

BASA PILIPINAS TEACHER'S GUIDE GRADE 2 ENGLISH

QUARTER I

MARCH 2015

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Grade 2 Quarter I**Teacher's Guide - English****Second Edition, 2015**

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WEEK

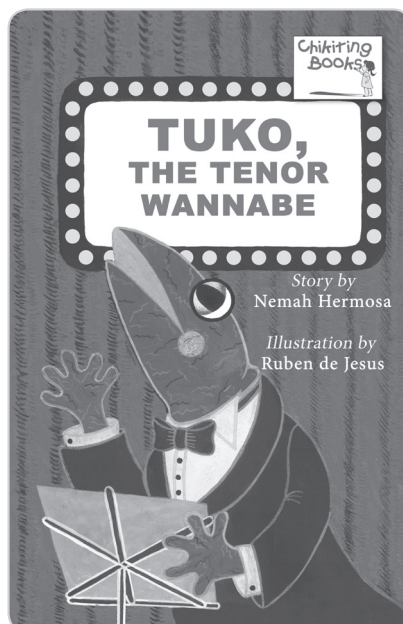
I

TEACHER'S GUIDE

GRADE 2
ENGLISH

THEME: OPENING WEEKS AND ROUTINES

READ ALOUD STORY: *TUKO, THE TENOR WANNABE*



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ENGLISH
QUARTER 1, WEEK 1 (50 MINUTES PER DAY)**

Theme: Opening Weeks and Routines

Read Aloud Story: *Tuko, The Tenor Wannabe*

Author: Nemah Hermosa

Illustrator: Ruben de Jesus

Day	Domain	Objectives	Subject Matter
Daily	OL	• Recite some poems	<ul style="list-style-type: none"> • Poem: "I Have Something in My Pocket" • Song: "Today is Monday"
	PA	• Sing some songs	
	V		
1	OL	• Talk about one's name and other personal information	<ul style="list-style-type: none"> • Giving information about self, using expressions such as: <ul style="list-style-type: none"> – "What's your name?" – "How old are you?" – "Where do you live?" • Naming words that refer to persons and places
	G V	• Identify naming words that refer to a person and place	
	G V	• Give some naming words that refer to a person and place	
2	OL	• Recite a short poem	<ul style="list-style-type: none"> • Poem Recitation: "I Have Something in My Pocket" • Naming words that refer to things
	G V	• Give naming words that refer to things	

DOMAINS: **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"> • Introduce the poem • Let the children recite with him/her by lines/ by stanzas • Introduce a song • Encourage the children to give the news of the day 	<ul style="list-style-type: none"> • Recite a poem • Sing a song • Share some news
<ul style="list-style-type: none"> • Provide situations where the children will use the expressions to give information about themselves • Discuss that their name(s) refer to names of person(s); their address(es) are names of places 	<ul style="list-style-type: none"> • Use the expressions clearly • Identify the name of a person and place
<ul style="list-style-type: none"> • Discuss the poem • Model the recitation of the poem • Discuss that the “thing” in the pocket refers to names of things 	<ul style="list-style-type: none"> • Recite the poem with proper expression • Give naming words that refer to things

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	V	<ul style="list-style-type: none"> Give the meaning of words using pictures and context as clues 	<ul style="list-style-type: none"> Story: <i>Tuko, the Tenor Wannabe</i>
	BPK	<ul style="list-style-type: none"> Recognize terms in English relating to parts of the book 	
	ATR	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher 	
4	LC	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it 	<ul style="list-style-type: none"> Story: <i>Tuko, the Tenor Wannabe</i>
	LC	<ul style="list-style-type: none"> Note important details in a story heard 	
	SS	<ul style="list-style-type: none"> Cooperate with peers during small group activities 	
5	LC SS	<ul style="list-style-type: none"> Answer questions on noting details and inferring feelings during the discussion of the story using pictures, gestures, and facial expressions 	<ul style="list-style-type: none"> Story discussion Story retelling
	OL	<ul style="list-style-type: none"> Present the group activity at certain points during the discussion 	
	OL SS	<ul style="list-style-type: none"> Retell parts of the story, with the aid of some visuals 	

DOMAINS: **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"> • Do the pre-reading activities • Show the book and encourage them to give the title, author, illustrator • Encourage the children to talk about the pictures on the cover • Read the story 	<ul style="list-style-type: none"> • Participate in the pre-reading activities • Identify the parts of the book • Listen attentively to the story and answer questions about it
<ul style="list-style-type: none"> • Read the story the second time • Ask questions during story reading • Assign the group activities 	<ul style="list-style-type: none"> • Supply the missing parts of the story • Answer questions about the story • Do the small group activities
<ul style="list-style-type: none"> • Discuss the story using pictures, gestures, and facial expressions • Ask each group to present outputs at certain parts of the discussion • Provide some visuals and lead questions, and encourage pupils to retell parts of the story 	<ul style="list-style-type: none"> • Participate in the story discussion • Present group outputs • Retell 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

1

1

INTRODUCE A SONG



Teacher says: *I am going to teach you a new song. Listen as I read to you the lyrics or words in my song. You may also read with me.*

Monday, today is Monday.
Monday, Monday, what a happy day.
Monday, today is Monday.
Monday, happy day.



Teacher says: *Listen as I sing the song. Then you sing it with me as you clap your hands.*

2

SHARING INFORMATION



BRIDGING

The pupils were taught these expressions about one's self in MT and in Filipino. Scaffold them in saying these in English.



Teacher says: *Let us share some information about ourselves. I will point to some of you and ask:*

*What's your name?
How old are you?
Where do you live?*



Teacher says: *Your answers should start with:*

*My name is _____.
I am _____ years old.
I live in _____.*



BRIDGING

Remind the pupils that they had this lesson on naming words (nouns) in the MT and Filipino.

3

NAMING WORDS: NAMES OF PERSONS

- Your name is called a **naming word**. It is a name of a person.
 - Give me the name of your seatmate.
 - Give me the name of your classmate.
 - Give me the name of your teacher.



BRIDGING

As in MT and Filipino, the names of specific persons or places begin with an uppercase. For example: Nelie (person), Philippines (place).

4

NAMING WORDS: NAMES OF PLACES

- The name of the place where you live is a **naming word**. It is a name of a place.
 - Give me the name of the place where you live.
 - The name of your school is also a name of place.
 - Give me the name of your school.

5 CHOOSING THE NAMING WORDS FOR PERSONS AND PLACES

I have some words on the board. As I read each name, say person or place:

Nelie	San Jose St.	Mabini Central School	Pepe
Miss Santos	Miguel	Naga City	

1 SINGING A SONG

- Let the pupils sing the song *Tuesday, today is Tuesday . . .*
- Ask some pupils for some information so they can use the expression “My name is _____. I am _____.”

DAY

2

2 TEACHING A SHORT POEM

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

Teacher asks: Does your uniform have a pocket? What is in the pocket of your uniform?



b. Unlocking of Words

pocket, guess

Look at my uniform. It has two pockets.

Teacher asks: Can you guess what is in the right pocket of my uniform? What about the left pocket? When you guess, you try to give the correct answer.



c. Motive Question

Teacher says: In the poem that I will read to you, find out what is in the pocket of the child’s dress.



d. Reading the Poem by the Teacher

Teacher says: Listen to my short poem.



NOTES

*I have something in my pocket.
And I want you all to guess.
What is in the pocket
Of my nice new dress?*



Teacher asks: *Do you want to know what is in my pocket? You may start guessing by asking:*

Is it a _____? clip? pin? toy? chocolate?



Teacher says: *Yes, it is. Or, No, it isn't.*

- Let the pupils recite the poem as a group.
- Call a pupil to ask: Is it a _____?
- Call another pupil to answer: Yes, it is, or No, it isn't.
- Call one pupil at a time. Put something in his or her pocket.
- Let the pupils recite the poem and call a pupil to guess what is in the pocket of the pupil.
- Listen as they recite the poem. See to it that they say the lines correctly.

3

NAMING WORDS: REVIEW



Teacher says: *Yesterday we talked about naming words. If the word names a person, what do we call it?*

What about if it names a place?



Teacher says: *I will give some naming words. Tell me if they are naming words for persons or places.*

Give some words like *school, father, classmate, market . . .*

4

PRESENTATION



Teacher says: *In our poem today, the words that you guessed are names of things. The following words are also names of things:*

bag pencil table



Teacher says: *Open your school bags. Get something and say:
This is a _____.*

Look around the classroom.

Point to something and say, That is a _____.

1 SINGING A SONG

- Let the pupils sing the song “Wednesday, today is Wednesday...”

**2 RECITING THE SHORT POEM
“I HAVE SOMETHING IN MY POCKET”**

*I have something in my pocket.
And I want you all to guess.
What is in the pocket
Of my nice new dress?*

3 STORY READING: TUKO, THE TENOR WANNABE

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

Teacher says: *Children, when I was your age, I wanted to be a teacher. So I studied hard in order to make my dream come true.*

What about you? What do you want to be when you grow up?

What will you do to make your dream come true?



b. Unlocking of Words

Teacher says: *Before we read our book today, I want to talk about four words that may be new to you.*

The four words *tenor, recital, conductor, baton* should be written on the blackboard or metacards. Words can already be placed on the board, or posted one at a time as the teacher introduces each.

(1) tenor

- Teacher points to the picture of *Tuko* on the cover of the book.

Teacher says: *Tuko is a ‘tenor’. It means his voice is very high. A man who sings in a high voice is a ‘tenor’. Can you say that word, ‘tenor’?*



- Teacher can show the picture card of The Filipino Tenors.

Teacher says: *Here is a picture of Filipino ‘tenors.’ These men sing in a high voice.*



Can someone here sing like a ‘tenor’?

- Teacher selects a couple of boys to demonstrate how to sing like a tenor.

NOTES

(2) recital



Teacher says: *Look at my picture.* (Teacher shows the picture card from page 20 in 'Tuko, the Tenor Wannabe.'). *This singer has been practicing many, many weeks and is now going to give a 'recital.'*

What do you think is a recital? A 'recital' is when someone sings or dances to show family and friends what he or she has learned. Have any of you had a recital?

(3) conductor, baton

- Teacher shows the picture taken from page 24 (last page of text).



Teacher says: *This man is a 'conductor.'* His job is to lead the orchestra – all these people making music on stage (point to the musicians in the picture).



Teacher says: *He is holding a 'baton'* (point to the baton in his hand). *How does the baton look like? Yes, it is like a thin stick.* (Teacher can bring in a thin stick and wave it as a baton.) *A conductor moves his 'baton' to lead the musicians.*



Teacher says: *Say the four new words: **tenor, recital, baton, conductor.***



BRIDGING

The pupils were introduced these book orientation skills, such as identifying the title, author, and illustrator in the Mother Tongue and Filipino. However, the terms in English such as title, author, and illustrator are new.



c. Motive Question

Teacher says: *As I read the story, find out:*

What did Tuko want to be?

