QUARTER 1 – English Grade 3

WEEK 1

I. OBJECTIVES:

A. Follow and explain processes.
B. Identify letter sounds that appropriately complete some words.
C. Blend letter sounds to read/form a word.
D. Segment letter sounds in a word.
E. Recognize sentences and non-sentences.
F. Use English words in spoken and written expression.
G. Propose several predictions about text.
H. Make choices about which texts to read based on prior reading experience.

II. SUBJECT- MATTER:

A. Domains of Literacy /Skills:

1. Oral Language:
   - Following and explaining processes.

2. Phonological Awareness:
   - Knowing all letter sounds.
     Focus – soft and hard /c/ and /f/ from gh and ph
   - Blending letter sounds to read/form a word.
   - Segmenting letter sounds in a word.

3. Phonics and word recognition:
   - Knowing all letter sounds.
     Focus – soft and hard /c/ and /f/ from gh and ph

4. Grammar:

- Recognizing sentences and non-sentences.

5. Vocabulary:
   - Using English words in spoken and written expression.

6. Listening Comprehension
   - Proposing several predictions about text.

7. Attitude towards language, literature and literacy
   - Making choices about which texts to read based on prior reading experience.

B. References: K to 12 BEC Guide

C. Materials: Big book, graphic organizer, word cards
Story: A Trip To Candon City by: Mary Jane T. Ganggangan

D. Theme: Me and My Family

E. Value Focus: Obedience

III. LEARNING ACTIVITIES:

DAY 1

A. Preliminary Activities

Pre-Reading Phase

1. Unlocking of Difficulties

Say: I have here sentences with underlined words. Try to give the meaning of each.

1.) School children enjoy summertime as they will have ample time for fun and play.
a. school days b. weekends c. long vacation

2.) A seaman considers a vast ocean as an ordinary site.
a.narrow b. huge c. deep

3.) A vat is used when cooking for a big occasion.

a. a big pan b. a pot c. kettle

4.) Our trip to Palawan was fun-filled.

a. vacation b. tour c. training

5.) Our province has delicious delicacies we can be proud about.

a. native foods b. frailty d. local heroes

2. Activating Prior Knowledge

Ask: What did you do last summer?

delicacy

3. Developing the Purpose for Reading

- Show a picture of a family getting ready for a trip.

Ask: What are they doing?

Where do you think the family is going?

What do you think they will bring?

- Motive Question

Did the family enjoy the trip?

B. Development of the Lesson

While Reading Phase

1. Read the whole story," A Trip To Candon City" from beginning to end by the teacher.

2. Reading the story using DRTA approach.

(Asking question like, "What do you think will happen next?)

Post Reading Phase

1. Do the processing of answers in a prediction chart.

2. Comprehension check

1) Who went on a trip?

2) What did they see along the way?

3) Where can we find the best calamay?

4) How did Carlos feel when he dipped his hand into the vat?

5) What made Carlos dip his finger into the vat?

C. Enrichment Activity

Infusion of Values:

If you were Carlos, what advise can you give to others would you also do the same thing? Why? Why not?

D. Assignment

In your journal write your experiences in one of your trips?

DAY 2

A. Preliminary Activities

1. Review:

(Review of the story " A Trip To Candon City)

Show the pictures of the characters of the story and tell something about them.

2. Read the story again. As you read, let the pupils check whether their answers are correct or not.

B. Development of the Lesson

1. Engagement Activities:

Divide the class into five groups. Let them do the following activities:

Group 1. The Celeste family was eager and ready for their trip. Dramatize this part of the story.

Group 2. On a whole sheet of cartolina, make a poster illustrating the experience of the Celeste family on their trip to Candon City.

Group 3. MangCelso welcomed the Celeste family by serving food. Act out how you welcome your visitors.

Group 4. If you were Carlo, what advice will you give to others so they won't experience what you experienced with the hot food? Make a warning sign.

Group 5. List down words that begin with letter Cc. Do this in a table with two columns. Column 1 bears words taken from the story, "A Trip to Candon City". Column 2 bears other words you know that begin with letter Cc.

C. Enrichment Activity

Presentation and Processing of Group Outputs.

Questions	Activity
A. 1. Who went for a trip? 2. Where did they go? 3. How did they feel? (Group 1 will dramatize the part of the story)	**" Lets Go "** (Dramatize the part of the story showing that Celeste family was eager and ready for a trip).
B. 1. What were the things they saw on their way to CandonCity. (Group 2 will present their work)	**" Let us Draw "** (Make a poster depicting the experience of the Celeste family on their trip to Candon City.)
C. 1. Who welcomed the Celeste family? 2. How did he welcome them? (Group 3 will act out how they welcome visitors.)	**" Welcome Visitors "** Act out how you welcome your visitors.
D. 1. What happened to Carlos inside the Calamay factory? 2. How did he feel? 3. What should you do if there are hot things around you? (Group 4 will show their warning sign.)	**" Warning"** Make a warning sign.
E. Can you still remember the words from the story that	**" Remember Us"**

begin with letter Cc? Do you know of other words that begin with letter Cc? (Group 5 will present the list)	Write down words from the story that begin with letter Cc and other words, too that you know with letter Cc as the initial letter.

D. Assignment

List down words with initial letter c.

DAY 3

A. Preliminary Activities

1. Review the details of the story. The children will present their list of words with c as initial letter.
2. Drill

Fill in the blanks with the correct words.

1. The (Celeste) family went on a trip.
2. They saw plantation of (corn).
3. The (coconut) trees were swaying.
4. Mang (Celso) served (calamay) , (coconut) juice and (cornick).
5. (Carlos) dipped his finger into the boiling uncooked (calamay).

B. Development of the Lesson

1. Present the sentences taken from the story " A Trip To Candon City."
2. The following words will be read.

c as - /k/	**c as /s/**
corn	Celeste
calamay	Celso
coconut	Cindy
cornick	city
Carlos	centavo

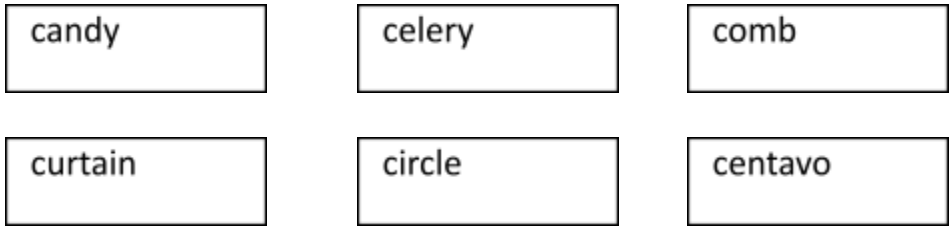
How is the letter c sounded in the words found in column A?
(Letter C is sounded as /k/.)

How about in Column B?
(Letter C is sounded as /s./)

3. Teaching/Modeling:

Activity 1

- Present pictures .
- Say: Name these pictures? What are they?



Which of the pictures have letter C sounded as /k/?
Which of the pictures have letter C sounded as /s/?

- Have pupils group pictures according to their sounds.

Activity 2

- Say: Look for things in this classroom which have C sounded as /k/ and C sounded as /s/?
- Identify the things and say the correct sound of the letter C.

Activity 3. Blending letter sounds to form a word

- Say: We are going to have a game. I will show you pictures and its name. Then, identify the sounds.

Example:
"corn". What are the sounds that make up the words corn?
/k/ /o/ /r/ /n/

The pupils will identify and count the sounds that form the word.

Example:

" centavos ". What are the sounds that make up the words centavos?
/s/ /e/ /n/ /t/ /a/ /v/ /o/ /s/?

Activity 4

- Say: Listen to the sounds and form the word.

Example:

What word is formed in /k/ /a/ /r/ /t/? (cart)
What word is formed in /s/ /ī/ /t/ /ī/? (city)

Activity 5

- Pictures will be presented. Pupils will say the name and sounds.

C. Enrichment Activities

1. Guided Practice

Classify the following words according to their initial sounds.

c sounded as /k/	c sounded as /s/

cellphone country cupboard cauliflower cinema
ceiling computer carabao century
cellophane

2. Independent Practice:

List down words with /k/ and /s/ sounds.

C – as /k/ **C – as /s/**

_____ _____

_____	_____
_____	_____
_____	_____
_____	_____

D. **Assignment:** Complete the sentences below with words that start with letter c.

1. My pet _____ has a soft fur.
2. I find it strange because like a rabbit, it also eats _____.
3. The clown at the _____ was really funny.
4. The sun is at the _____ of the solar system.
5. The strawberry _____ tastes so delicious.

DAY 4

A. Preliminary Activities

1. Review and drill on the two sounds of Cc - /k/, /s/
2. Mood-Setting
   - Teacher presents the jazz chant written on a chart.
   - The teacher models reciting the chant.
   - The whole class does it.
   - Some volunteers do it.

One Sunday morning
The family went fishing
They went fishing
They caught some fish
A fat, fat fish
/f/ /f/ a fat, fat fish
It was fun catching the fish
They went home to fry the fish
/f/ /f/ fry the fish.

B. Development of the Lesson

Comprehension Check:

1. Who went fishing?

2. When did they go fishing?
3. What did they catch?
4. What kind of fish is it?
5. Do you think fishing is fun? Why?

Teacher writes pupils' responses in a manner that the sentences and non-sentences are classified accordingly.

Examples:

Non - Sentence	Sentence
the family	The family went fishing.
one Sunday morning	They went fishing one Sunday morning.

A sentence expresses a complete thought. It begins in a capital letter and ends in a punctuation mark.
A non - sentence does not express a complete thought. It does not need to begin in a capital letter. It doesn't end in a punctuation mark.

- What do you notice about most of the words in the chant?
- Let the pupils give other words that begin with /f/.
- Introduce other words with /f/ sound represented by either gh or ph.

  Examples: photo pharmacy
  enough laugh

C. Enrichment Activities

Activity 1.

Let the pupils read the following words sounding /f/ properly.

phase	tough
phone	rough
phrase	cough

Activity 2

Let the pupils work in the same groups. They will use each of the abovementioned words in a sentence.

Examples:

1. We can communicate using the phone.
2. I am suffering from a terrible cough.

Activity 3

Read the following groups of words with words showing /f/. Write NS if the group of words is a non-sentence and S if it is a sentence.

_____1. Working as a laborer is a tough job.
_____2.ringing phone in the bedroom
_____3. It is a pie graph.
_____4. The sand paper is rough.
_____5.writing phrases on the board

D. Assignment:

Write ph or gh to complete each word. Then read each word formed.

1. _____antom
2. _____ilosophy
3. _____ilippines
4. gra_____
5. lau_____

DAY 5

Review

- Reading of words with /k/, /s/ and /f/ sounds which were previously learned
- Reading of sentences and non-sentences with words containing c (/k/ and /s/) and /f/.

Non-Sentences	Sentences

candies in the jar fresh celery an old philanthropist	There are different candies in the jar. Cely bought fresh celery from Baguio City. Engr. Casillan lives in the Philippines.

Evaluation

A. Letters/ Sounds of c and f

Put a check before the number if the initial sound of the word is /s/.Put a cross if the initial sound is /k/.

_____1.cymbals
_____2.call
_____3.center
_____4.carry
_____5.crawl
_____6. carrots
_____7. cell
_____8. crave
_____9. circle
_____10. City

In each sentence, underline all words with /f/ as initial sound.

1. My friend and I went to the National museum to see the exhibit.
2. The team is now at an initial phase of creating a new tactic.
3. The water in that river flows freely to the open sea.
4. Lito had aphobia in riding a bus
5. Let us work together and fight adversities against children.

B. Read the following groups of words. Classify them as to whether they are Sentence (S) or Non-Sentence (NS) by checking the appropriate box. If it is a sentence, rewrite it with proper capitalization and punctuation.

	S	**NS**	
1. Caloy picked camote tops			
2. pieces of cartolina			
3. mother hangs colourful curtains			
4. a new cellphone			
5. fix the fence			

6. father plows the field every day			
7. come			
8. a bouquet of fresh flowers			
9. the carrot cake is delicious			
10. cup of coffee			

Appendix

A Trip to Candon City
Mary Jane T. Ganggangan

It's summertime. The Celeste family was eager and ready for their trip to Candon City. They rode in the van and off they went.

On their way, they saw vast plantation of corn. Many coconut trees were seen swaying gently along the road. After three hours, they reached Candon City. MangCelso, a calamay maker welcomed the family. He served them calamay, a very delicious and famous delicacy of the city, coconut juice and cornick with different flavors.

"This is the best that I've ever tasted. Can you teach us how to cook it"?, said Aling Cora.

" Yes, Mrs. Celeste. It's my pleasure", MangCelso answered gladly.

MangCelso brought the family to his calamay factory. He reminded them not to touch anything especially if it is hot. While he was stirring the boiling mixture of calamay, Carlo, the youngest son, couldn't wait to taste it. He dipped his finger into the vat, "Ouch, my finger. It hurts!" shouted Carlos.

WEEK 2

I. OBJECTIVES:

A. Follow and explain processes.

B. Identify letter sounds that appropriately complete some words.
C. Blend letter sounds to read/form a word.
D. Segment letter sounds in a word.
E. Recognize simple subject and predicate in sentences.
F. Use English words in spoken and written expression.
G. Use prior knowledge to select most likely conclusion about text.

II. SUBJECT MATTER:

A. Domain of Literacy/Skills:

1. Oral Language
   * Following and explain processes
2. Phonological Awareness
   * Knowing all letter sounds focus - /j/ and /q/
   * Blending letter sounds in a word
3. Phonics and Word recognition
   * Knowing all letter sounds focus - /j/ and /q/
4. Grammar
   * Recognizing simple subject and predicate in sentences
5. Vocabulary
   * Using English words in spoken and written expression
6. Listening Comprehension
   * Using prior knowledge to select most likely conclusions about text

B. References: K to 12 BEC Guide

C. **Materials:** GraphicOrganizer, Word cards, Pictures

Story:*A Visit to the Jar Factory* (created)

D. **Theme:** Things I Enjoy and People I like

E. **Value Focus:** Obedience/Carefulness

III. LEARNING ACTIVITIES:

DAY 1

A. Preliminary Activities:

Pre-Reading Phase

1. Unlocking of Difficulties

   Show the following words written on flash cards.

   1) jar (through picture)
   2) quickly (through context clues)
   3) factory (through pictures)
   4) clay stove (through pictures)
   5) quits (through context clues)
   6) quail (through pictures)
   7) building (through realia)

2. Activating prior knowledge

   The teacher asks: "Have you ever gone to a field trip? What place did you visit?"

   The teacher asks if the children have gone to a field trip and to what places they have gone to.

3. Developing the purpose for reading

   Show a picture of children inside a bus.

   Ask: Where do you think the children are going?

   How do they feel?

B. Development of the Lesson

A Visit to the Jar Factory

"Jack and Jill went up the hill to fetch a pail of water. Jack fell down and broke his crown and Jill came tumbling after, tra la lala ."

The pupils of Miss Justine sang as the jeepney rolls along. They were out to learn how jars are made. They were going to visit Queen's Jar Factory at Brgy. Banga, San Nicolas, Ilocos Norte. The jeepney stopped in front of a

big Jar Factory. The children got off and quickly formed a line. They always fall in line whenever they get inside a building. Mang Jessie and her wife Aling Queenie, the owner of the Factory welcome the children. They smiled at them and the children smiled at them too.The children saw some men finding proper clay and cleaning it to make it usable. They also moistened the clay to make it easier for them to handle the pot. They formed the object (pot/jar) in a throwing pot wheel. After the object is shaped, they heat it and glazed before the second heating.Thenthey decorate the products.

Aling Queenie served them juice, pineapple jam sandwich and quail eggs.Jonel the Factory supervisor met the children with a friendly smile. He took them around the Jar Factory. The children were happy to see their finish products which are made up of clay soil. John made a joke to his classmate Susan. She ranafter John. John hurriedly rrun in front of the display area. Unfortunately he bumped a small jar and John say sorry.

The children bought jar as their "pasalubong" for their family and relatives. The children thanked Mr. & Mrs. Jessie Joaquin.

<u>During Reading Phase</u>

1. First reading of the story "A visit to the Jar Factory" by the teacher.
2. A volunteer may read it again.

<u>Post Reading</u>

1. Comprehension Check Up

   Where did the children go?

   Who were the people whom they met ?

   What did they see in the factory?

   What did the children do after watching the process of making jar?

   How did John feel when he accidentally bumped the small jar?

C. Enrichment Activity:

Infusion of Values:

How did the children get off the bus and go inside the building?

If you were John, will you do the same? Why? Why not?

D. Assignment: Draw a jar and decorate it.

DAY 2

A. Review:

Review of the Story "A Visit to the Jar Factory". Show the pictures of the characters of the story and tell something about them.

B. Development of the Lesson

Questions	Activity
Can you still remember the words from the story that begins with letter /j/ and /q/? Do you know other words that begin with /j/	"Remember us" Write down words from the story that begin with letter /j/ and letter /q/ and other words that you know with letter /j/ and /q/ as the initial letter

The teacher will read the words (Modeling)

/j/	/q/
Justine	Queenie
Jar	quail
Juice	quickly
Jam	quits

John Joke	queen

Pupils read the words with /j/ and /q/ sounds.

What common sound do you hear in the first set of words?

How about in the second set ?

C. Enrichment Activity

Say: Look for things inside and outside the classroom which have /j/ and /q/ sound.

Identify the things and say it correctly thesound of /j/ and /q/

D. Assignment

Write 5 words with /j/ and /q/ sound.

DAY3

A. Preliminary activities

1. Review on the details of the story.
2. Drill: Read the following sentences.
   1) The class of Ms. Justine wenton a field trip.
   2) They saw many jars in the factory.
   3) Aling Queenie served juice, pineapple jam sandwich and quail eggs.
   4) The children quickly fall in line as they get inside a building.

B. Development of the Lesson

1. Teaching/Modeling:

Present pictures

Say: Can you name these pictures?

Queen Jacket Jar Quail Jam

Which of the pictures have /j/?

Which of the pictures have /q/?

Have pupil group pictures according to their sounds

Activity 1

The teacher says" I will say a word, then tell the sounds. If the word begins with /j/ raise your right hand but if the word begins with /q/ stand straight."

Example:

1. Jackal (raise your right hand)
2. Quantity (stand straight)

Activity 2

Phoneme Segmentation

Example:

1. jewel
2. quick

Activity 3

Pictures will be presented and the pupils will say the name and sounds.

C. Enrichment Activities

1. Independent Practice

Classify the following words according to their initial sounds

/j/	/q/

Jet Quartz Jewel Quilt Jazz

Quality Jaguar Quarrel Judge

Quest

D. Assignment

List 5 words that have the initial /j/ and /q/ sound.

DAY 4

A. Preliminary Activities

1. Review/Drill

Pupils read words with /j/ and /q/ sounds whichthey have previously learned

2. Motivation:

Who among you have already visitedthe BangaJar Factory at San Nicolas?

B. Development of the Lessons

1. Show a picture of a pot/jar factory.
   What do you see in the picture? What are they doing? Do you know how to make jars/pots?

2. Discussion:
   How many steps are there?

   Expected answers:
   1) Find a clay.
   2) Moisten the clay to make it easier for the pot to handle.
   3) Form the object (pot/jar) by throwing the clay on the pot wheel.
   4) After the object is shaped, it is ready for heating.
   5) Then glaze before the second heating.

3. Generalization:
   What are directions?
   What should one bear in mind when following directions?

   Following Directions:

1) Draw a jar.
2) Write the word Queen if you are a girl.
Write the word King if you are a boy
3) Draw flowers on the jar.
4) Write your name under it. Box it.

C. **Enrichment Activity**

Arrange the following directions in proper sequence or order.

Put firewood in the clay stove.
Put water in the rice pot.
Put rice in the pot.
Cook the rice over fire.

DAY 5

A. Preliminary Activity

1. Drill /j/ and /q/
2. Motivation

Do you want to learn a new poem?
-reading the poem by the teacher, by rows, then by the whole class
-some volunteers to read it.

JAM
Who'll have jam?
There's jam for tea
Jam for Quentin and jam for Queenie
And Jam for little me
Who'll have jam?
There's jam for tea

Guava jam and orange jam
And apple jams for me

http://www.childfun.com/index.php/activity-themes/alphabet/194-the-letter...html?start=4

B. Development of the Lesson

1. Who will eat jam?
2. Where do we they put the jam?
3. What kind of jam is it?
4. Do you think the children like it? Why?

Teacher writes pupils responses in complete sentence. The simple subject and predicate are classified accordingly.

Discussion

A.Identify simple subject and simple predicate:

1. Queenie has a jam.
2. Quentin put the jam in a jar.
3. The jam is sweet.
4. The children like jam very much.

Quentin, jam, children, and they, are the simple subjects of the sentence.

Generalization:

The simple subject is the most important word in the subject. It may be a noun or a pronoun.

The simple predicate is the most important verb in the predicate.

C. Enrichment Activity

Read the sentences. Encircle the simple subject and underline the simple predicate.

1. The boy quietly walks along the corridor.
2. January is the first month of the year.
3. The typhoon Quinta victims receive donation from the government.
4. Queen Elizabeth wears nice jacket.
5. Quezon Province is known for coco jam.

D. Evaluation:

Read the following group of words. Classify them as to whether they are simple subject and simple predicate by putting star in the appropriate box.

	Simple subject	Simple predicate	
Jimmy Wears The janitor put Jackal			

E. Assignment:

Write 5 sentences with simple subjects and simple predicates.

WEEK 3

I. OBJECTIVES:

At the end of the week the pupils will be able to:

A. Synthesize and restate information shared by others.
B. Familiarize themselves with the sounds of vand x.
C. Blend letter sounds to read/form a word.
D. Segment letter sounds in a word.
E. Use simple and compound sentences.
F. Supply words that fall into conceptual categories.
G. Formulate questions that are expected to be answered after reading the text.

II. SUBJECTMATTER:

A. Domains of Literacy

Oral Language

- Synthesizing and restating information shared by others.

Phonological awareness

- Knowing all letter sounds. Focus V and X sounds.
- Blending letter sounds to read/form a word.
- Segmenting letter sounds in a word.

Phonics and Word Recognition

- Knowing all letter sound. Focus V and X grammar
- Using simple and compound sentences

Vocabulary

- Supplying words that fall into conceptual categories.

B. References: K to 12 Competencies in the Farm. (Created) .

C. Theme: Plants and Animals.

D. Values: Love and Care for Plants and Animals

DAY 1

A. Preliminary Activity

Pre-Reading Phase

1. Motivation/Review
2. Unlocking of Difficulties

Farm- through pictures

Bougainvillea- through real object

Lavender- real object

Marigold- with real object/ or picture

Calf- through context clues/ picture

Ax- through pictures

3. Activating Prior Knowledge/Developing

The teacher shows a picture of a farm and asks the pupils who have gone to a similar place.

4. Developing a Purpose for Reading.

The teacher says: We will read a story and let's find out what happened to the friends.

During Reading Phase

1. First Reading

The teacher reads the story without interruption while pupils listen.

Paul, Amor ,Emier,John, Alex and Vino are classmates. One Saturday morning, they visited Francis in their house. Francis lives in the farm.

Francis showed his classmates the farm. The classmaates went around. They saw flowering plants. There were red roses, violet bougainvillea, whitesampaguita, pink gumamela, yellow marigold and orchids of different colors.

There are many plants around like lily. They loved the flowers.

The boys went farther. They saw ducks and chickens. There was the cow and its calf. The goats were surrounded by the kids.

The classmates enjoyed the different sounds of the animals. Mang Alfred, the father of Francis was there, cutting wood with an ax.

After going around,they gathered fruits They had snacks under the mango tree. Before theywent home, the three boys asked for some flowers and plants. Francis gave each boy a box for the flowering plants and the fruits that they gathered.

The boys were very happy about their experience. When Amor reached home, he opened the box and put the flowers in the vase. He relates to his mother how happy he was about his experience in the farm.

2. Second Readings of the story by the pupils.

Post Reading

Comprehension Questions

1. Who are the classmates in the story?
2. Where did they go?
3. What did they do?
4. Who lives in the farm?
5. What did they do in the farm?

DAY 2

A. Preliminary Activity/ Review:

The teacher says:

Let us go back to the story we read yesterday.

- What is the title of the story?

- Who are the characters in the story?
- What was Mary Alfred doing?
- What did he use in cutting wood?
  (The teacher writes on the board the word ax. What did Francis give his friends as container for the things they brought home?)
  (The teacher writes the word box.)
- What did the friends do one Saturday morning?
  (The teacher writes the word visited?)

  What is the color of the bougainvillea?
  (Violet)

  What is the orchid with different colors?
  (Vanda)

B. Development of the Lesson:

Read the following words

violet	van
visited	vote
vase	volcano
	voice
ax	tax
box	mix
fox	ox
	six

Teach the pupils the correct sound of /v/ and /x/. Include words with /v/ and /x/ in the medial and final position.

C. Enrichment Activity:

1. Reading the following words:

very	divide	love	fix
Vicky	cover	five	xerox
volt	fever	dive	mixing

D. Assignment:

Write 5 words with V sound.

DAY 3

A. **Preliminary Activity/ Review**

Say: Let us go back to our story "In the farm". What did the friends see in the farm?

Expected Answers:

A	**B**
Orchid	Cow
Gumamela	Calf
Vanda	Goats
Bougainvillea	Kids
Roses	Ducks
Sampaguita	Chicken
Marigold	

B. Development of the Lesson:

1. Reading of the words in column A and column B
2. The teacher asks:

What do we call the words in column B?

3. Discussion on plant and animals follows.

PLANTS	ANIMALS

Generalization:

What are plants?

What are animals?

C. Enrichment Activity

Tell/Write if the following are plants or animals.

1. pig-
2. dog-
3. horse
4. pechay-
5. Tomato-
6. ampalaya
7. camote
8. cat
9. rabbit
10. String beans

Plants	Animals

D. Assignment:

List down 5 animals and 5 plants.

DAY 4

A. Preliminary Activities:

Drill: Reading words with V and X sounds

Motivation:

The teacher asks the pupils:
"Have you gone to a farm? Would you like to share your experiences? Can you share us information?

