



2

ENGLISH

TERM 1

**Structured Pedagogy
Lesson Guides**



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English – Grade 2
Structured Pedagogy
Term 1
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English

Term 1

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I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. recognize rhymes in chants, poems, and stories heard; and
2. answer the questions from chants, poems, and stories listened to.

II. Development of the Lesson

A. Motivation

Have the learners sing the song "The Itsy-Bitsy Spider"

The Itsy-Bitsy Spider

The itsy-bitsy spider climbed up the water spout,
Down came the rain and washed the spider out
Out came the sun, and dried up all the rain
And the itsy-bitsy spider climbed up the spout again

Emphasize the rhyming words as the class sings the song. Sing the song three times.

B. Discussion

1. Prepare written rhyming words like hand, sand, book, look, walk, talk. Read each word aloud and ask the learners to repeat after you.
2. Read the following poem to the learners. Ask the learners to repeat after you line by line.

Jam's Jar of Candies

Jam has a jar, so shiny and bright,
Filled with candies, what a sight!
Red, yellow, green, and blue,
Different flavors, see colors for clue.

Some are sweet, red candy pop,
Some are sour, yellow ones drop!
Some are bitter, green – not so fun
But Jam still tries them, one by one.

Jam just smiles and takes a bite,
Not all candies taste just right.
Different flavors, big and small,
Jam enjoys the jar and all.

Ask the learners to name the rhyming words in the poem heard.

3. Read the following short story to the learners:

JK the Cute Bunny

Early one afternoon, JK the Cute Bunny hopped in the garden, feeling so funny.
He twitched his nose and wiggled his ear,
The sun was bright, the day was clear.

JK was happy. He found a round hole!
Inside were carrots – one, two, a whole bowl.
He clapped his paws and did a small jump,
His fluffy tail made a soft little thump.

His friend, Jimin the Friendly Bee, flew by,
"Let's share the carrots!" said Jimin with a cry.
They sat on the grass so green and sunny,
Laughing and eating, bee and bunny.

JK smiled and said, "What a wonderful day!"
With friends and treats along the way.

Ask comprehension questions like:

- What word rhymes with "bunny" in the story?
- What word sounds the same as "ear"?
- Can you say one word that rhymes with "day"?

C. Practice

1. Sing the following lines to the tune of a familiar chant like "5 Little Ducks":

10 Little Puppies

Ten little puppies went out one day
To dig in the dirt and play, play, play
Five were spotted, and five were not,
And at dinner time they ate a lot!

Ask the learners to sing in class. Instruct them to clap their hands when they mention words that rhyme.

2. Read the following poem to the learners. Introduce the title and the author of the poem. Say: "Today we will read a poem about children like you. The title of the poem is *Children* by Araceli Villamin. Dr. Villamin is a well-known author of a book for children like you.

Children

There are children everywhere,
Some are dark and some are fair.
They come in different sizes,
And they often bring surprises.

Children laughing, making faces
Children skipping, running races
Children playing house together
Children making mud cakes for dinner.

Some boys were tired of jumping
They keep on forever leaping.
Some girls like only to whisper,
While others laugh loud and giggle.

Ask the learners to choose the word that rhymes with the given word from the poem heard and write the letter of their answer in their notebook.

1. everywhere
a. some b. dark c. fair
2. sizes
a. surprises b. bring c. rice
3. faces
a. skipping b. races c. run
4. together
a. dinner b. cakes c. mud
5. jumping
a. leaping b. keep c. tired

3. Read the story to the learners and ask them to do the activity that follows.

Maya the Little Bird

One calm night, little Maya Bird
flew high,
She looked at the stars up in the sky.

She thought of her mother, gentle
and sweet,
Her soft little wings and warm
heartbeat.

"I remember sitting close on your
knee,
You fluffed my feathers so
carefully."

Maya yawned and tucked her
wings tight,
"I feel safe with you here tonight."

Her mother watched the stars
shine bright,
Keep little Maya snug till the
morning light.

Maya chirped softly and waved
her wings,
"Good night, Mother! I love you!
she sings.

Instruct the learners to draw a line to match the rhyming words from the story listened to.

Column A

Column B

high	●	●	heartbeat
sweet	●	●	sings
knee	●	●	sky
bright	●	●	light
wings	●	●	carefully

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you think of any chant, poem, or short story that has rhyming words?

III. Homework

Ask the learners to choose a chant, poem, or story they know. Have them read or sing it with a family member or friend, then write the rhyming words in their notebook.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. segment onset and rime; and
2. blend the onset and rime to form a complete word.

II. Development of the Lesson

A. Motivation

1. Prepare a mystery bag with word/picture cards of simple objects like cat, hat, pen, hen, ring, and king.
2. Pick a card from the bag and ask the learners the following questions:
 - What is the first sound?
 - What is the rest of the sound?
3. Reveal the word together and repeat until all cards have been shown to the learners.

B. Discussion

1. Use the "Touch and Say" method.
 - Write "bat" on the board. Touch the letter 'b' and say /b/, then say that it is the onset.
 - Slide hand under 'at' and say /at/, then mention that it is the rime.
 - Say "bat".
 - Do this again using other simple words like car, bed, sand, and shark.
2. Have the learners play "2 in 1" Game.
 - Divide the class into two groups: Onset Group and Rime Group.
 - Say a word like car, thick, bath, wish, and best aloud.
 - The Onset Group says the first sound of the word while clapping once.
 - The Rime Group says the remaining sound of the word while stomping once.
 - The class says the whole word together.
3. Read the following story to the learners:

Sam's Toys

Sam had three toy trucks.
The first truck was thin.
The next truck was tall.
The last truck was tiny.

Sam had two trains, too.
The trains sat on a track.
The trains took a trip down the track.
The trains went to a toy town.

Have the learners repeat each sentence after the teacher. Then, ask the questions below. After the learners give their answers, write the key words on the board. Underline the onset and circle the rime of each word.

- How many toy trucks did Sam have?
- What words describe the three toy trucks?
- Where did the trains sit?

C. Practice

1. Ask the learners to copy the table below in their notebook. Read the words aloud and ask the learners to complete the table by writing the onset and rime.

	Onset	Rime
shell		
pick		
test		
light		
black		

2. Read the story *Sam's Toys* aloud to the learners again. Ask them to write words they remember from the story in their notebook. Instruct the learners to circle the onset and underline the rime of each word.
3. Read the following questions to the learners and instruct them to write the letter of the correct answer in their notebook.

1. What is the onset in the word "ring"?
a. g b. r c. ing d. ng
2. What is the rime in the word "book"?
a. b b. bo c. ook d. k
3. Which word has the same onset as "walk"?
a. bit b. run c. warm d. talk
4. Which word has the same rime as "bright"?
a. lot b. bin c. dark d. sight
5. Which word does not belong to the group?
a. ant b. arm c. cart d. ask

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you think of other words that have the same onset or rime?

III. Homework

Ask the learners to copy and complete the table below in their notebook. They should choose three objects from their house and

write the names. Then, identify the onset and rime of each word.

Object	Onset	Rime
1.		
2.		
3.		

Term 1

Lesson 3:

Phonics and Word Study (Sounds to Print)

Identify sight words: Grade 2 level-appropriate.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify Grade 2 level-appropriate sight words; and
2. read Grade 2 level-appropriate sight words accurately and automatically.

II. Development of the Lesson

A. Motivation

1. Prepare flashcards or written Grade 2 level-appropriate sight words on paper and place them around the classroom (under chairs, on walls, or near the board).
2. Have the learners play "Detective: Case of the Missing Words" Game.
 - Tell learners: "Class, we have a mystery! Some sight words escaped from our word bank. We need detectives to find and read them before they disappear forever!"
 - Ask the learners to search for hidden sight words and read them aloud.
 - After finding all sight words, say: "Mystery solved! The sight words are safe!"
 - Review words together using choral reading.

B. Discussion

1. Prepare Grade 2 level-appropriate words (e.g. right, because, around, again, before, and every). Read each word aloud and ask the learners to repeat after you.
2. Write scrambled sight words on the board (e.g. "hiwt" for "with", "kown" for "know", "heret" for "there"). Have learners unscramble them. Then ask them to read the formed words aloud.
3. Write a selection of sentences or short statements on the board. Encircle the sight words used. Read each statement aloud with emphasis on the sight word used. Ask the learners to repeat after you.

C. Practice

1. Write a set of sentences on the board. Read the sentences aloud and ask the learners to encircle the sight words used. Read each sight word aloud and ask the learners to repeat after you.
2. Read the story aloud. Ask the learners to write down all the sight words that they see (it does not have to be complete). Then, reveal all the sight words used. Read each word aloud and ask the learners to repeat after you.

The Composer

Marco would always work fast so he can use his free time to write some songs. The first song that he wrote sounds cold and lonely. The proper way to sing it was slow and calm.

The second song is more energetic. Both songs tell a story. These are about hope and finding the light at the end of the tunnel.

Things may start out dark and lonely, but there is always hope that you may find the light.

Some sight words used in the story:

- always
- work
- fast
- write
- first
- cold
- sing
- more
- both
- tell
- light
- end
- work
- and

D. Reflection

- Ask the learners the following questions:
- What did we learn today?
 - Can you find the sight words in the sentences that you read?

- III. Homework
- Ask the learners to find a story in their textbooks or online. Find at least 5 sight words used in the story. Write these down in a notebook.

Term 1
Lesson 4: **Phonics and Word Study (Sounds to Print)**
Identify alphabet letter names.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify the names and sounds of the letters in the alphabet automatically; and
2. identify the initial sound of objects.

II. Development of the Lesson

A. Motivation

Have the learners play "Match the Letters" Game.

- Prepare flashcards. Write only one letter from the alphabet. Include both uppercase and lowercase letters on the card. Do this twice for each letter.

Sample flashcards for the letter Aa:



- Mix up all the cards and spread them out on a flat surface. Keep the cards face up.
- Ask the learners to find the pairs of each letter.
- When a learner finds a pair of letters, recite the name of the letter and its sound. Ask the learners to repeat after you.
- Repeat until all the flashcards are completed.

B. Discussion

1. Write or display the alphabet on the board. Read each letter and its sound. Ask the learners to repeat after you. Repeat this for each letter.
2. Choose a random letter from the alphabet on the board. Ask the learners to read the letter and its sound. Repeat the activity as needed.
3. Using the alphabet on the board, erase or remove a few letters. Ask the learners what letters are missing from the alphabet. Fill in the missing letters and ask the learners to read the letter and its sound. Repeat the activity as needed.

C. Practice

1. Use the same flashcards from the previous activity. Shuffle all the cards. Draw 1 card from the deck. Ask the learners to read the letter and its sound. Repeat the activity as needed.
2. Have the learners play the "Alphabet Bingo" game.
 - Prepare blank 4x2 matrix cards. Distribute at least 1 card to each learner.
 - Ask and guide the learners to write one letter in each square. Instruct them to randomize the letters and make some in uppercase or lowercase.

Sample Alphabet Bingo card:

g	L	q	h
a	R	b	P

- Use the same flashcards from the previous activity. Shuffle all the cards and draw 1 card from the deck.
- Read the card aloud and ask the learners to repeat after you.
- The learners with the same letter in their bingo card will shade or color the square corresponding to that letter. Repeat the process.
- When a learner completely shades all the squares in their card, they say "Bingo!"
- Continue the process until all learners say "Bingo!"

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you name all the letters and their sounds in the alphabet?

III. Homework

Ask the learners to write down 5 of their favorite words in their notebook. Identify the letters used in each word.

