | |
|---|---|----------|
| Character/s People/ animals in the story | Setting When/where the story takes place | |
| Problem | EVENTS | Solution |

Ask:

1. *Who are the characters in the story?*
2. *When does the story take place?*
3. *What was the problem of the boy in story?*
4. *Who caused the problem?*
5. *When did the problem in the story take place?*
6. *How did the boy solve his problem?*
7. *How did the story end?*

As the pupils respond to the given questions, write their answers down under each appropriate column (characters, setting, problem , solution)

Explore the Story Elements

Print these phrases taken from the story on strips of paper for the class to work on. Post them on the board.

Say: *I placed on board phrases taken from of the story. Identify the phrases that go together and help establish the story elements.*

Say: *With your group mates, use the phrases to come up with the details that give the story element assigned to your group.*

Group 1: Character

Group 2: Setting

Group 3: Problem

Group 4: Solution

| | |
|--|---|
| <p>The events written on the strips are the following:</p> <ul style="list-style-type: none"> • A boy • planted a seed • One day • The carrot • Didn’t come up • The seed • Lose hope | <ul style="list-style-type: none"> • It won’t come out • Father, mother, brother • Watered the seed • Pulled out the weeds • Felt happy <p>You may add more even those events that are implied in the story.</p> |
|--|---|

Guided/ Independent Practice

Allow the pupils to act-out the following parts of the story.

Group 1: Part where the boy’s family could not believe that the seed would come up

Group 2: Part where the boy pulled the weeds everyday

Group 3: Part where the boy watered the plants

Group 4: Part where the boy was happy seeing the carrot plant that grew from the seed.

Day 3

- **Naming persons, places, animals, things or events**
 - **r blends**

Presentation/ Introduction

Say: Let us read the sentences.

1. The **boy** planted a **seed**.
2. **Father** said a **plant** won’t come up.
3. The **boy** visited the **garden** every day.
4. He pulled the **weeds**.
5. **Mother** and **brother** saw the **plant**.

Teaching/ Modeling

Ask:

1. In the first sentence, who planted a seed? Underline the word. What did the boy plant? Underline the word.

2. In the second sentence, who said a plant won't come up? Underline the word. What did he say would not grow? Underline the word.

3. In the third sentence, where did the boy go every day? Underline the word. Who visited the garden? Underline the word.

4. In the fourth sentence, what did he pull? Underline the word.

5. In the fifth sentence, who saw the plant? Underline the word. What did Mother and brother see? Underline the word.

Say: Read the underlined words. We call these words nouns.
What then are nouns?

Noun is a word that names a person, a place, an animal, a thing or an event.

Guided Practice

Group Work

1. Give pupils word strips that indicate what nouns mention (places, persons, animals, things, events).
2. Give each of the pupils word cards (nouns). Tell the pupils to look for their partner who holds the labels of persons, places, animals, things, events.
3. After finding their partner, let them post it on the appropriate column: (person, animal, place, events, things).
4. Allow the pupils to read the posted words.

Independent practice

Read the sentences carefully and underline the nouns in the sentences.

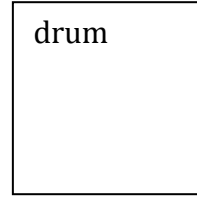
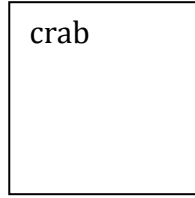
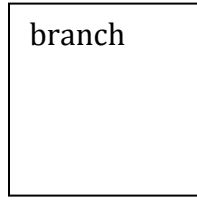
1. The boy watered the plants.
2. The seed came up.
3. There are flowers in the pots.
4. We saw the birds flying in the sky.
5. Almira loves going to the church.

Part B. Phonics/Word Recognition

Presentation/Introduction

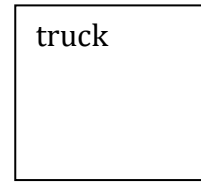
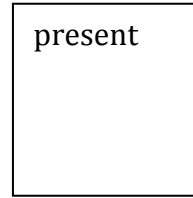
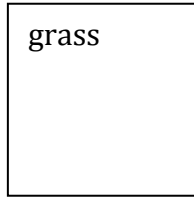
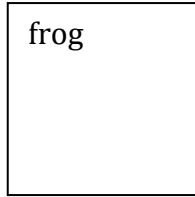
Introduce the sounds: br cr dr tr gr pr fr through the pictures of:

Say: *Let us read the names of the pictures.*



branchcrab

drum



froggrass

present

truck

Modeling/Teaching

Say: *When two consonant letters are beside each other in a word, their sounds blend.*

Example:

frog - /f/ and /r/ blend when we say the word frog.

grass - /g/ and /r/ blend when we say the word grass.

present - /p/ and /r/ blend when we say the word present.

truck - /t/ and /r/ blend when we say the word truck.

/fr/, /gr/, /pr/, and /tr/ are r blends.

Guided Practice

Say: *This time, let us read the sentences with r blends.*

1. A truck hit my fruit tree.
2. A lot of fruit fell from the tree.
3. The fruit fell on the green grass below.
4. The fruit was to be a present for my friends.
5. Now, I have nothing to bring to them.
6. Many branches of the tree broke, too.
7. One big branch fell into the pond.
8. It made a loud noise like a drum.
9. Frogs jumped out of the pond.
10. Crabs left the pond, too.

Ask:

1. What did a truck hit? (fruittree)
2. What fell from the tree? (fruitfrom the tree)
3. On what did it fall? (on the green grass below the tree)
4. What was the fruit meant to be? (a present for friends)
5. What will happen now? (has nothing to bring to friends)
6. What else happened to the tree? (many branches broke)
7. What fell into the pond? (one big branch of the tree)
8. What kind of noise did it make? (a loud noise like that of a drum)
9. What jumped out of the pond? (frogs)
10. What else left the pond? (crabs)

Independent Practice

Refer your pupils to LM - Activity 65 on page 78.

Say: This time, let us play the Fill--the- Gap Game. Circle the word or phrase that makes the most sense to complete each sentence.

Day 4

- Proper and Common Nouns
- Words with –r blends

Presentation/ Introduction

Say: Listen as I read each sentence.

1. Mang Brando is a driver.
2. Father Teddy is a kind priest.
3. Manny Pacquiao is a good boxer.
4. Miss Cruz is our teacher.
5. Cris is my classmate.

Underline the nouns in each sentence.

Teaching/ Modeling

Say: Let us put the two nouns in each sentence in this table.

| | |
|---------------|--------|
| | |
| Mang Brando | Driver |
| Father Freddy | Priest |

| | |
|----------------|-----------|
| Manny Pacquiao | Boxer |
| Miss Cruz | Teacher |
| Cris | Classmate |

Ask:

1. Which column lists the names of specific persons?
 - a. Those nouns are called proper nouns. How are they written?
 - b. Can you guess why they are called proper nouns?
2. Which column does not list the names of specific persons?
 - a. What do they mention instead? Those are called common nouns. How are they written?
 - b. Why do you think they are called common nouns?

Say: Now, complete these sentences with proper or common.

- *A ____ noun names specific people or places. ____ nouns begin with a capital letter.
- *A ____ noun is the general name we give to persons, places, things, animals, and events. ____ nouns do not begin with a capital letter.

| A | B |
|-------------|----------|
| Luis | boy |
| Almirra | girl |
| Quezon City | city |
| Bulacan | Province |
| Wednesday | day |
| March | Month |
| Scooby Doo | dog |

1. Which nouns name specific persons? a boy? a girl?
2. Which noun names a specific animal? What is its name?
3. Which noun names specific places in our country? one city? one province?
4. Which noun names a specific day in the week? Give the other specific days of the week.
5. Which noun names a specific month in a year? Give the other months of the year.
6. How are those specific names of persons, a pet, day and month written?

Guided Practice

Say: Here is a mystery box. In this box are five sentence strips. Two among you will get one strip. They will read aloud the sentence on the strip.

Listen to them read the sentences aloud. Identify the nouns in that sentence. Tell if they are proper or common nouns. They will show you the words written on word cards. Write those words in the correct column of the table in your Activity Sheet..

Refer your pupils to LM - Activity 67 on page 79.

Sentence strips in the mystery box:

Angelo loves his cat.

Joan visits the library.

Cora went to Cebu to visit Dr.Cruz.

My father and my mother bought a new car.

