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ENGLISH

TERM 2

**Structured Pedagogy
Lesson Guides**



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English – Grade 2
Structured Pedagogy
Term 2
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English

Term 2

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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.

II. Development of the Lesson

A. Motivation

Play "Rhyme and Clap," where the learners must clap twice when rhyming words are mentioned.

- Ask the learners to stand up.
- Tell the learners you will say two words; some will rhyme and some won't.
- Instruct the learners to clap twice when they hear rhyming words, and stomp if the words do not.
- Start by stating simple words:
 - cat - hat →  
 - sun - moon → stay quiet
 - cake - snake →  
 - dog - fish → stay quiet
 - ball - tall →  
 - pig - wig →  
 - door - leaf → stay quiet
 - big - dig →  
 - ten - men →  
 - bed - red →  
- Make it more exciting by saying the words faster or changing the tone of your voice.
- Repeat as necessary.

B. Discussion

1. Recap the discussion on rhymes.
 - Explain that a rhyme happens when two or more words have the same or similar ending sounds.
 - Provide examples and explain how they rhyme:
 - "The cat wears a hat" - The words cat and hat rhyme because they end with the /at/ sound.
 - "I see a bee in the tree" - The words bee and tree rhyme because they end with the /ee/ sound.
2. Identify rhyming sounds in a chant.
 - Read the chant aloud. Encourage learners to listen carefully.

Clap your hands and tap your **feet**,
Move your body to the **beat**.
Jump up high and touch the **sky**,
Then sit down and say, "Goodbye!"

- Ask the learners the following questions:
 - What words rhyme in the first two lines?
 - What words rhyme in the last two lines?
- Process and discuss the learners' answers.
- Explain that rhyming words do not need to be seen to know that they rhyme. By listening carefully to the sound of the words, we can identify them.

3. Identify rhyming words in a poem
 - Write the poem on the board and read it aloud.

My Little School

I have a little school,
Where we learn a lot of rules.
We read our books each day,
Then learn and laugh and play.

- Ask the learners the following questions:
 - What are the four words that rhyme in the given poem?
 - Can you give other words that rhyme with school and rules? How about day and play?
- Process and discuss the learners' answers.

C. Practice

1. Play "Rhyme Frogs" where the learners will jump forward if they can provide a rhyme to the given word.
 - Ask the learners to line up at the back of the classroom. They should make one straight row.
 - State one word to the class.
 - Instruct the learners to raise their hand if they know a rhyming word.
 - Call the learners who have their hands raised.
 - If the learner can provide a rhyme with your given word, they can hop forward.
 - Provide as many words as needed.
 - The first learner to reach the front wins the game.

2. Play "Catch the Rhyme," where the learners must identify rhyming words in a story.
 - Write the story below on the board.

The Picnic Surprise

One morning, Ana packed a snack
And put it in her little pack.
She walked along the garden track
With her blue shoes on her back.

At the park, she saw a bear
Sitting quietly on a chair.
Ana stopped and gave a stare.
The bear waved with a happy air.

Then Ana heard a little sound.
A tiny bird flew all around.
It landed gently on the ground
And hopped along without a sound.

Ana smiled and shared her treat
With the bear she got to meet.
They sat together in the heat
And had a very happy feast!

- Ask for volunteers to encircle words that rhyme.
- Write the rhyming words on the board.
 - Snack – pack – track – back
 - Bear – chair – stare – air
 - Sound – around – ground
 - Treat – meet – heat

- Ask the learners to read the rhyming words aloud.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How did you know that two words in the story rhymed?
- Why do you think writers use rhyming words in poems and stories?

III. Homework

Ask the learners to copy the items below in their notebooks. Instruct them to provide two rhyming words for each item.

1. Book - _____ - _____
2. Class - _____ - _____
3. Friend - _____ - _____
4. Teacher - _____ - _____
5. Sing - _____ - _____

Term 2 Lesson 2:

Phonological Awareness Segment onset and rime.

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

Play "Where's the Onset?" where the learners must give onsets based on the rime indicated in the flashcards.

- Prepare flashcards indicating rimes, such as:
 - -at
 - -an
 - -ap
 - -ag
 - -am
 - -ell
 - -ug
 - -en
- Show one rime flashcard at a time.
- When you raise a flashcard, the learners must provide possible onsets to create a word.
- Paste the flashcard on the board. On the left side of the flashcard, write the onsets provided by the learners.

- Read all the words that can be created by matching the given onsets with the provided rime.
- Repeat the process with all flashcards.
- Explain that the letters they provided are called "onset," while the letters provided in the flashcards are called "rime."

B. Discussion

1. Discuss what onset and rime are.
 - Ask the learners to provide things that they see in school or in their community, such as school, class, book, bag, bus, shop, park
 - Explain that these words can be broken down into two parts: onset and rime.
 - Onset - It is the beginning sound of the word. This contains the first one to two letter consonants at the beginning of the word.
 - Rime - It is the part of the word that comes after the onset. This contains the vowel and the final sounds of the word.

- Use one example from their provided words and write it on the board.
 - BAG
 - /b/ - /ag/
 - Have the learners pronounce the onset and rime.
 - Explain that in the example:
 - /b/ is the onset.
 - /ag/ is the rime.
2. Discuss familiar words from school and identify their onset and rime.

Word	Onset	Rime
Pen	/p/	/en/
Desk	/d/	/esk/
Book	/b/	/ook/
Map	/m/	/ap/
Bag	/b/	/ag/

- Say each word aloud and have learners repeat the words.
 - Say the word again and ask the learners to repeat the two parts.
3. Discuss familiar words from the community and identify their onset and rime.

Word	Onset	Rime
Bus	/b/	/us/
Park	/p/	/ark/
Shop	/sh/	/op/

- Say each word aloud and have learners repeat the words.
- Say the word again and ask the learners to repeat the two parts.
- Explain that the onset can sometimes have more than one sound, such as /sh/ in shop. The rime is the part that follows the onset.
- State that one rime can make many words, such as in their motivation activity. Say that a rime can join different onsets to make different words.

C. Practice

Play "Onset and Rime Builders" where each group has to write as many words as possible using the rime provided to them.

- Divide the class into 4 groups. Provide each group with their designated rime.
 - Group 1: -at
 - Group 2: -ap
 - Group 3: -ig
 - Group 4: -un

- Divide the class blackboard into four parts; each group must have a designated section.
- The members of each group must all line up in front of their designated section.
- One by one, learners must come to the front and write a word based on their assigned rime.
- Give the class 5 to 10 minutes to accomplish the activity.
- Once the time is up, the group with the most words written on the board wins.
- To check the learners' answers, have each group present their answers by having them read the complete word, then the onset and rime in front of the whole class.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What happens when you change the onset but keep the same rime?
- How can breaking a word into onset and rime help you read a new word?

III. Homework

Ask the learners to identify the onset and rime of words related to their school and/or their community. Instruct them to avoid using words that were mentioned in the lesson.

Words	Onset	Rime

Term 2 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

Sing "Sight Words, I Can Read" with the learners.

- Instruct the learners that they will be singing a song about sight words.
- Write the lyrics below on the board.

Sight Words, I Can Read

Tune of "Row, Row, Row Your Boat"

The, the, the, the,
I can read it fast!
And, because, could, would,
Sight words I can grasp!

Where, there, their, your,
I can say them right!
These, those, together too,
I can read on sight!

- Sing the song twice to teach the learners the tune of the song.
- Sing the song line by line and have the learners follow your guide.
- Have the learners sing the song by themselves.
- Have the learners do actions while singing:
 - **the** → point forward
 - **because** → tap their head
 - **could / would** → clap twice
 - **where / there** → point left and right
 - **their / your** → point to a classmate and themselves
 - **these / those** → point near and far
 - **together** → hold hands with a partner
- Ask the learners to read all the sight words from the song.

B. Discussion

1. Discuss sight words.

- Sight words are common words that we learn to recognize quickly when we see them.
- Write the following words on the board:
 - the
 - and
 - you
 - are
 - is
- Say each word aloud and ask the learners to repeat.
- These words appear many times in books, stories, signs, and sentences. We want to recognize them quickly when we see them.

2. Discuss that sight words can be used or heard when we talk about school.

- Write the following sentences on the board:
 - We are in the classroom.
 - The teacher is kind.
 - I have a book.
 - They are my friends.
 - We can read and write.
- Ask the learners the following questions:
 - What sight word did you hear?
 - Can you point to the sight word?
 - Can you say it without sounding out each letter?
- Encircle the sight words in each sentence.
- Ask the learners if they can use the sight words in a different sentence.

3. Discuss that sight words can also be used when we talk about places and people in our community.

- Write the following sentences on the board:
 - We go to the park.
 - There are children at the playground.
 - They walk to the store.
 - You can see a bus on the road.
 - It is near our school.
- Ask volunteers to identify and encircle the sight words in each sentence.

4. Introduce more Grade 2 level-appropriate sight words.

- Write the following sight words on the board:
 - about
 - again
 - because
 - before
 - could
 - every
 - first
 - found
 - great
 - right
 - should
 - their
 - these
 - those
 - together
 - where
 - would
 - your

- Tell the learners that some sight words may be longer, but we can learn to recognize them quickly through practice.
- Have the class read the words together.
- Ask volunteers to use the given sight words above in a simple sentence.

C. Practice

1. Play "Cite the Sight Words," where learners must use sight words in a simple sentence, and the class must identify which sight word was used.
 - Prepare strips of paper and write different sight words on them. Put all the "sight word strips" inside a small box or container.
 - Play upbeat music and have the learners pass around a ball or a small object.
 - When the tutor stops the music, the learner holding the ball or object must pick a sight word strip inside the box.
 - The chosen learner must then use the sight word in a simple sentence.
 - The rest of the class must guess what sight word was used in the sentence.
 - Tell the learners that the first one to raise their hand will be given a chance to guess what the sight word is.
 - If their answer is correct, the ball will no longer be passed to them in the following rounds. If their answer is wrong, they will still be part of the game.
 - Repeat the process until all learners have taken their turn.
 - Learners who successfully used the sight words in a sentence and those who correctly identified them will no longer be part of the following rounds.

2. Read the short passage below and ask the learners to identify the sight words.

A Day at School

We go to school every day.
Our teacher helps us learn.
We work together with our friends.
They help each other.
We are happy to learn new things.

- Write the passage on the board.
- Read the short passage aloud first. Then let the learners read it with you.
- Ask the learners the following questions:
 - What sight words did you hear?
 - Which sight word appeared more than once?
- Ask volunteers to encircle the sight words.
- Read all the sight words together with the learners.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How does knowing sight words help you read sentences and stories more easily?
- How does knowing sight words help you read sentences and stories more easily?

III. Homework

Ask the learners to copy the short passage below and encircle the sight words.

We live in a happy community. There is a park near our home. We can play there with our friends. They keep the park clean and safe. We should help each other and work together. This makes our community a better place.

Term 2 Lesson 4:

Phonics and Word Study (Sounds to Print)

Read words accurately and automatically according to word patterns (initial, final, medial): (a) CVC words, (b) CVCe words, and (c) CVVC words.

I. Learning Objectives

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

1. read words accurately and automatically according to word patterns (initial, final, medial):
 - CVC words
 - CVCe words

- CVVC words.

II. Development of the Lesson

A. Motivation

Play "What Changed?" where the learners must identify what changed in the given words and pronounce them correctly.

- Write one word pair on the board at a time. Let the whole class read each pair aloud.
 - cap → cape
 - kit → kite
 - hop → hope
 - tap → tape
 - rain → road
 - boat → feet
- Guide the learners to pronounce each pair properly.
- After each pair, ask: "What do you notice?"
- Allow learners to give their observations.
- For the first four pairs, guide them to notice the e at the end.
- For the last two, guide them to notice the two vowels together.

B. Discussion

1. Discuss CVC words.

- CVC means Consonant-Vowel-Consonant.
 - C = Consonant
 - V = Vowel
 - C = Consonant
- Write the word "CAT" on the board.

C - V - C
C - A - T

- Read the word together.
- Write the following words on the board:
 - bag
 - pen
 - map
 - bus
 - fan
- Ask the learners to read the words aloud.
- Ask the learners the following questions for each word:
 - What vowel do you hear in bag?
 - What are the first and last consonants?

2. Discuss CVCe words.

- CVCe means Consonant-Vowel-Consonant-silent e.
 - C = Consonant
 - V = Vowel
 - C = Consonant
 - e = silent e
- Explain that the e at the end is silent, but it helps the vowel make a long sound.
- Compare the following words
 - cap → cape
 - cap → short a

- cape → long a

- Write the following words on the board:
 - name
 - game
 - bike
 - home
 - cube
- Ask the learners to read the words aloud.
- Have the learners break the words into their CVCe pattern.

3. Discuss CVVC words.

- CVVC means Consonant-Vowel-Vowel-Consonant.
 - C = Consonant
 - V = Vowel
 - V = Vowel
 - C = Consonant
- Explain that the two vowels work together to make one vowel sound.
- Write the word "RAIN" and "ROAD" on the board.

C - VV - C
R - AI - N
R - OA - D

- Ask the learners the following questions:
 - What two vowels do you see in the word "road"?
 - What two vowels do you see in rain?
- Explain that "oa" and "ai" work together to make the vowel sounds.
- Write the following words on the board:
 - boat
 - food
 - feet
 - team
- Have the learners break the words into their CVVC pattern.