Term 1
Lesson 5:

Phonics and Word Study (Sounds to Print)

Read words accurately and automatically according to word patterns (initial, final, medial): CVC words.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. read CVC words accurately and automatically; and
2. recognize words using spelling patterns as clues (CVC).

II. Development of the Lesson

A. Motivation

Have the learners play "Picture-Word Match" Game.

- Prepare CVC words with matching images.
- Lay out the CVC words on a flat surface. Shuffle the images and draw one.
- Present it to the learners and ask them to find the photo that matches the CVC word.
- Read the CVC word aloud and have the learners repeat after you.

B. Discussion

1. Show the learners several CVC word cards. Read the word aloud. Ask the learners to repeat after you.
2. Use the "Change One Sound" method.
 - Write the word "cat" on the board.
 - Ask the learners to read the word together.
 - Ask guiding questions:
 - What is the beginning sound of cat?
 - What is the middle sound?
 - What is the final sound?
 - Change one letter at a time:
 - **c → b → bat**
 - **a → i → bit**
 - **t → n → bin**
 - Each time a letter changes, ask the learners to read the new word quickly.
 - Ask:
 - Which sound changed?
 - Did the beginning, middle, or ending sound change?
3. Read the following story to the learners:

Ron and His Dog

Ron is a cop.
He is a good cop.
He has a dog named Bon.
Ron feeds his dog in a box.

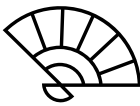
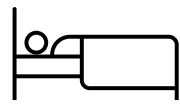
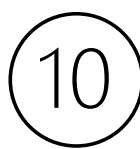
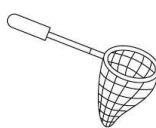
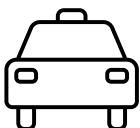
When he runs, Bon runs with him, too.
Bon helps him in his job.
Ron loves his dog, his job.

Have the learners repeat each sentence after the teacher. Then, ask the learners to answer the questions below:

- Who is the cop?
- Who is Bon?
- Where does Ron feed his dog?

C. Practice

1. Read the words on the tree trunks. Name the objects. Box the words that match the objects on the trees.
2. Read the following words. Encircle the name of each picture.

	fan pan can		bat bed bin
	hen men ten		cat mat sat
	jog jet Jen		Pam ham jam
	net set pet		big lip pin
	kid kit Kim		job lab cab

3. Read the sentences before the picture. Underline the sentence that describes the picture.

1. Ben has a dog.
Ben has a car.
Ben has a pen.
2. The cat sat on a mat.
Sam was sad.
Jam met her dog.
3. See the fat hen.
See the ten men!
See the jam in the jar.



4. Read the following story to the learners:

Bam and the Bag

Bam has a bag.
The bag is red.
A cat is in the bag!
Bam gets the cat.
The cat ran to a mat.
Bam sat on the mat with the cat.

- Ask comprehension questions like:
- What does Bam have that is red?

- Where was the cat before Bam got it?
- Where did Bam and cat sit?

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you recognize CVC words confidently and read those words accurately?

III. Homework

Instruct the learners to copy the table below. Read the questions in Column A and answer them with Yes or No in Column B. Ask them to encircle their answer.

Column A	Column B	
1. Can a jet fly?	Yes	No
2. Can a pen dig?	Yes	No
3. Can a man jog?	Yes	No
4. Can a cat sit?	Yes	No
5. Can a bat run?	Yes	No

Term 1 Lesson 6:

Vocabulary and Word Knowledge (Words)

Identify high-frequency words accurately.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify high-frequency words accurately.

II. Development of the Lesson

A. Motivation

Have the learners play "Quick Eyes! Quick Reading!" Game.

- Prepare high-frequency word card (e.g., he, she, It, we, you, they, can, the, is, are).
- Flash the cards quickly.
- Learners should read it aloud.

B. Discussion

1. Prepare high-frequency words (e.g., does, also, see, most, new, from, her, has, just). Read each word aloud and ask the learners to repeat after you.
2. Write a selection of sentences or short statements on the board. Encircle the high-frequency words used. Read each statement aloud with emphasis on the high-frequency words used. Ask the learners to repeat after you.
3. Introduce words, read them, and explain meanings through actions or

visuals. Learners repeat to internalize pronunciation.

C. Practice

Write the following sentences on the board. Ask the learners to underline the high-frequency words.

1. I go home **after** school.
2. She stayed inside **because** it was raining.
3. We will play **again** tomorrow.
4. I brush my teeth **before** going to bed.
5. We clean the classroom **every** day.
6. He **could** run very fast.
7. We waited **until** the rain stopped.
8. I will call you **later**.
9. She shared her snack **with** her friend.
10. We walked **around** the park.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you identify and read high-frequency words accurately?

III. Homework

Ask the learners to read their favorite book or watch a clip of their favorite movie. Then, list down 5-10 high-frequency words they identified.

Term 1
Lesson 7:

Vocabulary and Word Knowledge (Words)

Use vocabulary referring to: (a) Oneself and family, and (b) Content-specific topics.

I. Learning Objectives

At the end of the lesson, the learners must be able to use vocabulary referring to:

1. oneself and family; and
2. content-specific topics.

II. Development of the Lesson

A. Motivation

Sing a chant chain with the learners using the "stomp-stomp-clap" tune.

- Say "Good morning, class! Today, we will be describing ourselves!"
- Start the chant chain by describing yourself in the format "I (stomp) am (stomp) _____ [name] (clap). I (stomp) am (stomp) _____ [adjective] (clap)."
- The whole class must repeat what you said all at the same time, in the format "You are _____ [name]. You are _____ [adjective]."
- The first learner in the front should then describe themselves in the same format: "I (stomp) am (stomp) _____ [name] (clap). I (stomp) am (stomp) _____ [adjective] (clap)."
- The whole class must then repeat what the learner said in unison.
- Repeat the process until all learners have taken their turn.

B. Discussion

Discuss the table below with the learners. Guide them in filling out the table below.

Family	Name	Role	Characteristic
Nanay			
Tatay			
Ate			
Kuya			
Bunso			
Tito / Tita			
Lolo/Lola			
Pinsan			

- Choose a few learners or call for volunteers to answer the table below. Make sure to confirm whether the learner has the respective relative assigned for them to describe.

- Define and describe all the given family members. Briefly describe their general role.
- Ask the learners to describe the given family members by giving their names, roles, and characteristics.
- Repeat process until all family members have been described and discussed.

C. Practice

Play "Family Train" where each learner must "bring" and describe two family members.

- Act as the engine of the train. Pretend to make engine noises.
- Walk around the room while pretending to drive the train. Say "I am _____ and I will ride a train. I will take _____ and _____ with me (i.e., "I am Ayi and I will ride a train. I will take smart Pia and funny Marlo with me")."
- Walk around the room again, pretending to drive the train. Stop in front of a learner and say "Who will you invite to the train?"
- Ask the learner to answer in this format: "I am _____ and I will ride a train. I will take _____ and _____ with me."
- Once the learner has answered, they may stand behind the instructor and hold on to their shoulder.
- Repeat the process until the class has made a long train and all the learners have taken their turn.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to learn how to describe yourself and your family?
- Does it make it easier to introduce your family when you know how to describe them?

III. Homework

Instruct the learners to interview a family member. Have them ask one person in their household the following questions, and write their answers in their notebooks:

- What is one characteristic you like about me? Why?
- What is your favorite role in our family? Why?

Term 1
Lesson 8:

Vocabulary and Word Knowledge (Words)

Use content-specific words: Mathematics (basic symbols and terminologies).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use content-specific words in Mathematics (basic symbols and terminologies).

II. Development of the Lesson

A. Motivation

Ask the learners to watch the video "**Math for kids. Math symbols. Learning math #kidsvideo #maths #learnenglish**". After watching, have them sing along with the song.

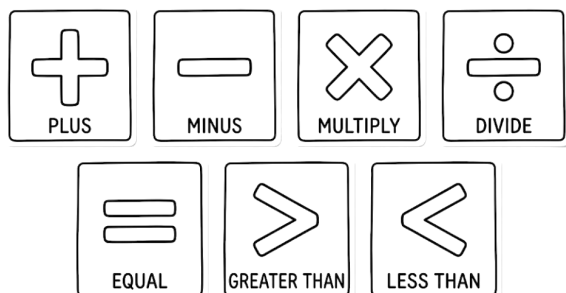
<https://www.youtube.com/watch?v=FVeA2l3920E>

Ask the learners the following questions:

- Ano-anong mga simbolo sa Matematika ang nabanggit sa video?
- Paano ginagamit ang mga simbolo na ito? Magbigay ng halimbawa.
- Saan ginagamit ang mga simbolong ito? Ano-ano ang mga posibleng sitwasyon?

B. Discussion

1. Post flashcards of basic mathematical symbols on the board. Examples are shown below:



- Ask the learners what symbols they can see on the board.
- Have the learners define and explain the purpose and use of the symbols.
- Process and discuss their answers.

2. Discuss the following symbols with the learners. Write this on the board vertically from top to bottom.

Simbolo sa Matematika	Kahulugan
Plus (Addition)	This is used when we want to combine two or more numbers.
Minus (Subtraction)	This is used when something is taken away or subtracted from a number.
Multiply (Multiplication)	We call multiplication "Repeated Addition." Instead of counting one by one or adding a very long list of numbers, we use multiplication to get the total faster.
Divide (Division)	This is used when we want to split or divide numbers into parts.
Equal	This indicates that the numbers on the left and right are the same or have the same amount.
Greater than	This is the symbol that means "more" or "bigger."
Less than	This is the symbol that means "fewer" or "smaller."

- Cover the first column.
 - Read and discuss the definition above with the learners.
 - After reading the first definition, have the learners identify the symbol or the operation being stated.
 - Reveal the name of each symbol as you move forward with the discussion.
3. Using the flashcards from the beginning of the discussion, have the learners match the symbol with its definition from the table above.
 - For each symbol, choose one learner or ask for a volunteer to provide a different definition and/or example of the symbol in a mathematical problem.
 - Ask the learners to use the name of the symbol or the name of the operation in one sentence.

C. Practice

1. Ask the learners to fill in the blanks below using the words from the word bank.

multiply	equal	addition
divide	subtraction	

1. Nanay bought me 10 red marbles and 3 blue marbles from the store. To get the total number of my marbles, I will use _____.

2. When the numbers on the left and right are the same, we use the _____ symbol in our equation.

3. We need to _____ the papers in order to find out how many pieces should be given to each group so that everyone gets an equal amount.

4. In our lesson on _____, we learned how many fruits are left in the basket after some were taken away.

5. We can count all the legs of the tables faster if we _____ them instead of adding over and over again.

2. Instruct the learners to use the following words in a sentence.

1. Multiplication -
2. Division -
3. Greater than -
4. Less than -
5. One hundred -

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to learn the purpose and use of mathematical symbols and terminologies?
- In what everyday situations outside of school, do you use mathematical symbols and terminology?
- In what situations at home or at play do you use Division to make sure things are 'fair' for everyone?

III. Homework

Instruct the learners to use the following words in a sentence.

1. Minus -
2. Divide -
3. Addition -
4. Equal -
5. One thousand -

Term 1

Lessons 9:

Vocabulary and Word Knowledge (Words)

Identify words with specific functions: (a) Words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns): Common and Proper nouns, and Gender; (b) Words that label actions (doing words - verbs); (c) Words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives); (d) Words that replace persons, places, things, animals, events, ideas, and emotions: Personal pronouns.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns):
 - a. Common and proper nouns, and
 - b. Gender;
2. identify words that label actions (doing words – verbs);
3. identify words that describe persons, places, things, animals, events, ideas, and emotions (describing words – adjectives); and
4. identify words that replace persons, places, things, animals, events, ideas, and emotions: personal pronouns.