The month of September has 30 days.

| Proper Noun | Common Noun |
|-------------|-------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Independent Practice

This time, let us do the POST IT GAME for proper and common nouns. Have pupils get words from the NOUN Bank and let them decide whether the noun is either an example of common or proper noun. Refer your pupils to LM Activity 68 pp. 80.

| Proper Noun | Common Noun |
|-------------|-------------|
| | |
| | |
| | |
| | |
| | |
| | |

Part B. Phonics/ Word Recognition

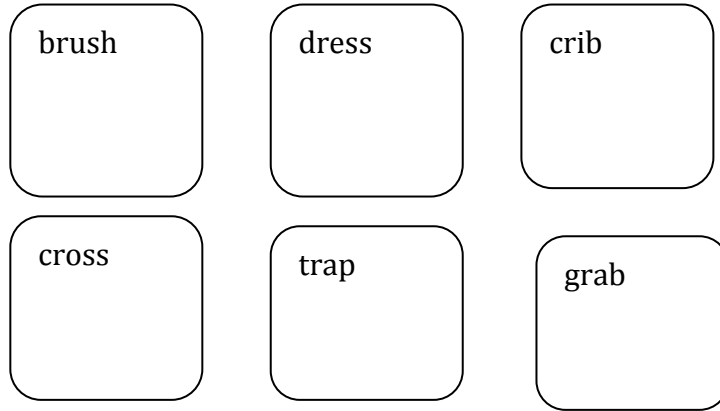
Presentation/Introduction

Flash words in our BRAIN LIST

Say: *Read the words aloud.*

| | | |
|---------------|-------|-------|
| blue | black | blood |
| clay | clown | clip |
| branch | frog | grass |
| present | truck | drum |

Say: *Let us name the pictures.*



Say: *This time, let us read the sentences with r-blends.*

1. I **brush** my teeth after every meal.
2. I put on a clean **dress** after my bath.
3. I sing to my baby **brother** in his **crib**.
4. I see a mouse in the rat **trap**.
5. The mouse **tried** to **grab** the piece of **bread** in the **trap**.
6. I go over my answers with check and **cross** marks in a test.

Guided Practice

Refer your pupils to LM - Activity 69 on page 80.

| Unit 1: Week 7 (Lesson 7) Toto Turtle Takes Time to Tuck and Think | | | | | |
|---|---|---|--|--|---|
| Lesson Parts | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Overview/ Objectives | Literature: <i>Toto Turtle Takes Time to Tuck and Think (An Adaptation)</i> <ul style="list-style-type: none"> Admire Toto Turtle for learning how to be a responsible turtle | <ul style="list-style-type: none"> Identify literary elements Decode words with short o and u sounds Read about Bud the Hungry Turtle Write two sentences using words with short o and u sounds | <ul style="list-style-type: none"> Read words with short a, e, and i sounds Read about Bob’s New Car | <ul style="list-style-type: none"> Read and write words with S-blends | <ul style="list-style-type: none"> Use plural form of regular nouns |
| Materials | <ul style="list-style-type: none"> Copy of the story “Toto Turtle Takes Time to Tuck and Think” Word cards LM-Activity 70, 71, 72 pp. 81-83 Picture- story | <ul style="list-style-type: none"> Picture-story of “Toto Turtle Takes Time to Tuck and Think” Story-Staircase organizer | <ul style="list-style-type: none"> Flashcards LM- Activity 74-78, pp. 84-87 | <ul style="list-style-type: none"> Picture of a spider LM- Activity 79-80 pp. 88-89 Teaching Chart for the S-blends | <ul style="list-style-type: none"> Pictures of the animals in the story “Toto Turtle Takes Time to Tuck and Think” LM- Activity 81-82 pp. 89-91 |
| Procedures | (10 min) Pre-Reading <ul style="list-style-type: none"> Unlock Vocabulary and Develop Concept through demonstration, realia, antonyms and context clues | (5 min) Presentation/ Introduction <ul style="list-style-type: none"> Show pictures of events from the story | (10 min) <ul style="list-style-type: none"> Flashcard drill on sight words and selected CVC words | <ul style="list-style-type: none"> Show picture of a spider to jumpstart lesson | <ul style="list-style-type: none"> Show pictures of the animals in the story “Toto Turtle Takes Time to Tuck and Think” to jumpstart lesson Allow pupils to count and name what are in each of the pictures |

| | | | | | |
|--|---|--|---|---|--|
| | <p>(15 min)</p> <p>Reading/Listening</p> <ul style="list-style-type: none"> • Read aloud the story as the children listen, look at the pictures and respond to the questions <p>Post Reading:</p> <ul style="list-style-type: none"> • Answer comprehension questions on the story <p>(15 min)</p> <p>Engagement Activities:</p> <ul style="list-style-type: none"> • Allow pupils to do Write to Learn Activity LM Activity 72 pp. 83 | <p>Modeling/Teaching: (15 min)</p> <ul style="list-style-type: none"> • Present the story staircase to the pupils • Lead them to come up with the correct answers using the guide questions below the story staircase <p>Guided Practice</p> <ul style="list-style-type: none"> • Present another set of pictures to the pupils. Let them tell something about the pictures. The let them fill up the story map. <p>Independent Practice</p> <ul style="list-style-type: none"> • Group the children by five or six. Let them complete the Turtle Story Map, LM Activity 73 pp. 83 | <p>(15 min)</p> <ul style="list-style-type: none"> • Read with the pupils words, phrases and sentences • Allow pupils to read alternately 'Bob's New Car • Discuss the story using comprehension questions <p>(15 min)</p> | <p>(10 min)</p> <p>Modeling/Teaching:</p> <ul style="list-style-type: none"> • Model reading of the word spider • Present rhyme "EncyWeency Spider" for recitation with movements and present highlighted words • Discuss rhyme <p>(15 min)</p> <p>Guided Practice:</p> <ul style="list-style-type: none"> • Present and let pupils read words in teaching chart for s-blends • Let pupils do 'tic-tac-toe' activity | <ul style="list-style-type: none"> • Show another set of pictures (more than one of each kind of animal) • Allow pupils to name the animals in the pictures and discuss plural forms of regular nouns <ul style="list-style-type: none"> • Present s-blend word pictures and complete sentences with plural form of the s-blends words <ul style="list-style-type: none"> • Allow pupils do activity in naming, writing plural form and writing sentences using plural form of words |
|--|---|--|---|---|--|

| | | | | | |
|--|--|--|---|---|--|
| | | | <p>Independent Practice:</p> <ul style="list-style-type: none"> Let the pupils do LM Activity 78 “Draw and Write” on page 87 | <p>(10 min)</p> <p>Independent Practice</p> <ul style="list-style-type: none"> Let pupils draw, write and tell about what they want to save for. | <ul style="list-style-type: none"> Review the part of the story “Toto...” that focuses on Toto’s sense of responsibility Allow pupils to complete the word responsible and discuss the essence of the word Let pupils find out how responsible they are through interaction Allow pupils to do Survey and share work |
|--|--|--|---|---|--|

Unit 1: Week 7 (Lesson 7)***Toto Turtle Takes Time to Tuck and Think*****Day 1****Pre-Reading****1. Unlocking /Vocabulary & Concept Development:**
(terrific, mad, tuck, turtle)

Have on the board/chart the sentences to show synonyms of the word **terrific**. Read the sentences then ask the pupils to read them also. Point out the underlined words.

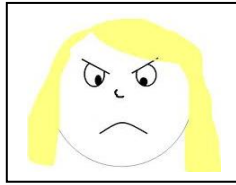
Say: *The underlined words have the same meaning.*

| |
|--|
| <p>I use this shampoo because it is <u>terrific</u>. It makes my hair smell <u>good</u>.</p> |
|--|

Show a picture of a mad face.

Say: *This picture shows a mad face. I will also demonstrate the actions or facial expression of a person who is mad. Can you think of another word for mad?*

Ask pupils to demonstrate **mad**.



Get a book and a bag. Put the book inside the bag and say: *I will **tuck** the book in the bag.*

Get a pencil and a book. Place the pencil in the book and say: *I will **tuck** the pencil in the book.*

Ask a girl or a boy to be in front of the class. Slip the shirt/blouse in the waistband of the pants/skirts and say: *I will **tuck** the shirt/blouse in the pants/blouse.*

Ask: *What do we do when we **tuck**?*

Show a picture of a **turtle**.

Say: *This is a turtle. What can you say about the turtle? How does it move?*

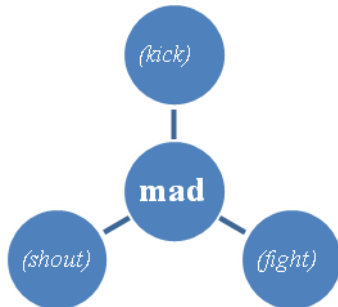


Say: *Let's see if you remember what we learned today.*
Refer your pupils to LM - Activity 70 on page 81.

2. Motivation:
 What do you do when you feel mad?

3. Motive Question:
 What does Toto Turtle do when he feels mad?

(Note: Instead of the Motivation-Motive Question Tandem, you can use semantic mapping as an alternative strategy. Then say: *In the story I will read to you, a turtle feels mad. Find out what he does when he is mad.*)



(Possible answers: shout, kick, fight)

During Reading

Read aloud the story (see next page). Stop at indicated points to ask the children what they think will happen next in the story.

