



MATATAG
 Bansa ng Makabata Batang Makabansa

MATATAG

Kto10
Kurikulum
Lingguhang Aralin

School: _____

Teacher: _____

Date: _____

Grade/Section: **2**

Subject: **English 2**

Quarter/Week: **Q1-WEEK 4**


	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
I. CURRICULUM, STANDARD AND LESSON COMPETENCIES					
A. Content Standard	The learners demonstrate phonological awareness and phonic knowledge in decoding developmentally appropriate words; and understand and create simple sentences to express meaning about oneself, family, and everyday topics.				
B. Performance Standard	The learners use phonological, phonic, and alphabet knowledge to read/write words accurately; decode high frequency words and some content-specific vocabulary; use phrases or simple sentences to express ideas about oneself, family, and everyday topics; and read grade level sentences with appropriate speed, accuracy, and expression.				
C. Learning Competencies	<p>EN2VWK-I-1 Identify high-frequency words accurately.</p> <p>EN2CAT-I-2 Comprehend stories.</p> <p>3. Identify the problem and solution in stories.</p> <p>EN2VWK-I-4 Identify words with different functions.</p> <p>2. words that label actions (doing words - verbs)</p> <p>EN2CCT-II-2 Use own words in retelling myths, legends, fables, and narrative poems.</p>	<p>EN2PWS-I-1 Identify Grade 2 level-appropriate sight words.</p> <p>EN2PWS-I-3 Read words accurately and automatically according to word patterns (initial, final, medial): CVC words with medial /e/.</p> <p>EN2PA-I-2 Segment onset and rime.</p> <p>EN2VWK-I-5 Read words correctly for meaning (based on word patterns).</p> <p>EN2VWK-I-6 Write words legibly and correctly (based on</p>	<p>EN2VWK-I-1 Identify high- frequency words accurately.</p> <p>EN2CAT-I-2 Comprehend stories.</p> <p>4. Infer the character’s feelings and traits.</p> <p>5. Relate story events to one’s experience.</p> <p>EN2VWK-I-4 Identify words with different functions.</p> <p>2. words that label actions (doing words verbs)</p> <p>EN2VWK-I-2 Use vocabulary referring to:</p> <p>1. oneself and family</p> <p>EN2CCT-I-3 Express ideas about one’s experiences.</p> <p>1. oneself and family</p>	<p>EN2PWS-I-1 Identify Grade 2 level-appropriate sight words.</p> <p>EN2PWS-I-3 Read words accurately and automatically according to word patterns (initial, final, medial): CVC words with medial /e/.</p> <p>EN2PA-I-2 Segment onset and rime.</p> <p>EN2VWK-I-5 Read words correctly for meaning (based on word patterns).</p> <p>EN2VWK-I-6 Write words legibly and correctly (based on word</p>	


		word patterns	EN2CCT-I-5 Compose texts to react to the character, setting, or events in a story.	patterns).	
D. Learning Objectives	At the end of the lesson, the learners can: a. identify high-frequency words accurately; b. identify the problem and solution in the story listened to; c. identify words that label actions used in the story listened to; and d. retell the story listened to	At the end of the lesson, the learners can: a. identify Grade 2 level- appropriate sight words; b. read CVC with medial /e/ words accurately and automatically; C.segment onset and rime of CVC with medial /e/ words; D. write CVC with medial /e/ words legibly.	At the end of the lesson, the learners are able to: a. identify action words from story lines listened to; b. infer the character's feelings and traits from the story listened to. c. connect story events to one's experience; and d. express ideas about the characters, setting, or events in the story using words relating to oneself and family.	At the end of the lesson, the learners are able to: a. Identify Grade 2 level- appropriate sight words. B. read words accurately and automatically according to word patterns (initial, final, medial): CVC words with medial /e/ c. segment onset and rime. d. Read words correctly for meaning (based on word patterns) E. Write words legibly and correctly (based on word patterns)	2ND SUMMATIVE TEST
II. CONTENT					
III. . LEARNING RESOURCES					
ANCHORAGE THEMES	Pagiging Madasalin				
B. Other Learning Resources	Copy of "Why Ants are Diligent: Part 1" Picture of ants, ants facing the Queen ant, collage of ants some are playing near a	A picture from the story "Why Ants are Diligent", sight word flash cards, picture of: bed, hen, leg, ten, jet, gem, pet, wet,	Recorded copy of "Why Ants are Diligent: Parts 1 and 2" Picture of: ants, food, queen ant, forest, animals	Sight word flash cards, chart of words with short e sound	