What did he do to make his dream come true?

Let us look at the book that I will read. Teacher shows the cover.

Teacher asks:

What do you see on the cover?

Who can point to the title of the book?

Who can read the title?

Teacher says: *This book was written by Nemah Hermosa. She is the author. The pictures were drawn or illustrated by Ruben de Jesus. He is the illustrator.*

Teacher asks: *Who has an idea about what Tuko will do to make his dream of becoming a singer come true?*

- Take some predictions from several children.

Now let us listen to the story.

d. Reading the Story

Read the story. Pause at certain points to ask questions like:

Pause after page 2 and ask:

What do you think will Tuko do to be a singing star?

Pause after page 13 and ask:

Do you think he will be able to sing well?

Pause after page 21 and ask:

What do you think will he see when he opens his eyes?

Pause after page 23 and ask:

What do you think will Tuko do next?



NOTES

BRIDGING

The pupils were read stories in the MT and Filipino. They are used to this during reading activity.

1

SINGING A SONG

- Let the pupils sing the song “Thursday, today is Thursday...”

2

POEM RECITATION

3

RE-READ THE STORY: TUKO, THE TENOR WANNABE

Teacher says: *I will read again the story that I read yesterday. I will pause at certain parts and ask you to continue. I will also ask some questions about the story.*



4

COOPERATIVE GROUP ACTIVITIES

- Give cooperative group activities. The teacher will also give each group a sentence strip that says, “But Tuko, you can’t sing!”

Teacher says: *Before discussing the story, I will divide you into 5 groups. Each group will do one task:*

Tuko kept on singing. His voice was very bad.

Group 1: *One of you will be Tuko. The rest will be the bus drivers. You will tell Tuko: “But Tuko, you can’t sing.” But Tuko will continue singing.*

Group 2: *One of you will be Tuko. The rest will be the teachers. You will tell Tuko: “But Tuko, you can’t sing.” But Tuko will continue singing.*

Group 3: *One of you will be Tuko. The rest will be the ministers. You will*



DAY

4

NOTES

tell Tuko: “But Tuko, you can’t sing.” But Tuko will continue singing.

Group 4: One of you will be Tuko. The rest will be Tuko’s mother. You will tell Tuko: “But Tuko, you can’t sing.” But Tuko will continue singing.

Group 5: One of you will be Tuko. The rest will be Tuko’s best friend Tiki. You will tell Tuko: “But Tuko, you can’t sing.” But Tuko will continue singing.

- Remind the pupils the guidelines during group activities, like:
 - Choose a leader.
 - Practice your part.
 - Cooperate. Participate actively.
 - Be open to suggestions.
- Assign the pupils to different places in the room. Go around as they practice their parts to scaffold them.

DAY

5

1

SINGING A SONG

- Let the pupils sing the song “Friday, today is Friday...”

2

POEM RECITATION

3

STORY DISCUSSION



Teacher says: *What is the title of our story?*

What did Tuko want to be? What did he do to fulfill his dream?

Did Tuko sing well?

What did the bus driver tell him?

Group 1 *present your dramatization.*

- Ask the first group to go to the front. Prompt Tuko to sing and the group will say their lines.



Teacher asks: *Did Tuko listen to the bus driver?*

What did the teacher tell him?

Group 2 *present your dramatization.*

- Ask the second group to go to the front. Prompt Tuko to sing and the group will say their lines.



Teacher asks: *Did Tuko listen to the teacher?*

What did the minister tell him?

Group 3 *present your dramatization.*

NOTES

- Ask the third group to go to the front. Prompt Tuko to sing and the group will say their lines.

Teacher asks: *Did Tuko listen to the minister?
What did his mother tell him?*

Group 4 present your dramatization.



- Ask the fourth group to go to the front. Prompt Tuko to sing and the group will say their lines.

Teacher asks: *Did Tuko listen to his mother?
Who was his best friend?
What did Tiki tell him?*

Group 5 present your dramatization.



- Ask the fifth group to go to the front. Prompt Tuko to sing and the group will say their lines.

Teacher asks: *Did Tuko listen to Tiki?*

How did the bus driver, the teacher, the minister, Tuko's mother and best friend feel?

Would you feel the same?

What happened during Tuko's recital?

What did the conductor do? What did the people do?

What did Tuko notice when he opened his eyes?

What do you think did he feel?

Would you feel the same if you were Tuko?

Did Tiki leave the recital too? What can you say about her?

What happened to Tuko at the end of the story?

How did he feel?

What about Tiki?

Did anyone make a prediction about how Tuko would make his dream come true that was right?



4

STORY RETELLING

Teacher says: *I have here some pictures about the story. Let's talk about them.*

Pictures could be about Tuko during the recital, people leaving the recital, Tuko as a conductor of a group of singers. The teacher may also show the illustrations from the book.

Teacher asks: *Who wants to tell the story of Tuko while you show these pictures?*



NOTES

- Call some pupils. Remind the class that when someone is retelling a story they should stay silent. Provide prompts to the storytellers as needed, such as: *What happened next? Why did that happen? What followed after?*

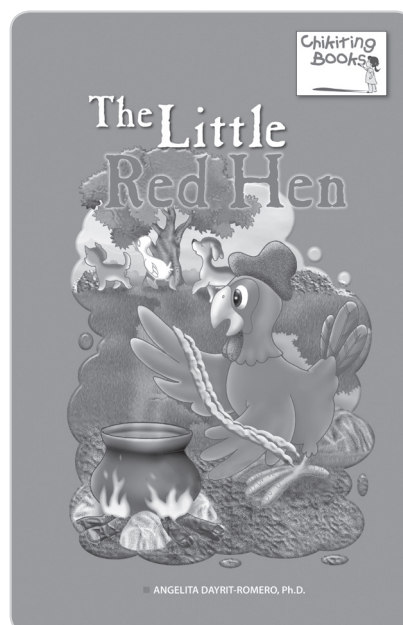
WEEK

2

TEACHER'S GUIDE

GRADE 2
ENGLISH

THEME: MY BIRTHDAY AND MY FRIENDS

READ ALOUD STORY: *THE LITTLE RED HEN*

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ENGLISH
QUARTER 1, WEEK 2 (50 MINUTES PER DAY)**

Theme: My Birthday and My Friends
Read Aloud Book: *The Little Red Hen*
Author: Angelita Dayrit-Romero, Ph.D.

Day	Domain	Objectives	Subject Matter
Daily	OL PA	<ul style="list-style-type: none"> Sing a song 	<ul style="list-style-type: none"> A song about the days of the week: "Every Week Has Seven Days," sung to the tune of "Are You Sleeping, Brother John?"
	OL V	<ul style="list-style-type: none"> Share something about oneself 	<ul style="list-style-type: none"> Talking about something one likes
1	OL PA	<ul style="list-style-type: none"> Recite a poem properly Identify the rhyming words in the poem Tell if a pair of words rhyme or not 	<ul style="list-style-type: none"> Poem: "Happy Thoughts" Rhyming words
	PA	<ul style="list-style-type: none"> Identify the rhyming words in the poem 	
	PA	<ul style="list-style-type: none"> Tell if a pair of words rhyme or not 	
2	BPK	<ul style="list-style-type: none"> Identify examples of environmental print 	<ul style="list-style-type: none"> Environmental prints
	BPK	<ul style="list-style-type: none"> Tell what each environmental print conveys 	

DOMAINS: **AK** – Alphabet Knowledge **OL** – Oral Language
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G – Grammar Awareness **V** – Vocabulary Development

Teacher Activities	Learner Activities
<ul style="list-style-type: none"> • Introduce the song on the first day • Have the children sing the song at the start of the class 	<ul style="list-style-type: none"> • Sing the song during sharing activities, and during shifts from one topic to another
<ul style="list-style-type: none"> • Ask questions that will encourage pupils to talk about something they like, such as: “What do you like? Why do you like it?” • Guide the pupils in using the sentence starters: “My name is (pupil’s name). I like a (name of object). I like (name of same object) because (reason).” 	<ul style="list-style-type: none"> • Use sentence starters to answer questions about what one likes
<ul style="list-style-type: none"> • Introduce the poem • Let the pupils recite the poem properly • Let them listen to the ending words in the poem and identify the rhyming words • Give pairs of words and let them identify if they rhyme or not 	<ul style="list-style-type: none"> • Recite the poem properly • Identify the rhyming words in the poem • Tell if the pair of words rhyme or not
<ul style="list-style-type: none"> • Show examples of environmental print • Let the pupils match the environmental print with the picture 	<ul style="list-style-type: none"> • Recognize examples of environmental print and tell what they convey • Match the environmental print with the correct picture

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	V	<ul style="list-style-type: none"> Understand the meaning of words and phrases through actual objects, pictures, and context clues 	<ul style="list-style-type: none"> Read Aloud Story: <i>The Little Red Hen</i>
	BPK	<ul style="list-style-type: none"> Recognize terms relating to the parts of the book 	
	ATR	<ul style="list-style-type: none"> Listen attentively to the story being read aloud by the teacher 	
	LC	<ul style="list-style-type: none"> Note important details in the story 	
4	LC	<ul style="list-style-type: none"> Supply parts of the story as the teacher reads it 	<ul style="list-style-type: none"> Rereading a story
	SS	<ul style="list-style-type: none"> Cooperate with peers during small group activities 	
5	LC	<ul style="list-style-type: none"> Answer questions about the story 	<ul style="list-style-type: none"> Story discussion
	LC	<ul style="list-style-type: none"> Infer feelings of characters 	
	SS	<ul style="list-style-type: none"> Present the group activity at certain points during the discussion 	

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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"> • Do the pre-reading activities • Show the book and encourage them to identify and give the title and the name of the author • Encourage the children to talk about the image on the cover • Read the story • Ask questions during story reading 	<ul style="list-style-type: none"> • Participate in the pre-reading activities • Identify parts of the book • Listen attentively to the story • Answer questions posed during the story reading
<ul style="list-style-type: none"> • Read the story a second time • Give small group activities 	<ul style="list-style-type: none"> • Continue parts of the story where the teacher leaves off • Do the small group activities
<ul style="list-style-type: none"> • Discuss the story • Have the small groups present their outputs at certain points in the discussion 	<ul style="list-style-type: none"> • Participate in the story discussion • Present group output

C – Composition **LC/RC** – Listening Comprehension/Reading Comprehension
ATR – Attitude Towards Reading **SS** – Study Skills **BPK** – Book Print Knowledge
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DAY

1

1

INTRODUCING A SONG



The teacher introduces a new song that follows the tune of “Are You Sleeping, Brother John?” He or she says, “*I am going to teach you a new song. Listen carefully to the words as I read them aloud.*” He or she posts the lyrics on the board. Then he or she says, “*Now I am going to sing this song. Afterward, you will sing it with me.*”

Every week has seven days.
See how many you can say!
Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday,
Saturday. What's today?