Toto Turtle Takes Time to Tuck and Think

(An Adaptation)

Toto Turtle is a terrific turtle. He likes to play with his friends Freddie Frog, Coco Crocodile and Lucky Duck.

Illustration of Toto Turtle playing with Freddie Frog, Coco Crocodile and Lucky Duck

Toto is kind and honest. But sometimes things happen that can make Toto really mad.

Illustration of Toto Turtle getting mad/angry

(Have the pupils predict: What do you think does Toto Turtle do when he gets mad?)

When Toto gets mad, he used to hit, kick, or yell at his friends. Then his friends get upset. Sometimes they get mad too. They hit, kick or yell at Toto.

Illustration of Mama Turtle talking with Toto

Mama Turtle is sad that Toto gets mad easily. “Toto,” she says, “You’re a good turtle except when you’re mad. I’ll teach you a way not to get mad easily. It’s called “Think like a Turtle.” “Think like a Turtle?” ask Toto. “Yes.” Mama Turtle answers. Just follow these four steps:

Illustration of Toto Mama Turtle asking Toto “Are you starting to feel angry?”

1. Know your feelings. (Are you starting to feel angry?)

Illustration of Toto with thinking bubbles with “Stop.”

2. Think and tell yourself: “Stop.”

Illustration of Toto tucked inside his shell

3. Tuck yourself inside your shell and take three deep breaths. If you still feel bad, take more deep breaths.

Illustration of Toto coming out of his shell with a thinking bubble of "Solution"

4. Come out when calm and think of a "Solution".

(Have pupils predict: Do you think Toto Turtle will follow what Mama Turtle said?)

The next day, Toto is playing with his friends when he is hit by a ball. Toto starts to feel mad. He yells, "Ouch!" Who threw that ball? Was it you, Coco?"

Illustration of Toto Turtle hit by a ball

Coco says, "I am sorry, Toto. I did not mean to hit you!"

(Have pupils predict: What do you think will Toto Turtle do to Coco Crocodile?)

Toto starts to walk to Coco to hit him but he remembers what Mama Turtle said "Think like a Turtle."

Toto stops and thinks, "Why do I feel mad? Coco did not hit me because he wanted to. I got in the way of the ball."

Toto tucks his head inside his shell and takes three deep breaths. Then three more deep breaths. Then two more. Then, he looks at Coco. "It's alright, Coco. But be careful with the ball, okay?"

Post Reading**1. Discussion Questions:**

1. What did Toto Turtle do when he felt mad or angry?
2. When he was not mad, what kind of a turtle was he?
3. How did Mama Turtle feel about Toto Turtle's actions when he was mad?
4. What do you think will your mother feel if you are like Toto Turtle when you are mad?
5. What do you think will your friends do if you are like Toto Turtle when you are mad?
6. How did Mama Turtle help Toto?
7. What kind of a mother was Mama Turtle?
8. Was Toto Turtle able to follow what Mama Turtle said?
9. What happened while the friends were playing ball?
10. How do you think his friends felt when Toto Turtle did not get angry?
11. What do you think will Mama Turtle feel about Toto Turtle's being able to "think like a turtle?"
12. If you were one of Toto Turtle's friends, how would you feel?
13. What will you say? Write in the note pad your message to Toto.

Refer your pupils to LM - Activity 71 on page 82.

2. Engagement/Enrichment:

Refer the pupils to LM - Activity 72 on page 83.

Day 2

- **Identify literary elements (Title, Setting, Character, Problem/Solution and Ending)**

1. Presentation/Introduction

Show the pictures one a time, in the order that they happen in the story. Ask what is happening in each picture.

Say: Remember the story *Toto Turtle Learns to Tuck and Think*? Here are some pictures showing events from the story. Look at each picture. Tell what is happening in the picture.

| | | |
|---|---|--|
| <p>1 Illustration of Toto Turtle playing with Freddie Frog, Coco Crocodile and Lucky Duck near the pond</p> | <p>2 Illustration of Toto hitting, kicking and yelling at his friends</p> | <p>3 Illustration of Mama Turtle talking to Toto</p> |
| <p>4 Illustration of Toto being hit by a ball</p> | <p>5 Illustration of Toto tucking his head inside his shell</p> | <p>6 Illustration of smiling Toto Turtle talking to Coco Crocodile</p> |

2. Modeling/Teaching

Present the story staircase to the pupils.

Say: *This is a story staircase. It has the five elements of a story: Title, Character/s, Setting, Problem/Solution and Ending. Let us try to answer the story staircase.*

| | | |
|-----------------|---------|-----------|
| Title | Setting | Character |
| Problem/Solutio | Ending | |

Lead them to come up with the correct answers using the guide questions below the story staircase.

| | |
|--------|-------------------|
| | Ending: |
| | Problem/Solution: |
| | Character: |
| | Setting: |
| Title: | |

- What is the title of the story that we read yesterday?
- Where and when did the story happen?
- Who are the characters in the story?
- What is the problem/solution in the story?
- What is the ending of the story?

(Note: Guide the students to make this generalization at the end of Modeling/Teaching and before Guided Practice. Use the Teaching Chart below.

Teaching Chart: Elements of a Story

1. Title
2. Setting
3. Character/s
4. Problem/Solution
5. Ending

3. Guided Practice

Present another set of pictures.

Say: *Let us recall the story The Crow and the Pitcher. I have here some pictures of the story. Tell something about the pictures. Then let us fill up the story map below.*

Picture of a thirsty crow

Picture of the crow finding a half-filled pitcher of water

Picture of the crow trying to drink from the pitcher

Picture of the crow dropping small stones into the pitcher

Picture of the crow drinking water from the pitcher

| | |
|-----------------|-------------------|
| Title: | |
| Setting: | Character: |
| Problem | Solution |
| End | |

4. Independent Practice

Refer your pupils to LM- Activity 70 on page 83

A. Say: *What are the elements of a story? Let us read the reminder inside the box.*

Help the children read the reminder.

Read to the children the instructions for the story map.

Group the children by five or six.

Say: *As a group, think of a familiar story then fill up the turtle story map with its element.*

B. When the children have accomplished the story map, call on each group to read their answers.

End the activity by having the children repeat the reminder.

Day 3**Decoding/Fluency/Writing****Presentation/Introduction****More Review of Decoding Lessons**

Have a flashcard drill of sight words.

Refer your pupils to LM-Activity 74 on page 84

A. Have children read aloud the words with short o and u sounds in A, by columns. Give many opportunities for the pupils to read the words by sight, from whole class, small groups, and individual children. If needed, model how the word should be read.

B. Do the same with phrases in B. Ask questions to see if they know the meaning of the phrases.

Guided Practice

Say: *Do you remember the story "Toto Turtle Learns to Tuck and Think?"*

What kind of a turtle was Toto? Here is another story about a turtle.

Refer your pupils to LM-Activity 75A on page 85

Say: *Let's read the title of the story. (Bud, the Hungry Turtle) Find out what Bud did about his hunger.*

Independent Practice**Refer your pupils to LM-Activity 75B on page 85**

Guide them in understanding the directions for the activity.

After the pupils are done, go through the questions one at a time.

Process any answers that were not correct. Have pupils who gave wrong answers go to the part of the story that shows the correct information.

Review of Decoding Lessons**Guided Practice**

Using flash cards, do the drill on sight words and other words from the short a, e, and i word families. Review their meaning as needed.

Refer your pupils to LM-Activity 76 on page 86

- A. Have the children read aloud the words in A, by columns. Then call on whole class, small groups, and individual child to read a column of words at a time. If needed, you can model how a word should be read.
- B. Do the same with the phrases in B. Ask questions to see if pupils know the meaning of the phrases.

Say: If you would like to buy a car someday, what color would it be? Tell the class about your dream car.

Refer your pupils to LM-Activity 77A on page 87

Say: Let us read the story "Bob's New Car." Start by reading it yourself. Then read the story as a class, then the boys, then the girls. Then have the class read it again.

Discuss the story using the comprehension questions on LM Activity 77B pp. 87.

Add more questions as needed.

Independent Practice

Say: In the story, Bob saved lots of money to buy a new car. What will you be saving money for in the future? Draw it. Then write a sentence about it.

Refer your pupils to LM-Activity 78 on page 87

Ask pupils to share their drawings and sentences after they are done.

Day 4
Reading and Writing Words with S-blends

1. Presentation/Introduction

Say: *This week, you have learned about Toto Turtle and Bud, the Hungry Turtle. Today, we will sing about an insect. Do you know what this is?* (Show the picture of a spider with a caption **spider**.)