	<p>web, some are resting in bed, sleeping under shady trees with blowing wind, at the center was Queen ant in a praying position, ants in single line carrying seeds, grains, fruits on their back, trees in forest with no fruits, ant coaching other ants like in basketball game</p>	<p>pictures of: bed, wet, a wet leg, ten men, played with the web, Ben, hen, den</p>			
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V. TEACHING AND LEARNING PROCEDURES

Before/ Pre- Lesson Proper

<p>Activating Prior Knowledge</p>	<p>SAY: <i>Good day, everyone! Last week you listened to a story and also learned about words that persons, places, things, animals, events, ideas, and emotions.</i></p> <p>Elicit sample words for the topic mentioned from learners.</p> <p>ASK:</p> <p><i>What do you always pray for? Tell about it in class.</i></p> <p>Call upon at least five learners to share their</p>	<p>SAY:<i>Good day, everyone! Yesterday you got to meet Meg in the story “Why Ants are Diligent.” You also identified the problem she and the other characters encountered and discovered how they solved it. You also learned about action words.</i></p> <p>Show one picture from the story “Why Ants are Diligent”.</p> <p>ASK:</p> <p>What do you remember from this picture?</p> <p>SAY:</p>	<p>SAY: <i>Good day, everyone! Yesterday, you read and wrote words having CVC pattern with medial /e/ sound</i></p> <p>ASK:</p> <p><i>Can you share to the class some words I asked you to practice reading at home?</i></p> <p>Have drills on high-frequency words used in the story.</p> <p><i>SAY: This time, match the pictures with their names by drawing a line</i></p> <p style="text-align: right;">foods</p> 	<table border="1" data-bbox="1500 702 1713 1125"> <tr><td>help</td><td>two</td></tr> <tr><td>make</td><td>play</td></tr> <tr><td>yellow</td><td>run</td></tr> <tr><td>three</td><td>funny</td></tr> <tr><td>Was</td><td>bed</td></tr> <tr><td>Red</td><td>wed</td></tr> <tr><td>Leg</td><td>peg</td></tr> <tr><td>Men</td><td>pen</td></tr> <tr><td>Ben</td><td>ten</td></tr> <tr><td>Get</td><td>jet</td></tr> <tr><td>Met</td><td>net</td></tr> <tr><td>Set</td><td>vet</td></tr> <tr><td>Web</td><td>gem</td></tr> </table> <p>Present the list of sight words and words in CVC pattern with medial e sound to the learners. Ask the learners to read the list as a class, by row, and individually.</p> <p>Ask the learners to reread the words in the CVC pattern with</p>	help	two	make	play	yellow	run	three	funny	Was	bed	Red	wed	Leg	peg	Men	pen	Ben	ten	Get	jet	Met	net	Set	vet	Web	gem	
help	two																														
make	play																														
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Leg	peg																														
Men	pen																														
Ben	ten																														
Get	jet																														
Met	net																														
Set	vet																														
Web	gem																														