II. Development of the Lesson

A. Motivation

Have the learners sing the song below to the tune of "If You're Happy and You Know It".

If you name it, it's a noun, clap your hands!
(clap, clap)

If you can name it, it's a noun, clap your hands!
(clap, clap)

From a person to a place, him and her have a name!

If you name it, it's a noun, clap your hands!
(clap, clap)

If you do it, it's a verb, stomp your feet! (stomp, stomp)

If you act it, it's a verb, stomp your feet!
(stomp, stomp)

If you jump or run or play, it's an action, hip-hip-hooray!

If you do it, it's a verb, stomp your feet! (stomp, stomp)

If you can describe it, what's the word? Shout "so bright!" (so bright!)

Is it big or is it small? It's an adjective for all!!

If you can describe it, what's the word? Shout "so smart!" (so smart!)

Ask the learners the following questions:

- If you name it, what is it? What are things you can name?
- If you can do it or act it, what is it? What are examples of action words?
- If you can describe it, what is it? What are examples of adjectives or describing words?

B. Discussion

1. Begin the lesson by explaining that nouns are the names we give to everything around us. They help us identify who someone is, where a place is, or what an object or animal is.
 - Prepare and show the table below to the learners.

Common Nouns	Proper Nouns
Mother	
Teacher	
City	
Street	
Dog	
Phone	
Flower	

- Explain that nouns can be common or proper.
 - a. A common noun is a general name for a person, place, or thing.
 - b. A proper noun is the specific name of a person, place, or thing.
- Read the common nouns. Read it again and have the learners repeat after you.
- Ask for volunteers or choose a few learners to give examples of proper nouns for each given common noun.
- Explain gendered nouns, such as masculine (i.e., boy, father, etc.), feminine (i.e., girl, mother, etc.), or neutral (i.e., table, pencil, etc.).
- Ask the learners to provide examples of nouns pertaining to gender.

2. Introduce verbs by using the proper nouns they have provided in a sentence. Examples are shown below:

Mother	Mama Sarah baked a big batch of cookies
Teacher	Teacher Gelo pointed at the board.
City	Pasig City glows with bright lights at night.
Street	Lawin street curves towards the end of the following street.

Dog	Bantay chased the ball through the backyard.
Phone	The iPhone rang loudly.
Flower	The roses grew bigger and more colorful.

- Prepare the table above on a manila paper or write them on the board.
 - Read the sentences provided above. Read them again and have the learners repeat after you.
 - Explain that action words or verbs indicate movement or action.
 - Ask the learners to identify the verbs used in each sentence provided above.
 - Choose a few learners or ask for volunteers to provide sentences with verbs.
 - Have the rest of the class identify the verb from the sentence provided by their classmates.
3. Introduce adjectives as "describing words". Explain that adjectives are words used to provide specific details about a noun, such as how something looks, feels, tastes, or smells. They identify characteristics such as appearance, feel, taste, dimensions, color, and temperature.
 - Choose a few learners or call for volunteers to write a sentence on the board describing a common or proper noun.
 - Have the class identify the adjective and noun in the sentence. Encircle the adjective and underline the noun.
 - Repeat process as needed.
 - Choose a few learners or call for volunteers to provide more sentences using adjectives for different nouns. Have the rest of the class identify the adjective, noun, and type of noun.
 4. Discuss personal pronouns by explaining that they can be a substitute to names but are subject to gender and/or the number of people involved.
 - Discuss the table below to the learners:

I	Used when you are pertaining to yourself.
You	Used when you are pertaining to a single person, whom you are talking to.
He / Him	Used for a boy or a man.
She/ Her	Used for a girl or a woman
It	Used for things or animals.

We	Used when you are talking about yourself and other people together.
They	Used when talking about a group of people or things but not including yourself.

- Choose a few learners or call for volunteers to provide sample sentences that use personal pronouns.
- Explain why the pronouns used by the learners are applicable in their given scenario.
- Repeat as necessary. Process the learners' answers.

C. Practice

1. Ask the learners to copy the table below in their notebooks. Instruct the learners to complete the table below.

Common Noun	Proper Noun	Personal Pronoun	Adjective
Father or Tito			
Book			
Tree			
Chips			
Cat or dog			
Fruit			
Gadget			
Lola or Tita			
Athlete			
Baker			

2. Play "Action Freeze" where the teacher shouts a verb.
 - State a verb (i.e., "Jump! Dance! Sit! Wave!", etc.).
 - The learners must perform the action until the teacher says "Freeze!"
 - The learners who move during "freeze time" will be out of the game.
3. Play "Show and Tell" where the learners must describe one item from the classroom.
 - Ask the learners to choose one item from the classroom and keep it with them.
 - Instruct the learners that they will describe their chosen item to the class using two to three adjectives.

- Have the learners stand one by one. The learner standing must show their item and say, "This is a ____ and ____ [adjectives] ____ [noun]."
- Repeat until all learners have taken their turn.

4. Ask the learners to copy the items below in their notebooks. Instruct the learners to replace or fill in the underlined word(s) in the sentences with personal pronouns.

____ 1. Joshua is riding a motorcycle.
 ____ 2. The flower smells very sweet.
 ____ 3. Latisha is my best friend.
 ____ 4. The children are playing in the park.
 ____ 5. My family and I are going on vacation.
 ____ 6. I let Paul borrow my pen.
 ____ 7. We must listen to Teacher Mary.
 ____ 8. My cousin and I helped Tita cook dinner.
 ____ 9. While speaking to his friend, Samantha said "Jake, ____ are very smart!"
 ____ 10. Looking at the mirror, Cali said "____ look very pretty!"

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why do we need proper nouns? What will happen if we only have common nouns?
- How do Adjectives help us when we are telling a story?
- What is the importance of proper nouns? What does it tell?
- Are verbs always big movements like 'jumping'? What about 'thinking' or 'loving'? Are those still action words?

III. Homework

Instruct the learners to create a mini story using the guide below:

1. My character is a: ____ (common noun) Their name is: ____ (proper noun)
2. Write two to three adjectives to describe your character. ____ (proper noun) is ____, ____, and _____.
3. What is your character doing? Write one to two sentences using a verb.
4. Finish the story by writing one to two sentences using a personal pronoun.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. read words correctly for meaning using word patterns.

II. Development of the Lesson

A. Motivation

Play "Word Match" where the instructor will show a flashcard with either a CVC, CCVC, or CVVC word, and the learners will shout another word related to it.

- Prepare flashcards of CVC, CCVC, and CVVC words.
- Show the flashcard to the learners while reading it aloud at the same time.
- Instruct the learners that they must shout another word related to the word on the flashcard.
- The first learner to state a word will be given the chance to explain the relationship of the given word with the word they provided.
- If the learner explains correctly, they shall receive a point. If not, have the learners shout another word again.
- Repeat the process as necessary.

B. Discussion

1. Write the story "A Frog's Leap" on the board. Read the story below once or twice. On the third read, have the learners repeat after you while you guide them.

A Frog's Leap

Near a deep blue pond, a tiny green frog sat on a rock. He saw a big boat float past the tall reed, so then the frog decided to take a big leap.

He felt glad that he tried something new. His group of friends began to clap and cheer from the mud. It is good to be brave and step out to play.

Ask the learners the following questions:

- What was the story about?
 - Where did the story take place?
 - Who is the character in the story?
 - What did the frog do?
 - What is the moral lesson?
2. Prepare a fishbowl with CVC, CCVC, and CVVC words from the story and have the learners identify their meaning.

- Choose a few learners or ask for volunteers to pick a paper from the fishbowl.
- Instruct the learner to find the word in the story and have them encircle it.
- Ask the learner to read the sentence from the story that has the word they picked. Have them explain how it was used.
- Ask the learner what they think the word they picked means. Guide them in answering.
- Repeat the process until all CVC, CCVC, CVVC words from the story have been discussed.

C. Practice

Play "Letter Line-Up" where the learners must form CVC, CCVC, and CVVC words using the letters assigned to them.

- Prepare letter tags (S, T, R, P, A, E, I, O) that can be attached to the learners' uniforms.
- Divide the class into groups with 8 members each. If there are remaining learners, have them act as the "facilitators".
- Each member in the group should have a letter attached to their uniform: S, T, R, P, A, E, I, O.
- Explain to the learners that you will give a definition of the word, and they must form the correct word by rearranging themselves according to the letters assigned to them.

Definition	Word
A container for cooking	pot
The past action of sitting	sat
A small animal, looks like a mouse	rat
To hit lightly	tap
An animal you take care of at home	pet
To quit moving	stop
A tool to catch something	trap
A bright light in the night sky	star
To move your foot forward	step
A small dot	spot
To stumble or go on a journey	trip
A ride that floats on water	boat
A place to sit	seat
Where cars and vehicles drive	road
Water falling from the sky	rain
Something you wear when it's cold	coat
What you use to get clean	soap
To look at words and understand them	read

- State a word from the table above.
- Give the learners 2 to 3 minutes to form the word.
- After the time ends, all groups must stop rearranging themselves.
- Have the facilitators check if all groups are working fairly. Ask them to ensure that all groups will stop when the time runs out.
- The first group to form the word correctly earns a point. If no group gets the correct answer, the point shall be given to the facilitators.
- Repeat as many rounds as needed or until all words have been formed.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How can the same letters mean something different by changing their order?
- Why must we look at every single letter in a word before we decide what that word means? What will happen if we skip a letter?

III. Homework

Ask the learners to copy the words below. Instruct them to write one sentence using two words from each word pattern.

1. CVC: cat, pig, dog, run
2. CCVC: stop, clap, flag, grab
3. CVVC: keep, meal, goal, wait

Term 1

Vocabulary and Word Knowledge (Words)

Lesson 11:

Write words legibly and correctly (based on word patterns).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. write words legibly and correctly (based on word patterns).

II. Development of the Lesson

A. Motivation

Play a writing drill with the learners.

- Before this lesson, instruct the learners to bring a whiteboard. If not, they may write on a piece of paper.
- State either a CVC, CCVC, or CVVC word pattern. Use the examples below as a guide:

Word Pattern	Word
I am a CVC word. I have a 'b' at the start and a 'g' at the end. I am something you use to carry your things.	bag
I am a CVC word. I have an 'h' at the start and a 't' at the end. You wear me on your head when it is sunny.	hat
I am a CVC word. I have an 's' at the start and an 'n' at the end. I am the big, yellow star that shines in the daytime.	sun
I am a CCVC word. I have 'fl' at the start and a 'g' at the end. I am a piece of cloth that represents our country	flag
I am a CVVC word. I have a 'j' at the start and a 'p' at the end. I am the loud 'Beep! Beep!' sound a car makes.	jeep
I am a CVVC word. I have an 'r' at the start and an 'n' at the end. I am the water that falls from the clouds	rain
I am a CCVC word. I have 'cl' at the start and a 'p' at the end. You do this with your hands when you are happy or at the end of a show.	clap
I am a CVVC word. I have an 's' at the start and a 'd' at the end. You plant	seed

me in the dirt to grow a flower or a tree.	
I am a CCVC word. I have 'sw' at the start and an 'm' at the end. I am what you do in the pool to move through the water.	swim
I am a CVVC word. I have an 'l' at the start and an 'f' at the end. I am green, and I grow on the branches of trees.	leaf

- Instruct the learners to write the correct word on their whiteboard or paper.
- The first learner to raise their paper or board earns a point.
- Repeat as many rounds as needed.