2. Modeling/Teaching

Say: *Read the word under the picture. Model how the word should be read. Let us spell spider: s-p-i-d-e-r. Point to the letters as you do so. What are the consonants in the beginning? What is the sound of s-p together? Read the word again.*

Show the chart of “EencyWeency Spider.”
Present the rhyme. See the suggested movements below.
Present the flashcard of the highlighted words as you say them, and put each in the pocket chart or on the board.

EencyWeency Spider

| | |
|--|--|
| Went up the water spout . And washed the spider out. And dried up all the rain. Went up the spout again. | The eencyweency spider Down came the rain Out came the sun So the eency, weency spider |
|--|--|

Suggested movements:

The EencyWeency Spider went up the water spout - Touch your thumbs and forefingers together in front of you. Using a twisting motion of your hands, raise your hands slowly together in front of you to imitate a spider crawling upward.

Down came the rain - Spread your fingers wide and wiggle them as you slowly draw them down in front of you to imitate the rain falling.

Washed the spider out - Put your palms together in front of you and spread them out quickly to show the spider being washed away.

Out came the sun - Spread your hands over your head as if you are spreading the clouds apart and showing the sun .

And dried up all the rain - Spread your fingers wide and wiggle them as you slowly draw them up in front of you to imitate the rain evaporating into the air.

The eecnyweency spider went up the spout again - Touch your thumbs and forefingers together in front of you .Using a twisting motion of your hands raise your hands slowly together in front of you to imitate a spider crawling upward.

*Say: Read the words in the pocket chart/board.
 What went up the spout?(spider)Get the word card. Read it.
 What happened when the rain came down?
 What happened when the sun came out?
 When the rain was dried, where did the spider go? (spout) Get the card.
 Read it.*

3. Guided Practice

Present the Teaching Chart for the s-blends. Make sure that the pupils know the meaning of each word through vocabulary development activities such as pictures, action and context.

Say: These are the s-blends family: sc, sk, sl, sn, sp, st, sw, spl, str, scr, sm, spr.

After initial reading and vocabulary study, provide practice in reading the words, through flashcard drills, or teaching charts. Have pupils read words by word families first before presenting them with various combinations of words.

Teaching Chart:

| sc | Sk | sl | Sn |
|-----------|-----------|-----------|-----------|
| scarf | skit | slam | Snack |
| scab | skip | slab | snap |
| scuff | skin | slap | sniff |
| scar | skull | sled | snip |
| score | sketch | slow | snail |
| sp | St | sw | Sm |
| sport | stop | swim | Small |

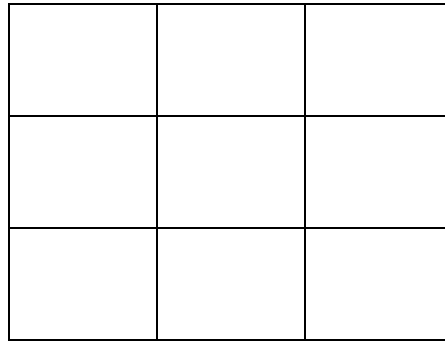
| | | | |
|-------|-------|--------|-------|
| spin | star | swat | smell |
| spill | stem | swell | smog |
| spell | stick | switch | smile |
| spot | stamp | swift | small |

Refer your pupils to LM-Activity 79 on page 88

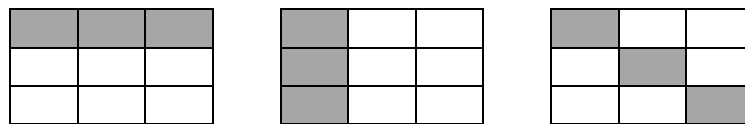
Have children do Exercise A, then read the words aloud after they have completed them.

Game: Tic-Tac-Toe

Prepare a 3x3 grid on a chalkboard like the one shown below.



Prepare flash cards of words with s-blends. Divide the class into 2 groups. Call the first group to pick card and read it. If the group reads correctly, they can draw their symbol on any box. Then call the next group and repeat the procedure until a group completes a tic-tac-toe or three boxes in a row horizontally, vertically or diagonally (See sample diagram.) The first group to complete the tic-tac-toe is the winner.



This game can also be played in small groups or in pairs. Prepare the grid on a blank paper. Give a set of word cards and the tic-tac-toe grid to each group. The same procedure is followed.

Refer your pupils to LM-Activity 79B on page 88

Ask children to read phrases using various formats as you did in previous lessons. Make sure that the meanings of the phrases are understood.

4. Independent Practice

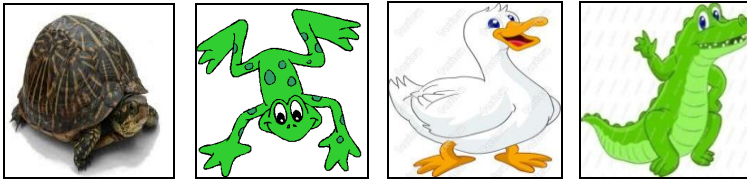
Refer your pupils to LM-Activity 80 on page 89

Have the pupils share their drawings of what they would save for. Have each pupil read the sentences that tell about his or her drawing.

Day 5
Using plural form of regular nouns
Infusion of Values/Collaborative Work

1. Presentation/Introduction

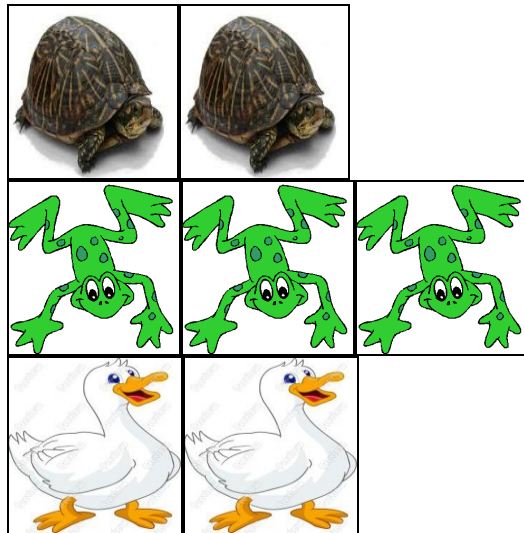
Say: *Do you remember the animals in the story "Toto Turtle Takes Time to Tuck and Think?" I have here the pictures of the animals. Name them.* Let the pupils name each animal. Write their answers on the board.

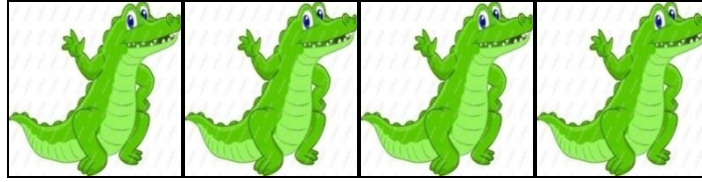


Ask: *How many turtle is there? How many frog is there? How many duck is there? How many crocodile is there?*

2. Modeling/Teaching

Show another set of pictures.





Ask: *How many turtles are there? How many frogs are there? How many ducks are there? How many crocodiles are there? If there are more than one, what happens to their names?*

Write the plural form of the animal names in the pictures. (turtles, frogs, ducks, crocodiles)

Say: *Most nouns add -s to form their plural.*

Have the pupils give the generalization.

Ask: *How do we make the plural form of regular nouns?*

Teaching Chart
 Singular – one only
 Plural – 2 or more
 To form the plural of some nouns,
 we add -s.

3. Guided Practice

A. Present the following s-blend pictures and have the children identify the pictures.

Say: *I have here pictures of words with s-blends. Name them then give their plural.*

| | | | | |
|------------------|------------------|-----------------|------------------|------------------|
| Picture of skull | Picture of snail | Picture of stem | Picture of stick | Picture of stamp |
|------------------|------------------|-----------------|------------------|------------------|

Refer your pupils to LM-Activity 81A on page 89.

4. Independent Practice

Refer your pupils to LM-Activity 81B on page 90

Infusion of Values/Collaborative Work**1. Introduction/Presentation**

Review the part of the story *Toto Turtle Learns to Tuck and Think* that focuses on Toto's sense of responsibility.

Say: *In our story "Toto Turtle Learns to Tuck and Think," what was the problem of Toto? Who helped him solve his problem? Did Toto learn the right thing to do when he starting to feel angry or mad? We can say that Toto is "responsible." To be responsible means to learn to be in charge or in control of a situation. Follow after me (say the word by syllable: RES-PON-SI-BLE. Give a clap as you say each syllable. How many syllables are there? Now let us spell the word.*

2. Modeling/Teaching

Write the word **responsible** with all the vowels missing.
Let the pupils complete the word by supplying the missing vowels.

| |
|--|
| <u>r</u> <u>sp</u> <u>ns</u> <u>bl</u> |
|--|

Say: *Now we have the complete word. Read the word.*

3. Guided Activity

Say: *Are you a responsible person? In what ways are you responsible? Show a picture of a group of friends who are fighting.*

| |
|--|
| A picture of a group of friends who are fighting |
|--|

Say: *This is a picture of group of friends who are fighting. What they are experiencing might also be true to you and your friends?*

4. Independent Activity

Say: *It's now your turn to be "responsible" to your friends. Each member of the group will survey or share without mentioning any names the reasons why you and your friends sometimes fight. Then, ask an adult (a parent, a teacher, etc.) for an advice so you can solve the problem among*

your friends. Write your survey result in a manila paper, which you will present next week.