	<p>thoughts on the central question. Process the class their responses and emphasize the diversity in their perspectives.</p> <p>SAY: <i>Listen to the story. Find out what prayers and hard work brought to the characters.</i></p>	<p><i>Great! Can you give me samples of action words?</i></p>	<p>Meg</p> <p>ants</p> <p>animals.</p> <p>forest</p>  <p>Ready the recorded story "Why Ants are Diligent".</p> <ul style="list-style-type: none"> • What did that part of the story tell us? • What did the characters feel at that moment? • Have you been in a similar situation before? <p>Play the 2nd to 4th paragraphs of the story.</p> <p>One day, a big problem came to the forest.</p>	<p>medial e sound.</p> <p>Point to the word "pet".</p> <p>Ask: How do you read this syllable? (-et)</p> <p>Ask: What is the sound of letter p? (/p/) What word is formed when you combine /p/ and -et? (pet)</p> <p>(do the same processing with other words in CVC pattern with medial e sound)</p>	
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			<p>There was not enough food for everyone, and the other animals were worried.</p> <p>"Oh no! What will we do?" cried the pig.</p> <p>"Don't worry," said Meg, "We will find a solution."</p> <p>ASK: <i>What do you remember about the story based on the part that you heard?</i></p>		
<p>Lesson Purpose/ Intention</p>	<p>SAY: <i>In today's lesson, we will listen to a story. From the story you will identify the high-frequency words, words that label actions, and the problem the characters had and the solution they made. After which you will learn how to retell the legend you listened to.</i></p>	<p>SAY: <i>In today's lesson, you will identify Grade 2 level- appropriate sight words. You will also read CVC with medial /e/ words accurately and automatically and write them legibly. In reading these words, you will learn how to segment their onset and rime.</i></p>	<p>SAY: <i>In today's lesson, you will identify additional action words from the story you heard on the previous day. You will also infer the characters' emotions and traits, and connect story events to your own experiences. This will help you express thoughts and ideas about the characters, setting, or events in the story using words relating to yourself and your family.</i></p>	<p>SAY: <i>In today's lesson, you will identify Grade 2 level- appropriate sight words. You will practice reading words accurately and automatically by focusing on word patterns, including initial, final, and medial sounds in CVC words with medial /e/. You will also work on segmenting onset and rime, reading words correctly for meaning based on word patterns, and writing words legibly and correctly. This will help you improve your reading and writing skills by understanding and applying key word patterns.</i></p>	

Lesson Language Practice

Use picture clues in identifying the meanings of the given words.

- Ants** - Show a picture of ants.

ASK:

What do you see in the picture?

Where do you see ants? What do you know about ants?

- diligent**

SAY:

The diligent ants worked hard all day, carrying food back to their nest without stopping to rest.

ASK:

What did the ants do? (worked hard all day, and carried food back to their nest without stopping to rest)

What can you say about ants based on what they did? (matiyaga, busy, hardworking) What is the other word for those words? (diligent)

- plan**

SAY:

SAY:

First, I will read the words to you. Then, read after me.

help	two
make	play
yellow	run
three	funny
was	

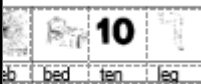
Present the sight words to the learners.

Post on the board pictures of the following words (red, web, bed, ten, leg).

SAY:

Look at the different pictures from the "Why Ants are Diligent".

Let the learners name each picture. Write the names of the pictures below.



Read each word to the learners with your finger pointing out to the letter emphasizing each sound.

ASK:

What sound do you

SAY:

I will read to you some lines from the story you listened to previously. I would like you to identify from the lines word or words that tell/s actions.

- "We should **pray** for God's help," **said** one ant.

ASK:

Who was speaking?
What did s/he say?
What do you think s/he feels based on what s/he said? How will you describe him/her based on how s/he spoke?

- "We should **work** together to **find** food," said one of the ants.

ASK:

Who was speaking? What did s/he say? What do you think s/he feels based on what s/he said? How will you describe him/her based on how s/he spoke?

- "Yes! Let us **make** a plan," **agreed** Meg.

ASK:

Who was speaking?

Ask the learners to read the following phrases. Then, match each phrase with the correct picture.