B. Discussion

1. Write the blue, dotted red, and blue lines on the board. An example is shown below:

- Remind the learners that the top blue, red, and bottom blue lines serve as guides when writing.
- Explain that there is another imaginary line between the bottom blue line for letters such as lowercase g, j, p, q, and y.
- Draw the imaginary line below the bottom blue line. An example is shown below:

2. Discuss the table below to explain the size of each letter.

Letter	Start	End
All CAPITAL or uppercase letters	Top blue	Bottom blue
Lowercase a, c, e, i, m, n, o, r, s, u, v, w, x, and z.	Dotted red	Bottom blue
Lowercase b, d, f, h, k, l, and t.	Top blue (some parts in dotted red)	Bottom blue
Lowercase g, j, p, q, and y.	Dotted red	Imaginary line

3. Choose a few learners or ask for volunteers and give them CVC, CCVC, and CVVC words to write on the top blue, dotted red, and bottom blue lines.

C. Practice

Have the learners write each word three times in their notebooks to practice legibility and reinforcement.

- Map
- Ten
- Dig
- Drum
- Skip
- Plot
- Peal
- Loaf
- Tail
- Goal

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to write our word patterns legibly (neatly)?
- What will happen if our writing is messy? Will the readers be able to understand it?
- Can messy writing be perceived as a different letter or word?

III. Homework

Have the learners write every household member's name three times in their notebooks. Once finished, they should examine the names to determine if they follow any of the word patterns learned in class.

Term 1

Lesson 12:

Grammar Awareness and Grammatical Structures (Sentences)

Identify sentences and non-sentences.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify sentences and non-sentences; and
2. identify the characteristics of a sentence.

II. Development of the Lesson

A. Motivation

Play a version of "Simon Says" where the learners must act out the sentences but freeze if it is a fragment.

- State a sentence and instruct the learners to act it out. Example sentences to use are provided below:
 - Simon says clap your hands three times.
 - Simon says the boy should jump twice.
 - Simon says spin around slowly.
 - Simon says let out a lion's roar.
 - Simon says step to the left.
- Explain that they may only move if you say a sentence. Instruct the learners to freeze if you only say a fragment. Examples of fragments to use are provided below:
 - Laugh
 - Step back
 - Twice fingers snap

- Who Simon dance
- Partner high five left

- Learners who do wrong actions or move when a fragment is stated will be out of the game.
- Repeat as many rounds as needed.
- The last three or five learners left will be considered as the winners.

B. Discussion

1. Define sentences and fragments:

- Sentence: A group of words that expresses a complete thought. It states the who or what, and what is happening.
- Fragment (non-sentence): A group of words that is missing information. It does not make sense on its own because it has an incomplete thought.

2. Elements of a complete sentence:

- A proper sentence always starts with a capital letter and ends with a period (.), question mark (?), or exclamation point (!).
 - The fluffy cat is running around the room.
 - Is the fluffy cat running around the room?

- o The fluffy cat is running around the room!

- Subject: The “who” or “what” of the sentence. The subject may be a person, animal, place, thing, or idea that is being described or performing an action (verb).

Sentence	Subject
The fluffy <u>cat</u> is running around the room.	cat
<u>Honesty</u> is the best policy.	Honesty

- Predicate (Verb): The predicate states what the subject is doing or what the subject is.

Sentence	Predicate (Verb phrase)
The fluffy cat <u>is running</u> around the room.	is running
Honesty <u>is</u> the best policy.	is

- Action verb: Expresses the physical or mental activity of the subject. It states what the subject is doing (i.e., “running”).
- Linking verb: Connects the subject to a word that describes it. It acts like an equal sign (i.e., Honesty = the best policy) and tells you what the subject is.
- Complete thought: A complete sentence must make logical sense on its own without needing anything else.
- A group of words can have a subject and a verb but still be a fragment (dependent clause).

Dependent Clause	Independent Clause
After the movie ended	We ordered pizza after the movie ended.
The old man wearing green	The old man wearing green waved at me.

C. Practice

Instruct the learners to write the table below in their notebooks.

Draw a star (★) in the first column if it is a sentence, draw an X mark if it is a fragment. Rewrite the fragments into complete sentences below the item.

- ___1. The happy dog wagged its tail!
- ___2. We are going to the park after lunch.
- ___3. running through the park
- ___4. the broken toy on the floor
- ___5. My teacher wrote on the green chalkboard.
- ___6. Under the big wooden table
- ___7. Because it was very cold
- ___8. The stars shine brightly in the night sky.
- ___9. Did Samantha eat a delicious red apple?
- ___10. Baking a chocolate cake.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- If a group of words starts with a capital letter and ends with a period, is it *automatically* a sentence? Why or why not?
- What are the elements of a sentence?
- What is the difference between a sentence and a fragment?
- Is a dependent clause a sentence?
- What will happen if everyone spoke in fragments?
- Why is the 'complete thought' rule so important for understanding each other?

III. Homework

Instruct the learners to write original sentences about the following topics:

1. Favorite food
2. Favorite game
3. Family
4. Oneself
5. Honest

Term 1

Lesson 13:

Grammar Awareness and Grammatical Structures (Sentences)

Use simple sentences to express ideas about oneself, family and content-specific topics.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use simple sentences to express ideas about oneself and family.

II. Development of the Lesson

A. Motivation

Paste or draw the emojis below on the board. Have the learners relate an emoji to themselves or their family.



- Have the learners play "Pass the Ball" around the class in a random order while music is being played.
- When the music stops, the learner holding the ball must choose an emoji.
- The learner must then share a sentence about themselves or their family in relation to their chosen emoji.

B. Discussion

1. Recall the elements of a complete sentence. A simple sentence states who or what we are talking about and what they are doing or how they are.
 - A proper sentence always starts with a capital letter and ends with a period (.), question mark (?), or exclamation point (!).
 - Subject: The "who" or "what" of the sentence.
 - Predicate (Verb): The predicate states what the subject is doing or what the subject is.
 - Complete thought: A complete sentence must make logical sense on its own without needing anything else.
2. Talking about oneself
 - When you are talking about yourself, you are typically the subject of the sentence.
 - Sentences about oneself usually use the words "I" and "I am".
 - For your predicate, you may share different ideas about yourself; such as facts, interests, feelings, experiences, and the like.
 - To share a fact: "I am seven years old."
 - To share a like: "I like strawberries."
 - To share a feeling: "I am happy today."
 - To share an experience: "Last week, I learned how to ride a bike."
3. Talking about your family
 - Family may mean many things, such as your parents, grandparents, siblings, tito's and tita's, or even your pets – they

become the subject of your sentence.

- Sentences about family typically use words like "nanay", "tatay", "ate", "kuya", "lolo", "lola", "mommy", "daddy", or even "we".
- For the predicate, you may talk about various things such as their characteristics, interests, memories, and what you do together.
- To share a characteristic: "Nanay and tatay takes good care of our family."
- To share interests: "My Ate likes to sing karaoke."
- To share a memory: "My family and I went fishing last summer."

C. Practice

Have the learners perform a "Show and Tell" using items available inside the classroom.

- Ask all the learners to take one item out of their school bag that represents something about themselves or their family (e.g., a key, a photo, a snack, a pen). If they don't have an item, they can quickly draw one on a small piece of paper.
- Instruct the learners to prepare three simple sentences in order to describe themselves or their family through their chosen object.
- Ask the learners to follow the format below:
 - Sentence 1: Identify the item ("This is a house key.")
 - Sentence 2: Connect it to oneself or family ("I live with my parents and my sister.")
 - Sentence 3: Add a personal detail ("My house is small and blue.")
- Choose the first learner to present and describe their item.
- The learner presenting their object must choose the next presenter. Do this on a rolling basis until everyone in class has taken their turn.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the importance of sharing details about yourself?
- Why is it important to share stories about our families with our friends?
- How does learning about your friends' families help us get along better in class?
- What was the most interesting thing you learned about a classmate today?

III. Homework

Ask the learners to draw a simple picture of their family doing an activity together (e.g., eating

dinner, playing, doing chores, etc.). Instruct the learners to write a three-sentence description below their drawing.

Term 1

Lesson 14:

Grammar Awareness and Grammatical Structures (Sentences)

Use simple sentences with proper intonation (pitch, juncture, rhythm).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use simple sentences with proper intonation (pitch, juncture, rhythm).

II. Development of the Lesson

A. Motivation

Play "Copycat" where the learners must repeat the given sentences with different emotions.

- The instructor must say a statement out loud. Some examples are given below:
 - "I am a bright learner."
 - "I can run fast."
 - "I love my family."
 - "The sky has lots of clouds."

- Provide more sentences if necessary.
- Ask the learners to repeat the sentences after you, with different emotions. Some examples are provided below:
 - Happy
 - Sad
 - Tired / sleepy
 - Scared
 - Confused
 - Surprised

- Instruct the learners to act out an appropriate action for the emotion while repeating the sentence.
- Explain that sentences may have different meanings depending on the emotion expressed through the tone, pitch, and juncture of the speaker's voice.

B. Discussion

1. Discuss what a "pitch" is to the learners.
 - Define pitch as the high and low sounds that voices make.
 - Show how our voice goes up for questions or excitement and down when we finish a sentence.
 - High pitch: "Is it time for recess?!"
 - Low pitch: "I am tired."
2. Discuss what a "juncture" is to the learners.

- Define juncture as the short pauses or "breathing breaks" between your words.
- Explain that periods (.) and commas (,) are places to take a tiny breath. Without them, we run out of air!
- Say the following sentences fast without breaks, then repeat the sentences with proper juncture.
 - "I like apples (pause), bananas (pause), and milk."
 - "Let's eat, (pause) Grandma!"
 - "I love cooking (pause), my dog (pause), and my family."
 - "No, (pause) more candy!"
- Ask the learners if a juncture changes the meaning of a sentence. Discuss and process their answers.

3. Discuss what a "rhythm" is to the learners.

- Define rhythm as the beat or speed of your voice when talking.
- Explain that every sentence has a heartbeat. Some words are long, and some are short.
 - Clap for every word in the sentence: "I (clap) love (clap) to (clap) play! (clap)"

C. Practice

Play "Sentence Conductors" with the learners using different "voice tools."

- Prepare "sentence cards" which have simple sentences that the learners can repeat in different pitch, juncture, and rhythm.
- Divide the class into three groups and assign each a "Voice Tool" (pitch, juncture, rhythm).
 - Group 1: Pitch Climbers - They must say the sentence twice—high and low.
 - Group 2: Breath Detectives - They must find the "stop signs" in a sentence and show it by exaggerating the pause with a visible loud breath.
 - Group 3: Beat Drummers - They must clap or tap their desks to the "heartbeat" of the sentence.

- Place several emojis (e.g., happy, sad, surprised, sleepy, confused, etc.) in a box.
- Have a learner draw an emoji and a sentence card.
- The learner must use their pitch, juncture, and rhythm to "perform" the sentence according to the emoji.
- The rest of the class must guess the emotion based on the intonation they heard.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the importance of pitch, juncture, and rhythm?
- How does your voice sound different when you are asking a question compared to when you are telling a secret?

- What would happen if we spoke without stops? Would people understand what we are saying?
- How can we tell if a friend is happy or sad even if we don't look at their face, just by listening to their voice?

III. Homework

Ask the learners to draw a slash (/) in between the correct words to show a juncture. Have them draw either an arrow pointing up or an arrow pointing down at the end of each sentence to indicate the pitch,

1. Sarah is it your birthday today? __
2. I like red yellow and blue. ____
3. We eat rice bread and fruit ____
4. Oh no the milk spilled ____
5. I love my family our pets and my friends. ____

Term 1

Lesson 15:

Grammar Awareness and Grammatical Structures (Sentences)

Sequence words to represent meaning in simple sentences:

(a) Telling sentences (declarative), and (b) Asking sentences (interrogative).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. sequence words to represent meaning in telling sentences (declarative); and
2. sequence words to represent meaning in asking sentences (interrogative).