Refer your pupils to LM-Activity 82 on page 91

| <p align="center">Unit 1: Week 8 (Lesson 8) Tuko, the Tenor Wanna Be</p> | | | | |
|--|---|---|---|---|
| Lesson Parts | Day 1 | Day 2 | Day 3 | Day 4 |
| Overview/ Objectives | <p>Literature:</p> <p><i>“Tuko, the Tenor Wanna Be”</i></p> <ul style="list-style-type: none"> • <i>Appreciate Tuko’s effort to fulfill his dream</i> | <ul style="list-style-type: none"> • <i>Use plural form of nouns</i> | <ul style="list-style-type: none"> • <i>Make and confirm predictions</i> | <ul style="list-style-type: none"> • <i>Read and write simple stories with final blends</i> |
| Materials | <ul style="list-style-type: none"> • Copy of the story “Tuko, the Tenor Wanna Be” • Pictures • LM Activities 83-84 | <ul style="list-style-type: none"> • Pictures, word cards, cartolina strips, Activity 83,84 • LM Activities 85-86 | <ul style="list-style-type: none"> • LM-Activity 87 • Copy of the story “The Horse and the Red Hen” • Pictures, word cards, phrase cards | <ul style="list-style-type: none"> • Picture, word cards, paragraph written on cartolina • LM-Activities 88-90 |
| Procedures | <p>Pre-Reading/Listening (5 min)</p> <ul style="list-style-type: none"> • Unlocking of vocabulary through pictures and demonstration • Show a picture of a toy or a picture of gecko to activate the prior knowledge. Ask Wh-questions <p>Reading</p> | <p>Introduction/ Presentation (5 min)</p> <ul style="list-style-type: none"> • Recall the story of Tuko the Tenor Wanna Be • Let pupils name the pictures. • Let pupils work on “The Star Award for Tuko” (LM Activity 85) | <p>Introduction/ Presentation (5 min)</p> <ul style="list-style-type: none"> • Let students recall the story about Tuko by asking them to predict and confirm their predictions to the ending part of Tuko’s story. <p>(10 min)</p> <ul style="list-style-type: none"> • Discuss to class how to make predictions about the characters of a story | <p>Presentation/ Introduction (15 min)</p> <ul style="list-style-type: none"> • Show pictures of the following words like pest, vest, test, west and rest <p>Modeling/ Teaching (15 min)</p> <ul style="list-style-type: none"> • Model reading words with final blends in words, phrases and sentences |

| | | | | |
|--|--|--|--|---|
| | <p>(10 min)</p> <ul style="list-style-type: none"> Read the story aloud. Let pupils participate predicting what is to come next in the story they listen to. <p>Post Reading</p> <p>(20 min)</p> <ul style="list-style-type: none"> Let pupils actively participate in answering the discussion questions based on the story. <p>(10 min)</p> <ul style="list-style-type: none"> Let pupils answer. Draw and Write on LM-Activity 84 pp. 93 | <p>(20 min)</p> <p>Modeling/Teaching:</p> <ul style="list-style-type: none"> Present words with singular/plural form to pupils <p>Guided Practice</p> <p>(10 min)</p> <ul style="list-style-type: none"> Let pupils work by pairs on the singular/plural form of words in activity sheet <p>Independent Group Activity</p> <p>(10 min)</p> <ul style="list-style-type: none"> Let pupils complete the poem LM-Activity 86 | <p>Guided Practice</p> <p>(15 min)</p> <ul style="list-style-type: none"> Let pupils practice making predictions through guided listening activity <p>Independent Group Activity</p> <p>(20 min)</p> <ul style="list-style-type: none"> Let pupils work in groups on making and confirming predictions | <p>(15 min)</p> <ul style="list-style-type: none"> Let pupils match pictures with correct phrases and sentences LM-Activity 86 and 87 <p>Independent Practice</p> <p>(10 min)</p> <ul style="list-style-type: none"> Let the pupils read a story with word with final blends and instruct them to answer related questions. LM-Activity 88 Read and write l-blends |
|--|--|--|--|---|

Unit 1: Week 8 (Lesson 8)**Tuko, the Tenor Wanna Be****Lesson 8- Day 1****Pre-Reading**

1. **Unlocking /Vocabulary & Concept Development**
(opera house, conductor, recital, tenor, giggle, *tuko*)

Show a picture of an opera house.

Say: *This is where an opera is staged. What do you see in it? Who do you think will stay on the seats? Who will be in that area in front of the stage? Who will be on the stage?*



Curtain Palais Garnier, Paris, France
Photograph by David Leventi

Show a picture of a conductor. Say: *This is a picture of a conductor. What is he holding? What does he do? Where does he work?*



Show a picture of a recital.

Say: *This picture shows a man in a recital. What can you say about the picture? What kind of a recital is it? Aside from voice/singing recital, what are the other recitals than can be done?*



Show pictures of a tenor singer and a bass singer. Examples: Ogie Alcasid (tenor) and Jose Mari Chan (bass).

Say: *The pictures show a tenor singer and a bass singer. Ogie Alcasid is a tenor because his singing voice is high. Jose Mari Chan is a bass singer because his singing voice is low. Can you name other singers who are tenor?*



Say: *When I hear or see something funny, I giggle. This is how I giggle. Demonstrate giggle.*

Say: *Who can show us how s/he giggles?*

Show a picture of a gecko or *tuko*.

Say: *This is a gecko or tuko. What can you say about the tuko? Who can make the sound that it makes?*

Let the children make the sound “*Tu-ko!*” repeatedly.

Say: *Tuko is the name of one of the characters in our story.*



Say: *Let us see if you remember the words we learned today. Refer the pupils to LM – Activity 83 on page 92.*

2. Motivation

What do you want to be someday?

3. Motive Question

What did Tuko want to be someday?

During Reading

Read the story aloud (see next page). Stop at indicated points to ask the children what they think will happen next in the story.

TUKO, THE TENOR WANNA BE

Story by: Nemah N. Hermosa

Tuko once went to the opera where he heard the great Tabibili sing. Ever since, Tuko wanted to be a singing star. He believed he could be a great tenor.

(Have pupils predict: What do you think will Tuko do next?)

He went to music school and had voice lessons. And how Tuko practiced! He sang upon waking up.* He sang before and after meals.* He sang before going to bed.* He sang in the school.* He sang in the bus.* He sang in the church.* And of course he sang in the bath.*

Everybody else knew Tuko could not sing beyond two notes. They told him so.

(Have the pupils predict: Do you think Tuko would stop singing? What do you think will Tuko do?)

But Tuko was bent on a singing career. He would not listen to his friends. He would not listen to his bus driver. He would not listen to the minister. He would not listen to his teacher. He would not listen to his mother who knew best. He would not listen even to Tiki, his best friend. Tuko told her “ You just don’t want me to be a star, that’s why”

Finally, it was time for Tuko’s recital? First, he sang a *balitaw* which is a sad song.

(Have pupils predict: What do you think happened when he sang?)

Everyone giggled, except his mother. Then Tuko sang a *kundiman* which is a love song. When he reached the high notes, he closed his eyes.

(Have pupils predict: What do you think happened next?)

When he opened them, the audience was gone! Except Tiki. She looked at Tuko with sad eyes. Then she crept away.

(Have pupils predict: What do you think happened to Tuko after the recital?)

Tuko did not sing for a long, long time after that. He thought and thought “I must have my music,” he said, “but I must also keep my friends.”

(Have pupils predict: What do you think did he do to have his music and keep his friends?)

Tuko still went to music school. But not to become a tenor. He has become a star all right as conductor of the Bubuli Symphony orchestra!

His mother, Tiki, and all his friends were very proud of him

Post Reading**1. Discussion Questions**

1. What did Tuko want to be?
2. What did Tuko do to fulfill his dream?
3. What did his mother and friends tell him?
4. How do you think Tuko felt when everyone else told him that he cannot be a singing star?
5. How will you feel if your family and friends tell you cannot be what you want to be?
6. Did Tuko listen to those who told him that he cannot be a singing star?
7. If you were Tuko, would you listen or not listen to them? Why?
8. What did Tuko do when he did not listen to them?
9. What happened during Tuko's recital?
10. Why did the audience go away?
11. How did Tuko feel after the recital?
12. How would you feel if you were Tuko?
13. What did Tuko think about after the recital?
14. What did Tuko do to have his music and keep his friends?
15. Was he happy at the end of the story?
16. Do you think his family and friends become happy at the end of the story?
17. If you were Tuko's friend, would you be happy that he became a conductor instead of a tenor? Why?

