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BASA PILIPINAS TEACHER'S GUIDE GRADE I MOTHER TONGUE (SINUGBUANONG BINISAYA)

QUARTER 2

JULY 2014

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MTB-MLE – Grade 1 Quarter 2**Teacher's Guide - Sinugbuanong Binisaya****First Edition, 2014**

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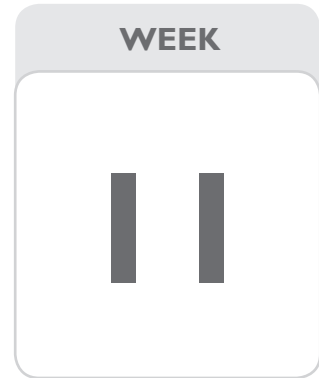
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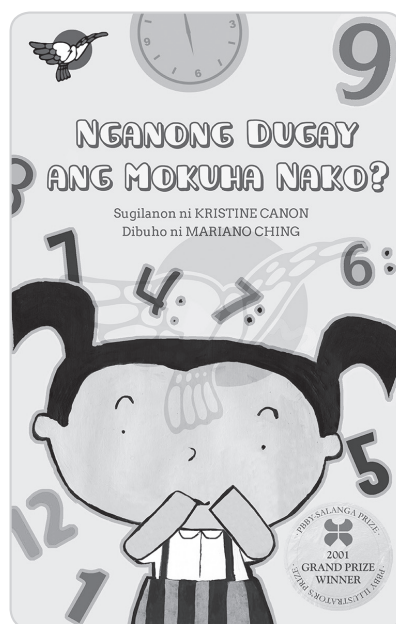


TEACHER'S GUIDE

GRADE I
MOTHER TONGUE
SINUGBUANONG
BINISAYA

**THEME: AKONG ESKUYLAHAN UG MGA HIGALA
 (MY SCHOOL AND FRIENDS)**

**READ ALOUD STORY: NGANONG DUGAY ANG MOKUHA NAKO?
 (WHY IS MY MOMMY LATE?)**



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE I
SINUGBUANONG BINISAYA
QUARTER 2, WEEK 11 (50 MINUTES PER DAY)**

Theme: *Akong Eskuylahan ug mga Higala (My School and Friends)*

Read Aloud Book: *Nganong Dugay ang Mokuha Nako? (Why is My Mommy Late?)*

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Talk about experiences/occasions in the home, school or community 	<ul style="list-style-type: none"> Sharing news Rhyming words
	PA	<ul style="list-style-type: none"> Supply rhyming words to complete a rhyme, poem or song 	
	V	<ul style="list-style-type: none"> Use vocabulary words referring to people, places and objects 	
I	ATR	<ul style="list-style-type: none"> Listen attentively and react positively during storytelling 	Read Aloud: <i>Nganong Dugay ang Mokuha Nako?</i> (Author: Kristine Canon; Illustrator: Mariano Ching)
	OL	<ul style="list-style-type: none"> Participate actively during read aloud by making comments and asking questions 	
	V	<ul style="list-style-type: none"> Give meanings of words through picture clues, actions or context clues Use vocabulary words referring to animals or objects 	
	S	<ul style="list-style-type: none"> Spell Grade I level words 	
	BPK	<ul style="list-style-type: none"> Identify the cover and back of the book Identify the title, author and illustrator of the book 	

LEGEND: AK – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Teacher asks pupils to share news about home, school or community. <p>b. Poem or Song</p> <ul style="list-style-type: none"> Teacher teaches a poem/song ending in rhyming words. Teacher asks pupils to supply a rhyming word to complete the poem/song. 	<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Pupils talk about something happening at home, school or community. <p>b. Poem or Song</p> <ul style="list-style-type: none"> Pupils recite a poem/song. Pupils supply a rhyming word to complete the poem/song.
<p>I. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>2. Read Aloud: Nganong Dugay ang Mokuha Nako?</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Teacher unlocks difficult words from the story. Teacher relates the story to experiences of pupils and sets the motive question. Teacher discusses the cover of the book. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Teacher reads the story to pupils stopping at pages to ask questions. <p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> Teacher asks pupils for reactions about the story. 	<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Pupils talk about something happening at home, school or community. <p>b. Poem or Song</p> <ul style="list-style-type: none"> Pupils recite a poem/song. Pupils supply a rhyming word to complete the poem/song. <p>2. Read Aloud: Nganong Dugay ang Mokuha Nako?</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Pupils get the meaning of a word through picture or context clues. Pupils talk about experiences related to the story. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Pupils listen to the story attentively. Pupils answer questions or give comments during the read aloud.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
1			
2	LC	<ul style="list-style-type: none"> Give the sequence of three events in a story listened to Discuss, illustrate and dramatize specific events in a story read 	<ul style="list-style-type: none"> Read Aloud: <i>Nganong Dugay ang Mokuha Nako?</i> (Author: Kristine Canon; Illustrator: Mariano Ching)
	F	<ul style="list-style-type: none"> Read Grade I level words, phrases and sentences with appropriate speed, accuracy and expression 	
	OL	<ul style="list-style-type: none"> Listen and respond to others in oral conversation 	

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G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>3. Spelling</p> <p>Teacher introduces spelling words from the story.</p> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework to use vocabulary and spelling words at home. 	<p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> Pupils talk about their reactions to the story. <p>3. Spelling</p> <ul style="list-style-type: none"> Pupils use spelling words in a game or dialogue. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils practice using vocabulary and spelling words.
<p>I. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>2. Retelling of the Read Aloud story: Nganong Dugay ang Mokuha Nako?</p> <ul style="list-style-type: none"> Teacher asks pupils to retell the story through pictures. Teacher asks pupils to share their reactions to the story. <p>3. Shared Reading of the Read Aloud: Nganong Dugay ang Mokuha Nako?</p> <ul style="list-style-type: none"> Teacher rereads the story and asks some pupils to read parts of the story. Teacher asks comprehension questions after rereading. <p>4. Group Work: Role Playing</p> <ul style="list-style-type: none"> Teacher asks pupils to role play some parts of the story in groups. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework to reinforce spelling skill. 	<p>I. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>2. Retelling of Read Aloud story: Nganong Dugay ang Mokuha Nako?</p> <ul style="list-style-type: none"> Pupils retell the story. Pupils share their reactions. <p>3. Shared Reading of the Read Aloud: Nganong Dugay ang Mokuha Nako?</p> <ul style="list-style-type: none"> Pupils listen to rereading of the story and read parts of the story. Pupils talk about answers to questions.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
3	AK PWR	<ul style="list-style-type: none"> Give the sound of target letter: <i>Bb</i> Identify the upper case and lower case of target letter: <i>Bb</i> 	<ul style="list-style-type: none"> Target letter: <i>Bb</i> Blending and syllabication Personal Pronouns
	HW	<ul style="list-style-type: none"> Write the upper case and lower case of target letter, <i>Bb</i>, with proper sequence of strokes 	
	PWR	<ul style="list-style-type: none"> Give the beginning letter/ sound of the name of each picture Match words with pictures/ objects 	
	PA	<ul style="list-style-type: none"> Blend letters to form syllables Blend syllables to form words 	
	G	<ul style="list-style-type: none"> Identify personal pronouns 	
4	G	<ul style="list-style-type: none"> Identify possessive pronouns 	<ul style="list-style-type: none"> Possessive Pronouns Vocabulary Words: Review Spelling Words
	V	<ul style="list-style-type: none"> Use vocabulary referring to people and animals from the story 	
	S	<ul style="list-style-type: none"> Spell grade level words 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>2. Target Letter: <i>Bb</i></p> <ul style="list-style-type: none"> Teacher introduces the letter <i>Bb</i> using the story as a springboard. Teacher conducts skills activities for letter <i>Bb</i>. <p>3. Syllabication</p> <ul style="list-style-type: none"> Teacher conducts lesson on syllabication. 	<p>1. Routine</p> <p>a. Sharing/News sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>2. Target Letter: <i>Bb</i></p> <ul style="list-style-type: none"> Pupils give the sound of the letter <i>Bb</i>. Pupils answer skills activities for letter <i>Bb</i>. <p>3. Syllabication</p> <ul style="list-style-type: none"> Pupils blend vowels with letter <i>Bb</i> to form syllables and blend syllables to form words. Pupils form phrases from words learned. <p>4. Personal Pronouns</p> <ul style="list-style-type: none"> Pupils use personal pronouns in conversations.
<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>2. Possessive Pronouns</p> <ul style="list-style-type: none"> Teacher conducts lesson on possessive pronouns: <i>akoa, imoha, iyaha, atoa, ilaha</i> <p>3. Spelling Words</p> <ul style="list-style-type: none"> Teacher conducts activity to review spelling words. <p>4. Vocabulary Words</p> <ul style="list-style-type: none"> Teacher reviews vocabulary words through an activity or a game. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework to enhance lesson on personal pronouns. 	<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>2. Possessive Pronouns</p> <ul style="list-style-type: none"> Pupils identify possessive pronouns: <i>akoa, imoha, iyaha, atoa, ilaha</i>. <p>3. Spelling Words</p> <ul style="list-style-type: none"> Pupils spell grade level words. <p>4. Vocabulary Words</p> <ul style="list-style-type: none"> Pupils talk about vocabulary words.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

Day	Domain	Objectives	Subject Matter
5	C	<ul style="list-style-type: none"> Express ideas through words and phrases using both invented and conventional spelling 	<ul style="list-style-type: none"> Read Aloud: Nganong Dugay ang Mokuha Nako? (Author: Kristine Canon; Illustrator: Mariano Ching) Spelling
	S	<ul style="list-style-type: none"> Spell grade level words 	
	LC	<ul style="list-style-type: none"> Retell the story 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>I. Routine</p> <p>a. Sharing/ News sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>2. Spelling Assessment</p> <ul style="list-style-type: none"> • Teacher gives spelling test. <p>3. Retelling of the Read Aloud: Nganong Dugay ang Mokuha Nako?</p> <ul style="list-style-type: none"> • Teacher asks pupils to retell the story (in groups) using pictures from the book. <p>4. Composing Activity: Drawing and Writing about Parts in the Story</p> <ul style="list-style-type: none"> • Teacher guides pupils in writing about the story. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher gives homework to enhance lesson on pronouns. 	<p>I. Routine</p> <p>a. Sharing/ News sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>2. Spelling Assessment</p> <ul style="list-style-type: none"> • Pupils answer spelling test. <p>3. Retelling of the Read Aloud: Nganong Dugay ang Mokuha Nako?</p> <ul style="list-style-type: none"> • Pupils retell the story using the pictures from the book. <p>4. Composing Activity: Drawing and Writing about Parts in the Story</p> <ul style="list-style-type: none"> • Pupils write and illustrate parts of the story. • Pupils display their outputs.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

ADLAW

I



MATERIALS

1. Poem written on chart or manila paper
2. Book: *Nganong Dugay ang Mokuha Nako?*
3. Pictures for vocabulary words

RUTINA: (ROUTINE)

a. *Pagpaambit og Balita* (News Sharing)

- Teacher models news sharing about events in the home or local community.

Teacher says: *Mga bata, aduna koy balita nga gusto nakong ipaambit kaninyo. Kagahapon pista sa among baryo. Adunay daghang gipreparar nga pagkaon. Adunay daghang tawo nga mingbisita sa amo gikan sa siyudad. Miadto akong tiya, tiyo ug mga ig-agaw.* (Children, I have some news to share. Yesterday was the fiesta in our barrio. There were a lot of foods prepared. There were many people who came from the city. My aunt, uncle, and cousins came.)

Kamo? Aduna bay panghitabo sa inyo o diri sa eskulahan nga gusto ninyong ipaambit? (How about you? Are there events in your home or here in school that you want to talk about?)

- Teacher asks pupils to share some news about what happened in the home or school. Provide pupils with sentence prompts or fames to guide when talking or sharing.

Example:

Mga classmate, aduna koy balita nga ipaambit kaninyo. Kagahapon/ Kagabii/ Karong adlawa_____. (Classmates, I have some news to share. Yesterday/ Last night/ Today_____.)

- Teacher asks only one or two pupils to share each day so that by the end of the quarter, each pupil has shared in front of the class.

b. *Balak o Kantang Nagrima* (Poem or Song that Rhymes)

- Teacher introduces a poem or song.
- Teacher reads the poem to the pupils and asks the pupils to recite the poem.

Mga Butang nga Bag-o

*May lapis akong bag-o
Pinalit sa merkado
Ako ning gikalipay
Kay hinatag ni Tatay
May papel ug libro
Mga butang nga bag-o*

- Teacher asks pupils to identify the rhyming words.

Teacher says: *Unsang mga pulonga sa kataposan sa kada linya ang nagrima?* (What words rhyme at the end of the lines?)



**SUGILANON:
NGANONG DUGAY ANG MOKUHA NAKO?**

2

(READ ALOUD: WHY IS MY MOMMY LATE?)

***Pagtangtang sa mga kalisdanan* (Unlocking of Difficulties)**

a. BULUHATON SA DILI MAGBASA (PRE-READING ACTIVITIES)

- Teacher unlocks difficult words from the story using pictures, context or gestures.

stroller – *Ang bag sa bata kay nakabutang sa stroller para iya na lang kining guyoron.* (The child’s bag is on a stroller so s/he only has to pull it.) *Ang stroller kay usa ka kara nga naay upat ka ligid nga kasagaran butangan og bag.* (A stroller is a four-wheeled carriage wherein a bag is often placed.)

highway – *Ang bus nga among gisakyan paingon sa sunod nga lungsod miagi sa highway.* (The bus we rode to the next town passed through the highway.) *Ang highway kay usa ka dakong publikong dalan nga agianan og mga sakyanan.* (The highway is a big public road where cars and buses pass through.)

nanghupaw (sighing) – *Samtang naghunahuna og solusyon sa problema, nanghupaw og lawom si Mario.* (While thinking of a solution to his problem, Mario sighed deeply.) *Ang pagpanghupaw mao ang pagginhawa og lalom.* (Sighing is the act of breathing deeply.)

balyena (whale) – *Dako ang balyena nga napadpad sa baybayon.* (The whale washed into the shore was huge.)

***Paglab-as sa mga Kanhing Nahibal-an* (Activating Prior Knowledge)**

- Teacher asks pupils to talk about what they do during dismissal time and if there were times when they were fetched late.

Teacher says: *Nakasulay na ba mo nga nalangan o nadugay ang tigkenha ninyo sa eskulahan?... Unsay inyong gibati?* (Have you experienced waiting for someone to fetch you from school?...What did you feel?)



- Teacher shows pupils the cover of the book and ask them to point or read the title, author and illustrator.

NOTES



BRIDGING

When discussing the cover page, title, author and illustrator of a Read Aloud book in Filipino, teacher can present how the terms change between L1 and L2 while pointing out that these are consistent or standard parts for any book.



Teacher says: *Ang ulohan sa libro nga akong basabon karong adlaw kay 'Nganong Dugay ang Mokuba Nako?'. Gisulat kini ni Kristine Canon ug gidibuho ni Mariano Ching. (The title of the book is "Why is My Mother Late?". It was written by Kristine Canon and the illustrator is Mariano Ching.)*

Pangutanang Naghatag og Motibo (Motive Questions)



Teacher says: *Tan-awa ninyo ang hapin sa libro? ... Mahitungod sa unsa kaba ang estorya?... Unsay gusto ninyong mabibaloan babin sa estorya? (Look at the cover. What do you think is the story about?... What do you want to know about the story?)*

**b. BULUHATON ATOL SA PAGBASA
(DURING READING ACTIVITIES)**



Teacher says: *Basabon nako ang estoryang "Nganong Dugay ang Mokuba Nako?" Paminaw mo pag-ayo. Mohunong ko sa ubang parte sa estorya ug mangutana. (I will read the story, "Why is my Mommy Late?" Listen carefully. I will stop at certain parts of the story and ask questions.)*

On page 7

Teacher says: *Tan-awa ang bulagway. Ngano ganing natingala ang bata? (Look at the picture. Why is the child worried?)*

After reading page 12



Teacher says: *Unsa kaba ang nabitabo kang Nanay? (What happened to mother?)*

After reading page 25

Teacher says: *Unsa kaba ang mabitabo? Moabot kaba iyang nanay? (What do you think will happen? Will her mother arrive?)*

**c. BULUHATON PAGKAHUMAN OG BASA
(AFTER READING ACTIVITIES)**

- Teacher asks questions about details of the story for pupils to answer.

Examples:

Nganong nadugay si Mama? (Why was mother late?); Unsa ang gibati sa bata samtang gabulat? (What did the child feel while waiting?);

Unsa ang gibati sa bata pag-abot ni Nanay? (How did the child feel when the mother arrived?)

- Teacher asks questions about their reactions to the story.

Example:

Unang babina sa estorya ang nagustohan ninyo? Pakig-estorya sa inyong tapad. (What part of the story do you like best? Talk to your seatmate about it.)

- Teacher asks 4 or 5 pupils to share in class.

PANITIKONG MGA PULONG (SPELLING WORDS)

3

- Teacher presents spelling words to pupils through a game or dialogue.
- Teacher ask pupils to put the spelling words on the Word Wall.

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

4

nako	ang	bata	nanay	bao
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Homework: Let pupils use the spelling and vocabulary words when conversing at home.

NOTES

ADLAW

2



MATERIALS

1. Poem written on chart or Manila paper
2. Pictures of events from the Read Aloud story
3. Book: **Nganong Dugay ang Mokuha Nako?**

I

RUTINA: (ROUTINE)

a. *Pagpaambit: (Sharing)*

- Teacher asks pupils to share news or information. Let them talk about their homework yesterday – talking with people at home using the spelling and vocabulary words.
- Teacher provides sentence prompts as in Day 1.

b. *Balak o Kantang Nagrima: (Poem or Song that Rhymes)*

- Teacher asks pupils to recite the poem.
- Teacher asks pupils to identify the rhyming words. Tell the pupils to substitute the rhyming words with other words that rhyme. Below are some suggestions:

tindero

nanay

panyo

Mga Butang nga Bag-o

May lapis akong bag-o

Pinalit sa _____ (tindero)

Ako kining gikalipay

Kay hinatag ni _____ (nanay)

May papel ug _____ (panyo)

Mga butang nga bag-o

2

PAGSUBLI SA SUGILANON: NGANONG DUGAY ANG MOKUHA NAKO?



BRIDGING

The concept of rhyming words is the same in Filipino, Mother Tongue, and English. When discussing rhyming words in Filipino and English, teacher can make connections from activities in mother tongue.

(RETELLING OF THE READ ALOUD STORY: WHY IS MY MOTHER LATE?)

a. *Pagsunod-sunod sa mga Panghitabo (Sequencing Events)*

- Teacher asks pupils to arrange the pictures as they happen in the story.

Picture 1:
Child is worried when she did not find her mother waiting for her.

Picture 2:
Child with thought bubble; inside the thought bubble is a picture of a turtle

Picture 3:
Child with thought bubble; inside the thought bubble is a picture of an elephant

Picture 4:
Child with thought bubble; inside the thought bubble is a picture of an eagle

<p>Picture 5: Child with thought bubble; inside the thought bubble is a picture of monkeys</p>	<p>Picture 6: Child with thought bubble; inside the thought bubble is a picture of a whale</p>	<p>Picture 7: Mother arrived and child is happy hugging her mother</p>
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b. Subling Pagsugilon sa Estorya (Retelling of the Story)

- Teacher asks pupils to retell the story in pairs. Ask volunteers to share to the class.

AMBITAY NGA PAGBASA: NGANONG DUGAY ANG MOKUHA NAKO?

3

(SHARED READING OF THE READ ALOUD STORY: WHY IS MY MOMMY LATE?)

- Teacher rereads the story and asks volunteers to help read some lines from the book.

Examples:

Page 14 – *Basin ... misakay siyag usa ka bao.*

Page 16 – *Basin ... misakay siyag usa ka elepante.*

Page 18 – *Basin ... giamigo ni Nanay ang usa ka agila.*

Page 20 – *Basin ... nakigdungan si Nanay sa mga unggoy.*

Page 22 – *Basin nakabunabuna si Nanay og angkas sa usa ka balyena.*

Page 23 – *Hay, Nanay!*

Teacher asks the following questions after rereading:

- 1) *Unsa kaba ang gibati sa bata sa dibang nagkaanam gyod kadugay ang paghinulat niya sa iyang nanay? (How did the child feel while waiting for her mother?) Mao ba sab kini inyong bation? (Would you feel the same way?)*
- 2) *Unsa ang gibubhat sa bata? (What did the child do?)*
- 3) *Unsa ang mga gipanghunabuna sa bata samtang gabuwat sa iyang nanay? (What was the child thinking while waiting for her mother?)*

NOTES

4) *Unsay inyong mabunabunaan kon kamo dugay kubaon sa eskaylaban?*
(What would you be thinking if you were fetched late from school?)

5) *Unsay inyong pyudeng buhaton kon wa pa mo kuba?*
(What will you do while waiting for somebody to fetch you?)

4

BULUHATONG PANGGRUPO: AKTONG PAGDULA SA MGA PARTE SA SUGILANON**(GROUP WORK: ROLE PLAYING PARTS OF THE STORY)**

- Teacher divides the class into 8 groups. Using the pictures used during retelling, assign each group a picture that they will role play to the class.
- Teacher asks pupils to present their role plays. Congratulate them for a good job.

5

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

- Teacher lets pupils practice writing spelling words at home.

RUTINA (ROUTINE)

1

ADLAW

3

a. Pagpaambit og Balita (News Sharing)

- Teacher asks pupils to share news or information as in previous days.

Theme: Events in the Home, School or Community

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

- Teacher asks pupils to recite stanzas from the poem by groups. Assign a stanza for each group.
- Teacher reviews rhyming words:
 - 1) Cover some of the rhyming words.
 - 2) Present other words that rhyme and do not rhyme. Let pupils pair together rhyming words.
 - 3) Ask pupils to substitute the covered words with the new rhyming word.

tindero	lola	relo
tindahan	manay	sayal

Mga Butang nga Bag-o

May lapis akong bag-o
 Pinalit sa _____ (tindero)
 Ako kining gikalipay
 Kay hinatag ni _____ (nanay)
 May papel ug _____ (relo)
 Mga butang nga bag-o



MATERIALS

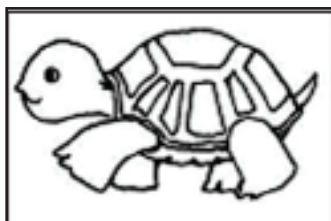
1. Poem written on chart or Manila paper
2. Pictures of words beginning in /b/
3. Flashcards of letters
4. Words beginning in /b/ written on flashcards
5. Book: *Nganong Dugay ang Mokuha Nako?*
6. Comic Strips with personal pronouns

TUMONG NGA LETRA (TARGET LETTER): Bb

2

- Teacher presents a picture beginning with the letter “Bb”.

Example:



bao

NOTES

NOTE

You may refer to the audio file provided.



BRIDGING

The words bola, baso, barko and bato are terms used in Filipino with the same meaning. The sound of the letter “Bb” is the same in mother tongue and Filipino.



Teacher says: *Unsay inyong nakita sa hulagway? Nakakita na ba mo ani nga hayop?* (What do you see in the picture? Have you seen this animal before?)

- Teacher lets pupils talk about the animal.
- Teacher focuses on the name of the animal. Ask pupils if they can give the sound of the beginning letter.
- Teacher gives the sound of the letter /b/. Ask pupils to give the sound of the letter /b/. Ask them to say it in pairs, groups and as a whole class.
- Teacher asks pupils to give words beginning with letter /b/. As they give the words, write them on the board.
- Teacher shows pictures of words beginning with letter /b/. Let the pupils guess the name of the picture. Then, show them the word written on flash cards.

Examples:

bola **baso** **barko** **bato**

- Teacher shows them how to write the big and small letter “Bb”. Let them practice writing on air, at the back of their classmate, using their body parts, etc.

3

PAGSILABA (SYLLABICATION)

a. *Paghimo og mga Silaba ug Pulong (Making Syllables and Words)*

- Teacher gives pupils a set of flashcards with letters /b/, the vowels and letters discussed in Quarter 1. Review syllabication using the letter flashcards.

Examples:

b **e** **a** **i** **o** **u** **m** **s**

- Teacher gives a syllable (ex: “ba”, “bi”, “sa”) and ask pupils to spell the syllable using the letter flash cards.
- Teacher lets pupils make their own syllable. Ask them to look for another pupil with a syllable that can form a word.

Example: **b** **a** + **s** **a**

b. Pagbuak sa mga Pulong (Word Breaking)

(1) Break the word into two syllables.

Example: *basa*

- Let the pupils say the word “basa” and instruct them to clap for each syllable they make. Model this and have the pupils follow. Write on the board this way:

ba	sa
----	----

(2) Breaking into letters: *ba*

Teacher says: *Karon atong buakon ang silaba ngadto sa mga letra. Unahon nato ang silabang ‘ba’. Kinsa ang makabatag kanako sa mga letra ug tunog niini?* (Now, we will break the syllables into letters. We will start with the syllable, ‘ba’. Who can give me the letters and the sounds?).



- Write the letter on the board this way:

ba		sa	
b	a		

(3) Breaking into letters: *sa*

Teacher says: *Karon sunod natong buakon ang silabang “sa” ngadto sa mga letra. Sa silabang ‘sa’, kinsa ang makabatag kanako sa mga letra og tunog niini?* (Now, we will break the syllable, “sa”, into letters. For the syllable, ‘sa’, who can give me the letters and the sounds?).

- Write the letter on the board this way:

ba		sa	
b	a	s	a

c. Paghimo ug mga Pulongan (Making Phrases)

- Teacher lets pupils form phrases with spelling words introduced in Day 1
- Teacher asks pupils pupils read the phrases they gave.

Examples: *ang baso baka nako*

NOTES

Mga Buluhaton (Activities):

1. Handwriting: Refer to *Sinugbuanonong Binisaya Kagamitan ng Mag-aaral* (Learner's Manual) p. 34 for writing exercises in letter "Bb". You can also write the letters on the board and have pupils copy and practice in their notebooks.
2. Beginning letter "Bb". Refer to *Sinugbuanonong Binisaya Kagamitan ng Mag-aaral* (Learner's Manual) p. 35. (Write the beginning letter for the following pictures: *baka* [cow]; *baki* [frog]; *bato* [rock]; *bola* [ball].)
3. Picture and Word Recognition. Refer to *Sinugbuanonong Binisaya Kagamitan ng Mag-aaral* (Learner's Manual) p. 36. (Match the picture with the word: *baboy* [pig]; *baka* [cow]; *baba* [mouth]; *buyog* [bee].)
4. Syllabication Activities: Refer to *Sinugbuanonong Binisaya Kagamitan ng Mag-aaral* (Learner's Manual) p. 37-38. (p. 37 - Syllabication of words: *lata*, *baka*, *pana*, *baboy* and *baba*.) (p. 38 - Finding the syllable to complete the words: *pana*, *baka*, *saya* and *baki*.)

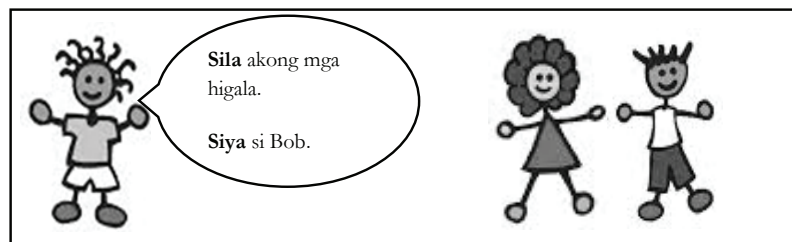
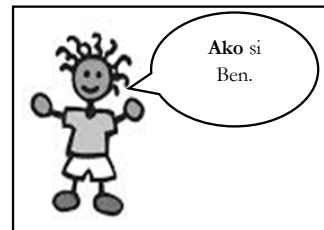
4

PULINGAN NGA PANGTAWO (PERSONAL PRONOUNS)

a. *Komik* Strips (Comic Strips)

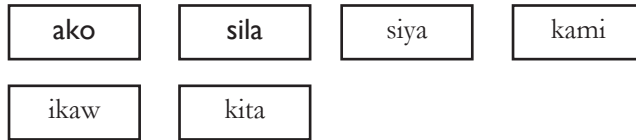
- Teacher shows a comic strip with dialogues using personal pronouns. Read the dialogues and ask pupils to repeat.
- Teacher asks pupils to dramatize the dialogue.

Example:



b. Pulingan nga Pangtawo (Pronouns)

- Teacher shows flashcards to pupils with personal pronouns. Let them read the pronouns.
- Teacher asks pupils to use the pronouns in sentences.



Say: *Ang “ako, ikaw, siya, sila ug kita” mao ang mga pulingan nga pangtawo. Ang mga pulingan nga pangtawo kay mga pulong nga gigamit para puli sa mga pungan. (I, you, he/she, them and us are personal pronouns. Personal pronouns are used to substitute names of people.)*

For teacher’s reference:

Pulingan nga Pangtawo	Paggamit
ako	Gigamit ang ako kon maghisgot bahin sa kaugalingon.
ikaw	Gigamit ang ikaw kon maghisgot bahin sa imong kaestorya.
siya	Gigamit ang siya kon maghisgot og lain nga tawo, babaye man o lalaki.
sila	Gigamit ang sila kon maghisgot og duha o mas daghan nga mga tawo.
kita	Gigamit ang kita kon maghisgot bahin sa imong kaugalingon uban ang kaestorya.
kami	Gigamit ang kami kon maghisgot bahin sa imong kaugalingon uban ang laing mga tawo.

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

5

- Teacher gives homework on personal pronouns.

Bulubaton (Activity): Pangitaa ang pulingan nga pangtawo sa mga kapabayag. Lingini o sirkoli. (Find the personal pronouns in the sentences. Encircle them.)

NOTES

1. *Nagbulat sila og sakyanan.*
 2. *Ikan ba ang nangita og unggoy?*
 3. *Ako si Victor.*
 4. *Dugay kita manguli.*
 5. *Mahadlok siya sa agila.*
- Give additional spelling words for practice:
baso, basa, bato, barko, bao

ADLAW

4



MATERIALS

1. Poem written on chart or manila paper
2. Flash cards with possessive pronouns
3. Pictures of vocabulary words

NOTE

Teacher may present a new material or poem for pupils to supply rhyming words.