C. Practice

Play "Read, Sort, and Score," where groups must race to categorize the words in their correct pattern.

- Divide the class into 4 groups.
- For each group, prepare the same set of flashcards or paper strips with CVC, CVCe, and CVVC words.
- Prepare three boxes or stations labelled as CVC, CVCe, and CVVC.
- Call out one word from the set.
- The learners should find the word in their own set of cards.

- One member from each group should race to the front and put the flashcard or paper strip in the correct word pattern station.
- Once they put the card in, the learners must shout the word and pronounce it correctly to earn a point.
- Each learner will only be given one chance to race to the front in order for all the members to be given a chance. If the groups do not have equal members, then some learners may race again.
- Repeat the process until all learners have taken their turn.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How do word patterns help you read a new word?
- If you see a word you do not know, what can you look for to help you read it? How?

III. Homework

Ask the learners to read any short story and write down 2 words that they will encounter for each word pattern.

Book Title:		
CVC	CVCe	CVVC

Term 2

Lesson 5:

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

Play "Read It Again!" where the learners should identify words that are repeating.

- Make a flashcard containing a mix of high-frequency words and normal words. Some high-frequency words should appear again. Examples: the, cat, and, dog, the, is, ball, and, is, run, the, you.
- Provide more words if necessary.
- Show the word cards one at a time.
- Guide the learners to pronounce the words correctly.
- When a word appears again, ask the learners to do the following actions:
 - clap once 🖐️
 - point to their eyes 👁️👁️
 - say "I saw it again!"
- Continue showing words, mixing new and repeated words.
- Ask the learners the following questions:
 - Which words did you see many times?
 - Did you notice some words appeared again?
 - Why do you think some words show up so often?
- Process and discuss the learners' answers.

B. Discussion

1. Discuss and define high-frequency words.

- High-frequency words are words that we see and use very often when we read and write. Thus, high-frequency words are words that appear many times in the things we read.
- Write the following words on the board: the, and, I, you, we, is, are, to, in, my, can, go
- Explain to the learners that some of these words may be familiar to them. The objective of the lesson is to become faster and more accurate at recognizing these high-frequency words.

2. Discuss high-frequency words in the context of school and community.

- Write the following sentences on the board:
 - I go to school.
 - We are in class.
 - The teacher is kind.
- Ask learners to identify words they recognize quickly.
- Write the next set of sentences on the board:
 - We help the people in our community.
 - I can go to the park.
 - You can be my friend.
- Ask the learners the following questions:
 - Which words do you recognize?
 - Which words appear more than once?

- Process and discuss the learners' answers.
3. Conduct a guided practice in identifying high-frequency words.
- Write high-frequency words on the board or display them around the classroom.
 - Ask the learners to listen carefully. State a high-frequency word.
 - Instruct the learners to point to the correct word and read it aloud.
 - Call a few learners or ask for volunteers to use the given high-frequency word in a simple sentence.
 - Repeat the process with different high-frequency words.

C. Practice

Play "Red Light, Green Light" in the context of high-frequency words.

- Prepare flashcards containing high-frequency words.
- Instruct the learners that they can move forward if the flashcard states a high-frequency word. If not, the learners should freeze.
- Show one flashcard at a time:
 - the → green
 - school → red
 - and → green
 - teacher → red
 - we → green
 - park → red
 - you → green
 - friend → red

- If the flashcard raised is a high-frequency word, ask the whole class to read the word aloud after the learners move forward.
- If a learner does not move when a high-frequency word is raised, they are out of the game. On the other hand, if a learner moves when a different word is raised, they are also out of the game.
- Repeat the process as necessary. Provide more flashcards as needed.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What helps you recognize a high-frequency word quickly?
- How can recognizing high-frequency words help you read your schoolbooks or instructions?

III. Homework

Ask the learners to copy the items below and identify the high-frequency words by encircling them.

1. I go to school every day.
2. The students are in class.
3. Is the lesson difficult?
4. Can you read the story?
5. We can help the teacher.
6. I can help my neighbor.
7. We can clean the park.
8. You can go to the library.
9. The neighbors are kind.
10. We can work together.

Term 2

Lesson 6:

Vocabulary and Word Knowledge (Words)

Use vocabulary referring to: (a) school, (b) community, and (c) content-specific topics.

I. Learning Objectives

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

1. use vocabulary referring to:
 - school,
 - community, and
 - content-specific topics.

II. Development of the Lesson

A. Motivation

Play "Where Does It Belong?" where the learners must identify which category the word belongs to.

- Teach the learners three simple actions. Write the following items on the board:
 - **School** → point to your head
 - **Community** → touch your shoulders
 - **Special Topic** → Clap twice

- Practice the actions with the learners.
- Tell the learners that you will say a word, and they must do the action that corresponds to its correct category.
- Say the words one at a time. Learners perform the correct action.
- Sample words are given below:
 - School:
 - teacher
 - classroom
 - notebook
 - pencil
 - lesson
 - Community:
 - market
 - park
 - barangay
 - hospital

- neighbor
- Special topics:
 - plants
 - animals
 - weather
 - math
 - arts
- After a few rounds, say the words faster to challenge the learners.

B. Discussion

1. Discuss vocabulary words referring to school.
 - School vocabulary words include words we use to talk about people, places, things, and activities in school.
 - Discuss and define the following words:
 - teacher – a person who teaches us
 - classroom – a room where we learn
 - pencil – something we use for writing
 - book – something we read
 - desk – a table where we work
 - playground – a place where we play
 - Use the given words in a sentence:
 - The teacher is in the classroom.
 - I write with a pencil.
 - I read a book.
 - My desk is clean.
 - Ask the learners the following questions:
 - What word tells us about a person at school?
 - What word tells us where we learn?
 - What do we use to write?
 - Process and discuss the learners' answers.
 - Call a few learners or ask for volunteers to use the other given words in a sentence.
 - If possible, have the learners provide sentences containing other school-related vocabulary.
2. Discuss vocabulary words referring to the community.
 - Community-related vocabulary words include words we use to talk about the people, places, culture, traditions, and things around our neighborhood, barangay, city, region, or country.
 - Discuss and define the following words:
 - market – a place where people buy and sell things

- park – a place where people can play or relax
- hospital – a place where people receive medical care
- road – a place where vehicles travel
- neighbor – a person who lives near us
- firefighter – a person who helps put out fires
- Use the given words in a sentence:
 - We buy food at the market.
 - We play at the park.
 - The firefighter helps keep people safe.
 - My neighbor lives near our house.
- Call a few learners or ask for volunteers to use the other given words in a sentence.
- If possible, have the learners provide sentences containing other school-related vocabulary.

3. Discuss vocabulary words referring to content-specific topics.

- Content-specific words refer to the words that are used when we are learning about a specific subject or topic.
- Explain that we may use different vocabulary in different subjects such as:
 - Science - plant, animal, weather, water, soil
 - Mathematics - number, shape, addition, equal, length
 - English - story, character, sentence, word, rhyme
- Explain that some words belong to more than one group depending on how we use them. What is important is that we understand what the word means and how to use it correctly.

C. Practice

1. Play "Sort It, Say It, Use It!" with the learners.
 - Divide the learners into 3 groups. Each group will be assigned 3 words, one word for each category.
 - Group 1: pencil, palengke, circle
 - Group 2: book, park, trees
 - Group 3: teacher, hospital, earth
 - For the first round, give the learners 5-10 minutes to create a definition for each word assigned to them.

- Each group will then alternate in giving the definition of one word assigned to them.
- The two other groups should guess what the word is. The first group to guess correctly earns a point.
- Tally the points on the board to keep track.
- For the second round, give each group another 5 -10 minutes to use each of their assigned word in a sentence.
- Each group will then alternate sharing 1 sentence.
- The two other groups should guess what the category is (school, community, content-specific). The first group to guess correctly earns another point.
- The group with the highest points wins the game.

2. Ask the learners to copy and answer the following items in their notebooks.

Write S if the word refers to school, C if community, and T if content-specific topic. You may write more than one answer.

1. principal –
2. library –
3. barangay hall –
4. liquid –
5. uniform –
6. addition –
7. bayanihan –
8. author –

9. activity –
10. post office –

- Check the learners' answers.
- Ask the learners to explain their answer/s in each item.
- Ask the learners which numbers have more than one answer. Allow the learners to explain.
- Process and discuss the learners' answers.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to use the right words when talking about school and our community?
- How can using the correct vocabulary help others understand what you are saying?

III. Homework

Ask the learners to complete the following sentences using the correct vocabulary word.

School

1. At school, I use a _____.
2. My _____ helps me learn.

Community

1. In my community, I can see a _____.
2. I visit the _____ with my family.

Content-Specific Topics

1. In Science or Math, I learned about _____.
2. My favorite hobby is _____.

Term 2 Lesson 7:

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: Mathematics (basic symbols and terminologies).

II. Development of the Lesson

A. Motivation

Play "The Boat Is Solving," where the learners must stand in the area that shows the correct math symbol.

- Prepare big manila papers with different math symbols that the learners can step on.
 - Add → +
 - Subtract → −
 - Equal → =
 - Greater than → >
 - Less than → <
- Place the papers on the floor.

- State a symbol.
- The learners must then race to stand on the paper that shows the correct symbol.
- Learners who cannot step on the paper will be out of the game.
- Every time a symbol is mentioned, make it smaller by cutting or ripping out a piece.
- Repeat the process until only a few learners are left.

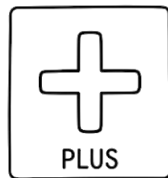
B. Discussion

1. Ask the learners to read and understand the following table:

100	One hundred
200	Two hundred
300	Three hundred

400	Four hundred
500	Five hundred
600	Six hundred
700	Seven hundred
800	Eight hundred
900	Nine hundred
1,000	One thousand
10,000	Ten thousand

- Ask the learners to read the numbers in the table aloud.
 - Cover the right column, and have the learners read the numbers again.
 - Reveal the right column and cover the left column, then ask for volunteers to write the correct number.
2. Discuss addition words and symbols.
- Explain that addition happens when we put two or more numbers together to make one big number.
 - Explain addition symbols and terminology:



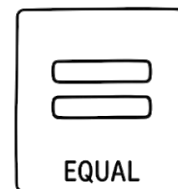
- **add** – put numbers together
 - **plus** – another word for add
 - **sum** – the answer after we add
 - Use the words in a sentence and ask the learners to read them aloud:
 - Can you **add** some red blocks to my tower?
 - Three **plus** five makes eight.
 - We found the total **sum** of all the coins in our piggy bank.
 - Today in math, we learned how to do **addition**.
3. Discuss subtraction words and symbols.
- Explain that subtraction happens when we take away or remove some numbers or objects from a bigger amount.
 - Explain subtraction symbols and terminology:



- **subtract** – take away

- **minus** – another word for subtract
 - **difference** – the answer when we subtract
- Use the words in a sentence and ask the learners to read them aloud:
 - When you **subtract** two apples from five, you have three left.
 - Ten **minus** four equals six.
 - The **difference** between eight and five is three.

4. Discuss the equal, greater than, and less than symbols and terminology.
- Explain that the symbol “=” means “equal to” or having the same value or amount. It tells us that the amounts on both sides have the same value.



- $2 + 2 = 4$
 - $6 = 6$
 - Five plus three is equal to eight.
 - Two groups have an equal number of pencils.
 - The two boxes have equal numbers of books.
- Explain that “>” means “greater than” or more. It indicates that the number is bigger.



- $8 > 3$
 - Eight is greater than three
 - 8 is more than 3
 - The number of books on my desk is greater than the number of books on your desk.
 - The number of apples in the basket is greater than the number of oranges.
 - My score is greater than your score.

- Explain that "<" means "less than". It indicates that the number is smaller.



- $4 < 7$
- 4 is less than 7
- The number of chairs is less than the number of learners.
- Our class has less than twenty books.
- The number of red balls is less than the number of blue balls.
- Mia has less than five pencils.

C. Practice

- Have the learners answer, "What Math Word Am I?" by choosing the correct term from the word bank.

add	subtract	sum
difference	equal	
greater than	less than	

- I mean put numbers together.
→ _____
- I mean take away.
→ _____
- I am the answer when you add.
→ _____
- I am the answer when you subtract.
→ _____
- I mean the same amount or value.
→ _____

6. I mean more than.

→ _____

7. I mean fewer than.

→ _____

- Have the learners copy and answer the items below in their notebooks.

Instruct the learners to complete each sentence using the correct mathematical term.

- When I put 4 and 3 together, I _____ them.
- The _____ of 5 and 2 is 7.
- When I take 3 away from 8, I _____.
- The _____ of 9 and 4 is 5.
- Six is _____ than four.
- Two is _____ than seven.
- Five plus two is _____ to seven.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- When might you use mathematical terminologies in your daily life?
- How can knowing Math words help you explain your answer when solving a problem at home or at school?

III. Homework

Ask the learners to copy and answer the items below.

Draw a line to match each symbol with the correct Math word.

+	less than
-	Equal
=	greater than
>	subtract
<	add

Term 2

Lesson 8:

Vocabulary and Word Knowledge (Words)

Identify words with specific functions: Words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns): (a) Common and proper nouns, and (b) gender.

I. Learning Objectives

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

- identify words with specific functions: Words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns):
 - common and proper nouns, and
 - gender.

II. Development of the Lesson

A. Motivation

Play "Pick it, Name it!" where the learners must give a proper noun based on the common noun they picked.