B. Development of the Lesson:

Let us read the experience of Bismark, a grade III boy

a. First reading by the teacher

We were invited to a birthday party. The party was held in a farm house. It is owned by Mr. And Mrs. Alex Velasco in Salet, Laoag City. The place is very beautiful. There are many trees and plants. There are also animals like chicken, dog, birds, and pigs. There is a fish pond with tilapia. There is also a monkey in a cage.

I enjoyed the party at the farm house.

b. Second reading by the pupils.
c. Summarizing the story.
d. Retelling the story.

C. Enrichment Activities

The teacher asks/encourages pupils to tell/share information like:

Calesa is a means of transportation.
There are many business establishments in the Laoag City.
Laoag City is found in the province of Ilocos Norte.

The pupils restate the pieces of information.

The teacher tells an information and the pupils will write it on their paper.

D. Assignment:

Write an information on a sheet of paper.

DAY 5

A. Preliminary Activity:

Review:

- Read the information that you wrote on your paper.

  The cow lives on land

  The fish lives in water

  The monkey eats banana

  The carabao eats grass

B. Development of the Lesson

Presentation:

- Reading of the sentences given
- Putiing together the 2 sentences and the pupils read them

- Showing another set of sentences:

  A. The dog is barking

     The doctor treats the sick

     The farmer works in the farm

  B. The dog barks and the cat meows

     Laoag is a city and Ilocos Norte is a province

     There are three group of islands in the Philippines

     Liza is in Grade III and Preciosa is in Grade I.

Discussions

What do you notice about the sentences in Group A.

What do you notice about the sentences in Group B.

Can we make 2 sentences in group B?

Generalization:

What is a simple sentence?

What is a compound sentence

WEEK 4

I. OBJECTIVES:

A. Synthesize and restate information shared by others.
B. Know all letter sounds.
C. Blend letter sounds to read/form a word.
D. Segment letter sounds in a word.
E. Use different kinds of sentences.
F. Supply words that fall into conceptual categories.
G. Make predictions using experience of listening to other texts with similar themes.

II. SUBJECT – MATTER:

A. Domains of Literacy/ Skills:

1. Oral Language
   Synthesizing and restating information shared by others
2. Phonological Awareness
   Knowing all letter sounds
   Focus- /z/
   Blending letter sounds to read/form a word
   Segmenting letter sounds in a word
3. Phonics and Word Recognition
   Knowing all letter sounds
   Focus- /z/
4. Grammar
   Using different kinds of sentences

   (e.g. declarative, interrogative, exclamatory, imperative
5. Vocabulary
   Supplying words that fall into conceptual categories
6. Listening Comprehension
   Making predictions using experience of listening to other texts with similar themes.

B. References: K to 12 BEP Curriculum Guide

C. **Materials:** Big Book, graphic organizer, paper strips, meta cards, pictures, Story: A Vacation To Baguio City by: Vilma F. Alcayaga

D. Theme: Things I Love to Do

E. Values: Unity

DAY 1

III. Learning Activities

A. Preliminary Activities

Pre-Reading Phase

1. Unlocking of Difficulties

Show the following words written on paper strips. Supply the meaning of the underlined words using dictionary.

a. Zyrus was amazed while travelling on the zigzag road.

b. There are different ornaments in the bazar.

c. It's very nice sitting on a place with cozy atmosphere.

d. Zed bought some souvenirs in Baguio.

2. Activating Prior Knowledge

Ask: Have you been to Baguio? Describe the road going to Baguio.

3. Developing the Purpose for Reading

Show picture of a road going to Baguio City

Ask: Where do you think is this place?

Why do people love visiting this place?

Motive Question

a. Where did the Mendez family go?

b. Did they enjoy their vacation?

B. Development of the Lesson

While Reading Phase

1. The teacher read the story, "A Vacation to Baguio City"
2. The teacher ask prediction questions from time to time like, "What do you think may happen next?"

A Vacation to Baguio City

Mr. and Mrs. Antonio Mendez plan to spend time together in Baguio during vacation with their two children.

Mr. Mendez asks their children, " Do you liketo have a vacation in Baguio this weekend?" "Yes father, we're very excited to go to Baguio," said the two children. "Is it true that Baguio is a cold place, father?" asked Zed. Mr Mendez replied, "find out when we get there."

Mrs. Mendez said, "bring your jacket and remember to put it in your bag." Zyrus answered, " Mother I can't find my jacket, please help me look for it." "It's there in your drawer," mother replied.

Zyrus said " it's really fun visiting and travelling to other places.

Me and my brother Zed are very excited while packing our things going to Baguio. On our way I was amazed watching the zigzag road. My brother Zed love watching the pine trees along the way. We are all energized while hopping on the different bazar with cozy atmosphere selling different ornaments and souvenirs. I loved the cold weather whichmakes me feel frozen. We ate different Baguio delicacies and have a zip on a hot chocolate. We are all tired after our tour to the city but very happy. We

went home and sleep like a lazy cat. Baguio is really a great place to visit!

Post Reading Phase

Answer the motive questions.

Process the answers of pupils.

Comprehension check:

1. Who went for a vacation?
2. According to mother, what should the children bring? Why?
3. Why are the children excited?
4. According to Zyrus, what are the things that their family loved to do?
5. What are the things that they enjoy in Baguio?
6. Do you think the Mendez family will visit Baguio again? Why/Why not?

C. Enrichment Activity

Infusion of Values

If you were the two children, will you go with your parents for a vacation? Why/Why not? What are the things that you do with your family that shows oneness or unity?

DAY 2

A. Review

(Review of the story "A Vacation to Baguio")

B. Engagement Activities

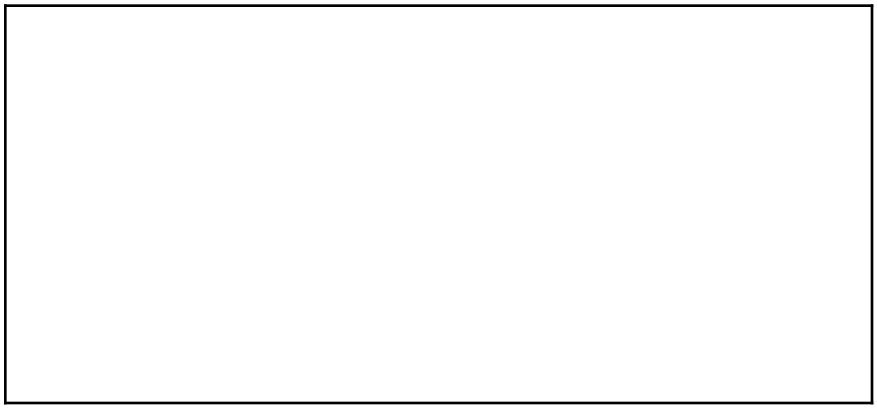
Divide the class into four groups. Let them do the following activities.

Group 1

Zyrusan Zed were very excited while packing their things going to Baguio. Act out this part of the story.

Group 2

Draw and color the things that the family saw in the bazar.



Group 3

Make a slogan on how to preserve the trees in our mountains.

Group 4

Make a thank you card for your parents for a favor that you received from them.

C. Discussion

Questions	Activity
A. 1. Who went for a vacation? 2. Where did they go? 3. How did they feel? (Group 1 will act out the part of the story)	**"Lights, Camera, Action!"** (Act out the part of the story that shows the children are very excited in packing their things)

B. 1. What are the things that they saw in the bazar? (Group 2 will present their work)	**"Picture Perfect"** (Draw and color the things they saw in the bazar)
C. 1. What are the things that they saw in the mountains? 2. What do you think may happen if there are no more trees in the mountain/ in our surroundings?	**"Plant /Adopt a Tree!"** (Make a slogan on how to preserve the trees in the mountain.)
D. 1. What would you feel if your parents will treat you for a vacation? 2. How do you show that you're thankful for the favor that you receive?	**"I'm So Thankful!"** (Make a Thank You Card for your parents for all the favor that you receive.)

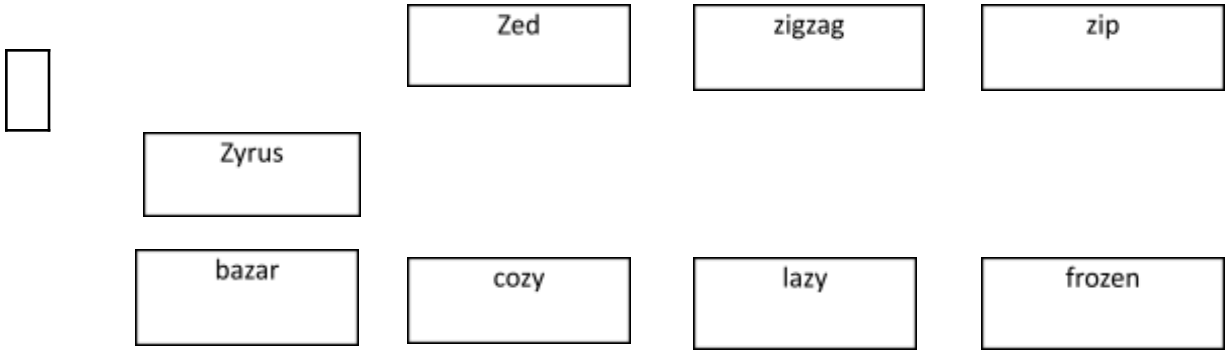
E. Processing of Activities

The teacher will process the activity done by the four groups.

DAY 3

1. Spelling
2. Presentation

a. Present some words with /z/ taken from the story written in meta cards.

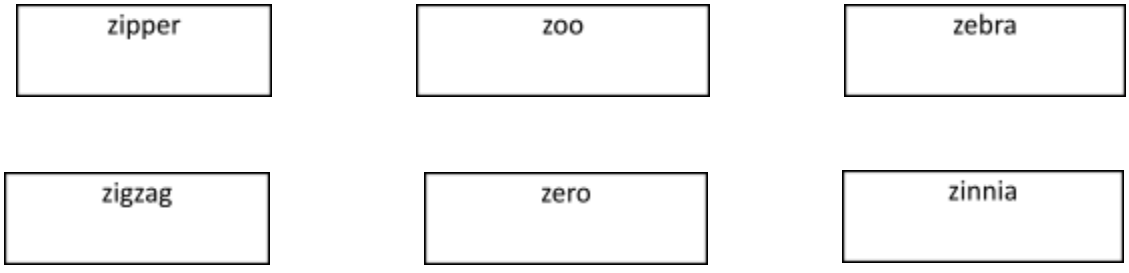


b. Teacher reads the words written in the meta cards.
c. What sound have you heard in each word? What is the letter name for this /z/?

3. Teaching/Modelling:

Activity 1

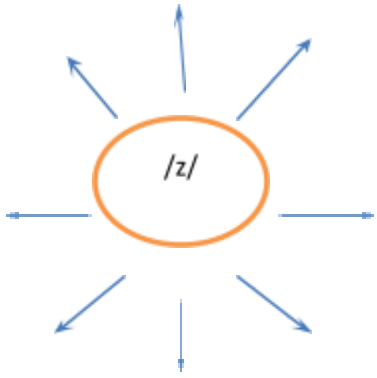
- Present pictures on the pocket chart
- Have pupils name the pictures



- Have pupils say the name of the pictures.
- Have them produce /z/.

Activity 2

- Have pupils look for pictures inside the box with /z/. Have them put the pictures in a graphic organizer.



- Have pupils say the name of the pictures.
- Have pupils produce /z/.

Activity 3 Blending letter sounds to form a word

- I will show you an object; identify the letter sound that makes up the word.

Example:

"zipper" Give the sounds that makes up the word zipper.

/z/ /i/ /p/ /p/ /e/ /r/

Activity 4

- Listen to the sounds and give the word that is formed.

Example:

What word is form in /z/ /e/ /r/ /o/? (zero)

What word is form in /b/ /a/ /z/ /a/ /r/ (bazar)

Activity 5

- Game: "PinoyHenyo"
  Have a pair of pupils sit on a chair. Picture will be posted on the forehead of the first player. He/she will guess name of the picture then later sounds out the name of the picture. The second player will answer the questions of the first player if the object is a person, thing, food, place or animal to lead the first player to give the correct answer.

4. Guided Practice

Show words with /z/ written in meta cards, have pupils pick out the words with /z/ and put it in the pocket chart.

5. Independent Practice

Have pupils read the words with the /z/.

DAY 4

1. Review

   Where did the Mendez family go one weekend?
2. Presentation

   Teacher present the sentences taken from the story which are written in a paper strips.

   a. Zed love watching the pine trees along the way.
   b. I love the cold weather.
   c. Is it true that Baguio is a cold place, father?
   d. Would you like to have a vacation in Baguio?
3. Discussion

   a. Have pupils read each sentence.
   b. What do you observed in the first sentence? What punctuation mark is used at the end of the sentence?
      - second sentence?
      - third sentence?
      - fourth sentence?

4. Guided Practice

A. Show pictures. Tell something about it.

B. Show pictures. What would you like to ask about this picture?

5. Generalization

- Declarative tells something. It begins with a big letter and ends with a period.

- **Interrogativesentence** asks something. It begins with a big letter and ends with a question mark.

6. Evaluation

Tell whether the following sentences are declarative or interrogative.

Write your answers on your paper.

a. The roses in the garden are red.
b. What kind of paper is this?
c. This is a linen paper.
d. The princess is beautiful
e. What is your favorite food?

DAY 5

1. Review

   Let pupils give example of declarative and interrogative sentences.

2. Presentation

   The teacher will give the following situation.

   a. SM mall called your mother that she won a raffle, what would be her reaction?

   b. While walking to school you saw a snake crossing on your way, what do you think will be your reaction?

c. A coconut fell on the farmer's side, what would be the reaction of the farmers.

d. Your classmate asks you to stay beside her, what do you think will she tells you?

e. You are asking the help of your mother to wash your clothes, what will you say to her?

3. Discussion

3. Discussion

(Answers of the pupils will be written on the board to be the springboard for discussion about imperative and exclamatory sentences)

4. Guided Practice

Activity 1

Tell whether the sentence is a command or request.

1. Set the table.
2. Please wash the plates.
3. Put the plates on the table.
4. Please clean the table.
5. Bring out the waste can.

Activity 2

Say these sentences correctly. Describe how you feel, if you are **happy, afraid, angry**, or **suffering from pain.**

1. Hurrah! We won the game.
2. Go out! This is not the place for you.
3. Help! A dog is running after me.
4. My tooth is aching!
5. Leave me alone!

5. Independent Practice

Tell whether the following sentences are **imperative** or **exclamatory.**

a. Return this book to the cabinet.
b. What a nice day!
c. Please carry the chair.
d. Oh my tooth is aching!
e. Don't touch that, it's hot!
f. Will you please give me a glass of water?

6. Evaluation

Write a declarative, interrogative, imperative and exclamatory sentences.

7. Assignment

Cut picture showing different kinds of sentences.

WEEK 5

I. OBJECTIVES:

A. Engage in a conversation focusing on expressing choices.
B. Show understanding that the order of letters in a written word represents the order of sounds in a spoken word.
C. Blend letter sounds to read/form a word.
D. Segment letter sounds in a word.
E. Use different kinds of sentences (e.g. declarative, interrogative, exclamatory, and imperative).
F. Provide alternate words for a target word to reflect understanding of nuances (i.e. big, hug, enormous).
G. Evaluate the predictions made on the basis of text listened to.

H. Make choices about which texts to read based on prior reading experience.

III. SUBJECT- MATTER:

A. Domains of Literacy /Skills:

1. Oral Language:
    - Engaging in a conversation focusing on expressing choices

2. Phonological Awareness:
    - Blending letter sounds to read/form a word
    - Segmenting letter sounds in a word

3. Phonics and word recognition:
    - Understanding that the order of letters in a written word represents the order of sounds in a spoken word

4. Grammar:
    - Using different kinds of sentences (e.g. declarative, interrogative, exclamatory, and imperative)

5. Vocabulary:
    - Providing alternate words for a target word to reflect understanding of nuances (i.e. big, hug, enormous)

6. Listening Comprehension
    - Evaluating the predictions made on the basis of text listened to

7. Attitude towards language, literature and literacy
    - Making choices about which texts to read based on prior reading experience.

B. References: K to 12 BEP Curriculum Guide, Language Wonders 3 by Sevilla, et al., English for You and Me 3 by Beniita Miranda, Experiencing Language

C. Materials: Big book, graphic organizer, word cards
Story: "Jan's Birthday Gift" by: Mary Jane T. Ganggangan.

D. Theme: Me and My Family (Members of families, characteristics of the family)

E. Values: Obedience

III. Presentation of the Lesson

DAY 1

A. Preliminary Activities

Pre-Reading Phase

1. Unlocking of Difficulties

Show the following words written on flash cards.

a) Surprise – (Show a picture of a boy receiving a gift)
Say: It's Allen's birthday. He received a surprise from mother.

b) Embraced – (through gesture)
Say: Mother embraced her child so tight.

c) Pedalled – (through demonstration)
Say: Kevin pedaled his bike slowly.

d) Hurriedly – (synonym)
Say: He crossed the street quickly

e) Regretted – (through context clues)
Say: Marinel regretted not reviewing for the test. She felt sorry for having a low score.

2. Activating Prior Knowledge

Ask: What do you usually do on your birthday?
What gift do you receive on your birthday?
Whom do you celebrate your birthday with?

3. Developing the Purpose for Reading

- Show a picture of a family celebrating a birthday party.

Ask: Who are in the picture?

What are they doing?

Did you experience having a birthday party?

Describe your experience.

- Motive Question

1. Whose birthday was it?
2. What was his gift?
3. Did he like his parent's gift for him? Why?

B. Development of the Lesson

<u>During Reading Phase</u>

1. Present the big book entitled "Jan's Birthday Gift" to the pupils. (Previewing of the book will be done.)
2. Do the first reading. Ask question from time to time track comprehension and for the pupils to make predictions.
3. Let the pupils read along with you for the second reading.

<u>Post Reading Phase</u>

1. Answering the motive questions.
2. Comprehension check-up
   a. What is the story about?
   b. Who are the characters in the story?
   c. Whose birthday was it?
   d. What gift did Jan choose?
   e. If you were Jan, what gift would you choose? Why?

<u>Infusion of Values</u>:

If you were Jan, would you follow your Father's advice? Why? Why not?

C. Engagement Activity

Divide the class into four groups. Let them do the following activities:

Group 1. It was Jan's birthday. Father and Mother greeted Jan. Dramatize this part of the story

Group 2. On a half sheet of cartolina, draw the gift father and mother gave to Jan.

Group 3. Jan pedalled his bike too fast. Dramatize the part of the story when Jan fell from his bike.

Group 4. Father advised Jan not to run his bike too fast. Jan did not obey his parents. Make a letter saying sorry for not obeying father and mother.

Presentation and Processing of Group Output.

Questions	**Activity**
A. 1. Who woke up early? 2. Where did they go? (Group 1 will dramatize the part of the story)	**"HAPPY BIRTHDAY"** (Dramatize the part of the story showing how Father and Mother greeted Jan).
B. 1. Which gift did Jan choose? 2. Did father and mother give what Jan chose? 3. If you were Jan, what gift will you choose? (Group 2 will present their work)	**"SURPRISE!"** (Draw the gift Jan received from Father and Mother)
C. 1. Where did Jan go on Monday? 2. Did he ride on his bike? 3. What did he do with his bike? 4. What happened to Jan? (Group 3 will act out how they welcome visitors)	**"HELP ME"** Dramatize the part of the story when Jan fell from his bike
D.	**"I'M SORRY"**

1. Who brought Jan to the hospital? 2. What did Jan tell to himself? 3. Is it good to obey your parent's advice? Why? Why not? 4. If you were Jan, what will you say to your parents for not obeying them? (Group 4 will present their letter)	Make a letter saying sorry for not obeying father and mother

D.Assignment

Think about an experience you had for not obeying your parents' advice. Be ready to share it to the class.

DAY 2

A. Preliminary Activities

1. Review the details of the story,
   "Jan's Birthday Gift"
2. Ask some volunteers to share their answer to their assignment.

Development of the Lesson

1. Presentation
   Let the pupils the listen to the words taken from the story as you read them.

A.	B.
was	fast
yes	help
can	went
dog	hurt

Ask the pupils to identify each letter from the said words.

2. Discussion
   1. Let the pupils identify each letter whether consonant or vowel.
   Example: <u>was</u>: consonant-vowel-consonant or CVC
   <u>fast</u>: consonant-vowel-consonant-consonant or CVCC
   Ask: What is the pattern used in column A? In column B?

C. Enrichment Activities

1. Guided Practice

Activity 1: Read each word in the box. Classify them under the correct heading.

rank	bag	milk	bus	hunt
rest	jump	buy	dig	eat

CVC Pattern	CVCC Pattern
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity 2: Think of words with CVC or CVCC patterns. Segment each letter sound in front of the class and have other pupils guess what the word might be.

Example: /p/-/a/-/r/-/t/- part

2. Independent Practice

Encircle the word that does not follow the pattern of the first word.

1. want	went	card	far
2. dog	pet	sun	said
3. past	duck	tree	find
4. sit	corn	tub	red

D. Assignment

Write 10 words with CVC pattern and 10 words with CVCC pattern.

DAY 3

A. Preliminary Activities

1. Review the details of the story.
2. Study the sentences below.

These are the sentences taken from the story "Jan's Birthday Surprise"

a) Father and Mother greeted Jan.
b) May I have a new bike, Father?
c) Happy birthday, Jan!
d) Don't run your bike too fast.

B. Development of the Lesson

Discussion of the details of the story

Teaching/Modeling

a) Pupils read the sentences above
    - What is sentence a telling? What punctuation mark is placed at the end of sentence a? Sentence a is called a declarative sentence. It states something.
    - How does one feel when greeting someone? What punctuation mark is placed at the end of sentence b? Sentence b is called interrogative sentence. It asks a question.
    - In sentence b, what does Jan want to have? What is placed at the end of sentence c? Sentence c is called exclamatory sentence. It expresses strong feelings
    - In sentence d, what did father tell Jan not to do? What is placed at the end of sentence d? Sentence d is called and imperative sentence. It makes a command or request.
b) Teacher presents other sentences.
    - Is father working in the farm?
    - Sister helps mother wash the dishes.
    - Please look after your younger brother.
    - Hurrah! Brother won the race!
c) Pupils will identify the sentences whether declarative, interrogative, exclamatory, or imperative.

C. Enrichment Activity

Guided Practice:

In the blank before the sentence, write D – declarative, In – Interrogative, E – Exclamatory, Im – Imperative

___1. What are these children doing?
___2. Please water the plants every day.
___3. Do your homework.
___4. Come in, we are glad to see you!
___5. The ocean is deeper than the sea.

Independent Practice

Activity I. Tell whether the sentence is declarative, interrogative, exclamatory, or imperative

Glen: Where will you spend your weekends?
Frankie: We'll probably just stay at home.
Glen: It's fun to go to the beach! You can join us.
Frankie: Thank you. May I bring my bike?
Glen: Yes, you may. Don't be late. See you tomorrow.
Frankie: Thank you, bye!

Activity 2. Use the correct kind of sentence for each situation.

a) You want to know where your pencil is.
b) Ana tells her friend about her favorite pet.
c) Lina saw a very big snake.
d) Roy requests his classmates to clean the classroom.
e) Melvin is looking for mother.

D. Assignment

Write 5 sentences using the different kinds of sentences.

DAY 4

A. **Preliminary Activities**

1. Review/ Drill

Tell whether the sentence is a declarative, interrogative, exclamatory or imperative.

1. Please arrange the desks properly.
2. Hurray! We won the game.
3. Is the ocean deeper than the river?
4. The children are in the library.
5. Bring out your assignment.

2. Mood-Setting

The class recites the poem

At the Zoo
By: Mary Jane T. Ganggangan

Long time ago
I went to the zoo
I saw big elephants
And huge orangutans

Tigers, zebras, giraffes
Monkeys, lions, snakes
Horses, goats, crocodiles
Ostrich, peacocks and turtles
Small butterflies and tiny bees
Flying around in the cold breeze
Different animals are everywhere
Waiting for your love and care

B. Development of the Lesson

Discuss the details of the poem.

1. Who went to the zoo?
2. Where did I go?
3. What animals did I see?

4. What can you say about the orangutans? Elephants?
How about the butterflies? Bees?

5. If you were to choose, which animal will you get as a pet? Why?

6. How will you take good care of your pet?

Teaching Modelling

*The words big and huge, small and tiny mean the same.

*Teacher presents list of words with the same meaning.

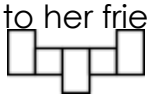
Examples: expensive- dear, costly
frightened- afraid, scared
intelligent- clever, bright
happy- jolly, glad
silent- quiet, still

Guided Practice

Guided by the boxes, complete the sentences by writing the correct meaning of each given word.Copy from the list of words below.

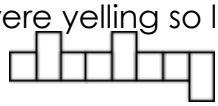
shouting	polite	loyal
mistake	wide	true

1. Sister is faithful to her friend.

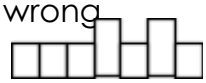
Faithful means 

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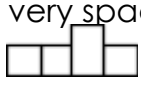
2. The children were yelling so loudly.

Yelling means 

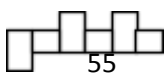
3. My answer is wrong.

Wrong means 

4. The classroom is very spacious.

Spacious means 

5. Riza is courteous.



Courteous means

C. Enrichment Activity

Independent Practice

Copy from the list of words in the petals the word that would mean the same as the underlined word.

_____1.Many people watched the contest.

_____2. Brother finished the race the fastest.

_____3. He received a reward.

_____4. He was very happy.

_____5. Brother was so grateful for his achievement.

glad

hankful
prize

quickest

plenty

D. Assignment

Encircle the correct word that would mean the same as the given words.

1. sniff-	smell	taste	see
2. fabulous-	small	true	fantastic
3. industrious-	lazy	hard-working	kind
4. talent-	ability	weakness	useless
5. clean-	dirty	tidy	wide

DAY 5

Evaluation

Review: Review on the different kinds of sentences and using alternate words to reflect understanding of nuances (words with the same meaning)

A. Read each sentence. Write D-declarative, IN-interrogative, E-exclamatory,and IM-imperative sentence.

_____1. Prepare your things now.
_____2. We shall spend our weekends on the farm.
_____3. Great! We can go fishing in the river.
_____4. Will you come with us?
_____5. Please wake up early, mother.