RUTINA (ROUTINE)

a. *Pagpaambit og Balita* (News Sharing)

- Teacher asks pupils to share information in pairs in front of the class. Let them use personal pronouns.
- Teacher models sharing to the class and provide sentence prompts or frames as in Day 1.

Theme: Events in the Home, School or Community

b. *Balak o Kantang Nagrima*
(Poem or Song that Rhymes)

- Teacher asks pupils to recite the poem to their partner.

Teacher reviews rhyming words:

- 1) Cover some of the rhyming words.
- 2) Ask pupils to substitute the covered words with a new rhyming word.

Mga Butang nga Bag-o
May lapis akong bag-o
Pinalit sa _____
Ako ning gikalipay
Kay hinatag ni _____
May papel ug _____
Mga butang nga bag-o

**PANGHUPOT NGA PULINGAN
(POSSESSIVE PRONOUNS)**

2

a. Pasiuna (Introduction)

- Teacher asks pupils to take out one thing from their bags and put on their tables.
- Teacher goes around and asks pupils who owns the things. Ask questions that will allow pupils to answer with possessive pronouns.

Example: *Kang kinsa ni?/ Kinsay tag-iya niini?* (Who owns this?)

b. Panghupot nga Pulingan (Possessive Pronouns)

- Teacher shows flashcards to pupils with possessive pronouns. Let them read the pronouns.
- Teacher asks pupils to use the pronouns in sentences.



Say: *Ang “ako, imo, ila, ato ug iya” mao ang mga panghupot nga pulingan. Ang mga panghupot nga pulingan kay nagpakita og pagpanag-iya.* (Mine, your, their, our and his/her are possessive pronouns. These are pronouns used to show ownership.)

PANITIKONG MGA PULONG (SPELLING WORDS)

3

- Teacher reviews spelling words through various activities.

Examples:

1. Jumbled letters – *r b a o k* (*barko*)
2. Missing letters – *b a ___ o* (show picture of “*bato*” or rock)

BALIK-TUON: KAPULONGANONG MGA PULONG

4

(REVIEW: VOCABULARY WORDS)

- Teacher asks pupils to match the picture with vocabulary words from the Read Aloud story.



NOTES

ADLAW

5



MATERIALS

I. Pictures of events from the story used in Day 2

5

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

- Teacher gives homework to practice spelling words.

I

RUTINA (ROUTINE)

a. *Pagpaambit og Balita* (News Sharing)

- Teacher asks pupils to share news or information as in Day 1.

Theme: Events in the Home, School or Community

b. *Balak o Kantang Nagrima* (Poem or Song that Rhymes)

- Teacher asks pupils to give rhyming words for some of the words in the poem: merkado, nanay, laso.
- Teacher asks pupils to recite the poem in groups or as a class.

2

PAGSUSI SA PANITIK (SPELLING ASSESSMENT)

- Teacher dictates the spelling words and asks pupils to write on a piece of paper or in their notebooks.
- Teacher dictates 1 or 2 phrases.

Example: *ang bao; nanay nako*

3

PAGBALIK SA SUGILANON: NGANONG DUGAY ANG MOKUHA NAKO?

(RETURNING TO THE READ ALOUD STORY: WHY IS MY MOMMY LATE?)

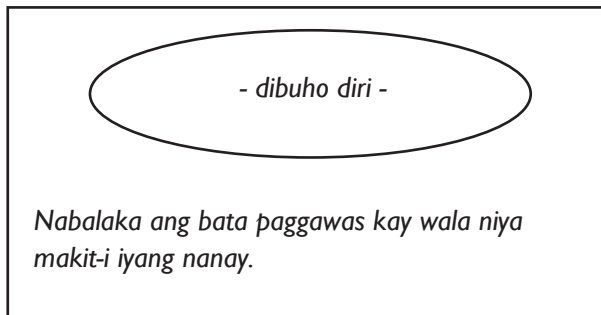
- Teacher divides the class into 7 groups. Use the pictures from Day 2. Give each group one picture.
- Teacher lets each group describe or talk about the picture based on the story.
- As pupils describe, teacher writes what they say.

PANITIKONG MGA PULONG (SPELLING WORDS)

4

- Using the same group as previous activity, teacher instructs the pupils to make a book.
- Each group will make a drawing of the part of the story assigned to them. They will also write one or two sentences about the drawing.

Example:



- Teacher asks pupils to display their outputs on the wall following the sequence in the story.
- Teacher lets pupils look at the outputs of other groups.

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

5

- Teacher gives homework: Talk to their family members at home and ask about things they own. Let them practice use of possessive pronouns.

WEEK

12

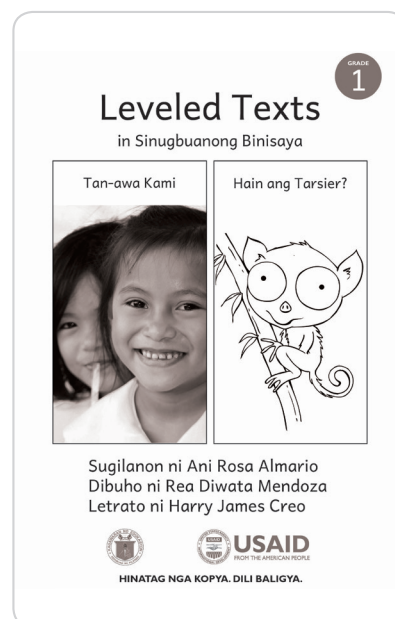
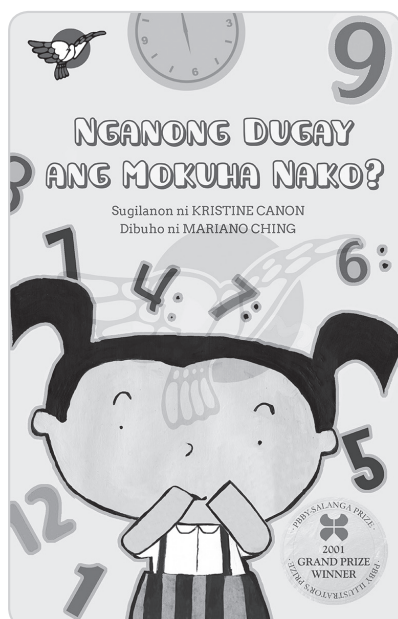
TEACHER'S GUIDE

GRADE I
MOTHER TONGUE
SINUGBUANONG
BINISAYA

**THEME: AMONG ESKUYLAHAN UG MGA HIGALA
(MY SCHOOL AND FRIENDS)**

**READ ALOUD BOOK: NGANONG DUGAY ANG MOKUHA NAKO?
(WHY IS MOMMY LATE?)**

LEVELLED TEXT: TAN-AWA KAMI (LOOK AT US)



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE I
SINUGBUANONG BINISAYA
QUARTER 2, WEEK 12 (50 MINUTES PER DAY)**

Theme: *Among Eskuylahan ug Mga Higala (My School and Friends)*

Read Aloud Book: *Nganong Dugay ang Mokuha Nako? (Why is Mommy Late?)*

Levelled Text: *Tan-awa Kami (Look At Us)*

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Talk about experiences/ occasions in the home, school or community 	<ul style="list-style-type: none"> News sharing Poem or Song that rhymes Games
	PA	<ul style="list-style-type: none"> Recite poems or song with ease and confidence 	
I	OL	<ul style="list-style-type: none"> Listen and respond to others in oral conversation Participate actively during read alouds by making comments and asking questions 	<ul style="list-style-type: none"> Read Aloud: <i>Nganong Dugay ang Mokuha Nako?</i> (Author: Kristine Canon; Illustrator: Mariano Ching) Giving Direction Map Reading
	C	<ul style="list-style-type: none"> Express ideas through words and phrases, using both invented and conventional spelling 	
	SS	<ul style="list-style-type: none"> Interpret a map of a classroom or school 	

LEGEND: AK – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Teacher lets pupils talk about a topic related to the theme or the activities. <p>b. Poem or Song</p> <ul style="list-style-type: none"> Teacher introduces a poem or song. <p>c. Games (optional)</p> <ul style="list-style-type: none"> Teacher uses game to review lesson/s in the previous week. 	<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Pupils talk about events, their outputs and homework. <p>b. Poem or Song</p> <ul style="list-style-type: none"> Pupils recite or sing a poem/song in pairs, groups and as a class. <p>c. Games</p> <ul style="list-style-type: none"> Pupils actively participate in games/activities.
<p>I. Routine</p> <p>a. Sharing/ News Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Rereading of the Read Aloud: Nganong Dugay ang Mokuha Nako?</p> <ul style="list-style-type: none"> Teacher rereads the Read Aloud story. Teacher discusses the story again. <p>3. Giving Directions</p> <ul style="list-style-type: none"> Teacher introduces location words. Teacher presents situation for giving directions. <p>4. Map Reading</p> <ul style="list-style-type: none"> Teacher gives an activity on map reading. 	<p>I. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Rereading of the Read Aloud: Nganong Dugay ang Mokuha Nako?</p> <ul style="list-style-type: none"> Pupils listen attentively to rereading of the story and actively participate in shared reading. Pupils answer questions about the story. <p>3. Giving Directions</p> <ul style="list-style-type: none"> Pupils give directions using location words or prepositions. <p>4. Map Reading</p> <ul style="list-style-type: none"> Pupils use a map to locate a place in the school. Pupils observe the place and talk about it back in the classroom.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
1			
2	AK PWR	<ul style="list-style-type: none"> • Give the name and sound of each letter • Identify upper case and lower case letters pictures/objects 	<ul style="list-style-type: none"> • Target Letter: Gg
3	OL	<ul style="list-style-type: none"> • Use common polite expressions and greetings • Participate actively during reading by making comments and asking questions 	<ul style="list-style-type: none"> • Polite expressions and greetings • Leveled Text: Tan-awa Kami (Author: Ani Rosa Almario; Photographer: Harry James Creo)
	F	<ul style="list-style-type: none"> • Read grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	
	RC	<ul style="list-style-type: none"> • Give the main idea of the story 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>5. Concluding the session</p> <ul style="list-style-type: none"> Teacher gives homework related to map reading activity. 	<p>5. Concluding the Session</p> <p>Homework: Pupils draw about the places in school they visited and write one or two sentences about it.</p>
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Target Letter: Gg</p> <ul style="list-style-type: none"> Teacher presents the letter “Gg” and conducts lesson. <p>3. Syllabication</p> <ul style="list-style-type: none"> Teacher conducts lesson on syllabication with the letter “Gg”: <i>ga/ge/gi/go/gu</i>. Teacher conducts skills activities for letter “Gg”. 	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Target Letter: Gg</p> <ul style="list-style-type: none"> Pupils give the sound of the letter “Gg”, give words beginning in letter and write the letter “Gg”. <p>3. Syllabication</p> <ul style="list-style-type: none"> Pupils blend vowels with letter “Gg” to form syllables and blend syllables to form words. Pupils answer skills activities for letter “Gg”.
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Polite Expressions and Greetings</p> <ul style="list-style-type: none"> Teacher introduces polite expressions through role playing or dramatization. <p>3. Guided Reading of the Leveled Text: Tan-awa Kami</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Teacher introduces high frequency words and some phrases. Teacher relates the story to pupils’ experiences. Teacher walks the pupils through the pictures in the book. 	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Polite Expressions and Greetings</p> <ul style="list-style-type: none"> Pupils use polite expressions in a role play. <p>3. Guided Reading of the Leveled Text: Tan-awa Kami</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Pupils read high frequency words and some phrases from the text. Pupils talk about their experiences. Pupils look at and talk about the pictures on the leveled text.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
4	ATR	<ul style="list-style-type: none"> Listen attentively and react positively during storytelling 	<ul style="list-style-type: none"> Leveled Text: <i>Tan-awa Kami</i> (Author: Ani Rosa Almario; Photographer: Harry James Creo) Composing Activity
	F	<ul style="list-style-type: none"> Read grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	
	C	<ul style="list-style-type: none"> Express ideas through words and phrases, using both invented and conventional spelling 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> • Teacher lets pupils read the story in pairs. <p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> • Teacher asks questions about the story. • Teacher asks comprehension questions about the story. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher gives homework related to the story read. 	<p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> • Pupils read the leveled text in pairs. <p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> • Pupils talk about the story. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils observe things that they and family members do at home.
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Review</p> <ul style="list-style-type: none"> • Teacher conducts spelling review through an activity. <p>3. Rereading of the Levelled Text: Tan-awa Kami</p> <ul style="list-style-type: none"> • Teacher asks pupils to read the story again in pairs. Pupil A will read to Pupil B, and they exchange roles. <p>4. Composing Activity: Making Their Own Version of the Leveled Text</p> <ul style="list-style-type: none"> • Teacher discusses and models composing activity to the class. • Teacher asks pupils to show and talk about their outputs with other classmates. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher gives homework to bring their outputs home. 	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Review</p> <ul style="list-style-type: none"> • Pupils actively participate in the activity. • Pupils spell words correctly. <p>3. Rereading of the Levelled Text: Tan-awa Kami</p> <ul style="list-style-type: none"> • Pupils read the story to each other. <p>4. Composing Activity Making Their Own Version of the Leveled Text</p> <ul style="list-style-type: none"> • Pupils write their own version of the leveled text. • Pupils show and talk about their outputs with other classmates. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • As homework, pupils show their outputs to their family members and read it to them.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
5	A	<ul style="list-style-type: none"> Identify possessive pronouns 	<ul style="list-style-type: none"> Leveled Text: <i>Tan-awa Kami</i> (Author: Ani Rosa Almario; Photographer: Harry James Creo) Review: Pronouns Spelling Words Independent Reading
	F	<ul style="list-style-type: none"> Read grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	
	ATR	<ul style="list-style-type: none"> Browse books and read books 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review on Pronouns</p> <ul style="list-style-type: none"> • Teacher gives an activity to review pronouns. <p>3. Spelling Test</p> <ul style="list-style-type: none"> • Teacher gives spelling test. <p>4. Independent Reading</p> <ul style="list-style-type: none"> • Teacher gives time for pupils to read outputs of other classmates from the composing activity on Day <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher gives homework to prepare for next week's lesson. 	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review on Pronouns</p> <ul style="list-style-type: none"> • Pupils use pronouns in dialogues or role play. <p>3. Spelling Test</p> <ul style="list-style-type: none"> • Pupils spell grade level words correctly. <p>4. Independent Reading</p> <ul style="list-style-type: none"> • Pupils exchange outputs with other classmates and read it. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • As homework, pupils observe an animal in their home or in the neighborhood.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;
ATR – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;
S – Spelling; **HW** – Handwriting

ADLAW

I



MATERIALS

1. Poem written on chart or manila paper
2. Book: **Nganong Dugay ang Mokuha Nako?**
3. Pictures of places in school
4. Flash cards with direction/location words
5. Map of school (class discussion)
6. Maps of school marked with places to locate

I

a. *Pagpaambit og Balita* (News Sharing)

- Teacher models news sharing about places in the school.

Example: *Mga bata, sayo sa buntag ganiba, miagi ko sa garden. Aduna koy nakita nga rosas nga bag-ong namuwak. Pagkaguwapa sa rosas! Bisitaba unya ninyo ang garden kon naa moy panahon.* (Children, early this morning, I passed by the school garden. I saw a rose that just bloomed. It was a beautiful rose! Visit the garden when you have the time.)

- Teacher asks pupils to share news or information about places in the school they like or passed by. Give them some sentence prompts or guide questions to help them share. Pictures of places in the school may also be shown to help pupils.

Example: *Aduna ba moy paborito nga lugar sa eskaylahan? Unsay inyong makita didto? Kinsay inyong makita didto? Unsay inyong mabubhat didto?* (Do you have a favorite place in the school? What can you see there? Who do you see there? What can you do there?)

- Teacher asks 1 or 2 pupils to share each day.

b. *Balak o Kanta* (Poem or Song)

- Teacher introduces a poem or song.
- Teacher reads the poem to the pupils. Have the pupils recite the poem as a class and in groups.

Sugilon (Part I)

*Nakabati akog sugilon
Sugilon gikan sa bukid
May nagaihaw og ibid
Ang tambok pito ka bakid*

2

PAGBALIK SA SUGILANON: NGANONG DUGAY ANG MOKUHA NAKO?**(RE-READING OF THE READ ALOUD STORY: WHY IS MOMMY LATE?)**

- Teacher tells pupils to pay attention to places in the school mentioned from the book.
- Teacher re-reads the story. Point out some places in the school from the illustrations.

- After reading the story teacher asks: *Unsang mga lugara sa eskuylahan ang nahisgotan sa estorya?* (What places in the school were mentioned in the story?)
- *Unsa pang mga lugara sa eskuylahan ang wala mahisgoti sa estorya?* (What other places in school were not mentioned in the story?)
- As pupils answer, teacher writes the places on the board. Show pictures of places in the school.

PAGHATAG OG DIREKSIYON(GIVING DIRECTIONS)

3

- Teacher asks pupils to give directions for going from one place in the school to another.

Teacher says: *Kon ako usa ka bisita sa eskuylahan, unya gusto ko moadto sa opisina sa principal. Unsaon nako pag-abot sa opisina sa principal gikan sa guwardiya?* (I am a visitor and I want to go to the principal’s office. From the guard to the principal’s office, how will I get there?)



- Teacher asks pupils dramatize giving directions to a visitor. Ask them questions about the location relative to another building to elicit answers that help in giving directions (e.g. left, right, in front, behind).
- Show flash cards with the words.

Example:

sa tuo	sa wala	sa atubangan
sa likod	sa tunga	sa atbang

Teacher says: *Kining mga pulonga kay motabang kanato paghatag sa lokasyon.* (These words help us give location.)



- Teacher lets pupils read the words. Let them use the words to talk about location of things in the classroom.

Example: *Ang blackboard naa sa atubangan.* (The blackboard is in front.)

NOTES

4

PAGBASA OG MAPA (MAP READING)

- Teacher shows a map of the school. Orient pupils about places in the map. Ask them questions to talk about it.

Example: *Hain ang library? Naa ba kini sa likod o atubangan sa atong classroom?* (Where is the library? Is it in front or behind our classroom?)

- Teacher divides the class into 5 groups. Give each group a school map and let them locate different places in school such as library, principal's office, garden, canteen and playground.
- Teacher gives the groups 5 to 10 minutes to find the places and observe what is happening there.
- When they are back in the classroom, teacher asks them the following questions:

Diin mo ming-adto? Unsay inyong nakita sa lugar? Kinsay inyong nakita sa lugar? Unsay puyde ninyong bubaton sa maong lugar? (Where did you go? What did you see there? Who did you see there? What can you do in that place?)

- Teacher asks the pupils to talk in pairs. Then, ask 5 volunteers to share in class.

5

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- Teacher gives homework: Draw what you saw in the place where you went to. Write one or two sentences about it.

I

ADLAW

2

a. Pagpaambit (Sharing)

- Teacher asks pupils to show and talk about their homework with their seatmate. Ask 2 volunteers to share in front of to the class.
- Teacher provides sentence prompts or guides pupils to talk in front of an audience.
- Teacher shows the longer version of the poem to the pupils.
- Teacher reads the poem to the pupils. Have the pupils recite the poem as a class, in pairs and in groups.



MATERIALS

1. Poem written on chart or manila paper
2. Pictures of words beginning in /g/
3. Words beginning in /g/ written on flashcards
4. Flash cards with letters

Sugilon (Parts 1 & 2)

Sugilon (Part 1)
 Nakabati akog sugilon
 Sugilon gikan sa bukid
 May nagaihaw og ibid
 Ang tambok pito ka bakid.
 Nakabati akog sugilon
 Sugilon gikan sa Argao
 May nagaihaw og langaw
 Ang tambok pito ka tadyaw

TUMONG NGA LETRA (TARGET LETTER): Gg

2

- Teacher presents a picture beginning with the letter “Gg”.
- Teacher lets pupils talk about the picture, “guwardiya”.



guwardiya

Teacher says: *Kinsay inyong makita sa bulagway? Makita ba nato siya sa eskulahan? Unsay iyang buhaton? (Who do you see in the picture? Do you see him in school? What does he do?)*



NOTES

NOTE

You may refer to the audio file provided.

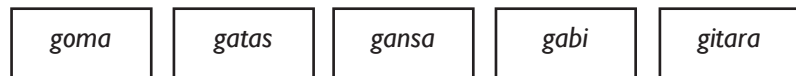


BRIDGING

The words *goma*, *gatas*, *gabi* and *gitara* are terms used in Filipino with the same meaning. The sound of the letter “Gg” is the same in mother tongue and Filipino.

- Teacher focuses on the word “guwardiya”. Ask pupils if they can give the sound of the beginning letter.
- Teacher gives the sound of the letter /g/. Ask pupils to give the sound of the letter /g/. Ask them to say it in pairs, groups and as a whole class.
- Teacher asks pupils to give words beginning with letter /g/. As they give the words, write them on the board.
- Teacher shows pictures of words beginning with letter /g/. Let the pupils guess the name of the picture. Then, show them the word written on flash cards.

Example:



- Teacher shows pupils how to write the big and small letter “Gg”. Let them practice writing on air, at the back of their classmate, using their body parts, etc.

Mga Bulubaton (Activity):

1. Handwriting Activity: For practice in writing letter “Gg”, refer to *Sinugbuanonng Binisaya Kagamitan ng Mag-aaral* (Learner’s Manual) p. 40.

3

PAGSILABA (SYLLABICATION)

a. *Paghimo og mga Silaba ug Pulong* (Making Syllables and Words)

- Teacher gives pupils a set of flashcards with letters /b/, the vowels and letters discussed in Quarter 1. Review syllabication using the letter flashcards.

Example:



- Teacher gives a syllable (ex: “ga”, “ma”, “go”) and asks pupils to spell the syllable using their letter flash cards.
- Teacher lets pupils make their own syllable. Ask them to look for another pupil with a syllable that can form a word.

Example:



b. Pagbuak sa mga Pulong (Word Breaking)

(1) Break the word into two syllables.

Example: *goma*

Let the pupils say the word “*goma*” and instruct them to clap for each syllable they make. Model this and have the pupils follow. Write on the board this way:

<i>go</i>	<i>ma</i>
-----------	-----------

(2) Breaking into letters: go

Teacher says: *Karon atong buakon ang silaba ngadto sa mga letra. Unabon nato ang silabang ‘go’, kinsa ang makabatag kanako sa mga letra ug tunog niini?* (Now, we will break the syllables into letters. We will start with the syllable, ‘go’. Who can give me the letters and the sounds?).



- Write the letter on the board this way:

<i>go</i>		<i>ma</i>	
<i>g</i>	<i>o</i>		

(3) Breaking into letters: ma

Teacher says: *Karon sumod natong buakon ang silabang “ma” ngadto sa mga letra. Sa silabang ‘ma’, kinsa ang makabatag kanako sa mga letra ug tunog niini?* (Now, we will break the syllable, “ma”, into letters. For the syllable, ‘ma’, who can give me the letters and the sounds?).



- Write the letter on the board this way:

<i>go</i>		<i>ma</i>	
<i>g</i>	<i>o</i>	<i>m</i>	<i>a</i>

c. Paghimo og mga Pulongan (Making Phrases)

- Let pupils form phrases or sentences with words already introduced.
- Teacher lets pupils read the phrases they gave.

Example: *ang goma dako* *Lami ang gabi.*

- Teacher gives more practice activities for the letter “Gg”.

Examples: (1) Picture Recognition; (2) Forming words from syllables

NOTES

4

PANITIKONG MGA PULONG (SPELLING WORDS)

- Teacher lets pupils spell words using their letter flashcards.

Spelling words: *goma, gatas, gitara, gansa, gabi*

5

PANITIKONG MGA PULONG (SPELLING WORDS)

- Teacher gives homework: Let pupils look for one object at home that begins with the letter “Gg”. Let them bring the object tomorrow.

ADLAW

3

**MATERIALS**

1. Poem written on a chart or manila paper
2. Flash cards with polite expressions
3. Copies of Leveled Text: **“Tan-awa Kami”**
4. Flash cards with words and phrases from the Leveled text

I

RUTINA (ROUTINE)**a. Pagpaambit (Sharing)**

- Teacher asks pupils to talk in pairs about the object that begins with the letter “Gg” which they brought from home.
- Teacher asks 2 volunteers to share in front of to the class. Provide sentence prompts or guide pupils to talk in front of an audience.

b. Balak o Kanta (Poem or Song)

- Teacher shows the longer version of the poem to the pupils.
- Teacher reads the poem to the pupils. Have the pupils recite the poem as a class, in pairs and in groups.

Sugilon (Parts 1 -3)**Sugilon**

*Nakabati akog sugilon
Sugilon gikan sa bukid
May nagaihaw og ibid
Ang tambok pito ka bakid*

*Nakabati akog sugilon
Sugilon gikan sa Argao
May nagaihaw og langaw
Ang tambok pito ka tadyaw*

*Nakabati akog sugilon
Sugilon gikan sa Sugbo
May nagaihaw og bao
Ang tambok pito ka barko*

MATINAHORONG MGA EKSPRESYON UG PANIMBAYA (POLITE EXPRESSIONS AND GREETINGS)

2

- Teacher gives situations for pupils to use polite words.

Example: *Kon makita ninyo si Ma'am Rose sayo sa buntag, unsay inyong isulti?* (If you see Ms. Rose early in the morning, what do you say?) (“Maayong buntag!”)

- Show flash cards with polite expressions.

Maayong buntag/ hapon/ gabii.

Salamat

Palihog

Pasayloa ko.

Walay sapayan.

- Teacher gives pupils situations to dramatize while use polite expressions.

Examples:

1) *Nasaghiran nimo ang baso sa tubig sa imong igsoon ug nayabo ang tubig. Unsay imong isulti sa imong igsoon?* (You shoved your sister’s glass of water spilling the water. What do you say?)

Answer: *Pasyaloo ko.* (I’m sorry.)

2) *Sayo sa buntag, nasugatan nimo ang inyong silingan. Unsay imong isulti?* (You meet your neighbor early in the morning. What do you say?)

Answer: *Maayong buntag.* (Good morning.)

3) *Sayo sa buntag, nasugatan nimo ang inyong silingan. Unsay imong isulti?* (You meet your neighbor early in the morning. What do you say?)

Answer: *Maayong buntag.* (Good morning.)

4) *Aduna kay buot ipabubat sa lain. Unsay imong isulti?* (You ask a favor from someone. What do you say?)

Answer: *Palihog...* (Please...)

NOTES

3

GINIYAHANG PAGBASA SA LEVELED TEXT:
“TAN-AWA KAMI”

NOTE

Leveled texts are books that students read. The lowest level of leveled texts is simple with familiar, predictable, repetitive and rhythmic language patterns and a close relationship between the words and the picture. As the books become more complex, readers are challenged with texts that are less predictable and have more complex language, less pictures, more print and more demanding content. Leveled texts are used to build vocabulary, develop fluency skills, learn the structure of narrative or expository text, and develop comprehension skills.

(GUIDED READING OF THE LEVELED TEXT:
“LOOK AT US”)

A. BULUHATON SA DILI MAGBASA (PRE-READING ACTIVITIES)

1) Pag-ugba og mga Pulong (Word Work)

- Teacher shows the high frequency words in flash cards. Ask pupils to read the words.

tan-awa

kami

2) Pagbasa og mga Pulongan (Phrase Reading)

- Teacher shows phrases from the leveled text in flash cards. Ask pupils to read them.

nagsulat kami

nagdula kami

malipayon kami

3) Pasunding sa mga Hulagway (Picture Walk)

- Teacher lets pupils look at the pictures on each page of the book. Teacher talks about it.

Example: *Unsay inyong nakita sa bulagway?* (What do you see in the picture?)

4) Pagpabiluna sa Senaryo (Setting the Scene)



Teacher says: *Unsang mga butanga ang inyong gusto buhaton uban sa inyong mga bigala o pamilya?* (What are the things that you like to do with friends and family?)



Teacher says: *Ang ulohan sa atong basabon kay “Tan-awa Kami”. Gisulat kini ni Ani Rosa Almario ug ang retratista kay si Harry James Creo.* (The title of our story is “Look at Us”. The author is Ani Rosa Almario and the photographer is Harry James Creo.)

B. ATOL SA PAGBASA (DURING READING)

- Teacher lets pupils read the story in pairs.
- Teacher goes around and listens in as they read.

c. Buluhaton Paghuman og Basa (After Reading Activities)

- Teacher asks pupils questions about the text read.

Example:

- *Mabitungod sa unsa ang estorya?* (What is the story about?)

- *Unsang mga buluhatona ang nabisgotan sa estorya? Diin kaba kini gibubhat?* (What activities are in the story? Where are these activities done?)

Note to Teacher: Take this opportunity to work with struggling pupils in the class, assess their progress and take note of observations.

For pupils having difficulties in reading some words, guide pupils by letting them do either of the following or a combination of the following until the pupil is able to read the word:

- 1) Check the picture for clues
- 2) Sound the letters of the word and try to blend the letters and read the word
- 3) Check if the word said is appropriate for the text

For example: If the original sentence is: “The dove flew.” And the pupil may say: “The dog flew.” Teacher asks the pupil if it makes sense that dogs fly. Then s/he lets the pupil try again

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

4

- Teacher gives homework: Ask pupils to observe activities that they and family members do at home.

RUTINA (ROUTINE)

I

a. Pagpaambit (Sharing)

- Teacher asks pupils to talk in pairs about the things they do at home. Ask 5 volunteers to share to the class.

b. Balak o Kanta (Poem or Song)

- Teacher divides the class into three groups. Have them recite parts of the poem in groups – one stanza per group.

NOTES

ADLAW

4

NOTES

**MATERIALS**

1. Poem written on a chart or manila paper
2. Papers and coloring materials
3. Copies of Leveled Texts: **“Tan-awa Kami”**

2**BALIK-TUON SA PANITIKONG MGA PULONG
(REVIEW OF SPELLING WORDS)**

- Teacher reviews the pupils on spelling words.

Example: Pilia ang sakto nga panitik sa mga pulong. (Choose the correct spelling of the word.)

cami *kami* *kame*

Additional spelling words from the leveled text: *tan-awa, kami, nagbasa, nagsulat, nagduwa*

3**PAGBALIK SA SUGILANON: “TAN-AWA KAMI”****(RE-READING OF THE LEVELED TEXT: LOOK AT US**

- In a pair, teacher assigns Pupil A and Pupil B. Pupil A reads to pupil B. They exchange roles after.
- Teacher goes around and listens in. Guide pupils who are struggling to read the text.