- The teacher repeats the question in the song, “What’s today?”



BRIDGING

Introduction to using sentence starters was done in MT. The teacher may just ask the children to use “I am...” as a starter, but the focus is on sharing what they like by saying “I like _____.”

2

SHARING INFORMATION



The teacher talks a bit about herself. He or she says her name and talks about something that he or she likes. Then he or she asks the class to do the same. **He or she says:** *How about you? Would you like to talk about something that you like? On the board are sentence starters. Use them to start your sentences about something that you like.*

I am _____.

I like _____.

I like _____ because _____.

3

INTRODUCING A POEM



Teacher says: *I will teach you a new poem. Listen carefully as I read it aloud.*

- Teacher posts a copy of the poem on the board. The poem is “Happy Thoughts” by Robert Louis Stevenson.

The world is so full
of a number of things,
I'm sure we should all
be as happy as kings.



Teacher says: *One thing that makes me happy is a sunny day! Now I will ask all of you to read the poem with me. Then I will ask some of you to tell the class something that makes you happy.*

- He or she then asks the class to read the poem again. Then he or



BRIDGING

The pupils learned about rhyming words in MT.

she asks each row, each pair, and individual children to recite the poem.

4 LISTENING TO RHYMING WORDS

Teacher says: *Say with me the last words in the poem: full, things, all, kings.*

Which two words sound the same? Correct! Things and kings have the same ending sound. We call them rhyming words. You studied rhyming words in Grade 1, right?

I will say pairs of words. Tell me if they rhyme: pen-ten, like-bike, bag-bad, ...



1 RECOGNIZING ENVIRONMENTAL PRINT

a. Introduction

The teacher posts the strips of environmental print and reads them. Then he or she asks the class to read with her.

*One Way
No Entry
Ladies' Room
Fruit Stand
Best Before*

Teacher asks: *Have you seen these words somewhere? Where have you seen them?*



b. Teaching/Modeling

- Teacher posts, on another area of the board, pictures of places or items where the environmental print can be seen: *a street, a pedestrian lane, a women's restroom, a fruit stand, and a medicine bottle.* He or she then calls on pupils to match the signs with the pictures.

Teacher says: *Can you place the sign under the picture where it belongs? What do you think is the use of these signs?*



c. Guided Practice

Teacher says: *Tell me the sign that is needed for each situation.*

- A lady wants to use the comfort room. What sign should she look for?



DAY

2

NOTES

- A woman is going to sell fruits. What sign should she put in her store?
- I will buy bread. I want to know until when it is safe to eat the bread. *What sign should I look for?*



Teacher asks: *If a driver sees a 'No Entry' sign, what should he do?*

d. Independent Practice

- The teacher shows another set of words and phrases on the board.

Children Crossing

Left Turn

Wet Floor

Exit

Library

- The teacher then shows the following pictures: children crossing, a left turning arrow, a fire exit, a wet floor, and a library. Teacher asks the pupils to post the pictures beside the corresponding words.

- The teacher reads all the ten phrases and then asks the class to read along with him or her.



Teacher says: *Who has seen these words? These words can be found in common places like the streets, and in our surroundings. We know these words. We see them often. Do you know what they mean?*

Teacher asks:

What do you do when you see the sign 'No Entry'?

Where should a car turn when the driver sees the 'Left Turn' sign?

What will you find in a room with the sign 'Library'?

How should you walk when you see a sign that says 'Wet Floor'?

If you need to leave a building, what sign should you look for?

Why do we need to follow these signs?

DAY

3

I

STORYREADING: THE LITTLE RED HEN

PRE-READING ACTIVITIES

a. Activating Prior Knowledge



The teacher talks briefly about what he or she often does on a beautiful morning. **He or she then says:** *What about you? What do you do on a beautiful morning?*

b. Unlocking of Words and Phrases

- As the teacher mentions each word or phrase for the first time, she writes the word or phrase on the board.

NOTES

(1) seed, bean, bean plant

The teacher shows a bean pod. He or she opens one, picks a seed, and shows it to the class. He or she says, *This is a 'seed.' What kind of seed is this?* He or she calls children until he or she gets the correct answer. *Yes, this seed is a 'bean' seed.* Then he or she shows a picture of a bean plant. He or she asks the class to tell her what it is. He or she points to the bean pods in the picture and shows again the bean pod she has brought to class. He or she says, *This plant is a 'bean plant.'*

(2) harvest

The teacher shows a picture of farmers harvesting a seed crop. He or she points to the crop and says, *Look at this picture. The seeds on these plants are ready to be picked. The farmers 'harvest' the plants. They take the seeds from the grown plants.*

(3) flaps her wings

The teacher shows a picture of a bird flapping its wings. He or she points to the wings and says, *Look at this bird. This bird 'flaps its wings,' He or she moves his or her wings up and down.* Then the teacher bends his or her arms and makes flapping movements. *I am pretending that I am a bird. My arms are my wings. I am 'flapping my wings.'* *Can you move like you are flapping your wings?*

(4) together

The teacher shows a picture of a flock of flying birds. He or she says, *These birds are 'together'. They are flying with each other. Like the birds in this picture, we are together. All of us are inside the classroom.*

(5) help

The teacher puts a box on the table. He or she then points to the seeds and the pictures she has used previously. He or she asks, *Who will 'help' me put these in the box?* He or she calls a volunteer. Afterward, he or she thanks the pupil and says, *When you help someone, you make his or her job easier. Helping also finishes the job faster.*

- The teacher then reads the words and phrases on the board. Afterward, he or she has the class read along and then by themselves.

c. Motive Question

Teacher says: *In the story I will read, what does the hen do one beautiful morning?*

**d. Making Predictions**

Teacher asks: *What do you think will the little hen do?*



NOTES



BRIDGING

They have taken this up in the MT and Filipino. However, the terms title, cover, author and illustrator are new.

DURING READING ACTIVITIES



Teacher says: *Now let us look at our book for today.*

He or she shows the cover of the book and asks some questions. He or she selects among the pupils to answer the questions.

What is the title of the book?

What can you say about the picture on the cover?

What is the name of the author?

Can you find the name of the illustrator on the cover?



Teacher says: *Some book covers do not show the name of the illustrator.*

We may not find out who the illustrator is, but we are thankful for the drawings. Now, are you ready for our story?

- The teacher then reads the story. He or she pauses after certain pages to ask a question. Her questions may include the following:

After page 2: *What will Little Red Hen do on this beautiful morning?*

After page 4: *What will Little Red Hen find as she goes for her walk?*

After page 6: *What will Little Red Hen do when no one wants to help her?*

After page 8: *Will someone help Little Red Hen harvest the bean plants?*

After page 10: *Will someone help Little Red Hen cook the beans?*

After page 11: *Will someone help Little Red Hen eat the beans?*

After page 13: *What will Little Dog, Little Duck, and Little Cat do now?*

After page 14: *What will Little Dog, Little Duck, and Little Cat do with the food they have cooked?*

AFTER READING ACTIVITIES



Teacher says: *Think about the prediction you made before I read the story. Was your prediction correct?*

DAY

4

1

SINGING A SONG

- The teacher asks the class to sing the song introduced the previous day. Then the class answers the question in the song, “What’s today?”

2

REREADING THE STORY: THE LITTLE RED HEN

- The teacher brings out the book.



Teacher says: *I will read again the story we read yesterday. I will pause at certain parts of the story so you can ask questions. Later, you will do some activities.*

3

ASSIGNING GROUP ACTIVITIES

Teacher says: *Before we discuss the story, we will have some group activities. I will divide the class into seven groups, and each group will be given a task.*



The teacher says, *For each group, choose who will be Little Red Hen, Little Dog, Little Duck, and Little Cat. I will give you these paper strips to help you remember your lines.* The teacher gives each group paper strips containing the lines they will be saying.

Group 1: *Little Red Hen will say, "I will plant the seeds. Who will help me?" Little Dog, Little Duck, and Little Cat will answer, "Not I!"*

Group 2: *Little Red Hen will say, "It is time to harvest. Who will help me?" Little Dog, Little Duck, and Little Cat will answer, "Not I!"*

Group 3: *Little Red Hen will say, "Who will help me cook the beans?" Little Dog, Little Duck, and Little Cat will answer, "Not I!"*

Group 4: *Little Red Hen will say, "It is time to eat? Who will help me eat?" Little Dog, Little Duck, and Little Cat will answer, "I will!"*

Group 5: *You will all be Little Red Hen. Each will say a line:*

"Little Dog, you will not have any beans."

"Little Duck, you will not have any beans."

"Little Cat, you will not have any beans."

"I planted the seeds."

"I harvested the beans."

"I cooked the beans."

Group 6: *Little Dog and will say, "I know. Let us go. I will cook some food." Little Duck and will say, "Yes, let us go and look for food!" Little Cat and will say, "Me too! I will cook some food!"*

Group 7: *You will all say the following lines: "We are together. We eat together. We sing together. We are happy together."*

- The teacher then reminds the class about the guidelines for small group activities, such as:
 - Choose a leader.
 - Practice your part.
 - Cooperate with each other.
 - Participate actively.
 - Encourage and be open to suggestions.
- The teacher assigns each group to an area in the room. The pupils practice their dramatization, and the teacher goes around to help each group.

DAY

5

NOTE TO TEACHER

This poem should be written on a chart and posted on the bulletin board. Children will “read” the poem with the teacher.

1

SINGING A SONG

- The teacher asks the class to sing the new song about the days of the week. The class answers the question in the song, “What’s today?”

2

RECITING A POEM

- Let them recite the poem “Happy Thoughts.”

3

AFTER READING DISCUSSION

- The teacher asks questions about the story. At certain points, the small groups present their dramatization. Questions may include the following:

What is the title of the story?

Who are the characters in the story?

What does Little Red Hen do one beautiful morning?

What does she see as she was walking?

What does Little Red Hen feel when she saw the seeds?

If you were Little Red Hen, would you have felt the same way?

Why?

What does she plan to do with the seeds?

Whom does she ask for some help?

What does Little Dog, Little Duck, and Little Cat say? **Group 1**, present your dramatization.

(Group 1 presents their dramatization.)

If you were Little Red Hen, how would you have felt? Why?

What does Little Red Hen do?

After some time, what happens to the seeds?

What does Little Red Hen plan to do with the bean plants?

What does Little Dog, Little Duck, and Little Cat say when Little Red Hen asks for help? **Group 2**, present your dramatization.

(Group 2 presents their dramatization.)

If you were Little Red Hen, how would you have felt? Why?

What does Little Red Hen do?

After harvesting the bean plants, what does Little Red Hen plan to do?

What does Little Dog, Little Duck, and Little Cat say when Little Red Hen asks for help? **Group 3**, present your dramatization.