II. Development of the Lesson

A. Motivation

Do the activity "Unshuffle the Sentence" with the learners.

- Prepare sentences. Shuffle its order and present each shuffled sentence to the learners.

Sample sentences:

Unshuffled: I study at school. Shuffled: school study I at.
Unshuffled: I play with my friends. Shuffled: my play I with friends.
Unshuffled: What is your favorite subject? Shuffled: your favorite subject is what?
Unshuffled: Is that your notebook? Shuffled: notebook is your that?

- Ask the learners to unshuffle and say the proper sentence.
- Repeat the activity as needed.

B. Discussion

1. Explain to the learners what declarative/telling sentences are.
 - Declarative sentences are used to convey information, make statements, or express opinions.

- It is organized into a subject + verb + object word order and end with a period.

2. Explain to the learners what interrogative/asking sentences are.

- Interrogative sentences are used to ask for information, confirm facts, or clarify.
- It always ends with a question mark.

C. Practice

Do the activity "Declarative-Interrogative Swap" with the learners.

- Prepare an equal amount of declarative and interrogative sentences.

Sample sentences:

Declarative: I am studying. Interrogative: Are you studying?
Declarative: I am with my family. Interrogative: Are you with your family?
Interrogative: Did you do your homework? Declarative: I did my homework.
Interrogative: Do you like to read? Declarative: I like to read.

- If the sentence is declarative, ask the learners to change it into an interrogative sentence.
- If the sentence is interrogative, ask the learners to change it into a declarative sentence.
- Repeat the activity as needed.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you sequence words to make declarative or interrogative sentences?

III. Homework

Ask the learners to write 2 interrogative and 2 declarative sentences about 1 of their chosen

topics below. Have the learners write this in their notebook.

Topics: (choose 1)

Family
School
Barangay

Term 1

Lesson 16:

Grammar Awareness and Grammatical Structures (Sentences)

Identify the parts of simple sentences (who/what, what are they doing, when/where/how): (a) Telling sentences (declarative), and (b) Asking sentences (interrogative).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify the parts of telling sentences (declarative); and
2. identify the parts of asking sentences (interrogative).

II. Development of the Lesson

A. Motivation

Do the "Create Sentences" activity with the learners.

- Prepare flashcards of subjects and predicates. You may also use images instead of words in the cards.

Sample flashcards:

Subject cards

School
Dog
I/Me

Predicate cards

Big
Cute
Excited

- Lay all the flashcards on a flat surface. Make sure that the learners can see what is written on the cards.
- Ask the learners to pair a subject and predicate card to form a sentence.
- Ask the learners to make a declarative sentence and an interrogative sentence using the pair of cards. For example, the pair of cards is Dog and excited. The

declarative sentence could be "The dog is excited." The interrogative sentence could be "Is the dog excited?"

- Repeat the activity as needed.

B. Discussion

Explain to the learners the parts of simple sentences.

- A simple sentence has a subject and predicate that expresses a complete thought.
- A subject is a noun, pronoun, or phrase that performs the action or is described.
- The predicate contains the verb and tells something about the subject.

C. Practice

Do the "Find the Subject" activity with the learners.

- Prepare sentences. Include both declarative and interrogative sentences.

Sample sentences: (Subjects are underlined)

<u>My brother</u> is feeding the dog.
<u>I</u> go to school to study.
What is <u>the date</u> today?
Are <u>you</u> going to study later?

- Write each sentence on the board.
- Ask the learners to encircle the subjects in each sentence.
- Repeat the activity as needed.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you identify the parts of sentences?

III. Homework

Ask the learners to copy and accomplish the table below on their notebook.

I love my family.	
Who is the subject?	What is it about?
The school is big.	
What is the subject?	What is it about?

Where do you go to school?	
Who is the subject?	What is asked?
How old is your pet?	
What is the subject?	What is asked?

Term 1

Grammar Awareness and Grammatical Structures (Sentences)

Lesson 17:

Use correct capitalization and punctuation for simple sentences:
(a) Telling sentences (declarative), and (b) Asking sentences (interrogative).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use correct capitalization and punctuation in telling sentences (declarative); and
2. use correct capitalization and punctuation in asking sentences (interrogative).

II. Development of the Lesson

A. Motivation

Do the activity "Sentence Snake" with the learners.

- Prepare sentences. Include both declarative and interrogative sentences.
- Write each sentence without spaces, capitalization, or punctuation on the board.

Sample sentences:

The sun is bright. Snake version: thesunisbright
My friend Marco is asleep. Snake version: myfriendmarcoisasleep
What time does school start? Snake version: whattimedoeschoolstart
Have you seen teacher Kim? Snake version: haveyouseenteacherkim

- Ask the learners to rewrite the sentences with correct capitalization and punctuation.
- Repeat the activity as needed.

B. Discussion

1. Explain to the learners the correct capitalization and punctuation in declarative sentences.
 - The declarative sentence begins with a capital letter and ends with a period.
 - Capitalize the first letter of proper nouns.
2. Explain to the learners the correct capitalization and punctuation in interrogative sentences.
 - The interrogative sentence begins with a capital letter and ends with a question mark.

- Capitalize the first letter of proper nouns.

C. Practice

Do the activity "Spot the Wrongs" with the learners.

- Prepare sentences. Include both declarative and interrogative sentences.
- Write each sentence with incorrect capitalization and punctuation on the board.

Sample sentences:

My favorite food is pizza. Incorrect form: my Favorite Food is pizza
Ryan is my classmate. Incorrect form: ryan is My Classmate
Who is your teacher? Incorrect form: who is Your teacher.
When will you visit Jam's house? Incorrect form: when will You visit jam's house

- Ask the learners what is wrong with the sentence. Have them encircle what needs to be changed or added.
- Ask the learners to rewrite the sentences with correct capitalization and punctuation.
- Repeat the activity as needed.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you identify proper capitalization and punctuation in sentences?

III. Homework

Ask the learners to copy the following sentences in their notebook. Ask the learners to rewrite each sentence with correct capitalization and punctuation.

i Like to help My Parents cook Food
the Dog is playing With the Cat
bren and julia are At the Park.
have You studied for the Test Already
is teacher maica Our English Teacher

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify discourse markers for time order texts; and
2. identify discourse markers for procedural texts.

II. Development of the Lesson

A. Motivation

Do the activity "Link Events" with the learners.

- Prepare flashcards of discourse markers.

Sample flashcards:

first	next
then	after that
later	finally

- Prepare sequences of events and write these on the board.

Sample events:

Clifford is walking home.
He saw a puppy on the road.
He picked up the puppy and brought it home
He gave food and water to the puppy.
Clifford and the puppy best friends.

- Read the 1st event in the sequence. Ask the learners to pick a flashcard that would be used to connect to the next sequence of events.
- Read the entire sequence of events and then follow it with the next event.
- Repeat the previous steps, but the learners cannot use the same flash card twice.
- Repeat the entire activity as needed.

B. Discussion

1. Explain to the learners the discourse markers used in time order texts.

- The discourse markers used in time order texts organize a sequence of events.

Common time order discourse markers:

first	next	then
after that	finally	initially
to begin with	subsequently	before
later	now	soon

2. Explain to the learners the discourse markers used in procedural texts.

- The discourse markers used in procedural texts organize a sequence of instructions to help the reader follow the steps properly.

Common procedural discourse markers:

firstly	secondly	thirdly
next	meanwhile	afterward
furthermore	moreover	because
as a result	however	otherwise

C. Practice

Do the activity "Find the Discourse Markers" with the learners.

- Prepare a short story or a recipe for the learners to read. Make sure that it contains discourse markers.

Sample short story:

School Day

Maria woke up early to go to school. The night before, she had already prepared her bag and the materials she needed to bring.

To start her day, Maria ate a delicious breakfast. After, she changed into her uniform, then went to school.

In school, Maria greeted her friends and teachers. She studies hard and reviews her lessons.

After her classes, she goes home and does her homework. She does her chores and enjoys her free time.

To end the day, she ate dinner with her family. Finally, before sleeping, she says, "good night" and dreams away.

Sample recipe:

Pandesal

First, combine yeast, sugar, and milk and stir until the yeast and sugar are fully dissolved.

Next, in the mixing bowl, combine the dry ingredients starting with the flour then the

remaining sugar, salt, and baking powder. Mix it well.

Then, add the egg, butter, cooking oil, and yeast-sugar-milk mixture in the mixing bowl with the dry ingredients then mix again until a dough is formed.

After, on a flat surface, knead the dough until the texture becomes fine. Shape the dough into a ball and put it back in the mixing bowl. Cover the mixing bowl with damp cloth and let the dough rise.

Afterward, put the dough back on the flat surface and divide it into 4 equal parts using a dough slicer. Roll each part until it forms a cylindrical shape then slice it diagonally.

Roll the sliced dough over the breadcrumbs and place it in a baking tray. Leave the sliced dough with breadcrumbs in the tray for a few minutes to rise.

Finally, pre-heat the oven, then put the tray with the dough in the oven and bake. Lastly, remove the freshly baked pandesal and enjoy.

- Put a copy of the story or recipe on the board.
- Read the text to the learners.
- Ask the learners to encircle the discourse markers used in the text.
- Repeat the activity as needed.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you identify the discourse markers in time order and procedural texts?

III. Homework

Ask the learners to find a short story or recipe and put a copy of it in their notebook. Ask the learners to write the title of the story or recipe and encircle the discourse markers used in the text.

Term 1

Lesson 19:

Comprehending and Analyzing Texts (Discourse)

Read grade level sentences with appropriate speed, accuracy, and expression.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. read grade-level sentences with appropriate speed, accuracy, and expression.

II. Development of the Lesson

A. Motivation

Do the activity "Word Hunt" with the learners.

- Prepare a list of sentences and write it on the board.

Sample sentences:

Cristine was absolutely delighted when she found out that she passed the exam.

Kim's heart sank when she heard the news.

Jun is stomping on the ground because he missed the bus.

Kyle could not believe his eyes when he saw all his friends and family members greeted him on his birthday.

- Read the sentences aloud then ask the learners to repeat after you.
- Pick one word from any of the sentences and ask the learners to find it.
- Read the sentences with the learners.
- Repeat the activity as needed.

B. Discussion

Explain to the learners the tips on how to read grade level sentences with appropriate speed, accuracy, and expression.

- Reading the same sentence more than once builds familiarity, which increases speed and reduces errors when reading.
- Read the words correctly first before focusing on speed.
- Be aware of the punctuation marks used (commas, periods, question marks, etc.).
- The pitch and tone of your voice should match the emotion of the text.
- To practice, you can have a proficient reader read a sentence, then read it back, copying their speed and expression.

C. Practice

Do the activity "Performance Reading" with the learners.

- Prepare a script for the learners to act out. You can prepare a different script for each group of learners.

Sample script:

The Quiz

Narrator: Today was an ordinary day of school and the learners have an English quiz.

Teacher Bell: Okay class, bring out your pencils and notebooks. We will have our English quiz today.

Claire: I am so ready for this quiz! How about you Danny?

Danny: I studied yesterday. I am ready.

Teacher Bell: Okay class, are you ready? I will write the questions on the board.

Narrator: Danny got his notebook and pencil. Claire found her notebook, but she could not find her pencil.