- are siblings
- Sama and Ben
- at the river
- a basket
- ham, apple, and cake
- soft blanket

Present the same pictures with their names below. Their names are with missing letters on a rewriteable chart on the board.

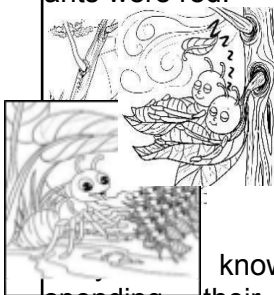
	<p><i>The ants made a plan to find food. They thought about where to go to get the most food.</i></p> <p>ASK:</p> <p><i>What did the ants think about? (Where to find food)</i></p> <p><i>Where do you think the ants decide to go? (accept all answers)</i></p> <p><i>What did ants make when they decide on what to do and where to go? (a plan).</i></p> <p>SAY:</p> <p><i>Remember the meanings of these words because later, you will hear them in the story</i></p>	<p><i>hear at the middle of the word? (eh)</i></p> <p>SAY:</p> <p><i>Let us look closer to each word.</i></p> <p>ASK:</p> <p><i>What is the first sound you hear in the word red? (/r/) How do you read the other two letters in the word red? (-ed)</i></p> <p>Ask the same questions with the other words.</p>	<p>What did s/he say? What do you think s/he feels based on what s/he said? How will you describe him/her based on how s/he spoke?</p> <p>4. "We have to find more food," said one ant.</p> <p>Ask: Who was speaking? What did s/he say? What do you think s/he feels based on what s/he said? How will you describe him/her based on how s/he spoke?</p>		
During/Lesson Proper					
<p>Reading the Key Idea/ Stem</p>	<p>Narrate the story twice. While narrating, show pictures depicting significant events in the story.</p> <p>SAY: <i>While I am reading the story to you, be sure to follow these rules:</i></p> <ul style="list-style-type: none"> • <i>Look at the teacher talking in front.</i> • <i>Listen using your ears and heart.</i> • <i>Do not talk when someone else is</i> 	<p>Present more CVC with medial /e/ words to the learners. Ask learners to segment onset and rime of each word. Then, let them read accurately and write legibly the same words segmented.</p> <p>SAY:</p> <p><i>I will read to you some words. Then, you will repeat after me.</i></p>	<p>Say: I listed the feelings and traits you mentioned earlier. Listen to them one at a time. As you listen, look at the "feelings and traits" chart. Point in the chart the emoticon that shows the feeling and trait that I will say.</p>	<p>Ask the learners to read the passage while observing accuracy and fluency.</p> <p>Sam and Ben were siblings. One day, they went to have a picnic at the river. Sam had a basket with ham, apples, and red cake. Ben got his hat and a soft blanket</p>	

- talking.*
- Wait for your turn to speak.

As you listen, find out the problem the ants had and how they solved it.

Why Ants are Diligent: Part 1
adapted by Mil Flores- Ponciano

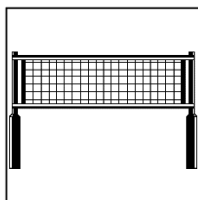
Long ago, in a big forest, there lived a group of ants led by Queen Meg. These ants were red.



known for spending their days playing near the web and resting in bed. These ants liked sleeping under the shady trees and feeling the gentle breeze in the forest.

Post the enlarged versions of the images on the board. Access the image bank to do this.

Words: net, pet, web, pen, den

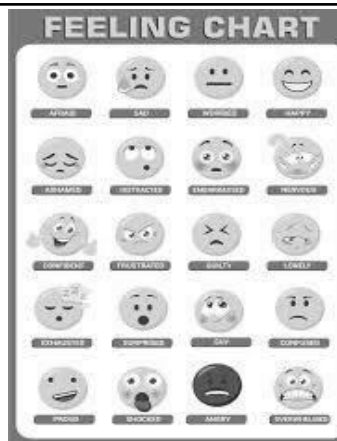


_et (net)

ASK:
What letter is missing to complete the word that matches the picture? How do you sound out the missing letter?