(Group 3 presents their dramatization.)

If you were Little Red Hen, how would you have felt? Why?

What does Little Red Hen do?

After cooking the beans, what does Little Red Hen plan to do?

What does Little Dog, Little Duck, and Little Cat say when Little Red Hen asks for help? **Group 4**, present your dramatization.
(Group 4 presents their dramatization.)

If you were Little Red Hen, how would you have felt? Why?
What does Little Red Hen do? **Group 5**, present your dramatization.

(Group 5 presents their dramatization.)

If you were Little Red Hen, would you have done the same? Why or why not?

How does Little Dog, Little Duck, and Little Cat feel? How would you have felt?

What does Little Dog, Little Duck, and Little Cat decide to do?
Group 6, present your dramatization.

(Group 6 presents their dramatization.)

What does Little Dog, Little Duck, and Little Cat do with the food they had cooked?

What happens when Little Dog, Little Duck, and Little Cat join Little Red Hen? **Group 7**, present your dramatization.

(Group 7 presents their dramatization.)

If you were Little Red Hen, how would you have felt? Why?

What does Little Dog, Little Duck, and Little Cat realize about helping Little Red Hen?

What can you say about the way the story ended?

NOTES

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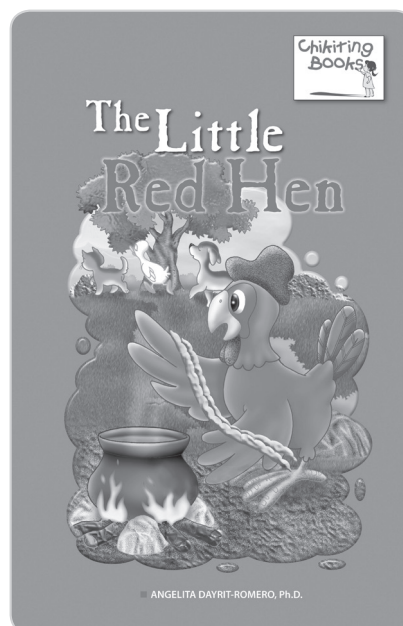
WEEK

3

TEACHER'S GUIDE

GRADE 2
ENGLISH

THEME: MY BIRTHDAY AND MY FRIENDS

READ ALOUD STORY: *THE LITTLE RED HEN*

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ENGLISH
QUARTER I, WEEK 3 (50 MINUTES PER DAY)**

Theme: My Birthday and My Friends
Read Aloud Book: *The Little Red Hen*
Author: Angelita Dayrit-Romero, Ph.D.

Day	Domain	Objectives	Subject Matter
Daily	OL PA	• Sing a song	• A song about the days of the week: "Every Week Has Seven Days," sung to the tune of "Are You Sleeping, Brother John?"
	OL V	• Share something about oneself	• Talking about something one likes
1	LC	• Retell parts of a story using visual aids	• Retelling a story • Naming Words: Names of animals
	G	• Recognize naming words that refer to animals	
2	G	• Recognize naming words that refer to persons	• Naming Words: Persons
3	PA	• Sing a song	• Song: "If You're Happy and You Know It"
	G	• Recognize naming words that refer to places	• Naming Words: Places
4	LC	• Identify cause and effect relationships in the story	• Cause and effect
	LC	• Identify other cause and effect relationships in real life situations	

DOMAINS: **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"> • Introduce the song on the first day. • Have the children sing the song at the start of the class. 	<ul style="list-style-type: none"> • Sing the song during sharing activities, and during shifts from one topic to another
<ul style="list-style-type: none"> • Ask questions that will encourage pupils to talk about something they like, such as: “What do you like? Why do you like it?” • Guide the pupils in using the sentence starters: “My name is (pupil’s name). I like a (name of object). I like (name of same object) because (reason).” 	<ul style="list-style-type: none"> • Use sentence starters to answer questions about what one likes .
<ul style="list-style-type: none"> • Provide visual aids and ask lead questions to guide pupils in retelling parts of the story • Introduce naming words that refer to animals, using the story The Little Red Hen as a springboard 	<ul style="list-style-type: none"> • Retell the story • Identify the naming words that refer to animals
<ul style="list-style-type: none"> • Review naming words that refer to animals • Introduce naming words that refer to persons and provide exercises 	<ul style="list-style-type: none"> • Enumerate examples of naming words that refer to animals • Identify naming words that refer to persons
<ul style="list-style-type: none"> • Introduce the song and have the children sing the song • Introduce naming words that refer to places and provide exercises 	<ul style="list-style-type: none"> • Sing the song • Identify naming words that refer to places
<ul style="list-style-type: none"> • Discuss cause and effect relationships • Provide practice exercises 	<ul style="list-style-type: none"> • Participate in the discussion of cause and effect relationships • Identify cause and effect relationships in the practice exercises

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	LC	<ul style="list-style-type: none"> Identify cause and effect relationships 	<ul style="list-style-type: none"> Cause and effect Naming Words: Things Declarative and interrogative sentences
	G	<ul style="list-style-type: none"> Recognize naming words that refer to things 	
	G	<ul style="list-style-type: none"> Recognize declarative and interrogative sentences 	

DOMAINS: **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"> • Review cause and effect relationships • Provide practice exercises • Recap the lesson • Introduce naming words that refer to things and provide exercises • Review declarative and interrogative sentences • Provide practice exercises • Recap the lesson 	<ul style="list-style-type: none"> • Participate in the review of cause and effect relationships • Participate in practice exercises • Define cause and effect • Identify naming words that refer to things • Participate in the review of declarative and interrogative sentences • Participate in practice exercises • Describe the difference between declarative and interrogative sentences

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

DAY

1

1 SINGING A SONG

- The teacher asks the class to sing the song about the days of the week. The class answers the question in the song, “What’s today?”

2 SHARING INFORMATION

- The teacher asks some pupils to share some information with the rest of the class. He or she tells them to use the following sentence starters on the board as they talk about something they like:

*I am _____ . I like _____ . I like _____
because _____ .*

3 RETELLING THE STORY

- The teacher shows some pictures of related scenes in the story. He or she says, *These are pictures from our story ‘The Little Red Hen.’ Let us talk about each picture.*
- Afterward, he or she calls on one or two pupils to narrate parts of the story using the set of pictures in sequence. He or she scaffolds the pupils as they do their retelling. The teacher repeats the activity with other sets of pictures.

4 RECOGNIZING NAMING WORDS

- The teacher gives a lesson on recognizing naming words.

a. Introduction



The teacher posts strips of paper, each with a phrase or a sentence taken from the story. He or she says, *I will read the sentences on the board. You may read with me.*

*Little Red Hen needs help.
She asked help from the dog, the cat, and the duck.
Little Dog likes to eat beans.
Little Duck wants to eat.*

b. Teaching/Modeling

- The teacher asks the class to listen to the sentences as she reads them. Then he or she asks:



*In the first sentence, who needs help? Underline your answer.
In the second sentence, to whom did she ask help? Underline the words.
(Continue until the last sentence.)*

*Read the words that you underlined. Ask:
What do you call the underlined words?
Yes, they are names of animals. They are called naming words.*

NOTES

c. Guided Practice

- The teacher shows other sentences. He or she calls on pupils to underline the names of animals.

d. Independent Practice

- The teacher asks the pupils to give other examples of names of animals. He or she asks:

What do you call the names of animals? They are called naming words.

1 SINGING A SONG

- The teacher asks the class to sing the song about the days of the week. The class answers the question in the song, "What's today?"

2 RECITING A POEM

- The teacher asks the pupils to recite the poem as a class. Afterward, he or she calls individual pupils to recite and tell the rest of the class about what makes them happy.

3 RECOGNIZING MORE NAMING WORDS

a. Review

- The teacher reviews the lesson on naming words. He or she begins by having the class read the following sentences:

I have a pet dog.
The carabao helps the farmer.
The cow gives us milk.
The kitten naps on the sofa.
The pig is in the pig pen.

Teacher says: *Yesterday, we talked about the names of animals.
What do we call them? Yes, they are called naming words.*

b. Teaching/Modeling

*I have another group of sentences:
My mother cooks well.*

DAY

2



NOTES

Father goes to work early.
 My sister helps me with my homework.
 Our baby naps most of the time.
 Grandmother visits us.

I will read each sentence. Then I will ask a question. Underline the answer in the sentence.

Who cooks well?
 Who goes to work early?
 Who helps me with my homework?
 Who naps most of the time?
 Who visits us?

Let's read the words that you underlined. What do you notice about the words mother, father, sister, baby, grandmother? Yes, they name persons. Names of persons are also called naming words.

c. Guided Practice

I will say some sentences. Give me the naming word that names a person in each sentence:

My cousin plays with me.
 The pupils are in the playground.
 The principal is kind.
 The visitors are in the room.
 My friend goes to our house.

d. More Guided Practice

Give me one naming word that names a person.

e. Independent Practice

Draw a person on your notebook. Tell us the naming word for him or her.

DAY

3

I INTRODUCING A SONG

The teacher introduces the song "If You're Happy and You Know It." He or she says, *I am going to teach you a new song. Listen to the words as I read them aloud.* He or she posts the lyrics on the board. Then he or she says, *Now I am going to sing this song. Listen and watch carefully as I sing each line.*

**a. Motivation**

Teacher says: *What do you do when you are happy?*

b. Motive Question

Teacher says: *I will teach you a song. But first I will read the words. Listen and tell me what you should do if you are happy.*

c. Singing the Song

- The teacher posts the lyrics of the song on the board. He or she points to the words as she reads them out loud.

If you're happy and you know it, clap your hands!
If you're happy and you know it, clap your hands!
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, clap your hands!

- Next, the teacher sings the song with the corresponding actions.
- The teacher then asks the class to sing with her as they follow her movements.

NOTES

2

NAMING WORDS: PLACES

a. Review: Naming Words for Persons

• **Sharing Information**

The teacher talks a bit about a member of her family. He or she says her own name, his or her family member's name, and gives a piece of information about that family member. For example, he or she may say:

My name is _____.

My mother's name is _____.

She takes good care of us.

Then he or she asks the class to do the same. **He or she says:**

How about you? Who among the member of your family would you like to talk about? On the board are sentence starters. Use them to start your sentences about a member of your family.

My name is _____.

My mother's/father's/brother's/sister's name is _____.

She/He _____.

What do we call your name, the name of your father, brother or sister?

Yes, they are naming words for persons.



NOTES

b. Introduction



Teacher says: *In the story The Little Red Hen, the hen works in the garden. Where does she work?*

Now I will read some sentences about the story. Listen and find some naming words of places.

The cat is under the tree.

The dog runs to the field.

The duck swims in the pond.

The little hen walks on the path.

The animals live on a farm.

c. Teaching/Modeling



Teacher says: *I will read each sentence again. Encircle the answer to my question Where?*

Teachers asks the following questions:

Where is the cat near to?