B. Underline the word that means the same as the italicized word in each sentence.

1. The children went to a *magical* place.
   (frightening, noisy, fascinating)
2. The Ferris wheel was so *big*.
   (tiny, huge, narrow)
3. They had a *wonderful* day.
   (fantastic, ordinary, simple)

4. The roller-coaster goes up and down *quickly*.
   (speedy, slowly, tardily)
5. The children had a *happy* experience.
   (lonely, joyful, tiring)

APPENDIX

JAN'S BIRTHDAY GIFT

By Mary Jane T. Ganggangan

It was Sunday morning. Father and Mother got up early. They went to Jan's bedroom.

"Good morning, Jan. Happy birthday", greeted Mother. "Which gift do you like, a set of new clothes or a new bike?" Father asked as he kissed and embraced Jan. "May I have a new bike, Father?" asked Jan. "Yes, you may", agreed Father.

"Thank you so much, Father and Mother. May I ride on my new bike as I go to school?" shouted Jan. "Yes son, but be careful always. Do not run your bike too fast so that you will not hurt yourself", advised Father.

On Monday, Jan was ready for school. He rode on his bike. "I will be in school in five minutes", he said as he pedaled his bike faster and faster. It was already late when he noticed a dog crossing the street. He hit the dog and fell from his bike.

"Help! Help! I can't stand. My foot aches!" shouted Jan.

Mang Andres, a nearby pet shop owner, hurriedly brought Jan to the hospital.

"I should have obeyed the advice of my Father not to run my bike too fast", regretted Jan.

WEEK 6

I. OBJECTIVES:

A. Engage in a conversation for a variety of purpose: express their choices.
B. Blend letter sounds to read/form a word.
C. Segment letter sounds in a word.
D. Understand that the order of letters in a written word represents the order of sounds in a spoken word.
E. Use punctuation marks (period, question mark, exclamation point).
F. Provide alternate words for a target word to reflect understanding of nuances (i.e. big, huge, enormous).
G. Reformulate prior knowledge on the basis on new information learned from text.

II. SUBJECT MATTER:

A. Domains of Literacy /Skills:

1. Oral Language:
    - Engaging in a conversation for a variety of purpose: express their choices

2. Phonological Awareness:
    - Blending letter sounds to read/form a word
    - Segmenting letter sounds in a word
    - Understanding that the order of letters in a written word represents the order of sounds in a spoken word

3. Phonics and word recognition:
    - Understanding that the order of letters in a written word represents the order of sounds in a spoken word

4. Grammar:

- Using punctuation marks (period, question mark, exclamation point)

5. Vocabulary:
   - Providing alternate words for a target word to reflect understanding of nuances (i.e. big, huge, enormous)

6. Listening Comprehension
   - Reformulating prior knowledge on the basis on new information learned from text

B. References: K to 12 BEC Guide, Voyages in English by Brookes and Masino
Skill Builders for Efficient Reading by Jose, Villanueva and Villamin

C. Materials: Big book, charts, word cards
Story: It's Weekend by:Editha V. Luna

D. Theme: Activities our family does together

E. Values: Obedience

III. LEARNING ACTIVITIES:

DAY 1

A. Preliminary Activities

Pre-Reading Phase

1. Unlocking of Difficulties

Show the following words written on flash cards.

1. weekend (through context clues)
2. shopping (through context clues)
3. supermarket (through context clues)
4. expensive (through context clues)
5. priority (through context cluess)

2. Activating Prior Knowledge

Ask: Do you still remember the song, Days of the Week? Let's sing it.

Days of the Week
What are the days when we go to school?
Monday, Tuesday, Wednesday, Thursday and
What are the days when we stay at home?
Saturday and Sunday.

What are the days when you go to school?
What about the days when you are at home?
What do you do during weekends?

3. Developing the Purpose for Reading

- Show a picture of a family who will enter a mall.
  Ask: Where do you think they are going?
  What do you think they will buy?
  Why do you think they will buy them?
- Motive Question
  Did the family enjoy their weekends? Why?

B. Development of the Lesson

<u>While Reading Phase</u>

1. Reading of the story," It's Weekend" from cover to cover.
2. Ask: (Prediction questions will be asked from time to time)
   "What do you think will happen next?"

<u>Post Reading Phase</u>

1. Processing answers in the prediction chart
2. Comprehension check
   1) Where did the family go?
   2) Where did they go first?

3) What happened when Jessie and Jacob got whatever they wanted from the shelves?

4) Why do you think they did that?

5) If they did not return most of the items that Jessie and Jacob got, what do you think would have happened? Why?

C. Enrichment Activity

Infusion of Values:

If you were Jessie or Jacob, would you also do the same thing? Why? Why not?

D. Assignment

If you will go to the supermarket, list down all the things that you will buy. Preparea short paragraph why you listed them.

DAY 2

A. Preliminary Activities

1. Review:

(Review of the story " It's Weekend")

Recalling of the events happened in the story by citing some of the most liked incidents in the story.

2. Call some volunteers to read their assignment.

B. **Development of the Lesson**

1. Engagement Activities:

Divide the class into five groups. Let each group do one of the following activities:

Group 1. Pretend that you are Jessie or Jacob, create a dialog while you aregetting whatever you like from the shelves. Act it out .

Group 2. Kristine told her brothers to stop but they ignored her. Act out how she did it.

Group 3. At the cashier, their groceries exceeded the limit. Create a dialog how they returned most of the items.

Group 4. Make a list of what to buy in the supermarket.

Group 5. Pretend that you are Jessie or Jacob. Write a short paragraph about your experience with your family.

Presentation and Processing of Group Outputs.

D. Assignment

Here are some words taken from our story. Look for wordthat has the same meaning with these words. Use your dictionary.

1. shop 6. expensive
2. supermarket 7. beyond
3. ignore
4. priority
5. high

DAY 3

A. Preliminary Activities

1. Drill

Read the following words taken from the story:

1. expensive
2. beyond
3. ignore
4. priority
5. high
6. supermarket

Try to look for the word from the box that is the same as the word above.

Grocery store	great	snub
main concern	costly	outside

B. Development of the Lesson

1. Present the sentences taken from the story " It's Weekend".
2. Read the following words written on strips of cartolina.

1**.)** Kristine told her brothers to stop but they ignored her.

2.) Oh my, the numbers of expensive chocolate bars were beyond the limits!

3.) So, what do you think father and mother did?

4.) " Please Jessie, Jacob that's enough ".

Teaching/Modeling**:**

a. Discussion:

Look at the strips of cartolina posted on the other side of the blackboard.

declarative	interrogative	exclamatory	imperative

Let us place the sentences under their proper heading.

What punctuation mark was used in the sentence under declarative? Interrogatve?Exclamatory?Imperative?

Why do we use these punctuation marks for the different kinds of sentences?

b. Generalization:

How do we know the punctuation marks to be used for the different sentences?

Sentences start with capital letters and end with punctuation marks.

Declarative sentence ends with a period.

Interrogative sentence ends with a question mark.

Exclamatory sentence ends with an exclamation mark.

Imperative sentence ends with a period.

Guided Practice:

Can you name whatkind of sentence is each?

1. Do you like chocolate puto
2. Chocolate comes from cocoa beans
3. Mix the eggs with the condensed milk
4. What a delicious chocolate puto you made

You are right if you said that sentence 1 is an interrogative sentence. It asks something. Sentence 2 is declarative. It tells something. Sentence 3 is imperative. It tells what to do. Sentence 4 is an exclamation. It expresses a strong feeling- i.e. joy.

Tell what punctuation mark is to be used for each sentence.

C. Enrichment Activity

Independent Practice

Read the following sentences. Put the correct punctuation mark at the end of each sentence.

1. I like to make puto
2. Do you have cheese
3. We have all the ingredients
4. It's hard to put the mixture in a small container
5. Don't touch the hot steamer
6. When will theputo be done
7. The puto smells great
8. Please share the cheese puto with your sister

D. Assignment:

Decide whether each sentence is imperative, interrogative, imperative or exclamatory. Rewrite each sentence on the blank and add the correct punctuation mark.

1. Cooking is fun

_____

2. Do you know how to cook

_____

3. Chop meat and vegetables into bite-sized pieces

_____

4. Heat a small amount of oil in a skillet

_____

5. Stir in the meat and vegetables

_____

6. Be careful

_____

7. Don't burn yourself

_____

8. Put a little seasoning to taste

_____

9. You followed instructions well

_____

10. Did you enjoy what you did

_____

DAY 4

A. Preliminary Activities

Checking of assignment

B. Development of the Lesson

Engagement Activities:

Pupils will be grouped into four.

Group 1

Write and memorize sentences about yourselves. The sentences should be declarative. Tell about these things. Be ready to act out in front of the class.

1. Your favorite tv show
2. A good book you read

Group 2

Think of three things that caused you to have strong feelings – extreme joy or sadness. Start the exclamatory sentence with the word how.

ex. I passed the math test. How happy I was!

Group 3

Think of a famous place, such as Hundred Islands, Luneta Park, Mayon Volcano or Malacañang Palace. What would you like to know about the place? Write as many as interrogative sentences about the place.

Group 4

Think of a game you like to play. Write four directions for playing the game. Use imperatives.

C. Assignment:

Change each sentence to make it into a statement, a question, a command, or an exclamation. Add a correct punctuation mark.

1. The bibingka is on the table.

a. Interrogative
b. Imperative
2. Wash your hands
a. Declarative
b. Interrogative
3. Can you eat that huge slice?
a. Imperative
b. Exclamation

DAY 5

A. Review

1. Checking of the assignment

B. Enrichment:

You will celebrate your birthday in your house.Create an invitation card for your friends. Tell them too how they can possibly find your house. Make sure to use different kinds of sentence in your card.

Appendix

It's Weekend
By: Editha V. Luna

Since it's weekend, Kristine's family decided to go shopping and have some family time out.

At the grocery, her younger brothers, Jessie and Jacob got whatever they want from the shelves, even the things they didn't want to eat or needed. Oh my, the numbers of expensive chocolate bars were too beyond the limits!

"Please Jessie, Jacob that's enough. "Kristine told her brothers to stop but they ignored her. At the cashier, their groceries totaled sky high. So, what

do you think father and mother did? They had to return back most of the items that they didn't need for they didn't had the extra money for them. Soon, their parents called their attention and explained their priority was to buy the things they needed most at home. The children realized their actions.

After grocery, they moved on to the department store and their parents bought them each their favorite dress since they've all done well at home as well as in school.

At last shopping had ended! The family had their meal at the fast food chain. While eating they finally shared their thoughts of this weekend family bonding.

WEEK 7

I. OBJECTIVES:

A. Engage in a conversation for a variety of purposes: feelings about others' ideas.
B. Understand that the order of letters in a written word represents the order of sounds in a spoken word.
C. Use phonic knowledge to attempt unknown words.
D. Use nouns in sentences focusing on people and animals.
E. Transform root words to appropriate structure to fit a sentence (i.e. smile – smiled, smiles, smiling).
F. Know how to read for specific purposes and to seek answers to specific questions.

II. SUBJECT MATTER:

A. Domains of Literacy/ Skills:

1. Oral Language
    * Engaging in a conversation for a variety of purposes: feelings about others' ideas
2. Phonological Awareness

* Understanding that the order of letters in a written word represents the order of sounds in a spoken word

3. Phonics and Word Recognition
   * Using phonic knowledge to attempt unknown words
4. Grammar
   * Using nouns in sentences focusing on people and animals
5. Vocabulary
   * Transforming root words to appropriate structure to fit a sentence (i.e. smile – smiled, smiles, smiling)
6. Listening Comprehension
   * Knowing how to read for specific purposes and to seek answers to specific questions

B. Reference: K to 12 BEC Guide, Language Wonders 3 by Sevilla, et al., English for You and Me 3 by Beniita Miranda, Experiencing Language

C. Materials: Big Book "Our Family Traditions" by Mary Jane T. Ganggangan

D: Theme: Our Family Traditions/ Celebrations/ Customs

E: Values: Close family ties, taking pride of our family traditions/celebrations/ customs/ family heritage

III. LEARNING ACTIVITIES

DAY 1

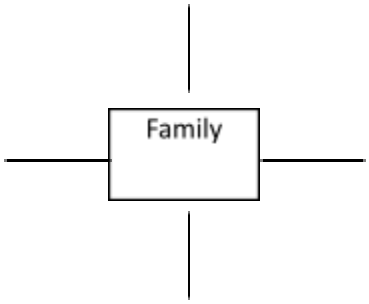
A. Preliminary Activities

Pre-Reading Phase

1. Unlocking of Difficulties
   * rushed - (through demonstration)
   * Angelus - (through context clues)
   * reunion - (through context clues)
   * hospitable - (through context clues)
2. Activating Prior Knowledge

   Ask: What do you do everytime your parents, grandparents, and elders come home? Why?

What are the things you do together as a family?



3. Developing the Purpose for Reading

Say: Today, we are going to read the story, "Our Family Traditions."

Let us find out the different family traditions and customs the Ortega family has.

B. Development of the Lesson

<u>During Reading Phase</u>

1. Present the big book, "Our Family Traditions" to the pupils. Lead the previewing activity.
2. Do the first reading then ask questions from time to time to track comprehension and/ or for the pupils to make predictions.

C. Enrichment Activity

<u>Post Reading Phase</u>

1. Answer the motive question.
2. Comprehension Check:
   1) Who got up early?
   2) Why did they get up early?
   3) Why did Mother go to the market?
   4) What time did the Johnson family arrive?
   5) How did the Ortega family welcome the Johnson family?
   6) Why did the church bell ring at six o'clock?
   7) If you were Andrew or Kenneth, would you like to stay in the Philippines? Why? Why not?

Infusion of Values:

What are the family traditions shown in the story?

Do you think it is good to continue these traditions? Why? Why not?How will you preserve these traditions?

DAY 2

A. Preliminary Activities:

1. Review

Ask questions about the details of the story, Our Family Traditions.

B. Development of the Lesson

1. Engagement Activities:

Divide the class into five groups. Let them do the following activities.

Group 1. Dramatize the scene when the Ortega family worked together to prepare for the coming of the Johnson family.

Group 2. Make a streamer/ poster to welcome the Johnson family.

Group 3. Act out the scene when Ana and Mark did the "pagmamano" to Aunt Rose and Uncle Andy.

Group 4. Compose a short prayer. Write it on a Manila Paper.

Group 5. Draw the happy faces of the Ortega and Johnson families and compose a song or yell about your families.

C. Enrichment Activity

(Presentation and Processing of group outputs)

QUESTIONS	ACTIVITIES
Group 1 1. Who got up early?	**"Let's Help One Another"**

2. Why did they get up early? 3. Who went to the market? Group 1, please show/ present to us your dramatization.	Dramatize the scenewhen the Ortega family worked together to prepare for the coming of the Johnson family.
Group 2 1. What time did the Johnson family arrive? 2. What did the Ortega family do? 3. Do you think they were happy to see each other? Why? Group 2, please show us your streamer or yell.	**"Welcome Home"** Make a Welcome streamer on a Manila Paper and compose a yell to welcome your visitors.
Group 3 1. Who kissed the hands of Aunt Rose? 2. Why did they do that? 3. Do you also do the same to your elders? Why? Group 3, please present your activity.	**"Mano po"** Act out the scene of "pagmamano."
Group 4 1. What did the Johnson family bring home for the Ortega family?	**"The Prayer"** Compose a prayer. Write it on a Manila Paper.

2. Why did the church bell ring at six o'clock? 3. Why did they proceed to the altar? 4. Do you also pray the Angelus? Why? Group 4, please show us your prayer.	
Group 5 1. What did the relatives of the Ortega and Johnson families celebrate> 2. Why were the families happy? 3. What did Andrew and Kenneth say about Filipino families? 4. Do you think Andrew and Kenneth enjoyed their stay in the Philippines? Why? How did they feel? If you were Andrew and Kenneth, would you like to stay in the Philippines? Why? Group 5, please present your drawing and sing/ shout out your yell.	**"We Are One Big Happy Family"** Draw the happy faces of the Ortega and Johnson families and compose a yell or song about your families.

D. Assignment

List down at least three traditions that you still do as a family.

DAY 3

A. Preliminary Activities

1. Drill: Identify each sentence whether it is declarative, interrogative, exclamatory or imperative.

_____1. Please water the plants everyday.
_____2. Is a cauliflower vegetable?
_____3. Grandfather has a vegetable garden.
_____4. Go and sell eggplants.
_____5. Wow! What a big tomato.

2. Review: Use the correct punctuation mark at the end of each sentence. Write it in the box.

1) Yippee ☐ We won the Reading Contest.
2) The Grade III pupils are in the library ☐
3) Please return the books in the shelves ☐
4) Did you finish reading the book ☐
5) Read quietly ☐

3. Mood-Setting:

Read the short story.

At the Zoo

One Friday morning, the Grade III pupils of Mrs. Santos went to the zoo. The zookeeper oriented them on what to do and not to do inside the zoo. After the orientation, they went around the zoo.

"Look at the elephants, giraffes, lions, tigers, crocodiles and ostrich. This is my first time to see such huge animals," shouted the boys.

"Come over here! There are different kinds of fish in the pond," the girls screamed.

"I'm afraid of the snakes," whispered Joy.

"Children, it's time for us to watch the Dolphin and Sea Lion Show. We better proceed to the swimming pool," said Mrs. Santos.

The children enjoyed the tricks the dolphins and sea lions showed. They went home happy and told the story to their family.

B. Development of the Lesson

Ask:

1. Who went to the zoo?
2. What were the huge animals the boys saw in the zoo? What animals was Joy afraid of?
3. What animals did some tricks?
4. If you were to choose which animal would you get as pet? Why?
5. How will you take good care of your pet?

Teaching/ Modeling:

Present the sentences taken from the story.

Set A

1. The Grade III pupils of Mrs. Santos went to the zoo.
2. The girls screamed.
3. The boys shouted.

Set B

1. Look at the elephants, giraffes, lions, tigers, crocodiles and ostrich.
2. The dolphins and sea lions did some tricks.

What are the underlined words in A? B?

What do these words name or tell?

* Words that tell names of people and animals are nouns.

Guided Practice:

Activity A. Classify the nouns below under the correct heading.

teacher	lizard	bird	flower
monkey	policeman	farmer	carpenter
mother	butterfly	goat	book

People	Animals
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity B. Box all the names of people and underline the names of animals in each sentence.

1. Angel has a pet bird.
2. The rabbit was given to Joseph.
3. Beth feeds the chickens everyday.
4. Put the fish in the aquarium, Lyka.
5. Christine wants to ride on a horse.

C. Enrichment Activity

Independent Practice:

Activity A. Form sentences using the noun before the number.

(cow) 1._____.
(teacher) 2._____
(fisherman)3._____
(dog) 4._____.
(doctor) 5._____

Activity B. Write sentences using names of people of your choice.

1.

2.
3.
4.
5.

Activity C. Write sentences using names of animals of your choice.

1.
2.
3.
4.
5.

D. Assignment:

Write sentences using the following nouns.

1. mosquitoes
2. father
3. carabao
4. librarian
5. snake

DAY 4

A. Preliminary Activities:

1. Review/ Drill:

Read each sentence. Encircle all the nouns that represent people and box those that name animals.

1) The dog barks at strangers.
2) Father catches fish in the river.
3) He bought a pair of love birds for sister.
4) Vilma is afraid of snakes.
5) Bring your sick cat to a veterinarian.

2. Mood-Setting:

The class reads the short story.

I Had a Dream

Last night, I had a dream. I dreamed that I had visited the moon. As I walked around the moon, I saw shining stones and picked some. I placed them in my pocket. When I returned home, I found out that those were stars. I shouted to tell everyone that I got some stars. Mother rushed to my room and said,"Wake up child, you are having a dream."

B. Development of the Lesson

Discussion of the details of the story.

1. Who had a dream?
2. What was your dream?
3. What did you see?
4. Would you want to go to the moon? Why?
5. Do dreams come true? Why?

Teaching/ Modelling:

1. What are the underlined words in the story?

dreamed	picked	shouted
walked	placed	rushed
visited	returned	

2. What is the rootword of each word?
3. What do these words tell?
4. When did the action happen?
5. What is added to the rootword?

Say: We use the verb + ed whenthe action happened in the past. We call it the "past form" of the verb.

Example: Mara picked flowers in the garden yesterday.
Last year, we visitedBalwarte in Vigan City.

Guided Practice:

Activity 1. Write the correct past form of the following words.

1. plant - _____
2. pray - _____
3. help - _____
4. clean - _____
5. cook - _____

Activity 2. Choose the correct action word for each sentence.

1. Yesterday, Carla (help, helped) Mother do the household chores.
2. She (scrub, scrubbed) the floor.
3. She (arranged, arrange) the magazines.
4. She (cook, cooked) the rice.
5. She (washed, wash) the dishes.

C. Enrichment Activity

Independent Practice:

Activity1. Read each sentence. Underline the action word in each sentence.

1. Last Saturday, my father harvested some corn.
2. We removed the peelings.
3. Mother washed and boiled them.
4. Father roasted some corn.
5. We enjoyed the sweet taste of the corn.

Activity 2. Complete the sentence below each picture. Use the correct form of the verb.

1. Daniel _____television last night.

2. Donna_____ the plants yesterday.

3. Sharon_____flowers last week.

4. Rommel _____last night.

5. Cindy _____the table a while ago.

D. Assignment:

Write a short paragraph about what you did in school or at home yesterday.

DAY 5

Review:

Review on nouns focusing on people and animals and on past form of the verb.

A. Read each sentence. Encircle the noun used and write whether it refers to a person/persons or animal.

_____1. Our school principal comes to school very early.
_____2. Butterflies help flowers bloom.
_____3. The hen gives us eggs.
_____4. My classmates will attend my birthday party tomorrow.
_____5. The Boy Scouts are helpful.

B. Underline the correct action word in each sentence of the short paragraph.

Last Sunday, my family and I (attend, attended, attending) the mass. We (prayed, praying, prays) quietly. We (listen, listened, listening) to the words of God. We (joins, join, joined) in singing worship songs.We(thanks, thanked, thanking) God for blessing our family.

Appendix:

Our Family Traditions
by Mary Jane T. Ganggangan

One day, the Ortega family got up early. They were all excited to meet the Johnson family, their cousins from America.

"Children, let's help one another to clean our house. Each one of you should do your assigned work," said Father. Everybody agreed and they all started to work.

"I'll go to the market and buy some food. I'll prepare delicious food for all of us. Surely, your cousins will enjoy them," said Mother.

At three o'clock, a van stopped in front of their house. The Ortega family rushed to welcome their visitors.

"Welcome to the Philippines, cousins. We are so glad to see all of you," shouted Ana and Mark as they wave the streamer.

"Mano po, Aunt Rose. Mano po, Uncle Andy," said the children.

"Mother, what are they doing? Asked Andrew. "This is what we call 'pagmamano'. It is a sign of respect given to elders," said Aunt Rose. "Why don't you do the same to your Aunt Lina and Uncle Jose?" she added.

Andrew and Kenneth did.

They all went to the living room. The Johnson family brought out their "pasalubong". Everybody was so happy. Mother received a bag. Father got a pair of shoes. A toy car was given to Mark and a dool was given to Ana. The Ortega family was so grateful.

Aunt Lina and Ana prepared the snacks.

"Iknow you missed our bibingka, suman, puto and buko juice. Please have some." Said Aunt Lina.

"I really missed all these food. Hmmm, our native delicacies are so delicious," thanked Aunt Rose.

At six o'clock, the church bell rang.

"Come, let's all proceed to the altar," said Aunt Lina.

"Why, Mother? What will we do?" asked Kenneth.

"Every six o'clock and twelve o'clock noon, we pray the Angelus, son. Come let's join them," explained Aunt Rose.

After praying the Angelus, they all proceeded to the dining room. They ate their dinner. They exchanged stories. They thought of having a family reunion. They sent messages to their relatives.

After two days, they had their family reunion. They were all excited and happy to see one another. They had games, program and a very fine lunch.

Andrew and Kenneth were also happy playing with their relatives.

"I like to stay here," said Andrew.

"The people are happy, hospitable, helpful, and prayerful," added Kenneth.

"The closeness of the families is very strong. We love their family traditions and customs. It's more fun to stay in the Philippines," Andrew and Kenneth said with pride.

"That's true children. Our family tradition in the Philippines is beyond compare," agreed Aunt Rose.

WEEK 8

I. OBJECTIVES:

A. Engage in a conversation focusing on seeking help.
B. Use common expressions in seeking and giving help.
C. Show understanding that the order of letters in a written word represents the order of sounds in a spoken word.
D. Use phonic knowledge (with emphasis on hard and soft /th/) to attempt unknown words.
E. Use nouns in sentences with emphasis on places and things.

F. Transform root words to appropriate structure to fit a sentence (i.e. smile – smiled, smiles, smiling).
G. Predict what might happen next in a text.
H. Make choices about which texts to read based on prior reading experience.

II. SUBJECT MATTER:

A. Domains of Literacy/ Skills:

Oral Language

Engaging in a conversation focusing on seeking help
Using common expressions in seeking and giving help

Phonological Awareness

Understanding that the order of letters in a written word represents the order of sounds in a spoken word

Phonics and Word Recognition

Using phonic knowledge (with emphasis on hard and soft /th/) to attempt unknown words

Grammar

Using nouns in sentences with emphasis on places and things

Vocabulary

Transforming root words to appropriate structure to fit a sentence (i.e. smile – smiled, smiles, smiling)

Listening Comprehension

Predicting what might happen next in a text

Attitude Towards Language, Literature and Literacy

Make choices about which texts to read based on prior reading experience.

B. Reference: K to 12 BEC Guide, http://www.muffinsongs.com

C. Materials: "Please Help Me!" byLilibeth A. Magtang

D. Values: Being responsible family members

E. **Weekly Theme:** My Family and the Roles of Family Members

III. LEARNING ACTIVITIES

DAY 1

A. Preliminary Activities

Pre-Reading Phase (15 mins)

1. Drill
2. Review

   Name some examples of nouns focusing on people and animals. (You may employ fun activity for this.)
3. Mood-Setting

   Show a picture to the pupils . The picture depicts a big sister helping her younger sister in doing her assignment.

   Questions:

   - Who are in the picture?
   - What is happening in the picture? (Rephrase question for the pupils, if necessary.)
   - Did a similar scene already happen to you? Describe your experience.
4. Unlocking of Difficulties

   The pupils will be guided in unlocking the meaning of some words through context clues.