4**BULUHATON SA PAGSULAT: PAGSULAT OG
KAUGALINGONG BERSIYON SA LEVELED TEXT****(COMPOSING ACTIVITY: WRITING OWN VERSION
OF LEVELED TEXT)****a. Pagmodelo sa Buluhaton (Modelling the Activity)**

Teacher says: *Ilisan nato ang mga buluhaton sa teksto og mga buluhaton nga gusto ninyo bubaton kon naa mo sa dagat. (We are going to try to change the activities in the text with activities you want to do if you are in the beach.)*

- Teacher provides sentence frames:

Tan-awa kami!

_____ *kami!*

Tan-awa kami!

_____ *kami!*

b. Kaugalingong Komposisyon (Individual Composition)

- Teacher tells pupils that they will do the tasks on their own and make their own books. They can choose from five places.

Example: *uma, baybayon, balay, playground, simbahan.*

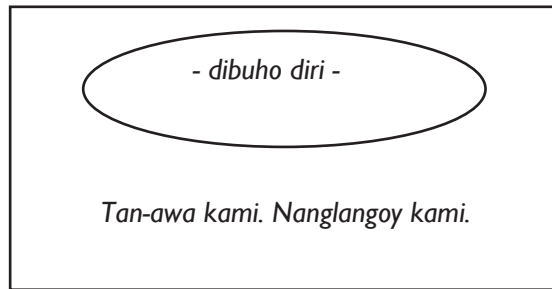
- 1) Pupils need to come up with two activities that they can do in the places that they choose to write about.

2) Each pupil receives 3 pieces of papers. Teacher instructs the pupils with the following:

a) The first bond paper is the cover page. They write the title “Tan-awa Kami” and they also write their names for author and illustrator.

Teacher provides a sample cover page on the blackboard for pupils to follow.

b) Each page will have an illustration of the activities that pupils do on their chosen place. Below the illustration, pupils write the text



- Teacher asks pupils to show and talk about their outputs to their seatmates.

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

5

- Teacher asks pupils to bring their outputs home and read it to their family members.

RUTINA (ROUTINE)

1

a. Pagpaambit og Balita (News Sharing)

- Teacher asks pupils to share with their partner the books they made yesterday. Ask for 2 volunteers to share to the class.
- Teacher provides sentence prompts or guides pupils to talk in front of an audience.

b. Balak o Kanta (Poem or Song)

- Teacher divides the class into three groups. Have them recite with actions parts of the poem in groups – one stanza per group.

**BALIK-TUON SA MGA PULINGAN
(REVIEW ON PRONOUNS)**

2

- Teacher conducts an activity or gives a written exercise to review pronouns. This may serve as an assessment.

Examples: dialogue, role play

NOTES

ADLAW

5



MATERIALS

1. Poem written on a chart or manila paper

NOTES

3**PAGSUSI SA PANITIK (SPELLING ASSESSMENT)**

- Teacher dictates the spelling words and have pupils write on a piece of paper or in their notebooks.
- Teacher dictates one or two phrases or sentences.

Example: *Tan-awa kami. ang goma*

4**KINAUGALINGONG PAGBASA
(INDEPENDENT READING)**

- Teacher asks pupils to exchange with other pupils the books they made yesterday. Give time for pupils to read the book silently. Then pupils talk with their partners about it.

5**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- Teacher asks pupils to rate how they feel about the writing activity. Pupils can give thumbs up (for like) and thumbs down (for dislike) signs.
- Teacher gives homework: Observe one animal at home or in the neighborhood.

WEEK

13

TEACHER'S GUIDE

GRADE I

MOTHER TONGUE

SINUGBUANONG

BINISAYA

THEME: MGA MANANAP UG PANANOM
(ANIMALS AND PLANTS)

READ ALOUD BOOK: *SI HULMIGAS UG SI APAN*
(ANT AND GRASSHOPPER)



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE I
SINUGBUANONG BINISAYA
QUARTER 2, WEEK 13 (50 MINUTES PER DAY)**

Theme: *Mga Mananap ug Pananom (Animals and Plants)*

Read Aloud Book: *Si Hulmigas ug si Apan (The Ant and the Grasshopper)*

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Talk about experiences/ occasions in the home, school or community 	<ul style="list-style-type: none"> News sharing Poem or Song that rhymes Games
	PA	<ul style="list-style-type: none"> Supply rhyming words to complete a rhyme, poem or song 	
I	OL	<ul style="list-style-type: none"> Participate actively during read alouds by making comments and answering questions 	Read Aloud: <i>“Si Hulmigas ug si Apan”</i> (As retold by: Virgilio S. Almario; Illustrator: Renato Gamos)
	V	<ul style="list-style-type: none"> Give meanings of words through realia, picture clues, actions or gestures and context clues 	
	ATR	<ul style="list-style-type: none"> Listen attentively and react positively during storytelling 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Teacher asks pupils to talk about something related to the theme or lesson. <p>b. Poem or Song</p> <ul style="list-style-type: none"> Teacher teaches a poem/song ending in rhyming words. <p>c. Games (optional)</p> <ul style="list-style-type: none"> Teacher uses game to review lesson/s in the previous week. 	<p>I. Routine</p> <p>a. News Sharing</p> <p>Pupils share experiences about animals, lessons given or homework done.</p> <p>b. Poem or Song</p> <ul style="list-style-type: none"> Pupils recite a poem or sing a song. <p>c. Games</p> <ul style="list-style-type: none"> Pupils participate actively in games to review lessons.
<p>I. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Read Aloud: Si Hulmigas ug si Apan</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Teacher discusses difficult words from the story. Teacher relates the story to experiences of pupils and sets the motive question. Teacher discusses the cover of the book. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Teacher reads the story to pupils stopping at pages to ask questions. 	<p>I. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)\</p> <p>2. Read Aloud: Si Hulmigas ug si Apan</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Pupils get the meaning of a word through gestures, picture or context. Pupils talk about experiences related to the story. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Pupils listen to the story attentively. Pupils answer questions or give comments during the read aloud.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

Day	Domain	Objectives	Subject Matter
2	OL	<ul style="list-style-type: none"> Listen and respond to others in oral conversation 	<ul style="list-style-type: none"> Read Aloud: “Si Hulmigas ug si Apan” (As retold by: Virgilio S. Almario; Illustrator: Renato Gamos)
	LC	<ul style="list-style-type: none"> Discuss, illustrate and dramatize specific events in a story read 	
	F	<ul style="list-style-type: none"> Read grade I level words, phrases and sentences with appropriate speed, accuracy and expression 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> Teacher asks pupils for reactions about the story. <p>3. Spelling Words</p> <ul style="list-style-type: none"> Teacher focuses on spelling words. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework related to the story read. 	<p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> Pupils talk about their reactions to the story. <p>3. Spelling Words</p> <p>Pupils spell words correctly.</p> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils draw their favorite character from the story the listened to.
<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem/song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Retelling of the Read Aloud: <i>Si Hulmigas ug si Apan</i></p> <ul style="list-style-type: none"> Teacher asks pupils to retell story in pairs. Teacher discusses the story. <p>3. Shared Reading of the Read Aloud: <i>Si Hulmigas ug si Apan</i></p> <ul style="list-style-type: none"> Teacher rereads the story and assigns some pupils to read parts of the story. <p>4. Group Work: Story Discussion</p> <ul style="list-style-type: none"> Teacher asks comprehension questions after rereading. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework related to the story. 	<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem/song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Retelling of the Read Aloud: <i>Si Hulmigas ug si Apan</i></p> <ul style="list-style-type: none"> Pupils retell the story to their partner. Pupils listen to rereading of the story and read parts of the story. <p>3. Shared Reading of the Read Aloud: <i>Si Hulmigas ug si Apan</i></p> <ul style="list-style-type: none"> Pupils listen to rereading of the story and read parts of the story. <p>4. Group Work: Story Discussion</p> <ul style="list-style-type: none"> Pupils compare the characters from the story. Pupils talk about parts of the story in groups. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils prepare to talk about one vocabulary word from the story.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;
ATR – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;
S – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
3	AK PWR	<ul style="list-style-type: none"> Give the sound of target letter: <i>Dd</i> Identify the upper case and lower case of target letter: <i>Dd</i> 	<ul style="list-style-type: none"> Target letter: <i>Dd</i> Review of letters previously learned Personal Pronouns: Review
	HW	<ul style="list-style-type: none"> Write the upper case and lower case of target letter, <i>Dd</i>, with proper sequence of strokes 	
	PWR	<ul style="list-style-type: none"> Give the beginning letter/ sound of the name of each picture Match words with pictures/ objects 	
	PA	<ul style="list-style-type: none"> Blend letters to form syllables Blend syllables to form words 	
	G	<ul style="list-style-type: none"> Identify personal pronouns 	
4	PA	<ul style="list-style-type: none"> Blend letters to form syllables Blend syllables to form words 	<ul style="list-style-type: none"> Possessive Pronouns: Review Spelling Vocabulary Words
	G	<ul style="list-style-type: none"> Identify possessive pronouns 	
	S	<ul style="list-style-type: none"> Correctly spell grade level words 	
	V	<ul style="list-style-type: none"> Use vocabulary referring to animals, objects and environment 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem/song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review on Personal Pronouns</p> <ul style="list-style-type: none"> Teacher lets pupils use personal pronouns in conversations. <p>3. Target Letter: Dd</p> <ul style="list-style-type: none"> Teacher presents the letter “Dd”. Teacher discussed the letter “Dd”. Teacher gives skills activities for letter “Dd”. <p>4. Syllabication</p> <ul style="list-style-type: none"> Teacher conducts lesson on syllabication with the letter “Dd”: da/de/di/do/du. <p>5. Syllabication Review</p> <ul style="list-style-type: none"> Teacher reviews syllabication and blending to form words using letters previously learned. <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework related to the day’s lesson. 	<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem/song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review on Personal Pronouns</p> <ul style="list-style-type: none"> Pupils demonstrate the use of personal pronouns in conversations or dialogues. <p>3. Target Letter: Dd</p> <ul style="list-style-type: none"> Pupils give the sound of the letter “Dd”, give words beginning in “Dd” and write the letter “Dd”. Pupils answer skills activities for letter “Dd”. <p>4. Syllabication</p> <ul style="list-style-type: none"> Pupils blend vowels with letter “Dd” to form syllables and blend syllables to form words. <p>5. Syllabication Review</p> <ul style="list-style-type: none"> Pupils participate in syllabication activity. <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Ask homework, pupils ask their family members about a place that begins with the letter “Dd.”
<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem/song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review: Possessive Pronouns</p> <ul style="list-style-type: none"> Teacher asks pupils to use possessive pronouns when talking to a classmate. 	<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem/song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review: Possessive Pronouns</p> <ul style="list-style-type: none"> Pupils demonstrate proper use of possessive pronouns in conversations.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

Day	Domain	Objectives	Subject Matter
4	PA	<ul style="list-style-type: none"> Blend letters to form syllables Blend syllables to form words 	<ul style="list-style-type: none"> Possessive Pronouns: Review Spelling Vocabulary Words
	G	<ul style="list-style-type: none"> Identify possessive pronouns 	
	S	<ul style="list-style-type: none"> Correctly spell grade level words 	
	V	<ul style="list-style-type: none"> Use vocabulary referring to animals, objects and environment 	
5	SS	<ul style="list-style-type: none"> Interpret a map of a classroom or school 	<ul style="list-style-type: none"> Read Aloud: “Si Hulmigas ug si Apan” (As retold by: Virgilio S. Almario; Illustrator: Renato Gamos) Spelling Words Composing Activity
	OL	<ul style="list-style-type: none"> Listen and respond to others in oral conversation 	
	S	<ul style="list-style-type: none"> Correctly spell grade level words 	
	C	<ul style="list-style-type: none"> Express ideas through words and phrases using both invented and conventional spelling 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>3. Spelling Review</p> <ul style="list-style-type: none"> Teacher reviews pupils spelling words. <p>4. Vocabulary Words Review</p> <ul style="list-style-type: none"> Teacher gives a review on vocabulary words. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework to enhance spelling skills. 	<p>3. Spelling Review</p> <ul style="list-style-type: none"> Pupils participate actively in activities to review spelling words. <p>4. Vocabulary Words Review</p> <ul style="list-style-type: none"> Pupils choose the correct vocabulary word to complete a sentence. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils practice using spelling words in a sentence.
<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem/song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Test</p> <ul style="list-style-type: none"> Teacher assesses spelling skills of pupils through dictation, scramble letters, etc. <p>3. Retelling of the Read Aloud story: Si Hulmigas ug si Apan</p> <ul style="list-style-type: none"> Teacher asks pupils to retell the story using pictures from the book. <p>4. Composing Activity: Writing about the book</p> <ul style="list-style-type: none"> Teacher facilitates composing activity about the book. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework to the pupils. 	<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem/song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Test</p> <ul style="list-style-type: none"> Pupils spell grade level words correctly. <p>3. Spelling Assessment</p> <ul style="list-style-type: none"> Pupils answer spelling test. <p>4. Rereading of the Read Aloud: Si Hulmigas ug si Apan</p> <ul style="list-style-type: none"> Pupils retell the story in pairs. <p>5. Composing Activity: Writing about the book</p> <ul style="list-style-type: none"> Pupils illustrate and write one or two sentences about parts or characters of the book. <p>6. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils bring their outputs home and talk about it to their family members.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

ADLAW

I



MATERIALS

1. Poem written on chart or manila paper
2. Book: *Si Hulmigas ug si Apan*
3. Pictures for vocabulary words; ant and grasshopper

RUTINA (ROUTINE)

a. *Pagpaambit* (Sharing)

- Teacher asks pupils talk about an animal at home or in the neighborhood that they observed during the weekend.
- Teacher asks two pupils to share in front of the class. Provide pupils with sentence prompts or fames to guide when talking or sharing.

b. *Balak o Kantang Nagrima* (Poem or Song that Rhymes)

- Teacher introduces a rhyming poem or song.
- Teacher reads the poem. Have pupils recite the poem as a class and in groups.

Unggoy

May unggoy kong gamay,
Gisugo og kamunggay.
Nganong nagdugay-dugay,
Nakakita og away.

May unggoy kong dako,
Gisugo og sako.
Nganong nagduko-duko,
Kay nakakita og usa ka dako.



Teacher asks: *Babin sa unsa ang balak?* (What is the poem about?)
Unsang mga pulonga ang nagrima sa kataposan sa mga linya? (What words rhyme at the end of the poem?)

2

SUGILANON: SI HULMIGAS UG SI APAN

(READ ALOUD STORY: ANT AND GRASSHOPPER)

A. *BULUHATON SA DILI PA MAGBASA* (PREREADING ACTIVITIES)

Pagtangtang sa mga Kalisdanan (Unlocking of Difficulties)

- Teacher unlocks difficult words from the story using picture, context or gestures.
- Teacher talks about the words.

madaginoton (thrifty) – *Ang akong mama kay madaginoton kaayo. Dili niya gusto usikan ang mga butang sama sa pagkaon o tubig.* (My mother is very thrifty. She does not like to waste things like food or water.)

Ang buot ipasabot sa madaginoton kay dili usikan o di ganahan mag-usik.
(The meaning of “thrifty” is not wasteful or does not like to waste.)
Unsaon pagpakita ang pagka madaginoton? (How do you show being thrifty?)

kasubo (sorrow) – *Dako ang kasubo sa bata nga nawad-an og tsinelas.*
(The child who lost his slippers felt very sad.)

Ang kasubo kay parehas lang sa kaguol o dili malipayon. (Sorrow is similar to sadness or not being happy.)

Unsa ang binali sa kasubo? (What is the opposite of sorrow?)

ting-ani (harvest season) – *Ting-ani karon maong daghan og dalang humay ug utanon si Tatay gikan sa uma.* (It is harvest season so father brought a lot of grain and vegetables from the farm.)

Ang “ting-ani” mao ang panabon nga mangani ang mga tawo sa ilang mga tanom sa umahan. (Harvest season means the time when people harvest what they planted in the farm.) *Unsay buhaton sa mag-uma kon ting-ani?* (What does a farmer do during harvest season?)

Paglab-as sa mga Kanhing Nabibal-an (Activating Prior Knowledge)

- Teacher shows picture of the ant and grasshopper. Teacher asks questions so class can talk about the animals.

Teacher says: *Unsa ni nga mga mananap? Naobserbahan na ba ninyo sila? Unsay ilang ginabuhat?* (What do you call these animals? Have you observed them? What do they do?)



- Teacher shows pupils the cover of the book and asks pupils to point or read the title, author and illustrator.

Teacher says: *Ang ulohan sa libro kay “Si Hulmigas ug si Apan”.* *Gisulat kini ni Virgilio S. Almario ug gidibubo ni Renato Gamos.*
(The title of the story is “The Ant and the Grasshopper”. The author is Virgilio S. Almario and the illustrator is Renato Gamos.)



Pangutanang Naghatag og Motibo (Motive Questions)

Teacher says: *Tan-awa ninyo ang bapin sa libro? ... Bahin sa unsa kaba ang estorya? ... Unsay gusto ninyong mahibal-an bahin sa estorya?*
(Look at the cover. What do you think is the story about? ... What do you want to know about the story?)

B. BULUHATON ATOL SA PAGBASA (DURING READING ACTIVITIES)

- Teacher reads the story to the pupils pausing at certain pages.

After reading page 5

Teacher says: *Unsa kaba ang tubag o gibuhat ni Hulmigas?*
(What do you think was Ant’s reply or what did he do?)



NOTES

On page 13



Teacher says: *Unsa kaba ang bubaton ni Hulmigas?* (What do you think will Ant do when Grasshopper knocked on the door?)

On page 18



Teacher says: *Unsa kabay nabitabo kang Apan?* (What do you think happened to Grasshopper?)

C. BULUHATON HUMAN OG BASA (AFTER READING ACTIVITIES)

- Teacher asks questions to discuss the story.

Example:

Ibulagway si Hulmigas ug si Apan. (Describe Ant and Grasshopper.)

Unsa ang ginabubhat ni Hulmigas? (What does Ant do?)

Unsa ang ginabubhat ni Apan? (What does Grasshopper do?)

Pag-abot sa ulan, unsa ang nabitabo kang Hulmigas ug Apan?
(After the rain, what happened to Ant and Grasshopper?)

Unsa ang nabitabo kang Apan pagkahuman sa ulan?
(What happens to Grasshopper after the rain?)

Nagustohan ba ninyo ang estorya? Ngano o nganong dili?
(Do you like the story? Why or why not?)

Unsang bahina sa estorya ang nagustohan ninyo pag-ayo?
(Which part of the story do you like best?)

3

PANITIKONG MGA PULONG (SPELLING WORDS)

- Teacher presents spelling words by relating them to the story. Show the words in flash cards.

apan

ulan

uma

balay

gutom

4

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

- Teacher gives homework:** Draw your favorite character in the story. Be ready to talk about them and why you like them tomorrow.

RUTINA (ROUTINE)

1

a. Pagpaambit (Sharing)

- Teacher asks pupils talk about their homework in pairs: Which character do you like? Why?
- Teacher asks 2 pupils to share in front of the class. Provide pupils with sentence prompts or fames to guide when talking to an audience.

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

- Teacher asks pupils to recite the poem.
- Teacher asks pupils to identify the rhyming words. Tell the pupils to substitute the rhyming words with other words that rhyme. Below are some suggestions:

lukay	tabay	bangkô	tukó
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Unggoy

May unggoy kong gamay,
Gisugo og _____ (lukay).

Nganong nagdugay-dugay,
Nakakita og _____ (tabay).

May unggoy kong dako,
Gisugo og _____ (bangkô).

Nganong nagduko-duko,
Kay nakakita og _____ (tukó).

ADLAW

2



MATERIALS

1. Poem written on chart or manila paper
2. Book: **Si Hulmigas ug si Apan**
3. Venn Diagram for character profile
4. Rhyming words in flash cards
5. Pictures of events from the story

**SUBLING PAGSUGID SA SUGILANON:
SI HULMIGAS UG SI APAN**

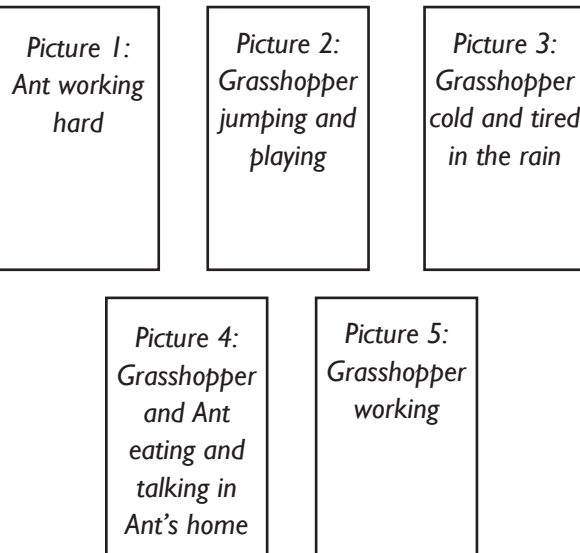
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**(RETELLING THE READ ALOUD STORY:
ANT AND GRASSHOPPER)**

a. Pagsunod-sunod sa mga Panghitabo (Sequencing Events)

- Teacher asks pupils to arrange the pictures as they happen in the story.

NOTES



b. *Subling Pagsugilon sa Estorya* (Retelling of the Story)

- Teacher asks pupils to retell the story in pairs using the pictures. Ask for 5 volunteers to retell to the class.

3

AMBITAY NGA PAGBASA: SI HULMIGAS UG SI APAN

**(SHARED READING OF THE READ ALOUD STORY:
ANT AND GRASSHOPPER)**

- Teacher rereads the story and asks volunteers to help read some lines from the book.

Suggested lines:

Page 3: *Kini si Apan, bugoy ug tapolan.*

Page 4: *“Bay Migas, dali magdula ta.”*

Page 8: *Usa ka adlaw, kalit nga mibundak ang ulan.*

Page 11: *Daghang kaboy ug tanom ang nangadaot.*

Page 16: *Naluoy si Hulmigas sa nakita niya.*

Page 17: *“Naulaw ko kaayo.”*

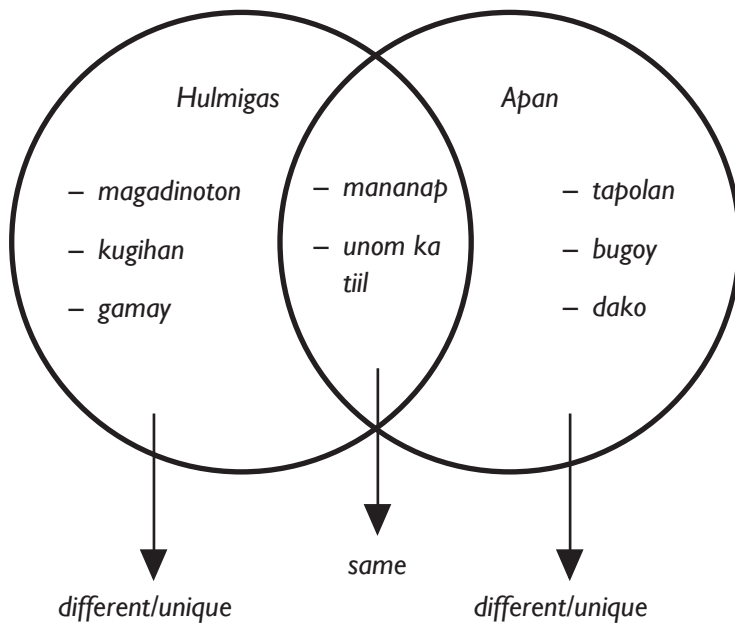
Page 17: *“Ayaw kaguol kay daghang pagkaon akong natigom.”*

**BULUHATONG PANGGRUPO:
SI HULMIGAS UG SI APAN**

4

(GROUP WORK: ANT AND GRASSHOPPER)

- Teacher talks about characteristics of Ant and Grasshopper through a Venn Diagram.
- Teacher asks: Kinsay mas ganahan ninyo – si Hulmigas o si Apan? Ngano? (Who do you like – Ant or Grasshopper? Why?)
- Teacher writes traits in the Venn Diagram. Explain that on each side you write traits that are unique to each character and in the middle, you have the traits that are the same.



- Teacher divides the class into 6. Give one discussion question for each group written on the board or on strips of paper.
 - 1) *Unsang mga butanga ang gibubat ni Hulmigas? (What things did Ant do?)* [role play]
 - 2) *Unsang mga butanga ang gibubat ni Apan? (What things did Grasshopper do?)* [role play]
 - 3) *Nganong nausab man si Apan? (Why did Grasshopper change?)* [role play]

NOTES

4) *Kon ikaw si Hulmigas, imo bang tabangan si Apan? Ngano?* (If you were Ant, would you help Grasshopper? Why?) [drawing and writing]

5) *Pnyde bang magdula-dula pero kugiban gibapon? Unsaon?* (Can you be playful yet hardworking too? How?) [role play]

- Teacher asks pupils to present their role play and outputs. Have the pupils display their outputs on the walls.

5

PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)

- Give pupils homework: Choose one word from any of the vocabulary words – *apan, ulan, uma, balay, gutom*. Prepare to talk about it in class the following day.

ADLAW

3



MATERIALS

1. Poem written on chart or manila paper
2. Book: ***Si Hulmigas ug si Apan***
3. Pictures of words beginning in /d/
4. Flash cards with rhyming words
5. Letter flash cards
6. ***Sinugbuang Binisaya*** Learner's Manual

I

RUTINA (ROUTINE)

a. Pagpaambit (Sharing)

- Teacher asks pupils to share to their seatmate what they know about one vocabulary word they have chosen.
- Teacher asks 2 pupils to share in front of the class. Provide pupils with sentence prompts or fames to guide when talking to an audience.

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

- Teacher asks pupils to recite the poem.
- Teacher asks pupils to recite lines from the poem by group. Assign a line for each group.
- Teacher reviews rhyming words:
 - 1) Cover some of the rhyming words.
 - 2) Present other words that rhyme and do not rhyme. Let pupils pair together rhyming words.
 - 3) Ask pupils to substitute the covered words with the new rhyming word.

asin	baybay	suka	kuko
paypay	singsing	pikó	hulmigas

Unggoy
 May unggoy kong gamay,
 Gisugo og _____ (paypay)

Nganong nagdugay-dugay
 Nakakita og _____ (baybay)

May unggoy kong dako,
 Gisugo og _____ (pikó)

Nganong nagduko-duko,
 Kay nakakita og usa ka _____ (kuko)

2

- Teacher shows flash cards of personal pronouns. Divide into small groups. Give situations for pupils to talk and use personal pronouns.

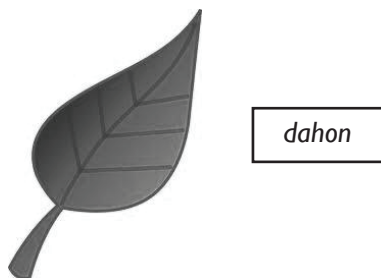
Example: introducing each other in a gathering; introducing a new friend; talking about family members

TUMONG NGA LETRA (TARGET LETTER): DD

3

- Present a picture beginning with the letter “Dd”.

Example:



Teacher says: *Unsay inyong nakita sa hulagway? Diin ni ninyo makit-i?*
 (What do you see in the picture? Where do you see this?)

- Teacher lets pupils talk about the picture.
- Teacher focuses on the name of the picture. Ask pupils if they can give the sound of the beginning letter.
- Teacher gives the sound of the letter /d/. Ask pupils to give the sound of the letter /d/. Ask them to say it in pairs, groups and as a whole class.



NOTE

You may refer to the audio file provided.

NOTES



BRIDGING

The words *dahan*, *dila* and *dentista* are terms used in Filipino with the same meaning. The sound of the letter “Dd” is the same in mother tongue and Filipino.

- Teacher asks pupils to give words beginning with letter /d/. As they give the words, write them on the board.
- Teacher shows pictures of words beginning with letter /d/. Let the pupils guess the name of the picture. Then, show them the word written on flash cards.

dalan	dila	dentista	duldol
-------	------	----------	--------

- Teacher shows pupils how to write the big and small letter “Dd”. Let them practice writing on air, at the back of their classmate, using their body parts, etc.

Mga Balubaton (Activities):

1. Handwriting: Refer to *Sinugbuanong Binisaya Kagamitan ng Mag-aaral* (Learner’s Manual) p. 41 for writing exercises in letter “Dd”. Teacher can also write the letters on the board and have pupils copy and practice on their notebooks.

4

PAGSILABA (SYLLABICATION)

a. *Pagbuak sa Pulong* (Word Breaking)

- Teacher conducts word-breaking activity similar to those discussed in previous weeks.

Example:

d	i	l	a
d	i		
d	i	l	a
di		la	
dila			

b. *Paghimo og mga Pulong* (Word Making)

- Teacher gives pupils a set of flashcards with letters /d/, the vowels and letters previously discussed. Review syllabication using the letter flashcards.
- Teacher asks pupils to form words from the syllables using their letter flashcards.

c. *Paghimo og mga Pulongan* (Making Phrases)

- Teacher lets pupils form phrases with words beginning in /d/ and spelling words already introduced.

- Teacher asks pupils to read the phrases they gave.

Examples: *Dako ang dalan. Ang dahon dako.*

Buluhatong Panggrupo (Group Work):

- Teacher divides the class into groups. Show them a set of flashcards with syllables. Ask groups to come up with as many phrases or sentences in one minute from the syllables given.
- Teacher provides other practice activities to enhance learning about the letter /d/.

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

5

- Teacher gives homework to pupils: Ask your parents for a place that begins with the letter /d/. Ask them questions about the place. You will talk about the place the following day.

RUTINA (ROUTINE)

I

a. Pagpaambit (Sharing)

- Teacher asks pupils to share to their seatmate about a place that begins with the letter /d/.
- Teacher asks two pupils to share in front of the class. Provide pupils with sentence prompts or fames to guide when talking to an audience.

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

- Teacher asks pupils to recite the poem to their partner.
- Review on rhyming words:
 - 1) Cover some of the rhyming words.
 - 2) Ask pupils to substitute the covered words with a new rhyming word.