Where does the dog run to?

Where does the duck swim?

Where does the little hen walk?

Where do the animals live?

Teacher says: *Let us read the words that you encircled. The words **tree**, **field**, **pond**, **path**, and **farm** are **naming words**. They are naming words for places. Can you give me other naming words that name places?"*

d. Guided Practice

I will say some sentences. Tell me which word is a naming word for place:

My uncle's family lives in Laguna.

His wife works in the office.

His sister teaches at the school.

My cousins study in Manila

On weekends, they go to the farm.

Let's play a game. I will call two pupils to the front. I will show them pictures.

The first pupil who can name the place in my picture gets a point.

DAY

4

1 SINGING A SONG

- The teacher asks the class to sing the song introduced the previous day. He or she asks the class to sing it one more time, replacing “clap your hands” with “wave your arms,” with matching movements or actions.

2 SHARING INFORMATION

- The teacher asks some pupils to share a bit of information about the places that their family goes to.

Last _____, my family went to _____.

We visited _____. We attended _____.

3 IDENTIFYING CAUSE AND EFFECT

a. Introduction

- The teacher shows a pair of pictures based on scenes from the story, *The Little Red Hen*. These pictures show a cause and effect relationship: a picture of Little Red Hen finding bean seeds, and a picture of Little Red Hen happy and flapping her wings while looking at the seeds.

The teacher shows the first picture and **says:** *Look at this picture. What do you see? In this picture, Little Red Hen finds some bean seeds.*

Then he or she shows the other picture. *What do you see in this picture? Here Little Red Hen is happily looking at the seeds, and she is flapping her wings.*



b. Teaching/Modeling

- The teacher puts up a cause and effect chart. The chart has four squares.

Why things happen	What happens
Cause	Effect

- The top two squares read:

Square 1 – Why things happen

Square 2 – What happens

The bottom two squares read:

Square 3 – Cause

Square 4 – Effect

NOTES

- The teacher refers to Square 1 as she shows and talks about Picture 1. He or she refers to Square 2 as she shows and talk about Picture 2. He or she then points to Squares 3 and 4 when talking about the **cause** and the **effect**. He or she uses the same procedure for each set of pictures.
- The teacher goes back to the first set of pictures he or she has shown earlier.



Teacher says: *The first picture shows why Little Red Hen is flapping her wings, (while pointing at Square 1). Teacher shows the second picture. The second picture shows what happens after Little Red Hen finds the seeds.*

This picture shows the cause. It tells why things happen or happened. It tells the the reason Little Red Hen is flapping her wings.

The second picture shows the effect. It tells what happens or happened when Little Red Hen finds the seeds.

- The teacher then posts the first picture under '**CAUSE**'. Beside this, he or she posts the second picture with the word writes '**EFFECT**' above it.
- Next, the teacher shows another pair of pictures: a picture of Little Red Hen cooking the beans and a picture of Little Red Hen holding a bowl of cooked beans. The teacher asks the class what each picture shows. They go through the four squares as a class.



The teacher holds up the second picture and **says:** *This is a picture of Little Red Hen holding a bowl of cooked beans. I will put it under EFFECT.* He or she posts the picture under the picture of Little Red Hen flapping her wings. Afterward, he or she holds the first picture and says: *This is a picture of Little Red Hen cooking the beans. I will put it under CAUSE.* He or she posts the picture under the picture of Little Red Hen finding the seeds.

- The teacher then shows a third pair of pictures: Little Red Hen harvesting the bean plants and Little Red Hen holding a basket of bean seeds. He or she asks the class to describe the pictures. They use the four squares again to discuss it. Then he or she calls on pupils to post each picture under the correct heading.

c. Guided Practice

- The teacher posts three pictures on the board under the heading CAUSE: a boy brushing his teeth, a girl studying hard, and a boy eating a balanced diet. (All previous pictures of Little Red Hen have already been removed.)
- He or she asks the class to describe each picture. Then he or she

NOTES

shows three more pictures: a boy looking healthy and strong, a boy showing clean and shiny teeth, and a girl getting a perfect score in a test.

- He or she has the class describe each of these pictures. They talk about what has happened, and why it has happened. He or she then calls pupils to post each EFFECT picture beside the correct CAUSE picture.

d. Independent Practice

The teacher distributes an activity sheet. Teacher says: *You have two columns of pictures. Each picture on the left shows a cause, while each picture on the right shows an effect. Draw a line to match the cause on the left with the correct effect.*



Draw a line to connect the picture on the left with its matching picture on the right.

CAUSE	EFFECT
(a girl taking care of a plant)	(a tidy and organized room)
(a boy fixing his room)	(a finished painting)
(a woman washing a dirty shirt)	(a mother bird feeding her chicks)
(a man painting a picture)	(a healthy plant)
[a nest of hungry birds]	(a clean shirt)

- After giving the pupils sufficient time to answer the activity sheet, the teacher instructs the pupils to exchange papers with their seatmates to check the answers. He or she calls pupils to answer the items in the activity. Afterward, the teacher collects the activity sheets.

1

SINGING A SONG

- The teacher instructs the class to sing “If You’re Happy and You Know It.” He or she then asks the class to repeat the song twice, replacing “clap your hands” with “wave your arms” and then with “stomp your feet.” He or she demonstrates the matching actions.

2

IDENTIFYING CAUSE AND EFFECT

a. Review

Teacher says: *Yesterday, we talked about cause and effect. He*



DAY

5

NOTES

or she shows some pictures and asks the class to describe each picture: a hand dropping a drinking glass, a candle flame touching a curtain, trash being thrown into a river, a burning curtain, a dirty river, and broken drinking glass. He or she posts the last three pictures in a single column and labels the column “EFFECT.”



He or she holds up the three remaining pictures and **asks**:

Which picture shows the cause of the dirty river?

Which picture shows the cause of the burning curtain?

Which picture shows the cause of the broken glass?

- After each question, she calls a pupil to pick the correct picture and post it on the left of the matching picture on the board.

b. More Guided Practice

- The teacher shows another set of pictures for the pupils to match on the board.

c. Independent Practice



The teacher gets a box with strips of paper. **He or she says**:

Each of you will get a piece of paper from this box. Each piece of paper asks you to draw the effect of a certain event, situation, or action.

For example, your paper may say ‘Draw an EFFECT of a very hot day.’ So you will draw in your notebook an effect of a very hot day. What do you think can be the effects of a very hot day?’ The teacher listens to a few answers.

- The teacher goes around and asks each pupil to pick a strip of paper from the box. He or she gives the class sufficient time to finish the activity. Afterward, he or she calls volunteers to talk about their output.

d. Recap

Teacher says: *So what is a cause? What is an effect?*

- The teacher puts up a cause and effect chart. The chart has four squares.

Why things happen	What happens
Cause	Effect

- The top two squares read:

Square 1 – Why things happen

Square 2 – What happens

- The bottom two squares read:

Square 3 – Cause

Square 4 – Effect

A _____ is the reason why something happens or why something happened.

An _____ is what happens or is the result.

3

NAMING WORDS: NAMES OF THINGS

a. Review

Teacher says: *I will show some pictures. Name them. Then tell me if the picture is a naming word for a person, place, or animal. (Teacher shows pictures.)*



Let's have a contest. I will group you into five. I will give each group three word cards: Person, Place, Thing. Then I will say a name. The first group to show the card that says the correct kind of naming word will get a point.

For example, if I say principal, which word card will you show?

Teacher gives words like market, parent, bird, etc.

b. Introduction: Naming Words for Things

Teachers says: *I have here a box. I will show you the things in my box. Teacher shows a pen, an eraser, a book, a bell , etc.*



c. Teaching/Modeling

Teacher says: *I have a book, and so on, naming the items in the box. After identifying all the items say, I told you naming words for things.*



4. Guided Practice

Teacher says: *Get a thing from your bag. Say: I have a _____.*



5. Independent Practice

Draw in your notebook three naming words.

- Teacher calls on volunteers to share their drawings to the class.

4

ASSESSMENT

Teacher says: *We are going to do some listening exercises. Take out your notebooks again. I am going to say two words. If the words rhyme, put a check mark beside the number I say.*



NOTES

- Teacher writes or posts the words on the board.

**Teacher says:**

Number 1: *cat – sat*
 Number 2: *sun – dog*
 Number 3: *things – kings*
 Number 4: *hen – pen*
 Number 5: *duck – bird*
 Number 6: *red – bed*



Teacher says: *Now I want you to listen to some sentences. If the sentence is a telling sentence, put a check mark beside the number I say.*

Number 7: *I am in Grade 2.*
 Number 8: *Do you like mango?*
 Number 9: *Where do you live?*
 Number 10: *My friends like to play.*



Teacher says: *The last game is the cause-effect game. I am going to put two pictures on the board. Look at the pictures—Picture A and Picture B. One is the cause – why something happened, and one is the effect—what happened.”*

Is Picture A the cause or is it the effect?

Write A in your notebook. If Picture A is the cause, put a check beside A. If it is the effect write an ‘X.’

Is Picture B the cause or is it the effect?

Write B in your notebook. If Picture B is the cause, put a check beside B. If it is the effect write an ‘X.’

WEEK

4

TEACHER'S GUIDE

GRADE 2
ENGLISH

THEME: MY BIGGER FAMILY

READ ALOUD STORY: ONE, TWO, THREE...I HAVE A GIFT!



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ENGLISH
QUARTER I, WEEK 4 (50 MINUTES PER DAY)**

Theme: My Bigger Family

Read Aloud Book: *One, Two, Three...I Have a Gift!*

Author: Christine S. Bellen

Illustrator: Jason K. Dy, Jr.