   Directions: Read each sentence carefully. Through the help of context clues, find the meaning of the underlined word in each item. Choose from the given options.

   1) Mother was indeed <u>disturbed</u> when it was dark and my brother was not yet home.

      a. troubled b. contented c. calmed

2) When the wind blew hard, dried leaves came falling down and scattered on the ground.
   a. laid b. moved c. spread
3) Everybody liked the attractive birthday suit she was wearing.
   a. cap b. dress c. jewelry
4) If you won't study hard, you will get low grades and your parents will be disappointed.
   a. saddened b. overjoyed c. excited
5) Grandmother would always want to stay at the veranda to enjoy fresh air.
   a. porch b. bedroom c. rooftop

B. Development of the Lesson

During Reading Phase (15 mins)

1. Present the big book entitled, "Please Help Me "to the pupils. Previewing of the book will be done.
2. Do the first reading. Ask questions from time to time to track comprehension and/or for the pupils to make predictions.
3. Then, he/she invites the pupils to read along for the second time.
4. A volunteer/ volunteers will be given a chance to read the story by themselves.
5. Comprehension Check:
   Who was not yet ready to go to school? Why?
   What did she do to find her missing stuffs?
   Is it fine to ask help from others? Why?
   If you were Fe, would you also seek help from others? Why?
   If you were Ate Bing, would you have done the same thing? Why?

C. Enrichment Activities

Post-Reading Phase (5 mins)

Take out a particular part of the story then some pairs of pupils will read the lines, one pair after another.
They may read the dialogue as it is or they may change the underlined phrases with the ones listed in the box.

- art materials/pencils/,etc.
- Would you mind helping…

May I request you to…

- I am glad to help you.

Certainly, I will help you.
Let me help.

(1) *(2)*

FE: "Ate Bing, did you see my scrapbooking materials?" Please help me look for them, or else I won't be able to finish my Science project.

(3)

ATE BING: "I didn't see your stuffs, dear but of course, I will help you."

Divide the pupils into five groups. Each group will be given an activity card to guide them on what to do.
Example:
Write a short dialogue out of this situation:
You want to water the plants in your garden. You cannot carry the pail full of water. Ask help from your big brother.

Group presentation will be done. (If time is not sufficient, this will be done on the next day.)

D. Assignment:

Draw your favorite scene of the story. Write your feelings and thoughts about it.

DAY 2

A. Preliminary Activities

1. Drill

   Complete the lines of this dialogue. Use expressions in seeking and giving help.

   Tina: I want to get my ball that jumped over the fence.

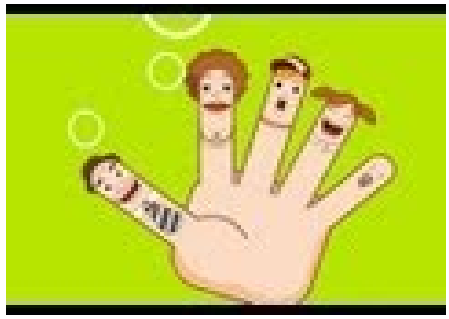
   _____?

   Kuya Ben: Sure, _____.

2. Review

   What are some of the common expressions used in seeking and giving help?

3. Mood-Setting



Song:http://www.muffinsongs.com

Father finger, Father finger, where are you?
Here I am, here I am,.
How do you do?

(Repeat these lines for Mother, Brother, Sister, Baby.)

B. Development of the Lesson

1. Presentation
   - Show a collage depicting all members of the family doing specific tasks for the family.
   - Let pupils talk about what they see in the collage.

   (It is expected that pupils will be able to mention that family members are doing their responsibilities at home.)

2. Teaching/ Modelling
   - Take out the following words from the sentences given:

     father mother brother
   - The class reads the words. The hard /th/ will be emphasized.
   - The following sentences will be read by the class. This time emphasizing on soft /th/.

     Father always<u>thinks</u> of our family's welfare.

     Everyday, Mother doesn't miss to <u>thank</u> God for a blessed family.

     I am the <u>third</u> child of our parents. My brother, sister and I love one another.

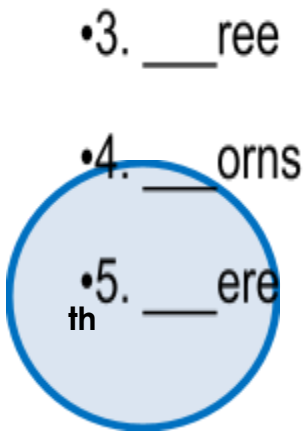
     - Th in father, mother and brother is hard th sound. Other examples are: this, that, there, they. Thinks, thanks and third has soft th sound. Other examples are: thumb, thorn, thirty, thick.

C. Enrichment Activities

1. Guided Practice
   - The teacher reads some words with hard /th/ and soft /th/.
   - The pupils will read along for the second reading.
   - Some volunteers will read the words by themselves.

Hard /th/	Soft /th/
the they that them those there	thin thing three thorn thongs thunder

- The pupils will be guided in completing the words in the small circles with "th". They will then write the words on the blackboard. They will read the words accurately.



2. Independent Practice

Put a check(√) before the word with a hard thinitial sound. Put a cross (x) before the word with a soft th initial sound.

_____1.throne
_____2.their
_____3.them
_____4.though
_____5. Thursday
_____6. thread
_____7. thigh
_____8. theme
_____9. thought
_____10.thermos

D. Assignment

List down five (5) words with hard th final sound and another five (5) words with soft th final sound.

DAY 3

A. Preliminary Activities

1. Drill

   The pupils read the following words:

father	teeth
mother	bath
brother	therapy
feather	cloth
there	theory

2. Review
3. Mood-Setting
   - The pupils will have an imaginary trip around a house.
   - Through dictation, the teacher guides and directs them on what to imagine.

   Sample script of the teacher:

   Children, this afternoon, we are going to boil the bananas we harvested in our garden but to do this, we need a pot. We don't have any here so we need to go back to the house and get a pot. Please come with me and help me find the pot in the house.

   At the count of three, please close your eyes slowly. One…two…three….We are now entering our house. This is our living room. Look at this place. This is where we receive visitors. Most of the time, the whole family, sit together in this part of the house and watch our favorite television shows. Can you see a pot in this place? No. Let us move on. This is our bedroom. My

eldest daughter, "Ate" and her little sister do not leave the room in the morning without fixing the bed, its cover, blanket and pillows. Can we find the pot here? Definitely not. Now this is the comfort room. This is also called toilet, right? Kuya is in charge of cleaning this area. I wonder if the pot is here? Now here is another part of our house. This is the dining room. This where the whole family happily dine together. Can we now see the pot here? Not yet, so let's walk on. This is the last part. This called the kitchen. This is my favorite place because this is where I cook. Everything I need when I prepare food for my family is right in this place. Father's task is to fetch water and keep our water container always filled to the brim. Can we find the pot here? Yes! The pot is here. Now, we are ready to travel back to the classroom. At the count of three, you open your eyes slowly. One...two...three....

B. Development of the Lesson

The teacher asks:

1. What are the parts of the house that we saw in our imaginary trip?
2. What happens in each part of the house?
3. In your own house, what do you see in these areas?
4. Who help keep the house in order? What does each of the family member do?
5. Share what your own family do to show sense of responsibility, unity and cooperation?

Write the responses of the pupils on the board.

Examples:

1. In the living room, we watch TV while sitting on the soft sofa.
2. Mother cooks food in the kitchen.
3. In the kitchen, father fills the jug with water.

Teaching/ Modelling:

Teacher emphasizes the following points:

- We can use nouns in sentences. Examples of nouns are places and things.
- Sample Sentence 1: In the kitchen, father fills the jug with water. The underlined words are nouns. (Of course, father is also a noun but it's not the focus.)
  Kitchen – place; jug, water - things
- Sample Sentence 2: In the living room, we watch TV while sitting on the soft sofa.
  Living room – place; TV, sofa – things

Guided Practice

The pupils, with the guidance of the teacher form sentences using the nouns before the number.

(market, fruits and vegetables)

1._____

(library, books)

2. _____

(park, flowers) 3._____

(church, religious images)

4._____

(theater, big screen)

5._____

C. Enrichment Activity

Independent Practice

The pupils will be asked to answer a teacher-made worksheet on using nouns (places and things) in sentences.

D. Assignment

Write five sentences to describe the following places:

1. garden

2. riverbank
3. seashore
4. road
5. bus terminal

DAY 4

A. Preliminary Activities

1. Review/ Drill

   Underline all the nouns that represent places once and things twice.

   1) The table is covered with a clean linen.
   2) The telephone in the hallway had been ringing for hours.
   3) I picked flowers in the garden.
   4) The children played with marbles in the backyard.
   5) We used banana leaves in cleaning the floor of our classroom.

2. Mood-Setting

   The class sings a song about family. Some words of the song end in –ing.

B. Development of the Lesson

Discussion of the details of the song.

Teaching Modelling

The v+ing is used when the action is in progress.

Examples: Grandfather is fixing the fence.

My brothers are helping grandfather in his work.

Guided Practice

Complete the sentences with the appropriate words from the box.

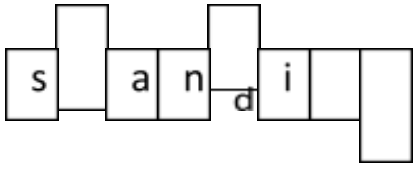
listing drawing	counting	doing	working

1. I and my friends are _____ something important today.
2. We are _____ on our group project in Math.
3. Mila is _____ the figures.
4. Joy is _____ all the materials gathered.
5. I am _____ down things that are yet to be done.

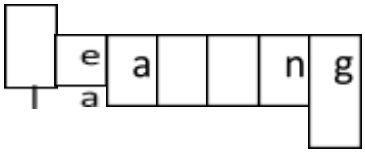
C. Enrichment Activity

Independent Practice

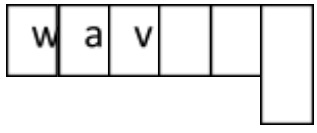
Guided by the boxes, complete the sentences with appropriate verbs.

1. The children are 

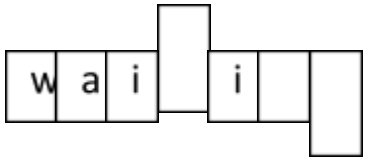
in front of the house.

2. They are 

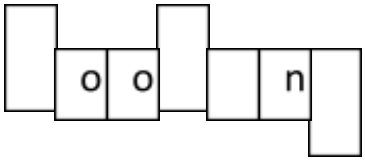
for school.

3. Their parents are 

their hands.

4. The kids are still 

for the tricycle that will take them to school.

5. They are 

at their parents from time to time.

D. Assignment

Add -ing to the following words then write a sentence for each.

1. make
2. climb
3. take
4. eat
5. sweep

DAY 5

Review

Review on nouns focusing on places and things and other lessons learned.

Evaluation

(Teacher's discretion)

Appendix:

"Please Help Me"

One very early Monday morning, Fe looked very worried and disturbed. Apparently, she was not yet ready for school. She still wore her night suit, has not taken a bath, and worse, her things were still scattered on the floor. ***(Can you make a wild guess why Fe is not yet ready to go to school?)***

"How can I submit my Science project today? Surely, Mrs. Santos will get disappointed with me. I wish I could find my scrapbooking materials for my project."

Fe went to the living room and saw her sister dusting dirt off the pieces of furniture. She asked, "Ate Bing, did you see my scrapbooking materials?" Please help me look for them, or else I won't be able to finish my Science project." ***(Do you think her Ate Bing will help her find her missing stuffs?)***

Ate Bing answered, "I didn't see your stuffs but of course, I will help you." Do you remember which bag you placed them in?"

"I don't remember taking them out from the red plastic bag the variety store vendor used to wrap them." Fe seemed so certain of her answer***. (What do you think will happen next?)***

"Then, I know where we can find them. I saw that red plastic bag in the first drawer of the cabinet near the veranda."

True enough, they found the items. Fe got relieved and she thanked her sister for helping her.

WEEK 10

I. OBJECTIVES:

A. Engage in a conversation for a variety of purposes: ask questions to inquire and clarify.
B. Understand that the order of letters in a written word represents the order of sounds in a spoken word.
C. Use phonic knowledge to attempt unknown words.

II. SUBJECT MATTER:
A. Domains of Literacy /Skills:
1. Oral Language:

- Engaging in a conversation for a variety of purposes: Asking questions to inquire and clarify

2. Phonological Awareness:
   - Understanding that the order of letters in a written word represents the order of sounds in a spoken word

3. Phonics and word recognition:
   - Using phonic knowledge to attempt unknown words

B. References: K to 12 BEC Guide
English for You and Me by Benita N. Miranda

C. Materials: Big book, graphic organizer, word cards
Story:"Over Community" by: Mary Jane T. Ganggangan

D. Weekly Theme: Our Community

E. Value Focus: Courtesy

III. LEARNING ACTIVITIES

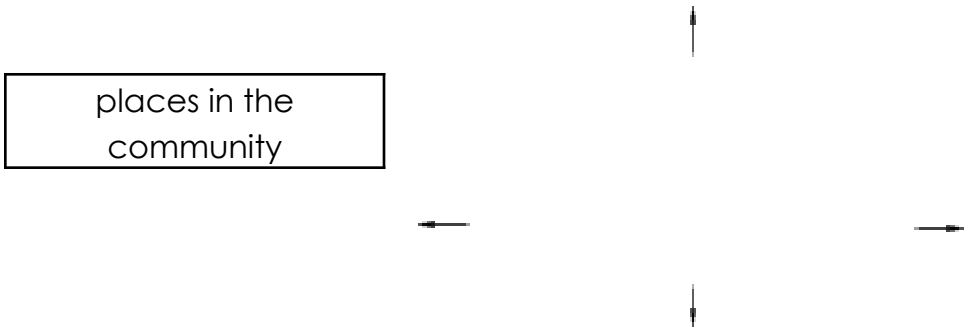
DAY 1

A. Preliminary Activities

Pre-Reading Phase

1. Unlocking of Difficulties
   Show the following words written on flash cards.
   * community (through picture)
   * orient (through context clue)
   * block (through picture)
   * across (through demonstration)

2. Activating Prior Knowledge
   Ask: What are the different places in our community that you've gone to?
   What do you do in those places?
   What are the things you see in those places?



3. Developing the Purpose for Reading

Say: Today we are going to read the story, "Our Community".
Let us find out the different places in our community and how to get there.

B. Development of the Lesson

During Reading Phase

1. The teacher presents a big book entitled, "Our Community" to the pupils.
2. The teacher will do the first reading. Teacher asks questions from time to time to track comprehension.

Post Reading Phase

1. Answering the motive questions.
2. Comprehension check
   1) Who are new in Barangay Rizal?
   2) Why did Mr. Marzan go to the Barangay Hall?
   3) Who oriented Mr. Marzan?
   4) What did Mr. Reyes bring out?
   5) What are the different places in the community?
   6) If you were Mr. Reyes, would you help Mr. Marzan? Why?

C. Enrichment Activity

Infusion of Values:

If you were to inquire or clarify something, how would you say it? How would you answer other people who are asking questions from you? Why?

D. Assignment

On a clean sheet of paper, draw your community with your house at the center.

DAY 2

A. Preliminary Activities

Review:

(Review of the story 'Our Community")

B. Development of the Lesson

Engagement Activities:

Divide the class into four groups. Let them do the following activities:

Group 1. Act out the scene when Mr. Marzan went to ask help from Mr. Reyes in the Barangay Hall.

Group 2. On a manila paper, illustrate the map of Rizal Community.

Group 3. Using the map, orient a new classmate about the different places in our community.

Group 4. Write a Thank You Card for somebody who helped you.

C. Enrichment Activity

Presentation and Processing of Group Outputs.

Questions	Activity
A. 1. Who are new in Barangay? 2. What do they want to know? 3. Where did Mr. Marzan go? Why?	**" Please Help Me "**

(Group 1, please act out the scene when Mr. Marzan went to inquire from Mr. Reyes about the community.)	Act out the scene when Mr. Marzan went to inquire from Mr. Reyes.
B. 1. What did Mr. Reyes bring out? 2. What are the different places found in the map? (Group 2, please present your map.)	**" Our Community Map "** Illustrate the map of Rizal Community.
C. 1. Where can we see the church? 2. On what street can we find the public market? 3. What can we see at the corner of Magsaysay Avenue and Gomez street? 4. If a stranger asks about a place in your community, will you be able to explain? Why? (Group 3, please explain how we can find the different places in the community.)	**" Show Me Please "** Using the map of the community, explain to a new classmate how she can go to the different places in the community.
D. 1. Who oriented Mr. Marzan about the community? 2. Did he explain clearly how to go to the different places in the community? Why? 3. What did Mr. Marzan say about the community? 4. How did he feel after Mr. Reyes helped him? Why? 5. Is it good to inquire or clarify about something we do not know? Why? 6. If somebody asks something from you, how would you answer? 7. What will you say to people who help you? Why?	**" Thank You"** _____ _____ _____ _____ _____ _____

(Group 4, please show us your Thank You Card.)	

D. Assignment

(The teacher decides what assignment to give the pupils.)

DAY 3

A. Preliminary Activities

1. Review on the details of the story will be done. "Our Community"

B. Development of the Lesson

1. Presentation

   Present the sentences taken from the story "Our Community"

   - The church is just a block from our Barangay.
   - The school is at the corner of Gomez Street and Magsaysay Avenue.
   - Turn left and you can see the public market.
   - The hospital is alongBonifacio Street.

2. Teaching/Modeling
   - What are the underlined words?
     What do these words tell?
   - Teacher emphasizes the following points.
     - We use the following groups of words in giving directions to places.

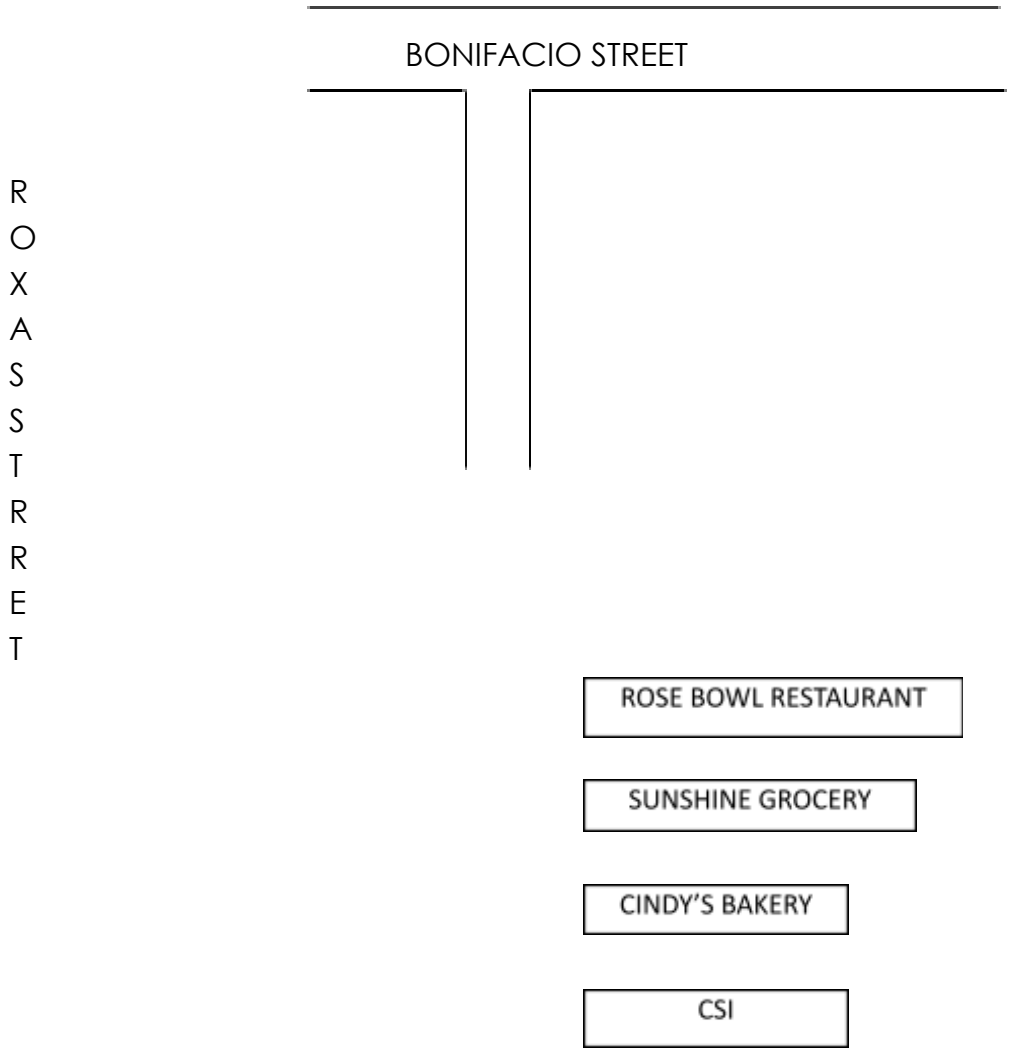
turn left	turn right
next to	(third) room from
(second) building from	walk straight ahead
across the street from	(two) blocks from
at the corner of	on _____ Street

C. Enrichment Activities

1. Guided Practice

Activity 1

Using the map, complete the letter.



Dear Vilma,

We will attend the birthday party of Teresa on Saturday. The reception will be held at Rose Bowl Restaurant found at the corner of _____ and _____ Streets. It is the _____ building from Cindy's Bakery. It is next to _____ Grocery. See you there.

Activity 2

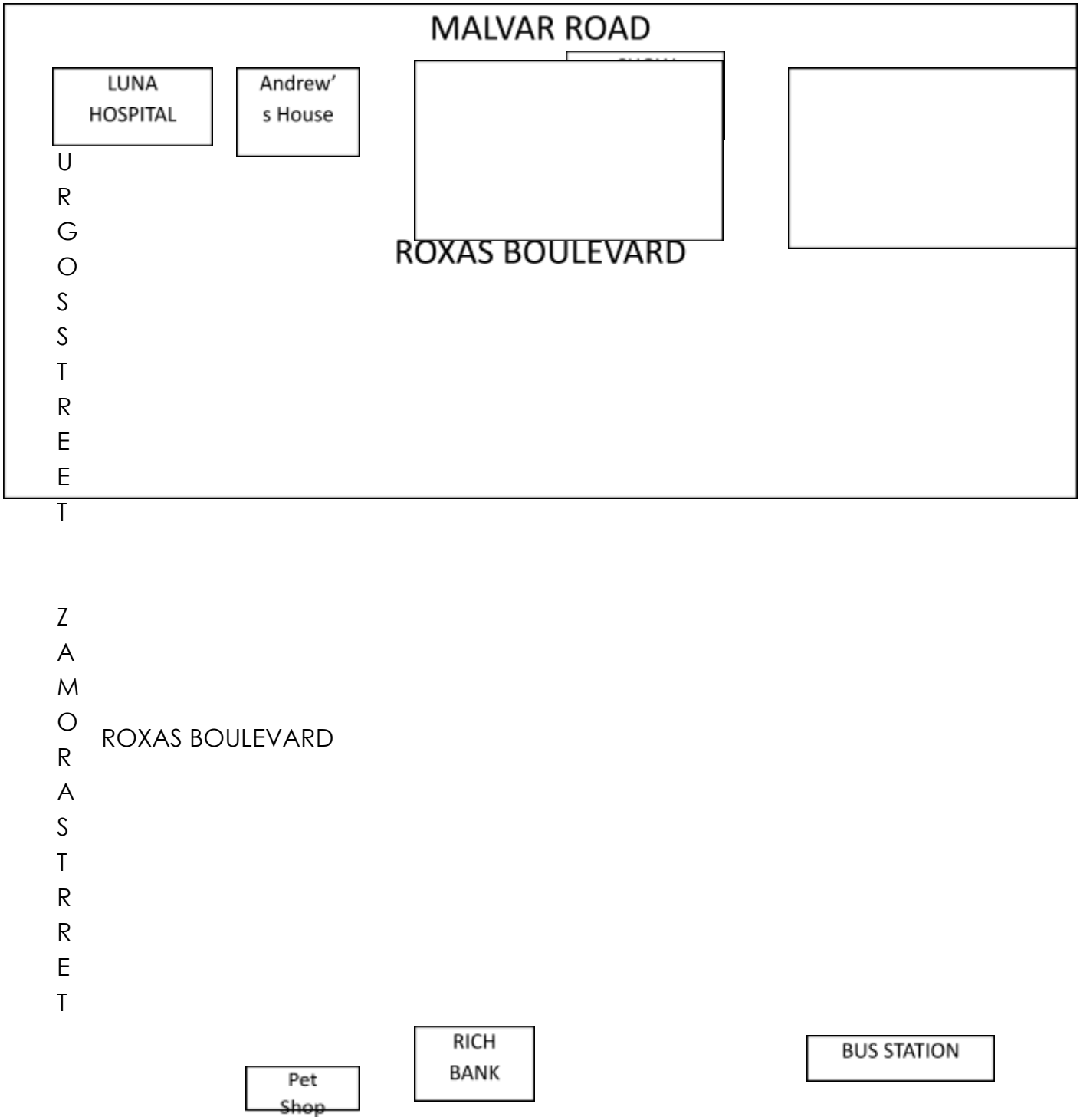
Get a partner and read this dialogue.

An old woman is at the plaza. She meets a girl. She asks for directions going to the Post office.

Old woman: Little girl, do you know where the Post office is?
Girl: Please walk straight. Turn right when you get to the corner. The building next to the Police Station is the Post office.
Old woman: Thank you.
Girl: You're welcome.

2. Independent Practice

Study this map and do the activities that follow:





Activity 1

Give the directions on how to find the place asked for in the following situations. Act out the situations.

1. Mrs. Santos wants to go to Rich Bank. She is at the corner of Gomez Street and Roxas Boulevard. Tell her how to get there.
2. Edith wants to buy medicine from Botikang Bayan. She is at the Tasty Bakery. Tell her how to get there.
3. Jan and Kevin want to go to Chow Restaurant. They are at the corner of Magsaysay Avenue and Roxas Boulevard. Give them directions to get there.

Activity 2

Get a partner and read the following dialogues. Choose the correct group of words in the parenthesis to complete each sentence. Use the maps to help you give the correct answers.

Dialogue 1. Andrew is talking to his friend Romeo.