Sound out /n/, then let the learners sound it out after you. After which write on the board the word “net” large enough for the whole class to see. Box the last two letters like so:

SAY:



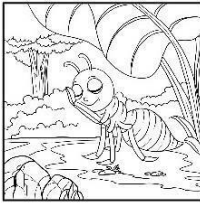
Discuss each emotion. Ask the learners to share experiences of times when they or their family members felt each emotion.

Present more dialogues from the “Why Ants are Diligent”.

Let the learners infer the character’s emotions and traits based on dialogs. Encourage them to share their experiences with the emotions and traits mentioned in the discussion.

1. "We cannot give up! Keep looking and keep praying for God to help us," said another ant.
2. "Thank you, ants!"

Instead of working like other animals, they liked to find warm places to relax and do nothing.



Queen Meg always prayed for the ants to be diligent.

ASK:

What insects were mentioned in the story? (ants)

Who was their leader? (Queen Meg)

What do ants love to do?

(play, rest, sleep, and relax) How will you describe the ants

based on what they like to do? (lazy)

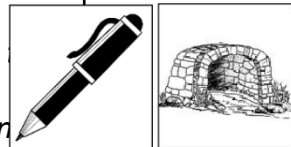
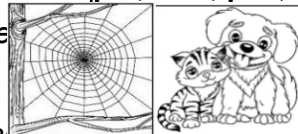


One day, a big problem came to the

Now, how do we sound out the remaining letters together?

Sound out each remaining letter individually, if need be, then combine them. First, sound it out yourself, and then have the learners repeat after you.

Do the entire process for the remaining words below:
pet, web, pen, den



You saved us!" cheered the other ten animals.

3. "We should give thanks to our God for listening to our prayers. We should have a party!" said Queen Meg.

4. "Hooray! That sounds fun!" yelled the animals.

Ask: Who was speaking? What did s/he say? What do you think s/he feels based on what s/he said? How will you describe him/her based on how s/he spoke? Ask the set of questions per dialog

forest. There was not enough food for everyone, and the other animals were worried.

"Oh no! What will we do?" cried the pig.

ASK:



What was the problem of the *ants*? (no food for everyone) What do you think will the *ants* do? (accept all answers)

"Don't worry," said Meg, "We will find a solution."

"Yes! Let us make a plan," agreed Meg.

"We should pray for God's help. We should work together to find food," said one of the ants

ASK:

What was the *ants'* plan? (pray and work together)

The ants did not give up. They all went under a tree and asked for God's help. They made a plan to find food for everyone.

Every day, the ants searched the forest.

"We have to find more food," said one ant.



"We cannot give up! Keep looking and keep praying for God to help us," said another ant.

They found seeds, grains, and fruits and brought them back to their home. They still prayed and worked together, and never gave up.

ASK:

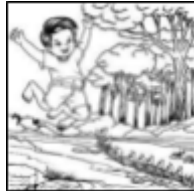
Was the ants' problem solved? (yes)