- Prepare 2 draw-lots boxes:
 - Names of all the girl students
 - Names of all the boy students

- Prepare a "Naming Words" box with words that label persons, places, things, animals, events, ideas, and emotions (naming words), such as Teacher, Doctor, School, Mall, Book, Pencil, Dog, Cat, Emotions, Place, and Things.
- Flip a coin to determine whether you will choose from the girls' or the boys' draw-lots box.
 - Heads for girls
 - Tails for boys
- Announce the result of the coin flip. Pick a name from the correct box.
- Have the chosen learner pick a paper from the Naming Words box.
- Ask the learner to give a proper noun based on the category they picked from the box.
- Repeat the process as necessary.

B. Discussion

1. Discuss naming words.

- Explain that a naming word is a word that tells us the name of a person, place, thing, animal, event, idea, or emotion.
- Provide examples for persons, places, things, animals, events, ideas, and emotions.
 - Persons (teacher, friend, student)
 - Places (school, market, library)
 - Things (book, pencil, chair)
 - Animals (dog, cat, rabbit)
 - Events (birthday, festival, parade)
 - Ideas kindness, friendship, honesty)
 - Emotions (happiness, sadness, fear)
- Instruct the learners to read all the examples.
- Ask the learners if they can provide more examples for each category.

2. Discuss common nouns.

- Explain that some naming words give a general name. Other naming words give a special or specific name.
- Explain that a common noun gives a general name to a person, place, animal, thing, or event.
- In addition, mention that common nouns do not usually begin with a capital letter unless they are at the beginning of a sentence.

- Write the following sentences on the board:
 - Dogs like to play in the yard.
 - My brother eats an apple every morning.
 - The little girl lost her favorite toy.
 - Teachers help us learn new things.
 - A green frog jumped into the pond.
 - We read a story from a big book.
 - Birds build nests in the tall tree.
 - The shiny car drove down the street.
 - I drink a cold glass of milk.
 - Parks are fun places to visit.
- Ask the learners to read the given sentences.
- Call a few learners or ask for volunteers to encircle the common noun/s in the sentences.

3. Discuss proper nouns.

- Explain that a proper noun gives the specific name of a person, place, animal, or event.
- Discuss the following table:

Common Noun	Proper Noun
Girl	Maria
Boy	Jose
City	Pasig City
School	Rizal Elementary School
Country	Philippines
Holiday	Christmas

- Explain that proper nouns begin with a capital letter because they name something specific.
- 4. Discuss gender in naming words.
 - Explain that some nouns tell us whether a person or animal is male or female.
 - Discuss "masculine" terms or words that identify a male person or animal such as boy, father, brother, uncle, king, rooster, bull.
 - Discuss "feminine" terms or words that identify a female person or animal, such as girl, mother, sister, aunt, queen, hen, cow.
 - Discuss that some naming words can be neutral or refer to either a male or female, such as teacher, student, child, friend, doctor, neighbor, classmate.
 - Ask the learners to provide proper nouns for each example and allow them to identify whether it is a masculine, feminine, or neutral naming word.

C. Practice

1. Play "The Fastest Naming Word," where the learners must write as many common and proper nouns as they can.
 - Divide the class into 3 or 4 groups.
 - Provide each group with a big piece of paper or a manila paper. The papers should have the table below:

	Common	Proper
Person		
Place		
Thing		
Animal		
Event		
Idea		
Emotion		

- Instruct the learners that they will be given 10 minutes to write as many common and proper nouns in each category.
 - Once the 10 minutes are up, each group must present their work and read it to the class.
 - If another group has the same answer, all groups must cross it out from their work.
 - The group with the highest remaining common and proper nouns wins.
2. Ask the learners to sort the following words in their notebooks.

Boy	Girl	Father
Brother	Tito	Mother
Sister	Lolo	Tita
Lola	King	Queen
Rooster	Hen	Dog
Doctor	Student	Teacher

Male	Female	Neutral

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the difference between a common noun and a proper noun? Can you give an example from your community?
- Why is it helpful to know whether a naming word refers to a male, female, or either?
- How would a sentence change if you replaced a proper noun with a common noun?

III. Homework

Ask the learners to copy and answer the items below in their notebooks.

Look around your home or community. Write the answer in your notebook.

1. Write the name of one person you know.
Name: _____
Common or proper? _____

2. Write the name of one place you have visited.
Name: _____
Common or proper? _____

3. Write the names of two things you can see at _____ home.
a. _____
b. _____

4. Write the name of one animal. Then write whether it is male or female.
Animal: _____
Gender: _____

5. Write the name of one event, idea, or emotion you experienced recently.
Word: _____
Type: _____

Term 2 Lesson 9:

Vocabulary and Word Knowledge (Words)

Identify words with specific functions: Words that label actions (doing words - verbs).

I. Learning Objectives

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

1. identify words with specific functions: Words that label actions (doing words - verbs).

II. Development of the Lesson

A. Motivation

Play "Action or Freeze," where the learners must do the given action.

- Tell the learners that you will state a word, which can either be a verb or a random word.
- Instruct the learners that when they hear a verb, they must do the action. But if they hear a random word, they must freeze in place. An example is given below:
 - jump
 - clap
 - school
 - run

- o phone
- o wave
- o dance
- o happy
- o sit
- o doctor
- Repeat the process until the learners have

B. Discussion

1. Discuss and define "doing words" or verbs.

- Explain that a verb is a word that tells what a person, animal, or thing is doing. In addition, verbs can also tell us about actions we can see or do.
- Examples of action words, or verbs:
 - o walk
 - o run
 - o jump
 - o read
 - o write
 - o eat
 - o drink
 - o sing
 - o dance
- Use the given words in a sentence:
 - o I **walked** to school this morning.
 - o Dogs like to **run** in the park.
 - o The little frog can **jump** very high.
 - o We **read** a fun story before bed.
 - o We have to **write** our answers in our notebook.
- Ask the learners to use the given words in a sentence. Allow them to use other verbs as well.
- For each sentence given by the learners, ask the following:
 - o What is he/she/ it doing?
 - o Therefore, the verb is _____.
- Process and discuss the learners' answers.

2. Discuss action words that we may use or do at school.

- Explain to the learners that we may use many different action words when we talk about what we do at school.
- Discuss the given table below:

Action Word	Example
write	I write in my notebook.
listen	I listen to my teacher during class lessons.

read	My favorite pastime is reading comic books.
learn	We learn new things through school.
draw	Alyssa likes drawing flowers.
count	Joseph counted all the coins in his wallet.

- Ask the learners if they can provide more sentences with verbs in the context of school.

3. Discuss action words that we may see or do around the community.

- Explain that people in our community may also do many different actions.
- Discuss the table below:

Action Word	Example
help	The doctor helps a patient.
teach	Mrs. Esguerra teaches Grade 2 students.
plant	The farmer planted sunflower seeds.
makes	The baker makes cakes.
drive	The bus driver drives us to school.
sell	The vendor sells vegetables.

- Ask the learners if they can provide more sentences with verbs in the context of their community.

4. Discuss that things can also do actions.

- Explain that people and animals can do actions, but some things can also do actions. We can use action words to tell what things do.
- Discuss the examples below:
 - o The bell rings.
 - o The door opens.
 - o The fan spins.
 - o The ball rolls.
 - o The rain falls.
 - o The wind blows.
 - o The water flows.
 - o The light shines.
 - o The phone rings.

- Ask the learners if they can provide more simple sentences where a thing "does an action."

C. Practice

Play "Pick, Act, and Guess" where a learner does an action, and the rest of the class guesses what they are doing.

- Prepare small cards or paper strips with verbs. Put these paper strips in a small box.

- run
- jump
- clap
- sing
- dance
- read
- write
- swim
- Add other action words as needed.
- A learner picks one card without showing it.
- The chosen learner must act out the verb while the rest of the class guesses.
- The learner who guesses correctly no longer has to do an action in front of the class.
- After a learner guesses correctly, ask the whole class to explain it in a complete sentence: "(Name of student) is (action). (action) is a verb."
- Repeat the process until all learners have taken their turn.

D. Reflection

- Ask the learners the following questions:
- What did we learn today?

- Why do we need verbs when we talk about what people, animals, or things do?
- How can knowing verbs help you describe your experiences at home, in school, or in your community?

III. Homework

Ask the learners to copy and answer the items below in their notebooks.

Encircle the verb and box the thing or person doing the action.

1. The boy runs to the school gate.
2. The dog barks at the passing car.
3. The school bell rings before the class starts.
4. The ball rolls across the playground.
5. The teacher writes a sentence on the board.
6. The bird flies over the tall tree.
7. The girl reads a story in the library.
8. The cat jumps onto the wooden chair.
9. The electric fan spins above the learners.
10. The children laugh during the fun game.

Term 2

Lesson 10:

Vocabulary and Word Knowledge (Words)

Identify words with specific functions: Words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives).

I. Learning Objectives

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

1. identify describing words or adjectives.

II. Development of the Lesson

A. Motivation

Do the "Describe the Room" activity with the learners.

- Prepare sticky notes with adjectives written on them.

Sample adjectives:

green	red	big
small	tall	happy
sad	clean	shiny
round	beautiful	empty

- Give the learners a few of the sticky notes.
- Ask the learners to stick the words on different objects in the room. Make sure that the adjective describes the object that the learners stuck it on.
- End by discussing the adjectives and the objects that it describes.

B. Discussion

An adjective is a word that describes a noun or pronoun. Adjectives add extra details. They tell us about color, size, shape, feeling, or number. These are found before the noun or after a linking verb.

- Descriptive: Tells us about the quality, color, size, or shape of a noun (e.g., big, red, happy).
- Quantitative: Tells us the amount or number of a noun (e.g., two, many, whole).
- Demonstrative: Points to a specific noun (e.g., this, that, these, those).
- Possessive: Shows who owns the noun (e.g., my, your, his, her).

C. Practice

Do the "Mystery Bag" activity with the learners.

- Prepare a variety of objects or items.

Sample objects:

clock	pencil	eraser
ballpen	book	notebook
ruler	water jug/tumbler	backpack

- Put one object inside a paper bag or a box. Make sure that the learners cannot see the object inside.
- Assign a learner to be the guesser. They will guess the object inside.
- The other learners describe the object to the guesser.
- Repeat the activity with different objects and learners as the guesser.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you identify adjectives and describing words?

III. Homework

Ask the learners to write 3 adjectives to describe the following:

1. School
2. Basketball court
3. Barangay hall
4. Fiesta
5. Mayor
6. Palengke
7. Fiesta
8. Bayanihan
9. Sari-sari store
10. Pagmamamano

Term 2

Lesson 11:

Vocabulary and Word Knowledge (Words)

Identify words with specific functions: Words that replace persons, places, things, animals, events, ideas, and emotions: (a) Personal pronouns, and (b) Interrogative pronouns.

I. Learning Objectives

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

1. identify personal pronouns and interrogative pronouns.

II. Development of the Lesson

A. Motivation

Do the "Interrogative Interview" activity with the learners.

- Prepare flashcards with the questions "who, what, where, when, why, how, and which" written on the cards.
- Group the learners into pairs.
- Pick one of the flashcards and read it out loud to the learners.
- The learners will interview each other about their favorite hobbies or daily routines using the word written on the card. Allot a few minutes for each card.
- Repeat the activity until all the cards are used.

B. Discussion

1. Personal pronouns stand for specific people or things. It changes form based on whether they are subjects, objects, or showing possession.
 - Subject pronouns: Act as the doer of the action (I, you, he, she, it, we, they).
 - Object pronouns: Receive the action (me, you, him, her, it, us, them).
 - Possessive pronouns: Show ownership (mine, yours, his, hers, ours, theirs).
2. Interrogative pronouns are words used to ask questions about an unknown noun.

- Who: Asks about a person as a subject.
- Whom: Asks about a person as an object.
- Whose: Asks about who owns something.
- What: Asks general questions about things or ideas.
- Which: Asks to choose between specific options

C. Practice

Do the "Noun to Pronoun Swap" activity with the learners.

- Prepare short sentences with proper nouns for the learners to read aloud. Write one sentence on the board.

Sample sentences:

The dog was barking loudly at Andy and Michelle.
Jane runs faster than Harvey.
Lyle, Quentin, and I are going to school.
The entire barangay is celebrating the fiesta.

- Ask the learners to rewrite or edit the sentence to replace the nouns with the correct personal pronouns. Have the learners underline the pronouns they used.

Sample sentences:

It was barking loudly at them.
She runs faster than him.
We are going to school.
They are celebrating the fiesta.

- Check if the learners did the activity correctly. Explain why the answers are correct.
- Repeat the activity using different sentences.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you identify personal and interrogative pronouns?

III. Homework

Ask the learners to rewrite the following sentences using interrogative pronouns.

Example: Sandy is good at track and field. → Who is good at track and field?
1. My school is big and clean.
2. The teachers are kind and helpful.
3. Tasha reads books in the library.
4. Tyler plays at the park near my house.
5. My family goes to the palengke to buy groceries.

Term 2

Lesson 12:

Vocabulary and Word Knowledge (Words)

Read words correctly for meaning (based on word patterns).

I. Learning Objectives

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

1. read words correctly for meaning (based on word patterns);
2. identify these word patterns in a short story or poem; and
3. determine the meaning of the words based on the text.

II. Development of the Lesson

A. Motivation

Play "Don't Say the Word," where the learners must describe a given word without stating the word itself.