Andrew: Romeo, please come over to our house on Saturday. It is my birthday.

Romeo: I don't know where your house is.

Andrew: It is easy to find my house. I live in Zamora Street. Our house is _____ (at the corner, next to) the pet shop.

Dialogue 2. Edith meets a man at the corner of Magsaysay Avenue and Zamora Street.

Man: Hello little girl! Can you tell me where Tasty Bakery is?

Edith: Yes sir. From here walk straight towards the corner of Zamora Street and Roxas Boulevard then _____ (turn right, turn left). Tasty Bakery is _____ (between, next to) Cheap Grocery and Sinag Theatre.

D. Assignment

Give directions on how to get to the following places in your school from your classroom.

a. Principal's office
b. Canteen
c. Library

APPENDIX

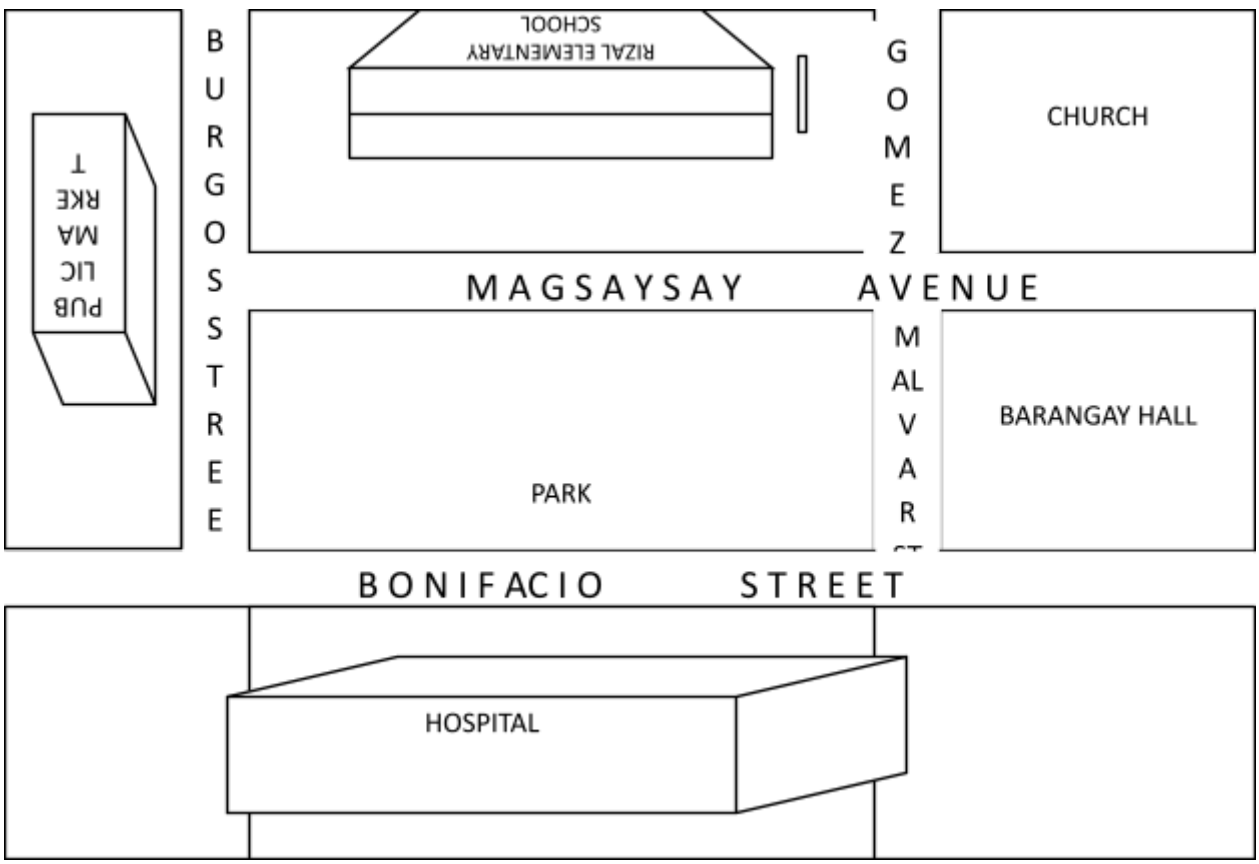
OUR COMMUNITY
by Mrs. Mary Jane T. Ganggangan

The Marzan family is new in Barangay Rizal. They want to know more about their new community. MangRomy went to the Barangay Hall.

"Good Morning, Sir'. I am Mr. RomyMarzan. My family just moved in yesterday. We want to know more about our new community. Could you please help and orient us with the different places in our community, sir?" asked MangRomy.

"I'm glad to meet you Mr. Marzan. Welcome to Barangay Rizal. Please come in", said Mr. Reyes, the Barangay Chairman.

Mr. Reyes brought out a map and said "Let's study the map of our community".



"We can find the church just a block from our Barangay Hall. The school is at the corner of Gomez Street and Magsaysay Avenue. You turn left and you can see the public market. The hospital is along Bonifacio Street and the park is across the Barangay Hall", explained Mr. Reyes.

"Thank you so much Mr. Reyes. Now we will not be getting lost anymore. I'm sure we will be having great time in our new community because it is so clean, peaceful and orderly. Goodbye," Mr. Marzan said.

'You're welcome Mr. Marzan. I know you will. Goodbye" said Mr. Reyes.

WEEK 11

I. OBJECTIVES:

A. Interact with others: Engage in discussions with specific topics.
B. Understand that the order of letters in a written word represents the order of sounds in a spoken word.
C. Show how spoken words are represented by written letters that are arranged in a specific order.
D. Blend phonemes to read words.
E. Use plural form of commonly used nouns.

e.g. boy-boys

church- churches

F. Use English to define or describe other English words.

G. Recall information, main ideas, and details after reading.
H. Respond to text by discussing preference such as favorite characters and books with similar themes.

II. SUBJECT – MATTER:

A. Domains of Literacy/ Skills:

Oral Language

Interacting with others

Engaging in discussions about specific topics

Phonological Awareness

Understanding that the order of letters in a written word represents the order of sounds in a spoken word

Phonics and Word Recognition

Showing how spoken words are represented by written letters that are arranged in a specific order

Blending phonemes to read words

Grammar

Using plural form of commonly used nouns

(e.g. boy-boys, church-churches)

Vocabulary

Using English to define or describe other English words

Listening Comprehension

Recalling information, main ideas, and details after reading

Attitude Towards Language, Literature and Literacy

Responding to text by discussing preference such as favorite characters, and books with similar themes

B. **Reference:** K to 12 BEC Guide, Language Wonders 3 by Sevilla, et. al. English for you by discussing the 3 by Miranda

Experiencing Language, Ateneo de Manila

http://en.wikipedia.org/wiki/Baguio

http://www.gobaguio.com/history-of-baguio-city.html

C. **Materials:**Story: "How Baguio City got its Name" by Mary Jane T. Ganggangan, Word Cards

D. **Value Focus:**Being proud of the important places in the community
Caring for the beautiful spots in the community.

E. **Weekly Theme:** History of Our Place(Our Community before, Our Community now)

III. LEARNING ACTIVITIES:

DAY 1

A. Preliminary Activities

Pre-Reading Phase

1. Unlocking of Difficulties

Show the following words written on flash cards

dizzy–(through context clues)

shiver - (through gestures)

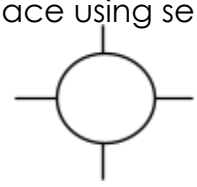
tourist - (through context clues)

indigenous - (through context clues)

altitude - (use synonym)

2. Activating Prior Knowledge

   Ask: Have you been to places with cold climate?
   Where? What did you do there?
   Why do you think the place is cold?
   Describe the place using semantic web.



3. Developing the Purpose for Reading

   Say: Today we are going to read the story, "How Baguio City got itsName."
   Let's find out how Baguio City got its name.

Question	Guesses	What really happened
How did Baguio City get its name?		

B. Development of the Lesson

<u>During Reading Phase</u>

1. Present the big book entitled, "How Baguio City got its Name" to the pupils. Previewing of the big book will be done.
2. Do the first reading. Ask questions every now and then to ensure comprehension.
3. Pupils read with the teacher for the second time.

Post Reading Phase

- Answer the motive question.

Comprehension Check:

- Who went to Baguio City?
- What did they see on their way?
- How did Arianne feel when they passed along theKennon road?
- Why did Allen shiver?
- What is Baguio City commonly called?
- How did Baguio City get its name?
- Name some of the beautiful spots in Baguio City.
- If you were to choose a place to visit, would you consider Baguio City? Why?

C. Enrichment Activity

Infusion of Values

If you were from Baguio City, would you be proud of your place? Why?

Are you also proud of your own place?

How do you promote your place?

What will you do to keep the beautiful spots in your place clean and green?

D. Assignment

Make a simple illustration of your community.

DAY 2

A. Preliminary Activities

I. Review

Review of the story "How Baguio City got its Name"

B. Development of the Lesson

I. Engagement Activities

Divide the class into five groups. Let them do the following activities:

Group I. "WELCOME"

Dramatize how Aunt Cora, Andrew, and Christine welcomed Allen and Arianne in Baguio City.

Group II. "ZIGZAG"

Draw the zigzag road way up to Baguio City

Group III. "I FEEL COLD"

Act out how Allen shivered because of the cold breeze

Group IV. "GREEN, GREEN MOSS"

Draw a rock/land full of moss

GROUP V. "THANK YOU"

Make a thank you letter for Aunt Cora for bringing you to the different beautiful spots in Baguio City.

C. Enrichment Activity

Presentation and processing of Group Activities

Questions	Activity
I. Who went to Baguio City? Who welcomed them? Were they happy to see one another? Why? Group I, please show us your dramatization	"WELCOME" Dramatize how Aunt Cora, Andrew, and Christine welcomed Allen and Arianne in Baguio City
II. What did Allen and Arianne see on the way? Where did they pass? Is a zigzag road straight? How did Arianne feel when they passed by the zigzag road? Group II, please show us your drawing	"ZIGZAG" Draw the zigzag road way up to Baguio City.
III. What did Allen and Arianne feel when they got near the city that made Allen shiver?	"I FEEL COLD" Act out how Allen shivered because of the cold breeze

What should you do to stop from shivering? Group III, please show us how Allen shivered	
IV. How did Baguio City get its name? What is a moss? What is its color? Is it useful? Why? Group IV, please show us your drawing of a moss	"GREEN, GREEN MOSS" Draw a rock/land full of moss
V. Where will Aunt Cora, Andrew, and Christine bring Allen and Arianne? Do you think they will enjoy? Why? If you were Allen and Arianne, how will you thank Aunt Cora? Group V, please show us your Thank You card.	"THANK YOU" Write a Thank You card for Aunt Cora

D. Assignment

With the help of your parents, or other elders, write a short paragraph about your own community.

DAY 3

A. Preliminary Activities

1. Drill/Review

Review on the details of the story will be done.

2. Mood-setting
   The pupils will read the dialog.

At the Market

One Saturday morning, Mother took Ara to the market.

Mother: Ara, this is our market. It is where we buy the things we need at home and in school.

Ara: Oh! I'm excited. I can see many things here, mother.

Mother: Yes, dear. First, we will buy some vegetables. Potatoes, tomatoes, beans and eggplants will surely make us strong and healthy.

Ara: Mother, please buy some fruits. I like mangoes, bananas and guavas, too.

Mother: Sure! Let's also buy some fish and meat.

Ara: Please don't forget to buy pencils for Ben and Donna, mother.

Mother: Of course, I will also buy ribbons for your hair.

Ara: Thank you so much, mother. I love you.

B. Development of the Lesson

Comprehension Check:

1. Who went to the market?
2. Where can we buy the things we need?
3. What vegetables did they buy?
4. What fruits did Ara want to buy?
5. What did Ara tell her mother for buying her a ribbon?
6. If you were to buy something, what would it be? Why?

Teaching/ Modelling

Teacher emphasizes the following points:

*Words that mean one are in the singular form.

*Words that mean more than one are in the plural form.

These words are nouns. Nouns have singular and plural forms.

There are some points to remember in changing the meaning of words.

1. In some words, add s to a singular noun to make it plural and mean more than one.

Examples:

eggplant- eggplants

vegetable- vegetables

banana- bananas

2. For singular nouns ending in o, ch, sh, s, x. add –es to form plural nouns.

Examples:

potato- potatoes

church- churches

box- boxes

Guided Practice

Activity 1: Write the plural form of the given nouns by adding s or es.

1. book- _____
2. hero- _____
3. ball- _____
4. house- _____
5. brush- _____
6. class- _____
7. orange- _____
8. pencil- _____
9. watch- _____
10. bench- _____

Activity 2: Read each sentence. Encircle the words that are in the plural form.

1. We eat ripe bananas with milk.

2. The papayas are big and yellow.

3. We feed the dogs and the chickens.

4. Wash the dishes.

5. Put the glasses in the boxes.

C. Enrichment Activity

Independent Practice

Write the correct plural form of the words in the parentheses to complete the sentences.

1. Milk and (egg) _____ are good for growing children.

2. We planted pechay and (tomato) _____ in our garden.

3. There are big and beautiful (church) _____ in Ilocos Norte.

4. Burnham Park is surrounded with blooming (flower) _____.

5. The (house) _____ in Batanes are strong to withstand typhoons.

D. Assignment

In each blank below, write the plural form of the noun found before the blank.

One Monday afternoon, we helped teacher arrange the (book) _____ on the bookshelf. We wiped the (desk) _____ and (table) _____. The (boy) _____ hang the (curtain) _____. The girls placed the (toy) _____ in the (box) _____. We were very happy to see our classroom clean and orderly.

DAY 4

A. Preliminary Activities

1. Review/ Drill

Write the plural form of the noun found before the blank.

1. (Hero) _____ die for their country.

2. I love to watch (monkey) _____ do some funny tricks.

3. (Teacher) _____ teach children how to read, write and count.

4. The (judge) _____ chose the Grade III as the most behaved class.

5. There are (bench) _____ under the trees.

2. Mood- Setting

The class recites a poem.

A Wonderful World

By Mary Jane T. Ganggangan

As I look up in the sky

I feel my heart is flying high.

The warmth of the sun makes me happy

As I smell pretty flowers today.

The tall trees on the mountains

The quiet rivers rushing to the seas

Animals walking, running and flying

In this wonderful world I promise to be caring.

B. Development of the Lesson

Comprehension Check:

1. Who is talking in the poem?
2. How does my heart feel whenever I look up in the sky?
3. What makes me happy?
4. Describe the flowers, trees and rivers.
5. How would you show your care to this wonderful world?

Teaching/ Modelling:

Look at the italicized words in the sentences/ phrases from the poem.

1. The *warm* heat of the sun makes me happy.
2. I smell *pretty* flowers today.
3. The *tall* trees on the mountains
4. The *quiet* rivers rushing to the seas
5. This *wonderful* world I promise to be caring

*These italicized words are examples of words that describe nouns. They are picture words. Picture words are called *adjectives*. Adjectives tell about quality, color, size, texture, and shape.

Example: Our school is clean and green.

-What words describe our school?

Have pupils read words that describe.

Guided Practice

Activity 1: In each sentence, box all the words that describe.

1. Ana wants to buy red ribbons.
2. Blackie is a clever dog.
3. The little boy fell asleep.
4. Mother bought fresh vegetables.
5. The happy children are in the park.

Activity 2: Encircle the correct word that describes to make the sentences true.

1. Grandfather is 80 years old. He is already _____.

(young, old, handsome)

2. It is very _____ in Tagaytay City. You have to wear thick jacket.

(cold, warm, clean)

3. We watched a horror movie last night. It is _____.

(entertaining, frightening, sparkling)

4. I like to eat cake. It is _____.

(sour, bitter, sweet)

5. You can hear a pin drop in the library. It is very _____.

(noisy, quiet, happy)

C. Enrichment Activity

Independent Practice

Choose the correct word that describes from the list below to complete each sentence.

hot	happy	thin	hungry
sweet	sour	strong	sad

1. Father is a _____ man. He can carry two cavans of rice.

2. She was _____ when she got perfect in a test.

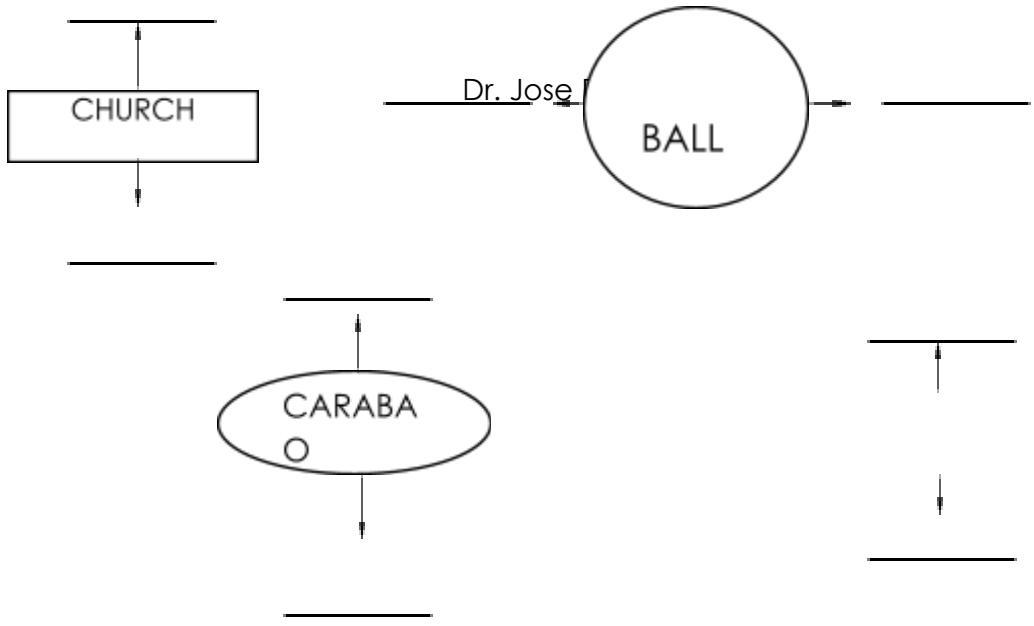
3. The _____ children rushed to the school canteen for their recess.

4. Vinegar is _____.

5. April is a _____month.

D. Assignment

Write 2 words each to describe the following words.



DAY 5

Review:

Review on the use of plural form of nouns and words that describe.

Evaluation

A. Write the correct plural form of each word in the parentheses.

_____ 1. Some fruits like (orange and guava) are rich in Vitamin C.

_____ 2. I saw big and small (fox) in the zoo.

_____ 3. The (horse) run fast.

_____ 4. You wash the (glass) with care.

_____ 5. We read (book) everyday.

B. Encircle the word that describes in each sentence.

1. The market is noisy.

2. We passed through a narrow bridge.

3. They felt sad when they did not win the game.

4. I heard a loud thunder.

5. Her earrings are sparkling.

APPENDIX

HOW BAGUIO CITY GOT ITS NAME

By Mary Jane T. Ganggangan

Aunt Cora: Welcome to Baguio City, Allen and Arianne!

Andrew: We are glad you are here.

Christine: We are happy to see you. Did you enjoy the trip?

Allen: Yes, we did. We saw many things on the way. The mountains are full of trees.

Arianne: I felt a bit dizzy when we passed by the zigzag road in Kennon.

Allen: And as we got nearer, I felt the cold breeze. It made me shiver so I hurriedly wore my jacket.

Aunt Cora: That's true, children. Baguio is known for its cold climate. It is because of that, Baguio is called as the "Summer Capital of the Philippines"

Andrew: Many tourists come and go to visit the city. They enjoy the cold climate and the tall pine trees

Christine: And the blooming flowers around parks and of course the fresh Baguio vegetables, too.

Allen: Aunt Cora, how did Baguio get its name?

Aunt Cora: Baguio City got its name from the word bagiw, in Ibaloi, the indigenous language of the Benguet Region, meaning moss.

The city is at an altitude of approximately 1,610 meters or 5,280 feet in the Luzon Tropical pine forests ecoregion conducive to the growth of mossy plants and orchids.

Arianne: Thank you so much Aunt Cora for telling us how Baguio got its name. I'm so excited to go around the city now.

Christine: We will bring you to the famous Burnham Park for boat riding and Wright Park for horse-back riding.

Andrew: Don't forget the Mines View Park, Botanical Garden, the Mansion House, and the Baguio Cathedral.

Aunt Cora: We will also visit Camp John Hay and the Philippine Military Academy

Allen and Arianne: We can't wait to see all those beautiful spots here in Baguio City now, Aunt Cora.

Aunt Cora: Yes, we will. But I know you are tired. You have to rest now. We will go around the city tomorrow.

Allen and Arianne: Thank you so much Aunt Cora. This will be the best vacation we will ever have. We will never forget Baguio City.

WEEK 12

I. OBJECTIVES:

A. Engage in a conversation for a variety of purposes.

B. Understand that the order of letters in a written word represents the order of sounds in a spoken word.

C. Show how spoken words are represented by written letters that are arranged in a specific order.

D. Blend phonemes to read words.

E. Use plural form of commonly used nouns.

F. Use English to define or describe other English words.

G. Recall information, main ideas, and details after reading.

H. Respond to text by discussing preferences such as favorite characters, and books with similar themes.

II. SUBJECT – MATTER:

A. Domains of Literacy/ Skills:

1. Oral Language
   - Engaging in a conversation for a variety of purposes
2. Phonological awareness
   - Understanding that the order of letters in a written word represents the order of sounds in a spoken word
3. Phonics and Word Recognition
   - Showing how spoken words are represented by written letters that are arranged in a specific order
   - Blending phonemes to read words
4. Grammar
   - Using plural form of commonly used nouns
5. Vocabulary
   - Using English to define or describe other English words

6. Listening Comprehension
   - Recalling information, main ideas, and details after reading
7. Attitude Towards Language, Literature, and Literacy
   - Responding to text by discussing preferences such as favorite characters, and books with similar themes

B. References: Online Source

C. Materials:

D. Weekly Theme: History of Our Place

E. Value Focus: Being proud of our province

III. LEARNING ACTIVITIES:

DAY 1

A. Preliminary Activities:

Pre-Reading Phase

1. Drill: Write the plural form of the given nouns by adding –s or –es.

1) bench -	6) hero –
2) table -	7) book –
3) pencil -	8) bird –
4) box -	9) river –
5) watch -	10.) dish –

2. Review: Box all the words that describe.

1) The candy is sweet.

2) My pillow is soft.

3) The tall trees cover the mountain.

4) She likes to buy a new pair of shoes.

5) She is wearing a thick jacket.

3. Unlocking of Difficulties:(through dictionary)

1) political

2) administrative

3) conquered

4) colonized

5) encomienda

6) judicial function

7) territorial jurisdiction

8) diminished

4. Activating Prior Knowledge

Show a picture of the Hundred Islands.

Ask: What does the picture show?

What do we call this beautiful spot?

Where can we see the Hundred Islands?

What can you say about this place?

Have you been to this place?

5. Developing the Purpose for Reading

Say: Today we are going to read a selection about "Pangasinan".

Let us find out how Pangasinan got its name.

B. Development of the Lesson

During Reading Phase

1. Present the selection, "Pangasinan" to the pupils.
2. Do the first reading. Ask questions from time to time to track comprehension.
3. The pupils read with the teacher.

Post Reading Phase

1. Answer the motive questions.
2. Comprehension Check:
   - Who conquered and colonized Pangasinan?
   - When was Pangasinan made an encomienda by the Spanish royal crown?
   - Who has authority as head of the province?
   - When does Pangasinan celebrate its official founding day?
   - What are the northern towns separated from the province of Pangasinan which became parts of La Union?
   - How did Pangasinan get its name?

C. Enrichment Activity:

Infusion of Values:

Does being a Pangasinense make you proud? Why?

How will you show that you are proud of your province?

D. Assignment: Seek the help of your big sister or brother and draw the map of the Philippines.

DAY 2

A. Preliminary Activities

Review of the selection, "Pangasinan."

B. Development of the Lesson

Engagement Activities:

Divide the class into four groups.

Let them do the following activities.

Group 1. Dramatize the scene when Dr. Martin de Goeti conquered and colonized Pangasinan.

Group 2. Make a streamer about Pangasinan Foundation Day.

Group 3. Encircle the map of Pangasinan. List the cities and towns of Pangasinan.

Group 4. Make an advertisement about Pangasinan.

C. Enrichment activity

Presentation and processing of group outputs will be done.

QUESTIONS	ACTIVITY
I. 1. Who conquered and colonized Pangasinan? 2. When was Pangasinan made an encomienda by the Spanish royal crown? 3. Do you think the people of Pangasinan were happy when they were colonized by the Spaniards? Why? Why not?	Dramatize the scene when Pangasinan was colonized by D. Martin de Goiti.

Group 1, Please show your dramatization when Pangasinan was conquered and colonized by D. Martin de Goiti?	
II. 1. Who has the authority as head of the province? 3. When does Pangasinan celebrate its official Founding Day? 4. Are the people happy to celebrate their Foundation day? Group 2, Please present your streamer about Pangasinan Foundation Day.	Make a streamer about Pangasinan Foundation day.
III. 1. What are the northern towns separated from the province of Pangasinan which became parts of La Union? 2. Why was the provincial territory diminished in 1975? Group 3, Please show us your Pangasinan map.	Look for the map of Pangasinan and encircle it. List the cities and towns of Pangasinan.
IV. 1. How did Pangasinan get its name? 2. Is salt important? Why? 3. What makes you feel proud of being a Pangasinense?	Make an advertisement about Pangasinan.

	4. How will you show that you are proud of being one? Group 4, Please show us your advertisement.	

D. **Assignment**: Ask information about how salt is made.

DAY 3

A. Preliminary Activities:

1. Review on the details of the selection, "Pangasinan."

B. Development of the Lesson

Presentation

Present the sentences taken from the selection, Pangasinan. Let the pupils read them.

A	B
1. Pangasinan celebrates its Founding Day on April 5. 2. By the middle of the 19th century the northern towns of Agoo to Bacnotan were separated from the province. 3. The provincial territory was further diminished in 1975 with the	1. We stayed in Pangasinan for five days. 2. Five centuries ago, Pangasinan was conquered and colonized by D. Martin de Goiti. 3. Some territories of Pangasinanwas taken by La Union and Tarlac.

annexation of Paniqui to Tarlac.	