Unggoy

*May unggoy kong gamay,
Gisugo og _____.*

*Nganong nagdugay-dugay,
Nakakita og _____.*

*May unggoy kong dako,
Gisugo og _____.*

*Nganong nagduko-duko,
Kay nakakita og usa ka _____.*

NOTES

ADLAW

4



MATERIALS

1. Poem written on chart or manila paper
2. Pictures of spelling words

NOTE

Teacher may present a new material or poem for pupils to supply rhyming words.

NOTES

2

**BALIK-TUON: PANGHUPOT NGA PULINGAN
(REVIEW: POSSESSIVE PRONOUN)**

- Teacher shows flash cards of possessive pronouns. Divide into small groups. Give situations for pupils to talk and use personal pronouns.

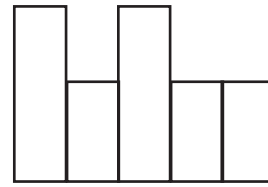
Example: show things they own to groupmates and talk about it

3

PANITIKONG MGA PULONG (SPELLING WORDS)

- The following spelling words are added: dahon, dila, dalan, dako, daplin
- Teacher reviews spelling words through various activities.

Example:



4

**BALIK-TUON: KAPULONGANONG MGA PULONG
(REVIEW: VOCABULARY WORDS)**

- Teacher presents a cloze paragraph. Read the paragraph to the pupils. Let them complete the paragraph by choosing the words from the box.

Example:

kasubo ting-ani Apan kugihan tapolan Hulmigas

Adunay managhigala, si Hulmigas ug si Apan. Si Hulmigas kay _____ . Kugihan siya labi nag _____ sa uma. Si Apan kay _____. Usa ka adlaw, miulan ug si _____ kay walay pagkaon ug masilongan. Dako ang _____ ni Apan. Nanuktok si Apan sa balay ni _____. Gipasulod ug gipakaon siya ni Hulmigas.

5

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- Teacher gives homework: Practice writing the spelling words. Use them in a sentence.

RUTINA (ROUTINE)

1

a. Pagpaambit (Sharing)

- Teacher asks pupils to talk with their partners about an insect or any animal they know of.
- Teacher asks 2 pupils to share in front of the class. Provide pupils with sentence prompts or frames to guide when talking to an audience.

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

- Teacher asks pupils to give rhyming words for some of the words in the poem
- Teacher asks pupils recite the poem in groups or as a class.

ADLAW

5



MATERIALS

1. Poem written on chart or manila paper
2. Pictures of events from the story used in Day 2

PAGSUSI SA PANITIK (SPELLING ASSESSMENT)

2

- Teacher gives spelling assessment. It can be through dictation, scrambled letters or identifying the correct spelling.
- Teacher asks pupils to write one or two simple sentences from the words learned.

PAGSUBLI SA SUGILANON: SI HULMIGAS UG SI APAN

3

(RETELLING OF THE STORY: ANT AND GRASSHOPPER)

- Teacher asks to re-tell the story in pairs. Display the illustrations or pictures used in Day 2 to help the pupils.

BULUHATON SA PAGSULAT: PAGSULAT BAHIN SA LIBRO

4

(COMPOSING ACTIVITY: WRITING ABOUT THE BOOK)

- Teacher asks pupils to write and illustrate about a character or events from the book. Pupils will write one or two sentences for each illustration.

Example:

- *Hulmigas* (Ant)

- *Apan* (Grasshopper)

- *Ang nabitabo kang Apan pag-ulan* (What happened to Grasshopper when it rained)

NOTES

- *Ang gibubat ni Hulmigas sa iyang balay pagkusog sa ulan* (What Ant was doing in his house when it rained)

- *Ang gibubat ni Hulmigas dibang nangayo og tabang si Apan* (What Hulmigas did when Grasshopper asked for help)

5

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

Homework: Teacher asks pupils to show their outputs to their family members and talk about it at home.



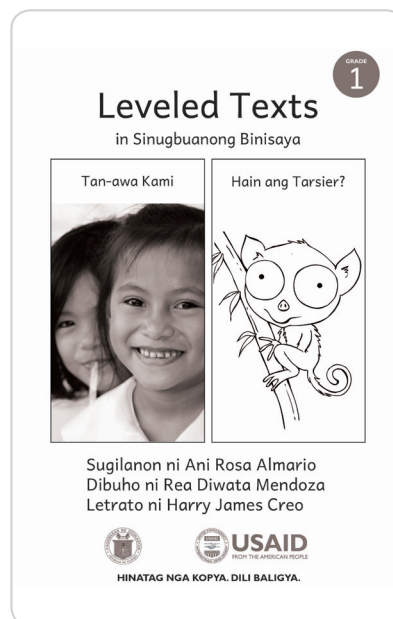
TEACHER'S GUIDE

GRADE 2
MOTHER TONGUE
SINUGBUANONG
BINISAYA

THEME: MGA MANANAP UG PANANOM (ANIMALS AND PLANTS)

**READ ALOUD BOOK: SI HULMIGAS UG SI APAN
 (ANT AND GRASSHOPPER)**

**GUIDED READING STORY: HAIN ANG TARSIER?
 (WHERE IS THE TARSIER?)**



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE I
SINUGBUANONG BINISAYA
QUARTER 2, WEEK 14 (50 MINUTES PER DAY)**

Theme: *Mga Mananap ug Pananom* (Animals and Plants)

Read Aloud Story: *Si Hulmigas ug si Apan*

(The Ant and the Grasshopper)

Guided Reading Story: *Hain ang Tarsier?* (Where is Tarsier?)

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Talk about experiences/ occasions in the home, school or community Recite and sing individually, with ease and confidence, songs, poems, chants or riddles 	<ul style="list-style-type: none"> News sharing Individual recitation of poem or song Games
	ATR	<ul style="list-style-type: none"> Listen attentively and react positively during storytelling 	<ul style="list-style-type: none"> Read Aloud: "<i>Si Hulmigas ug si Apan</i>" (As Retold by: Virgilio S. Almario; Illustrator: Renato Gamos) Letter Writing Cause and Effect
C	<ul style="list-style-type: none"> Express ideas through words and phrases, using both invented and conventional spelling 		
OL	<ul style="list-style-type: none"> Participate actively during read alouds by making comments and answering questions 		
LC	<ul style="list-style-type: none"> Identify cause and/or effect of events in a story listened to 		

LEGEND: AK – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Teacher asks pupils to talk about something related to the theme or lesson. <p>b. Poem/song</p> <p>Teacher teaches a poem or action song.</p> <p>c. Games (optional)</p> <ul style="list-style-type: none"> Teacher uses game to review lesson/s in the previous week. 	<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Pupils share experiences about animals, lessons given or homework done. <p>b. Poem/song</p> <ul style="list-style-type: none"> Pupils recite a poem or sing an action song. <p>c. Games</p> <ul style="list-style-type: none"> Pupils participate actively in games to review lessons.
<p>I. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Re-reading of the Read Aloud: Si Hulmigas ug si Apan</p> <ul style="list-style-type: none"> Teacher rereads the Read Aloud. <p>3. Cause and Effect</p> <ul style="list-style-type: none"> Teacher discusses the story focusing on cause-and-effect of events. <p>4. Composing Activity: Writing a “Thank You” Letter</p> <ul style="list-style-type: none"> Teacher models letter writing. 	<p>I. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Re-reading of the Read Aloud: Si Hulmigas ug si Apan</p> <ul style="list-style-type: none"> Pupils listen attentively to re-reading of the story. <p>3. Cause and Effect</p> <ul style="list-style-type: none"> Pupils identify the cause and the effect. <p>4. Composing Activity: Writing a “Thank You” Letter</p> <ul style="list-style-type: none"> Pupils participate in creating a class letter.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

Day	Domain	Objectives	Subject Matter
2	V	<ul style="list-style-type: none"> Use vocabulary referring to animals and environment 	<ul style="list-style-type: none"> Target Letter: Hh Spelling Words
	AK PWR	<ul style="list-style-type: none"> Give the sound of target letter: <i>Hh</i> Identify the upper case and lower case of target letter: <i>Hh</i> 	
	HW	<ul style="list-style-type: none"> Write the upper case and lower case of target letter, Hh, with proper sequence of strokes 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>5. Concluding the session</p> <ul style="list-style-type: none"> Teacher asks pupils to bring their outputs home. 	<ul style="list-style-type: none"> Pupils listen attentively to re-reading of the story. <p>3. Cause and Effect</p> <ul style="list-style-type: none"> Pupils identify the cause and the effect. <p>4. Composing Activity: Writing a “Thank You” Letter</p> <ul style="list-style-type: none"> Pupils participate in creating a class letter. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils show their outputs to family members and read it.
<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Target Letter: Hh</p> <ul style="list-style-type: none"> Teacher discusses the letter “Hh”. Teacher conducts skills activities for letter “Hh”. <p>3. Syllabication</p> <ul style="list-style-type: none"> Teacher conducts lesson on syllabication with the letter Hh: ha/he/hi/ho/hu. <p>4. Spelling Words</p> <ul style="list-style-type: none"> Teacher gives activity to introduce spelling words. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework related to the lesson for the day. 	<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Target Letter: Hh</p> <ul style="list-style-type: none"> Pupils give the sound of the letter “Hh”, give words beginning in letter “Hh” and practice writing letter “Hh”. Pupils answer skills activities for letter “Hh”. <p>3. Syllabication</p> <ul style="list-style-type: none"> Pupils blend vowels with letter “Hh” to form syllables and blend syllables to form words. Pupils make simple sentences from words learned. <p>4. Spelling Words</p> <ul style="list-style-type: none"> Pupils correctly spell grade level words. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils bring an object that begins with the letter “Hh” and talk about it.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

Day	Domain	Objectives	Subject Matter
3	OL	<ul style="list-style-type: none"> Use common polite expressions and greetings Participate actively during reading by making comments and asking questions 	<ul style="list-style-type: none"> Leveled Text: <i>Hain ang Tarsier?</i> (Author: Ani Almario; Illustrator: Rhea Diwata Mendoza)
	F	<ul style="list-style-type: none"> Read Grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	
	ATR	<ul style="list-style-type: none"> Read books given to them 	
	RC	<ul style="list-style-type: none"> Give the main idea of the story 	
4	ATR	<ul style="list-style-type: none"> Listen attentively and react positively during storytelling 	<ul style="list-style-type: none"> Leveled Text: <i>Hain ang Tarsier?</i> (Author: Ani Almario; Illustrator: Rhea Diwata Mendoza)
	F	<ul style="list-style-type: none"> Read grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	
	G	<ul style="list-style-type: none"> Identify action words in phrases or sentences 	
	V	<ul style="list-style-type: none"> Use vocabulary referring to animals and environment 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Guided Reading of the Levelled Text: Hain ang Tarsier?</p> <p>a. <i>Prereading</i></p> <ul style="list-style-type: none"> • Teacher introduces high frequency words and some phrases. • Teacher relates the story to pupils' experiences. • Teacher walks the pupils through the pictures in the book. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> • Teacher lets pupils read the story in pairs. <p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> • Teacher asks questions about the story. • Teacher asks comprehension questions about the story. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher gives homework related to the theme or lesson. 	<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Guided Reading of the Levelled Text: Hain ang Tarsier?</p> <p>a. <i>Prereading</i></p> <ul style="list-style-type: none"> • Pupils read high frequency words and some phrases from the text. • Pupils talk about their experiences. • Pupils look at and talk about the pictures on the leveled text. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> • Pupils read the leveled text in pairs. <p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> • Pupils talk about the story. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils copy homework. • As homework, pupils bring a picture of their favorite animal.
<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Review</p> <ul style="list-style-type: none"> • Teacher reviews spelling words. 	<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Review</p> <ul style="list-style-type: none"> • Pupils correct the misspelled words in the sentence.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;
ATR – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;
S – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
4			
5	SS	<ul style="list-style-type: none"> Interpret a map of the classroom or school 	<ul style="list-style-type: none"> Leveled Text: <i>Hain ang Tarsier?</i> (Author: Ani Almario; Illustrator: Rhea Diwata Mendoza)
	C	<ul style="list-style-type: none"> Express ideas through words and phrases, using both invented and conventional spelling 	
	F	<ul style="list-style-type: none"> Read grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	
	ATR	<ul style="list-style-type: none"> Browse books and read books 	
<p>LEGEND: AK – Alphabet Knowledge; OL – Oral Language; PWR – Phonics and Word Recognition; PA – Phonological Awareness; F – Fluency; G – Grammar Awareness; V – Vocabulary Development</p>			

Teacher Activities	Learner Activities
<p>3. Re-reading of the Levelled Text: Hain ang Tarsier?</p> <ul style="list-style-type: none"> Teacher asks pupils to read the story again in pairs. Pupil A will read to Pupil B, and the exchange roles. <p>4. Verbs</p> <ul style="list-style-type: none"> Teacher focuses on the action words from the story. <p>5. Composing Activity: Making a Collage or Book of Verbs</p> <ul style="list-style-type: none"> Teacher model writing activity. <p>6. Concluding the session</p> <ul style="list-style-type: none"> Teacher plays the game “Simon says”. 	<p>3. Re-reading of the Levelled Text: Hain ang Tarsier?</p> <ul style="list-style-type: none"> Pupils read the story to each other. <p>4. Verbs</p> <ul style="list-style-type: none"> Pupils identify the action words from the story. <p>5. Composing Activity: Making a Book of Verbs</p> <ul style="list-style-type: none"> Pupils make a book or collage of verbs in groups. <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Pupils actively participate in the game.
<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review: Map Reading</p> <ul style="list-style-type: none"> Teacher facilitates discussion on map reading. <p>3. Spelling Test</p> <ul style="list-style-type: none"> Teacher gives spelling test. <p>4. Independent Reading</p> <ul style="list-style-type: none"> Teacher gives time for pupils to read books. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework related to the activities for the day. 	<p>1. Routine</p> <p>a. Sharing/ News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review: Map Reading</p> <ul style="list-style-type: none"> Pupils use words to give location. Pupils talk about places in the classroom. <p>3. Spelling Test</p> <ul style="list-style-type: none"> Pupils correctly spell grade level words. <p>4. Independent Reading</p> <ul style="list-style-type: none"> Pupils read stories they choose. Pupils draw and write about stories they read. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Pupils talk about the story they read to their family members.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

ADLAW

I



MATERIALS

1. Poem written on a chart or manila paper
2. Flash cards with statements of cause and effect

I

RUTINA (ROUTINE)

a. *Pagpaambit og Balita* (News Sharing)

- Teacher models news sharing about something that happened.



Teacher says: *Mga bata, aduna koy estorya bahin sa nabitabo kanako. Sa miaging semana, naglakaw-lakaw ko samtang nag-text sa akong cellphone. Wa nako mamatikdi ang libaong sa dalan. Paglakang nako, nasulod akong tiil sa libaong ug nawala akong balanse. Hapit gyod ko malamba!* (Children, I have to tell you about something that happened to me. Last week, I was walking while texting on my cellphone. I did not notice the hole on the road. When I stepped, my feet went into the hole and I lost my balance. I nearly fell down!)

- Teacher asks questions to get answers that focus on the cause and the effect.

Example: *Unsa ang sayop nga nabuhat nako? ... Nganong hapit ko malamba? ... Unsa ang leksiyon ini?* (What was the wrong thing I did? Why did I nearly fall down? What is the lesson here?)



Teacher says: *Kamo, mga bata? Aduna bay nabitabo kaninyo nga susama sa nabitabo nako? O aduna ba moy gibuhat nga adunay maayo o bati nga resulta? Isugid sa inyong katapad.* (How about you? Do you have a similar story? Or did you do something that resulted in something good or bad? Talk to your partners.)

- Teacher asks two pupils to share to the class.

b. *Balak o Kanta* (Poem or Song)

- Teacher introduces a poem or action song. Have the pupils recite the poem as a class and in groups.

2

PAGSUBLI SA SUGILANON: SI HULMIGAS UG SI APAN

(RE-READING OF THE READ ALOUD STORY: ANT AND GRASSHOPPER)

- Teacher rereads the story to the pupils. S/he can ask some pupils to join and help read parts of the story.

3

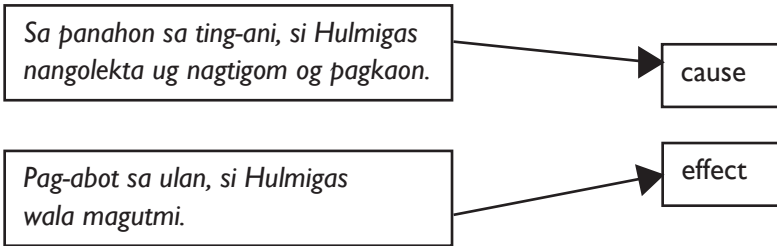
HINUNG DAN UG EPEKTO (CAUSE AND EFFECT)

- Teacher focuses on the skill in identifying Cause-and-Effect.



Teacher says: *Aduna koy duba ka kapabayag gikan sa estoryang “Si Hulmigas ug Si Apan”.* (Here are two sentences taken from the story, “Ant and Grasshopper”.)

NOTES

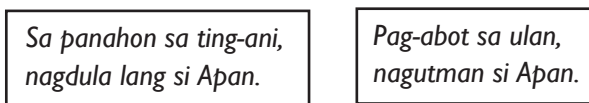


Teacher asks: *Nganong nagtigom man si Hulmigas og pagkaon?*
(Why did Ant gather food?)

Nganong wala man magutmi si Hulmigas?
(Why didn't Ant get hungry?)

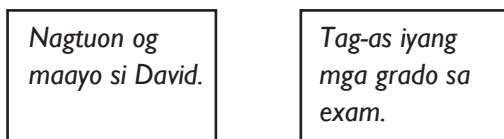
Teacher says: *Ang kapabayag sa flashcard nga naa sa taas mao ang binungdan. Ang binungdan mao ang rason sa panghitabo. Motubag kini sa pangutanang “Ngano”. Ang kapabayag sa flashcard nga naa sa ubos mao ang epekto. Ang epekto mao ang panghitabo o resulta tungod sa binungdan. Motubag kini sa pangutanang “Unsay nabitabo”.* (The sentence on the flashcards at the top is the cause. Cause is the reason why an event happens. It answers the question “Why”. The sentence on the flashcard at the bottom is the “effect”. It happens after the cause. It answers the question “What happens”.)

- Teacher shows another set of flash cards and asks pupils to read. Then, ask the pupil to identify the cause and the effect.



- Teacher gives 3 more situations and lets pupils match the cause and the effect.

Example:



BRIDGING

The skill in identifying “cause-and-effect” is the same in Mother Tongue, Filipino and English. This can be easily transferred in the two languages. When teaching “cause-and-effect” in Filipino, teacher can explicitly make connections to concepts of “hinungdan” (cause) and “epekto” (effect) taught in mother tongue.

BULUHATON SA PAGSULAT: PAGHIMO OG SULAT (COMPOSING ACTIVITY: LETTER WRITING)

3

- Teacher recalls what Ant did when Grasshopper was hungry and had no place to go.

Teacher says: *Kon ikaw si Apan unsay imong isulti kang Hulmigas tungod kay gitabangan ka niya ug gihatagan og pagkaon?* (If you were Grasshopper, what would you say to Ant for helping you and giving you food?)

NOTES

- Teacher models writing to the class. Ask pupils about their idea for writing a “Thank You” letter to Ant. As pupils answer, write their thoughts on the board.

Example:

Mahal kong Hulmigas, (Dear Ant)

Sa panabon nga ako gigutom ug walay masilongan, imo kong gitabangan. Salamat kaayo, akong higala. (When I was hungry and had no place for shelter, you helped me. Thank you, my friend.)

Sukad karon, motrabaho na ko ug magtigom gyod ko. Pero unta, makaduwa ta panagsa inigkabuman og trabaho? (From now on, I will work and start saving. But can we play sometimes after working?)

Imong higala, (Your friend,)

Apan (Grasshopper)

- Teacher asks pupils to write their own letters.

4

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

- Teacher gives homework: Bring your letters home and read it to your family members. Bring your letters back to school the following day.

ADLAW

2



MATERIALS

1. Poem written on a chart or manila paper
2. Pictures of things beginning in /h/
3. Flash cards with words beginning in /h/
4. Letter flash cards

I

RUTINA (ROUTINE)

a. Pagpaambit (Sharing)

- Teacher lets pupils read their letters from yesterday’s activity to their seatmates.
- Teacher asks for two volunteers to read their letters in front of the class.

b. Balak o Kanta (Poem or Song)

- Teacher lets pupils recite a poem or sing an action song.

TUMONG NGA LETRA (TARGET LETTER): Hh

2

- Present a picture beginning with the letter “Hh”.

Example:

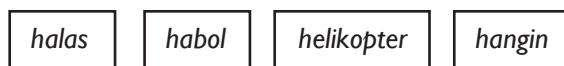


hari

Teacher says: *Unsay inyong nakita sa bulagway? Kinsa ang makita sa bulagway? Unsa ang naa sa iyang ulo? Unsay iyang gibuhat?* (What do you see in the picture? Who do you see? What is on his head? What does he do?)

- Teacher lets pupils talk about the picture.
- Teacher focuses on the name of the picture. Ask pupils if they can give the sound of the beginning letter.
- Teacher gives the sound of the letter /h/. Ask pupils to give the sound of the letter /h/. Ask them to say it in pairs, groups and as a whole class.
- Teacher asks pupils to give words beginning with the letter /h/. As they give the words, write them on the board.
- Teacher shows pictures of words beginning with letter /h/. Let pupils guess the name of the picture. Then, show them the word written on flash cards.

Example:



- Teacher shows pupils how to write the big and small letter “Hh”. Let them practice writing on air, at the back of their classmate, using their body parts, etc.

PAGSILABA (SYLLABICATION)

3

a. Pagbuak sa Pulong (Word Breaking)

- Teacher conducts word-breaking activity similar to those discussed in previous weeks.



NOTE

You may refer to the audio file provided.



BRIDGING

The words helikopter and hangin are terms used in Filipino with the same meaning. The sound of the letter “Hh” is the same in mother tongue and Filipino.

NOTES

Example:

<i>ha</i>		<i>ri</i>	
<i>h</i>	<i>a</i>		
<i>h</i>	<i>a</i>	<i>r</i>	<i>i</i>
<i>ha</i>		<i>ri</i>	
<i>hari</i>			

b. Paghimo og Pulong (Word Making)

- Teacher gives pupils a set of flashcards with letter /h/, the vowels and letters previously discussed. Review syllabication using the letter flashcards.
- Teacher asks pupils to form words using their letter flashcards.

c. Paghimo og mga Pulongan (Making Phrases)

- Teacher lets pupils to work in pairs. They form sentences about the words beginning in /h/ such as “*hari*”, “*halas*”, “*habol*”, etc. together with words already introduced.

Examples: *Ang hari kugihan.* *Ang halas dako.*

- Teacher asks pupils to read the phrases they gave to the class.

4

PANITIKONG MGA PULONG (SPELLING WORDS)

- Teacher divides the class into groups. Ask groups to spell the words the teacher gives using their letter flashcards.

<i>halas</i>	<i>habol</i>	<i>hapin</i>	<i>hamon</i>	<i>hakot</i>
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5

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

- Teacher gives homework: Bring a picture of an object, animal or plant that begins with the letter /h/. Be ready to talk about it the following day.

RUTINA (ROUTINE)

1

ADLAW

3

a. Pagpaambit (Sharing)

- Teacher asks pupils to talk about the pictures they brought with their seatmate.
- Teacher asks for two volunteers to share to the class. Guide the pupils in sharing in front of an audience.
- Teacher lets pupils post the pictures that they brought on the Word Wall.

b. Balak o Kanta (Poem or Song)

- Teacher lets pupils recite a poem or sing an action song.

**GINIYAHANG PAGBASA SA LEVELLED TEXT:
“HAIN ANG TARSIER?”**

2

**(GUIDED READING OF THE LEVELLED TEXT:
WHERE IS THE TARSIER?)**

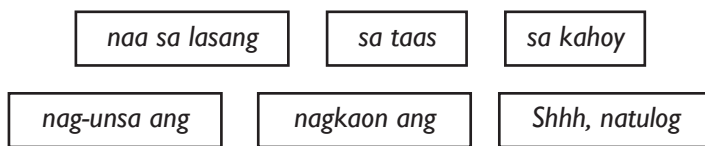
1) Pag-ugha og Pulong (Word Work)

- Teacher shows the high frequency words in flash cards. Ask pupils to read the words.



2) Pagbasa og mga Pulongan (Phrase Reading)

- Teacher shows phrases from the levelled text in flash cards. Ask pupils to read them.



3) Pasunding sa mga Hulagway (Picture Walk)

- Teacher lets pupils look at the pictures on each page of the book. Teacher talks about it.

Example:

Unsa inyong nakita sa hulagway? (What do you see in the picture?)

Niini nga hulagway, unsa ang gibuhang sa mawmag o tarsier?

(In this picture, what is the tarsier doing?)



MATERIALS

1. Poem written on a chart or Manila paper
2. Flash cards with high frequency words
3. Copies of levelled text: **Hain ang Tarsier?**
4. Flash cards for phrase reading

NOTE

Another local term for tarsier is “mawmag”.

NOTES

NOTE

Take this opportunity to work with struggling pupils in the class, assess their progress and take note of observations. For pupils having difficulties in reading some words, guide pupils by letting them do any of the strategies mentioned in Week 12.

4) *Pagpabiluna sa Senaryo* (Setting the Scene)

Teacher says: *Kaila ba mo og manmag o tarsier? Asa makita ang mga manmag o tarsier?* (Do you know what a tarsier is? Where can you find tarsiers?)

- Teacher lets pupils talk about tarsiers.

Teacher says: *Ang ulohan sa atong basabon kay "Hain ang Tarsier?". Gisulat kini ni Ani Rosa Almario ug gidibubo ni Rea Divata Mendoza.* (The title of our story is "Where is Tarsier?". The author is Ani Rosa Almario and illustrator is Rea Divata Mendoza.)

a. *Atol sa Pagbasa* (During Reading)

- Teacher lets pupils read the story in pairs.
- Teacher goes around and listens in as they read.

b. *Buluhaton Human og Basa* (After Reading Activities)

- Teacher asks pupils questions about the text read.

Example:

- *Bahin sa unsa ang estorya?* (What is the story about?)
- *Asa makita ang manmag o tarsier?* (Where do we find the tarsier?)
- *Unsa ang mga gipangbubut sa manmag o tarsier?* (What is the tarsier doing?)

4

PANITIKONG MGA PULONG (SPELLING WORDS)

5

PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)

- **Teacher gives homework:** Bring a picture of your favorite animal. Ask your parents what the animal does. Be ready to share the following day.

ADLAW

4

I

RUTINA (ROUTINE)

a. *Pagpaambit* (Sharing)

- Teacher asks pupils to talk about the pictures they brought with their seatmate.
- Teacher asks for two volunteers to share to the class. Guide the pupils in sharing in front of an audience.

b. *Balake o Kanta* (Poem or Song)

- Teacher lets pupils recite a poem or sing a song.

NOTES

**BALIK-TUON SA PANITIKONG MGA PULONG
(REVIEW OF SPELLING WORDS)**

2

- Teacher reviews the pupils on spelling words.

Example: Isakto ang pulong nga sayop ang pagkatitik. (Correct the misspelled word in the sentence.)

1. *Haen ang tarsier?*

2. *Naa sa kahoy ang tarsier.*

Additional spelling words from levelled text:

lasang, kaboy, hain, taas, tulog



MATERIALS

1. Poem written on a chart or manila paper
2. Copies of levelled text: ***Hain ang Tarsier?***



BRIDGING

PAGSUBLI SA SUGILANON: HAIN ANG TARSIER?

3

(RE-READING OF THE LEVELED TEXT: “WHERE IS THE TARSIER?”)

- In a pair, teacher assigns Pupil A and Pupil B. Pupil A reads to pupil B. They exchange roles after.
- Teacher goes around and listens in. Guide pupils who are struggling to read the text.

The concept of verbs is the same for Mother Tongue and Filipino and English. It can be easily transferred and strengthened in the two languages. In teaching verbs in Filipino, teacher

MGA PUNGLIHOK (VERBS)

4

- Teacher asks pupils to act out the things that the tarsier did in the story.

Example: *mikatkat sa kahoy, mikaon, natulog*

- Teacher asks pupils what other things a tarsier can do. As they give answers, write the action words on the board.

Teacher says: *Mga punghibok ang mga pulong nga anaa sa blackboard. Ang mga punghibok kay mga pulong nga nagpakita og aksiyon o libok.* (The words on the board are action words. Verbs are words that denote actions.)

can explicitly make connections to the concept of “punglihok” (verbs) in mother tongue.

- Teacher asks volunteers to do an action. The rest of the class say what the action is.



NOTES

5

BULUHATON SA PAGSULAT: PAGSULAT OG LIBRO SA PUNGLIHOK**(MAKING A COLLAGE OR BOOK OF VERBS)**

- Teacher asks pupils to sit in groups of 5. They paste the pictures of animals on a piece of paper and write a sentence about what the animal does. Have them compile all the papers together to make a book. Let them make a cover page for the book.

Example:



Ang halas mikamang.

- Teacher lets pupils display their books on the walls.

6

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- Teacher plays the game: “Ingon ni Simon” (“Simon Says”).

Instruction: Pupils will only do the action if before the action word, teacher says “Simon says”.

Example:

Ingon ni Simon, lingkod. (Simon says, sit!) – Pupils will do the action.

Lingkod. (Sit.) – Pupils will not do the action.

ADLAW

5

**MATERIALS**

1. Poem written on a chart or manila paper
2. Grade level books for pupils to read

I

RUTINA (ROUTINE)**a. Pagpaambit (Sharing)**

- Teacher asks volunteers from yesterday’s group work to show and talk about their outputs.
- Teacher asks for two volunteers to share to the class. Guide the pupils in sharing in front of an audience.

b. Balak o Kanta (Poem or Song)

- Teacher lets pupils recite a poem or sing a song.

2

**BALIK-TUON: PAGBASA OG MAPA
(REVIEW: MAP READING)**

- Teacher shows a map of a classroom. Teacher asks pupils where certain objects or things are. Let pupils answer by using words such as: *sa atubangan, sa likod, sa wala, sa tuo*, etc.

Example:

- 1) *Hain ang pisara?* (Where is the blackboard?)
- 2) *Makit-an ang estante sa likod sa classroom. Itudlo ang estante.* (The shelf can be found at the back of the classroom. Find and point to the shelf on the map.)
- 3) *Hain ang silbig?* (Where is the broom?)