Day	Domain	Objectives	Subject Matter
Daily	PA	<ul style="list-style-type: none"> Sing a song 	<ul style="list-style-type: none"> Song: "This Is the Way We Say Hello"
	OL	<ul style="list-style-type: none"> Share something about oneself 	<ul style="list-style-type: none"> Talking about a family activity
	OL V	<ul style="list-style-type: none"> Share some news 	<ul style="list-style-type: none"> News sharing
1	OL F	<ul style="list-style-type: none"> Recite a new poem 	<ul style="list-style-type: none"> "The Clock"
	V	<ul style="list-style-type: none"> Understand the meaning of words and phrases through actual objects and context clues 	
	LC	<ul style="list-style-type: none"> Note details in the poem read 	
2	PA	<ul style="list-style-type: none"> Identify rhyming words in the poem 	<ul style="list-style-type: none"> Rhyming words
	PA	<ul style="list-style-type: none"> Give words that rhyme 	

DOMAINS: **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"> • Introduce the song on the first day • Have the children sing the song at the start of the class 	<ul style="list-style-type: none"> • Sing the song for the week
<ul style="list-style-type: none"> • Ask questions that will encourage pupils to talk about a family activity such as “What do you and your family do together on a Sunday?” • Guide the pupils in using the sentence starters: “My name is (pupil’s name). Every (day of the week), my family and I (family activity). I enjoy my time with my family because (reason).” 	<ul style="list-style-type: none"> • Use sentence starters to answer questions about a family activity
<ul style="list-style-type: none"> • Encourage the pupils to share a bit of recent news about themselves • Guide the pupils in using the sentence starters 	<ul style="list-style-type: none"> • Share some recent personal news
<ul style="list-style-type: none"> • Unlock words important to understanding the poem • Ask the motivation and motive questions • Read the poem with expression and encourage the pupils to recite it. • Discuss the poem 	<ul style="list-style-type: none"> • Participate in the prereading activities • Recite the poem with expression • Note details in the poem read
<ul style="list-style-type: none"> • Discuss the rhyming words in the poem • Encourage the pupils to give rhyming words 	<ul style="list-style-type: none"> • Identify the rhyming words in the poem • Spot rhyming words

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	V	<ul style="list-style-type: none"> Understand the meaning of words and phrases through actual objects, pictures, and context clues (V) 	<ul style="list-style-type: none"> Read Aloud Story: <i>One, Two, Three...I Have a Gift!</i>
	BPK	<ul style="list-style-type: none"> Recognize terms in English relating to parts of the book 	
	ATR	<ul style="list-style-type: none"> Listen attentively to the story being read aloud by the teacher 	
	LC	<ul style="list-style-type: none"> Note important details in the story heard 	
4	LC	<ul style="list-style-type: none"> Supply parts of the story as the teacher reads it (LC) 	<ul style="list-style-type: none"> Story rereading
	SS	<ul style="list-style-type: none"> Cooperate with peers during small group activities 	
5	LC	<ul style="list-style-type: none"> Answer questions about the story and infer feelings of characters 	<ul style="list-style-type: none"> Story discussion
	OL	<ul style="list-style-type: none"> Present the group activity at certain points during the discussion 	
	SS		

DOMAINS: **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"> • Do the pre-reading activities • Show the book and encourage them to identify and give the title and the names of the author and illustrator • Encourage the children to talk about the image on the cover • Read the story • Ask questions during story reading 	<ul style="list-style-type: none"> • Participate in the pre-reading activities • Identify parts of the book • Listen attentively to the story and answer questions about it • Answer questions posed during story reading
<ul style="list-style-type: none"> • Read the story a second time • Give small group activities 	<ul style="list-style-type: none"> • Continue parts of the story where the teacher leaves off • Do the small group activities
<ul style="list-style-type: none"> • Discuss the story • Have the group present their outputs at certain points in the discussion 	<ul style="list-style-type: none"> • Participate in the story discussion • Present group output

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

DAY

I

1 INTRODUCING A SONG

- The teacher introduces the song “Is the Way We Say Hello,” sung to the tune of “This Is the Way We Wash Our Hands.”



Teacher asks: *How do you greet your friends? Today we will learn a new song about greeting friends.*

- He or she reads the lyrics of the song then asks the class to read with him or her.

This is the way we say hello,
say hello, say hello.
This is the way we say hello
at the start of our class.

- The teacher sings the song.
- Then he or she asks the class to sing along. Face your classmate and shake his or her hands as you sing.



Teacher asks: *Can you tell me other ways of saying ‘Hello’?*

2 SHARING INFORMATION

- The teacher talks about what he or she often does with his or her family.

I am _____.

Every _____, my family and I _____.

I enjoy my time with my family because _____.

Can you also share what you often do with your family?

3 INTRODUCING A POEM

a. Unlocking of Words

(1) clock, hands of the clock

The teacher shows a real or a picture of a wall clock.

This is a clock. A clock has two hands. The short hand tells the hour, while the long hand tells the minutes.

(2) clean and bright face

Face your classmates. Does everyone have a clean face? A bright face?

NOTES

(3) **right**

When the teacher is talking, what is the right thing to do?

Is it right to talk with your classmate while the teacher is explaining something?

b. Motivation and Motive Question

We have a clock in the classroom/You have a clock at home. What does the clock do? In the poem that we will read, find out what a clock does.

c. Teacher Reads the Poem

Listen carefully as I read it to you. He or she posts a copy of the poem on the board.



“The Clock”

There’s a neat little clock,
In the schoolroom it stands,
And it points to the time
With its two little hands.

And may we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right.

d. Discussing the Poem

- The teacher asks the following:

What does the little clock do?

Where does it stand?

As pupils, how can you be like the clock?

What must your hands be ready to do?



e. Pupils Read the Poem

Now read the poem with me.



I

SINGING THE SONG “THIS IS THE WAY WE SAY HELLO”

a. Introducing a New Song

Teacher says: *I will teach you another greeting song. (Sing to the tune of “Are You Sleeping, Brother John?”)*



DAY

2

NOTES

I will read the lyrics or words of the song. You have to fill in the blanks with the name of a classmate. (Teacher gives an example, randomly picking a pupil's name)

Hello, _____! Hello, _____!

How are you? How are you?

We're so glad to have you,

We're so glad to have you

Here at school, here at school.

b. Teacher Sings the Song

c. Pupils Sing the Song with the Teacher

2

RHYMING WORDS

a. Poem Recitation

Let's recite our poem yesterday about "The Clock."

b. Detecting Rhyming Words in the Poem

Listen to the words at the end of the each line:

clock

stands

time

hands

*Which pair of words rhyme? Yes, **stands** and **hands**.*

Listen to the words at the end of each line in the second stanza:

clock

bright

ready

right

Which pair of words rhyme?



Teacher says: *Let's sing this nursery rhyme. Then tell me which pair of words rhyme.*

Twinkle, twinkle, little star!

How I wonder what you are,

Up above the world so high,

Like a diamond in the sky.

This has more lines to it. I will show you four more. (Post the second stanza).

NOTES

When the glorious sun is set,
When the grass with dew is wet,
Then you show your little light,
Twinkle, twinkle all the night.

Which words rhyme?

c. More Rhyming Words

I will say pairs of words. Thumbs up if they rhyme; and thumbs down if they don't: (Gesture with your thumbs up if the words rhyme, and thumbs down if they don't.)

1. cake make	2. hat has	3. nose rose	4. pet get	5. stand lamp
6. bug rug	7. smile slide	8. jug hug	9. right light	10. bike bite

STORY READING: ONE, TWO, THREE... I HAVE A GIFT!

DAY

3

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

Teacher touches her hair and describes its length and color. Then asks: *What kind of hair do you have? Is your hair long or short? What is its color?*

b. Unlocking of Words and Phrases

- As the teacher mentions each word or phrase for the first time, he or she writes the word or phrase on the board.

(1) **rubber band**

Show a big rubber band and ask the class to identify it.

Say: *Yes, this is a 'rubber band.' Can you describe it? Then ask, What can you do with a rubber band? What happens when you pull on it too hard?*

(2) **floral hairclip**

Show a floral hairclip. Ask the class to describe and identify it. Then **say,** *This is a 'floral hairclip'. Look at the floral design, the flower design.*

NOTES

Ask: *What is it for? Where can I use it?*

(3) **stroke and comb her hair**

Show a comb and a doll with messy hair. **Say:** *Look at this doll. Her hair is messy. I will 'stroke and comb her hair' to make it neat and tidy.*

Ask the class: *How about you? Do you stroke and comb your hair when it is messy? Can you show me how you do it?*

(4) **laundry**

Show a picture of a woman washing clothes. **Say:** *Look at this picture. This woman is washing the 'laundry.' What does laundry mean?*

(5) **junk shop**

Show a picture of a man going to a junk shop. **Say:** *In this picture, the man is bringing old bottles and newspapers to a 'junk shop.' Why do you think the man brought the bottles and the newspapers to the junk shop? What is a junk shop?*

Or say: *Some men pick up used bottles and newspapers and bring them to a 'junk shop.' What do you think is a junk shop?*

(6) **guava**

Show a guava fruit (or a picture of it). Ask the class to describe it. *This is a 'guava.' It grows from a tree. You can eat it. It is a fruit, like apples, bananas, and oranges.*

(7) **fairy**

Show a picture of a beautiful fairy making a flower bloom. *Look at this picture of a 'fairy.' How does the fairy look? What is she doing? What do you think is a fairy?*

c. Motive Question

In our story, What kind of hair does the mother have?

Who has a question about what will happen in the story?

DURING READING



Teacher says: *Now let us look at our book. Show the cover of the book and ask some questions.*

What is the title of the book?

What can you say about the picture on the cover?

What is the name of the author?

What is the name of the illustrator?

Read the story. Pause after certain pages to ask a question, like:

After page 5: *What does Carlota think of her mother's hair?*

NOTES

After page 9: *What else does Carlota's mother do?*

After page 15: *What is Carlota thinking?*

After page 17: *What is Carlota planning?*

After page 19: *What else does Carlota do?*

After page 21: *What else does Carlota do?*

After page 23: *Does she already have enough money? Or does she need to do something else?*

After page 25: *How will she give her gift to her mother?*

After page 27: *How does Carlota think her mother looks?*

After page 29: *Does her mother like the gift?*

1

SINGING A SONG

- Ask the class to sing the songs introduced the previous day (copies of these songs should be posted). Encourage the pupils to greet each other.

2

SHARING INFORMATION

- As some pupils share information about their family with the rest of the class, tell them to use the sentence starter. They will talk about what they do with their family on a certain day.

I am _____. Every _____, my family and I _____.

I enjoy my time with my family because _____.

3

**REREADING THE STORY: ONE, TWO, THREE...
I HAVE A GIFT!**

- Bring out the book.

Before rereading the story, **say:** *I will read again the story we read yesterday. I will pause at certain parts of the story so you can continue. Later, you will do some activities.*

4

ASSIGNING GROUP ACTIVITIES

Before we discuss the story, we will have some group activities. I will divide the class into seven groups, and each group will be given a task.

DAY

4

NOTES

NOTE TO TEACHER

Focus on the pupils' drawings and encourage them to label their drawings.

Group 1: You will draw a picture of Carlota's family. When you do your presentation you will say the names of the members of her family.

Group 2: You will draw a picture of Carlota's mother. Under her picture you will write how she looks, especially her hair. You may also add description of what she likes to do or what her favorite things are. Add how she feels about her family.

Group 3: You will make an entry in Carlota's diary. You will write about how much Carlota likes her mother's hair. You will also write what Carlota does to keep her mother's hair beautiful, even though it is tiring at times.

Group 4: You will make a list of her mother's things to do. Make sure you draw an empty square before each task on the list. Also, after each task, draw a picture of that task. When you present it, check the boxes one by one, as you read the tasks.

Group 5: You will dramatize how Carlota gave her gift to her mother. You will also show her mother's reaction, as well as her father's and brother's reactions.