2. Engagement/Enrichment

Say: *Do the Draw and Write task.*

Refer your pupils to LM- Activity 84 on page 93.

Lesson 8 - Day 2

Plural form of nouns ending in -y

Skill Lesson: Using plural form of nouns ending in -y

(Materials: picture, word cards paragraph written on cartolina)

Review:

Say: *Remember the story we had yesterday? What can you say about Tuko and his effort to fulfill his dream? Let us complete the Star Award for Tuko.*

Refer the pupils to LM – Activity 85 on page 93.

1. Presentation/Introduction

Say: *What did Tuko's friend offer him? Let us name the pictures.*

| A | B |
|--|---|
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">1 tray</div> <p style="text-align: center;">tray</p> | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">4 trays</div> <p style="text-align: center;">trays</p> |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">1 daisy</div> <p style="text-align: center;">daisy</p> | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">a bunch of daisies</div> <p style="text-align: center;">daisies</p> |
| <div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div> <p style="text-align: center;">lily</p> | <div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div> <p style="text-align: center;">lilies</p> |

- Ask: *How many tray is there in the picture?
 How many trays are there in the second picture?
 How many daisy is there in the first picture?
 How many Lily is there?
 How many daisies and lilies are there in the column B?
 What is added to the word tray to make it mean more than one?
 What did is make lily and daisy more than one?*

2. Modeling/Teaching:

Say: *Let us study these pairs of words.*

| A | |
|-----------------|---------------|
| <u>Singular</u> | <u>Plural</u> |
| tray | trays |
| day | days |
| joy | joys |
| key | keys |
| toy | toys |
| monkey | monkey |

| B | |
|-----------------|---------------|
| <u>Singular</u> | <u>Plural</u> |
| daisy | daisies |
| lily | lilies |
| lady | ladies |
| puppy | puppies |
| jelly | jellies |

Ask: *What letter comes before y in the words in the box A?
 What do we add to nouns ending in -y with a vowel before it?
 What letter comes before y in the words in box B?
 How do we form the plural of nouns ending in y with a consonant before it?
 Say: Noun ending in -y with a vowel before it form their plural by adding -s only.*

Examples:

family – families

city – cities

3. Guided Practice

Say: *Work by pairs. Let's talk about the pictures on the chart. Set a partner. Your partner will give the singular and the plural form of the objects in the picture while you will make a sentence using the plural form of the noun in the picture.*

| | | |
|--------|---------|---------|
| | | |
| toys | turkeys | monkeys |
| | | |
| ladies | fairies | |

4. Independent Practice

Say: *Complete the poem. Give the plural forms of the nouns in the parenthesis.*

Refer your pupils to LM – Activity 86 on page 94.

Lesson 8 – Day 3

Making and Conforming Prediction
Skill Lesson: Making and Conforming Prediction

1. Introduction/ Presentation:

Review:

Say: *Remember our story about Tuko? What do you think happened after several days? Let us read the paragraph.*

Refer the pupils to LM – Activity 87 on page 95.

Days passed and the Bubuli. Symphony orchestra became known all over the land. Many animals admired Tuko as the star conductor.

One day, Tuko's friend came to visit him. They offered Tuko a bunch of daisies and tray of lilies. Tuko was filled with joy. He thanked his friends for their thoughtfulness.

Say: *Listen as I say this part of the story.*

Tuko once went to the opera where he heard the great Tabibili sing. Ever since, Tuko wanted to be a singing star. He believes the he could be a good tenor.

Ask:

What did you think Tuko will do next?

Which of these guesses written on the strip of cartolina is correct?

What is your clue?

(Note: Do the same with the remaining part of the story where the children were asked to guess. Provide strips of cartolina where the choices are written.)

Example:

- A. Tuko went to a Singing school.
 B. Tuko studied music by himself.

1. Modeling/Teaching

Say: *The guesses that you gave about Tuko are predictions about what he would do. To give predictions we consider the thoughts, feelings and actions of the character in the story. Here are the questions to help you make predictions: Let us read these together.*

- a. *What do you think would the character say?*
- b. *What do you think would the character feel?*
- c. *What do you think the character would do next?*

To confirm predictions, listen to me as I read the next sentences in the story.

2. Guided Practice

Listen as I read another story part by part. When I stop you will fill in column with your prediction. Fill in column 2 after listening to the last sentence.

| Predictions | What Really Happened |
|-------------|----------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

The Horse and the Red Hen

There was a horse that was very tall. He always said, "It is good to be tall. Oh how good it is to be tall."

Oh no, said Red Hen. "It is good to be short. Honestly, it is wonderful to be short."

"Let us take a walk and see," the horse answered back.

- 1. What do you think will the characters do next?

They came upon the wall. There were trees near the wall. The horse ate and ate leaves of the trees while Red Hen just looked and looked.

"See it is good to be tall. I told you so." the horse said to Red Hen in between big bites.

- 2. What do you think will the Red Hen say?

"Let us walk further and see." said Red Hen. They came upon a very high wall. There was a hole at the bottom of the wall. Red Hen squeezed herself and went into a vegetable garden. There she ate and watched and ate while the horse waited patiently.

- 3. What do you think will Red Hen feel and say now?

"See, it is good to be short." Red Hen said when she joined the horse again.

The horse neighed and then remarked "You know what I think? I think it is best to be what you are."

"You are right, my friend," cackled Red Hen happily.

4. What do you think will happen next?

And they became friends since then.

Source: Innovative Strategies

In Teaching Reading

by: Araceli M. Villamin

4. Independent Practice

Say: Form four groups. Listen as I read some sentences. Then make and confirm your predictions. Make sure that your group has only one answer.

Tuko became the conductor of the Bubuli symphony orchestra. He wanted Tiki to be a member of the orchestra.

What do you think would Tuko tell Tiki? Do you think Tiki would join the orchestra?

“Tiki would you like to join the orchestra?” asked Tuko
“Oh, friend Tuko, I’d love to! But I love more listening to them. Besides, I don’t know how to sing.

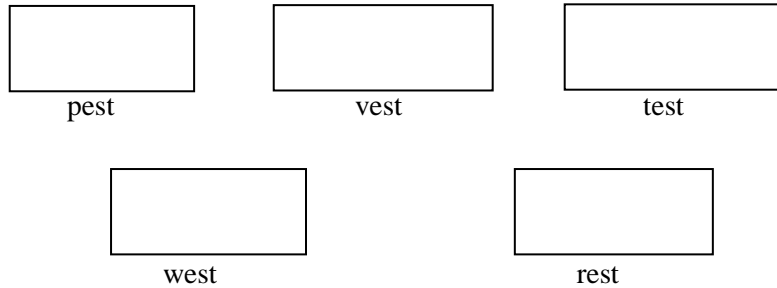
Say: Let us talk about your predictions. Volunteers will read the answers of each group. Are your guesses correct? What are your clues?

Lesson 8 – Day 4

Reading and Writing Simple Stories with Final Blends

Skill Lesson: Read and write simple stories with final blends**1. Presentation/Introduction**

Show pictures of the following. Let the pupils name two pictures.



Flash the word card and let the pupils read and match the cards with the pictures.

2. Modeling/ Teaching

Reading words, phrases and sentences with final blends.

| | |
|------|------|
| best | test |
| nest | vest |
| pest | west |

Phrases:

a big nest
pests on the plant
to rest after the test

a vest for the boy
to go to the west

Sentences:

1. There is a big nest on the grass.
2. Dad got rid of the pests of our plants.
3. We rest after the test.
4. This is a vest for a boy.
5. We will go to the West.

3. Guided Practice

A. Let the pupils match the picture with the correct phrases.

Refer the pupils to LM – Activity 88 on page 96.

B. Let the pupils choose the sentence that tells about the picture.

Refer the pupils to **LM – Activity 89 on page 97.**

4. Independent Practice

Read the story. Answer the questions about it.