PAGSUSI SA PANITIK (SPELLING ASSESSMENT)

- Dictate the spelling words and have pupils write on a piece of paper or in their notebooks.
- Dictate 1 or 2 phrases or sentences.

Example: *Hain ang hari? Naa sa lasang ang balas.*

KINAUGALINGONG PAGBASA (INDEPENDENT READING)

- Teacher provides books for pupils to read. Have pupils choose books that they can read individually.
- Pupils write about the book that they read in their notebooks. Here is a suggested guide for pupils to follow:

Ulohan sa libro: _____

Sinulat ni: _____

Ang estorya bahin sa _____ .

(I-drawing kon bahin sa unsa ang estorya.)
(Draw what the story is about.)

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

- Teacher gives homework: Talk to your family members about the story you read today.

NOTES



BRIDGING

The skill, map reading, is the same for Filipino and English. It does not need to be re-taught; instead it is easily transferred to and reinforced in the two languages. This activity to review map reading is similar to the activity in Filipino Week 12.

3

4

5

WEEK

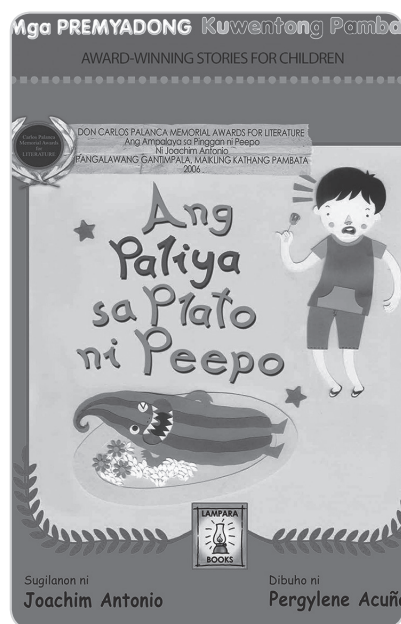
15

TEACHER'S GUIDE

GRADE 2 MOTHER TONGUE SINUGBUANONG BINISAYA

THEME: AKONG LAWAS: KALIMPIYO UG KAHIMSOG (MY BODY: HYGIENE AND HEALTH)

READ ALOUD BOOK: ANG PALIYA SA PLATO NI PEEPO (THE BITTER GOURD IN PEEPO'S PLATE)



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE I
SINUGBUANONG BINISAYA
QUARTER 2, WEEK 15 (50 MINUTES PER DAY)**

Theme: *Akong Lawas: Kalimpiyo ug Kahimsog (My Body: Hygiene and Health)*

Read Aloud Book: *Ang Paliya sa Plato ni Peepo (The Bitter Gourd on Peepo's Plate)*

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Talk about experiences/ occasions in the home, school or community 	<ul style="list-style-type: none"> News sharing Rhyming poem or song Games
	PA	<ul style="list-style-type: none"> Supply rhyming words to complete a rhyme, poem or song 	
	F	<ul style="list-style-type: none"> Read grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	
I	OL	<ul style="list-style-type: none"> Participate actively during read alouds by making comments and asking questions 	<ul style="list-style-type: none"> Read Aloud: <i>“Ang Paliya sa Plato ni Peepo”</i> (Author: Joachim Antonio; Illustrator: Peryglene Acuña)
	V	<ul style="list-style-type: none"> Give meanings of words through picture clues, gestures or context clues 	
	ATR	<ul style="list-style-type: none"> Listen attentively and react positively during storytelling 	
	LC	<ul style="list-style-type: none"> Predict the possible ending of the story listened 	

LEGEND: AK – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Teacher asks pupils to talk about something related to the theme or lesson. <p>b. Poem/song</p> <ul style="list-style-type: none"> Teacher teaches a poem/song ending in rhyming words. <p>c. Games (optional)</p> <ul style="list-style-type: none"> Teacher uses game to review lesson/s in the previous week. 	<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Pupils share experiences about animals, lessons given or homework done. <p>b. Poem or Song</p> <ul style="list-style-type: none"> Pupils recite a poem or sing a song. <p>c. Games</p> <ul style="list-style-type: none"> Pupils participate actively in games to review lessons.
<p>I. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Read-Aloud: Ang Paliya sa Plato ni Peepo</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Teacher discusses difficult words from the story. Teacher relates the story to experiences of pupils and sets the motive question. Teacher discusses the cover of the book. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Teacher reads the story to pupils stopping at pages to ask questions. Teacher lets pupils predict the ending of the story. 	<p>I. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Read-Aloud: Ang Paliya sa Plato ni Peepo</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Pupils get the meaning of a word through gestures, picture or context clues. Pupils talk about experiences related to the story. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Pupils listen to the story attentively. Pupils answer questions or give comments during the read aloud. Pupils predict the ending of the story.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

Day	Domain	Objectives	Subject Matter
2	OL	<ul style="list-style-type: none"> Listen and respond to others in oral conversation 	<ul style="list-style-type: none"> Read Aloud: “Ang Paliya sa Plato ni Peepo” (Author: Joachim Antonio; Illustrator: Peryglene Acuña)
	LC	<ul style="list-style-type: none"> Retell a story read Discuss, illustrate, dramatize specific events in a story read 	
	V	<ul style="list-style-type: none"> Use vocabulary referring to people and environment 	
	F	<ul style="list-style-type: none"> Read grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> Teacher asks pupils for reactions about the story. <p>3. Spelling Words</p> <ul style="list-style-type: none"> Teacher introduces spelling words from the story. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework related to the story. 	<p>c. <i>After Reading</i></p> <p>Pupils talk about their reactions to the story.</p> <p>3. Spelling Words</p> <ul style="list-style-type: none"> Pupils talk about spelling words presented. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils talk to their family members about keeping their bodies healthy.
<p>1. Routine</p> <p>a. Sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Retelling of Read Aloud story: <i>Ang Paliya sa Plato ni Peepo</i></p> <ul style="list-style-type: none"> Teacher asks pupils to re-tell the story in pairs using pictures. <p>3. Shared Reading of the Read Aloud: <i>Ang Paliya sa Plato ni Peepo</i></p> <ul style="list-style-type: none"> Teacher rereads the story. Teacher asks comprehension questions during rereading. <p>4. Group Work: Story Discussion</p> <ul style="list-style-type: none"> Teacher asks pupils to answer discussion questions. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework related to the story 	<p>1. Routine</p> <p>a. Sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Retelling of Read Aloud story: <i>Ang Paliya sa Plato ni Peepo</i></p> <ul style="list-style-type: none"> Pupils retell the story to their partners. <p>3. Shared Reading of the Read Aloud: <i>Ang Paliya sa Plato ni Peepo</i></p> <ul style="list-style-type: none"> Pupils read some parts of the story Pupils answer comprehension questions <p>4. Group Work: Story Discussion</p> <ul style="list-style-type: none"> Pupils talk about questions and present answers creatively <p>5. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils ask family members about food they do not like

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
3	AK PA	<ul style="list-style-type: none"> Give the sound of target letter: Ww Identify the upper case and lower case of target letter: Ww 	<ul style="list-style-type: none"> Target letter: Ww Spelling Words
	HW	<ul style="list-style-type: none"> Write the upper case and lower case of target letter, Ww, with proper sequence of strokes 	
	PWR	<ul style="list-style-type: none"> Give the beginning letter/ sound of the name of each picture Match words with pictures/ objects 	
4	PA	<ul style="list-style-type: none"> Blend letters to form syllables Blend syllables to form words 	<ul style="list-style-type: none"> Verbs
	G	<ul style="list-style-type: none"> Identify action words in phrases or sentences 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>1. Routine</p> <p>a. Sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Target Letter: Ww</p> <ul style="list-style-type: none"> Teacher introduces and discusses the letter “Ww”. Teacher conducts skills activities for letter “Ww”. <p>3. Syllabication</p> <ul style="list-style-type: none"> Teacher conducts lesson on syllabication with the letter “Ww”: wa/we/wi/wo/wu. <p>4. Spelling Words</p> <ul style="list-style-type: none"> Teacher introduces spelling words. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework relate to the target letter. 	<p>1. Routine</p> <p>a. Sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Target Letter: Ww</p> <ul style="list-style-type: none"> Pupils give the sound of the letter “Ww”, give words beginning in “Ww” and practice writing the letter “Ww”. Pupils answer skills activities for letter “Ww”. <p>3. Syllabication</p> <ul style="list-style-type: none"> Pupils blend vowels with letter “Ww” to form syllables and blend syllables to form words. Pupils form simple sentences. <p>4. Spelling Words</p> <ul style="list-style-type: none"> Pupils spell grade level words. Pupils use spelling words in sentences. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Pupils bring pictures of words beginning in “Ww”.
<p>1. Routine</p> <p>a. Sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review on Verbs</p> <ul style="list-style-type: none"> Teacher reviews verbs through a game: “Charades.” <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework to reinforce vocabulary on verbs. 	<p>1. Routine</p> <p>a. Sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review on Verbs</p> <ul style="list-style-type: none"> Pupils give verbs and use verbs in sentences. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils draw a family member doing something and write two sentences about it.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;
ATR – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;
S – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
5	V	<ul style="list-style-type: none"> Use vocabulary referring to people and environment 	<ul style="list-style-type: none"> Read Aloud: “Ang Paliya sa Plato ni Peepo” (Author: Joachim Antonio; Illustrator: Peryglene Acuña)
	LC	<ul style="list-style-type: none"> Re-tell the story 	
	C	<ul style="list-style-type: none"> Express ideas through words and phrases using both invented and conventional spelling 	<ul style="list-style-type: none"> Composing Activity: Writing about the Book

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>1. Routine</p> <p>a. Sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Assessment</p> <ul style="list-style-type: none"> • Teacher gives spelling test. <p>3. Re-reading of the Read Aloud story: Ang Paliya sa Plato ni Peepo</p> <ul style="list-style-type: none"> • Teacher asks pupils to retell the story using pictures from the book <p>4. Composing Activity: Writing about the Story</p> <ul style="list-style-type: none"> • Teacher models composing activity <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher gives homework to prepare for next week's topic 	<p>1. Routine</p> <p>a. Sharing (same as above, refer to row under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Assessment</p> <ul style="list-style-type: none"> • Pupils spell grade level words correctly. <p>3. Re-reading of the Read Aloud: Ang Paliya sa Plato ni Peepo</p> <ul style="list-style-type: none"> • Pupils read parts of the story <p>4. Composing Activity: Writing about the Story</p> <ul style="list-style-type: none"> • Pupils write and illustrate about the book <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • Ask homework, pupils practice one exercise they can share to the class
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

ADLAW

I



MATERIALS

1. Copy of poem written on chart or Manila paper
2. Book: **Ang Paliya sa Plato ni Peepo**
3. Pictures for vocabulary words
4. Flash cards with spelling words

I

RUTINA (ROUTINE)

a. *Pagpaambit og Balita* (News Sharing)

- Teacher models news sharing about keeping the body healthy.



Teacher says: *Mga bata, unsay inyong ginabuhar kada buntag inigmata ninyo? Akong sugdan akong adlaw sa pag-ehersisyo. Pagkahuman, maligo ko ug mag-ilis. Andam na dayon ko mokaon og sustansiyadong pagkaon. Paborito nako ang paliya ug itlog para pamahaw.* (Children, what do you regularly do when you wake up in the morning? I start my day by exercising. Then, I shower and wear my clothes. I am then ready to have a healthy breakfast. My favorite breakfast is bitter gourd and egg.)

- Teacher asks pupils if they also exercise and what kind of breakfast they eat. Let pupils talk about why it is good to exercise and have a healthy breakfast.
- Teacher lets pupils share with their seatmates the things they do before going to school.
- Teacher asks two volunteers to share to the class. Provide prompts or guide the pupils in sharing in front of an audience.

b. *Balak o Kantang Nagrima* (Poem or Song that Rhymes)

- Teacher introduces a poem.
- Teacher reads the poem. Have pupils recite the poem as a class and in groups.

Ang Akong Tabanog
(Tinagik ni Egay Talipsay)

*Ako adunay tabanog
Gama sa plastik ug tukog
Yano man ug di makaibog
Molupad tupong sa panganod*

*Ang akong tabanog
Panag-ingnan sa pakigbisog
Kon kita maningkamot
Mokanaw samas iyang kahabog*



Teacher asks: *Bahin sa unsa ang balak?* (What is the poem about?)

Unsang mga pulonga ang nagrima sa katapusan sa mga linya? (What words rhyme at the end of the poem?)

SUGILANON: ANG PALIYA SA PLATO NI PEEPO

(READ ALOUD STORY: THE BITTER GOURD IN PEEPO'S PLATE)

**A. BULUHATON SA DILI PA MAGBASA
(PRE-READING ACTIVITIES)**

Pagtangtang sa mga Kalisdanan (Unlocking of Difficulties)

- Teacher unlocks difficult words from the story using picture, context or gestures.

habog (high) – *Habog kaayo ang bungtod maong lisod katkaton.* (The mountain is too high making it difficult to climb.)

Ang habog kay parehas ra sa taas. (“High” is similar to “tall”.) *Unsa pang mga lugara ang habog?* (What are other high places?)

sera-gana (dessert) – *Ang kataposang pagkaon sa paniudto kay saging. Mao kini ang sera-gana.* (The last food we had for lunch was a banana. It was dessert.)

Ang sera-gana mao ang kataposang ginakaon. Kasagaran tam-is kini nga pagkaon. (Dessert is the last sweet course of the meal.) *Makahunahuna ba mo og mga pagkaong pangsera-gana?* (Can you think of other desserts?)

Paglab-as sa mga Kanhing Nabibal-an (Activating Prior Knowledge)

- Teacher shows picture of bitter gourd.

Example: *Nakakaon na mo og paliya? Ganahan ba mo sa lami ani? Ngano o nganong dili?* (Have you tried eating bitter gourd? Do you like the taste of it? Why or why not?)

- Teacher shows pupils the cover of the book and asks pupils to point or read the title, author and illustrator.

Teacher says: *Ang ulohan sa libro kay “Ang Paliya sa Plato ni Peepo”. Gisulat kini ni Joachim Antonio ug gidibubo ni Pergylene Acuña.* (The title of the story is “The Bitter Gourd on Peepo’s Plate”. The author is Joachim Antonio and the illustrator is Pergylene Acuña.)

Pangutanang Naghatag og Motibo (Motive Questions)

Teacher says: *Tan-awa ninyo ang hapin sa libro. ... Bahin sa unsa kaba ang estorya? ... Unsay inyong gustong mahibal-an bahin sa estorya?* (Look at the cover. What do you think is the story about? ... What do you want to know about the story?)

Mokaon kaba si Peepo sa paliya? (Will Peepo eat the bitter gourd?)

2

ADLAW

2



NOTES

B. BULUHATON ATOL SA PAGBASA (DURING READING ACTIVITIES)

- Teacher reads the story to the pupils pausing at certain pages.

After reading pp. 5-6



Teacher says: *Unsa kaha ang bubaton ni Peepo?* (What will Peepo do?)

After reading pp. 9-10



Teacher says: *Unsa ang nabitabo? Unsa kaha ang bubaton ni Peepo?* (What happened? What will Peepo do?)

After reading pp.17 – 18

Teacher says: *Unsa ang nabitabo kang Peepo? Unsa kahay iyang bubaton?* (What happened to Peepo? What will Peepo do?)

C. BULUHATON HUMAN OG BASA (AFTER READING ACTIVITIES)

- Teacher asks questions to discuss the story.

Example:

Unsa ang problema sa nanay ni Peepo? (What is Peepo's mom worrying about?)

Unsa ang gibuhat sa tatay ni Peepo? (What does Peepo's father do?)

Nganong dili ganahan mokaon si Peepo og paliya? (Why doesn't Peepo like to eat bitter gourd?)

Unsa ang katingalahan nga nabitabo? Unsang mga butanga ang nanagko? (What unusual thing happened? What things started to get big?)

Unsa ang gibuhat ni Peepo para mapilde ang paliya? (What did Peepo do to fight the bitter gourd?)

Sa kataposan, unsa ang nabitabo? (What happened at the end?)

- Teacher asks pupils about their reactions to the story.



Teacher says: *Unsang babina sa estorya ang inyong nagustohan?* (Which part of the story did you like?)

- Teacher lets pupils talk to their seatmates. Ask for 5 volunteers to share to the class.

3**PANITIKONG MGA PULONG (SPELLING WORDS)**

- Teacher presents spelling words by relating them to parts in the story. Show the words in flash cards.

Example: *Unsa ang dili gustong kan-on ni Peepo?* (What doesn't Peepo like to eat?)

Other spelling words:

plato

tumoy

kaon

higante

paliya

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

4

Teacher gives homework: Talk to your parents or any family member about things to do to keep your body healthy and clean. Be ready to share tomorrow.

RUTINA (ROUTINE)

1

a. Pagpaambit (Sharing)

- Teacher asks pupils to talk about their homework in pairs: What things do you do to keep your body clean and healthy?
- Teacher asks two pupils to share in front of the class. Provide pupils with sentence prompts or guide when talking to an audience.

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

- Teacher asks pupils to recite the poem introduced in Day 1.
- Teacher asks pupils to identify the rhyming words. Tell the pupils to substitute the rhyming words with other words that rhyme. Teacher provides choices as in previous weeks.

**PAGBALIK SA SUGILANON:
ANG PALIYA SA PLATO NI PEEPO**

2

(RETELLING THE READ ALOUD STORY: THE BITTER GOURD IN PEEPO'S PLATE)

**a. Pagsunod-sunod sa mga Panghitabo
(Sequencing Events)**

- Teacher asks pupils to arrange the pictures as they happen in the story.

<p>Picture 1: Peepo not eating his food</p>	<p>Picture 2: Plate, bitter gourd and utensils getting bigger</p>	<p>Picture 3: Bitter gourd running after Peepo</p>
<p>Picture 4: Peepo getting bigger as he eats the meat</p>	<p>Picture 5: Big Peepo eating the ampalaya</p>	<p>Picture 6: Peepo about to eat the pineapple.</p>

ADLAW

2



MATERIALS

1. Copy of poem written on chart or manila paper
2. Book: **Ang Paliya sa Plato ni Peepo**
3. Pictures for sequencing of events

NOTES

b. *Subling Pagsugilon sa Estorya*
(Retelling of the Story)

- Teacher asks pupils to retell the story in pairs using the pictures. Ask for 6 volunteers to retell to the class.

3

**AMBITAY NGA PAGBASA:
ANG PALIYA SA PLATO NI PEEPO**

**(SHARED READING OF THE READ ALOUD STORY:
ANG PALIYA SA PLATO NI PEEPO)**

- Teacher rereads the story and asks volunteers to help read some lines from the book.

4

**BULUHATONG PANGGRUPO:
DISKUSYON BAHIN SA ESTORYA**

(GROUP WORK: STORY DISCUSSION)

- Teacher divides the class into groups. Give one discussion question for each group written on the board or strips of paper.

Sample questions:

a. *Unsang mga sustansiyadong pagkaon ang inyong gusto ug dili gusto kaanon? I-drawing sa tagsa ka column ang mga gusto ug dili ninyo gusto.* (What healthy food do you like and not like to eat? Draw in separate columns the food you like and not like to eat.)

b. *Unsa ang nahitabo sa dihang nagkadako ang mga pagkaon, plato, kutsara ug tenedor? Ipasundayag.* (What happened when the food, plate and utensils got bigger? Dramatize.)

c. *Unsa kaba ang buhaton ni Peepo sa mosunod nga mga adlaw? Ipasundayag.* (What will Peepo do in the next few days? Dramatize.)

- Teacher asks pupils to present their role play and outputs. Have the pupils display their outputs on the walls.

5

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- Teacher gives homework: Talk to your family members and ask them what food they like to eat and why. Be ready to share tomorrow.

RUTINA (ROUTINE)

1

ADLAW

3

a. Pagpaambit (Sharing)

- Teacher asks pupils talk about their homework in pairs: What is the favorite food of the family? Why?
- Teacher asks two pupils to share in front of the class. Provide pupils with sentence prompts or fames to guide when talking to an audience.

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

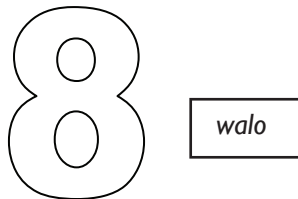
- Teacher introduces and reads another rhyming poem or song.
- Teacher asks pupils to recite the poem as a class and in groups. Have pupils identify the rhyming words at the end of the lines.

TUMONG NGA LETRA (TARGET LETTER): Ww

2

- Present a picture beginning with the letter “Ww”.

Example:



- **Teacher says:** Unsang numeroha ang inyong nakita? Unsang numeroha ang gisundan niini? Unsang numeroha ang sunod niini? (What number do you see? What number comes before and after this number?)
- Teacher focuses on the name of the picture. Ask pupils if they can give the sound of the beginning letter.
- Teacher gives the sound of the letter /w/. Ask pupils to give the sound of the letter /w/. Ask them to say it in pairs, groups and as a whole class.
- Teacher asks pupils to give words beginning with letter /w/. As they give the words, write them on the board.
- Teacher shows pictures of words beginning with letter /w/. Let the pupils guess the name of the picture. Then, show them the word written on flash cards.

Example:



MATERIALS

1. Poem written on chart or manila paper
2. Pictures of words beginning in /w/
3. Flaschards with letters
4. Flash cards of words beginning in letter /w/
5. **Sinugbuangon Binisaya** Learner’s Manual

NOTE

You may refer to the audio file provided.



BRIDGING

The word “wala” is a term used in Filipino with the same meaning. The sound of the letter “Ww” is the same in mother tongue and Filipino.

NOTES

- Teacher shows pupils how to write the big and small letter “Ww”. Let them practice writing on air, at the back of their classmate, using their body parts, etc.

Bulubaton (Activity):

1. Handwriting: Refer to *Sinugbuanong Binisaya Kagamitan ng Mag-aaral* (Learner’s Manual) p. 43 for writing exercises in letter “Ww”. Teacher can also write the letters on the board and have pupils copy and practice on their notebooks.

3

PAGSILABA (SYLLABICATION)

a. Pagbuak sa mga Pulong (Word Breaking)

- Teacher conducts word-breaking activity similar to those discussed in previous weeks.

Example:

wa		lo	
w	a		
w	a	l	o
wa		lo	
walo			

b. Paghimo og Pulong (Word Making)

- Teacher gives pupils a set of flashcards with letters /w/, the vowels and letters previously discussed. Review syllabication using the letter flashcards.
- Teacher asks pupils to form words from the syllables using the letter flashcards.

c. Paghimo og mga Pulongan (Making Phrases)

- Teacher lets pupils form phrases with words beginning in /w/ and spelling words already introduced.
- Teacher asks pupils to read the phrases they gave.

Examples: *Adunay walo ka bigante. Wala koy kaon.*

4

PANITIKONG MGA PULONG (SPELLING WORDS)

- Teacher divides the class into groups. Let pupils write simple sentences using the spelling words.

Additional spelling words: *walo wati wala aduna akoy*

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

5

- Teacher gives homework to pupils: Draw a thing, place or animal that begins with the letter “Ww”. Bring it tomorrow. Be ready to talk about it tomorrow.

RUTINA (ROUTINE)

1

a. Pagpaambit (Sharing)

- Teacher asks pupils to talk about their homework in pairs: Any object, place or animal that begins with the letter /w/.
- Teacher asks two pupils to share in front of the class. Provide pupils with sentence prompts or fames to guide when talking to an audience.
- Teacher lets pupils display their drawings on the Word Wall.

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

- Teacher asks pupils to recite the poem in pairs.
- Teacher asks pupils to substitute the rhyming words with another as done in the previous weeks.

**BALIK-TUON SA MGA PUNGLIHOK
(REVIEW: VERBS)**

2

- Teacher reviews action words through the game “Charade” or “Actionary”. One pupil acts out a verb while the rest of the class guess the word.
- Teacher writes the action words on the board.

Bulubatang Panggrupo (Group Work):

- Teacher asks pupils to form groups of three. Each group comes up with two sentences using the spelling words and a verb.

Example:

Ang wati mikamang.

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

3

- Teacher gives homework to pupils: Draw any family member doing something. Write a sentence using a pronoun.

Example: *Nanglaba siya.* (She/He is washing the clothes.)

ADLAW

4

MATERIALS

1. Poem written on chart or Manila paper

ADLAW

5

**MATERIALS**

1. Poem written on chart or manila paper
2. Book: *Ang Paliya sa Plato ni Peepo*

1

RUTINA (ROUTINE)**a. Pagpaambit (Sharing)**

Teacher asks pupils to show and talk about their homework in pairs.

Teacher asks two pupils to share in front of the class. Provide pupils with sentence prompts or guide when talking to an audience.

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

Teacher asks pupils to recite the poem with actions in groups.

2

PAGSUSI SA PANITIK (SPELLING ASSESSMENT)

- Teacher gives spelling assessment. It can be through dictation, scrambled letters or identifying the correct spelling.
- Teacher asks pupils to write 1 or 2 simple sentences from the words learned.

3

**PAGSUBLI SA SUGILANON:
ANG PALIYA SA PLATO NI PEEPO****(RE-READING OF THE STORY: THE BITTER GOURD
IN PEEPO'S PLATE)**

- Teacher re-reads the story. Ask some pupils to read some parts of the story.

4

**BULUHATON SA PAGSULAT:
PAGSULAT BAHIN SA LIBRO****(COMPOSING ACTIVITY:
WRITING ABOUT THE BOOK)**

- Teacher recalls the part when Peepo's food and utensils grew bigger and bigger.



Teacher says: *Unsa ang nahitabo sa pagkaon, plato, kutsara ug tenedor dibang nagkadako sila? Ang plato nahimong ?, etc. (What happened to the food and utensils when they got bigger and bigger? The plate became what ...?, etc.)*

- As pupils give their answers, teacher draws on the board the island similar to what is in the book.
- Teacher asks questions so pupils can talk about the drawing and the story. Ask pupils to label the places in the map.

Example:

Unsay inyong makita sa mapa sa isla? (What do you see in the map of the island?)

Diin midagan si Peepo dibang gigukod siya sa paliya? (Where was Peepo running to when the bitter gourd was after him?)

- Teacher tells pupils that they will make their own map of an island. They can be as creative as they can. They need to label the places in the map.
- Teacher asks them to write 1 or 2 sentences about the map. Teacher models sentence writing.

Example: *Mao kini ang mapa sa Isla Kamote. Dagko ang kamote dinhi.* (This is the Yam Island. The yams here are big.)

- Let pupils share their outputs in groups of three. Teacher displays their outputs on the classroom wall.

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

5

- Teacher gives homework: Practice one exercise (ex: jumping jack, jogging) at home. You can ask your parents or siblings for ideas. Be ready to show it to your classmates next week.

WEEK

16

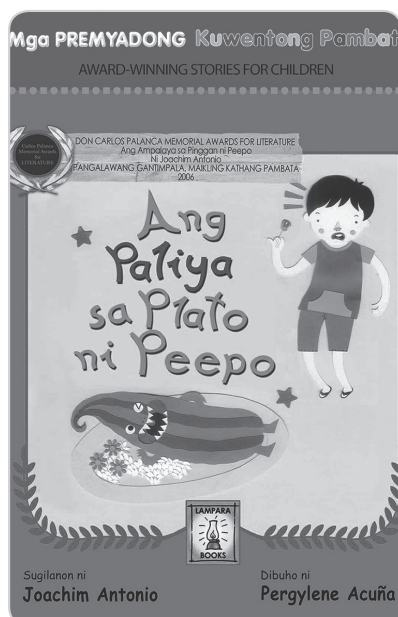
TEACHER'S GUIDE

GRADE 2
MOTHER TONGUE
SINUGBUANONG
BINISAYA

**THEME: AKONG LAWAS: KALIMPIYO UG KAHIMSOG
(MY BODY: HYGIENE AND HEALTH)**

**READ ALOUD BOOK: ANG PALIYA SA PLATO NI PEEPO
(THE BITTER GOURD ON PEEPO'S PLATE)**



**GUIDED READING STORY: SUSTANSIYADO BA ANG HALUHALO?
(IS HALUHALO HEALTHY?)**





GRADE 1

Leveled Texts

in Sinugbuanong Binisaya

<p>Sustansiyado ba ang Haluhalo?</p> 	<p>Ang Kahibulongang Kahon ni Nona</p> 
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Sugilanon ni Ani Rosa Almario
Dibuho nila Rea Diwata Mendoza ug Jericho Moral

HINATAG NGA KOPYA. DILI BALIGYA.

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE I
SINUGBUANONG BINISAYA
QUARTER 2, WEEK 16 (50 MINUTES PER DAY)**

Theme: Akong Lawas: Kalimpiyo ug Kahimsog (My Body: Hygiene and Health)

Read Aloud Story: Ang Paliya sa Plato ni Peepo (The Bitter Gourd on Peepo's Plate)

Leveled Text: Sustansiyado ba ang Haluhalo? (Is Haluhalo Healthy?)