Claire: Oh no! I left my pencil at home. Now I can't answer the quiz!

Danny: I have an extra pencil. Here Claire! Use it to answer the quiz.

Claire: Thank you so much, Danny!

Narrator: A few minutes have passed, and the learners have answered their quizzes.

Teacher Bell: Time is up! Time to check your answers.

Narrator: Every learner in the class got a high score.

- Group the learners according to the number of characters in the script.
- Distribute the script to each group. Have the learners decide who will play each character.
- Give the learners time to practice their lines.
- After, have each group of learners perform the scripts. The learners do not need to memorize the script, only read it with proper speed and expression.
- Repeat the activity as needed.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you read grade level sentences with appropriate speed, accuracy, and expression?

III. Homework

Ask the learners to find or create sentences that express the emotions of happiness, sadness, and anger. Only 1 sentence for each emotion.

Term 1

Lesson 20:

Comprehending and Analyzing Texts (Discourse)

Comprehend stories: (a) Note important elements from stories (characters, setting, events), (b) Sequence events: at least 3 events, (c) Identify the problem and solution in stories, (d) Infer the character's feelings and traits, (e) Relate story events to one's experiences, (f) Identify cause and effect of events, (g) Predict possible ending, and (h) Give a summary.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. comprehend stories;
2. take note of story details;
3. sequence events in a story;
4. identify the problem and solution in stories;
5. infer the feelings and traits of the characters;
6. relate story events to one's experience;
7. identify causes and its effects;
8. predict possible endings; and
9. give a summary.

II. Development of the Lesson

A. Motivation

Read the story "The Vase" with the learners.

The Vase

Vanessa was playing with her friends at their house. They were playing many games, one of them was tag.

Vanessa and her friends were running around their house, in the backyard, and on the road, chasing each other.

After playing, they took a break and sat in the backyard. They were thirsty, and Vanessa ran inside the house to get water.

Vanessa got the big and heavy water jug. While carrying the water jug, she accidentally knocked over her mother's vase, shattering it into pieces.

Vanessa's friends heard the noise and rushed in to help.

They repaired the vase to the best that they could using glue and tape, but they could not restore it to how it was before.

When Vanessa's mom got home, they all apologized for the broken vase. Vanessa's mom forgave them and said, "It's okay. As long as you learn from this experience and are responsible with your actions."

- Ask the learners to form 3 groups.
- Assign each group one event in the story to act out.
- Give the learners some time to plan their acts.

- After, have the groups of learners present their acts in front.

B. Discussion

1. Discuss how readers understand a story by identifying its important elements.

Explain that a story usually includes the following:

- **Characters:** the persons or animals involved in the story
- **Setting:** where and when the story happens
- **Events:** the important actions that happen from beginning to end
- **Problem:** the challenge faced by the character
- **Solution:** how the problem is resolved

2. Tell the learners that they do not need to remember every word in a story. Instead, they should focus on the important details.

- Introduce the Beginning, Middle and End guide:
 - **Beginning:** Who are the characters? Where does the story happen?
 - **Middle:** What happened to the characters? What problem did they face?
 - **End:** How was the problem solved? How did the story end?
- Explain that events must be arranged in the order in which they happened. Words such as **first**, **next**, **then**, and **finally** can help learners retell the sequence clearly.

3. Provide pointers to help learners identify the problem and solution in a story.

- **Identify the problem clearly.** Guide learners to answer the following questions:
- **Identify the solution.** Ask the learners to determine how the problem was resolved or what the characters did to solve it.

4. Discuss how a character's actions and words can give clues about the character's traits and feelings.

- Write the following examples on the board:
 - "Lina shared her food with her classmate."
→ Lina may be described as generous.
 - "Ben hid behind his mother when he heard the loud sound."
→ Ben may have felt afraid.

5. Provide pointers to help learners relate the story to their own experiences.

- Encourage learners to recall their own experiences and feelings.
- Ask them to connect their experiences with the events in the story and the feelings of the characters.
- Guide them to think about how they might feel or respond if they were in a similar situation.

6. Explain that an answer about a character must be supported by a detail from the story.

- Introduce cause and effect:
 - A **cause** tells why something happened.
 - An **effect** tells what happened because of the cause.
- Example:
 - Cause: It rained heavily.
 - Effect: The children stayed inside the classroom.

7. Provide pointer to help the learners predict the ending of a story.

- Ask the learners to recall the events that have already happened in the story.
- Encourage them to pay attention to what is currently happening and use these clues to predict what might happen next.
- Remind them to use details from the story to support their predictions.

8. Explain that a summary is a short retelling of the most important parts of a story. A simple summary should tell:

- who the story is about;
- what the main problem or important event was; and
- how the story ended.

C. Practice

1. Read the story "At the Park" with the learners. Have the learners complete a Story Map in their notebooks.

At the Park

Thea and Joey are at the park. They are playing and having fun. Joey saw the monkey bars and said, "Come on Thea, let's go to the monkey bars!"

"Be careful Joey, you might fall!" replied Thea.

"Don't worry! It will be fine." Said Joey.

After playing on the monkey bars, Joey saw the slide and said, "Let's go to the slide Thea, it will be fun!"

"Let's be careful. We don't want to get hurt," said Thea.

"Come on Thea, you worry too much. We will be fine." replied Joey.

After going down the slide, Joey saw the swing. "Look at the swing Thea! Let's go there!"

Joey and Thea got to the swing and were swinging happily.

While swinging Joey asked Thea, "How high do you think I can go?"

Thea answered, "Be careful Joey, you'll really get hurt."

"Don't worry Thea, I won't fall. I'm holding on tightly to the rope." Replied Joey as he kept swinging higher.

Suddenly, the rope of the swing broke, and Joey was sent flying. He fell on the ground and got a wound.

"Ouch! That hurts!" said Joey

"I told you that you would hurt yourself." Answered Thea. "Let's rest at that bench over there."

Thea and Joey went to the bench and sat down to rest.

"I'm sorry I doubted you, Thea." Said Joey.

"It's okay Joey, I forgive you. Just be careful next time." Answered Thea.

"I will! Thank you!" said Joey.

After some time resting and talking with each other, Joey felt better. Then, Thea and Joey went home.

Story Element	Learners' Answer
Characters	
Setting	
First important event	
Next important event	
Problem	
Solution	
Ending	
Lesson learned	

- After completing the Story Map, ask the learners to work in pairs.

One learner retells the beginning and middle of the story. The partner retells the ending. Remind the learners to use **first**, **next**, **then**, and **finally**.

Ask the learners to answer the following:

- Who is the main character?
- Where and when did the story happen?
- What happened first?
- What problem did the main character face?
- How was the problem solved?
- What caused the problem?
- What happened because of the problem?
- What lesson can be learned from the story?

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How would you improve your own reading comprehension?

III. Homework

Ask the learners to find a short story in their textbooks or online. Have the learners complete the table in their notebooks.

Characters	
Traits of the characters	
Setting	
Sequence of events	
Ending of the story	
How does the story relate to your experiences?	

Term 1**Lesson 21:****Comprehending and Analyzing Texts (Discourse)**

Comprehend informational texts: (a) Note significant details in grade-level informational texts: at least 3 details, (b) Identify problem and solution, and (c) Identify text types: Time order and procedural.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. note at least three significant details in informational texts;
2. identify problems and their solutions; and
3. identify time order and procedural texts.

II. Development of the Lesson**A. Motivation**

Read the text "Halo-halo" with the learners. Afterward, ask the learners to answer the following questions.

Halo-halo

Halo-halo is a popular dessert made using shaved ice mixed with a variety of different ingredients. The name halo-halo roughly translates to mix-mix, because you mix everything up before eating it. You can use whatever additional ingredients you like best.

To make a halo-halo, start by cooking the tapioca pearls (sago). Boil it for around 7 to 8 minutes and then remove it from the water.

After that, peel and slice the bananas. Make the syrup by boiling water, sugar, and a little bit of salt. Mix in the bananas and the sago into the syrup. Let it boil for a few minutes and then let it cool down.

Make the milk mixture by mixing milk, evaporated milk, and sweetened condensed milk.

Finally, assemble the halo-halo, by layering all the ingredients. Add the sweetened banana, coconut, ube ice cream, macapuno, ube halaya, jackfruit, and nata de coco. Then, top it off with shaved ice and the milk mixture.

Lastly, serve it and enjoy!

- What is halo-halo?
- What is the first step to make a halo-halo?
- What is the last step to make a halo-halo?
- What are the important details that you have noticed in the text?
- What ingredients would you put in your halo-halo?

B. Discussion

1. Explain that an informational text gives factual information about a person, animal, place, object, event, or process.

Informational texts may include:

- a title;
 - headings and subheadings;
 - photographs or illustrations;
 - labels and captions;
 - diagrams and tables; and
 - highlighted or bold words.
2. Discuss the difference between the main idea and supporting details.
 - The **main idea** tells what the whole text or paragraph is mostly about.
 - **Supporting details** explain, describe, or give examples about the main idea.
 3. Write a short paragraph on the board or flash it on the screen. Model how to identify the topic, main idea, and three supporting details.
 - Introduce two informational text types:
 - Time order: presents events according to when they happened.
 - Procedural: gives steps for completing a task.
 4. Explain that signal words help readers identify the text type.
 - Time order: first, next, then, finally
 - Procedural: first, prepare, add, mix, place, lastly
 5. Discuss how informational texts may also present a problem and one or more solutions.

C. Practice

1. Provide a short informational text. Ask the learners to complete the organizer.

Question	Answer
What is the topic?	
What is the main idea?	
What are three important details?	
What text type is used?	
What words helped identify the text type?	
Is a problem presented?	
What solution is given?	

2. Conduct a "Detail Hunt" activity with the learners. Read statements about the text one at a time. Instruct the learners to write:
 - **M** if the statement gives the main idea;
 - **D** if it gives a supporting detail; or
 - **N** if it is not included in the text.

After checking the answers, ask the learners to explain where each correct detail appears in the text.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you identify time order and procedural texts?

III. Homework

Ask the learners to think of a problem faced by Filipinos today. The learners may use online resources in their research. Ask the learners to write down their chosen problem in their notebook. Have the learners list or describe 3 solutions to their chosen problem.

Term 1

Lesson 22:

Creating and Composing Texts (Discourse)

Use common expressions and polite greetings appropriate to a given situation.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use common expressions and polite greetings appropriate to a given situation.

II. Development of the Lesson

A. Motivation

Do the activity "Polite or Not" with the learners.

- Prepare flashcards of polite and impolite greetings and expressions.

Sample flashcards:

Thank you so much!	Give me that!
Excuse me, may I come in?	Get out! You're in my way!

- To start the activity, show 1 card to the learners at a time.
- Read the card and the expression or greeting out loud.
- Ask the learners to sort out if the expression or greeting is polite or impolite.
- Explain to the learners why the expression or greeting is polite or impolite.
- Separate the polite and impolite greetings into different piles.
- Repeat the steps as needed.

B. Discussion

Explain to the learners what the common expressions and greetings are.

- Polite expressions and greetings are respectful words and phrases used to show courtesy, kindness, and good manners when interacting with others.

Common examples:

Please	Thank you
Excuse me	I'm sorry
May I ...	See you later
Take care	Nice to meet you
You're welcome	Good morning/afternoon/night

C. Practice

Do the activity "Match the Greetings" with the learners.

- Prepare flashcard pairs of greetings and replies for appropriate situations to be used in.

Sample flashcards:

If you want or need something	Could you please ...
Thank you!	You're welcome!