Teaching/ Modelling

1. What are the underlined words in A? in B?
2. What is the final letter of each word in A?
3. How many are being talked about in A? in B?
4. What did you notice about the words in B?

Teacher emphasizes the following points:

- For words ending in y and the letter before it is a vowel, add –s.
  Examples: day – days key – keys

- For words ending in y and the letter before it is a consonant, change y to I and add –es.
  Examples: fly – flies family – families

C. Enrichment Activities:

Guided Practice:

Activity 1. Write the correct plural form of each word.

1. boy
2. city
3. fairy
4. day
5. body
6. toy
7. family
8. story
9. key
10. Candy

Activity 2. Write the correct plural form of each noun under the correct heading.

monkey	baby	butterfly
firefly	valley	tray

-s	-ies
_____	_____
_____	_____
_____	_____

Independent Practice:

Activity 1. Write the correct plural form of the word in the parenthesis to complete the sentence.

1. Eating too much _____ (candy) is not good for our teeth.
2. The _____(lady) danced gracefully.
3. Put your _____(toy) in the box.
4. _____(Firefly) glow at night.
5. The _____ (boy) love to play basketball.

Activity 2. Read the poem. Pick out the nouns that end in y and write their plural form.

My Wishes

By Mary Jane T. Ganggangan

I wish I were a butterfly

That flies up in the sky

Or beautiful little fairy

That turns stones into candy

I wish I live in the city

And act as alady

But Im happy with my family

So I'll remain this way.

D. **Assignment**: Write the plural form of each underlined word.

_____1. The valley was devastated by typhoon Ondoy.

_____,_____2. Put the candy on the tray.

_____3. I lost my bunch of key.

_____4.Fly carries bacteria.

_____,_____5. The baby likes to play with histoy.

WEEK 13

I. OBJECTIVES:

At the end of the week, the pupils will be able to :

A. Interact with others.

B. Sharemore elaborate information with others.

C. Understand that the order of letters in a written word represents the order of sounds in a spoken word.

D. show how spoken words are represented by written letters that are arranged in a specific order.

E. Blend phonemes to read words

F. Use frequently occurring irregular plural nouns e.g. children, feet , teeth.

G. Ue English to describe places

H. Interpret information from diagram, charts and graphs.

II. SUBJECT-MATTER:

A. Domains of Literacy

- Oral Language
  Interacting with others

  Sharing more elaborate information with others

- Phonological Awareness
  Understanding that the order of letters in a written word represents the order of sounds in a spoken word.

- Phonics and Word Recognition
  Showing how spoken words are represented by written letters that are arranged in a specific order.

  Blending phonemes to read words

- Grammar
  Using frequently occurring irregular plural nouns e. g. children, feet, teeth

- Vocabulary
  Using English to describe places

- Listening Comprehension
  Interpreting information from diagram, charts and graph.

DAY 1

Interact with others:

Share more elaborate information with others.

A. Preliminary Activities:

A. Motivation

The teacher says:

"Who among you listened to a newscast this morning or last night?

Who can share what he/she heard?

B. Development of the lesson:

Unlocking of Difficulties

- The teacher groups the pupils into manageable groups
- The teacher distributes copies of an article
  "How Laoag Got Its Name"

  (The teacher can use other articles)
- The group of pupils read the article

Laoag City

Laoag City, the Sparkling Gem of Ilocandia" , is located at the west central part of Ilocos Norte.

The city is the commercial and trading center of the province . It is the capital of Ilocos Norte.

Business establishments are seen around the public market. Today, there are malls seen in the city. There are also

universities and colleges. There are also high schools and elementary schools.

The city is now progressing.

- Reporting: The pupils share the information they got from the article.

Discussion:

- What did you tell in your report?
- Why did you choose these data to include in your report?

Generalization:

What information should you share to others?

How should you share the information?

Evaluation:

The teacher gives another article to all the pupils. Each pupil writes the information he/she will get from the article on a sheet of paper.

What information he/she should share?

Assignment:

The teacher instructed the pupils to listen to the radio or watch the television for any information

that they will share to the class.

DAY 2

At the end of the week, the pupils will be able to:

- understand that the order of letters in a written word represent the order of sounds in a spoken word
- show how spoken words are represented by written letters that are arranged in a specific order
- blend phonemes to read words.

Learning Activities:

A. Preliminary Activities:

Review

- Sharing of information heard over the radio or television

B. Development of the Lesson

- The teacher reads the words first

A B C

brush	clap	draw
brain	clam	dress
bread	clip	drill
break	clay	drink

- The pupils read the words

Discussion

What do you notice about in words in Group A? Group B? Group C?

The teacher produces the sounds br, cl , and dr.

- The pupils produce also the sounds.
- In group A, what are the consonant read together? (br)
  Let us produce the sound

  In listening to the sound, can you identify the consonant put together?

  (Ask the same question for Group B and C ()

Generalization

What do you call these sounds? Group A, Group B and Group C?

The teacher says: They are called consonant blends.

What are consonant blends?

Enrichment

Read the following words.

br	cl	dr
bring	class	dream
brown	clock	dry
brook	club	draw

Evaluation

Dictation

The pupils write the words that the teacher dictates.

drive	drink	dress
clean	bring	

Assignment:

Write 2 words with br, cl, and dr sounds.

DAY 3

At the end of the day the pupils will be able to use frequently occurring irregular plural nouns.

Learning Activities

A. Preliminary Activities

Review

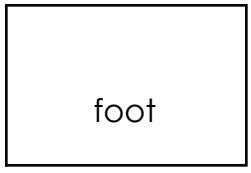
The teacher instructs the pupils to read their assignment.

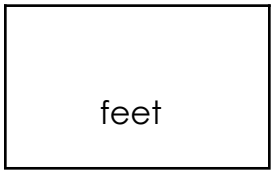
-words with br, cl, dr

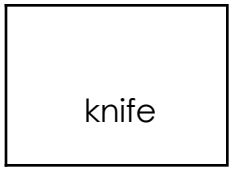
B. Development of the lesson

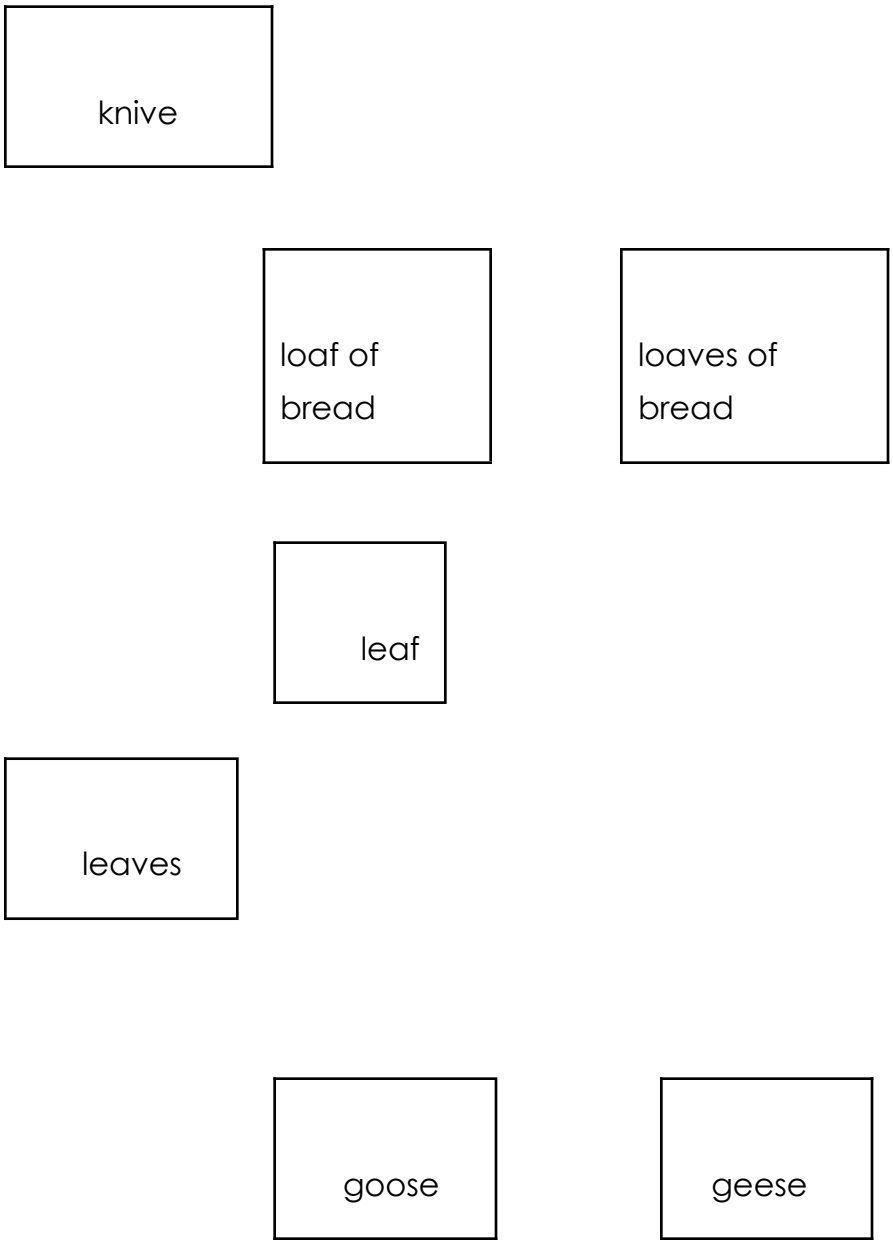
Presentation

- The teacher presents pictures to develop the lesson.









- **Discussion**

  What do you see in the picture?

  The teacher helps the pupil in giving their answer.

A B

foot	feet
knife	knives
loaf	loaves
leaf	leaves
goose	geese

How many are being referred to in column A?

What about in column B?

What do you notice about the words?

The teacher says:

These words are called irregular nouns.

Generalization:

How do we form the plural of irregular nouns?

Guided Practice

The teacher shows another set of irregular nouns with their plural form.

ox - oxen

man - men

woman - women

mouse - mice

DAY 4

Learning Activities:

A. Preliminary Activities:

Review - Plural form of irregular nouns

B. Development of the lesson:

- The teacher shows a picture of a resort
- The teacher says:
  What can you say about the place?

  Expected answer:

  1. It is a beautiful resort.
  2. The water in the pool is clear.
  3. The place/resort is clean.
  4. The cottages are spacious.
  5. The lawn is green.

     The place is far.

The comfort rooms are clean

- Reading the underlined word by the teacher and places.
- The teacher asks:
  What can you say about these words?
- What is described in sentence 1? Sentence 2, etc.
- The teacher writes the words on the board.

A	B
beautiful	resort
green	lawn
farplace	
cleancomfort	room
spacious	cottages

Generalization

What do we call the words on column A?

What are the words in column B?

What did we describe ?

What did we use to describe?

Evaluation

Write the word that best describes the place.

1. The seashore is _____.
2. The building is _____.
3. The Centennial Arena is _____.
4. The park is _____.
5. The market is _____.

Assignment

Write 3 words that describe our country.

DAY 5

Objective : Interpret information from chart, diagram and graphs.

A. Preliminary Activities

Reading of the assignment

- Words that describe a place

B. Development of the Lesson:

- The teacher asks:
  Why are we in school?

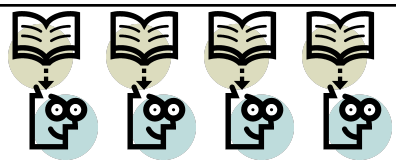
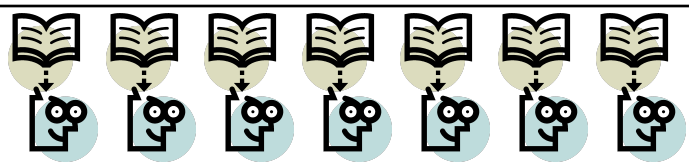
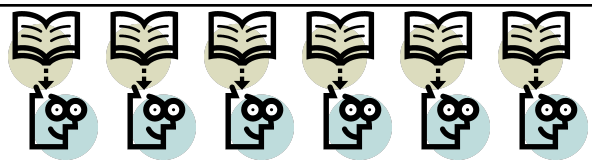
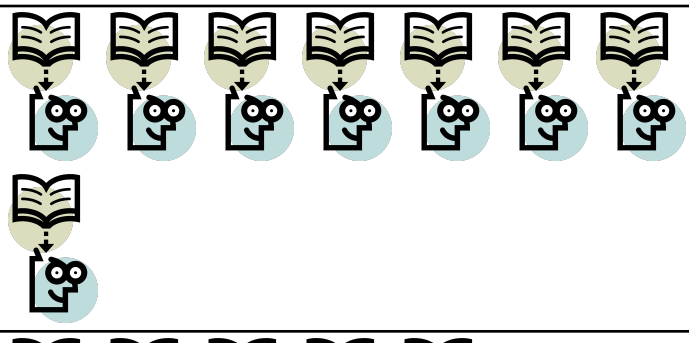
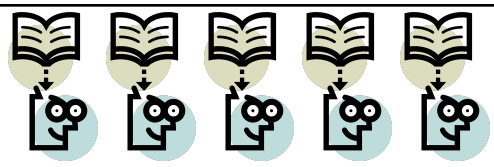
  What do we do in school?

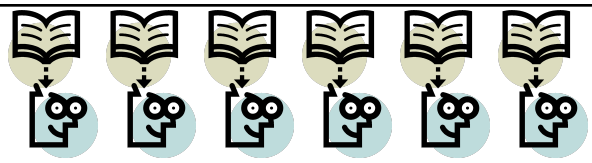
1. The teacher presents a bar graph.

Let us look at this material.

Enrolment in Shamrock Elementary School

SY 2012-2013

GRADE	
I	
II	
III	
IV	
V	

VI	

Legend  = 100 pupils

Discussion

- What Grade has the biggest enrolment?
- What Grade has the least enrolment?
- What do we call this material?
- What did we learn from the graph?

WEEK 14

I. OBJECTIVES:

A. Interact with others: Share more elaborate with others.
B. Understand that the order of letters in a written word represents the order of sounds in a spoken sound.
C. Show how spoken words are represented by written letters that are arranged in a specific order.
D. Blend phonemes to read words
E. Use frequently occurring irregular plural nouns (e.g. children, feet, teeth)

F. Use English to describe processes.

G. Take part in creative responses to stories, such as dramatization of stories and oral presentations.

II. SUBJECT – MATTER

A. Domain of Literacy / Skills

1. Oral Language

   Interacting with others: Share more elaborate stories with others

2. Phonological Awareness

   Understanding that the order of letters in a written word represents the order of sounds in a spoken sound

3. Phonics and Word Recognition

   Showing how spoken words are represented by written letters that are arranged in a specific order

   Blending phonemes to read words

4. Grammar

   Using fluently occurring irregular plural nouns (e.g. children, feet, teeth)

5. Vocabulary

   Using English to describe processes

6. Listening Comprehension

   Taking part in creative responses to stories, such as dramatization of stories and oral presentation

B. References: - K-12 BEC Guide

C. Materials:, Graphic Organizer, Word Cards, Pictures

Story: Juan Luna

D. Theme: People in our Community

E. Value: Heroism

DAY 1

Objective:

Interact with others-share more elaborate stories with others

A. Preliminary Activities

Pre Reading Phase

1.Motivation

Show the class the pictures of Juan Luna and tell things about his Life.

Who is the person in this picture? What do you know about him?

Say: Juan Luna is one of our great heroes. Let us read the story of his life and find out how he became a hero.

2. Unlocking of Difficulties.

Vocabulary Development:

Sailor – Seaman

Illustrious – Famous

Vigorous – Active

Displeased – To be offended

Impressed – Admire

Urged – Excited

B. Development of the Lesson

1. During Reading

First reading by the teacher

JUAN LUNA

The greatest Filipino painter is Juan Luna. He was born in the town of Badoc, Ilocos Norte. He is the son of Joaquin Luna

and LaureanaNovicio. He was the third among seven children. He loved to watch the sea. So he enrolled at the EscuelaNautica de Manila (now Philippine Merchant Marine Academy). That took him to the sea that he loved. He became a sailor. He sailed the China Sea and visited Singapore, Colombo and India. He was only 17 years old when he became a pilot of the High Seas. He took drawing lessons under the illustrious painting teacher Lorenzo Guerrero. He also enrolled in the Academy of Fine Arts where he was taught by the Spanish artist Agustin Saez. Unfortunately Luna's vigor bush strokes displeased his teacher and Luna was discharged from the academy. However, Guerrero was inspired his skill and urged Luna to travel to Spain to study painting. In 1878, one good thing happened to Juan Luna. His teacher decided to

work in Rome Italy and took the young Luna with him. While working there, an exposition was held in Madrid Spain. Juan Luna exhibited his painting; it was called "The death of Cleopatra". The painting was so beautiful that it won prize. Many Europeans were surprised because it won a prize although it was painted by a Filipino.

In 1884, Juan Luna made his greatest work "The Spolarium" and he won another prize. He was honored by the Filipinos in Spain. Juan Luna came to the Philippines and then he returned to Spain. He worked for the freedom of his country there. Juan Luna is remembered not only for his paintings but for his love of country.

Ref: MODERN TEACHER Vol. LX No. 5
Ricardo K. Bolipata and Elenita M. Corpuz
Heroes in War and Peace

2. The pupils will read along for the second reading.

Post Reading Phase

1. Comprehension Check

Who is the important character in the story?
Where did he travel?
Why did the Europeans honor him?
Did his piece win a prize?
Where did he study?

C. Enrichment Activity:

Oral Reading by the pupils

Volunteer/volunteers will be given a chance to read the story by themselves and give personal reaction about the story.

D. Evaluation:

1. Who is Juan Luna?
2. Describe Juan Luna.
3. What did he do?
4. What happened to him?
5. Why did he become a hero?
6. What were the good things he did for our country?

Assignment

Read more about Juan Luna and be able to share it to the class tomorrow.

DAY 2

Objective:

Use frequently occurring irregular plural nouns (e.g. children, feet, teeth)

A. Preliminary Activities

Drill/Review

Motivation:

Who among you have gone to the trade fair? What have you seen? Did you buy something?

B. **Development of the Lesson:**

Dialogue: (w/ irregular plural nouns)

Jake, Carlo and Leo saw each other at the Ilocos Norte Trade Fair. They bought and

saw at the fair.

Read about their experiences.

Jake: Have you seen all the booths?

Leo: Not yet, but I intend to go and see them. I think I stayed too long at Batac booth, because of so many women, men and children who were getting in and out the booth. They were amazed to see a giant vegetable on display. I was about to go out the booth when suddenly a girl who was not seeing her way, stepped on my feet so I went out limping.

Jake: Giant vegetables? What are they?

Leo: There are tomatoes, radishes, potatoes and squash with a big leaves and so many others.

Jake: How about you friend, Carlo? In what booth you have been?

Carlo: I went to San Nicholas booth. I bought some jars and pots for my mother, knives for my father. What do you have in that box Jake?

Jake: Not box, but boxes. They are the prizes I won in several games I played. I won sets of glasses, plates, hairbrushes and a watch.

Leo: How lucky you are!

Carlo: Come Leo let's go and try our luck too. Where's the place?

Comprehension Check:

Who were the three friends?
What did they do in the fair?
What did Leo see at Batac booth?
What happened to Leo while going out at Batac booth?
What did Carlo buy for his father?
What were the prizes of Jake?
Did the three enjoy their visit to the trade fair?

The teacher writes the answers of the pupils on the board.

1. Leo saw giant vegetables like tomatoes, radishes, potatoes, and a big squash with big leaves.
2. Leo stayed too long at Batac booth because there were so many men, women and children going out the booth.

3. Leo went out limping at Batac booth because a girl stepped on his feet.
4. Carlo bought knives for his father.

The teacher reads the sentences.

Second Reading by the pupils

There are some nouns used in the sentences.
What are they?
In Sentence 1 – tomatoes, radishes, potatoes, squash
In Sentence 2 – men, women, children
In Sentence 3 – girl
In Sentence 4 –knives

Pupils classify the nouns whether singular/ plural. (words are written in a flashcards)

SINGULAR	PLURAL
Leaf	Leaves
Man	Men
Woman	Women
Child	Children
Foot	Feet

Generalization

How do these nouns form their plural?

Some nouns form their plural by changing their spelling, they are called irregular Nouns.

C. Guided Practice

Make the pictures more than one and write the plural form.

1.Tooth	
2. wife	
3. Elf	

4.fisherman	

D. Enrichment Activity

Write the plural of the following nouns.

1. mouse –
2. goose -
3. fisherman -
4. knife -
5. life –

E. Assignment

Give 3 irregular nouns and their plural form.

DAY 3

Objective:

Understand that the order of letters in a written word represents the order of sounds in a spoken word.

Blend phonemes to read words.

A. Preliminary Activities

Review

Reading of words from the previous lesson

Sailor	vigorous	discharge
Illustrious	displeased	wage

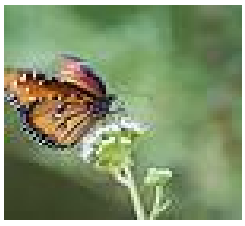
What is the title of Juan Luna's greatest piece?

B. Development of the lesson:

- Listen to these riddles.
- Take note of the repeated sound in each.
- Answer the riddles.
- The pictures will guide you. Teacher reads the riddles



What planet is not plastic and has plants on it.
(Planet Earth)



What insect flaps its wings, flies and flits on flower? (butterfly)



Who plays in a crib and stays on a cradle and still cries? (baby)

Second Reading by the pupils

What sound is represented in the

a. First riddle?
b. Second riddle?
c. Third riddle?

How many consonants do you hear?

Do they sound as one?

How do we call this sound?

Two consonants put together and sounded as one is called a consonant blend. Some of the consonants blends found at the beginning of the words arepl – fl – cr – cl – bl – pr.

C. Enrichment Activities

1. A. The teacher reads some words with /pl/cr/fl/.

B. The pupils will read along for the second reading.

C. Some volunteers will read the words by themselves.

(To be written on a strip of cardboard paper)

pl	**fl**	**cr**
planet	Flag	crab
plane	Flame	crater
place	Flavor	cross

Evaluation

Answer the questions with words that have consonant blends. Look at the first two letters as your clues.

_____ 1. What pl has wings and carries people from one place to another? (plane)

_____ 2. What fl means taste? (flavor)

_____ __3. What bl do you use on a cold windy night?

(blanket)

_____ __4. What pr means the head of a school? (principal)

_____5. What sn means a sound you produce while sleeping? (snore)

D. Assignment:

List down five (5) words each with the initial sound /pl/ and /cr/.

DAY 4

Objective:
Use English to describe the processes.

A. Preliminary Activities

Drill:

Read the following words from the previous lesson.

greatest vigorous impress
sailor displease urge

Illustrious discharge exhibit

Review:

What is the title of our story yesterday?
Who is Juan Luna ?

C. Development of the Lesson:

Read the paragraph about Juan Luna.

Juan Luna made his greatest work, "The Spolarium". It won him a prize.

He was honored by the Filipinos in Spain. Juan Luna came back to the Philippines and returned to Spain. He worked there for the freedom of the country.

Juan Luna is remembered not only for his paintings but for his love of country.

How is the first sentence of the paragraph written ?
How are some of the works written? Why?
How is the sentence ended?

Steps in Writing Paragraphs:

1. Place a margin on your paper.
2. Indent the first sentence.
3. Begin the first word of a sentence with a capital letter.
4. Begin name of people with a capital letter.
5. End each sentence with the correct punctuation mark.

C. Enrichment Activities

Copy the paragraph on a piece of paper
(Juan Luna)
Observe correct letter form, capitalization and punctuation.

D. Evaluation

Write a paragraph about the picture. (JOSE RIZAL)

D. Assignment

Pretend that you won 1st Prize in a contest and your prize in a contest is a free tour in the Province of Ilocos Norte. What town will you visit? Write a paragraph describing the town you intend to go and why you want to visit that place?

DAY 5

Take part in creative responses to stories, such as dramatizations and oral presentations.

A. Preliminary Activities

Drill:

Reading of irregular nouns in their singular and plural form.

SINGULAR	PLURAL
ox	oxen
loaf	loaves
calf	calves
knife	knives
half	halves

Review:

What is the title of our dialogue yesterday?

In the dialogue, what did the three friends do in the trade fair?

B. Engagement Activities:

- The teacher reads the dialogue . The teacher groups the pupils into 6.
- Give them 5 minutes to prepare for their presentation.
- Then pupils act out the dialogue of the three friends Carlo, Jake and Leo who went to the trade fair . (To be written in a piece of Manila Paper or Black Board.

Ask the class other events/things they do during fiesta and share it to the class. Act out a dialogue.

Be able to share in class some of your unforgettable experiences last Christmas Vacation.

WEEK 15

I. OBJECTIVES:

A. Recount a specific/significant event.

B. Understand that the order of letters in a written word represents the order of sounds in a spoken word.

C. Show how spoken words are represented by written letters that are arranged in specific order.

D. Blend phonemes to read words.

F. Use collective nouns.

G. Use English to describe events.

H. Go beyond own experience or general impression and refer to text to explain meaning.

II. SUBJECT – MATTER:

A. Domains of Literacy/ Skills:

1. Oral Language
   - Recounting a specific significant event

2. Phonological Awareness
   - Understanding that the order of letters in a written word represents the order of sounds in a spoken word

3. Phonics and Word Recognition
   - Showing how spoken words are represented by written letters that are arranged in a specific order
   - Blending phonemes to read words

4. Grammar
   - Using collective nouns

5. Vocabulary
   - Using English to describe events

6. Listening Comprehension
   - Going beyond own experience or general impression and refer to text to explain meaning

B. Reference: K To 12 BEC Guide

C. **Materials:** Big Book, word cards, pocket chart,
Story: A Place To See! by: Vilma F. Alcayaga

D. Theme: Important Places in Our Community

E. Value Focus: Love of Nature

III. LEARNING ACTIVITIES:

DAY 1

A. Preliminary Activities

Pre – Reading Phase

1. Unlocking of Difficulties

Show the following words written on flash cards.

a. army (picture clues)
b. community (context clues)
c. orchard (picture clues)
d. flock (picture clues)
e. bunch (realia)
f. bouquet (realia/picture clues)

2. Activating prior knowledge

Have you visited all the important places in your community?