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Talk about experiences/ occasions in the home, school or community 	<ul style="list-style-type: none"> News sharing
	PA	<ul style="list-style-type: none"> Supply rhyming words to complete rhyme, poem or song 	<ul style="list-style-type: none"> Poem or Song Games
I	LC	<ul style="list-style-type: none"> Identify the problem and solution in the story read 	<ul style="list-style-type: none"> Read Aloud: "Ang Paliya sa Plato ni Peepo" (Author: Joachim Antonio; Illustrator: Peryglene Acuña) Writing a Memo
	ATR	<ul style="list-style-type: none"> Listen attentively and react positively during story reading 	
	C	<ul style="list-style-type: none"> Express ideas through words and phrases using both invented and conventional spelling 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Teacher asks pupils to talk about something related to the theme or lesson. <p>b. Poem/song</p> <ul style="list-style-type: none"> Teacher teaches a poem/song ending in rhyming words. <p>c. Games (optional)</p> <ul style="list-style-type: none"> Teacher uses game to review lesson/s in the previous week. 	<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Pupils share experiences about animals, lessons given or homework done. <p>b. Learning a poem/song</p> <ul style="list-style-type: none"> Pupils recite a poem or sing a song. <p>c. Games</p> <ul style="list-style-type: none"> Pupils participate actively in games to review lessons.
<p>I. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Rereading of the Read Aloud: Ang Paliya sa Plato ni Peepo</p> <ul style="list-style-type: none"> Teacher rereads the Read Aloud story. Teacher asks questions about the story again focusing on benefits of eating bitter gourd. <p>3. Composing Activity: Writing a Memo</p> <ul style="list-style-type: none"> Teacher models composing activity. 	<p>I. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Rereading of the Read Aloud: Ang Paliya sa Plato ni Peepo</p> <ul style="list-style-type: none"> Pupils read some parts of the story. Pupils talk about the story. <p>3. Composing Activity: Writing a Memo</p> <ul style="list-style-type: none"> Pupils write a memo to the canteen about serving healthy food.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

Day	Domain	Objectives	Subject Matter
2	C	<ul style="list-style-type: none"> Express ideas through words and phrases using both invented and conventional spelling 	<ul style="list-style-type: none"> Composing activities Target letter: Rr
	AK PWR	<ul style="list-style-type: none"> Give the name and sound of each letter Identify upper case and lower case letters 	
	HW	<ul style="list-style-type: none"> Write upper case and lower case letters legibly, observing proper sequence of strokes 	
	PWR	<ul style="list-style-type: none"> Give the beginning letter/sound of the name of each picture Match words with pictures/objects 	
	PA	<ul style="list-style-type: none"> Blend specific letters to forms syllables and words 	
3	F	<ul style="list-style-type: none"> Read Grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	<ul style="list-style-type: none"> Levelled Text: <i>Sustansiyado ba ang Haluhalo?</i> (Author: Ani Rosa Almario; Illustrator: Rhea Diwata Mendoza)
	G	<ul style="list-style-type: none"> Give meanings of words through realia, picture clues, gestures or context clues 	
	ATR	<ul style="list-style-type: none"> Browse and read books given to them 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>1. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Target Letter: Rr</p> <ul style="list-style-type: none"> Teacher presents and discusses the letter “Rr”. Teacher conducts skills activities for letter “Rr”. <p>3. Syllabication</p> <ul style="list-style-type: none"> Teacher conducts lesson on syllabication with the letter Rr: <i>ra/re/ri/ro/ru</i>. <p>4. Spelling Words</p> <ul style="list-style-type: none"> Teacher introduces spelling words. <p>5. Concluding the session</p> <ul style="list-style-type: none"> Teacher gives homework related to the lesson. 	<p>1. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Target Letter: Rr</p> <ul style="list-style-type: none"> Pupils give the sound of the letter “Rr”, give words beginning with “Rr” and write the letter “Rr”. Pupils answer skills activities for letter “Rr”. <p>3. Syllabication</p> <ul style="list-style-type: none"> Pupils blend vowels with letter “Rr” to form syllables and blend syllables to form words. Pupils write simple sentences. <p>4. Spelling Words</p> <ul style="list-style-type: none"> Pupils correctly spell grade level words. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils bring pictures or objects beginning in the letter “Rr”.
<p>1. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Guided Reading of the Levelled Text: <i>Sustansiyado ba ang Haluhalo?</i></p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Teacher introduces high frequency words and some phrases. 	<p>1. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Guided Reading of the Levelled Text: <i>Sustansiyado ba ang Haluhalo?</i></p> <p>a. <i>Pre-reading</i></p> <p>Pupils read high frequency words and some phrases from the text.</p>
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

Day	Domain	Objectives	Subject Matter
4	F	<ul style="list-style-type: none"> Read Grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	<ul style="list-style-type: none"> Levelled Text: <i>Sustansiyado bang Haluhalo?</i> (Author: Ani Rosa Almario; Illustrator: Rhea Diwata Mendoza) Nouns and Gender of Nouns
	C	<ul style="list-style-type: none"> Express ideas through words and phrases, using both invented and conventional spelling 	
	G	<ul style="list-style-type: none"> Identify naming words in phrases or sentences Categorize naming words based on gender 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<ul style="list-style-type: none"> Teacher relates the story to pupils' experiences. Teacher walks the pupils through the pictures in the book. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Teacher lets pupils read the story in pairs. <p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> Teacher asks questions about the story. Teacher asks comprehension questions about the story. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework related to the topic 	<ul style="list-style-type: none"> Pupils talk about their experiences. Pupils look at and talk about the pictures on the leveled text. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Pupils read the leveled text in pairs. <p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> Pupils talk about the story. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils ask their family members about a food with mixed ingredients.
<p>1. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Review</p> <ul style="list-style-type: none"> Teacher reviews spelling words through various activities. <p>3. Nouns and Noun Genders</p> <ul style="list-style-type: none"> Teacher discusses nouns and noun genders. <p>4. Re-reading of the Levelled Text: Sustansiyado ba ang Haluhalo?</p> <ul style="list-style-type: none"> Teacher asks pupils to read the story again in pairs. Pupil A will read to Pupil B, and then they exchange roles. <p>5. Composing Activity: Making their own Version of the Leveled Text</p> <ul style="list-style-type: none"> Teacher models composing activity. <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Teacher asks pupils to bring their outputs home. 	<p>1. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Review</p> <ul style="list-style-type: none"> Pupils spell grade level words correctly. <p>3. Nouns and Noun Genders</p> <ul style="list-style-type: none"> Pupils identify the nouns and gender of nouns. <p>4. Re-reading of the Levelled Text: Sustansiyado ba ang Haluhalo?</p> <ul style="list-style-type: none"> Pupils read the story to each other. Pupils read the story to each other. <p>5. Composing Activity: Making their own version of the Leveled Text</p> <ul style="list-style-type: none"> Pupils make their own levelled text. <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Pupils show their outputs to their families and read it to them.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
5	F	<ul style="list-style-type: none"> Read Grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	<ul style="list-style-type: none"> Levelled Text: <i>Sustansiyado ba ang Haluhalo?</i> (Author: Ani Rosa Almario; Illustrator: Rhea Diwata Mendoza)
	ATR	<ul style="list-style-type: none"> Browse books and read books 	<ul style="list-style-type: none"> Review: Environmental Prints
	SS	<ul style="list-style-type: none"> Get information from simple environmental print 	<ul style="list-style-type: none"> Spelling Words Independent Reading

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>1. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Environmental Prints</p> <ul style="list-style-type: none"> • Teacher shows environmental prints. <p>3. Spelling Assessment</p> <ul style="list-style-type: none"> • Teacher gives spelling test. <p>4. Independent Reading</p> <ul style="list-style-type: none"> • Teacher gives time for pupils to read each other’s output from yesterday’s composing activity. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher gives homework about the day’s activity. 	<p>1. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Environmental Prints</p> <ul style="list-style-type: none"> • Pupils read the prints and talk about them. <p>3. Spelling Assessment</p> <ul style="list-style-type: none"> • Pupils spell grade level words correctly. • Pupils write two sentences using the spelling words. <p>4. Independent Reading</p> <ul style="list-style-type: none"> • Pupils share each other’s works. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • As homework, pupils talk to family members about the stories they read.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

ADLAW

I



MATERIALS

1. Lyrics of song written on a chart or Manila paper
2. Book: **Ang Paliya sa Plato ni Peepe**
3. Sample of memo

RUTINA (ROUTINE)

a. *Balak o Kanta* (Poem or Song)

- Teacher introduces the song “Mag-ehersisyo Kita”.

Mag-ehersisyo Kita

(Tune: *Mag-exercise Tayo Tuwing Umaga*)

[*Mag-ehersisyo ta*
Sayo sa buntag (3x)] (2x)

Aron atong kalawasan kay molagsik

Sa gabii, sayo kita mangatulog
Ug sa buntag, sayo kita nga mobangon
Ug dayon mag-jogging-jogging
Sa plaza mag-tumbling-tumbling

[*Mag-ehersisyo ta*
Sayo sa buntag (3x)] (2x)

Aron atong kalawasan kay molagsik

- Teacher lets pupils sing the song as a class. This can be done with actions too.

b. *Pagpaambit* (Sharing)

- Teacher asks pupils to share with a partner the exercises they have practiced at home.
- Teacher asks two volunteers to share to the class.

2

PAGSUBLI SA SUGILANON: ANG PALIYA SA PLATO NI PEEPO

(RE-READING OF THE READ ALOUD STORY: THE BITTER GOURD ON PEEPO'S PLATE)

- Teacher rereads the story to the pupils. Ask some pupils to join and help read parts of the story.
- Teacher asks questions so pupils can talk about the problem and solution.

Example:

Unsa ang problema sa nanay ni Peepo?
(What was the problem of Peepo’s mom?)

Kinsa ang mitabang para masolusyonan ang problema?
(Who helped solved the problem?)

Unsa ang solusyon sa tatay ni Peepo?
(What is the solution offered by Peepo’s dad?)

Unsay inyong nakat-onan sa estorya? Sa inyong tan-aw, makaayo ba kanato ang pagkaon og paliya? (What did you learn from the story? Do you think it is good for the body to eat bitter gourd?)

BULUHATON SA PAGSULAT: MGA MAKAPAHIMSOG NGA PAGKAON

2

(COMPOSING ACTIVITY: HEALTHY FOODS)

- Teacher lets pupils talk about the food they see in the canteen. List down the pupils’ answers on the board. After, ask them what the healthy and non-healthy foods are.

Example:

<i>Dili Sustansiyado</i>	<i>Sustansiyado</i>
<i>kendi</i>	<i>kamote</i>
<i>soft drinks</i>	<i>pansit</i>
<i>chichiria</i>	<i>butong</i>

- Teacher tells pupils to make their own list of healthy foods that they can recommend to the canteen. Pupils write this in a memo.
- Teacher explains that a memo is a form of communication sent to give information.
- Teacher gives a sample of a memo that pupils can follow.

Memo Para sa Canteen sa Eskuylahan

Mas maayo nga mamaligya og sustansiyadong mga pagkaon. Mao ni akong rekomendasyon:

- | | |
|----------------------|------------------------|
| <i>1. puto</i> | <i>4. orange juice</i> |
| <i>2. banana cue</i> | <i>5. mangga</i> |
| <i>3. turon</i> | |

Gikan ni: Pedro

NOTES

ADLAW

2



MATERIALS

1. Song written on chart or manila paper
2. Pictures of words beginning in letter /r/
3. **Sinugbuang Binisaya** Learner's Manual
4. Letter flash cards

4

PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)

- **Teacher gives homework:** Bring your outputs home and read it to your family members. Bring your memo back to school the following day. Be ready to talk about it.

I

RUTINA (ROUTINE)

a. *Pagpaambit* (Sharing)

- Teacher lets pupils read their memo from yesterday's activity to their seatmates.
- Teacher asks for two volunteers to read their outputs in front of the class. Provide prompts or guide the pupils in sharing before an audience.

b. *Balak o Kanta* (Poem or Song)

- Teacher asks pupils to sing the song. Ask them to replace some of the lines from the song. Let them do actions when singing the song.

Mag-ehersisyo Kita

(Tune: Mag-exercise Tayo Tuwing Umaga)

[Mag-ehersisyo ta
Sayo sa buntag (3x)] (2x)

Aron atong kalawasan kay molagsik

Sa gabii, sayo kita mangatulog
Ug sa buntag, sayo kita nga mobangon
Ug dayon _____
Sa plaza _____

[Mag-ehersisyo ta
Sayo sa buntag (3x)] (2x)

Aron atong kalawasan kay molagsik

2

TUMONG NGA LETRA (TARGET LETTER): Rr

- Teacher presents a picture beginning with the letter "Rr".

Example:



NOTES

Teacher says: *Unsa ning butanga? Nakakita na ba mo ini? Unsa ang mabuhat aning butanga?* (What is this thing? Have you seen this before? What can this thing do?)



- Teacher asks pupils to talk about the object.
- Teacher focuses on the name of the object. Ask pupils if they can give the sound of the beginning letter.
- Teacher gives the sound of the letter /r/. Ask pupils to give the sound of the letter /r/ then ask them to say it in pairs, groups and as a whole class.
- Teacher asks pupils to give words beginning with letter /r/. As they give the words, write them on the board.
- Teacher shows pictures of words beginning with letter /r/. Let the pupils guess the name of the picture. Then, show them the word written on flash cards.

NOTE
You may refer to the audio file provided.

Example:



- Teacher shows pupils how to write the big and small letter “Rr”. Let them practice writing on air, at the back of their classmate, using their body parts, etc.

BRIDGING
The words *relo*, *rehas* and *resulta* are terms used in Filipino with the same meaning. The sound of the letter “Rr” is the same in mother tongue and Filipino.

Mga Buluhaton (Activities):

1. Handwriting Activity: For practice in writing letter “Rr”, refer to *Sinugbuanong Binisaya Kagamitan ng Mag-aaral* (Learner’s Manual) p. 58.

PAGSILABA (SYLLABICATION)

3

a. Pagbuak sa mga Pulong (Word Breaking)

- Teacher conducts word-breaking activity similar to those discussed in previous weeks.

Example:

re		lo	
r	e		
r	e	l	o
re		lo	
relo			

NOTES

b. *Paghimo og Pulong* (Word Making)

- Teacher gives pupils a set of flashcards with letter /r/, the vowels and letters previously discussed. Review syllabication using the letter flashcards.
- Teacher asks pupils to form words using their letter flashcards.

c. *Paghimo og mga Kapahayag* (Making Sentences)

- Teacher asks pupils to read short sentences with words beginning in /r/.

<p>Ang rayna adunay relo. Gihatag niya kang Rosa. Ang relo regalo sa rayna kang Rosa.</p>

- Teacher asks pupils to make simple sentences with words beginning in letter /r/.

4

PANITIKONG MGA PULONG (SPELLING WORDS)

- Teacher divides the class into groups. Ask groups to spell the words the teacher gives using their letter flashcards.

relo

rayna

regalo

radyo

resulta

5

PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)

- Teacher gives homework: Bring a picture of an object, animal or plant that begins with the letter /r/. Be ready to talk about it the following day.

ADLAW

3

I

RUTINA (ROUTINE)

a. *Pagpaambit* (Sharing)

- Teacher asks pupils to talk to their partners about the pictures they brought.
- Teacher asks for two volunteers share to the class. Provide prompts or guide the pupils in sharing before an audience.
- Teacher asks pupils to display their pictures of words beginning in /r/ in the class word wall.

b. Balak o Kanta (Poem or Song)

- Teacher asks pupils to sing a song learned. Teacher can also introduce a new song.

NOTES

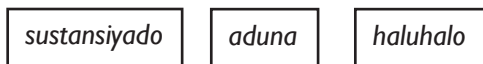
**GINIYAHANG PAGBASA SA LEVELLED TEXT:
“SUSTANSIYADO BA ANG HALUHALO?”**

2

(GUIDED READING OF THE LEVELLED TEXT: IS HALUHALO HEALTHY?)

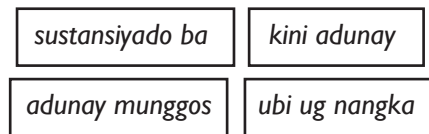
1) *Pag-ugba og Pulong* (Word Work)

- Teacher shows the high frequency words in flash cards. Ask pupils to read the words.



2) *Pagbasa og Pulongan* (Phrase Reading)

- Teacher shows phrases from the levelled text in flash cards. Ask pupils to read them.



3) *Pasunding sa mga Hulagway* (Picture Walk)

- Teacher asks pupils to look at the picture on each page of the book. Teacher asks questions for pupils to talk about it.

Example:

Unsay inyong nakita sa hulagway? (What do you see in the picture?)

4) *Pagpabiluna sa Senaryo* (Setting the Scene)

Teacher says: *Nakakaon na ba mo og haluhalo? Ganahan mo niini o dili?* (Have you eaten haluhalo? Do you like it or not?)

- Teacher lets pupils talk about haluhalo.

Teacher says: *Ang ulohan sa atong basabon kay “Sustansiyado ba ang Haluhalo?”. Gisulat kini ni Ani Rosa Almario ug gidibubo ni Rea Diwata Mendoza.* (The title of our story is “Is Haluhalo Healthy?”. The author is Ani Rosa Almario and illustrator is Rea Diwata Mendoza.)

B. ATOL SA PAGBASA (DURING READING)

- Teacher asks pupils to read the story in pairs.
- Teacher goes around and listens in as they read.
- Teacher asks pupils questions about the text read.



MATERIALS

1. Leveled Text: *Eskulayhon*
2. Rules written on a paper
3. Guide for sharing

NOTE

Take this opportunity to work with struggling pupils in the class, assess their progress and take note of observations. For pupils having difficulties in reading some words, guide pupils by letting them do any of the strategies mentioned in Week 12.



NOTES

- Teacher asks pupils questions about the text read.

Example:

- *Babin sa unsa ang estorya?* (What is the story about?)
- *Unsa ang mga sagol sa haluhalo?* (What are haluhalo's ingredient?)
- *Sustansiyado ba kini?* (Is haluhalo a healthy food?)

3

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- **Teacher gives homework:** Draw a food that has mixed ingredients (e.g. chopsuey, law-oy). Ask your parents what is in it. Be ready to talk about it the following day.

ADLAW

4

I

RUTINA (ROUTINE)**a. Pagpaambit (Sharing)**

- Teacher asks pupils talk to their partners about the pictures of food they brought and the ingredients.
- Teacher asks for two volunteers share to the class. Provide prompts or guide the pupils in sharing before an audience.

b. Balak o Kanta (Poem or Song)

- Teacher asks pupils to sing a song learned. Teacher can also introduce a new song.

2

**BALIK-TUON SA PANITIKONG MGA PULONG
(REVIEW OF SPELLING WORDS)**

- Teacher reviews the pupils on spelling words.

Example: Jumbled letters

a l u h a o l h (haluhalo)

a n u d a (aduna)

Additional spelling words from levelled text: *kini, ubi, nangka*

BALIK-TUON: PUNGAN UG KINATAWHAN SA PUNGAN

3

(REVIEW: NOUNS AND NOUN GENDER)

- Teacher shows pictures of people such as grandfather, mother, and girl. Ask pupils to identify gender of noun: pangbabaye, panglalaki, walay kinatawhan
- Teacher reviews noun gender from Quarter 1.

Buluhaton (Activity): Basaba ang mga kapabayag. Ilha kon ang mga pangan kay pangbabaye ba, panglalaki o walay kinatawhan.

1. *Milakaw si Adel uban sa iyang tiyo.*
2. *Mouli na si Bong.*
3. *Ang lola ni Elisa buotan.*
4. *Si Ophelia nagduma sa parke.*
5. *Ganahan si Ate sa salida.*

SUBLING PAGBASA SA LEVELLED TEXT: SUSTANSIYADO BA ANG HALUHALO?

4

(REREADING OF THE LEVELLED TEXT: "SUSTANSIYADO BA ANG HALUHALO?")

- In pairs, teacher assigns Pupil A and Pupil B. Pupil A reads to pupil B. They exchange roles after.
- Teacher goes around and listens in. Guide pupils who are struggling to read the text.

BULUHATON SA PAGSULAT: PAGSULAT OG KAUGALINGONG BERSIYON SA LEVELLED TEXT

5

(COMPOSING ACTIVITY: MAKING THEIR OWN VERSION OF THE LEVELLED TEXT)

- From the pupils' homework, get one example. Discuss in class by asking for the ingredients of identified food. As pupils give their answers, write their answers and structure in a similar way as the levelled text.

Example: *Unsay mga sagol sa law-oy? Lami ba kini?* (What are the ingredients of vegetable clear soup? Is it delicious?)

Law-oy

*Aduna kiniy okra.
Aduna kiniy kalabasa.
Aduna kiniy gabi.
Aduna kiniy alugbati.
Lami ang law-oy!*

NOTES

- Teacher tells pupils that they will make their own composition similar to what was done in class.
- Each pupil receives 5 pieces of bond papers:
 - 1) The first bond paper is the cover page. They write the title “(name of food)” and also write their names for author and illustrator. Teacher provides a sample cover page on the blackboard for pupils to follow.
 - 2) Each page will have an illustration of the ingredient. Below they write: *Aduna kiniy _____*.

5

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- Teacher gives homework: Bring their outputs home. Show and read it to their family members.

ADLAW

5

**MATERIALS**

1. Copy of poem on manila paper
2. Samples of environmental prints

I

RUTINA (ROUTINE)**a. Pagpaambit (Sharing)**

- Teacher asks pupils to talk to their partners about their outputs the previous day.
- Teacher asks for two volunteers to share to the class. Provide prompts or guide the pupils in sharing before an audience.

b. Balak o Kanta (Poem or Song)

- Teacher asks pupils to sing a song learned or introduce a new song.

2

**MGA KARATULA SA PALIBOT
(ENVIRONMENTAL PRINTS)**

- Teacher shows environmental prints (ex: labels of products, street signs, names of sari-sari store, etc.). Ask pupils to read it. Ask pupils where they can see these.
- Teacher asks pupils for examples of environmental prints.



Teacher says: *Adunay mga karatula sa palibot nato. Kini sila mohatag og importanteng impormasyon kanato sama sa atong padulngan, unsay atong paliton ug unsay atong kaanon.* (There are prints around us. These give important information such as where we are going, what to buy and what to eat.)

PAGSUSI SA PANITIK (SPELLING ASSESSMENT)

3

- Dictate the spelling words and have pupils write on a piece of paper or in their notebooks.
- Dictate 1 or 2 phrases or sentences.

Example: *Adunay regalo ang rayna. Kini ang halubalo.*

KINAUGALINGONG PAGBASA (INDEPENDENT READING)

4

- Teacher asks pupils to exchange outputs from Day 4 with their classmates. Read the outputs of their classmates.
- After, teacher lets pupils talk about their works in pairs or small groups.



BRIDGING

The concept of environmental print is similar in Filipino and English.

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

5

- Teacher gives homework: Talk to your family members about your classmate's work that you read today.

WEEK

17

TEACHER'S GUIDE

GRADE 2
MOTHER TONGUE
SINUGBUANONG
BINISAYA

THEME: MGA DUWA (GAMES)

READ ALOUD BOOK: KALO NGA WALAY TAG-IYA
(NOBODY'S HAT)



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE I
SINUGBUANONG BINISAYA
QUARTER 2, WEEK 17 (50 MINUTES PER DAY)**

Theme:

Read Aloud Story: *MT Story Title* (English Translation)

Guided Reading Story: *MT Story Title* (English Translation)

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Talk about experiences/ occasions in the home, school or community 	<ul style="list-style-type: none"> News sharing Poem or Song that Rhymes Games
	PA	<ul style="list-style-type: none"> Supply rhyming words to complete a rhyme, poem or song 	
	F	<ul style="list-style-type: none"> Read grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	
I	V	<ul style="list-style-type: none"> Give meanings of words through picture clues, gestures or context clues 	<ul style="list-style-type: none"> Read Aloud: "<i>Kalo nga Walay Tag-iya</i>" (Author: Nati A. Santos; Illustrator: Ferdinand R. Doctolero)
	ATR	<ul style="list-style-type: none"> Listen attentively and react positively during storytelling 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Teacher asks pupils to talk about something related to the theme or lesson. <p>b. Poem/song</p> <ul style="list-style-type: none"> Teacher teaches a poem/song ending in rhyming words. <p>c. Games (optional)</p> <ul style="list-style-type: none"> Teacher uses game to review lesson/s in the previous week. 	<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <p>Pupils share experiences about animals, lessons given or homework done.</p> <p>b. Poem or Song</p> <p>Pupils recite a poem or sing a song.</p> <p>c. Games</p> <p>Pupils participate actively in games to review lessons.</p>
<p>I. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Read-Aloud: <i>Kalo nga Walay Tag-iyá</i></p> <p>a. <i>Prereading</i></p> <ul style="list-style-type: none"> Teacher discusses difficult words from the story. Teacher relates the story to experiences of pupils and sets the motive question. Teacher discusses the cover of the book. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Teacher reads the story to pupils stopping at pages to ask questions. 	<p>I. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Read-Aloud: <i>Kalo nga Walay Tag-iyá</i></p> <p>a. <i>Prereading</i></p> <ul style="list-style-type: none"> Pupils get the meaning of a word through gestures, picture or context clues. Pupils talk about experiences related to the story. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Pupils listen to the story attentively. Pupils answer questions or give comments during the read aloud.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
2	OL	<ul style="list-style-type: none"> Listen and respond to others in oral conversation 	<ul style="list-style-type: none"> Read Aloud: “<i>Kalo nga Walay Tag-iya</i>” (Author: Nati A. Santos; Illustrator: Ferdinand R. Doctolero) Review: Verbs
	LC	<ul style="list-style-type: none"> Note details and events in the story Give sequence of Events in a story Discuss, illustrate, dramatize specific events in the story 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<ul style="list-style-type: none"> • Teacher lets pupils predict the ending of the story. c. <i>After Reading</i> • Teacher asks questions about the story. 3. Spelling Words • Teacher introduces spelling words from the story. 4. Concluding the Session • Teacher gives homework related to the story. 	<ul style="list-style-type: none"> • Pupils answer questions or give comments during the read aloud. • Pupils predict the ending of the story. c. <i>After Reading</i> • Pupils talk about the story. 3. Spelling Words Pupils talk about spelling words presented. 4. Concluding the Session • As homework, pupils play a game with family members.
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Re-telling of Read Aloud story: <i>Kalo nga Walay Tag-iya</i></p> <ul style="list-style-type: none"> • Teacher asks pupils to re-tell the story in pairs. <p>3. Shared Reading of the Read Aloud: <i>Kalo nga Walay Tag-iya</i></p> <ul style="list-style-type: none"> • Teacher re-reads the story. <p>4. Review: Verbs</p> <ul style="list-style-type: none"> • Teacher asks comprehension questions during re-reading. <p>5. Group Work: Story Discussion</p> <ul style="list-style-type: none"> • Teacher gives discussion questions. <p>6. Concluding the session</p> <ul style="list-style-type: none"> • Teacher gives homework related to the story. 	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Re-telling of Read Aloud story: <i>Kalo nga Walay Tag-iya</i></p> <ul style="list-style-type: none"> • Pupils retell the story in pairs. <p>3. Shared Reading of the Read Aloud: <i>Kalo nga Walay Tag-iya</i></p> <ul style="list-style-type: none"> • Pupils read some parts of the story. <p>4. Review: Verbs</p> <ul style="list-style-type: none"> • Pupils demonstrate ability to identify the verbs in the story. <p>5. Group Work: Story Discussion</p> <ul style="list-style-type: none"> • Pupils talk about the story in groups. <p>6. Concluding the Session</p> <ul style="list-style-type: none"> • As homework, pupils talk about the story to family members and ask their opinion about it.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

Day	Domain	Objectives	Subject Matter
3	PA	<ul style="list-style-type: none"> Blend letters to form syllables Blend syllables to form words 	<ul style="list-style-type: none"> Target letter: Ng Syllabication Sentence Making
	AK PA	<ul style="list-style-type: none"> Give the sound of target letter: Ng Identify the upper case and lower case of target letter: Ng 	
	HW	<ul style="list-style-type: none"> Write the upper case and lower case of target letter, Ng, with proper sequence of strokes 	
	PWR	<ul style="list-style-type: none"> Give the beginning letter/ sound of the name of each picture Match words with pictures/ objects 	
4	SS	<ul style="list-style-type: none"> Get information from simple environmental print 	<ul style="list-style-type: none"> Demonstrative Pronouns Spelling Words Reviewv
	G	<ul style="list-style-type: none"> Use demonstrative pronouns in sentences 	
	S	<ul style="list-style-type: none"> Spell and write correctly grade I level words consisting of letters already learned 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Target Letter: Ng</p> <ul style="list-style-type: none"> • Teacher introduces and discusses the letter “Ng”. • Teacher conducts skills activities for letter “Ng”. <p>3. Syllabication</p> <ul style="list-style-type: none"> • Teacher conducts lesson on syllabication with the letter Ng: nga/nge/ngi/ngo/ngu. <p>4. Spelling Words</p> <ul style="list-style-type: none"> • Teacher introduces spelling words. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher gives homework related to the lesson. 	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Target Letter: Ng</p> <ul style="list-style-type: none"> • Pupils give the sound of the letter “Ng”. give words beginning and ending in “Ng”, and practice writing the letter “Ng”. • Pupils answer skills activities for letter “Ng”. <p>3. Syllabication</p> <ul style="list-style-type: none"> • Pupils blend vowels with letter “Ng” to form syllables and blend syllables to form words. • Pupils make simple sentences. <p>4. Spelling Words</p> <ul style="list-style-type: none"> • Pupils spell grade level words. • Pupils use spelling words in sentences. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils draw a picture of a work beginning in “ng”.
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review: Environmental Prints</p> <ul style="list-style-type: none"> • Teacher conducts game to review environmental prints <p>3. Demonstrative Pronouns</p> <ul style="list-style-type: none"> • Teacher introduces demonstrative pronouns. 	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review: Environmental Prints</p> <ul style="list-style-type: none"> • Pupils actively participate in the activity. • Pupils read environmental prints.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
5	C	<ul style="list-style-type: none"> Express ideas through words and phrases using both invented and conventional spelling 	<ul style="list-style-type: none"> Read Aloud: “Kalo nga Walay Tag-iya” (Author: Nati A. Santos; Illustrator: Ferdinand R. Doctolero) Composing Activity: Poster Making Spelling Test
	SS	<ul style="list-style-type: none"> Get information from simple environmental print 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>4. Spelling Review</p> <ul style="list-style-type: none"> Teacher conducts activities for spelling review. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework related to the story. 	<p>3. Demonstrative Pronouns</p> <ul style="list-style-type: none"> Pupils use demonstrative pronouns when talking about something. <p>4. Spelling Review</p> <ul style="list-style-type: none"> Pupils spell words from the spelling list. <p>5. Concluding the session</p> <ul style="list-style-type: none"> As homework, pupils bring a a piece of their favorite clothing and talk about it.
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Assessment</p> <ul style="list-style-type: none"> Teacher gives spelling test. <p>3. Retelling of the Read Aloud</p> <ul style="list-style-type: none"> Teacher asks pupils to retell the story using pictures. <p>4. Composing Activity: Poster Making</p> <ul style="list-style-type: none"> Teacher models composing activity. <p>5. Concluding the session</p> <ul style="list-style-type: none"> Teacher asks pupils to bring their outputs home. 	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Assessment</p> <ul style="list-style-type: none"> Pupils spell grade level words correctly. <p>3. Retelling of the Read Aloud</p> <ul style="list-style-type: none"> Pupils retell the story. <p>4. Composing Activity: Poster Making</p> <ul style="list-style-type: none"> Pupils write and illustrate a poster about the hat. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Pupils show their outputs to their family members and talk about it.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

ADLAW

I



MATERIALS

1. Poem written on chart or manila paper
2. Book: **Kalo nga Walay Tag-iya** (Nobody's Hat)
3. Pictures for vocabulary words
4. Spelling words on flash cards

RUTINA (ROUTINE)

a. *Pagpaambit og Balita* (News Sharing)

- Teacher models news sharing about a game played.