Group 6: You will make a big birthday card together with the floral hairclip Carlota gives to her mother. Aside from writing 'Happy Birthday,' write what you think Carlota would want to say to her mother.

- The teacher then reminds the class about the guidelines for small group activities, such as:
 - Choose a leader.
 - Practice your part.
 - Cooperate with each other.
 - Participate actively.
 - Encourage and be open to suggestions.
- Assign each group to an area in the room. Ask one pupil from each group to get their group's materials such as manila paper, markers, and crayons. As the groups do their assigned tasks, go around to help them.

DAY

5

1

SINGING A SONG

- Ask the class to sing the new song. The pupils greet each other.

2

RECITING THE POEM "THE CLOCK"

3

AFTER READING DISCUSSION

NOTES

- Discuss the story. At certain questions, the groups present their output. Questions may include the following:
 - What is the title of the story?
 - Who are the characters in the story? Group 1, present your work. **(Group 1 presents their output.)**
 - Whom does Carlota talk about in the story? Group 2, present your work. **(Group 2 presents their output.)**
 - How does Carlota feel about her mother? If she puts a hairclip with a card, what might the card say? Group 3, present your work. **(Group 3 presents their output.)**
 - What does Carlota’s mother usually use to tie her hair?
 - What is the problem with the rubber band?
 - What does Carlota’s brother do with the rubber bands?
 - What else can make the rubber bands break easily?
 - What does Carlota’s mother usually do in the house? Group 4, present your work. **(Group 4 presents their output.)**
 - What does Carlota remember about her mother one day?
 - What does she think of giving her mother?
 - Why do you think she wants to give her a hairclip?
 - What is Carlota’s problem? Why can’t Carlota buy the hairclip?
 - How does she solve her problem? What does she plan to do to have enough money for the hairclip?
 - When Carlota has enough money, what does she do?
 - What happens when Carlota gives her mother the hairclip? Group 5, present your work. **(Group 5 presents their output.)**
 - How do you think Carlota feels about her mother? If she puts the hairclip with a card, what might the card say? Group 6, present your work. **(Group 6 presents their output.)**
- What can you say about Carlota? Why do you say so?
- How about you? If it was you mother’s birthday, what would you give her? Why would you give that gift? What would you do to buy or make that gift?
- Before we read the story, some of you made predictions. Did anyone predict what actually happened in the story?

NOTES



WEEK

5

TEACHER'S GUIDE

GRADE 2
ENGLISH

THEME: MY BIGGER FAMILY

READ ALOUD STORY: ONE, TWO, THREE...I HAVE A GIFT!



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ENGLISH
QUARTER I, WEEK 5 (50 MINUTES PER DAY)**

Theme: My Bigger Family

Read Aloud Book: *One, Two, Three...I Have a Gift!*

Author: Christine S. Bellen

Illustrator: Jason K. Dy, Jr.

Day	Domain	Objectives	Subject Matter
1	SS	<ul style="list-style-type: none"> Retell parts of the story using visual aids 	<ul style="list-style-type: none"> Story retelling Naming words Classifying naming words into persons, places, things
	OL		
	LC	<ul style="list-style-type: none"> Recognize naming words in the story 	
	G		
2	F	<ul style="list-style-type: none"> Recite/Read the new poem 	<ul style="list-style-type: none"> Poem recitation/reading Proper names of naming words for persons
	G	<ul style="list-style-type: none"> Recognize proper names of persons 	
3	G	<ul style="list-style-type: none"> Identify proper names of places 	<ul style="list-style-type: none"> Proper names of places
	G	<ul style="list-style-type: none"> Write the proper names correctly 	
	HW		
4	BPK	<ul style="list-style-type: none"> Give the meaning of some environmental print 	<ul style="list-style-type: none"> Environmental print Proper names of things and animals
	G	<ul style="list-style-type: none"> Recognize proper names of things and animals 	
5	F	<ul style="list-style-type: none"> Recite/Read the new poem 	<ul style="list-style-type: none"> Poem recitation/reading Environmental print Assessment
	BPK	<ul style="list-style-type: none"> Recognize environmental print 	
	G	<ul style="list-style-type: none"> Assess the pupils on the past lesson: proper nouns 	

DOMAINS: **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"> • Provide visual aids and ask lead questions to guide pupils in retelling parts of the story • Review naming words • Guide the pupils in classifying naming words 	<ul style="list-style-type: none"> • Retell parts of the story • Participate in the review of naming words • Participate in classifying naming words
<ul style="list-style-type: none"> • Have volunteers recite/read the poem • Introduce proper names of persons • Provide an enrichment exercise 	<ul style="list-style-type: none"> • Recite/Read the poem • Participate in the practice exercise • Participate in identifying proper names of persons • Participate in the enrichment exercise
<ul style="list-style-type: none"> • Review the proper names of persons • Identify the proper names of places and write them correctly • Let the pupils write the proper names of places correctly 	<ul style="list-style-type: none"> • Identify and write correctly the proper names of persons • Identify the proper names of places and write them correctly
<ul style="list-style-type: none"> • Discuss the meaning of environmental prints • Review proper names of persons and places • Discuss proper names of things and animals • Provide practice exercises 	<ul style="list-style-type: none"> • Give the meaning of environmental prints • Participate in the review of proper names of persons and places • Participate in practice exercises
<ul style="list-style-type: none"> • Have volunteers recite/read the poem • Review environmental print • Conduct the assessment 	<ul style="list-style-type: none"> • Recite/Read the poem • Participate in the review of environmental print • Participate in the assessment

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

DAY

1

1

SINGING A SONG

- Ask the class to sing the new song. The pupils greet each other.

2

RETELLING THE STORY

- Show pictures of a few related scenes in the story. **Say:** *These are pictures from our story One, Two, Three . . . I Have a Gift! Let us talk about each picture. Afterward, I will call one or two pupils to tell parts of the story using the set of pictures in sequence.*
- Scaffold pupils as they do their work. Repeat the activity with other sets of pictures.

3

RECOGNIZING NAMING WORDS**a. Review**

- Show some sentences derived from the story.



Teacher says: *I will read these sentences. You may read with me if you can.*

- (1) Mother has long hair.
- (2) Mother cleans the house.
- (3) Mother looks like a fairy!
- (4) Carlota buys a hairclip.
- (5) Carlota sells some bottles.

b. Teaching/Modeling

Teacher says: *In the first sentence, 'mother' and 'hair' are naming words. I will circle them.* Then call pupils to circle the naming words in the other sentences. Afterward, ask, *Which naming words refer to people? Which naming words refer to things? Which naming word refers to a place?* Call on pupils to answer the questions. Then ask, *What other naming words can you find in the story? To what do they refer to—a person, a place, or a thing?*

c. Guided Practice

- The teacher puts up a chart that has three columns. Each column is labeled as follows: Names of Persons, Names of Things, Names of Places. The teacher then shows word strips or flash cards of naming words.

Teacher says: *Identify whether the naming word refers to a person, a place, or a thing. Post the word strips on the board, under the label or title it belongs to.*



NOTES

- After all naming words have been identified and posted, he or she asks the class to read each group of naming words.

d. Independent Practice

Teacher says: *I will give each of you a piece of paper. There are sentences written on the paper. Find the naming words in the sentences.*

In your notebook, write the naming words, but first divide the page of your notebook into three. Write: Persons, Things, Places.

Put naming words for persons or people together, naming words for things together, and naming words for places together.

- The teacher refers the pupils to the exercise done earlier on the board.
- After the class has been given sufficient time to finish the activity, call pupils to read the paper they have received and then their lists of naming words.



NOTE TO TEACHER

No two sheets of paper have the same sentences. The sentences have been randomly taken from simple stories, particularly those that have already been read.

1 SINGING A SONG

- Ask the class to sing the songs they learned. The pupils greet each other.

2 RECITING A POEM

- Ask the class to recite the poems they learned.

3 NAMING WORDS

a. Review

Before we begin our review, I would like you all to write your name at the top of a new page in your notebook.

Listen as I read each sentence.

- (1) Ana woke up early.
- (2) Mother cooked pancit.
- (3) Father bought ensaymada.

DAY

2

NOTES

(4) Miko gave Ana some lollipops.

Underline the answer to my questions:

(1) Who woke up early?

(2) Who cooked pansit?

(3) Who bought ensaymada?

(4) Who gave some lollipops to Ana?

Read the underlined words. What do you notice?

Ana, Mother, Father, and Miko are names of persons. They are called **naming words**.

b. Introducing Proper Names

*In the first sentence, what's the name of the girl? **Ana***

*In the fourth sentence, what's the name of the boy? **Miko***

*Let's give the name of mother. Let's say **Mrs. Ganela** cooked pansit.*

*Let's give the name of father. Let's say: **Mr. Ganela** bought bananas.*

c. Teaching/Modeling

*Let's read the names: **Ana, Miko, Mrs. Ganela, Mr. Ganela**.*

These are called proper names of people.

Do you notice how they are written?

Look at your name in your ID/ name tag. How is it written? How then should you write proper names of people?

d. Guided Practice

Listen as I read the sentences on the board. Underline the proper names:

(1) Janina is my friend.

(2) My brother's name is Tirso.

(3) Mr. Garcia is our principal.

(4) Mrs. Lopez is our neighbor.

(5) Hannah is my classmate.

e. More Guided Practice

Give me a proper name for the following:

(1) teacher

(2) seatmate

(3) father

(4) sister

(5) baby

NOTES

1

SINGING A SONG

- Ask the class to sing the greeting song five times. Before each time, supply the name of the pupil whom the class will greet.

2

PROPER NAMES OF PLACES

a. Review

What do we call the names of your classmates?

Give me other proper names: name of your ninang, grandmother, uncle, cousin, etc.

b. Presentation

Today we will talk about other proper names. Read with me the sentences on the board:

- (1) My uncle lives in Bulacan.
- (2) We will visit our grandparents in Lucena.
- (3) We buy vegetables at Farmer's Market.
- (4) My father works in Manila.
- (5) He studies at Rizal Elementary School.

Underline the answer to my questions:

- (1) Where does my uncle live?
- (2) Where will we visit our grandparents?
- (3) Where do we buy vegetables?
- (4) Where does father work?
- (5) Where does he study?

*The underlined words are **proper names of places**.*

DAY

3

NOTES

DAY

4

c. Guided Practice

Give me the proper name for:

- (1) your town
- (2) a city
- (3) a store
- (4) a street
- (5) barangay

1

SINGING A SONG/ RECITING A POEM

2

SHARING INFORMATION

- Ask some pupils to talk about where their family goes on weekends. Ask them to use a proper name for the person and place:

Every weekend, _____ and I go to _____.