3. Developing the Purpose for Reading

Show a picture of important places in the community.

What do you observe with the picture?

Where do you think the place is?

Motive Questions:

What makes the community beautiful?

Did the people enjoy the scenes of the community?

Why?

<u>While Reading Phase</u>

1. Read the story, " A Place to See!"
2. Ask important events from the story.

A Place to See!

Many people enjoy walking everyday around the community. They love to see the surrounding because its clean and beautiful. The breeze is so cool coming from the *stand of trees* on the road.

Every afternoon there are children playing in the plaza. They play hide and seek and sometimes they even step on *army of ants*. After playing they rest on the shade of *orchard of trees* where they can watch *flock of birds* flying towards the branches of trees. While resting they ate *loaves of bread* that they brought with them.

Some children went to school to water their plants in the garden. They planted different trees and vegetables in the garden. There were *bunches of bananas* and *bunches of grapes*. All fruit bearing trees attracted the *swarm of bees.*

Some people visited the church because it's here where they can find peace. Some women offered a *bouquet of flowers* to the saints.

These are the important places in our community that everyone must see!

Post Reading Phase

1. Answer the motive questions.
2. Process pupils' answer
3. Comprehension check:
    1) What can you say about the different places in the community?
    2) Why do people enjoy walking around the community?
    3) Where can we find an orchard of trees?
        bunches of grapes?
        flock of birds?
    4) What makes the community clean and beautiful?
    5) What are the important events that happened in the story?
    6) Have you experienced visiting the important places in your community? Are you playing hide and seek like the children in the story?
    7) How do you maintain the cleanliness of your community?

Infusion of Values:

If you were one of the children, would you also water and take care of the plants? Why? Why not?

DAY 2

A. Preliminary Activity:

Review:

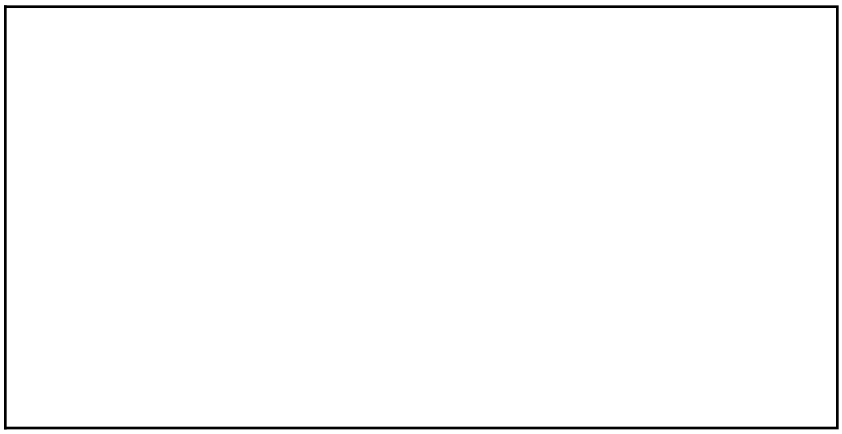
What are the important places in the community?

The class recalls the details of the story, "A Place to See."

B. Engagement Activities:

Divide the class into four groups. Let them do the following activities.

Group 1. The people love to visit the important places in the community. Draw a map of these places to help other people locate these places.



Group 2. Act out your visit to the important events in the story.

Group 3. Every afternoon children enjoy playing in the plaza. Dramatize how children play "Hide and Seek."

Group 4. If you are one of the community people, how do you maintain the cleanliness of the community. Make a foster on how to maintain the cleanliness of the place.

C. Enrichment Activity/ Discussion

Presentation and processing of outputs will be done.

Questions	Activity
A. 1. What are the important places inthe community? 2. How can you help other people find these places.	**"Dora the Explorer's Map"** Draw a map of the important places in the community to guide people in finding them.
B. 1. Why do you think people enjoy Walking around the community? 2. What are the important events that happened in the story?	**"Rewind"** Try to remember the important event that happened in the story and act out this part.
C. 1. Who went to the plaza every afternoon? 2. Why did they go there?	**"Pick a Boo"** Dramatize how children play "Hide and Sick"
D. 1.Describe the important places in the community. 2. Why is the place clean and beautiful? 3. How can we make our community clean and beautiful?	**"Clean Up Drive!"** Make a foster on how to maintain the cleanliness of the community.

D. Assignment: Write a diary stating what you learned from today's lesson.

DAY 3

A. Preliminary Activities:

1. Review/ Drill:

What are the different things that you can see in the community?

2. Mood-Setting:

Read the tongue twister to the pupils.

"*Charlie chased chickens chewing chocolate chunks.*"

Call on some volunteers to read it, too.

Then the whole class reads it.

B. Development of the Lesson

1. Ask: What is common among the words in the tongue twister?

Answer: initial ch

2. Ask what is the sound they hear with ch.

<u>Teaching/ Modeling</u>

3. Sound it off again for emphasis. Say: /ch/.

4. Let the pupils repeat the sound – first, individual, by pair, in small groups, then by the whole class.

5. Lead the class in reading the tongue twister again:

"*Charlie chased chickens chewing chocolate chunks.*"

6. Lead the pupils to read another set of words.

chip	chin
chop	Chester
chat	chamber

7. Say: This time, listen as I read the following words.

chord	character
chorus	Christmas

8. Ask: What initial sound did you hear with all the words I said?

Ans.: /k/

9. Let the pupils do an activity that will make them choose words with the initial sound /k/. *(Refer to LM – Activity___.)*

10. Let the pupils remember that ch can be sounded as /ch/ or /k/.

Guided Practice

1. Lead the pupils to answer this activity.

Encircle the sound of ch in the following words.

1)	cholera	/ch/	/k/
2)	chore	/ch/	/k/
3)	choir	/ch/	/k/
4)	charcoal	/ch/	/k/
5)	church	/ch/	k/

C. Enrichment Activity

Let the pupils do this activity. They will classify the given words according to the sound of ch.

chemist	champion
cheer	chorus
chick	chop
ch	

/ch/	/k/

3. Discussion
   a. Teacher gives the sound of each letter in the word.
      /c/ /o/ /o/ /l/ - cool
      /r/ /e/ /s/ /t/ - rest
      /pl/ /a/ /y/ - play
      /f/ /i/ /n/ /d/ - find
   b. Teacher reads the words formed.
   c. Pupils read the words after the teacher.
4. Generalization

How are the words formed?

Is the sound of each letter the same as the order as it was written?

5. Guided Practice

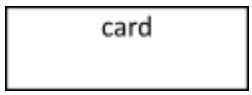
Activity 1

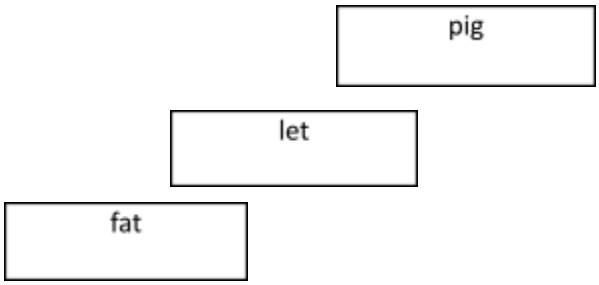
Climb up the Ladder!

Write the word form by combining the following sounds given. Write it on a flashcard and arranged it like a ladder.

1. /f/ /a/ /r/
2. /l/ /e/ /t/
3. /p/ i/ /g/
4. /k/ /a/ /r/ /d/
5. /m/ /a/ /n/







Activity 2

Rearrange the jumbled letter sounds to form a word.

1. /l/ /t/ /a/ /e/
2. /t/ /e/ /m/ /a/
3. /e/ /h/ /a/ /t/
4. /m/ /e/ /f/ /a/
5. /c/ /t/ /a/

6. Independent Practice

Listen carefully to the following letter sounds and give the word that is formed.

a. /c/ /a/ /r/ /t/
b. /d/ /o/ /g/
c. /p/ /o/ /w/ /e/ /r/
d. /s/ /i/ /t/
e. /p/ /e/ /t/

DAY 4

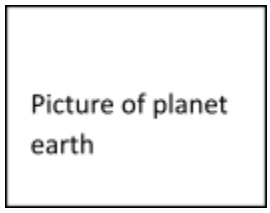
1. Review

Combine the sounds and give the word that is form.

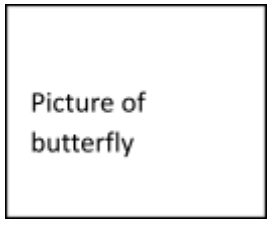
/c/ /a/ /t/
/f/ /a/ /t/
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/p/ /a/ /n/

2. Presentation

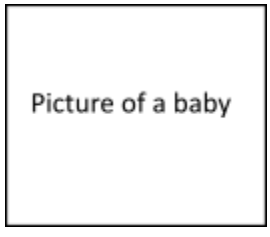
Listen to these riddles. Take note of the repeated sound in each. Answer the riddles. The pictures will guide you.



1. What planet is not plastic and has plants on it?



2. What insect flaps its wings, flies and flirts on flowers?



3. Who sleeps in a crib and stays on cradle and still cries?

3. Discussion

After answering the riddles, the teacher will read them again. What sound is repeated in the

a. first riddle?
b. second riddle?

c. third riddle?

How many consonants do you hear? Do they sound as one?

4. Teaching/Modelling

I am going to say all the sounds I hear in a word from the riddle. I want you to tell me the word that you hear when you put these sounds together.

If I say /pl/ /a/ /s/ /t/ /i/ /c/ the word is . . .

(plastic)

If I say /fl/ /o/ /w/ /e/ /r/ /s/ the word is . . .

(flowers)

If I say /cr/ /i/ /b/ the word is . . .

(crib)

Have pupils read the words form by putting the sounds together.

5. Generalization

How did you read the words?

6. Guided Practice

Activity 1

Complete the sentences by forming the words through their sounds.

/gl/ /a/ /s/ /s/

1.The water from the _____ is cold

/spl/ /i/ /t/

2. Brother will _____ the bamboo into two.

/sp/ /e/ /l/ /l/

3. Alma _____ the word correctly.

/cl/ /o/ /u/ /d//s /

4. Dark _____ bring rain.

/fl/ /a/ /g/

by raise the _____ on the pole.

Activity 2

Select the word that fits each clue.

/cr/ /a/ /b/ (crab)	/pr/ /a/ /y/ (pray)	/dr/ /u/ /m/ (drum)
/cr/ /i/ /b/ (crib)		/dr/ /e/ /s/ /s/ (dress)

1.You do this to thank Allah or God. _____
2.Leo beats the _____.
3. It can crawl, but be careful it might pinch you. _____
4.Pearl wears a red _____.
5.Carla places baby Anne in her _____.

7. Independent Practice

Give the appropriate word for each given sentence. Choose your answer from the words inside the box.

/cr/ /a/ /y/ /o/ /n/ (crayon)
/tr/ /u/ /ck/ (truck)
/dr/ /e/ /s/ /s/ (dress)
/br/ /e/ /a/ /d/ (bread)
/gr/ /a/ /s/ /s/

1.Father cuts the green _____.
2.Frances loves to use blue _____ in his drawing.
3.Marielle takes milk and _____ for breakfast.

4.The _____ wears a crown.
5.The delivery _____ brings the goods to the store.

DAY 5

1. Review

What are the important places that you can see in the community? What are the things that you can find there?

2.Presentation

Teacher presents the different sentences taken from the story "A Place to See!"

a. The children step on an army of ants.
b. An orchard of treesgive shade to children who like to rest.
c. There are flock of birds flying from the branches of trees.
d. The children ate loaves of bread.
e. Some women offer bouquet of flowers to the saints.

Call volunteer pupils to read the sentences.

1.Discussion

What did the children do with the ants? What do you think the ants will do?

What give shades to the children?

What flies from the branches of trees?

What did the women offered to the saints?

What have you observed with the underlined words?

army of ants
orchard of trees
flock of birds
loaves of bread
bouquet of flowers

How many ants are we referring to if we say "army of ants?"
How many trees do you see in an "orchard of trees?"
How many birds are there when we say "flock of birds?"
How many bread are there when we say "loaves of bread?"
How many flowers do we see in a "bouquet of flowers?

Generalization

What do we call the words used to define a group of people, animals or things?

(Collective Nouns)

Give example of collective nouns.

Application

Use the following collective nouns in a sentence.

a. a basket of fruit

b. a bowl of rice

c. a flock of geese

d. a class of students

e. a choir of singers

Enrichment

Game: "Pick Me Up!"

Have pupils pick a rolled paper(collective nouns are written on the pieces of paper) inside the "magic box". Have pupils match the collective noun to the appropriate sentence.

a. We can find _____ in school. (a library of books)

b. Mother bought _____ in the bookstore. (a pack of cards)

c. I hear a song coming from _____. (a choir of singers)

d. Carlo love watching _____ flying across the sky. (a flock of birds)

e. The pupils draw a fish on _____. (a pad of paper)

Evaluation

Write the letter of the appropriate collective noun for each given sentence.

1. The hunter saw _____ in the forest.

a. a troop of monkeys

b. a troupe of dancers

c. a choir of singers

2.Mother bought _____ in the market.

a. a rope of bread

b. a rope of onions

c. a rope of grapes

3.The baby ate _____.

a. a bowl of water

b. a bowl of rice

c. a bowl of sugar

4.Father gave _____ to mother on her birthday.

a. a bouquet of flower

b. a rope of onions

c. a pad of paper

5.Mother bought _____ for the New Year's eve..

a. a basket of fruit

b. a basket of candies

c. a basket of tomatoes

Assignment

Use the following collective nouns in a sentence.

a string of pearls

a troupe of dancers

a bunch of grapes

WEEK 16

I. OBJECTIVES:

A. Talk about insights drawn from the experiences of others..
B. Recognize some common words on sight (e.g. an, of, then, had, his, were, some, his, him).
C. Use concrete and abstract nouns..
D. Use knowledge of suffixes (e.g. -dom, -hood, -ion, -ity, -ment, -ness, -ry, ---ship, -th, -ty) to determine the meaning of words.
E. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.

II. SUBJECT – MATTER:

Domains of Literacy/ Skills:

1. Oral Language:
    - Talk about insights drawn from the experiences of others.

2. Phonics and word recognition:
    - Recognize some common words on sight (e.g. an, of, then, had, his, were, some, his, him).

3. Grammar:
    - Use concrete and abstract nouns.

4. Vocabulary:

- Use knowledge of suffixes (e.g. -dom, -hood, -ion, -ity, -ment, -ness, -ry, --ship, -th, -ty) to determine the meaning of words.

5. Listening Comprehension

- Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.

References:

K to 12 BEC Guide

Voyages in English by Brookes and Masino

Grammar Workbook Exercises in English by Loyola Press

Materials: Big book, graphic organizer, word cards

Story: My Hero by Editha V. Luna

Theme: Our community helpers

Value Focus:

III. LEARNING ACTIVITIES

DAY 1

A. Preliminary Activities

Pre-Reading Phase

1. Unlocking of Difficulties

Show the following words written on flash cards.

1. hero (through context clues/picture)
2. pedestrian lane (through pictures)
3. reckless (through picture/context clues)
4. vicinity (through context clues)
5. traffic violation (through pictures/context clues)
6. tribute (through pictures/context clues)

2. Activating Prior Knowledge

Ask: Who among you cross the street when going to school?

Who help you cross the street?

3. Developing the Purpose for Reading

- Show a picture of children crossing the street going to school.

Ask: Where do you think they are going?

Who do you think will help them?

Do you think they will be safe to cross the street?

- Motive Question

Did the children reach the school safe?

B. Development of the Lesson

<u>While Reading Phase</u>

1. Reading of the story," My Hero" from cover to cover.
2. Ask: (Prediction questions will be asked from time to time)

"What do you think will happen next?"

<u>Post Reading Phase</u>

Comprehension check

1) What day was it?
2) Who are about to cross the street?
3) What happened when Dave was about to cross the street?
4) Did he get hurt? Why?
5) Why do you think the driver was too in a hurry and beat the signal?
6) If you were the driver, what would you do if you see a signal to stop because school

children are about to cross?

Why?

C. Enrichment Activity

Infusion of Values:

If you were the police officer, would you also do the same way? Why? Why not?

D. Assignment

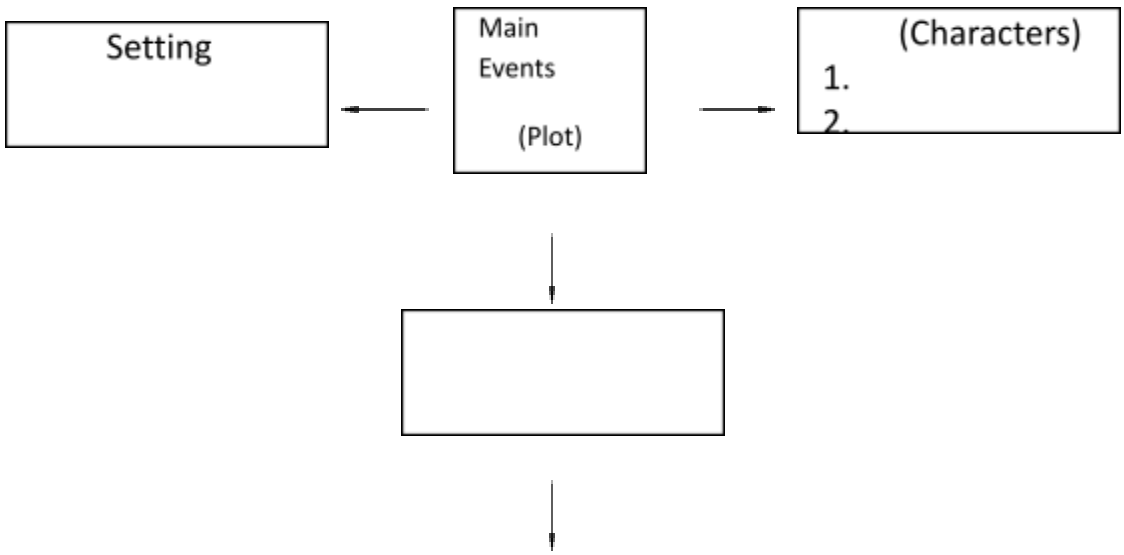
Do you have the same experienced like what happened to Dave? If so, write a short paragraph to share your experienced with your classmates tomorrow.

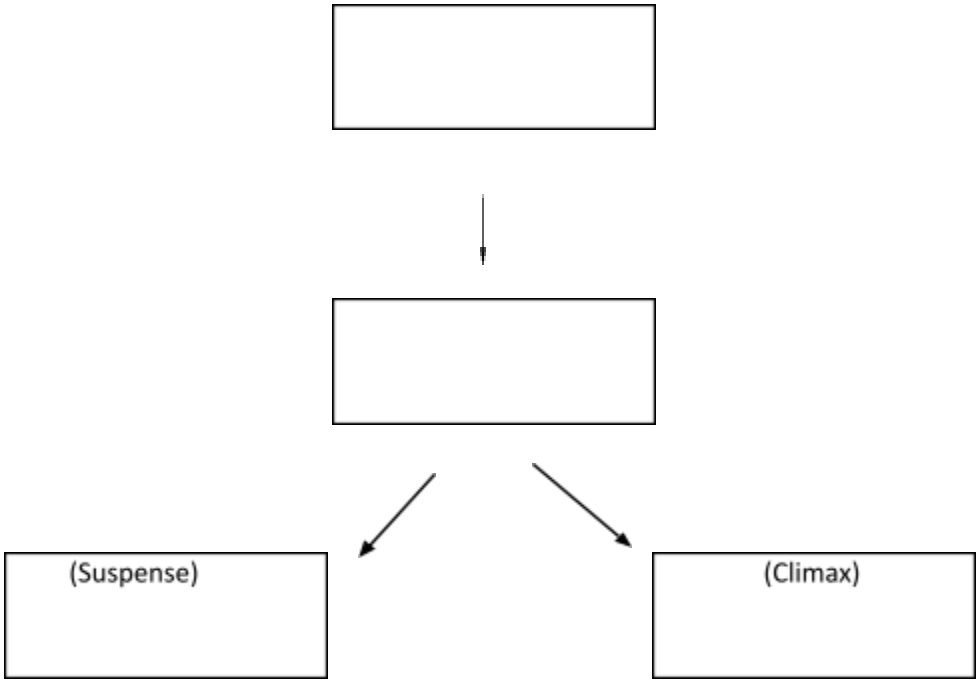
DAY 2

E. Preliminary Activities

1. Call some volunteer to share their assignment.
2. Review:

Understanding the parts of the story using a diagram. Fill in the boxes to retell the story "My Hero".





F. Development of the Lesson

3. Engagement Activities:

Divide the class into five groups. Let them do the following activities:

Group 1. Act out the scene when the Police Officer saved Dave.

Group 2 Create a dialogue between the Police Officer and the reckless driver after the incident.

Group 3. Make a sign board so that the incident happened to Dave will not happened again.

Group 4. Draw the location of your school and show how far is it with the Police Station, Barangay Hall, Health Center and others that can be of great help to you and to all pupils in your school.

Group 5. Pretend that you are Dave. Make a thank you letter to the Police Officer who saved your life.

Presentation and Processing of Group Outputs.

G. Assignment

How sharp is your memory? Let us test it by remembering all the nouns mentioned in the story "My Hero". Write them in your notebook.

DAY 3

A. Preliminary Activities

1. Review/Drill

Reading of the pupils assignments.

B. Development of the Lesson

1. Writing of the nouns written by the pupils on the board.
2. Using the nouns on the board, make a sentence out of these.

Example:

1. The people valued peaceful and orderly community.
2. Dave showed his gratefulness to the Police Officer for saving his life.
3. The school showed its appreciation to the Police officer by giving him recognition.
4. The reckless driver was brought to the police station.

C. Teaching/Modeling:

a. Discussion:

Ask: What is the underlined word in number 1? Number 2? In number 3 ?Number 4?

Now take a look at these words. We will separate them in two groups.

A	B
Community	gratefulness
Police station	appreciation
	Recognition

Words in column A are called concrete nouns while words in column B called abstract nouns.

Concrete noun names a thing that can be seen or touched.
An abstract nouns expresses a quality or a condition. It names something that cannot be seen or touched. Abstract nouns can be formed from adding suffixes such as –dom, -ion, -tion, -ity, ment, -ry, -ship, -th, and –ty.
Suffixes are syllables added after a rootword.

b. Guided Practice:

Can you identify the concrete and abstract nouns in each sentence? Encircle the abstract nouns underline the concrete nouns.

1. People in the barrios are friendly.
2. Leadership should be learned at early age.
3. The Police Officers were extremely important in keeping order.
4. Filipinos believed in freedom and democracy.
5. They valued truth, beauty, and order.

c. Generalization:

What are concrete and abstract nouns?
What are suffixes?

Concrete noun names a thing that can be seen touched.
An abstract noun expresses a quality or a condition. It names something that cannot be seen or touched. Abstract nouns can be formed from adding suffixes such as –dom, -ion, -tion, -ity, ment, -ry, -ship, -th, and –ty.
Suffixes are syllables added after a rootword.

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D. Independent Practice

Read the following sentences. Write C on the blank if the underlined word is concrete noun and A if the underlined word is an abstract noun.

_____1.Mayon Volcano is famous.
_____2. Watching good movies is a good form of entertainment.
_____3. Our school is near our house.
_____4. My sister is famous because of her honesty.
_____5. I saw tall buildings in the city.

E. Assignment:

Think of ten nouns, classify them into concrete and abstract nouns.

DAY 4

B. Preliminary Activities

1. Review

Answering of the assignment

2. Drill

Reading previously learned words.

Entertainment
honesty
gratefulness
appreciation
recognition

B. Development of the Lesson

Engagement Activities:

Pupils will be grouped into five. Each group will use the abstract noun in the sentence that is written on the envelope that will be given to them.
(Abstract nouns to be used in the sentences will be the same nouns used in drill.)

B. Enrichment Activity:

Look for the right noun to write on the blank to complete the sentences. Identify the noun you wrote by writing abstract or concrete inside the box.

a. The king love his_____. ☐

b. I am proud of my _____ ☐

c. The _____ is known for its perfect coned shape.

C. Assignment:

Write an abstract noun for each word by adding a suffix.

1. good _____
2. brave _____
3. friend _____
4. king _____
5. leader _____

DAY 5

A. Review

1. Answering of the assignment

Write an abstract noun for each word by adding a suffix.

1. good _____
2. brave _____
3. friend _____

4. king _____
5. leader _____

B. Enrichment:

Read the story carefully. Encircle the nouns found in the story. Tell if it is abstract or concrete noun.

Lolo Berto and Ivan went fishing. While they were fishing, Ivan made Lolo tell some stories. Lolo then told stories about our ancestors and how they took care of the environment. Suddenly, Ivan caught a fish and he was so happy. After catching more fish, Lolo and Ivan went home happily.

Story:

My Hero
By: Editha V. Luna

It was a regular Tuesday morning when Dave was about to cross the pedestrian lane to his school.

A police officer signaled the vehicles to stop. Out from behind a speeding car attempted to beat the signal but it was too late and made a screeching stop. Dave was right directly at and suddenly from, someone pulled him away from the danger. The reckless driver was taken to the police station which is located a block away from the school for traffic violation.

Dave with the rest of the school and the people within the vicinity were all proud of the officer. The thought of someone helping them overwhelmed their feelings. As a tribute to the police officer Pablo who served as a role model, was given recognition during a school program.

Now, most of the kids wanted to be a police officer to be able to serve in the community.

As the officer stepped down from the stage after the program, Dave saluted him for saving him out of danger.

WEEK 17

I. OBJECTIVES

A. Include more elaborate details for narrations.
B. Recognize some common words on sight.
C. Use common and proper nouns.
D. Use knowledge of prefixes to determine the meaning of words.
E. Describe characters within a literary selection.

II. SUBJECT - MATTER

Domains of Literacy/ Skills:

Oral Language
Using more elaborate details for narrations
Phonics and Word Recognition
Recognizing some common sight words
Grammar
Using common and proper noun
Vocabulary
Using knowledge of prefixes (e.g. re-, de-, anti-, pro-) to determine the meaning of words
Listening Comprehension
Describing characters (e.g. traits, roles, similarities) within a literary selection

Reference:K to 12 BEC Guide

Materials: Big book, graphic organizer, flashcard

Storty: A Fisherman and a Hero by: Vilma F. Alcayaga

Theme: Culture of our Community

Value Focus: Bravery

III. LEARNING ACTIVITIES

DAY 1

Preliminary Activities

Review

Unlocking of Difficulties

The following words are written on flash cards.