Teacher says: *Mga bata, gabapon nagduwa mi uban sa akong mga igsoon og Scrabble. Niining duwaa maghimo ka og mga pulong gikan sa mga letra. Imo kining isumpay sa usa ka letra sa pulong nga nabimo sa imong kaduwa. Pakitaan ta mo og ehemplo sa blackboard. (Children, yesterday I played Scrabble with my siblings. In this game, we make words from letters. You connect your word to a word formed by your playmate. I'll show you an example on the board.)*

Kamo, nagduwa ba niadtong Sabado o Domingo? Unsay inyong paboritong duwa? Ipaambit kini sa inyong katapad. (How about you? Did you play last Saturday or Sunday? What is your favorite game? Talk about it with your seatmate.)

- Teacher asks two volunteers to share to the class. Provide prompts or guide the pupils in sharing in front of an audience.

b. *Balak o Kantang Nagrima* (Poem or Song that Rhymes)

- Teacher teaches the hand game – rock, paper and scissors – that is played by saying a Cebuano rhyme.

*Jack en Poy
Hali-hali-hoy
Kinsay mapilde
Siyay luoy!*

- Teacher lets pupils play the game in small groups.

2

SUGILANON: KALO NGA WALAY TAG-IYA
READ ALOUD STORY: NOBODY'S HAT)

A. BULUHATON SA DILI PA MAGBASA (PRE-READING ACTIVITIES)

Pagtangtang sa mga Kalisdanan (Unlocking of Difficulties)

- Teacher unlocks difficult words from the story using picture, context or gestures.
- Teacher asks questions so pupils can talk about the words.

katingalahan (wonder) – *Alang kang Alex, katingalahan nganong makalupad si Darna.* (For Alex, it’s a wonder how Darna can fly.)

pagmaya (be glad/merry) – *Pagmaya kay bag-ong tuig na. Maglipay-lipay ang pamilya.* (Be glad because it’s a new year. The family is very glad.)
Ang pagmaya mao ang pagpakita og kalipay.

Paglab-as sa mga Kanhing Nahibal-an (Activating Prior Knowledge)

Teacher says: *Mga bata, kon kamo masulub-on o magul-anon, unsay inyong buhaton?* (Children, when you are sad, what do you do?)



Aduna bay mga butang nga makapalipay kaninyo? Unsa man kini?
 (Are there things that make you happy? What are these?)

- Teacher shows pupils the cover of the book and asks pupils to point or read the title, author and illustrator.

Teacher says: *Ang ulohan sa libro kay “Kalo nga Walay Tag-iya”.*
Gisulat kini ni Nati A. Santos ug gidibuho ni Ferdinand Doctolero. (The title of the story is “Nobody’s Hat”. The author is Nati A. Santos and the illustrator is Ferdinand Doctolero.)



Pangutanang Naghatag og Motibo (Motive Questions)

Teacher says: *Tan-awa ang hapin sa libro. Unsay inyong gustong mahibal-an sa estorya?* (Look at the cover of the book. What do you want to know about the story?)



Kinsa kaha ang tag-iya sa kalo? (Who is the owner of the hat?)

b. Buluhaton Atol sa Pagbasa (During Reading Activities)

- Teacher reads the story to the pupils pausing at certain pages.

After reading p. 6

Teacher says: *Unsa kahay buhaton sa kalo?* (What do you think will the hat do?)



On p. 8

Teacher says: *Unsa kaha ang mahitabo?* (What do you think will happen?)



On p. 10

Teacher says: *Unsay nahitabo kang lolo?* (What happened to lolo?)



After reading p. 17

Teacher says: *Unsa kaha ang mahitabo?* (What do you think will happen?)



NOTES

C. BULUHATON HUMAN OG BASA (AFTER READING ACTIVITIES)

- Teacher asks questions to discuss the story.

Example:

Unsay ginabuhay sa kalo? (What does the hat do?)

Ihulagway ang kalo. (Describe the hat.)

Kang kinsang ulo ang gitugpahan sa kalo?
(On whose heads did the hat land?)

Ngano kabang mitugpa siya sa ilang mga ulo? (Why do you think did the hat land on their heads?)

Unsa ang isulti sa kalo sa iyang pagtugpa? (What does the hat say when it lands?)

Nadaplan ba sa mga tawo ang kalo? Aduna ba kiniy tag-iya?
(Did the people catch the hat? Does it have an owner?)

- Teacher asks pupils about their reactions to the story.



Teacher says: *Unsay bahina sa estorya ang inyong nagustohan?*
(Which part of the story did you like?)

- Teacher lets pupils talk to their seatmates. Ask for 5 volunteers to share to the class.

3**PANITIKONG MGA PULONG (SPELLING WORDS)**

- Teacher presents spelling words by relating them to the Read Aloud story.

Example: *Mabitungod sa unsa ang estorya?* (What is the story about?)

Spelling words:

kalo

ulo

pagmaya

lupad-lupad

libot-libot

4**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- Teacher gives homework: Play a game with your siblings or any family member. Be ready to talk about it tomorrow.

RUTINA (ROUTINE)

1

a. Pagpaambit (Sharing)

- Teacher asks pupils talk about their homework in pairs: What game did you play yesterday with your siblings or other family members?
- Teacher asks two pupils to share in front of the class. Provide pupils with sentence prompts or guide when talking to an audience.

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

- Teacher shows and reads a poem that rhymes. Ask pupils to recite the poem.
- Teacher asks pupils to identify the rhyming words.

Ang Tamsi nga Pulag Dughan

*May tamsi nga pulag dughan
Sa hardin akong hikít-an
Tabangi, Inday, kay gikaibgan
Ang tamsi nga pulag dughan*

ADLAW

2



MATERIALS

1. Poem written on chart or manila paper
2. Book: **Kalo nga Walay Tag-iya** (Nobody's Hat)
3. Action words (of hat) written on flash cards
4. Pictures for vocabulary words
5. Spelling words on flash cards

**PAGSUBLI SA SUGILANON:
KALO NGA WALAY TAG-IYA**

2

(RETELLING OF READ ALOUD STORY: HAT WITH NO OWNER)

a. Pagsunod-sunod sa mga Panghitabo (Sequencing Events)

- Teacher asks pupils to arrange the pictures as they happen in the story.

Picture 1: Hat arriving in town	Picture 2: Hat on grandfather's head	Picture 3: Hat on child's head
Picture 4: People trying to catch the hat	Picture 5: Hat flying off	

NOTES

b. *Subling Pagsugilon sa Estorya (Retelling of the Story)*

- Teacher asks pupils to retell the story in pairs using the pictures. Ask for 5 volunteers to retell to the class.

3

AMBITAY NGA PAGBASA : KALO NGA WALAY TAG-IYA

(SHARED READING OF THE READ ALOUD: HAT WITH NO NAME)

- Teacher rereads the story and asks volunteers to help read some lines from the book.

Example:

Page 3: *Nagsige lang kini og lupad-lupad ug naglibot-libot*

Page 7: *Milupad kini nga nagtuyok-tuyok hangtod nga mitugpa sa ulo sa tigulang.*

Page 12: *Apan mipataas ug mipataas ang kalo.*

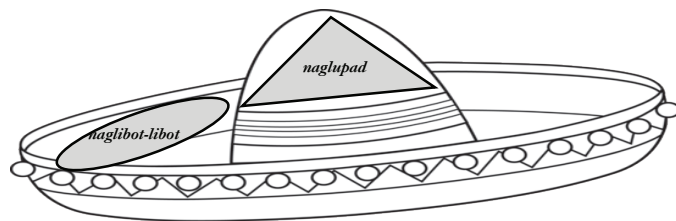
Page 15: *Mitugdon ang kalo sa ulo sa bata.*

Page 21: *Milupad kini ug nagtuyok-tuyok.*

2

BALIK-TUON SA MGA PUNGLIHOK
(REVIEW: VERBS)

- Teacher shows a picture of hat. Ask pupils what the hat does. As pupils answer, stick the action words on the hat.



- Teacher recalls lesson on verbs.



Teacher says: *Nakabinumdom pa mo unsang klaseha ni sa mga pulong?*

... Mao ni ang mga pulong nga nagpakita og libok. Ato silang gitawag og punghok. (Do you still remember what kind of words these are? ... These are words that show action. We call them verbs.)

**BULUHATONG PANGGRUPO:
DISKUSYON BAHIN SA SUGILANON**

4

(GROUP WORK: STORY DISCUSSION)

- Teacher divides the class into groups. Give one discussion question for each group written on the board or strips of paper.

Example:

Unsay gibuhat sa kalo? Unsay gibuhat niini pagtugpa sa ulo sa tigulang? Sa bata? (What did the hat do? What did it do when it landed on grandfather's head? On the child?) [role play]

Idrawing si Lolo. Unsay mga kinaiya ni Lolo? Isulat kini. (Draw lolo. What do you think are the characteristics of the grandfather? Write these down.) [write and illustrate]

Idrawing ang bata. Ngano kabang naguol ang bata? Isulat ang posibleng mga rason. (Draw the child. Why do you think is the child sad? Write the possible reasons.) [write and illustrate]

Gusto ba ninyong dakpan ang kalo? Ngano o nganong dili? (Do you want to catch the hat? Why or why not?) [role play]

Unsa kabay mahitabo kon madakpan ang kalo? (What will happen if you catch the hat?) [role play]

Asa kaba sunod moadto ang kalo? (Where will the hat go next?) [role play or illustrate and write]

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

5

- Teacher gives homework: Talk to your family members about the story. Ask them where they think the hat will go next. Be ready to share the following day.

ADLAW

3

I

RUTINA (ROUTINE)**a. Pagpaambit (Sharing)**

- Teacher asks pupils talk about their homework in pairs: What did your family members say when you asked them where they think the hat will go next?
- Teacher asks two pupils to share in front of the class. Provide pupils with sentence prompts or guide when talking to an audience.

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

- Teacher asks pupils to read a poem as a class and in groups.
- Let pupils give rhyming words for the underlined words.

**Ang Tamsi nga Pulag
Dughan**

*May tamsi nga pulag dughan
Sa hardin akong hikit-an
Tabangi, Inday, kay gikaibgan
Ang tamsi nga pulag dughan*

2

TUMONG NGA LETRA (TARGET LETTER): Ng/Ng

- Present a picture beginning with the letter “Ng”.



ngisi



Teacher says: *Unsay inyong nakita? Unsa kaba ang gibati sa tawo?*

Nganong nakaingon man mo niani? (What do you see? How does the person feel? Why can you say that?)

- Teacher focuses on the word of the picture. Ask pupils if they can give the sound of the beginning letter.
- Teacher gives the sound of the letter /ng/. Ask pupils to give the sound of the letter /ng/. Ask them to say it in pairs, groups and as a whole class.

NOTE

You may refer to the audio file provided.

- Teacher asks pupils to give words beginning with letter /ng/. As they give the words, write them on the board.
- Teacher shows ending with letter /ng/. Read the words and let students repeat. Ask students to listen as they say the words and identify if /ng/ is a beginning or ending sound.

Example:

ngabil	ngipon	ang	lang
--------	--------	-----	------

- Teacher shows pupils how to write the big and small letter “ng”. Let them practice writing on air, at the back of their classmate, using their body parts, etc.

Bulubaton (Activity):

1. *Pagsulat* (Handwriting): Refer to *Sinugbuanong Binisaya Kagamitan ng Mag-aaral* (Learner’s Manual) p. 66 for writing exercises in letter “Ng/ng”. Teacher can also write the letters on the board and have pupils copy and practice on their notebooks.

NOTES



BRIDGING

The word “ang” and “lang” are terms used in Filipino with the same meaning. The sound of the letter “ng” is the same in mother tongue and Filipino.

PAGSILABA (SYLLABICATION)

3

a. Pagbuak sa Pulong (Word Breaking)

- Teacher conducts word-breaking activity similar to those discussed in previous weeks.

Example:

ngi		si	
ng	i		
ng	i	s	i
ngi		si	
ngisi			

b. Paghimo og Pulong (Word Making)

- Teacher gives pupils a set of flashcards with letters /ng/, the vowels and letters previously discussed. Review syllabication using the letter flashcards.
- Teacher asks pupils to form words from the syllables using their letter flashcards.

NOTES

c. *Paghimo og mga Kapahayag (Making Sentences)*

- Teacher lets pupils read short sentences with words beginning in /ng/.

Ang ngisi ni Manang dako.
Pula ang iyang ngabil.
Puti ang iyang ngipon.

- Teacher asks pupils to make simple sentences with words beginning in letter /ng/.

4

PANITIKONG MGA PULONG (SPELLING WORDS)

- Teacher divides the class into groups. Let pupils write simple sentences using the spelling words.

Additional spelling words: *ngipon ngabil ngisi ang lang*

5

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

- Teacher gives homework to pupils: Draw a picture of a word beginning in /ng/. Be ready to talk about your pictures tomorrow.

ADLAW

4

**MATERIALS**

- Poem written on chart or manila paper
- Word Wall for /ng/
- Labels of common home items
- Picture of hat

I

RUTINA (ROUTINE)a. *Pagpaambit (Sharing)*

- Teacher asks pupils to show their homework in pairs and talk about it.
- Teacher asks two pupils to share in front of the class. Provide pupils with sentence prompts or guide when talking to an audience.
- Teacher lets pupils post their homework on the Word Wall for letter /ng/.

b. *Balak o Kantang Nagrima (Poem or Song that Rhymes)*

- Teacher teaches a new song or poem. Ask pupils to recite or sing.

2

BALIK-TUON: MGA KARATULA SA PALIBOT (REVIEW: ENVIRONMENTAL PRINTS)

- Teacher hides different labels of commonly used items (ex: labels of canned goods, milk, soap, etc.) under pupils' chairs. Ask pupils to check if there is a label stuck under their chairs.

- Teacher shows sentences that can be completed using the labels. Ask pupils to finish the phrases above with the appropriate labels.

Example:

Mokaon siya og _____. (label of tuna can)

Moinom siya og _____. (label of milk)

**PANGDAYAGON NGA PULINGAN
(DEMONSTRATIVE PRONOUNS)**

3

- Teacher discusses demonstrative pronouns using the picture of hat used in Day 2.

	<i>Pangdayagon nga Pulingan (Demonstrative Pronouns)</i>
Teacher (speaker) holds the hat	<i>kini (this) Kini ang kalo. (This is the hat.)</i>
Teacher (speaker) points to the objects that is nearest to the addressee (pupil)	<i>Kana (that) Kana ang kalo.</i>
The object is away from the teacher (speaker) and pupil (addressee)	<i>Kadto (yon) Kadto ang kalo.</i>

- Teacher asks pupils to use the term using materials they have in their bags (ex: pencil, notebook and book.) Vary the location of the objects so pupils can use the pronouns *kini*, *kana* and *kadto*.



BRIDGING

Teacher can make connections between pronouns taught in mother tongue when discussing pronouns in Filipino.

**BALIK-TUON: PANITIKONG MGA PULONG
(REVIEW: SPELLING WORDS)**

4

- Teacher reviews spelling words through jumbled letters, missing letters, changing misspelled letters, etc.

Example: *Pangitaa ang sayop pagkatitik nga pulong. Saktoa.* (Look for the misspelled word. Correct it.)

Ang kalo naglibut-libut. -> Ang kalo naglibot-libot.

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

5

- Teacher gives homework to pupils: Bring any piece of clothing you like to wear (ex: hat, jacket, shorts). Be ready to talk about it tomorrow.

ADLAW

5

**MATERIALS**

1. Poem written on chart or manila paper
2. Pictures used in sequencing events
3. Book: *Ang Kalo nga Walay Tag-iya*
4. Picture of hat

1

RUTINA (ROUTINE)**a. Pagpaambit (Sharing)**

- Teacher asks pupils to show and talk in pairs about their favorite piece of clothing.
- Teacher asks two pupils to share in front of the class. Provide pupils with sentence prompts or guide when talking to an audience.

b. Balak o Kantang Nagrima (Poem or Song that Rhymes)

- Teacher teaches a rhyming poem or song. Have students identify the rhyming words.

2

PAGSUSI SA PANITIK (SPELLING ASSESSMENT)

- Teacher gives spelling assessment. It can be through dictation or identifying the correct spelling.
- Teacher asks pupils to write one or two simple sentences from the words learned.

3

SUBLING PAGSUGILON: KALO NGA WALAY TAG-IYA**(RETELLING OF THE READ ALOUD STORY: HAT WITH NO OWNER)**

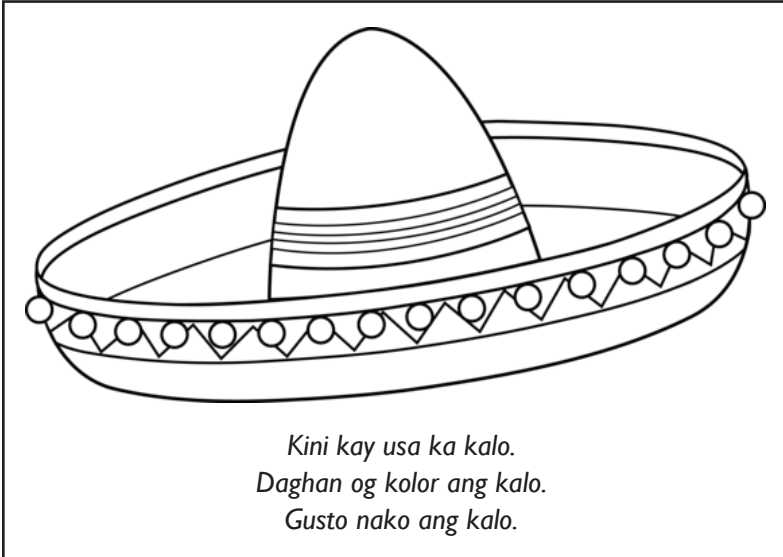
- Teacher asks pupils to re-tell the story in pairs. Display pictures used in Day 2 to help pupils.

4

BULUHATON SA PAGSULAT: PAGHIMO OG POSTER (COMPOSING ACTIVITY: POSTER MAKING)

- Teacher shows hat used in Day 2. Ask pupils to recall characteristics of the hat. As they answer, write the key words on the board.
- Teacher tells pupils that they will make a poster about the hat. Pupils will draw a hat and write two or 3 sentences about the hat. Provide an example of the poster.

NOTES



**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

5

- Teacher gives homework: Bring your posters at home. Show it to the members of your family and talk about it.

WEEK

18

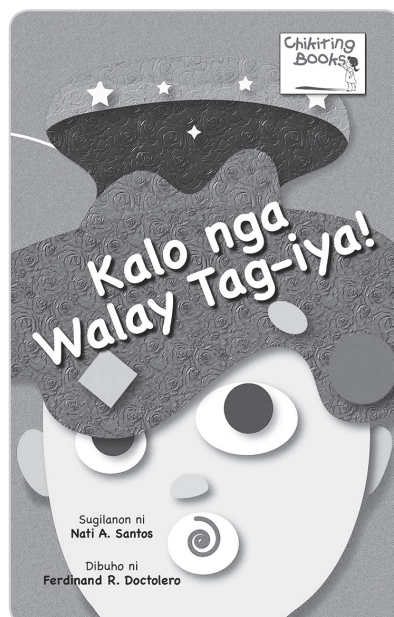
TEACHER'S GUIDE

GRADE 2
MOTHER TONGUE
SINUGBUANONG
BINISAYA

THEME: MGA DUWA (GAMES)

READ ALOUD BOOK: KALO NGA WALAY TAG-IYA
(NOBODY'S HAT)

LEVELED TEXT: ANG KAHIBULONGANG KAHON NI NONA
(NONA'S MAGICAL BOX)



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE I
SINUGBUANONG BINISAYA
QUARTER 2, WEEK 18 (50 MINUTES PER DAY)**

Theme: *Mga Duwa (Games)*

Read Aloud Book: *Kalo nga Walay Tag-iya (Nobody's Hat)*

Levelled Text: *Ang Kahibulongang Kahon Ni Nona (Nona's Magical Box)*

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Talk about experiences/ occasions in the home, school or community 	<ul style="list-style-type: none"> News sharing Recitation of poem or song Games
		<ul style="list-style-type: none"> Recite and sing individually, with ease and confidence, songs, poems, chants or riddles 	
I	ATR	<ul style="list-style-type: none"> Listen attentively and react positively during storytelling 	<ul style="list-style-type: none"> Read Aloud: "<i>Kalo nga Walay Tag-iya</i>" (Author: Nati A. Santos; Illustrator: Ferdinand R. Doctolero) Dramatization/ Role Play Spelling Words
	V	<ul style="list-style-type: none"> Use vocabulary referring to objects, people and musical instruments 	
	OL	<ul style="list-style-type: none"> Participate actively during read alouds by making comments and answering questions 	
	LC	<ul style="list-style-type: none"> Dramatize specific events in a story read 	

LEGEND: AK – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <p>Teacher asks pupils to talk about something related to the theme or lesson.</p> <p>b. Poem/song</p> <p>Teacher teaches a poem/song ending in rhyming words.</p> <p>c. Games (optional)</p> <p>Teacher uses game to review lesson/s in the previous week.</p>	<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Pupils share experiences about animals, lessons given or homework done. <p>b. Learning a poem/song</p> <ul style="list-style-type: none"> Pupils recite a poem or sing a song. <p>c. Games</p> <p>Pupils participate actively in games to review lessons.</p>
<p>I. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Re-reading of the Read Aloud: <i>Kalo nga Walay Tag-iya</i></p> <ul style="list-style-type: none"> Teacher rereads the Read Aloud. <p>3. Composing Activity: Extending the story</p> <ul style="list-style-type: none"> Teacher models writing activity. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework to bring their outputs home. 	<p>I. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Re-reading of the Read Aloud: <i>Kalo nga Walay Tag-iya</i></p> <ul style="list-style-type: none"> Pupils read some parts of the story. <p>3. Composing Activity: Extending the story</p> <ul style="list-style-type: none"> Pupils illustrate and write a continuation of the story. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils show and talk about their outputs to members of their family.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
2	C	<ul style="list-style-type: none"> Express ideas through words and phrases, using both invented and conventional spelling 	<ul style="list-style-type: none"> Composing Activity Environmental Prints
	V	<ul style="list-style-type: none"> Use vocabulary referring to objects, people and musical instruments 	
	SS	<ul style="list-style-type: none"> Get information from simple environmental print 	
3	OL	<ul style="list-style-type: none"> Use common polite expressions and greetings Participate actively during reading by making comments and asking questions 	<ul style="list-style-type: none"> Leveled Text: Ang Kahibulongang Kahon ni Nona (Author: Ani Almario; Illustrator: Jericho Moral)
	V	<ul style="list-style-type: none"> Give meanings of words through realia, picture clues, gestures or context clues 	
	F	<ul style="list-style-type: none"> Read grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	
	ATR	<ul style="list-style-type: none"> Read books given to them 	
	RC	<ul style="list-style-type: none"> Give the main idea of the story 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review: Environmental Prints</p> <ul style="list-style-type: none"> Teacher asks pupils to read the signs in school. <p>3. Group Activity: Role Playing</p> <ul style="list-style-type: none"> Teacher facilitates group work. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework related to the topic. 	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review: Environmental Prints</p> <ul style="list-style-type: none"> Pupils talk about the signs they have read. <p>3. Group Activity: Role Playing</p> <ul style="list-style-type: none"> Pupils role play parts of the story. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils bring their favorite toy to school and talk about it.
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Guided Reading of the Levelled Text: Ang Kahibulongang Kahon ni Nona</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Teacher introduces high frequency words and some phrases. Teacher relates the story to pupils' experiences. Teacher walks the pupils through the pictures in the book. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Teacher lets pupils read the story in pairs. 	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Guided Reading of the Levelled Text: Ang Kahibulongang Kahon ni Nona</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Pupils read high frequency words and some phrases from the text. Pupils talk about their experiences. Pupils look at and talk about the pictures on the leveled text. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Pupils read the leveled text in pairs. <p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> Pupils talk about the story.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
4	ATR	<ul style="list-style-type: none"> Listen attentively and react positively during storytelling 	<ul style="list-style-type: none"> Levelled Text: Ang Kahibulongang Kahon ni Nona (Author: Ani Almario; Illustrator: Jericho Moral) Spelling Words Composing Activity
	S	<ul style="list-style-type: none"> Spell and write correctly grade I level words 	
	F	<ul style="list-style-type: none"> Read grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	
	C	<ul style="list-style-type: none"> Express ideas through words and phrases, using both invented and conventional spelling 	
	V	<ul style="list-style-type: none"> Use vocabulary referring to objects and environment 	
5	S	<ul style="list-style-type: none"> Spell and write correctly grade I level words 	<ul style="list-style-type: none"> Levelled Text: Ang Kahibulongang Kahon ni Nona (Author: Ani Almario; Illustrator: Jericho Moral) Spelling Words
	F	<ul style="list-style-type: none"> Read grade I level words, phrases and sentences with appropriate speed, accuracy and proper expression 	
	ATR	<ul style="list-style-type: none"> Browse books and read books 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>c. <i>After Reading</i></p> <ul style="list-style-type: none"> Teacher asks questions about the story. Teacher asks comprehension questions about the story. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework related to the levelled text story. 	<p>3. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils think what kind of toy an empty water bottle can become.
<p>I. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Review</p> <ul style="list-style-type: none"> Teacher reviews spelling words. <p>3. Re-reading of the Levelled Text: Ang Kahibulongang Kahon ni Nona</p> <ul style="list-style-type: none"> Teacher asks pupils to read the story again in pairs. Pupil A will read to Pupil B, and the exchange roles. <p>4. Composing Activity: Making Own Version of Levelled Text</p> <ul style="list-style-type: none"> Teacher models composing activity. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher lets pupils bring their outputs at home. 	<p>I. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Spelling Review</p> <ul style="list-style-type: none"> Pupils answer a crossword puzzle. Pupils use spelling words to complete a sentence. <p>3. Re-reading of the Levelled Text: Ang Kahibulongang Kahon ni Nona</p> <ul style="list-style-type: none"> Pupils read the story to each other. <p>4. Composing Activity: Making Own Version of Levelled Text</p> <ul style="list-style-type: none"> Pupils make their own version of leveled text. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Ask homework, pupils share with their family members the stories they made.
<p>I. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p>	<p>I. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p>
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

Day	Domain	Objectives	Subject Matter

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
2. Spelling Assessment	2. Spelling Assessment
<ul style="list-style-type: none"> • Teacher gives spelling test. 	<ul style="list-style-type: none"> • Pupils spell words for spelling test.
3. Review: Demonstrative Pronouns	3. Review: Demonstrative Pronouns
<ul style="list-style-type: none"> • Teacher gives activity to review demonstrative pronouns. 	<ul style="list-style-type: none"> • Pupils read comic strips and act it out in a dialogue.
4. Independent Reading	4. Independent Reading
<ul style="list-style-type: none"> • Teacher gives time for pupils to read outputs of other classmates. 	<ul style="list-style-type: none"> • Pupils read the outputs of their classmates yesterday.
5. Concluding the Session	5. Concluding the Session
<ul style="list-style-type: none"> • Teacher gives homework related to the lessons. 	<ul style="list-style-type: none"> • As homework, pupils share with their family members the stories they read.
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

ADLAW

I



MATERIALS

1. Song or poem written on a chart or manila paper
2. Book: *Kalo nga Walay Tag-iya*

1

RUTINA (ROUTINE)**a. Pagpaambit (Sharing)**

- Teacher asks pupils to share with a partner the posters they made the previous week.
- Teacher asks two volunteers to share to the class. Provide sentence prompts or guide the pupils when sharing before an audience.

b. Balak o Kanta (Poem or Song)

- Teacher teaches the pupils a new song or poem. Ask pupils to recite as a class and in groups.

2

**PAGSUBLI SA SUGILANON:
KALO NGA WALAY TAG-IYA****(REREADING OF THE READ ALOUD STORY:
NOBODY'S HAT)**

- Teacher rereads the story to the pupils. Ask volunteers to read some parts of the story.

3

**BULUHATON SA PAGSULAT:
PAGPATAAS SA ESTORYA****(COMPOSING ACTIVITY: EXTENDING THE STORY)**

- Teacher lets pupils explore about extending the story.



Teacher says: Asa kaha padulong ang kalo? Kinsa kaha ang iyang matagboan ug asa na sad siya motugpa? (Where will the hat go next? Who will it meet and where will it land?)

- As pupils give their answers, teacher writes the answers on the board. Come up with a story from the pupils' answers.
- Teacher tells pupils to write and draw their ideas about where the hat will go next.

After writing, teacher asks pupils to sit in groups of three and talk about their outputs.

4

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- Teacher gives homework: Bring their outputs home and show it to their family members.

RUTINA (ROUTINE)

1

a. Pagpaambit (Sharing)

- Teacher asks pupils to share with a partner the outputs they made yesterday.
- Teacher asks two volunteers to share to the class. Provide sentence prompts or guide the pupils when sharing before an audience.

b. Balak o Kanta (Poem or Song)

- Teacher asks pupils to recite a poem or song they learned in pairs.

ADLAW

2



MATERIALS

1. Song or poem written on a chart or manila paper

BALIK-TUON: MGA KARATULA SA PALIBOT (REVIEW: ENVIRONMENTAL PRINTS)

2

- Teacher asks pupils to go around the school and read signs around the school.
- Once in the classroom, teacher asks pupils what they have read. Ask pupils to talk about it.
- Teacher asks pupils to try spelling the signs on the board.

BULUHATONG PANGGRUPO: PAG-AKTO (GROUP ACTIVITY: ROLE PLAYING)

3

- Teacher divides the class into 8 groups. Ask groups to role play or dramatize parts of the story. Guide pupils as they are working in groups.

Examples:

a) *Pag-abot sa kalo nga galupad* (Arrival of the hat flying)

Note to teacher: Let the pupils think how they can make the hat talk. Will there be a voice over? How will the hat fly?

b) *Ang pagsayaw sa kalo sa ulo ni Lolo ug nakatawa si Lolo* (The hat dancing on Grandfather's head that lead to Grandfather laughing)

Note to the teacher: Have the pupils think about how they will portray the hat dancing.

c) *Ang masulub-on nga bata ug ang pagtugpa sa kalo sa ulo sa bata* (The sad child and the hat landing on the child's hat)

Note to the teacher: Again, have pupils in this group think about how they will portray the hat talking. Will there be voice over?