- Write a random word with a CVC, CVVC, and CVCe pattern. Some examples are given below:
 - o bed
 - o sit
 - o big
 - o boat
 - o coat
 - o bike
 - o hike
 - o kite
- Ask the learners to read the word aloud.
- Instruct them to provide descriptions for the given word without saying the word itself.
Example: "BIG"
 - o "I am the opposite of small."
 - o "I can describe a large animal, object, or person."
 - o "A giant elephant can be described using this word."
- Repeat the process as necessary.

B. Discussion

Write "A Cozy Rainy Day" on the board.

A Cozy Rainy Day

It was a wet day at school. Rain fell on the road.

Ken had a blue raincoat and a big bag. He put his book and lunch inside.

At break time, Ken and his classmate Kate stayed in the room. They read a book and played a game.

When the rain stopped, they went home with a smile.

- Read the story aloud to the learners.
- Have the class read the story together.
- Ask the learners the following questions:
 - o What happened in the story?
 - o Why do you think Ken stayed inside the room?
 - o What did Ken and Kate do while it was raining?
- Ask the learners to encircle all the CVC words, box the CVVC words, and underline the CVCe words from the story.

CVC	CVVC	CVCe
wet	rain	Kate
day	road	game
Ken	book	home
Had	room	
big	read	
bag		
put		
his		

- Ask the learners to choose one word from each column and provide their own definition for each word. Instruct them to write their answers in their notebooks.
- Process and discuss the learners' answers.

C. Practice

1. Ask the learners to complete the table with CVC, CVVC, and CVCe word patterns using the words from the story below.

Playing at the Park

Stephany and Blake went to the park with their mom. The sun was hot, but the kids were glad to play. Blake had a red ball, and Stephany had a kite. They ran on the grass and flew the kite. Soon, they saw a duck near the pond. The duck swam while the kids sat and watched. Before they went home, their Mom gave them a snack and a drink.

CVC	CVVC	CVCe

2. Instruct the learners to answer the following items in their notebooks.

Read each sentence. Circle the word that has the given pattern.

1. **CVC:** Mia has a kite / red ball.

2. **CVVC:** I love to read books / comics.
3. **CVCe:** Ben has a ball / kite.
4. **CVC:** The rabbit / cat likes to play.
5. **CVCe:** They went home / park after playing.
6. **CVC:** The girl has a red / bike bag.
7. **CVVC:** We saw a goat / cat near the farm.
8. **CVCe:** He can make / sit a paper boat.
9. **CVC:** The fish / boat swims in the pond.
10. **CVCe:** Dad will ride / run his bike to the store.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to read a word correctly before deciding what it means?
- How can reading words correctly and understanding their meanings help you when reading?

III. Homework

Ask the learners to complete the table with CVC, CVVC, and CVCe word patterns using the words from the poem below.

I take my book and sit in my chair.
I read with my friends and learn with care.
At break, we play a fun game.
Then we go back to class again.

CVC	CVVC	CVCe

Term 2

Lesson 13:

Vocabulary and Word Knowledge (Words)

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

Do the "Spelling Relay Race" activity with the learners.

- Prepare sets of words for the learners to spell.

Sample spelling words:

school	answer
drawing	journal
pencil	listen

knock	castle
flight	clear
unlock	playful
current	cannot
adventure	autograph
guide	should
throw	weigh
action	talking

- Ask the learners to form 2 groups.
- Divide the spelling words equally amongst each team. Put each in a separate list on a piece of paper near the board. Make sure that the learners cannot see the paper.
- Ask the teams to form a line.

- The first learner in the line reads the first spelling word on their team's paper.
- The next learner in the line listens and writes the spelling word on the board. They then switch roles with the first learner.
- The second learner then says the second word on their team's paper.
- The third learner onwards repeats the previous steps until all the spelling words have been written on the board.
- The team that spells all their words correctly first wins.

B. Discussion

1. Writing legibly ensures that other people can read your words easily and understand your exact meaning.
 - Slow down: Reduce your writing speed to focus on the letter shapes instead of rushing.
 - Keep lowercase letters the same height, and make sure tall letters (ascenders like *h* or *t*) and low letters (descenders like *p* or *g*) reach consistent levels.
 - Mind your spacing: Leave an even gap—roughly the width of a small letter "o"—between each word so they do not crowd together.
 - Avoid dragging: Lift your pen slightly between strokes or letters rather than dragging it across the page, which creates messy connections.
 - Check posture and grip: Hold your pen loosely without squeezing too tight, and angle your paper slightly for a comfortable wrist position.

2. Writing correctly ensures your message is clear, professional, and easily understood by others, preventing confusion and misunderstanding.

C. Practice

Do the "Spelling Bee" activity with the learners.

- Prepare a list of words for the learners to spell.

Sample words:

sentence	floor	while
knock	height	effort
heir	would	design
squeeze	heart	switch
jewel	pilot	helpful

- Ask the learners to bring out a pen and paper and listen to the words.
- Say the words out loud one at a time.
- The learner will write and spell the word correctly.
- Repeat the previous steps until all words have been spelled out.
- Check the legibility and spelling of the words written by the learners.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you write words legibly and correctly?

III. Homework

Ask the learners to write down 5 unique words that they found either in the dictionary or from online sources in their notebook.

Term 2 Lesson 14:

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.

II. Development of the Lesson

A. Motivation

Play "Silly Sentence," where the learners will identify whether the given statement is a sentence or a non-sentence.

- Teach the learners two actions:
 - Sentence – wiggle
 - Non-sentence – jump
- State either a phrase or a sentence. Use sentences that sound unusual but

are still complete thoughts. Examples are given below:

- The chicken rides a bicycle. → Sentence
- A purple dancing elephant. → Non-sentence
- My pencil sleeps in my bag. → Sentence
- Beside the blue door. → Non-sentence
- The moon eats a sandwich. → Sentence

- Provide more items as needed.
- The learners must do the correct action based on the given phrase or sentence.
- Repeat the process as necessary.
- Ask the learners: "Why are the funny ones still sentences?"
- Guide the learners to answer, "Even funny sentences can express a complete thought."

B. Discussion

1. Discuss and define sentences.

- A sentence is a group of words that tells a complete thought or idea.
- A complete sentence usually has:
 - who or what we are talking about; and
 - what that person, animal, or thing does, is, or has.
- Write the following sentences on the board:
 - Nora is reading a book.
 - The fluffy dog wags its tail.
 - The tall rocket blasted off into space.
 - An artist painted a bright picture of the ocean.
- For each sentence, ask the learners the following questions:
 - Who/what is the sentence about?
 - What is he/she/it doing?
- Process and discuss the learners' answers.
- Explain that because we know who the sentence is about and what they are doing, the sentence gives us a complete thought.

2. Discuss and define non-sentences.

- Explain that a non-sentence is a group of words that does not give a complete thought.
- Write the following on the board:
 - In the classroom.
 - A big red ball.
 - After lunch.
 - Under the table.
- Depending on the phrase, ask questions such as:
 - Do we know what happened?
 - Who did ____?
 - Is the thought complete?

- Process and discuss the learners' answers.
- Explain that non-sentences are groups of words that give us only pieces of information, but they do not provide a complete thought.

3. Discuss that non-sentences can be turned into complete sentences.

- Explain that some non-sentences can be turned into sentences by adding words.
- Discuss the following:
 - At the playground. → We play at the playground.
 - A small brown dog. → A small brown dog is running in the park.
 - After lunch. → The children should rest after lunch.
- Explain that by adding missing information, we can complete the thought and turn it into a sentence.

C. Practice

Play "Raise the Sentence Sign," where the learners will raise "sentence" or "non-sentence" signs based on the given statement.

- Ask the learners to create two signs using two big pieces of paper.
 - sentence
 - non-sentence
- State a phrase or a sentence. Examples are given below:
 - The girl walks to school.
 - Under the big tree.
 - My friend has a red bag.
 - A funny little dog.
 - The children play in the park.
 - After lunch.
 - The teacher reads a story.
 - Near the school gate.
- Learners must raise the correct sign. If a learner raises the wrong sign, they are out of the game.
- Process and discuss the learners' answers.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How does knowing whether something is a sentence help you understand what you read?
- Why is it important to use complete thoughts when talking or writing to other people?

III. Homework

Ask the learners to copy and answer the items below.

Read each group of words. Write **S** if it is a sentence and **NS** if it is a non-sentence. If it is a non-sentence, rewrite it to make a complete sentence.

1. ____ My mother cooks dinner.

2. ____ Under the kitchen table.
3. ____ My brother plays with his toy.
4. ____ After dinner.
5. ____ The dog sleeps on the mat.
6. ____ The children clean their room.
7. ____ Beside the window.
8. ____ Dad washes the car.
9. ____ A basket of fresh fruits.
10. ____ My family eats dinner together.

Term 2

Lesson 15:

Grammar Awareness and Grammatical Structures (Sentences)

Use simple sentences to express ideas about school, community, 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 school, community, and content-specific topics.

II. Development of the Lesson

A. Motivation

Do the "Sentence Craft" activity with the learners.

- Prepare flashcards with the following categories: Subject cards, Verb cards, and Object cards. Place each category in a separate container or bag.

Sample flashcards:

SUBJECT	VERB	OBJECT
I	talk	canteen
me	draw	park
they	run	book
classmate	eat	lunch
teacher	play	room

- The learner picks one card from each category. They will then create a simple sentence using the cards that they got.
- The learner reads the sentence that they made to the class.
- Repeat the activity. Let the other learners create sentences.

B. Discussion

1. Expressing ideas using simple sentences means sharing one clear thought at a time with a subject and an action.
2. The simple sentence always contains a subject, a verb, and a complete thought or idea.

C. Practice

Do the "Sentence Battle" activity with the learners.

- Prepare strips of paper for the learners to use.
- Ask the learners to form groups. Give each group a few strips of paper.
- Ask the groups to write one sentence on each strip of paper. Allot some time for this.
- Once the sentences are complete, ask the groups to cut their sentences between the subject and verb, and in between the verb and the object.
- The groups exchange the cut sentences.
- Then the time starts; the groups rearrange and recreate the original sentences of the other group.
- The first group to reform all the sentences of the other group correctly wins the game.
- Repeat the activity with different groupings and group sizes.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you express ideas about school, community, and content-specific topics using simple sentences?

III. Homework

Ask the learners to encircle the subject, box the verb, and underline the object in the following sentences.

1. We sing the national anthem on Monday.
2. My friends play *patintero* during break time.
3. Our barangay hall is near the plaza.
4. The jeepney drives down the street.
5. People buy fresh fish at the *palengke*.

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

Have the learners sing the song "Building a Community" in different pitches, junctures, and rhythms.

- Prepare flashcards or simple cards with the following:
 -  LOUD
 -  SOFT
 -  HIGH
 -  LOW
 -  PAUSE
 -  SLOW
 -  FAST
 -  NORMAL
- Write the lyrics of the song on the board:

We Are a Community

In the tune of "Twinkle Twinkle"

We are helpers, big and small,
Working together for us all!
Shout out HELLO to everyone!
Shh... working quietly till we're done.

- Teach the learners how to sing the song. Have them sing the song continuously and repeatedly.
- Once a flashcard is raised, the learners must immediately change the tone of their voice in accordance with the flashcard, no matter what part of the song they are singing.
- Change the flashcards faster to challenge the learners.
- Repeat the process as necessary.

B. Discussion

1. Explain and discuss the use of "pitch".
 - Recap that the pitch is how high or low your voice sounds.
 - Explain how pitch is changed in statements related to school and community:
 - "The bell is ringing!" → high pitch to show excitement
 - "The bell is ringing." → low and calm voice
 - "The prusisyon is here!" → high pitch

- "The parade is here." → low and calm voice

- Ask the learners:
 - How did your voice change?
 - Which voice sounded higher?
 - Which sounded lower?
- Explain that we can change our pitch to help show excitement, surprise, or other feelings.

2. Explain and discuss the use of "juncture".

- Recap that juncture means the pause or break we make when we speak.
- Explain how juncture is used in statements related to school and community:
 - Write: After class / we clean the room.
 - Read as: "After class... we clean the room."
- Ask the learners to read the following sentences to practice juncture:
 - Before recess / we must finish our work.
 - When the bell rings / we go outside.
 - After the market closes / people go home.
 - At the community park / children play.
- Ask the learners to point to where they paused when they read.
- Explain that a pause in a sentence helps our listener understand the different parts of our message.

3. Explain and discuss the use of "rhythm".

- Recap that rhythm is the beat or flow of our speech. Every word varies in strength.
- Ask the learners to read the following sentences to practice rhythm:
 - We GO / to SCHOOL.
 - We HELP / our COM-mu-ni-ty.
 - The TEA-cher / reads a STORY.
 - The DOC-tor / helps the PA-tient.

C. Practice

Play "Intonation Relay" with the learners, where they must pass the message to their groupmates using the correct intonation assigned to them.

- Divide the class into 3 groups.
- Each group must line up vertically facing the board; the first learner must be near the board, and all the groupmates shall line up behind.
- Prepare sentence pitch cards with different sentences and assigned intonation.
 - The bus is coming to our school. (Say it with a high pitch.)
 - After class, we will go home. (Add a natural pause.)
 - You forgot your lunchbox at home. (Say it with a low pitch.)
 - The helpers built a new park. (Say it with an excited voice.)
 - Our neighbors are sharing food. (Say it with a high pitch.)
 - Our teacher gave us a fun project. (Say it with an excited voice.)
 - The principal walked into the room. (Say it with a low pitch.)
 - Down the street, we planted trees. (Add a natural pause.)
 - You finished reading the whole book. (Say it with a low pitch.)
- Place the sentence pitch cards on the table in front of the learners.