Refer the pupils to **LM – Activity 90 on pages 98.**

| Unit 1: Week 9 (Lesson 9) The Careless Clown | | | | | |
|---|--|---|---|---|--|
| Lesson Parts | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Overview/ Objectives | Literature: <i>The Careless Clown</i> <ul style="list-style-type: none"> Realize the importance of taking care of one's belongings | <ul style="list-style-type: none"> Make and confirm predictions Read simple stories with words with l, r, s and final blends Give titles to simple stories | <ul style="list-style-type: none"> Make and confirm predictions Read simple stories with words with l, r, s and final blends Give titles to simple stories | <ul style="list-style-type: none"> Grammar: Use plural form of nouns ending in o Phonics/Word Recognition: Read simple stories with words with short o, short u, l blends, r blends, s blends, and final blends | <ul style="list-style-type: none"> Use plural form of irregular nouns Phonics/Word Recognition: Read simple stories with words with short o, short u, l blends, r blends, s blends, and final blends |
| Materials | <ul style="list-style-type: none"> Copy of <i>The Careless Clown: L9D1 Worksheet</i> __ LM page __ 2 T-shirts Picture of a clown, sewing machine, elegant clothes Word cards | <ul style="list-style-type: none"> Soc's New Shoes The Boxes Activity 90,91 and 92 Pictures of events in the story about Lemon | <ul style="list-style-type: none"> "Matt's Bicycle" "My Pet Dog" Activity 93, 94 and 95 | <ul style="list-style-type: none"> Word card for <u>hero</u> Illustrations of piano, bolo, tomato, mosquito, bamboo, mango | <ul style="list-style-type: none"> Picture of a child, man, woman/ children, men, women L9D5 Worksheet __ LM page __ "A Glass of Milk" |
| Procedure | (10 min) Pre-Reading <ul style="list-style-type: none"> Unlocking of key words in the story using affixation, picture and realia | 1 st Half (Phonics and Word Recognition) 2 nd Half (Making and Confirming Predictions) Presentation/Introduction Taking up words with l, r, s and final blends found in the stories for the day (Activity 90 and 91) | 1 st Half (Phonics and Word Recognition) 2 nd Half (Making and Confirming Predictions) Presentation/Introduction Taking up words with l, r, s and final blends found in the stories for the day (Activity 93 and 94) | (5 min) <ul style="list-style-type: none"> Let pupils listen to a sentence with a noun ending in o (hero) to start lesson | (5 min) <ul style="list-style-type: none"> Show a picture of a child, man and woman/ children, men and women to jumpstart lesson |

| | | | | | |
|--|---|---|---|--|--|
| | <p>(15 min)</p> <p>Reading</p> <ul style="list-style-type: none"> • Read story aloud. • Allow pupils to in groups of 3s to discuss and agree on the guesses of the answers to the questions. <p>Post Reading:</p> <ul style="list-style-type: none"> • Discuss story through questions <p>(15 min)</p> <p>Engagement Activities:</p> <ul style="list-style-type: none"> • Allow pupils to draw their favorite shirt and write there their promise to show care for their things. | <p>Review on how to make predictions through picture talk about Lemon taken up on Day 1</p> <p>Guided Practice</p> <p>Listening Activity (Soc’s New Shoes)</p> <p>Engagement</p> <p>Reading Activity</p> <p>Read and give a title to a simple story with words containing beginning and final l, r, s blends</p> <p>“The Boxes”</p> <p>Let the pupils answer the comprehension questions for “The Boxes” orally and share the title they gave to the story (activity 92).</p> | <p>Review on how to make predictions through picture talk about Lemon taken up on Day 1</p> | <p>(8 min)</p> <p>Modeling/Teaching:</p> <ul style="list-style-type: none"> • Show pictures of nouns that end with –o (tomato etc.) • Discuss how to form the plural of nouns ending in –o <p>(6 min)</p> <p>Guided Practice:</p> <ul style="list-style-type: none"> • Allow pupils to do the Hat Activity. <p>(6 min)</p> <p>Independent Practice:</p> <ul style="list-style-type: none"> • Allow pupils to give plural forms of nouns ending in –o | <p>(10 min)</p> <ul style="list-style-type: none"> • Discuss how to form plural of regular and irregular nouns • Ask pupils to work by 3’s. Guide them how to find irregular nouns from the puzzle and ask them to give the plural • Ask children to work independently in doing this activity. On the left shoe, irregular nouns are written. Write their plural form on the right shoe. • Show pictures and word cards to start writing • Ask pupils to look at the picture and words and write phrases on those words. |
|--|---|---|---|--|--|

| | | | | | |
|--|--|--|--|---|--|
| | | | | <ul style="list-style-type: none">• Read words and phrases with short o, short u, l blends, r blends, s blends, and final blends • Let pupils write sentences from the phrases formed in group• Allow them to present task. | <ul style="list-style-type: none">• Let pupils write and read sentences• Allow them to form a simple story from those phrases and read it to class• Ask them to add other sentences about what could happen after Ben drank all the milk leaving nothing for Clara who filled the glass with milk. |
|--|--|--|--|---|--|

Unit 1: Week 9 (Lesson 9)**The Careless Clown****Lesson 9 - Day 1****Pre-Reading****1. Unlocking Vocabulary and Concept Development**

(careless, clown, sewing machine, elegant, awful)

Ask pupils to listen as the teacher says the following words and have them repeat these words.

Say: *Listen carefully as I read some words. Say each word after me.*

| | | | | |
|----------|-------|----------------|---------|-------|
| careless | clown | sewing machine | elegant | awful |
|----------|-------|----------------|---------|-------|

Talk about these words and what each of them means.

A. careless – without care (adding suffix less)

The word careless is made of the words care and less. Less is a syllable which means without. What does the word care mean?

B. clown – a person with a happy face, dressed in a colorful costume and performs tricks in a party (through picture)

Look at the picture. What do you call him? Describe his face. What can you say about his costume? What does he do? Where do you usually see him? Have you seen a clown in the party you attended? Now, what does the word clown mean?

C. sewing machine – machine used for sewing (through picture)

Look at the picture. What do you see? Who do you think uses the sewing machine? Why does he/she need a sewing machine? What does sewing machine mean?

D. elegant – fine (through picture)

Look at the picture. What can you say about the man who wears the suit? What can you say about his suit? How does he look? Does he look elegant in his suit? What does elegant mean?

E. awful – not pleasing (through realia)

Look at the two shirts I bought. What can you say about the first shirt? (good/new) How about the second shirt? (full of stitches)

Which of these two shirts is pleasing or nice to look at? That also means nice. If the first shirt is nice, the second shirt looks awful. What does awful mean? What makes it awful?

2. Motivation

What do you usually do when your clothes get torn?

3. Motive question

What did the clown do when his clothes got torn?

During Reading/Listening

Read the story aloud to the children. Tell pupils to work by 3's and agree on the guesses in answer to these questions you will ask at certain points in the text before proceeding with the succeeding paragraphs. Give the pupils time to share with their group mates.

Say: Listen as I read to you a story. I will stop at some points in the story and raise a question for you to guess what will come next. I will give you time to share with your group mates your guess in answer to the questions before I continue with the story.

| Pauses to be Made | Questions to Raise |
|--|--|
| 1. After paragraph 1 | What do you think will Lemon do with his torn clothes? |
| 2. After the first sentence of paragraph 2 | How do you think will his clothes look like? |
| 3. After paragraph 3 | What do you think will Lemon's friends tell him? |
| 4. After paragraph 4 | What do you think will they find in the cabinet? |
| 5. After paragraph 5 | What do you think will everybody feel about the clothes Lemon wore at the party? |
| 6. After paragraph 6 | How do you think will the story end? |

The Careless Clown

I have a friend. His name is Lemon. He is a clown. He is a careless clown. I always watch his show. He always ends up with torn jackets, socks and pants. "Friend, take care of your things." I usually tell him.

So Lemon bought a sewing machine. Every time his clothes got torn, he sewed them with the machine. His clothes were full of stitches.

The day before Lemon's birthday, we had a meeting. We wanted to thank him for making us happy by giving him a party. We were worried about what Lemon would wear to the party.

"Dress like anyone else," one friend said. "You will look elegant in a suit," another friend added. "What will I wear?" he asked me. So we went to his house and opened his cabinet.

"This is awful. Your clothes are full of stitches," I said. "But I don't have other clothes to wear," he said. "These clothes will just be fine," he added.

At the party, our friends were surprised to see Lemon. The hero of the show was in his old clown suit, full of stitches.

The next day, Lemon asked me to go with him. We went to a store selling suits. He bought a suit. "This time I will take care of this suit," he promised.

Post Reading

Read and answer the discussion questions with pupils. **Refer your pupils to LM – Activity 85 on page 99.**

Engagement/Enrichment

Allow the pupils to draw their favorite shirt and let them write their promise to take care for their things.

Lesson 9 Day 2 (1st Half)

Reading Comprehension: Making and Confirming Predictions

Presentation/Introduction

Say: *Let us recall the story we had yesterday.* (present the picture-story below)

Tell something about each picture and the guesses you made.

- Unit 1
- | | | | | | | | |
|----|--------------------------------------|----|--------------------------------|----|-------------------------|----|---------------------------------------|
| 1. | Lemon at the beginning of the story. | 2. | Lemon with his sewing machine. | 3. | Lemon open his cabinet. | 4. | Lemon wears clown suit with stitches. |
|----|--------------------------------------|----|--------------------------------|----|-------------------------|----|---------------------------------------|

Talk about Picture 1.