	<i>How was it solved? (by making a plan, praying, and working hard)</i>				
Developing Understanding of the Key Idea/ Stem	<p>SAY: <i>This time, let us read some lines from the story we just listened to.</i></p> <p>Read the sentences to the learners and encourage them to repeat after you.</p> <ul style="list-style-type: none"> The ants sleep on the mat. <p>ASK: <i>What does the ant do? (sleep)</i></p> <p>Write the action word on the board. Act out the word. Have the learners act it out. Repeat these steps for each action word in the following sentences.</p> <ul style="list-style-type: none"> Ants talk about a plan. <p>ASK: <i>What do ants do? (talk)</i> A boy jumps in the forest.</p> <p>ASK: <i>What does the boy do? (jumps)</i></p> <p>Concluding</p>	<p>Present more words in CVC pattern with medial /e/. <i>jet, gem, wet</i></p> <p>SAY: <i>Read these words.</i></p> <p>Do these steps one by one for each word:</p> <p>Steps:</p> <ol style="list-style-type: none"> Sound out the first letter. Then, sound out the remaining letters together. Read the word by putting together all the sounds. Guide the learners in case they cannot read the word. <p>Choose the picture that matches the words read.</p> <ol style="list-style-type: none"> Let the learners write the words in their notebooks. Use traceables (letter tracing) where necessary. <p>Post pictures of the words on the board.</p>	<p>Ask the learners to read and act out the following words: jump, play, run, sleep</p> <p>ASK: <i>What are these words called? (action words)</i></p> <p>Ask the learners to read the following sentences.</p> <ul style="list-style-type: none"> I smile at my mother. Mother cooks food at home. We eat together as a family. Father and sister wash the dishes. <p>The pet barks.</p> <p>ASK: <i>What action word is mentioned in the sentence? Act it out</i></p>	<p>Discuss the passage by asking the following questions.</p> <p>Ask:</p> <ul style="list-style-type: none"> Who were siblings? Where did they go? Have you been to a picnic? With whom? Tell about it. What was on the basket of Sam? Which among the foods in the basket of Sam have you tasted before? What did Ben bring at the picnic? <p>If you were to go again on a picnic, what would you bring?</p>	

	<p>Questions:</p> <p>What do these words tell? (action)</p> <p>What kinds of words are they? (action words)</p> <p>Ask the learners to read the Set 2 of sentences and tell the action words.</p> <ol style="list-style-type: none"> 1. I play in the house. 2. My sister calls me. 3. Mother hides my toys in a bag. <p>SAY: <i>Learning these action words from the story is important because they help us understand how the characters solved the problems they encountered.</i></p>	 <p>SAY: <i>This time, let us read these phrases.</i></p> <p>Read the first phrase and ask the learners to repeat after you. Let them read the following phrases on their own, thereafter.</p> <ol style="list-style-type: none"> 2. red bed 3. a wet leg 4. Ten men 5. small web 6. The red hen 7. In the den <p>Ask learners to copy these phrases into their notebookss. Use traceables where necessary.</p>			
<p>Deepening Understanding of the Key Idea/ Stem</p>	<p>Post a “Problem–Solution Chart” on the board.</p> <p>ASK:</p> <ul style="list-style-type: none"> • <i>Who were the characters in the story? (ants, other animals)</i> • <i>What was the problem with the ants? (not enough food)</i> 	<p>SAY: <i>Let us look at this picture.</i></p>  <p>Post on the board an enlarged version of the picture.</p> <p>ASK:</p>	<p>Ask the learners to read the passage aloud.</p> <p>Read them:</p> <ol style="list-style-type: none"> A. as a class B. by row C. individually <p>Passage:</p> <p>Mother cooks food. I smile at my mother. We eat together as a family. Father and sister wash</p>	<p>Ask the learners to read the passage.</p> <p>They sat on the grass under a big elm tree. The sun was red, and the wind was perfect. Then, a fat cat went near them, looking for food. Sam fed the cat a bit of ham, and it sat happily beside them.</p>	