- The first learner in every group must choose a pitch card and read it silently.
- The learners must then pass down the message until it reaches the last learner in their group.
- The last learner in the group must then raise their hand when they are done.
- The first group to correctly pass down the message with the right intonation earns a point.
- After each round, ask the learners to change the first and last learner in their groups.
- Repeat the process until a group reaches 3 points.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it helpful to pause at the right place when speaking
- Think about a time when someone did not understand what you were saying. How could using better pitch, juncture, or rhythm have helped?

III. Homework

Ask the learners to write 3 simple sentences about their school or community. Practice reading the sentences aloud using proper pitch, juncture, and rhythm.

1. High pitch
2. Low and calm pitch
3. Has a natural pause

Term 2

Lesson 17:

Grammar Awareness and Grammatical Structures (Sentences)

Sequence words to represent meaning in simple sentences: (a) Telling sentences (declarative), (b) Asking sentences (interrogative), (c) Commanding and requesting sentences (imperative), and (d) Exclamatory sentences.

I. Learning Objectives

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

1. sequence words to create declarative, interrogative, imperative, and exclamatory sentences.

II. Development of the Lesson

A. Motivation

Do the "Sentence Sort" activity with the learners.

- Prepare different types of sentences. Write each sentence on an index card.

Sample sentences:

Declarative sentences:

The barangay hall is near the health center.

We eat *turon* and banana cue during recess.

Interrogative sentences:

What time does our flag ceremony start?

When is the next community cleanup drive?

Imperative sentences:

Line up quietly before entering the classroom.

Cross the street using the pedestrian lane.

Exclamatory sentences:

Wow, our teacher gave us star stamps today!

How delicious the *taho* tastes this morning!

- Prepare containers with labels for declarative, interrogative, imperative, and exclamatory sentences.
- Read one sentence with the learners out loud.
- Ask the learners to sort the sentences according to their type by putting them into their respective container.

- Repeat the steps until all the sentences are sorted.

B. Discussion

1. Telling sentences are declarative sentences. A declarative sentence is a sentence that makes a statement, shares a fact, or expresses an opinion. It is used to give information, state facts, or describe an event. It usually follows a subject-verb order and always ends with a period.
2. Asking sentences are interrogative sentences. An interrogative sentence is used to seek information, confirmation, or clarification. It often uses inverted word order, placing a helping verb or question word before the subject. It always ends with a question mark.
3. Commanding and requesting sentences are imperative sentences. An imperative sentence gives a direct command, makes a request, shares advice, or offers an instruction. It usually starts with the base form of a verb and leaves out the subject "you" because it is implied. It ends with a period or an exclamation mark.
4. An exclamatory sentence is a sentence that expresses strong emotion, excitement, or surprise. It conveys feelings like joy, anger, shock, or fear. It always ends with an exclamation point.

C. Practice

Do the "Sentence Identification" game with the learners.

- Prepare different types of sentences. Write one sentence on the board at a time.

Sample sentences:

Declarative sentences:
People buy fresh vegetables at the talipapa.
The flag ceremony starts at 7:00 AM.
Interrogative sentences:

Can I borrow your pencil, please?
Did you see the colorful jeepney outside?
Imperative sentences:
Raise your hand if you want to answer.
Be kind to the neighborhood stray animals.
Exclamatory sentences:
Look, the library has new storybooks!
Hooray, the barangay park and playground is open again!

- Prepare index cards or popsicle sticks with declarative, interrogative, imperative, and exclamatory written on each one.
- Start by laying out the index cards or popsicle sticks on a table.
- Have 2 volunteer learners do the activity at a time.
- Read the sentence written on the board out loud. For added challenge, you may not write the sentence on the board.
- Ask the learners to decide which type of sentence it is, and which end mark it would need.
- The first learner to grab the correct index card or popsicle stick wins.
- Repeat the activity with different pairs of learners.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you sequence words to create different kinds of sentences?

III. Homework

Ask the learners to create sentences about the following topic:

My school
Declarative sentence:
Interrogative sentence:
Imperative sentence:
Exclamatory sentence:

Term 2

Lesson 18:

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 parts in a declarative and interrogative sentence.

II. Development of the Lesson

A. Motivation

Do the "Jumbled Sentences" activity with the learners.

- Prepare declarative and interrogative sentences. Write each sentence on a strip of paper. Cut out each word.

Sample sentences:

Declarative sentences:
I wear my clean school uniform every morning.
Our barangay has a clean and green park.
Interrogative sentences:
Who is your favorite teacher in school?
When is the barangay fiesta in our town?

- Place all the words for one sentence on a table or a mat.
- Ask the learners to recreate the original sentence.
- Repeat the activity using different sentences.

B. Discussion

1. A declarative sentence makes a statement, shares information, or expresses an opinion. It always ends with a period. Its standard word order is Subject + Verb + Object/Complement.
 - Subject: The noun or pronoun that performs the action or is described.
 - Verb (Predicate): The action word or state of being.
 - Object or Complement (Optional): Extra details that complete the thought.
2. An interrogative sentence asks a direct question and always ends with a question mark. Its standard word order is Question Word/Auxiliary Verb + Subject + Main Verb.
 - Question Word (Wh- word or Auxiliary Verb): Starts the question. Uses words like *who*, *what*, *where*, *when*, *why*, *how*, or helping verbs like *is*, *do*, *have*, *can*.
 - Subject: The person or thing being asked about.
 - Main Verb: The primary action or state.
 - Object or Complement (Optional): Additional context for the question.

C. Practice

Do the "Sentence Mix and Match" activity with the learners.

- Prepare declarative and interrogative sentences. Write each sentence on a strip of paper.

Sample sentences:

Declarative sentences:
Our teacher writes the Math lesson on the board.
Children play <i>tumbang preso</i> in the street during late afternoon.
Interrogative sentences:
Where did you put your red pencil?
Who cleans the street outside our house every morning?

- Together with the learners, identify each of the different parts of the sentence and cut the words out. For declarative sentences, identify the subject, verb, and object. For interrogative sentences, identify the question word, subject, main verb, and the object.
- Using the cut-out words. Ask the learners to mix and match to form different sentences.
- Read the sentences and explain them to the learners.

D. Reflection

Ask the learners the following questions:

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

III. Homework

Ask the learners to box the subject and encircle the verb in the following sentences.

1. Our classroom has colorful charts on the wall.
2. We put our trash in the correct segregation bins.
3. How many students are inside the classroom?
4. Where is the safest place to cross the street?
5. Can we play patintero on the school playground later?

Term 2**Lesson 19:****Grammar Awareness and Grammatical Structures (Sentences)**

Use correct capitalization and punctuation for simple sentences: (a) Telling sentences (declarative), (b) Asking sentences (interrogative), (c) Commanding and requesting sentences (imperative), and (d) Exclamatory sentences.

I. Learning Objectives

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

1. use correct capitalization and punctuation for simple sentences:
 - telling sentences (declarative)
 - asking sentences (interrogative)
 - commanding and requesting sentences (imperative)
 - exclamatory sentences

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

Play "Show Me What It Does!" where the learners must do an action based on the given type of sentence.

- Teach the learners 4 different actions:
 - Telling → Put your hand beside your mouth
 - Asking → Put your hand above your eyes like you're looking for an answer
 - Command or request → Point forward
 - Exclamatory → Put both hands on your cheeks
- State a sentence:
 - The children practice for the school program.
 - Can you help me carry these books?
 - Please put the paper on my desk.
 - What a wonderful school garden!
 - The community nurse visits the health center.
 - Where can we find the playground?
- The learners must do the correct action based on the given sentence.

B. Discussion

1. Discuss telling sentences (declarative).
 - Explain that a telling sentence gives information or tells us something. It usually ends with a period (.).
 - Read and discuss the following:
 - The janitor sweeps the hallway.
 - The baker sells warm bread.
 - Explain that the given sentences give us information about a

person or tell us what they are doing.

- Instruct the learners to write a simple declarative sentence with correct capitalization and punctuation.
 - Remind the learners that telling sentences start with a capital letter and end with a period.
2. Discuss asking sentences (interrogative).
 - Explain that an asking sentence asks a question. It ends with a question mark (?).
 - Read and discuss the following:
 - Where can we borrow a book?
 - Can we visit the community garden?
 - Ask the learners: "Are these sentences telling us something or asking us something?"
 - Instruct the learners to write a simple interrogative sentence with correct capitalization and punctuation.
 - Remind the learners that asking sentences start with a capital letter and end with a question mark.
 3. Discuss commanding and requesting sentences (imperative).
 - Explain that a commanding sentence tells someone what to do. A requesting sentence asks someone politely to do something.
 - Read and discuss the following:
 - Write your name on the paper.
 - Please wait for your turn.
 - Place the bottles in the recycling bin.
 - Please help the elderly neighbor.
 - Instruct the learners to write a simple imperative sentence with correct capitalization and punctuation.
 - Inform the learners that commanding and requesting sentences also start with a capital letter and end with a period.

4. Discuss exclamatory sentences.
 - Explain that an exclamatory sentence shows strong feelings such as excitement, surprise, happiness, or amazement. It ends with an exclamation mark (!).
 - Read and discuss the following:
 - Look at how big our school library is!
 - We won the class trophy today!
 - What a fun field trip we had today!
 - Instruct the learners to write a simple exclamatory sentence with correct capitalization and punctuation.
 - Remind the learners that exclamatory sentences start with a capital letter and end with an exclamation point.

C. Practice

1. Play "Sentence Traffic Lights," where the learners must identify the type of sentence and write it with the correct capitalization and punctuation.
 - Divide the board into four sections:
 - Red - TELL ME
 - Green - ASK ME
 - Yellow - TELL ME WHAT TO DO
 - Orange - WOW!
 - Say a simple sentence. Such as:
 - The students line up near the gate.
 - The science club meets on Friday.
 - Where can we borrow a book?
 - Can we visit the community garden?
 - Please return the crayons to the box.
 - Bring the empty bottles to the recycling bin.
 - That was a fantastic performance!
 - What a beautiful community garden!
 - Instruct the learners that they must line up in the correct category.
 - The first person in line shall then write the sentence on the board using correct capitalization and punctuation.
 - If the learner writes the correct answer, they will be given a point.

If not, the next person in line will be given a chance to write the sentence correctly.

- Repeat the process as necessary.
2. Ask the learners to rewrite the short story below in their notebooks using proper capitalization and punctuation.

The School Mural

mia went to School early. Her Class was making a colorful Mural?

"what are We drawing!" Mia asked?

"please get some Crayons," said her teacher.

Mia and her friends drew Flowers and Trees? They worked together?

"can you pass Me the Green crayon!" asked Leo.

"wow! our mural looks beautiful?" said mia.

the Class displayed their Mural outside the classroom!

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How do punctuation marks help readers understand what a sentence means?
- How can the wrong punctuation mark change the way a sentence is understood?

III. Homework

Ask the learners to rewrite the following sentences with the correct capitalization and punctuation. Instruct them to write their answers in their notebooks.

1. the Students are reading in the Library
2. where is the school garden
3. please put your Bag under the Table
4. what A Beautiful rainbow
5. our class visits the Community Center
6. can you help me carry these books
7. please close the Classroom Window
8. the Children are planting flowers
9. WOW the school band sounds amazing
10. when will the community fair begin

I. Learning Objectives

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

1. identify discourse markers for time order, procedural, and description type texts.

II. Development of the Lesson

A. Motivation

Do the "Fill in the Discourse Marker" activity with the learners.

- Prepare short time-order, procedural, and description-type texts for the learners to read.

Sample text:

One afternoon, after classes, his class adviser gave him an envelope for his parents. He immediately went home and handed the envelope to his mother. Hurriedly, his mother opened and then read the letter informing them of Emmanuel's chance to enjoy a scholarship next school year in one of the prestigious schools in their town. "At last, the fruits of a long and arduous labor since you were young are now being harvested. Now you are recognized and awarded this scholarship." His mother announced with joy.

- Remove the discourse markers from the text and write them on the board.
- Display the text on the board for the learners to read.
- Ask the learners to fill in the missing discourse markers in the text using the discourse markers written on the board.
- Check if the learners are doing the activity correctly. Explain what the discourse markers do.
- Repeat the activity using different stories.

B. Discussion

1. Time order text tells events in the exact sequence they happen over time (chronological order), often used in stories, personal recounts, or historical accounts. It shows when things happen from beginning to end.
 - Discourse markers: First, next, then, soon after, later that day, meanwhile, finally.
2. Procedural text gives step-by-step instructions on how to do, make, or accomplish something. It guides the

reader through a process so they can complete a task correctly.

- Discourse markers: First, second, next, then, after that, finally.
3. Description type text paints a clear picture with words. It shares the looks, feel, or traits of a person, place, thing, or event using sensory details. It uses many descriptive words like adjectives and adverbs to help readers see, hear, or sense the subject.
 - Spatial Markers (Place/Location): Show where things are located relative to each other. *Examples:* on the left, in the background, nearby, surrounding, adjacent to, at the top.
 - Additive Markers (Adding Information): Introduce extra details or features. *Examples:* additionally, furthermore, moreover, and, in addition to.
 - Illustrative Markers (Giving Examples): Provide specific details or imagery. *Examples:* for instance, for example, such as, specifically.
 - Contrastive Markers (Showing Differences): Highlight contrasting features in a scene. *Examples:* however, on the other hand, unlike, whereas

C. Practice

Do the "Dialogue and Discourse" activity with the learners.