NOTE

Take this opportunity to work with struggling pupils in the class, assess their progress and take note of observations. For pupils having difficulties in reading some words, guide pupils by letting them do any of the strategies mentioned in Week 12

NOTES

ADLAW

3

MATERIALS

1. Song written on a chart or manila paper
2. Flash cards with high frequency words
3. Flash cards with phrases
4. Copies of levelled text:
Ang Kahibulongang Kahon ni Nona

4

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- **Teacher gives homework:** Bring your favorite toy to school. Be ready to talk about it.

1

RUTINA (ROUTINE)**a. Pagpaambit (Sharing)**

- Teacher asks pupils to show and talk about their favorite toy to their partners.
- Teacher asks for volunteers to share to the class. Provide sentence prompts or guide the pupils when sharing before an audience.

b. Balak o Kanta (Poem or Song)

- Teacher lets pupils recite a poem or song in pairs or individually.

2

**GINIYAHANG PAGBASA SA LEVELLED TEXT:
“ANG KAHIBULONGANG KAHON NI NONA?”****(GUIDED READING OF THE LEVELLED TEXT:
NONA'S MAGICAL BOX)****A. BULUHATON SA DILI MAGBASA (PREREADING ACTIVITIES)**1) *Pag-ugba og Pulong* (Word Work)

- Teacher shows the high frequency words in flash cards. Ask pupils to read the words.

usahay

usa

kini

2) *Pagbasa og Pulongan* (Phrase Reading)

- Teacher shows phrases from the levelled text in flash cards. Ask pupils to read them.

kahibulongang kahon

ka eroplano

ka rocketship

ka jeepney

3) *Pasunding sa mga Hulagway* (Picture Walk)

- Teacher lets pupils look at the pictures on each page of the book. Teacher lets pupils talk about it. Ask a couple of questions.

Example:

Unsay inyong nakita sa hulagway? (What do you see in the picture?)*Unsay nahitabo sa kahon?* (What happened to the box?)

NOTES

4) *Pagpabiluna sa Senaryo* (Setting the Scene)

- Teacher shows a box to the pupils. Ask them what they can do with it.

Teacher says: *Ang ulohan sa atong basabon kay “Ang Kabibulongang Kabon ni Nona”. Gisulat kini ni Ani Rosa Almario ug gidibubo ni Jericho Moral.* (The title of our story is “Nona’s Magical Box”. The author is Ani Rosa Almario and illustrator is Jericho Moral.)



B. ATOL SA PAGBASA (DURING READING)

- Teacher lets pupils read the story in pairs.
- Teacher goes around and listens in as they read.

C. BULUHATON HUMAN OG BASA (AFTER READING ACTIVITIES)

- Teacher asks pupils questions about the text read.

Example: *Babin sa unsa ang estorya?* (What is the story about?)

Nganong kabibulongan ang kabon ni Nona? (Why is Nona’s box magical?)

Aduna koy kabon. Unsang mga butanga puyde kini mahimo? (I have a box. What things can it turn into?)

NOTE

Take this opportunity to work with struggling pupils in the class, assess their progress and take note of observations. For pupils having difficulties in reading some words, guide pupils by letting them do any of the strategies mentioned in Week 12

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

3

- Teacher gives homework: Show an empty water bottle to the class. Ask the pupils what it can turn into. Let them think about it at home. Ask them to prepare to talk about it the following day.

RUTINA (ROUTINE)

1

a. Pagpaambit (Sharing)

- Teacher asks pupils to talk about their homework: Think about what kind of toy an empty water bottle can become.
- Teacher asks for volunteers to share to the class. Provide sentence prompts or guide the pupils when sharing before an audience.

b. Balak o Kanta (Poem or Song)

- Teacher lets pupils recite a poem or song individually.

ADLAW

4



MATERIALS

1. Song written on a chart or manila paper
2. Copies of levelled text: **Ang Kahibulongang Kahon ni Nona**

NOTES

2

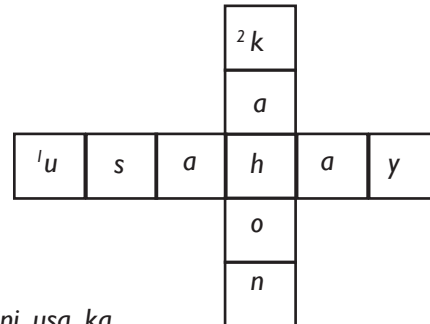
PANITIKONG MGA PULONG (SPELLING WORDS)

- Teacher shows a crossword puzzle to the class.

Example:

1) panagsa

2) kuwadrado
ang porma



Spelling words: *kini, usa, ka*

- Teacher lets pupils use additional spelling words to complete a sentence.

Example: *Milupad ang _____.* (eroplano)

Additional Spelling words: *eroplano, jeep, dumu, kama, tren*

3

**PAGSUBLI SA SUGILANON:
ANG KAHIBULONGANG KAHON NI NONA****(RE-READING OF THE LEVELLED TEXT: NONA'S
MAGICAL BOX)**

- In a pair, teacher assigns Pupil A and Pupil B. Pupil A reads to pupil B. They exchange roles after.
- Teacher goes around and listens in. Guide pupils who are struggling to read the text.

4

**BULUHATON SA PAGSULAT: PAGSULAT OG
KAUGALINGONG BERSIYON SA LEVELLED TEXT****(COMPOSING ACTIVITY: MAKING THEIR OWN
VERSIONS OF THE LEVELLED TEXT)**

- Teacher shows pupils an old can. Ask pupils to imagine if the can were magical. What would it turn into?



Teacher says: *Kon kining daan nga lata parehas sa kahon ni Nona nga kabibulongan, unsang butanga kaha kini puydeng mahimo?* (If this old can is magical like Nona's box, what will it turn into?)

- Teacher writes the pupils' answers. Turn it into a story similar to the levelled text.

Example:

Ang Kahibulongang Lata ni Rosa

*Adunay kahibulongang lata si Rosa!
Usahay, usa kini ka bisikleta.
Usahay, usa kini ka iro.
Usahay, usa kini ka helicopter.
Kini ang kahibulongang lata ni Rosa!*

NOTES

- Teacher tells pupils that they will make their own story. Guide pupils in their composing activity.

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

5

- Teacher gives homework: Bring their outputs home. Show and read it to their family members.

RUTINA (ROUTINE)

1

a. Pagpaambit (Sharing)

- Teacher asks pupils to show and talk about their outputs yesterday to their partners.
- Teacher asks for volunteers to share to the class. Provide sentence prompts or guide the pupils when sharing before an audience.

b. Balak o Kanta (Poem or Song)

- Teacher lets pupils recite a poem or song individually.

ADLAW

5



MATERIALS

1. Copy of poem on manila paper

PAGSUSI SA PANITIK (SPELLING ASSESSMENT)

2

- Teacher dictates the spelling words and asks pupils write on a piece of paper or on their notebooks.
- Teacher dictates two sentences.

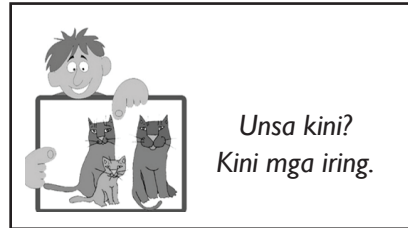
Example: *Ang kabon naa sa kilid sa lamesa.*

**BALIK-TUON: PANGDAYAGON NGA PULINGAN
(REVIEW: DEMONSTRATIVE PRONOUNS)**

3

- Teacher reviews demonstrative pronouns using pictures. Let pupils read the comic strips. Ask them to act it out.

NOTES



- Teacher lets pupils use demonstrative pronouns when talking with classmates.

4

**KINAUGALINGONG PAGBASA
(INDEPENDENT READING)**

- Teacher asks pupils to exchange outputs from Day 4 with their classmates. Read the outputs of their classmates.
- Teacher lets pupils talk about the outputs they read in pairs or small groups.

5

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- **Teacher gives homework:** Talk to your family members about your classmate's work that you read today.

WEEK

19

TEACHER'S GUIDE

GRADE 2
MOTHER TONGUE
SINUGBUANONG
BINISAYA

THEME: MGA BALAK UG RIMA (POETRY AND RHYMES)

READ ALOUD BOOK: SALAMAT! (THANK YOU!)



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE I
SINUGBUANONG BINISAYA
QUARTER 2, WEEK 19 (50 MINUTES PER DAY)**

Theme: *Mga Balak ug Rima (Poetry and Rhymes)*

Read Aloud Book: *Salamat! (Thank you!)*

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Talk about experiences/ occasions in the home, school or community 	<ul style="list-style-type: none"> News sharing Games
I	V	<ul style="list-style-type: none"> Give meanings of words through picture clues, gestures or context clues 	<ul style="list-style-type: none"> Read Aloud: <i>"Salamat!"</i> (Author: Russell Molina; Illustrator: Tokwa Peñaflorida)
	OL	<ul style="list-style-type: none"> Participate actively during read alouds by making comments and asking questions 	<ul style="list-style-type: none"> Spelling Words
	ATR	<ul style="list-style-type: none"> Listen attentively and react positively during storytelling 	

LEGEND: AK – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Teacher asks pupils to talk about something related to the theme or lesson. <p>b. Poem/song</p> <ul style="list-style-type: none"> Teacher teaches a poem/song ending in rhyming words. <p>c. Games (optional)</p> <ul style="list-style-type: none"> Teacher uses game to review lesson/s in the previous week. 	<p>I. Routine</p> <p>a. Sharing/ News Sharing</p> <ul style="list-style-type: none"> Pupils share experiences about animals, lessons given or homework done. <p>b. Poem or Song</p> <ul style="list-style-type: none"> Pupils recite a poem or sing a song. <p>c. Games</p> <ul style="list-style-type: none"> Pupils participate actively in games to review lessons.
<p>I. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Read Aloud story: Salamat!</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Teacher discusses difficult words from the story. Teacher relates the story to experiences of pupils and sets the motive question. Teacher discusses the cover of the book. <p>b. <i>During Reading</i></p> <p>Teacher reads the story to pupils stopping at pages to ask questions.</p>	<p>I. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Read Aloud story: Salamat!</p> <p>a. <i>Pre-reading</i></p> <ul style="list-style-type: none"> Pupils get the meaning of a word through gestures, picture or context clues. Pupils talk about experiences related to the story. <p>b. <i>During Reading</i></p> <ul style="list-style-type: none"> Pupils listen to the story attentively. Pupils answer questions or give comments during the read aloud.

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;
ATR – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;
S – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
2	OL	<ul style="list-style-type: none"> Listen and respond to others in oral conversation Respond to text through dramatization 	<ul style="list-style-type: none"> Read Aloud: “Salamat!” (Author: Russell Molina; Illustrator: Tokwa Peñaflorida)
	LC	<ul style="list-style-type: none"> Dramatize specific events in a story read Re-tell a story read 	
3	SS	<ul style="list-style-type: none"> Get information from simple environmental print 	<ul style="list-style-type: none"> Poems and Rhymes Composing Activity: Making a Diamond Poem
	PA	<ul style="list-style-type: none"> Supply rhyming words to complete a rhyme, poem or song 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<ul style="list-style-type: none"> • Teacher lets pupils predict the ending of the story. c. <i>After Reading</i> • Teacher asks questions about the story. 3. Spelling Words • Teacher introduces spelling words from the story. 4. Concluding the Session • Teacher gives homework related to the story. 	<ul style="list-style-type: none"> • Pupils predict the ending of the story. c. <i>After Reading</i> • Pupils talk about the story. 3. Spelling Words • Pupils talk about spelling words presented. 4. Concluding the Session • As homework, pupils thank family members for what they do for them.
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Retelling of Read Aloud story: “Salamat!”</p> <ul style="list-style-type: none"> • Teacher asks pupils to retell the story in pairs. <p>3. Shared Reading of the Read Aloud story: “Salamat!”</p> <ul style="list-style-type: none"> • Teacher re-reads the story. <p>4. Group Work: Story Discussion</p> <ul style="list-style-type: none"> • Teacher asks pupils to dramatize the story. <p>5. Concluding the session</p> <ul style="list-style-type: none"> • Teacher encourages pupils to thank a classmate who has helped them. 	<p>1. Routine</p> <p>a. News sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Retelling of Read Aloud story: “Salamat!”</p> <ul style="list-style-type: none"> • Pupils retell the story in pairs. <p>3. Shared Reading of the Read Aloud story: “Salamat!”</p> <ul style="list-style-type: none"> • Pupils read some lines from the story. <p>4. Group Work: Story Discussion</p> <ul style="list-style-type: none"> • Pupils work in groups and dramatize parts of the story. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils thank a classmate.
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p>	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p>

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;
ATR – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;
S – Spelling; **HW** – Handwriting

Day	Domain	Objectives	Subject Matter
4	S	<ul style="list-style-type: none"> Spell and write correctly grade I level words consisting of letters already learned 	<ul style="list-style-type: none"> Review: Pronouns Spelling Words Review
	G	<ul style="list-style-type: none"> Use personal and demonstrative pronouns in a sentence 	
5	C	<ul style="list-style-type: none"> Express ideas through words and phrases using both invented and conventional spelling 	<ul style="list-style-type: none"> Read Aloud: “Salamat!” (Author: Russell Molina; Illustrator: Tokwa Peñaflores) Composing Activity: “Thank You” card
	S	<ul style="list-style-type: none"> Correctly spell grade level words 	
	LC	<ul style="list-style-type: none"> Re-tell the story 	

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language; **PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency; **G** – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>2. Poems and Rhymes</p> <ul style="list-style-type: none"> Teacher presents a poem and recalls previous poems. <p>3. Composing Activity: Making a Diamond Poem</p> <ul style="list-style-type: none"> Teacher models composing activity. <p>4. Concluding the session</p> <ul style="list-style-type: none"> Teacher gives homework related to the lesson. 	<p>2. Poems and Rhymes</p> <ul style="list-style-type: none"> Pupils identify rhyming words. <p>3. Composing Activity: Making a Diamond Poem</p> <ul style="list-style-type: none"> Pupils work in groups to make a Diamond Poem. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils make a poem at home with the help of family members.
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review: Possessive Pronouns</p> <ul style="list-style-type: none"> Teacher lets pupils use possessive pronouns in answering questions. <p>3. Spelling Review</p> <ul style="list-style-type: none"> Teacher reviews pupils spelling words. <p>4. Concluding the session</p> <ul style="list-style-type: none"> Teacher gives homework related to the Read Aloud story. 	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p> <p>2. Review: Possessive Pronouns</p> <ul style="list-style-type: none"> Pupils use possessive pronouns to answer questions. <p>3. Spelling Review</p> <ul style="list-style-type: none"> Pupils form words from syllables. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> As homework, pupils draw one thing they like from the story.
<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p>	<p>1. Routine</p> <p>a. Sharing (same as above under Daily activities)</p> <p>b. Poem or Song (same as above under Daily activities)</p> <p>c. Games (same as above under Daily activities)</p>
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

Day	Domain	Objectives	Subject Matter

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

Teacher Activities	Learner Activities
<p>2. Spelling Assessment</p> <ul style="list-style-type: none"> • Teacher gives spelling test. <p>3. Retelling of the Read Aloud story</p> <ul style="list-style-type: none"> • Teacher asks pupils to re-tell the read aloud using pictures. <p>4. Composing Activity</p> <ul style="list-style-type: none"> • Teacher models composing activity. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher lets pupils bring their outputs home. 	<p>1. Routine</p> <ol style="list-style-type: none"> a. Sharing (same as above under Daily activities) b. Poem or Song (same as above under Daily activities) c. Games (same as above under Daily activities) <p>3. Spelling Assessment</p> <ul style="list-style-type: none"> • Pupils spell grade level words correctly. • Pupils write sentences using the spelling words. <p>2. Retelling of the Read Aloud story</p> <ul style="list-style-type: none"> • Pupils retell the story. <p>4. Composing Activity</p> <ul style="list-style-type: none"> • Pupils make a “Thank You” card. <p>5. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils read the card to the person they wrote to and give it to him/her
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>	

ADLAW

I



MATERIALS

1. Poem written on chart or manila paper
2. Book: **Salamat**
3. Pictures and flash cards for vocabulary words
4. Spelling words on flash cards

I

RUTINA(ROUTINE)

a. *Pagpaambit* (Sharing)

- Teacher models news sharing about things to be thankful for.



Teacher says: *Mga bata, karong adlaw mapasalamaton ko sa maanindot nga adlaw. Mapasalamaton pud ko nga ania mo sa eskaylaban.*

Bisan og ang uban sa inyo sabaan sa klase, malingaw pod ko sa inyong mga estorya. Malipayon ko nga nakakita ninyong tanan. (Children, today I am thankful for a beautiful day. I am also thankful to see you in school. Even if some of you can be noisy, I always enjoy your stories. I am happy to see all of you.)

Kamo, mga bata? Unsa may inyong gipasalamaton karong adlaw? Hisgoti kini uban sa inyong katapad. (How about you, children? What are you thankful for today? Talk about it with your seatmate.)

- Teacher asks two volunteers to share to the class. Provide prompts or guide the pupils in sharing in front of an audience.

b. *Balak o Kanta*

- Teacher teaches a song or a poem that is about being thankful. Have pupils sing or recite it as a class.

2

SUGILANON: SALAMAT!

(READ ALOUD STORY: THANK YOU!)

A. BULUHATON SA DILI PA MAGBASA (PRE-READING ACTIVITIES)

Pagtangtang sa mga Kalisdanan (Unlocking of Difficulties)

- Teacher unlocks difficult words from the story using picture, context or gestures.
- Teacher asks questions so pupils can talk about the words.

tuktugaok (cock-a-doodle-doo) – *Ang tuktugaok mao ang tingog sa sunoy sayo sa buntag.* (Cock-a-doodle-doo is the sound of the chicken early in the morning.)

giagni (urge) – *Nindot ang pag-bulagway ni Danny sa lugar nga iyang suroyan. Iyang gidani si Kris sa pagkuyog kaniya.* (Danny described beautifully the place where he will go for a stroll. He urged Kris to come with him.)

magpaugnat (exercise) – *Sayo sa buntag magpaugnat ta sa atong lavas. Mag-jogging o magsayaw-sayaw ta.* (In the morning, let us exercise. Let's jog or dance.)

Paglab-as sa mga Kanhing Nahibal-an (Activating Prior Knowledge)

Teacher says: *Mga bata, sa unsang mga butanga nga kamo mapasalamaton? Kanus-a mo mapasalamat?* (Children, what things are you thankful for? When do you say thank you?)

- Teacher shows pupils the cover of the book and asks pupils to point or read the title, author and illustrator.

Teacher says: *Ang ulohan sa libro kay "Salamat!". Gisulat kini ni Russell Molina ug gidibubo ni Tokwa Peñaflorida.* (The title of the story is "Thank you!". The author is Russell Molina and the illustrator is Tokwa Peñaflorida.)

Panguntanang Naghatag og Motibo (Motive Questions)

Teacher says: *Tan-awa ang hapin sa libro. Unsay inyong gusto mahibal-an sa estorya?* (Look at the cover of the book. What do you want to know about the story?)

Sa unsa man mapasalamaton ang bata? (What is the child thankful for?)

B. BULUHATON ATOL SA PAGBASA (DURING READING ACTIVITIES)

- Teacher reads the story to the pupils pausing at certain pages.

On page 10

Teacher says: *Kinsa kaba ang sunod nga pasalamaton sa bata? Nganong mapasalamaton man siya?* (Who will the child be thankful for next? Why do you think he is thankful?)

After reading p. 15

Teacher says: *Unsa kabay bubaton ni lola sa bata? Kanus-a kaba ni mabitabo?* (What does grandmother do to the child? When does this usually happen?)

On page 20

Teacher says: *Asa ang bata? Unsa nay iyang bubaton?* (Where is the child? What is the child about to do?)

C. BULUHATON HUMAN OG BASA (AFTER READING ACTIVITIES)

- Teacher asks questions to discuss the story.

Example:

Unsa ang mga gipasalamaton sa bata? (What is the child thankful for?)

Nganong mapasalamaton man siya niini? (Why is the child thankful for these?)



NOTES

Kanus-a nagpasalamat ang bata? (When did the child give thanks?)

Kinsa kaba ang pasalamat sa bata? (Who is the child thanking?)

Kamo, nagapasalamat ba pod? Kanus-a? Unsay inyong buhaton para magpasalamat? (How about you? Do you give thanks too? When? What do you do to give thanks?)

- Teacher asks pupils about their reactions to the story.



Teacher says: *Unsang babina sa estorya ang inyong nagustuhan?*
(Which part of the story did you like?)

- Teacher lets pupils talk to their seatmates. Ask for 5 volunteers to share to the class.

3

PANITIKONG MGA PULONG (SPELLING WORDS)

- Teacher presents spelling words by relating them to the Read Aloud story.

Example: *Unsa ang gisulti sa bata aron pagpasalamat?*
(What does the child say to give thanks?)

salamat

Spelling words:

bunga

kapyot

higala

adlaw

tabanog

mangga

sapa

bisikleta

bituon

4

PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)

- **Teacher gives homework:** Think about one good thing that your parents and siblings did to you. Say thank you to them for what they did when you go home today.

ADLAW

2

I

RUTINA (ROUTINE)

a. *Pagpaambit* (Sharing)

- Teacher asks pupils how their family members reacted when they said thank you. Have them talk in pairs.
- Teacher asks two volunteers to share to the class. Provide prompts or guide the pupils in sharing in front of an audience.

b. *Balak o Kanta* (Poem or Song)

- Teacher asks pupils to sing a song or recite a poem in groups.

PAGSUBLI SA SUGILANON: SALAMAT!

2

(RETURNING TO THE READ ALOUD STORY: THANK YOU!)

- Teacher shows pictures of the different things that the child is thankful for. Ask them details about the story.

Example: *Nganong mapasalamaton ang bata sa sunoy?* (Why is the child thankful for the rooster?)

Unsa ang ginabuhat sa igsoong lalaki sa bata? (What does the child's brother do?)

Ngano mapasalamaton siya sa iyang igsoong lalaki? (Why is the child still thankful for his brother?)

Nganong mapasalamaton siya sa iyang lolo? (Why is the child thankful for his grandfather?)

Hain ang papa sa bata? (Where is the child's father?)

Nganong mapasalamaton ang bata sa bituon? (Why is the child thankful for the stars?)



MATERIALS

1. Poem written on chart or manila paper
2. Book: **Salamat**
3. Pictures from Read Aloud story

AMBITAY NGA PAGBASA : SALAMAT!

3

(SHARED READING OF THE READ ALOUD: THANK YOU!)

- Teacher rereads the story and asks volunteers to help read some lines from the book.

Example:

Page 3: *Sa mga lugas sa bugas nga among gilung-ag.*

Page 7: *Salamat sa ulan kay nakiglumba-ay ko sa sapa.*

Page 11: *Salamat sa akong iro nga kanunay ko nga sugaton.*

Page 12: *Salamat sa sud-an nga anaa sa akong plato.*

Page 14: *“Oras sa pag-exercise! Magpaugnat! Dali na!”*

Page 16: *Salamat kang Papa bisan siya tua sa layo.*

Page 17: *Sa kusog nga katawa, agik-ik, ug mga gitik.*

Page 23: *Salamat. Salamat. Ugma na pod, ha.*

NOTES

4

BULUHATON PANGGRUPO: PAG-AKTO SA SUGILANON**(GROUP WORK: ROLE PLAY OR DRAMATIZATION)**

- Teacher divides the class into groups. Each group acts out a part of the story.
- Teacher uses the pictures earlier and gives one to each group. They will role play or dramatize the part of the story shown in the picture.
- Teacher gives 5 - 10 minutes for the group to practice before they perform in class. Ask one student to be the narrator. Teacher can also be the narrator.

5

PAGTAPOS SA SESYON (CONCLUDING THE SESSION)

- Teacher asks pupils to go around and thank one classmate for a good thing that the classmate may have done.

ADLAW

3

**MATERIALS**

1. Poem written on chart or manila paper
2. Book: **Salamat**
3. Sample of diamond poem

I

RUTINA (ROUTINE)**a. Pagpaambit (Sharing)**

- Teacher asks pupils to talk in pairs about what they are thankful about for the day.
- Teacher asks two volunteers to share to the class. Provide prompts or guide the pupils in sharing in front of an audience.

b. Balak o Kanta (Poem or Song)

- Teacher asks pupils to sing a song or recite a poem in groups.

2

MGA BALAK OG RIMA (POEMS AND RHYMES)

- Teacher recalls 2 or 3 rhyming poems discussed in the previous weeks. Show the poems and ask pupils to identify the rhyming word.

Teacher says: *Ang usa ka balak adunay mga estansa ug sumbanan o pattern. Usabay nagtapos kini og mga pulong nga nagrима. (A poem has stanzas and a pattern. Sometimes it ends with words that rhyme.)*

NOTES

- Teacher shows pupils a sample of a diamond poem. Let them read it. Let them identify the words that make up each line.

Line 1 – name of animal (noun)

Line 2 – 2 words that the animal does (action words)

Line 3 – 3 words to describe the animal (adjectives)

Line 4 – 2 more words that the animal does (action words)

Line 5 – its classification (noun)

Example:

Unggoy

<i>mokaon</i>	<i>mokapyot</i>	
<i>itom</i>	<i>dako</i>	<i>abtik</i>
<i>molakaw</i>	<i>matulog</i>	
<i>mananap</i>		

- Teacher uses chicken as another example. Get answers from pupils and write their answers on the board to make another diamond poem.

Teacher says: *Mao ni atong gitawag og diyamanteng balak. Tan-awa ang porma sa atong balak, di ba diyamante.* (This is what we call a diamond poem. Look at its shape; it's a diamond.)

BRIDGING

Poem as a genre of literature is the same in Filipino and English as in Mother Tongue. The concept can be easily transferred and further reinforced in the two languages.

BULUHATON SA PAGSULAT: PAGSULAT OG DIYAMANTENG BALAK

3

(COMPOSING ACTIVITY: WRITING A DIAMOND POEM)

- Teacher lets pupils to work in groups of three. Ask them to think of an animal and make their own diamond poem.
- Teacher asks pupils to share their poems to the class.

PAGTAPOS SA SESYON

4

(CONCLUDING THE SESSION)

- Teacher gives homework: Make a diamond poem or a 4-stanza poem together with your parents and siblings.

ADLAW

4



MATERIALS

1. Poem written on chart or manila paper
2. Book: **Salamat**
3. Sample of diamond poem

1

RUTINA (ROUTINE)

a. *Pagpaambit* (Sharing)

- Teacher asks pupils share in groups of three the poems they have made with their family members.
- Teacher asks volunteer pupils to share to the class.
- Teacher lets pupils display their poems on the classroom walls.

b. *Balak o Kanta* (Poem or Song)

- Teacher asks pupils to sing a song or recite a poem in groups.

2

BALIK-TUON: PANGHUPOT NGA PULINGAN
(REVIEW: POSSESSIVE PRONOUNS)

- Teacher tells pupils to get one thing from their bags. Randomly collect 10 things from the pupils and put them on the teacher's table.
- Teacher asks questions that allow pupils to use pronouns.

Example: *Kang kinsa kini?* (Who owns this?)

Buluhaton (Activity). *Pilia ang saktong pulingan. Isuwat sa blanko.*
(Choose the correct pronoun. Write it on the blank.)

1. *Aduna koy libro. Kini _____ (akoa, imoha).*
2. *Si Tina ug Ben miadto sa dagat. Mangaligo _____ (siya, sila).*
3. *Moa ni ang gipangita nimo nga lapis. _____ (imoha, akoa) kini.*
4. *Si Joel kay nasakit. Miadto _____ (siya, ikan) sa doktor.*
5. *Ang mga tag-iya sa iro kay sila Neil ug Jon. _____ (Imoha, Ilaha) ang iro.*

3

PAGSUBLI BAHIN SA MGA PULONG PANTITIK
(REVIEW: SPELLING WORDS)

- Teacher posts different syllables around the classroom walls. Ask pupils to find the syllables needed to form the word that matches the picture.

Example:



bisik

leta

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

4

- Teacher gives homework: Draw one thing from the Read Aloud story that you like. Write 2 sentences about it. Be ready to share tomorrow.

RUTINA (ROUTINE)

1

a. Pagpaambit (Sharing)

- Teacher asks pupils to share in groups of three their homework.
- Teacher asks volunteer pupils to share to the class.

b. Balak o Kanta (Poem or Song)

- Teacher asks pupils to sing a song or recite a poem in groups.

PAGSUSI SA PANITIK (SPELLING ASSESSMENT)

2

- Teacher gives spelling assessment. It can be through dictation or filling in the missing letters.

Example:

b		s			l		t	a
---	--	---	--	--	---	--	---	---

Clue: *Modagan kon pedalan.*

- Teacher asks pupils to write 1 or 2 simple sentences from the words learned.

SUBLING PAGESUGILON: SALAMAT!

3

**(RETELLING OF THE READ ALOUD STORY:
THANK YOU!)**

- Teacher asks pupils to retell the story in pairs. Display pictures used in Day 2 to help pupils.

**BULUHATON SA PAGESULAT:
PAGHIMO OG THANK YOU CARD**

4

**(COMPOSING ACTIVITY: MAKING A THANK
YOU CARD)**

Teacher asks pupils to think about one thing that their parents or siblings or any family member do which they are thankful about.

ADLAW

5

NOTES

- Teacher asks one volunteer to share. Tell pupils that they will make a thank you card for the special person they want to thank.
- Teacher shows pupils how to fold a card, where to draw and where to write. Teacher shows sample of a “Thank You” card.

For example:

	<p><i>Mahal kong Ate,</i></p> <p><i>Daghang salamat sa paglaba sa akong uniporme. Naa koy sul-obon kada adlaw. Humot pa gyud!</i></p> <p style="text-align: right;"><i>Imong igsoon,</i></p> <p style="text-align: right;"><i>Titing</i></p>
--	--

- Teacher asks pupils to show and talk about their cards in pairs.

5

**PAGTAPOS SA SESYON
(CONCLUDING THE SESSION)**

- **Teacher gives homework:** Give your “Thank You” card to your family member. Read it to him or her.