	<p>Post the pictures of the learner's responses in the "problem" column of the chart.</p> <ul style="list-style-type: none"> • <i>How did they solve their problem? (made a plan, prayed, worked hard)</i> <p>Post the pictures of the learners' responses in the "solution" column of the chart.</p> <ul style="list-style-type: none"> • <i>If you were one of the ants what would be your plan to solve the problem?</i> • <i>Why is it important to plan?</i> • <i>What was the plan you had just made?</i> <p><i>What was your recent prayer about? Why is praying important?</i></p> <p>Ask the learners to retell in their own words the story "Why Ants are Diligent".</p> <p>SAY:</p>	<ol style="list-style-type: none"> 1. <i>What do you see in the picture?</i> 2. <i>What else in the picture has an /e/ sound at the middle?</i> <p>SAY: <i>Let me list your answers. (peg, hen, den)</i></p> <p>ASK: <i>What is the first sound in the word "peg"? How do you read the other letters next to the sound /p/?</i></p> <p>Ask learners the same questions per word.</p>	<p>the dishes. The pet barks.</p> <p>ASK:</p> <ol style="list-style-type: none"> 1. <i>What does mother do? (cook)</i> 2. <i>What do father and sister do? (wash the dishes)</i> 3. <i>What does the pet do? (barks)</i> <p><i>What is the passage about? (activities done with the family)</i></p>	<p>Discuss the passage by asking the following questions:</p> <ol style="list-style-type: none"> 1. <i>Where did Sam and Ben sit?</i> 2. <i>What was red?</i> 3. <i>Who came at the picnic?</i> 4. <i>What did Sam do? If you were Sam, would you do the same? Why?</i> 	
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Do you know that something else happened in the story? Listen carefully as we continue the story.



While the ants were on their way home, they saw a giant boy jumping in the forest. The boy seemed happy as he jumped and ran in the forest.

“Oh, no! The boy might step on us! We might not bring the foods to our home,” said one ant.

“What shall we do?” asked the other ant.

“Let us pray and make another plan,” suggested the other ant.

So, the ants prayed.

“Let us change our way back home,” said one ant.



“That is correct. It is risky to take our usual way home because of the jumping boy.” said the other ant.

The ants turned left and continued crawling on their way home.

SAY:

Find a partner. The next task is to be done with the help of your partner.


Let the learners share with their partner their answers to the following questions.

SAY:

Take turns in telling your partner your answer to the questions I will ask.

Questions:

1. What was the problem of the ants?
2. How did the ants

	<p>solve it?</p> <p>Ask the learners to retell in their own words the part 2 of the story "Why Ants are Diligent".</p>				
After/ Post Lesson Proper					
Making Generalizations and Abstractions	<p>Today, I learn that in the story, the characters meet a _____</p> <p>Words that show action are _____ words.</p> <p>Examples of action words are: _____ And _____.</p>	<p>Words are made of different letters _____.</p> <p>Some words have _____ /e/sound. Examples of these words are: _____, _____, and _____.</p>	<p>I learn that the character's _____ and _____ can be known based on their _____ and _____.</p> <p>Some words tell _____ They are called action words.</p>	<p>Some words have _____ /e/sound. Examples of these words are: _____, _____, and _____.</p>	
Evaluating Learning	<p>Read the sentences and copy the action words in your notebook.</p> <ol style="list-style-type: none"> 1. Father reads a book. 2. The cat sleeps in the box. 3. We plant seeds in the garden. 4. Dog barks. 5. I wash my hands. 	<p>SAY: Read the sentences with the short e sound. After reading, write them in your notebook.</p> <ul style="list-style-type: none"> • Ben has a red hen. • Ted went to bed. Ben and Jen wed. 	<p>Listen to the recorded dialogues. Check the box that shows the character's emotion and trait.</p> <ol style="list-style-type: none"> 1. "Thank you for the gift." 2. "This is not what I asked you to buy." 3. "The bed is clean." 4. "If I had only listened to my mother, I would not have had an accident." 5. "I do not want to see you." 	<p>Complete the sentences by writing the missing letter below each picture.</p> <p>Ben wants to be a _et. He looks _____ after h_ns and _igs. He spends a lot of _____ e _____ friends</p> 	
Additional Activities for Application or Remediation	<p>Watch a story of your choice. Identify the problem of the characters and the solution made by the</p>	<p>Reading the _____ g words.</p> <p>away here</p> <p>make yellow</p>	<p>Ask your family members of action words they know. Act it out.</p>	<p>Read and copy the words in your notebook.</p> <p>1.ssmen</p>	

	characters. Tell about it in the class.			<ul style="list-style-type: none"> ● leg ● den ● pen ● ten ● net ● pet ● bed ● jet ● gem 	
Remarks					
Reflection					

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