- Prepare scenarios for the learners to act out.

Sample scenarios:

Sharing what you did during the weekend.
Sharing your favorite food recipe.
Explaining the places you want to visit.
Explaining what you want to do when you grow up.

- Ask the learners to form small groups with 2 to 4 learners each.
- Each group will choose a scenario to act out.
- The group will write a short conversation with at least four discourse markers.
- Once all the groups are ready, they perform it one at a time in front of the class.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you identify discourse markers for time order, procedural, and description type texts?

III. Homework

Ask the learners to find a short time order, procedural, or description type text either in their textbooks or online. Ask the learners to highlight or box the discourse markers used in the text.

Term 2

Lesson 21:

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

Ask the learners to read the story "A Saturday in the Community".

A Saturday in the Community

On a Saturday morning, Lira walked to the community park with her brother, Roro.

"Look, Lira! The park is so clean!" said Roro happily.

Some neighbors were planting flowers near the path. Others were picking up leaves and putting them in bags.

"Can we help them?" asked Lira.

"Of course! Please help me carry these bags," said their neighbor.

Lira and Roro worked with the neighbors. Soon, the park looked bright and beautiful.

"Wow! What a lovely park!" shouted Lira excitedly.

Everyone smiled and thanked one another. The whole community worked together that morning.

- Read the passage on your own at first.
- On the second read, have the learners read after you.
- Guide the learners to read the passage with appropriate speed, accuracy, and expression.
- Have the learners read the story on their own.

B. Discussion

1. Discuss reading with the correct speed.

- Explain that we must not race through reading a sentence. But good readers also do not read every word very slowly. We read at a comfortable speed so that our listeners can understand us.
- Have the learners read the sentence "The children are playing in the park" in three ways:
 - Too slow
 - Too fast
 - Just right
- Ask the learners which version was easiest to understand.
- Explain that reading at the right speed allows the listeners to understand the words.

2. Discuss reading accurately.

- Explain that accuracy means saying the words correctly. We should look carefully at each word and not guess.
- Write: "The neighbors planted flowers."
- Ask the learners to read it together while you point to each word.
- Explain to the learner that if we make a mistake while reading, we can stop, look at the word again, and try it one more time.
- Have the learners practice accuracy by reading each sentence slowly first, focusing on saying every word correctly.
 - The baker opens the shop early.
 - The children visit the community park.
 - Our neighbors clean the street.

3. Discuss reading with the appropriate expressions.

- Explain that expression means using our voice to show the meaning or feeling of the sentence.
- Have the learners read the sentence "Wow! The community garden is beautiful!" in three ways:
 - flat robotic voice
 - sad voice
 - excited voice
- Ask: "Which reading sounds more interesting? Why?"
- Explain to the learners that readers can change their:
 - Voice to show feelings
 - Pitch to make the voice higher or lower
 - Volume when appropriate
 - Pauses to make the meaning clear

C. Practice

Have a role-play where the learners will read different lines with appropriate speed, accuracy, and expression.

- Divide the class into groups of 6 members each. Assign each member one number from 1 to 6.
- Give each group a copy of the script below:

The Community Fiesta

- 1:** Wow! The fiesta celebration is finally here!
2: Yes! The streets are full of colorful decorations.
3: Can you see the big fiesta stage?
4: Yes, I can! It looks amazing!
5: Please help me carry these plates to the food table.
6: Sure! I would be happy to help.

1: What delicious food is on the table?

2: We have pancit, kare-kare, lumpia, and many different kakanin!

3: Look! The dancers are coming down the street!

4: Hooray! The parade is starting!

5: Is everyone having a good time?

Everyone: Yes!

6: What a wonderful fiesta this is!

- Give all the groups a few minutes to read and practice their scripts.
- Have each group perform in front of the class while reading their scripts.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to use the right expression when reading a sentence?
- How can practicing reading help you become a more confident and expressive reader?

III. Homework

Ask the learners to practice reading each sentence aloud. Then, read it again using the expression suggested in the parentheses.

1. The community band is playing near the plaza. (Read with a happy voice.)

2. Can you see the colorful flags on the street? (Read with a curious voice.)

3. Please wait for your turn at the food table. (Read with a polite voice.)

4. Hooray! Our neighbors won the dance contest! (Read with an excited voice.)

5. The children quietly watch the dancers perform. (Read with a calm voice.)

Term 2

Lesson 22:

Comprehending and Analyzing Texts (Discourse)

Comprehend stories: (a) Note important elements from stories, (b) Sequence events: at least 3 to 4 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:
 - note important elements from stories,
 - sequence events: at least 3 to 4 events,
 - identify the problem and solution in stories,

- infer the character's feelings and traits,
- relate story events to one's experiences,
- identify the cause and effect of events,
- predict possible endings
- give a summary.

II. Development of the Lesson

A. Motivation

Read the story "How to Catch a Cookie" with the learners.

How to Catch a Cookie

Tommy woke to the sound of shouting and running feet. A big man in a long white apron ran past him, shaking a wooden spoon in the air.

"Come back here!" the man yelled. He seemed very upset.

What is going on? Tommy wondered as he sat up in the grass beside a dirt path.

The big man stopped running and turned back to look at Tommy. "Did you see that?" he asked, still shaking his spoon.

"No. I'm sorry, sir. I didn't," Tommy said.

"Gone. Just gone," the man said and gave a deep sigh. "How will my bakery ever stay in business if my gingerbread men keep running off?"

"Excuse me, but did you say your gingerbread men can run?" Tommy asked.

"Of course, they can run. I gave them legs," the baker replied. He stepped closer and offered his hand to help Tommy up. "What's your name, son?"

"I'm Tommy, sir."

"No need to call me sir, Tommy. I am Chef Shiraz, and I bake the best cookies you'll ever taste, if you can catch one. The spice in my recipe gives them the snap to jump right off the pan once they're cooked."

"That's amazing, Mr. Shiraz!" Tommy said. "I'd like to taste one of your cookies. Maybe I can think of something to help. What if you locked the bakery doors before you took the pan out of the oven?"

"Tommy...Tommy...Tommy," Chef Shiraz said and shook his head. "I tried that once. What a mess! I had gingerbread running wild all around the bakery. They ran into me, into the walls, and into each other. Nope. That kept them inside my bakery, but it didn't keep them still."

"What if you wrapped licorice around their legs before you put them into the oven?" Tommy asked.

"Tommy...Tommy...Tommy," the baker said as he bowed his head to think. "I believe licorice will melt in a hot oven. Nope. That won't even slow them down."

"I know!" Tommy said. "In Germany they have a cookie that is something like a gingerbread. They cut them into the shape of hearts. What if you used a heart-shaped cookie cutter for your gingerbread?"

"Tommy...Tommy...Tommy." Chef Shiraz put his hands on Tommy's shoulders and began to gently shake him.

"Tommy." Tommy opened his eyes to find his mother gently shaking him.

"Wow, Mom! You're never going to believe the dream I just had."

- Ask the learners to form 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. Review the basic story elements: characters, setting, important events, problem, solution, and ending.
2. Explain that deeper story comprehension requires readers to connect information from different parts of the story. Readers should consider not only what happened, but also why it happened, how the characters responded, and what the events reveal about the characters.
3. Discuss the difference between a directly stated detail and an inferred idea:
 - A **stated detail** is clearly written in the story.
 - An **inference** is an idea formed by combining story clues with what the reader already knows.
 - Example:
"Mila looked at the broken plant pot. She lowered her head and spoke in a quiet voice."
 - The story does not directly say that Mila felt sorry. However, her actions provide clues that she may have felt sorry or worried.

4. Teach the learners to make an inference using three parts:
 - Story clue: What words or actions appear in the story?
 - What I know: What does the learner know about such an action or situation?
 - My inference: What conclusion can be formed?

Use the following response frame:
 "I think the character is or feels _____ because the story says _____."

5. Discuss how a character's traits may change as the story develops. A character may learn from a mistake, solve a problem, or change a decision.
 - Ask the learners to compare the character:
 - at the beginning of the story;
 - while facing the problem; and
 - at the end of the story.
6. Expand the discussion of problem and solution by explaining that a story may present:
 - more than one problem;
 - several possible solutions;
 - an unsuccessful first attempt; or
 - a solution that requires help from another character.
7. Explain that learners should evaluate a solution by asking:
 - Did the solution address the problem?
 - What happened after the solution was used?
 - Was the solution fair and safe?
 - Could the character have used another solution?
8. Discuss prediction. Explain that a good prediction must be based on events and clues from the story. It should not be a random guess.
 - Use the following response frame:
 "I predict that _____ because _____."
9. Discuss how to relate a story to personal experience without moving away from the text. Learners may identify a similar event, decision, problem, or lesson from their own lives.
 - Use the response frame:
 "This story reminds me of _____ because _____."
10. Expand the discussion of summaries. Explain that a complete summary includes only the main characters, central problem, important actions, solution, and ending. Minor descriptions and repeated events may be omitted.

C. Practice

1. Read the story "Sly's Secret Adventure" with the learners. Ask the learners to complete the table.

Focus	Answer	Evidence from the Story
Main character's trait		
Main Character's feeling		
Central problem		
Cause of the problem		
Effect of the problem		
Best solution		
Lesson or message		

Sly's Secret Adventure

"Sweet dreams," Mom whispered as she tucked Erin into bed. Mom stroked the glossy grey fur of the cat curled up on the blanket. "Sly will watch over you through the night." The cat began to purr.

Sly waited as Erin's eyes closed and she drifted off to sleep. He watched as the room became darker. He listened as the house became quieter. Only then did he slide off the bed and snuck down the stairs on silent paws.

Raising his nose, Sly sniffed. The smell of the family's roast beef dinner still hung in the air. Sly sat down beside his food dish and stirred the dry kibble with his paw. His tummy grumbled.

Then Sly got a wonderful idea. He walked over to the kitchen pantry. Lying down, he curled his toes under the door and pulled – one...two...three! On the third try, the door opened.

Looking up, Sly spied a bag of cat treats. Holding onto the shelves with his front paws, Sly stretched up as tall as he could. He tried to swat the bag with his paw – one, two, three. On his third try, a bag of pepper dropped from the shelf and plopped onto the floor. Sly sneezed and walked away, flicking his tail. He decided he wasn't hungry after all.

In the family room, Sly sat down beside a stuffed catnip mouse and batted the toy with his paw.

He tried to imagine chasing a live mouse. Then Sly smelled something. A wild scent that made his heart race and his mouth water. Then he heard it. The sound of something tiny as it scurried across the floor. Then Sly saw it – a real mouse!

Off Sly dashed across the room. He slipped when the mouse changed direction, pushing a rug up against the wall. The mouse dove under a bookcase. Sly lunged and hit his head as the mouse escaped. Sly shook his head and walked away, flicking his tail. He decided he didn't want to chase a live mouse after all.

Sly sneaked up the stairs on silent paws. In Erin's room, he jumped up and landed lightly on the bed. He listened to the early morning sounds of the house. He watched as the room around him became brighter. Sly curled up and laid his head down on his paws.

"Good morning, Sly," Erin whispered. "I always have sweet dreams with you beside me." Erin stroked the glossy grey fur of the cat curled up on the blanket. The cat purred.

2. Have each learner write a four-sentence summary using the following guide:
 - The story is about _____.
 - The main problem began when _____.
 - The character tried to solve the problem by _____.
 - In the end, _____.

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. Ask the learners to evaluate the character's solution:

1. Was the solution effective? Why?
2. What other solution could the character have tried?
3. What might have happened if the character had chosen a different action?
4. Did the character change from the beginning to the end? Explain.

Term 2

Lesson 23:

Comprehending and Analyzing Texts (Discourse)

Comprehend informational texts: (a) Note significant details in grade-level informational texts: At least 3 to 4 details, (b) Identify problem and solution, and (c) Identify text types: (a) Time order and procedural, and (b) Description.

I. Learning Objectives

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

1. comprehend informational texts:
 - note significant details in grade-level informational texts
 - identify problem and solution
 - identify text types
 - time order and procedural
 - description

II. Development of the Lesson

A. Motivation

Read the text "The Carabao" with the learners. Afterward, ask the learners to answer the following questions.

The Carabao

The carabao is a domestic swamp-type water buffalo widely considered the unofficial national animal and a symbol of hard work and resilience in the Philippines.

They have dark grey or black, thick skin that protects them from the harsh tropical sun. They

have distinctive, short, swept-back horns. Their wide, strong hooves stop them from sinking into deep, wet mud. They are large animals and can weigh up to 1,000 kilograms or 2,200 pounds.

Farmers use carabaos to help them plow and harrow the muddy rice paddies. The carabaos can also pull carts and sleds loaded with heavy goods and crops across rural areas. During their free time, carabaos love to roll in the mud to cool their bodies and protect themselves from biting insects.

Muddy rice fields are the key to rice cultivation. A good harvest of rice requires planting in thick, deep mud. However, heavy tractors can easily get stuck or sink in the muddy fields. This becomes an additional cost to the farmer. Tractors need to be refueled and maintained.