Ask: *What was your group's guess when I asked, "What do you think will Lemon do? Was your group's guess correct? What really happened in the story?"*

Talk about Picture 2.

Ask: *What was your guess when I asked, "How do you think will Lemon's clothes look like?" Was your group's guess correct? What really happened in the story?"*

Talk about Picture 3.

Ask: *What was your guess when I asked "How do you think will everybody feel about the clothes Lemon wore at the party?" Was your group's guess correct? What really happened in the story?"*

Talk about Picture 4.

Ask: *What was your guess when I asked, "How do you think will the story end?" Was your group's guess correct? What really happened in the story?"*

Modeling /Teaching

Ask: *Can you recall the questions I asked before you made predictions?*

Read to the children these questions:

What do you think will the character say?

What do you think will the character feel?

What do you think will the character do next?

What do you think will happen next?

Guesses to these questions are predictions made about the characters and events. To confirm or find out whether the predictions are correct, you have to listen to the next sentence or part of the story.

Ask: *To make predictions, what question prompts are usually asked?*

To confirm predictions what do you need to do? Guide the pupils in stating the generalization.

Lesson 9 - Day 2

(2nd half) **Phonics/Word Recognition: Reading Simple**

Stories with Words with short o, short u, l blends, r blends, s blends, and final blends

Presentation/Introduction

Say: Let us read the words and phrases.

Refer your pupils to LM – Activity 86 on page 99.

Modeling/Teaching

Say: *When two consonant letters are beside each other in a word, their sounds, /k/ and /l/ blend.*

Example:

In the word classmates, letters c and l are beside each other. Their sounds blend when you say the word classmates.

Cl is an example of blends.

Lesson 9 - Day 3

(1st Half) Making and Confirming Predictions

Presentation/ Introduction

Review on how to make and confirm predictions based from what was learned on Day 2.

Guided Practice

Ready story cards for the activity.

Say: *Today, you're going to work by pairs in making and confirming predictions about the story that I am going to read.*

Soc's New Shoes

Story Card 1: Soc was on his way to school one morning. He was wearing his uniform and best of all his new pair of shoes.

- Ask: 1. *What do you think does Soc feel?*
2. *What do you think will happen next?*

Story Card 2: Soc felt very proud of his new pair of shoes. "Surely my classmates will be envious of my shiny black shoes," Soc told himself. He looked at his pair of shoes often while walking.

- Ask: 1. *What do you think will happen next?*
2. *What do you think does Soc feel?*
3. *How do you think will the story end?*

Story Card 3: Suddenly, a speeding car passed by and splashed water on Soc's new shoes. "Oh, my shoes!" Soc exclaimed. He cried and stopped to wipe off the water from his shoes. He continued walking. He reached school with his new pair of shoes.

Ask the pairs how many of their predictions are correct. Let them share how they got the correct prediction.

Independent Practice

This time, you are going to make and confirm predictions on your own. Listen very carefully to the story that I am going to read.

Story card 1: Matt went to the garage. He has to ride on his bicycle to the park. He started to sit on the bike. He stepped on the pedal and tried to move it with his feet. The pedal wasn't working.

1. What do you think will Matt do?
2. How do you think does he feel?

Story Card 2: Matt kept on trying to move the pedal. He was perspiring. He was feeling mad. He got off from the bicycle.

1. What do you think will Matt do next?

Story Card 3: Matt ran inside the house. He told his father that he couldn't use his bicycle.

1. What do you think will father tell Matt?
2. How do you think will the story end?

Story card 4: "That's easy Matt. Put drops of oil on the chain. Use a piece of cloth to remove the rust on the chain," his father told him. So, Matt did what his father said. After some minutes, Matt was able to ride on his bicycle to the park.

Lesson 9 Day 3 (2nd half) Phonics/Word Recognition: Reading Simple Stories with Words with short o, short u, l blends, r blends, s blends, and final blends

Guided Practice:

Say: *Let us answer another activity about blends.*

Refer your pupils to LM – Activity 87 on page 100.

Independent Practice

Refer your pupils to LM – Activity 88 on page 100.

Lesson 9 Day 4 (1st half) Grammar: Using Plural Form of Nouns Ending in o

Presentation/ Introduction

Say: *Listen as I read the sentences on the strip of paper.*

Lemon is the hero of the show.

- *Who is the hero of the show?*
- *Who is Lemon?*

Talk about the word hero. Ask these questions:

With what letter does the word hero end? Look, I am going to add –es to make it mean many.

hero - heroes

Modeling/ Teaching

Show the pupils pictures of nouns ending in o. Place them on the board in two columns.

illus piano

illus tomato

illus bolo

illus
mosquito

illus
bamboo

illus mango

Ask the pupils to name each picture.

Show how these nouns form their plural.

| | | | |
|----------|---------|------------|------------|
| piano- | pianos | tomato- | tomatoes |
| bolo – | bolos | mosquito – | mosquitoes |
| bamboo – | bamboos | mango- | mangoes |

Ask: What do we add to the nouns ending on o in the first column? (-s)

What do we add to the nouns ending in o in the second column? (-es)

Guide the pupils in stating the generalization

Add –s to some nouns ending in o to form their plural.
Add –es to some nouns ending in o to form their plural.

Guided Practice:

Ask pupils to work by pairs.

Say: *Look for the clown hat with nouns ending in o. Form their plural and write them inside the big hat.*

Refer your pupils to LM – Activity 89-A on page 102

Independent Practice

Look at each picture. Write the correct plural form of its name on the blank.

Refer your pupils to LM – Activity 89-B on page 102

Lesson 9 - Day 4

(2nd half) **Phonics/Word Recognition: Reading Simple Stories with Words with short o, short u, l blends, r blends, s blends, and final blends**

Presentation/ Introduction

Today, we are going to write simple stories. First, let us read these words.

Refer your pupils to LM – Activity 91 on page 104

(Ride, go, carry, with, them, wish and five are in the Dolch List.) Allow pupils to read the different phrases.

Help children form sentences using the words and phrases. These sentences should also lead to the writing of short stories.

Say: *Now, let us form sentences using the phrases. Be guided by the questions I am going to ask. Then, tell the sentence.*

Call on volunteers to say the sentences.

| Questions | Sample Answer |
|---------------------|------------------------------|
| Who ride in a bus? | The boys ride in a bus. |
| Where will they go? | They will go to the camp. |
| What do they carry? | They carry bags with them. |
| What do they wish? | They wish to be in the camp. |

Ask pupils to read the sentences. From the sentences, guide the pupils in writing their simple story.

The boys ride in a bus. They will go to the camp. They carry bags with them. They wish to be in the camp at five.

Add some words learned by the pupils to make the story more interesting. In the example, the phrase at five was added

Lesson 9 - Day 5

Using Plural Form of Irregular Nouns

Presentation/ Introduction

Look at each picture. These are the people who watch Lemon in the show. Name each picture.

illus
a child

illus
a man

illus
a woman

Now, look at each picture. I added more people in each picture. Can you name them?

illus
children

illus
men

illus
women

Say these pairs.

child - children

man - men

woman - women

What have you noticed with the words in each pair?

Modeling/Teaching

Tell the children that there are other nouns that form their plural in different ways.

Study the pairs.

A

deer – deer
trout – trout
salmon - salmon

B

foot – feet
goose – geese
tooth - teeth

C

louse – lice
mouse – mice
ox - oxen

Ask: What have you noticed with the pairs in A?
What sentence can you give for these nouns?

What have you observed with the pairs in B?
What should we remember about these nouns?

What about the pairs in C?
How do they form their plural?

Guide the pupils in stating the generalization.

1. Some nouns have the same singular and plural form
2. Some nouns change some letters on the spelling of the word

Guided Practice:

Ask pupils to work by 3's. Guide them how to find words in the puzzle.
Say: *Study the puzzle. Look for irregular nouns and form their plural. Write your answer inside the box. Refer your pupils to LM – Activity 92A on page 105.*

Key: men geese, feet, mice, oxen, deer, trout

Independent Practice

Ask children to work independently in doing the Shoe activity.
Refer your pupils to LM – Activity 92B on page 105.

Lesson 9 Day 5
 (2nd half) **Phonics/Word Recognition: Reading Simple Stories**
with Words with short o, short u, l blends, r blends, s blends, and
final blends

Today, you will write a simple story (by group). Here is a picture and the words you can use in writing your own story.

Say: *Look at the pictures and read the following words*



| | | |
|-------|-------|------|
| fills | glass | milk |
| drink | with | all |

Look at the pictures very carefully.

- Read the words.
- Form phrases using the words.
- Form sentences using the phrases.
- Form the story using the sentences.

Sample Story

Clara fills the glass with milk. The glass of milk is for Bern. Bern drinks the milk. He drinks it all.

Then, _____

Next, _____

So, _____

Lastly, _____