- Start the activity by laying out all the flashcards on a flat surface. Make sure that the learners can see what is written on each card.
- Ask the learners to find the pairs of each flashcard.
- After a pair has been made, acknowledge it and read it to the learners.
- Explain the pairing and why it is a pair.
- Repeat the activity as needed.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is your favorite greeting and expression that you have learned today?

III. Homework

Ask the learners to list 5 common expressions and greetings that they use daily in their notebook.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify the key elements of a story (Beginning, Middle, End);
2. distinguish between myths, legends, fables, and narrative poems; and
3. retell a story accurately using their own words while maintaining the original sequence.

II. Development of the Lesson

A. Motivation

1. Place four different "mystery objects" (or pictures) on your desk or on the board. Each object represents a different story type:

- Box 1 (Myth): A lightning bolt or a sun (Representing gods/nature).
- Box 2 (Legend): A pineapple or a coconut (Representing how things began).
- Box 3 (Fable): A toy carabao or a bird (Representing talking animals/lessons).
- Box 4 (Poem): A musical drum or a bell (Representing rhythm and beat).

2. Show the objects one by one and ask: "If this object was a story, what would it be about?"

B. Discussion

1. Explain that different types of stories have different "flavors," but they are all retold using the same strategy.
2. Discuss the different types of stories:
 - Myths explain big questions about the world. They often involve gods, goddesses, or supernatural beings.
 - Legends are tied to real things. They often explain how towns, mountains, or fruits got their names.
 - Fables are short stories with animals as characters. Their goal is to teach a lesson.
 - Narrative poems are stories told in the structure of poems. They have rhythm, rhyme, and stanzas.
3. To help learners distinguish the different types, the instructor can say story "prompts" and let the learners identify which story type it is:
 - A story about a cat and a mouse learning how to share – Fable

- A story about how the very first mango tree came to be – Legend
- A story that rhymes and tells us about a boy's dreams – Narrative poem
- A story about tree spirits in Filipino forests – Myth

4. Read the following myth, legend, fable, and narrative poem:

Earth's Natural Alarm Clock

A long time ago, the Sun and the Moon were best friends. They lived together in a house in the clouds. Every day, the Sun would wake up early to shine his warm light on the Philippines. He loved watching the children play in the plazas, and the farmers plant rice in the fields.

One morning, the Sun was very, very tired. He decided to take a nap behind a giant, fluffy cloud. He slept so soundly that he forgot to wake up!

Suddenly, the sky turned dark. The birds stopped singing because they thought it was night. The flowers closed their petals to sleep. The people were confused. "Why is it so dark?" they asked. "We cannot see our way home!"

The Moon saw that her friend was oversleeping. She tried to whisper, "Wake up, Sun!" but he just snored like thunder. She tried to tickle him with her starlight, but he didn't move.

Finally, the Moon called out to all the roosters on Earth. "Help me!" she cried. "We must wake up the Sun!"

Thousands of roosters across the islands stood on their fences. They took a deep breath and crowed together: "COCK-A-DOODLE-DOO! TILAOK! TILAOK!"

The sound was so loud that the Sun jumped out of his cloud bed. "Oh no! I'm late!" he shouted. He quickly began to shine his brightest golden light.

The people cheered, the flowers opened, and the birds began to sing again. From that day on, the Sun asked the roosters to be his alarm clock. This is why, even today, the roosters crow every single morning to make sure the Sun never oversleeps again.

The Legend of the Niyog

Long, long ago, there was a kind and handsome man named Araw. He was loved by everyone in his village because he always helped those in need.

One day, Araw became very ill. No medicine could cure him. Knowing he was about to leave, he called his best friend to his side. "When I am gone," Araw whispered, "bury me in the center of the village. Do not be sad, for I will grow into something that will take care of you forever."

Araw passed away, and the villagers did exactly as he asked. They buried him with love and watered the ground with their tears.

After a few weeks, a strange sprout appeared. It grew taller and taller, much faster than any other tree. It had no branches, just a long, sturdy trunk that reached toward the clouds, and long, graceful leaves at the very top that swayed in the breeze like Araw's waving hands.

Soon, round fruits began to grow. When the villagers opened a fruit, they were amazed! Inside was a clear, sweet water that tasted like the morning dew, and a white meat that was delicious and filling.

The villagers realized that every part of the tree was useful. They used the leaves to make roofs for their huts and baskets for their crops. They used the husk to clean their floors until they sparkled. They used the trunk to build bridges across the streams.

They called the tree "Niyog." It was Araw's final gift to his people. Just as he

promised, he became the "Tree of Life," providing food, water, and shelter to the Filipinos for generations to come.

The Carabao and the Heron

Deep in the muddy rice fields of Luzon, there lived a very strong Carabao named Kala. Kala was proud of his big horns and his heavy muscles. He could pull a heavy plow all day without getting tired.

"I am the strongest animal in the field!" Kala would boast to the tiny frogs. "No one is as useful as I am!"

One hot afternoon, Kala was very grumpy. Thousands of tiny, itchy flies were buzzing around his back. He tried to swish them away with his tail—*Swoosh! Swoosh!*—but the flies were too fast. He tried to roll in the cool mud—*Splosh! Splosh!*—but the flies just waited for him to come out.

"Oh, I am so itchy! My big horns cannot catch these tiny flies!" Kala groaned.

Just then, a small, white bird called a Tagak (Heron) landed gently on Kala's broad back.

"Excuse me, Mr. Carabao," the Heron whispered. "May I help you? I am very hungry, and I see you have many flies on your back."

Kala was surprised. "You? You are so small and thin! How can you help a big, strong Carabao like me?"

The Heron didn't say a word. She just used her long, sharp beak—*Snap! Snap! Snap!*—to eat every single fly. Within minutes, the itching stopped. Kala felt wonderful!

Kala realized that even though he was big and strong, he needed the help of a small, quiet friend.

"Thank you, Tagak," Kala said. "I see now that everyone has a special talent. I am good at pulling the plow, but you are the master of the flies!"

From then on, the big Carabao and the little Heron became best friends. You will often see them together in the

fields today—the Tagak resting on the Carabao's back, keeping him comfortable and happy.
<p style="text-align: center;">Nina's Seeds</p> <p>There was once a girl named Nina Who lived in sunny Laguna.</p> <p>While all the others played with toys, With the soil's where she found her joys.</p> <p>She asked for some seeds from her Dad, To use the small space that they had.</p> <p>She gave them some water each day. "Please grow up!" is what she would say.</p> <p>But many weeks passed with no bloom, Her heart felt a small bit of gloom.</p> <p>She thought that the seeds would not grow Because they were taking it slow.</p> <p>"Be patient," her father did say, "The food will be coming your way."</p> <p>Then one sunny morning she found Some red fruit all over the ground!</p> <p>She learned that to reach for a goal Takes patience and heart in your soul.</p>

5. Ask the following questions for each story:
 - Who are the characters? What is the setting? What are the events?
 - For the myth: What is the myth about?
 - For the legend: What is the legend about? How did the Niyog come to be? What is the moral of the story?
 - For the fable: What animals are the characters? What is the moral of the story?
 - For the narrative poem: What did Nina want to do? What problem did she face? How did she get through it?

C. Practice

1. Ask the learners to summarize the stories in their own words.
2. For further practice, assign the learners to groups. Assign each group with a story and have them roleplay the assigned story.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What do myths and legends tell us about the world?
- Why do you think fables use animals?
- What are your thoughts on narrative poems?

III. Homework

Choose one of the stories and write an alternate ending. Write the new ending in 3-5 sentences.

Term 1

Lesson 24:

Creating and Composing Texts (Discourse)

Express ideas about one's experiences: (a) Oneself and family, and (b) Content-specific topics.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. share personal anecdotes involving themselves and their family members;
2. express ideas or observations about a specific classroom topic (e.g., a science concept or a story); and
3. use appropriate "I-statements" and descriptive words to communicate clearly.

II. Development of the Lesson

A. Motivation

Bring a small bag with two items: (1) a personal item from home and (2) a "mystery" item related to their current lesson (e.g., a leaf for Science or a coin for Math).

- Show the items one by one.
- Briefly tell a story about the personal item, then another statement about the "mystery" item.
- Ask the learners: "How was your story about your family different from your story about this leaf?"

- Explain that we use different “voices” when we talk about our lives versus when we talk about facts.

B. Discussion

1. When we talk about our experiences, we use feelings and people.
 - Key Starters: "I felt...", "My family and I...", "I remember when..."
2. When we talk about a specific topic (like "How plants grow" or "Adding numbers"), we use observations and facts.
 - Key Starters: "I noticed that...", "The steps are...", "This reminds me of the lesson on..."

C. Practice

Divide the class into pairs and conduct the "Topic Fact" activity.

- Round 1 (Self/Family): Give them 1 minute to tell their partner about a time they helped a family member at home. Ask them, "What did you do? How did you feel?"
- Round 2 (Content Topic): Give them 1 minute to explain one thing they learned about Subtractions (or their

current topic). Ask them, "What is one rule you remember? How do you solve it?"

- After the session, have a few learners volunteer to share their partner's "Topic Fact" with the whole class.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Was it easier to talk about your family or the math lesson? Why?
- Why is it important to share what we know about a topic with others?

III. Homework

Ask the learners to do the following tasks:

1. **Talk to a Family Member:** Ask learners to talk to a family member and ask them about a chore they do every day. Write one sentence about it: "My [Relative] does [Chore], and it helps us by..."
2. **The School Topic:** Ask the learners to look at their math or science notes. Tell them to write one sentence about what they think is the most interesting part of that topic: "I think [Topic] is interesting because..."

Term 1

Lesson 25:

Creating and Composing Texts (Discourse)

Use basic sight words, high frequency, and content-specific words.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use basic sight words, high frequency, and content-specific words.

II. Development of the Lesson

A. Motivation

Hold a spelling bee for learners in groups. Use Grade 2 level-appropriate sight words for this motivational activity. Essentially, this activity is a review of their first lesson/topic.

Easy	Medium	Hard
been	always	around
best	before	because
both	buy	don't
call	cold	does
read	wish	gave
sing	write	upon
their	use	right
very	would	these
work	goes	first
why	green	made

B. Discussion

1. Recap Grade 2 level-appropriate sight words. Read each word aloud and ask the learners if they remember what the words mean.

always	fast	tell
around	gave	their
because	goes	these
been	green	those
before	its	upon
best	made	us
both	many	use
buy	off	very
call	or	wash
cold	read	which
does	right	why
don't	sing	wish
first	pull	work
five	sit	would
found	sleep	write
		your

2. Ask volunteer learners to use words they like in sentences.

3. Read the following text:

The Best Green Garden

My *kuya* and I would always work in our green garden before we played. We made a wish to find many big fruits. First, we had to pull the grass off the ground. It was very hard work, but we both did our best.

"Why does the sun feel so hot?" I asked. My brother found a cold drink for us. We sat around a big tree to sleep for a while. A bird started to sing upon a branch. When we woke up, we plucked the fruits we found.

Because we worked hard, our Nanay gave us a treat. She went to buy five candies. We had to wash our hands first. Then, we enjoyed Nanay's sweet treat for us!

After the learners read the story, have them retell it by answering these questions:

- Who was working in the garden?
- What was the problem in the middle of the story?
- How did the story end?

C. Practice

In relay style, each learner will use a random sight word in a sentence. They will stand up, and the instructor will point to a sight word. They will then use it in a sentence.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What words do you like using?

III. Homework

Ask the learners to use the following words in a sentence:

1. Always
2. Because
3. Pull
4. Read
5. Would

Term 1

Lesson 26:

Creating and Composing Texts (Discourse)

Compose texts to react to the character, setting, or events in a story.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify a character, setting, or event from a story;
2. express a personal reaction (like/dislike/feeling) using simple adjectives; and
3. compose texts to react to the character, setting, or events in a story.