Carabaos have wide hooves that distribute weight and prevent them from sinking in deep mud. They have incredible physical strength

that allows them to pull the plow. The carabaos also do not need expensive fuel, they eat grass. Finally, their natural manure serves as a free, organic fertilizer that enriches the soil for the next crop.

- What type of informational text is it?
- What does the carabao symbolize?
- What does the carabao do?
- What are the important details that you have noticed in the text?
- What was the problem presented in the text?
- How was the problem solved?
- If you needed help carrying a lot of things, how can the carabao help you?

B. Discussion

1. Review the purpose and common features of informational texts. Explain that informational texts may organize ideas in different ways.
2. Review time order and procedural text types, then introduce description.
 - Time order: presents events according to when they happened.
 - Procedural: gives steps for completing a task.
 - Description: tells the characteristics of a person, place, animal, object, or event.
3. Discuss common signal words.

Text Structure	Signal Words
Description	for example, such as, includes, characteristics
Time order	first, next, afterward, later, finally
Procedural	prepare, add, place, follow, complete

4. Explain that readers may need to determine which details are most important. An important detail directly supports the main idea. An interesting detail may catch the reader's attention but may not be necessary to understand the text.
 - Model how to classify details:
 - Essential detail: needed to explain the main idea
 - Additional detail: gives more information but may be removed without changing the main idea

- Unrelated detail: does not support the topic

5. Discuss explicit and implied information.
 - Explicit information is directly stated.
 - Implied information is understood by connecting details from the text.
6. Introduce the difference between fact and opinion.
 - A fact can be checked or proven.
 - An opinion expresses what someone believes, prefers, or thinks.
7. Explain that a problem may have several possible solutions. Readers should examine whether each suggested solution is:
 - connected to the identified problem;
 - realistic;
 - safe;
 - fair; and
 - supported by details from the text.

C. Practice

1. Prepare problems for the learners to solve. Write one problem on the board at a time. Ask the learners to provide solutions to the problem. Acknowledge it and list it on the board. After the solutions have been written, ask the learners to provide steps or descriptions on how to apply each solution.
2. Conduct Fact, Opinion, or Inference.
 - Provide learners with an informational text.
 - Read a statement based on the text.
 - Learners label it **F** for fact, **O** for opinion, or **I** for inference.
 - Learners identify the sentence or detail that supports the answer.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you identify a problem and its solutions?
- Can you differentiate the types of informational 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 and then list or describe 3 solutions to their chosen problem.

Term 2
Lesson 24:

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

1. The learners will play the Greeting Game. The class will be divided into four. When the instructor says, "How are you, Group _?" That specific group will stand and say, "I'm fine, thank you. How about Group _?" The game will continue until only one group remains.

B. Discussion

1. Discuss how important it is to use polite greetings in different situations.
2. Explain the use of the following greetings:
 - Good morning/afternoon/evening/night.
 - Nice to see you!
 - How are you?
 - See you later/next time.
 - Thank you. → You're welcome.
 - I am sorry. → I forgive you.
 - Please.
 - Excuse me.
3. Explain the use of the following expressions:
 - Hold your horses!
 - I'm over the moon!

- I'm all ears.
- Break a leg!
- Do you need a hand?
- I feel under the weather.
- Piece of cake!
- On cloud nine!
- Spill the beans.

C. Practice

In groups, ask the learners to role-play a situation that necessitates the use of the following expressions:

- Good evening!
- I am sorry.
- Excuse me.
- Piece of cake.
- Spill the beans.
- Hold your horses!

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the importance of using appropriate expressions and greetings?

III. Homework

Ask the learners to identify what expressions they will use in the following situations:

1. You see your classmates start running to the door too fast.
2. Your friend will tell you a secret.
3. You will wish your classmate good luck before the school talent show.
4. You greet your teacher in the morning.
5. You accidentally break the crayon of your classmate in half.

Term 2
Lesson 25:

Creating and Composing Texts (Discourse)

Use own words in retelling myths, legends, fables, and narrative poems.

I. Learning Objectives

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

1. use own words in retelling myths, legends, fables, and narrative poems.

II. Development of the Lesson

A. Motivation

Write the story "A Shared Mango" on the board.

A Shared Mango

A little turtle found a shiny mango under a tree. He wanted to keep it, but he saw a hungry bird nearby. The turtle shared the mango with the bird. They ate together and became friends.

- Read the story to the learners. Then ask the learners to read the story on their own.
- Cover the story with a paper or erase it from the board.
- Ask the learners the following questions:
 - Who found the shiny mango?
 - Where did the turtle find the mango?
 - Who did the turtle see nearby?
 - Why did the turtle share the mango?
 - What did the turtle and the bird do together?

- How do you think the bird felt when the turtle shared the mango? Why?
- Process and discuss the learners' answers.
- Ask the learners to tell the story using their own words. Tell them not to use the same words from the story.

B. Discussion

1. Discuss what it means to retell a story.
 - Explain that "retelling" means telling a story again. When we retell, we keep the important events, characters, and message, but we can use different words.
 - Write the following examples on the board:
 - Original: "The turtle shared the mango with the hungry bird."
 - Retold: "The turtle gave some of his mango to the bird."
 - Ask the learners the following questions:
 - Are the words the same?
 - Is the idea still the same?
 - Explain that the words are different, but the important idea is still there. That is retelling in our own words.
 - Further discuss that we do not need to memorize every word from the story. Instead, we remember the important parts and tell them in our own way.
2. Discuss important details.
 - Explain that when retelling a story, learners should remember the important parts.
 - Draw and write the table below on the board:

Characters	Who is in the story?
Setting	Where and when does the story happen?
Important events	What happened first, next, and last?
Lesson or Message	What can we learn from the story?

- Discuss the table above. Fill it in with information from the "A Shared Mango" story.

C. Practice

1. Have the learners read the story "The Lion and the Mouse."

The Lion and the Little Mouse

One day, a lion was sleeping under a tree. A little mouse ran across his paw and woke him up. The lion caught the mouse but decided to let him go.

"Thank you!" said the little mouse.

A few days later, the lion was caught in a hunter's net. He roared loudly for help. The little mouse heard him and quickly came to help. The mouse used his sharp teeth to chew the ropes. Soon, the lion was free.

The lion thanked the little mouse. He learned that even someone small can be a great help.

- Read the story on your own first.
 - Guide the learners to read the story by having them follow after you line by line.
 - Ask the learners to read the story on their own.
 - Ask the learners the following questions:
 - Who are the characters in the story?
 - Where was the lion sleeping?
 - What happened when the mouse ran across the lion's paw?
 - Why did the lion let the mouse go?
 - What happened to the lion a few days later?
 - How did the mouse help the lion?
 - What lesson did the lion learn?
 - Process and discuss the learners' answers.
2. Play "Storyteller Challenge" where the learners have to retell the story "The Lion and the Little Mouse" in different ways.
 - Prepare a draw-lots box with the names of the learners.
 - Prepare 4 strips of paper that the learners will choose from. The following will determine the voice they will use while retelling the story:
 - News Reporter
 - As the Lion
 - As the Mouse
 - Dramatic Storyteller
 - Pick one name from the learners' draw-lots box.
 - The chosen learner must choose from one of the 4 paper strips.
 - The chosen learner must retell the story "The Lion and the Little Mouse" through the voice they have picked.
 - Repeat the process as necessary.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How can you show that you understood a story when you retell it?
- How does putting events in the correct order help make a retelling clear?
- How can you make a story interesting when you retell it without changing its main idea?

III. Homework

Ask the learners to copy and answer the activity below in their notebooks.

Retell the story using your own words. Use the guide below.

First, _____.

Next, _____.

Then, _____.

Finally, _____.

Term 2

Lesson 26:

Creating and Composing Texts (Discourse)

Express ideas about one's experiences: (a) school, (b) community, and (c) content-specific topics.

I. Learning Objectives

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

1. express ideas about one's experiences:
 - school,
 - community, and
 - content-specific topics.

II. Development of the Lesson

A. Motivation

Play "Pass the Story," where the learners will express ideas and experiences related to school, community, and content-specific topics.

- Prepare topic cards:
 - School
 - Community
 - Content-specific topics
- Have the learners sit or stand in a circle. Play music or clap a steady rhythm while the learners pass the ball around the circle.
- Say "Stop!" and the learner holding the ball picks one of three topic cards.
- The learner shares one short idea or experience related to the card.
- Repeat the process as necessary.

B. Discussion

1. Explain that an experience is something that happened to you or something you have done. An idea is what you think, know, or feel about something.
2. Guide learners to share about their experiences related to school.
 - Write the following items on the board:
 - reading books
 - playing with friends
 - joining activities
 - helping the teacher
 - eating during recess

- cleaning the classroom
- Ask the learners to read one sentence at a time.
- Have the learners raise their hands if they have experienced or done the given activities.
- Allow the learners to share more details about each experience.
- Explain that when we talk about our school experiences, we can tell what happened, who was there, where it happened, and how we felt.
 - I played → I played a ball game with my friends during recess.
- Ask the learners to share their experiences related to school with complete details. The learners may start with the previously given phrases.
- 3. Guide the learners to share about their experiences related to their community.
 - Ask: "What places do you visit in your community?"
 - Allow the learners to share their answers. Examples: market, park, barangay hall, health center, church, and store.
 - Ask: "What do you do when you visit these places?"
 - Allow the learners to share their experiences. Guide them to answer in full detail.
 - Write the following on the board as a guide for the learners:
 - What happened:
 - Who:
 - Where:
 - When:
 - What they did:

- For every experience shared by the learners, fill in the guide given above.
4. Guide learners to share their experiences about content-specific topics.
- Explain that we can also share ideas and experiences about things we learn in different subjects.
 - Give the learners familiar topics:
 - School
 - Community
 - Plants
 - Animals
 - Weather
 - Numbers
 - Shapes
 - Allow the learners to share their experiences. Guide them to answer in full detail.
5. Teach the learners the 5W + 1H guide.

Question	What it helps us tell
Who?	Who was there?
What?	What happened?
Where?	Where did it happen?
When?	When did it happen?
Why?	Why did it happen?
How?	How did you feel or what did you do?

Explain that they do not always need to answer every question. They may choose the details that help them tell their ideas or experiences clearly.

C. Practice

1. Play "Add One More Detail," where the learners will add details to the given sentences or phrases.
 - Draw and write the 5W + 1H guide on the board.
 - Give one simple statement. Write it on the board. Examples are given below:
 - I went to the park.
 - I went to school.
 - I visited the market.
 - I saw a dog.
 - I helped my neighbor.
 - I learned about plants.
 - Encourage learners to add details about who, what, where, when, or how they felt in relation to the given statements.
2. Play "My Experience, My Voice," where learners will share their ideas, feelings, and/or experiences.
 - Have all the learners count from 1 to 3.
 - The learners will share about the following based on the number assigned to them.

- 1: school
 - 2: community
 - 3: content-specific topics
- Choose a learner to share an idea or experience about the category assigned to them.
 - Tell the learners that they can share what happened, add details, and share how they felt or what they thought.
 - Give the learners sentence starters as a guide:
 - I experienced...
 - I saw/did...
 - I learned...
 - I felt...
 - I think...
 - Help the learners to answer in full detail using the 5W + 1H guide.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How can adding details make your ideas clearer and easier to understand?
- How can listening to other people's experiences help you learn?

III. Homework

Ask the learners to complete each sentence with their own ideas. Have them write another sentence in relation to each item.

1. At school, I enjoyed _____ because _____.

2. One thing I did with my classmates was ____.

3. In my community, I saw _____. I felt _____ because _____.

4. One place in my community that I like is _____ because _____.

5. One interesting thing I learned about _____ is _____.

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

Play "Read, Act, Sentence, Freeze!" where the learners must read and act out the word, then freeze when a learner uses the word in a sentence.

- Write a content-specific word on the board. Examples are given below:
 - Librarian
 - Classroom
 - Library
 - Mathematics
 - Backpack
 - Desk
 - Listen
 - Study
 - Write
 - Doctor
 - Bakery
 - Park
- Once you've written a word, ask the learners to read it aloud while doing an action related to it.
- The learners must not stop acting out the word until one or more learners raise their hands.
- The learners who raised their hands must use the given word in a sentence.
- Repeat the process as necessary.

B. Discussion

1. Discuss basic sight words.

- Write the following words on the board: the, is, I, we, can, my, you, are
- Ask the learners the following questions:
 - Have you seen these words before?
 - When and where do you see these words?
 - Do you know what these words are called?
- Process and discuss the learners' answers.
- Explain that sight words are words we often see when we read. We should learn to recognize these words quickly.
- Provide example sentences that use sight words. Write the following sentences on the board:
 - The dog is outside.

- I can read.
- We are friends.
- My book is here.

- Have the learners read the given sentences.
- Ask learners to identify the sight words in the sentences.

2. Discuss high-frequency words.

- Write the following words on the board:
 - said
 - have
 - come
 - like
 - little
 - went
 - here
 - there
 - they
 - what
- Ask the learners the same questions:
 - Have you seen these words before?
 - When and where do you see these words?
 - Do you know what these words are called?
- Explain that high-frequency words are words that appear very often in books, stories, and sentences. Knowing these words helps us read more smoothly.
- Provide example sentences that use sight words. Write the following sentences on the board:
 - Mia said hello.
 - They went to the park.
 - What is that?
 - I like my school.
 - Come with me.

- Have the learners read the given sentences.
- Ask learners to identify the sight words in the sentences.