1. feast (picture clue)
2. fluvial procession (picture clue)
3. devotees (context clue)
4. courageous (context clue)
5. raft (picture clue)

Activating Prior Knowledge

Have you experienced participating in a fluvial procession?

Developing the Purpose for Reading

Show a picture of devotees participating in a fluvial procession.

Ask:

What are they doing?

Where do you think the devotees are going?

Motive Questions:

1. Who participated in the fluvial procession?
2. How did the fisherman rescued the people in a stuck boat?

Development of the Lesson

While Reading Phase

1. The teacher reads the story.
2. The teacher ask questions that give details to the story.

A Fisherman and a Hero!

Caoayaneos are known to be hardworking, resourceful, brave, thrifty and God fearing. On the second Wednesday of November the Feast of Nuestra Senora de la Esperanza is celebrated in Caoayan, Ilocos Sur. Each year there is a procession to honor the Blessed Virgin Mary. Every barangay prepared their boats and rafts for the fluvial procession.

A big raft was decorated where the image of Virgin Mary is placed. The parish priest together with other devotees stayed on the raft praying the holy rosary while the raft is paraded along the river and the sea. The raft is being followed by other devottees riding in their decorated boats and rafts.

On November 14, 2010, inspite of the strong wind and big waves, many devotees still decided to have the profession. Many motorized boats were stuck because of big waves. When one boat is about to sank a brave fisherman came to rescue. This man courageously give a big rope to the person inside the boat

where they tied and another boat pulled it to a safer place. This man is Rommel Fernandez. For the people he saved, he was indeed a Hero!

Post Reading Phase

Answering the motive questions

Comprehension check

1. What feast is celebrated in Caoayan, Ilocos Sur every second week of November?
2. Where do they hold procession during this feast?
3. Who is the hero in the selection?
4. How did he become a hero?
5. What qualities do Andres Bonifacio and Rommel Fernandez have in common? Explain your answer.

Enrichment Activity

Infusion of Values

If you were Rommel, would you also do the same way? Why? Why not?

Give some instances where you can show bravery.

DAY 2

Preliminary Activities

Review

Who is the hero in the selection that we read yesterday? Describe Rommel Fernandez.

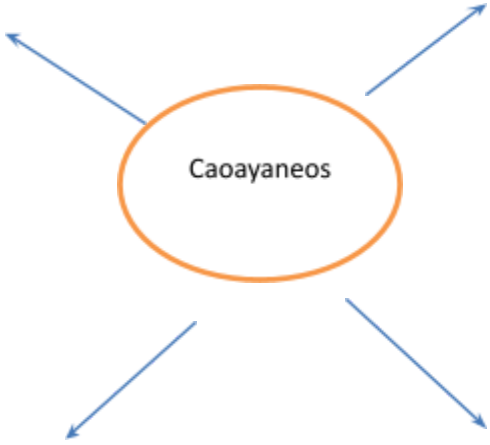
The teacher reads the story again asking questions describing the characters as to their traits, roles and similarities.

Engagement Activities

Divide the class into four groups. Let them do the following activities.

Group 1

Using semantic mapping write something about the Caoayaneous.



Group 2

Make a Character Profile

Characters	Traits	Roles	Similarities
Parish Priest			
Devotees			
Rommel Fernandez			

Group 3

List down the important details in the story. Retell it to class.

Group 4

Choose one scene from the story and dramatize it in class.

Presentation and Processing of Group Outputs

Group 1 will show us their work regarding the characteristics of the Caoayaneos.

Group 2 will present the Character Profile. They will describe the traits, roles and similarities of the characters.

Group 3 present the important details from the story that they have listed. Based from the list they will retell the story.

Group 4 will dramatize the scene from the story that they have chosen.

The teacher will process the activity done by the four groups. Responses are written on the chart.

Group	Activity	What have you learned?
1		
2		
3		
4		

DAY 3

1.Drill

Have pupils read the following words.

at	me
in	has
by	who
then	has
hot	six

2. Review

Who are the characters of the story that we read yesterday?

1.Presentation

Present some words taken from the story.

	A	B
feast	Feast of Nuestra Senora de la Esperanza	
parish priest		FelicissimoFerrer
devotee		Leticia Ragamat
month		November
day		Wednesday
fisherman		Rommel Fernandez

2.Discussion

Have pupils read the words in column A and B.

What do you call a word that names a person?

What do you observe with the words in column A? How are they written?

How about in column B? How are they written?

3.Generalization

What are common nouns?

Common Nouns- do not name a specific person, place, thing or idea. Common Nouns are not capitalized unless they are beginning of a sentence or part of a title.

What are Proper Nouns?

Proper Nouns – are words that name a specific person, place, thing or idea. Proper nouns are capitalized.

4.Application

Activity 1

Game: Mix and Match- Pick one word from the basket. Give the proper noun for the common noun that you pick.

Example: pencil - Mongol

Activity 2

Complete the table. Write the correct Proper Noun.

Common Noun	Proper Noun
1. dog	
2. month	
3. day	
4. doctor	
5. teacher	
6. place	

6. Enrichment

Game: Passing the Basket – Play a music while pupils pass the basket. When the music stops the pupil holding the basket will pick one word from the basket. She will write the proper noun for this word on the board.

Example: flower – Sampaguita

7. Evaluation

Write a correct proper noun for each word.

1. tree
2. ballpen
3. principal
4. book
5. market

Assignment

Write the correct proper noun for the following wortd.

1. toothpaste
2. soap
3. flower
4. cat
5. school

DAY 4

1.Drill

Have pupils read the following words.

on	my
off	get
now	when
again	they
said	ten

2.Review

Give examples of common nouns and give the proper nouns for each word.

3.Presentation

One Saturday morning Jane help mother in cleaning the house and preparing their lunch. Her mother told her to rearrange the chairs in the living room. She closed the window and wipe the dust. After doing this she reopen it so that light and fresh air will reenter inside the house. After cleaning she went to the kitchen and help mother in cooking their lunch. She defrost the refrigerator so that

she can get the fish inside. Mother debone the fish and fried it. The family ate their lunch happily.

4.Discussion

Here are the things that Jane and mother did one Saturday morning.

1).She rearrange the chairs in the living room. She wipe the dust in the chair and arrange it again.

2).She reopen the windows so that light and fresh air will reenter inside the house. While cleaning she closed the windows but open it again so that light and fresh air will enter again inside the house.

3).She defrost the refrigerator so that she can get the fish inside. She switch off the refrigerator in order that the ice will melt.

4).Mother debone the fish and fried it. She remove the bone of the fish.

(Show the underlined words written in a flashcard)

What does mother mean when she said rearrange? (arrange again)

What does the word reopen mean? (open again)

-reenter? (enter again)

What did Jane do when she defrost the refrigerator? (remove the plug)

What did mother do when she debone the fish? (remove the bone)

5.Values Integration

If you were Jane would you do the same? How can you help mother at home?

6.Generalization

What do we call the words that are added at the beginning of words?

(Prefixes- are added at the beginning of words. They change their meaning.

re- means again and de- means remove or reduce.

7.Application

Activity 1

Give the prefixes used in the following words.

1. redial
2. reread
3. defuse
4. depart
5. recall
6. readd
7. delimit
8. deactivate
9. rebuy
10. declassify

Activity 2

Add the prefix re-, and de- to form a new word.

1. build
2. compress
3. build
4. limit
5. cook

8.Enrichment Activities

Draw a circle around the word that completes the meaning of the sentence.

1. Mother will _____ the bag and empty it of its content.
repack pack unpack

2.The man fixed the car. They took out the broken parts and _____
them with new ones.
placed replaced deplaced

3.The bomb expert _____ the bomb. They remove it in order not to hurt people.
fuse defuse refuse
4.The vendors _____ the fish. They remove the plastic to classify them.
classify declassify unclassify
5.Her mother told her a joke. Tess _____ the joke to her new friends.
retold told untold

Assignment

Add a prefix to the beginning of each underlined word to tell the meaning.

1.freeze again _____
2.trace again _____
3.fuse remove _____
4.bone remove _____
5.dial again _____

DAY 5

1.Drill

Have pupils read the following words.

up us
old why
big you
under help
always two

2.Review

What do we mean by the prefix re-?
de-?

3.Presentation

Present the following sentences.

1.The school is working on antibulying campaign.
2.The doctor injected antiallergy to the patient.
3.Carlo is a prolife advocate.
4.Eating vegetables prolong our life.

4. Discussion

Read the underlined words from the story.

antibulying
antiallergy
prolife
prolong

What prefix is added to the word bullying and allergy?
life and long?

The prefix anti means against and the prefix pro means in favour. Adding these prefixes to a word will change the meaning of the word.

(Have pupils give words with prefix anti and pro.)

5. Generalization

What are prefixes? What happens to words when prefixes anti or pro are added?

6. Application

Activity 1

Complete the word by writing the correct prefix.

1.____rubbish

2.____active

3.____acid

4.____creations

5.____church

Activity 2

Give the meaning of the word.

1.antiabuse

2.prolife

3.proactive

4.antiacid

5.antibirth

7. Enrichment

Add prefix anti and pro to form a new word.

	anti	pro
1. Christian		
2. portion		
3. abuse		
4. vision		
5. allergy		

8. Evaluation

Finish the following sentences by adding the prefix anti and pro.

1. Bantay Bata is an _____ organization. (antiabuse)

2. The soldiers _____ war against their enemy. (proclaim)
3. Islamic countries are _____. (anti-Christian)
4. We must comply because it is the _____ of the law. (provision)
5. Some medicines are _____. (antiacid)

Assignment

Go over some stories in your book. Copy some words with prefix anti and pro and write them in space that follow. Opposite each word write each meaning.

Word	Meaning
_____	_____
_____	_____
_____	_____
_____	_____

Second Quarter-Week 18

I. OBJECTIVES

A. Talk about insights drawn from the experiences of others.
B. Recognize common sight words
C. Identify and use common and proper nouns
D. Get the meaning of words through context clues
E. Make simple inferences about thoughts and feelings and reasons for actions.

II. SUBJECT - MATTER

Domains of Literacy/ Skills:

1. **Oral Language:**
   - Talking about insights drawn from the experiences of others.

2. **Phonics/Word Recognition:**

- Recognizing some common sight words (eg. an, of, then, had, his, were, some, his, him) .

3. **Grammar:**

- Using common and proper nouns.

4. **Vocabulary:**

- Get the meaning of words through context clues

5. **Listening Comprehension**

- Making simple inferences about thoughts and feelings and reasons for actions

6. **Reading Comprehension**

- Respond to the story or poem through art, dialogue, drama, and other writing activities

References:

K to 12 BEC Guide

Voyages in English by Brookes and Masino

Grammar Workbook Exercises in English by Loyola Press

Materials: Big book, graphic organizer, word card

Story: Let's Dance

by: Editha V. Luna

Theme: Our Local Dances

Value Focus: Patriotic

Day 1

I. Objectives:

a. **Oral Language:** Talk about insights drawn from the experiences of others.

b. **Vocabulary:** Get the meaning of words through context clues

II. Subject Matter:

- Talking about insights drawn from the experiences of others.
- Getting the meaning of words through context clues

III. Pre-Assessment

1. Show different pictures of well-known dance group in the television.
2. Play a per-recorded dance remix and ask pupils to dance as they hear the sound track.

- Activating Prior Knowledge

  Ask: what kinds of dances do you like most?

- Pre-Reading Phase

  a. Unlocking of Difficulties

  Show the following words written on flash cards.

  1. **spectators** (through context clues/picture)
  2. **culture lane** (through pictures)
  3. **foreigner** (through picture/context clues)
  4. **audience** (through context clues)
  5. **province** (through pictures/context clues)
  6. **applause** (through pictures/context clues)

  3. Developing the Purpose for Reading

  - Let pupils listen again to dance music (modern and local dance music).

    Ask: Are you familiar with the other dance music?

  - Motive Question

    In our story let's find out what dance music did Susan and her group chose to dance.

B. Development of the Lesson

While Reading Phase

1. Reading of the story," Let's Dance" from cover to cover.
2. Ask: (Prediction questions will be asked from time to time)

   "What do you think will happen next?"

Post Reading Phase

Comprehension check

1) Who is among the spectator of a dance contest in their school?
2) What did her group mates decided to showcase during the school show?
3) What made they decide to present their own dance?
4) How do you find Susan? Why?
5) Do you think Susan and her group mates are proud being a Filipino? Why do you say so?

C. Enrichment Activity

Infusion of Values:

If you were given a chance like Susan to perform to dance in other place, what would you show? Why?

D. Assignment

Research one of our local dances. Write something about it.
Be able to share it to your classmates tomorrow.

Day 2

I. Objectives:

Comprehension of Literary text: Respond to the story or poem through art, dialogue, drama, and other writing activities

A. Preliminary Activities

1. Call some volunteer to share their assignment.
2. Review:

Let pupils watch recorded video on different Filipino folk dances. Afterwards ask pupils to tell their experiences about the dances they just watched.

B. Development of the Lesson

4. Engagement Activities:

Divide the class into five groups. Let them do the following activities:

Group 1-Create a dialogue between the Susan and her Professor to get his approval on the dance she proposed to present.

Group 2- Show to your classmate's two steps of Binislakan.

Group 3- Draw the native costume Susan got from their province for their show.

Group 4- Pretend that you are Susan, make a poster to convince other students to love and patronize our own dances.

Presentation and processing of group outputs.

E. Assignment

How sharp is your memory? Let us test it by remembering all the ***nouns*** mentioned in the story "Let's Dance". Write them in your notebook.

DAY 3

I. Objectives:

Grammar: Identify common and proper nouns.

A. Preliminary Activities

1. Review/Drill

Reading of the pupil's assignments.

B. Development of the Lesson

1. Writing of the nouns written by the pupils on the board.

List of Nouns
1. 2. 3. 4. 5.

2. Use the nouns given by pupils to make good sentences.
   Underline the nouns.

C. Teaching/Modeling:

a. Discussion:

Ask: What is the underlined word in number 1? Number 2?In number 3?In number 4? 5?

Separate the nouns in two groups A and B

A	B
province	Susan

professor	Carla
school	Dr. Santos

Words in column A are called common nouns while words in column B called proper nouns.

Common noun refers to any person, place or thing.
Examples: teacher church ball pen country school

Proper noun refers to a specific person, place or thing. It always starts in a capital letter.

Examples: Mr. Pascual Saint John School Panda Philippines

b. Guided Practice:

Tell whether each of the following nouns is a common noun or a proper noun.

1. Ben Tulfo
2. president
3. ocean
4. Canada
5. state
6. friend
7. Laguna
8. mother
9. Mrs. SolidadGan
10. Advance notebook

c. Generalization:

What are common and proper nouns?

d. Independent Practice:

Fill in the blanks with the missing common or proper nouns.

	Common Nouns	Proper Nouns
1.	city	_____
2.	_____	Dagupan City
3.	_____	Jupiter
4.	singer	_____
5.	book	_____
6.	_____	Mount Mayon
7.	cartoon character	_____
8.	school	_____
9.	_____	Vincent
10.	mall	_____

E. Assignment:

Think of ten (10) nouns, classify them into common and proper nouns.

DAY 4

I. Objectives:
Grammar: Use common and proper nouns in making sentences.

A. Preliminary Activities

1. Review

Answering of the assignment shall take place.

B. Development of the Lesson

Engagement Activities:

Pupils will be grouped into five. Each group will use in the sentence the common/proper noun that is written on the envelope that will be given to them.

C. Enrichment Activity:

Look for the right noun to write on the blank to complete the sentences. Identify the noun you wrote by writing common or proper inside the box.

a. The king love his_____. ☐

b. I am proud of my _____ ☐

c. The _____ is known for its perfect coned shape. ☐

D. Assignment:

Write a proper noun for each word.

1. boy _____
2. teacher _____
3. friend _____
4. president _____
5. river _____

DAY 5

I. Objectives

Recognizing common sight words found in the text
(eg. an, of, their, had, his, were, about, his, him)

A. Review

1. Answering of the assignment will take place.

B. Independent Activity

Reading of the story

Let the pupils recognize and identify common sight words in the story.

Let's Dance
By: Editha V. Luna

Susan is among the spectators of a dance contest in **their** school. **By** the way, she is a senior college student in Manila. In the province where she grew up, their way of life is a reflection of their culture, distinctly Filipino as we could speak**of**.

As she was passing **their** faculty room, she saw their dance professor, Dr. Santos. The professor noticed the young lady standing by the corridor as if she wanted to tell something. So, she called her in. Susan told her that she wanted to showcase the dance popular in their province. Since the performances **were** mostly adapted from foreigners, it was a good thing to present and remind the audience of our own since the show will be telecast live on television. Susan's group got the professor's approval.

Back at **her** province, Susan got their native costumes to wear during the show. Her family was very much indeed proud of her. Soon the whole townspeople had known **about** it.

Susan, Carla, Jesusa and Nadia, the group mates **were** still stunned to be part of the show. Different groups showcased the audience with their acrobatic dances, and the audience in return showered **them** with applause.

Susan's group came next. Not only did the audience **were** astonished **but** as well **as** the entire province mates who watched the show on television. **They** did not just perform **for**

C. Evaluation

1.Read the story carefully. Encircle the nouns found in the story. Tell if it is common or proper noun.

My cousin Maria, goes to Dominican School in the province. This Friday, her class will have a field trip to Botanical Garden in BayambangPangasinan. I'm sure they will see different plants there.

2.Context clues

Use the following words to complete the sentences below.



1. Susan's family was indeed _____of her because she won in the contest.
2. _____ applauded as their group called s a winner
3. The entire province was _____ of their grand presentation.
4. Susan became _____ because of her performance.
5. Susan asked Dr. Santos to _____ the dance popular in their province.

Binislakan

Say sayawya "Binislakan" akabated Lingayen, Pangasinan. Say Lingayen, nanlapoedsalita'nIntsikya "Li-King-Tung" ya say gabayto'nibabagaunlinggispasener tan paabante. Say angiteriyantawagsarayIntsikyananayamed Lingayen nensaman a panaon. Say sayaw a Binislakan, manpapanunotedsakeyyapirata'nIntsikyanampaalageynakaarian to ed Lingayen nenika-labinduwa'nsiglo. Say kabaliksa'y "Binislakan" et

"pangiyusarnaduwara'nbislak," yasingapangiyuusarnaduwara'n*chopsticks* nasaraylntsik no mangakanira.

WEEK 19

I. OBJECTIVES:

1**. Oral Language**: Compare and tell the similarities and the differences of characters/events

5. Phonological Awareness:

B. Understand that the order of letters in a written word represents the order of sounds in a spoken word.

C. Recognize some common words on sight.

III. SUBJECT – MATTER:

A. Domains of Literacy/ Skills:

1. Oral Language
   * Making comparisons by stating similarities and differences
2. Phonological Awareness
   * Understanding that the order of letters in a written word represents the order of sounds in a spoken word
3. Phonics and Word Recognition
   * Recognizing some common words on sight

III. LEARNING ACTIVITIES

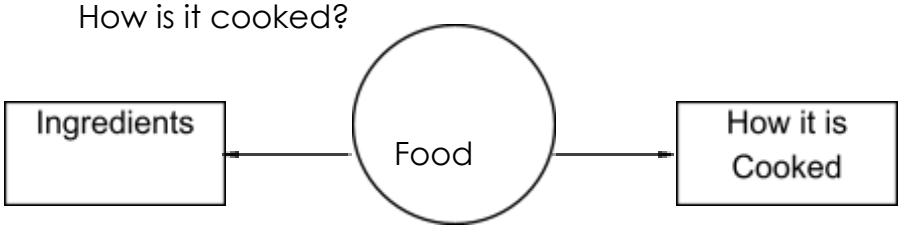
DAY 1

A. Preliminary Activities

Pre-Reading Phase

1. Unlocking of Difficulties
   * windmill - (through picture)
   * sand dunes - (through picture)
   * cuisine - (context clue)
   * sautéed - (context clue)
   * abomasums - (picture/ context clue)
2. Activating Prior Knowledge

   Ask: What is your favorite food?
   What are the ingredients of your favorite food?
   How is it cooked?



1. Developing the Purpose for Reading

   Say: Today, we are going to read a story, "What a Lunch!"
   Let us find out the different local cuisines of Ilocos Region the De Guzman Family had for lunch.

B. Development of the Lesson

During Reading Phase

1. Present the big book entitled, "What a Lunch!"
   Lead the previewing of the big book.

What a Lunch!

It was vacation time in December. The De Guzman Family from Bul;acan decided to have a tour in Ilocos Region. They wanted to see the famous Wind Mill in Bangui, Ilocos Norte and the Sand Dunes in Laoag City.

They had a stop over at Vigan City to have their lunch. They went to "ManganTayon Restaurant."

"Good afternoon. What are the local cuisines of the Ilocos Region that you serve in your restaurant?" asked Mother.

"We serve Bagnet, pinangat, dinengdeng, pinakbet at papaitan," answered the waiter.

"Please tell us what kind of food and how are these food prepared and

2. Do the first reading. Ask questions from time to time to track comprehension.

C. Enrichment Activities

Post Reading Phase

1. The class answers the motive question.
2. Comprehension Check:
   1) Who decide to have a tour in the Ilocos Region?
   2) What do they want to see?
   3) Why did they stop at Vigan City?
   4) What are the local cuisines of the Ilocos Region?
   5) If you were Dominic, would you also eat the food they served? Why? Why not?

Infusion of Values

What are the local cuisines of your place?
Do you want other people to taste it, too?
Are you proud of your local cuisine?

How will you advertise your local cuisine?

DAY 2& 3

A. Preliminary Activities

1. Review

Ask questions about the details of the story, What a Lunch!"

B. Development of the Lesson

1. Engagement Activities

Divide the class into five groups. Let them do the following activities:

Group 1. Draw the Wind Mills in Bangui and Sand Dunes in Laoag City on a Manila Paper.

Group 2. Make a checklist of the local cuisine of Ilocos Region.

Group 3. List down the lowland vegetables for Pinakbet.

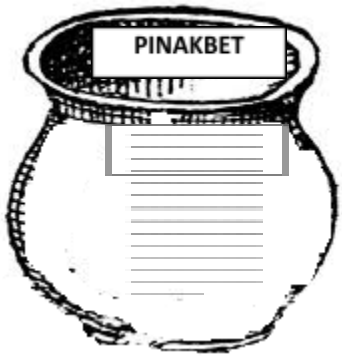
Group 4. Dramatize the scene when Dominic refused to eat the Bagnet and Pinakbet.

Group 5. Make a Thank You Card for the people who served you food.

C. Enrichment Activity

Presentation and Processing of group outputs.

QUESTIONS	ACTIVITY
Group 1 1. Who decided to have a tour in the Ilocos Region? 2. What did they want to see in Bangui, Ilocos Norte? In Laoag City?	**"Draw Me"** Draw the wind Mill in Bangui, Ilocos Norte and the Sand Dunes in Laoag City.

Group 1, please show us your drawing.	
Group 2 1. Where did they stop? 2. Why did they go to "ManganTayon" Restaurant? 3. What local cuisines of Ilocos Region were served in the restaurant? Group 2, please show us your checklist.	**"Check Me, Please"** Check the local cuisines of the Ilocos Region. ☐ Pinakbet ☐ Bagnet ☐ Adobo ☐ Okoy ☐ Pinangat ☐ Papaitan ☐ Dinengdeng ☐ Tortang
Group 3 1. What is Bagnet like? 2. Do we put vinegar in Pinangat? 3. What are the ingredients of Pinakbet? Group 3, please show us the list of vegetables you use for Pinakbet.	**"List Me"** 
Group 4 1. Who didn't like to eat? 2. What did he want to eat? 3. Did he finally like the Bagnet and Pinakbet? 4. What did he say, at last? Group 4, please present your dramatization.	**"Lights…Camera…Action"** Dramatize the scene when Dominic refused to eat the Bagnet and the Pinakbet.
Group 5 1. Did the De Guzman family enjoy their lunch? 2. If you were a member of the De Guzman family, how will you thank the people	**"Thank You"** Make a Thank You Card.

who served the food for you? Group 5, please show us your Thank You Card.	

D. Assignment:

The teacher decides what assignment to give the pupils.

DAY 4 & 5 – Periodic Test

What a Lunch!

It was vacation time in December. The De Guzman Family from Bul;acan decided to have a tour in Ilocos Region. They wanted to see the famous Wind Mill in Bangui, Ilocos Norte and the Sand Dunes in Laoag City.

They had a stop over at Vigan City to have their lunch. They went to "ManganTayon Restaurant."

"Good afternoon. What are the local cuisines of the Ilocos Region that you serve in your restaurant?" asked Mother.

"We serve Bagnet, pinangat, dinengdeng, pinakbet at papaitan," answered the waiter.

"Please tell us what kind of food and how are these food prepared and cooked, requested Mother.

"Yes, Ma'am.Bagnet is like a LechonKawali. The sliced meat is boiled first then deep fried until golden brown. Pinangat is similar to a paksiw but we use camias or tomatoes as flavor for the fish instead of vinegar. Dinengdeng is a mixture of lowland vegetables cooked in little water flavored with fish sauce. Pinakbet is also a mixture of lowland vegetables sautéed with little meat and "bagoongalamang". The internal organs of a cow is used for papaitan. It is biled until tender and it is flavored with papait, extracted from abomasums of a cow," patiently explained the waiter.

"Wow, amazing. These are all healthy food. I can't wait to taste all these food. Please serve us with all these local cuisines of Ilocos Region.

"But Mother, I don't like to eat these foods. I want hamburger," said Dominic.

"Son, you better taste these foods. Here, have some bagnet and pinakbet," said Mother.

"Hmmm,it's delicious. Can I have some more, Mother?" asked Dominic.

"Yes, they're not only delicious, they are also nutritious," said Mother.

The De Guzman family enjoyed their lunch. They were so thankful and happy that they were able to taste the local cuisines in Ilocos Region. They continued their trip with full stomach and felt satisfied. What a wonderful lunch they had!

Generalization:

Why do we need to learn how to interpret charts and graphs?

Evaluation:

The teacher shows another chart or graph for the pupils to interpret.