II. Development of the Lesson

A. Motivation

Read various scenarios. Ask learners to make a face to show their reaction. It can be happy, sad, shocked/scared, angry, or disgusted. The scenarios can be as follows:

- Your parents cooked your favorite meal!
- It is raining today.
- You stepped on dog poop.
- You saw your pet sick.
- You forgot your homework at home.

Explain that every story makes us feel something. When we write that feeling down, we are reacting.

B. Discussion

1. Recap what the elements of a short story are.

- Characters are the people or animals in the story. The focus of the story is called the main character.
- Setting is the place and time of the story,
- Plot/Events are what happens in the story. It includes the problem (conflict) and the solution.

2. Explain that a reaction tells what a reader thinks or feels about something in a story.

- A reader may react to:
 - a character's action or decision;
 - the place and time in which the story happened;
 - an important or surprising event; or
 - the lesson presented in the story.

3. Introduce a simple three-part reaction.

- Identify the character, setting, or event.
- State the reaction.
- Give a reason based on the story.

4. Present the following sentence frames:
 - I like the character because _____.
 - I do not agree with the character's action because _____.
 - The setting is interesting because _____.
 - I was surprised when _____ because _____.
 - The event taught me that _____.
5. Explain that readers may have different reactions, but every reaction must connect to a detail from the story.
 - Model a short reaction:
 - I admire Lito because he returned the lost wallet to its owner. His action shows that he is honest.
 - Identify the three parts:
 - Character: Lito
 - Reaction: I admire him.
 - Text-based reason: He returned the lost wallet.

C. Practice

1. Read a short story with the learners.

The Lone Bird

The green forest was very quiet. A fast little bird sat upon a branch. He found many seeds on the ground, but he did not want to share. He always took the best seeds for himself because he wanted to be the biggest bird.

One day, a cold wind blew around the trees. The little bird tried to pull a big seed, but it was stuck! He could not do the work alone. He had to call his friends for help. Both of his friends came to help him right away.

The little bird felt bad. He gave his friends the best seeds. "I would like to be your friend," he said. Now, he goes to the garden to sing with them every day. He found that sharing is the right thing to do.

2. Ask the learners the following questions:
 - What do you feel about the bird?
 - Do you think the bird was right in wanting to keep the best seeds for himself? Why or why not?
 - If you saw the little bird get stuck, would you help him?
 - What did you learn from the story?

3. As they answer, make sure their responses are grounded in the text. Ask what parts of the text strengthen/support their statements.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How can we use our words to express our feelings about stories?

III. Homework

Read the short story and answer the questions below:

The Night in the Cold Cave

Ben and Sam made a plan to sleep in a cave. The cave was very cold and dark. They found a green mat to sit on.

"Do those rocks look like monsters?" Sam asked. He was very scared because it was his first time in a cave.

Suddenly, they heard a loud sound! Both boys jumped up fast. Was it a bear? Or was it the wind? They had to use a light to see. They saw a small cat. The cat was lost and cold, just like them.

Ben gave the cat his best warm cloth. "Don't be sad," Ben told the cat. The cave did not feel scary anymore because they had a new friend.

- What do you think about Ben and Sam?
- If you were with Ben and Sam, what would you tell them?
- Would you also sleep in a cave?

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. state a reaction about a given topic; and
2. provide at least one reason to support their reaction.

II. Development of the Lesson

A. Motivation

Call out a few topics and have learners do a thumbs up if they like the practice, and thumbs down if not.

- The topics can include:
 - Sleeping in the afternoon
 - Eating ampalaya
 - Playing outside in the rain
 - Washing the dishes
 - Drinking soft drinks
- For each topic, pick a learner who has their thumbs up and another who has their thumbs down, then ask them why.
- Explain that when we say why we like or dislike something, we are reacting to a topic.

B. Discussion

1. Explain that a reaction expresses what a person thinks or feels about a topic.
 - Introduce two useful words:
 - **Opinion:** what a person thinks or believes
 - **Reason:** the explanation for that opinion
2. Explain that reactions may be positive or negative, and classmates may have different opinions about the same topic.
3. Present the basic response structure: "I think _____ is _____ because _____." Provide simple examples:
 - I think reading is enjoyable because stories teach me new things.
 - I think cleaning the classroom is important because it keeps the room safe.
 - I think too much screen time is unhealthy because it reduces time for rest and play.
4. Explain that the word **because** connects the opinion to the reason.
 - Discuss respectful expressions:
 - "I agree because _____."
 - "I have a different opinion because _____."
 - "I understand your idea, but I think _____."

C. Practice

1. Conduct the "Choose a Side" activity with the learners.
 - Post two signs: **I Agree** and **I Disagree**
 - Read one familiar topic. Learners stand near the sign that represents their reaction.
 - Call selected learners to complete the statement: "I agree or disagree that _____ because _____."
2. Ask the learners to select one topic and write:
 - one opinion sentence;
 - one supporting reason; and
 - one example from their experience.

Suggested topics:

- Learners should read every day.
- Children should help with simple household chores.
- Recess should include active games.
- Classrooms should have plants.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Is it okay to have a different reaction than your seatmate?
- Why do we have to say our reason?

III. Homework

Ask the learners to write their reaction on the following topics:

1. I think Mathematics is (reaction) because (reason).
2. I think fried chicken is (reaction) because (reason).
3. I think the beach is (reaction) because (reason).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. make a summary of narrative text; and
2. identify the structure of narrative text; and
3. distinguish between a "tiny detail" and a "big event" important for a summary.

II. Development of the Lesson

A. Motivation

1. In groups, the class will play Charades using words. To prepare, have folded pieces of paper containing famous movies, shows, stories, or celebrities.
2. For each group, one learner will be the one to make their groupmates guess the word they pick from a pile. Each group will have 1 minute to burn through the pieces of paper. The group with the most correct guesses within the time limit wins.

B. Discussion

1. Recap what a summary is. Explain that it is a brief statement of the main points of a text. It is designed to give readers a clear understanding of the original project without needing to read it in full. The recommended steps to writing a summary are as follows:
 - Read and take notes.
 - Start with an introductory sentence that states what the work is and how it is set up.
 - Explain the main points of the plot/key events. No need to focus on details.
 - Organize the summary to ensure a smooth flow.

2. Use the story below as an example:

Lola's Magic Threads

In a small, breezy hut, a young girl named Colet watched her Lola Jhoanna. Lola sat at a large wooden loom with long threads of purple, yellow, and blue. Lola gave Colet a small handloom and said, "Remember the rule, Colet: go over one thread and under the next. If you skip one, the cloth will be weak."

Colet started weaving quickly because she wanted to finish fast. But suddenly, she saw a big, ugly hole in the middle of her cloth! She had skipped five threads because she was rushing. She tried to pull the string to fix it, but the threads got tangled into a messy knot. Colet wanted to cry because her beautiful rainbow cloth was ruined.

Lola Jhoanna knelt down and hugged her. "It is okay, Colet. We just have to untie the knot and start that row again."

Colet took a deep breath and slowly fixed the mistake, one thread at a time. By sunset, she had a small, strong piece of cloth. She learned that rushing creates knots, but patience creates a masterpiece.

3. A sample summary is as follows: Colet accidentally ruins her weaving by skipping threads and creating a messy knot because she is rushing to finish. With her Lola's help, she learns to patiently fix her mistake and discovers that working carefully is better than working fast.

C. Practice

1. Ask learners to read the following story and craft a summary:

The Guardian of the Cliffs

Near his neighborhood in Palawan, Tawi stood on the edge of a tall, black limestone cliff. Below him, the water was so clear he could see the colorful fish swimming near the coral.

His father stood beside him, holding a small bamboo basket. They were there to look for buskay, or wild honey, but they had to be very careful. "The spirits of the mountain watch us, Tawi," his father whispered. "We only take what we need, and we always say thank you."

Suddenly, Tawi saw a shiny plastic bottle floating near the secret entrance of their sacred cave. He knew that the cave was a special place where his ancestors rested. If the water became dirty, the fish would leave, and the mountain would be sad. Tawi felt a tug in his heart. Even though he was small, he wanted to protect the home that his people had loved for hundreds of years.

Tawi climbed down the rocks slowly and reached for the bottle. He put it safely in his basket to carry away. When he climbed back up, his father smiled and patted his shoulder. They didn't find much honey that day, but Tawi felt happy. He learned that being a Tagbanwa means more than just living in nature. It means being a guardian who keeps the land and sea beautiful for the next generation.

2. To further discuss the story, the instructor can utilize the elements of a short story.

- D. Reflection
- Ask the learners the following questions:
- What did we learn today?
 - What makes a summary good?

III. Homework

Ask the learners to choose a story discussed in Lesson 26 (Earth's Natural Alarm Clock, The Legend of the Niyog, The Carabao and the Heron, Nina's Seeds). Write a summary for it.

Term 1

Creating and Composing Texts (Discourse)

Lesson 29:

Express ideas using text types: Time order and procedural.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify discourse markers used for time order and procedures (First, Next, Then, Finally); a
2. distinguish between a story told in time order and a set of instructions (procedural); and
3. compose a simple 4-step text using a specific text type.

II. Development of the Lesson

A. Motivation

Write three sentences on the board in the wrong order:

- I went to school.
- I woke up.
- I brushed my teeth.

Ask the learners, "Does this story make sense? Can I go to school before I wake up?" Then, invite a learner to arrange them correctly. Explain that when we speak or write, the Order helps people understand us. This is called Time Order.

B. Discussion

1. Recap the Time Order and Procedural discourse markers

Common time order discourse markers:

first	next	Then
after that	finally	Initially
to begin with	subsequently	Before
later	now	Soon

Common procedural discourse markers:

firstly	secondly	thirdly
next	meanwhile	afterward
furthermore	moreover	because
as a result	however	otherwise

2. Explain that there are two main ways we organize our ideas:

- Time Order (The Story Path)
 - Used to tell what happened in a story or during your day.
 - Discourse Markers: First, Then, After that, and Finally.
 - Example: "First, I saw a seed. Then, it grew a leaf. Finally, it became a flower."
- Procedural (The How-To Map):

- Used to give directions or tell someone how to make something. It uses "Command" words.
- Discourse Markers: Step 1, Step 2, or First, Next, Last.
- Example: "First, wash the rice. Next, add water. Last, cook it in the pot."

C. Practice

1. Activity 1: Making Calamansi Juice (Procedural Text). Divide the class into small groups. Give them a set of "Action Cards" with pictures. They must arrange them and say the steps aloud using the discourse markers:
 - Step 1 (First): Slice the calamansi in half.
 - Step 2 (Next): Squeeze the juice into a glass using a strainer.
 - Step 3 (Then): Add water and a little bit of sugar or honey.
 - Step 4 (Finally): Stir it with a spoon and enjoy!
2. Activity 2: A Day at the Fiesta (Time Order Text). Tell a short story about a town fiesta. Ask the learners to help you put the events in the right order so the story "flows" like a parade.
 - First, the marching band played music early in the morning.
 - Then, we went to the church to hear the mass.
 - Next, we ate delicious pansit and adobo at Lola's house.
 - Finally, we watched the colorful fireworks in the plaza.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why do we use words like "First" and "Next"?
- What happens if we skip a step in a procedural text?

III. Homework

Ask the learners to choose one thing they know how to do well (e.g., making your bed, folding a shirt, or drawing a star), then write 4 sentences explaining how to do it.