3. Discuss content-specific words.

- Ask: "If we are talking about school or community, what words might we use?"
- Allow the learners to give their answers.
- Explain that these words are connected to a specific topic. They help us talk about school and / or community.
- Explain that some words can be used in many different topics, while content-specific words help us talk about a particular subject.

C. Practice

1. Play "Word Train," where the learners have to say one word each to create sentences.
 - Explain to the learners that they must say either a basic sight word, high frequency, or a content-specific word.
 - To begin, say one word.
 - Have the learner on the left side of the first row say a word that can connect to the word you said.
 - Continue by asking the next learner to say a word. Continue until the learners have created a sentence.
 - Take note of each sentence the learners have created.
 - Once a sentence is created, start another one.
 - Repeat until all the learners have taken their turn.
 - Once the game is done, have the learners read all the sentences they have created.
2. Ask the learners to copy and answer the items below in their notebooks.

Choose the word that best completes each sentence. Then read the sentence aloud.

Word Bank: *the, can, they, teacher, library, market, neighbor, said, went, book*

1. We went to the _____ to borrow books.
2. My _____ helps us learn new things.
3. _____ children played in the park.
4. I _____ read this story by myself.
5. Ana _____, "Good morning!"
6. Ben _____ to the community market.
7. _____ boy has a red pencil.
8. My _____ lives beside our house.
9. I borrowed a _____ from the library.
10. _____ students are cleaning the classroom.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How can choosing the right word help you express your ideas clearly?
- How do sight words and high-frequency words help you when speaking or writing about your experiences?

III. Homework

Ask the learners to copy and answer the items below in their notebooks.

Directions: Read each sentence. Underline the word that helps you know what the sentence is about. Then use that word in another sentence.

Example: The firefighter helps people in the community.

Possible answer: Firefighter → The firefighter drives a truck.

1. The librarian arranges the books.

2. We buy vegetables at the market.

3. The teacher reads a story to the class.

4. Our neighbor grows flowers.

5. The children play in the playground.

Term 2

Lesson 28:

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

1. Read various scenarios. Ask the learners to make a face to show their reaction. It can be happy, sad, shocked/scared, angry, or disgusted.
2. The scenarios can be as follows:
 - You won the quiz bee!
 - Classes are suspended today.
 - There is a lizard on your seat!

- You saw your classmate cheating on a quiz.
 - You forgot your *baon* at home.
3. 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 well-developed written reaction goes beyond saying, "I liked it" or "It was good." It should explain the reader's response and connect it to specific evidence from the story.
3. Introduce the Reaction and Evidence structure.
 - **Reaction:** State what you think or feel.
 - **Evidence:** Identify the action, description, or event that caused the reaction.
 - "I respect the main character because the character chose to help a classmate who was alone. This action shows kindness because the character noticed another person's need and responded positively. The event reminds me that including others can help them feel welcome."
4. Discuss how readers may agree or disagree with a character's choice. Use the response frames:
 - "I agree with the character's decision because ____."
 - "I disagree with the character's decision because ____."
 - "A better choice might have been ____ because ____."
5. Explain how the setting can affect the story. The setting may:
 - create a problem;
 - affect the character's choices;
 - make an event possible; or
 - influence how the story develops.

Use the response frame:

"The setting affected the story because ____."

6. Explain that a reaction must remain respectful. Learners may disagree with an action without insulting the character or another learner's response.

C. Practice

1. Read the text with the learner.

The New Activity

During recess, Mateo ran to the field, but all the balls were already being used.

He saw his classmate, Sam, sitting alone on a wooden bench, holding a box of colorful chalk.

Mateo walked over and asked, "Can I draw with you?"

Sam smiled and handed him a yellow piece of chalk.

Together, they drew a huge hopscotch grid with stars and silly rules on the ground. Soon, four other classmates ran over and asked to join their new game. Mateo was glad he didn't get to play soccer after all.

2. After reading the story, ask the learners to choose one of the following tasks:
 - **Option A: Character Reaction**
Write three or four sentences explaining:
 - the character's decision;
 - whether the learner agrees or disagrees;
 - the story evidence; and
 - a better choice, if appropriate.
 - **Option B: Setting Reaction**
Write three or four sentences explaining:
 - where and when the story happened;
 - how the setting affected the problem or events;
 - whether another setting would change the story; and
 - why.
 - **Option C: Event Reaction**
Write three or four sentences explaining:
 - the chosen event;
 - the learner's reaction;
 - why the event was important; and
 - what lesson can be learned.

Use this organizer:

Part	Learner's Response
My reaction	
Evidence from the story	
My explanation	
My personal connection or lesson	

3. Pair the learners for peer checking. Each partner checks whether the response:

- clearly identifies the story element;
- states a reaction;
- provides story evidence;
- explains the evidence; and
- uses complete sentences.

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:

Clean-up Day

On Saturday morning, Nora and her dad walked to the park carrying bright orange trash bags and thick gloves. The local community center was hosting a clean-up day because plastic bottles and old papers were blown all over the grass.

Nora started near the playground slides, picking up candy wrappers. Her neighbor, Mr. Garcia, cheered her on as he raked up dry leaves.

After two hours of hard work, the park was clean, green, and safe again. Nora felt proud every time she walked past the park on her way home.

- How do you feel about Nora spending her Saturday morning cleaning up a park?
- Why is it important for a neighborhood to have a clean park for everyone to share?
- What is one thing you can do to help make your own neighborhood or community a better place?

Term 2

Lesson 29:

Creating and Composing Texts (Discourse)

Compose texts to react to a topic.

I. Learning Objectives

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

1. state a reaction on 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:
 - Waking up early
 - Studying
 - Playing the whole afternoon
 - Sharing food with classmates
 - Drinking juice
- 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 strong reaction paragraph includes:

- a clear opinion;
- at least two related reasons;
- an example or explanation; and
- a concluding sentence.

2. Introduce the paragraph structure:

- **Opening:** "I think ____."
- **Reason 1:** "First, ____."
- **Reason 2:** "Another reason is ____."
- **Example:** "For example, ____."
- **Conclusion:** "Therefore, ____."

3. Model a paragraph:

"I think children should help keep the community clean. First, clean surroundings are safer for everyone. Another reason is that proper waste disposal protects plants and animals. For example, putting plastic bottles in the correct bin prevents them from reaching canals. Therefore, every child can help care for the community."

4. Discuss the difference between a strong and weak reason:

- Weak: "I like it because it is nice."
 - Stronger: "I like the school garden because learners can observe plants and insects during Science activities."
5. Explain that supporting reasons should directly relate to the topic and introduce simple revision questions:
 - Did I clearly state my reaction?
 - Did I explain why?
 - Did I provide a relevant example?
 - Are my ideas arranged clearly?
 - Did I use respectful language?
 6. Explain that learners may respond to another opinion by agreeing, disagreeing, or partly agreeing.
 - Use these frames:
 - "I agree with _____ because _____."
 - "I disagree with _____ because _____."
 - "I agree with part of the idea, but I think _____."

C. Practice

Conduct a "Mini Opinion Forum" activity with the learners.

- Present one topic at a time:
 - Schools should have a weekly reading hour.
 - Learners should bring reusable water bottles.
 - Communities should have more trees.
 - Homework should include simple family activities.
- Divide the class into small groups. Each group prepares:
 - one clear reaction;
 - two supporting reasons;

- one example; and
- one concluding statement.

Use the planning table:

Paragraph Part	Group's Response
Topic	
Reaction or opinion	
First reason	
Second reason	
Example	
Conclusion	

- Each group presents its response. After every presentation, another group gives a respectful reply using one of the response frames.
- For individual work, ask each learner to choose one topic and write a four- or five-sentence reaction paragraph.

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 my classmates are (reaction) because (reason).
2. I think our community is (reaction) because (reason).
3. I think our school is (reaction) because (reason).

Term 2

Lesson 30:

Creating and Composing Texts (Discourse)

Make a summary of a narrative text.

I. Learning Objectives

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

1. make a summary of narrative text;
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. Hold up a small toy backpack and a big pile of classroom objects (books, huge boxes, toys).
2. Ask the class: "If we are going on a quick field trip, can we fit this entire classroom inside our tiny backpack? No! We only pack the most important things we need."

3. Explain: "Summarizing a story is just like packing a mini backpack. We don't retell every single word in the book—we only pick the most important main parts so we can share the story quickly with our friends!"

B. Discussion

Introduce the 5-Finger Story Glove. Trace your hand on the board and label each finger to guide how we summarize any narrative text:

- Thumb (Somebody): Who is the main character?
- Index (Wanted): What did the character want or try to do?

- Middle (But): What was the main problem?
- Ring (So): How did the character solve the problem?
- Pinky (Then): How did the story end?

C. Practice

1. Read the short narrative aloud to the class:

Berto's Lost Puppy

One sunny morning in Barangay San Jose, a little boy named Berto wanted to play fetch in the yard with his dog, Tangi. But when Berto opened the gate, Tangi ran outside and got lost near the market! So, Berto asked his neighbor, Aling Nena, to help him search the streets. Then, they found Tangi safely sleeping under a mango tree, and Berto held his puppy tightly all the way home.

2. Complete the 5-finger story glove, then combine the summary:
 - Somebody – Berto
 - Wanted – Wanted to play fetch with his dog, Tangi
 - But – Tangi ran out the gate and got lost
 - So – Berto asked his neighbor Aling Nena for help

- Then – They found Tangi sleeping safely under a tree
- Altogether - Berto wanted to play fetch with his dog Tangi, but Tangi ran out the open gate and got lost. So, Berto asked his neighbor for help to search the neighborhood. Then, they found Tangi sleeping safely under a mango tree.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What does it mean to make a summary of a story?
- What are the 5 concepts we used to help us summarize?
- Why shouldn't we include small details in our summary?

III. Homework

Ask the learners to read the short story below, then complete the 5-finger chart and write a 3-sentence summary.

Classroom Cleaning Day

Lina wanted to earn a clean-classroom star for Grade 2 - Jasmin. But she could not reach the top shelf of the bookshelf to wipe the dust. So, her tall classmate, Mark, carried the feather duster and helped her clean the top shelf. Then, Teacher Maria smiled and awarded their class the shiny star.

Term 2

Lesson 31:

Creating and Composing Texts (Discourse)

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 and utilize discourse markers used for time order and procedural texts;
2. distinguish between a story told in time order and a set of instructions (procedural); and
3. express ideas by writing or dictating a simple 4-step procedural text about a daily school or community routine.

II. Development of the Lesson

A. Motivation

1. Tell two short stories about the Grade 2 school garden:
 - Story A: "Yesterday at school, we visited the garden. First, we walked out of the classroom. Next, we saw yellow butterflies on the flowers. Then, Teacher Maria

took a group photo. Last, we walked back to our desks."

- Story B: "To plant a mongo seed in a cup, follow these steps. First, place moist cotton inside the plastic cup. Next, drop three mongo seeds on top. Then, place the cup near a bright window. Last, sprinkle a few drops of water daily."
2. Ask the class: "How are these two stories different? Which one tells us what happened yesterday? Which one gives us rules on how to do something?"

B. Discussion

1. Explain that while both text types use the magic signal words (First, Next, Then, Last), they have different jobs.
2. Time-order texts tell a story or retell events that happened. For example, they share what happened at the barangay fiesta. These usually use past-action words (*walked, saw, ate, played*).
3. Procedural texts give instructions on how to make or do something, for instance, teaching someone how to cross the street safely. This usually uses command/action words (*cut, mix, wash, stop*).
4. Provide an example of a time order text using a recount of a learner's first day in Grade 2.
 - First, I walked through the school gate and greeted the security guard.
 - Next, I found my name posted on the door of Grade 2 - Sampaguita.
 - Then, I sat at my desk and smiled at my new seatmate, Lito.
 - Lastly, our teacher gave us colorful name tags before we went home.
5. Provide an example of a simple procedural text using proper handwashing at the school canteen:
 - First, start with clean water. Wet your hands with clean water.
 - Next, add soap. Apply soap and rub your palms together to make bubbles.
 - Then, rinse off all the soap thoroughly with clean water.
 - Last, wipe your hands dry using a clean towel.

C. Practice

As an activity, have learners raise one finger if the texts are Time Order or two fingers for Procedural:

- "First, boil water in a pot. Next, add the noodles..." → Procedural
- "First, we woke up early for the parade. Next, we bought ice candy..." → Time Order
- "First, gather fallen leaves. Next, sweep them into a pile..." → Procedural
- "First, the bell rang. Next, the children lined up for recess..." → Time Order

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What signal words do both Time Order and Procedural texts use?
- How do you know if a text is a Time Order text?
- How do you know if a text is a Procedural text?

III. Homework

1. Ask the learners to determine if the following passages are Time Order or Procedural.
 - First, we rode the barangay jeepney. Next, we arrived at the plaza. Then, we ate delicious halo-halo. Last, we went home happy.
 - First, wash your hands with soap. Next, dry them with a paper towel. Then, apply alcohol. Last, throw the paper towel in the trash.
2. Ask the learners to number the events 1, 2, 3, 4 in the boxes to show the correct Time Order of how Lito spent his Saturday in the barangay.
 - [] Then, he played basketball with his neighbor in the afternoon.
 - [] First, Lito woke up early and fixed his bed neatly.
 - [] Last, he ate dinner with his family and slept early.
 - [] Next, he helped his mother sweep the front yard.