Or: *Last _____, _____ and I went to _____.*

3

RECOGNIZING ENVIRONMENTAL PRINT

a. Review

- Show the phrase *Left Turn*. Ask the class to read it and then ask them where they can find those words.
- Show other examples of environmental print. Ask the class to read them.
- Call pupils to explain what the phrases or words mean. Afterward, show a few signs and symbols and ask the class to explain what each means.

b. Guided Practice

- Divide the class into seven groups. Give each group an environmental print. The groups have to create a scene or a situation where the environmental print is used or is useful.

Group 1: poison symbol

Group 2: pedestrian crossing symbol

Group 3: *Wet Floor*

Group 4: *Emergency*

Group 5: *No Littering*

Group 6: *Fire Exit*

Group 7: *No ID, No Entry*

- Go around to scaffold the groups as they talk about their tasks. After the class has been given sufficient time, the groups present their dramatization.

4

PROPER NAMES OF THINGS AND ANIMALS

a. Review

Give me a proper name for: a brother, a neighbor, a janitor, a pupil, a vendor.

Give me a proper name for: a store, a street, a shopping center, a sari-sari store.

b. Presentation of Proper Names of Things and Animals

Read the sentences.

- (1) I have a Narra pencil.
- (2) I play with Victor, my dog.
- (3) Victor chases Sierra, my kitten.
- (4) My sister has a Paete doll.
- (5) She drinks Gusto juice.

c. Teaching/Modeling

Underline the proper name of pencil, doll, and juice?

Underline the proper name of animals: What is the name of the dog and cat?

d. Guided Practice

Give me a proper name for:

- (1) puppy
- (2) monkey
- (3) cat
- (4) pen
- (5) biscuit

NOTES

NOTES

DAY

5

e. Enrichment

Children, let's play the Detective Game. This is how we play it. Spot the proper names in the book, One, Two, Three... I Have a Gift. Then we will write each proper name in the right group: Persons, Things, Animals.

1

SINGING A SONG

2

REVIEW ON ENVIRONMENTAL PRINT



Teacher asks: *What will you do if you see these signs?*

- a. pedestrian crossing symbol
- b. No Littering
- c. Fire Exit
- d. poison symbol
- e. Wet Floor

3

ASSESSMENT

ON NAMING WORDS

a. Give the proper name for the following common names:

- | | |
|-----------------|--------------|
| (1) teacher | (6) hospital |
| (2) juice drink | (7) dog |
| (3) city | (8) mother |
| (4) school | (9) pencil |
| (5) kitten | (10) milk |

b. Draw a line from the common name to the proper names:

- | | |
|---------------------------|-----------|
| (1) Dr. Macario Maceda | a. dog |
| (2) Milaor Central School | b. milk |
| (3) Chocomilk | c. doctor |
| (4) Bantay | d. book |
| (5) My Math Book | e. school |

c. Write the proper names correctly:

- (1) mr. Garcia
- (2) pilipinas bookstore
- (3) muning
- (4) crispy crackers
- (5) dr. mendoza

NOTES

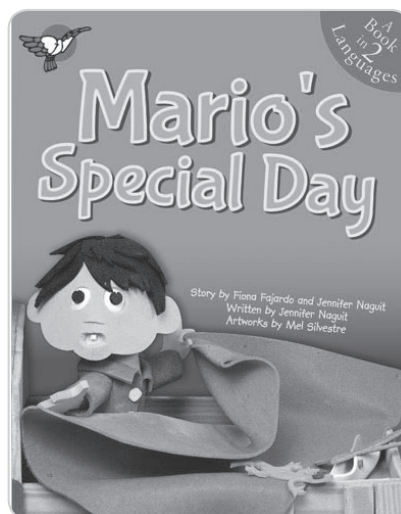
NOTES



WEEK

6

TEACHER'S GUIDE

GRADE 2
ENGLISH**THEME: FUN THINGS I DO WITH MY FAMILY****READ ALOUD STORY: MARIO'S SPECIAL DAY**

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ENGLISH
QUARTER I, WEEK 6 (50 MINUTES PER DAY)**

Theme: Fun Things I Do with My Family
Read Aloud Book: *Mario's Special Day*
Authors: Fiona Fajardo and Jennifer Naguit
Illustrator: Mel Silvestre

Day	Domain	Objectives	Subject Matter
Daily	OL PA F	<ul style="list-style-type: none"> Recite poems learned 	<ul style="list-style-type: none"> Songs: "Today is a Special Day" "The Alphabet Song" "If You're Happy and You Know It"
	OL PA	<ul style="list-style-type: none"> Sing songs learned 	<ul style="list-style-type: none"> Poem: "All Things Bright and Beautiful"
	OL V	<ul style="list-style-type: none"> Share news stories 	<ul style="list-style-type: none"> Giving information about self News Sharing
1	LC	<ul style="list-style-type: none"> Understand the words of the song 	<ul style="list-style-type: none"> Song: "Today is A Special Day" Polite expressions
	PA	<ul style="list-style-type: none"> Sing the song properly 	
	OL	<ul style="list-style-type: none"> Use polite expressions 	
2	PA	<ul style="list-style-type: none"> Identify rhyming words in the poems read 	<ul style="list-style-type: none"> Rhyming words "Twinkle, Twinkle Little Star" (2nd part)
	PA	<ul style="list-style-type: none"> Give a rhyming word for the words given 	
3	OL	<ul style="list-style-type: none"> Talk about one's name and birthdate 	<ul style="list-style-type: none"> Expressions such as: "What's your name?" "When is your birthday?" Read Aloud Story: <i>Mario's Special Day</i>
	V LC	<ul style="list-style-type: none"> Give the meaning of some words using pictures and context as clues 	
	BPK	<ul style="list-style-type: none"> Recognize terms in English relating to parts of the book 	
	ATR	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher 	

DOMAINS: 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"> • Introduce the poem • Let the children recite with him/her by lines/ by stanzas • Introduce a song • Encourage some children to give the news of the day 	<ul style="list-style-type: none"> • Recite poems • Sing songs • Share some news
<ul style="list-style-type: none"> • Unlock words and discuss what is going on in the song • Let the pupils say the lyrics correctly and sing the song properly • Give situations that will encourage the use of polite expressions 	<ul style="list-style-type: none"> • Participate in the discussion about the song • Sing the song properly • Use polite expressions properly
<ul style="list-style-type: none"> • Let the pupils recite the poem taught the previous day and listen to the rhyming words. • Let them identify rhyming words in a new poem presented and in words given 	<ul style="list-style-type: none"> • Participate in the recitation of the poem • Identify the rhyming words
<ul style="list-style-type: none"> • Provide situations where the children will use the expressions • Unlock words relevant to the story • Show the book and ask them to give the title, author, and illustrator • Encourage the children to talk about the pictures on the cover • Read the story 	<ul style="list-style-type: none"> • Use the expressions clearly • Define words using clues given • Identify the parts of the book • Listen attentively to the story and answer questions 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
4	PWR	<ul style="list-style-type: none"> Sing the alphabet song properly (PWR) 	<ul style="list-style-type: none"> Words that start with a particular letter Using the articles a/an in oral language Story discussion
	LC	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it 	
	LC	<ul style="list-style-type: none"> Note important details in a story heard 	
	LC	<ul style="list-style-type: none"> Cooperate with peers during small group activities 	
5	PWR	<ul style="list-style-type: none"> Give words that begin with a particular letter 	<ul style="list-style-type: none"> Words that start with a particular letter Using the articles a/an in oral language Story discussion
	G	<ul style="list-style-type: none"> Use correctly the articles a/an 	
	LC	<ul style="list-style-type: none"> Answer questions on noting details and inferring feelings during the discussion of the story 	
	OL SS	<ul style="list-style-type: none"> Present the group activity at certain points during the discussion 	

DOMAINS: **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"> • Encourage pupils to give a word that begins with a particular letter • Encourage pupils to use a/an before a noun • Discuss the story • Ask each small group to present outputs at certain parts of the discussion 	<ul style="list-style-type: none"> • Identify beginning sounds and supply words that start with the given letter • Use a/an in identifying a noun • Participate in the story discussion • Present group outputs
<ul style="list-style-type: none"> • Encourage pupils to give a word that begins with a particular letter • Encourage pupils to use a/an before a noun • Discuss the story • Ask each small group to present outputs at certain parts of the discussion 	<ul style="list-style-type: none"> • Identify beginning sounds and supply words that start with the given letter • Use a/an in identifying a noun • Participate in the story discussion • Present group outputs

C – Composition **LC/RC** – Listening Comprehension/Reading Comprehension
ATR – Attitude Towards Reading **SS** – Study Skills **BPK** – Book Print Knowledge
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DAY

I

I

INTRODUCE A SONG

a. Activating Prior Knowledge



Teacher asks: *When is your birthday?*

Your answer should start with:

My birthday is on _____.

Think of a birthday party that you have been to. What activities did you have during the party?

b. Unlocking of Words

(1) special, yummy



Teacher says: *Yesterday was my sister's 'special' day because it was her birthday. We had a special lunch. Mama cooked 'yummy' food.*

What makes birthdays 'special'? What 'yummy' food have you eaten in a birthday party?

c. Motive Question

In our song today, someone has a birthday. Find out what the activities were during the boy's birthday.

d. Reading the Lyrics of the Song by the Teacher



Teacher says: *Listen as I read to you the lyrics or words in my song.*

"Today is a Special Day"

Today is a very special day
It is my birthday!
We will have some fun today,
It is my birthday.

Grandma will bake
A yummy cake
Friends will come
Games we will play
It will be fun all day!

e. Singing the Song by the Teacher

Listen as I sing the song. Then you sing it with me as you clap your hands.

Sing to the tune of "Old MacDonald Had a Farm."

f. Understanding the Song

- Teacher asks the following questions:
 - Why is it a special day?
 - What yummy food will they have?
 - What activities will they do?

g. Changing Some Words in the Song

Teacher says: *Pretend that it is your birthday. Change some words of the song to what you will do. Here is an example.*



- The prompt below will be posted on the board. Teacher covers a word or two so the pupils can make their own song.

Mommy will make a _____.

Friends will _____.

We will _____.

It will be fun all day!

2

USING POLITE EXPRESSIONS

Teacher says: *Let's pretend that it is your birthday. Your friend came and said: Today is your special day, Happy Birthday!*



What will you say?

Say, 'Thank you.'

What will your friend answer back?

Say, 'You are welcome.'

Teacher says: *I will call two pupils. One will pretend that he or she is celebrating a birthday. The other will greet the celebrant. Use the expressions above.*



- Teacher calls several pairs of children to practice using the polite expressions taught.

DAY

2

1

SINGING THE SONG “TODAY IS A SPECIAL DAY”

2

RHYMING WORDS

Teacher says: *Let us find the rhyming words in the song.* Teacher lists them on the board.

day
birthday
today
birthday

bake
cake
play
day

3

READING ANOTHER POEM

Teacher says: *Here are the other stanzas, or groups of lines, in the poem “Twinkle, Twinkle, Little Star.”* Teacher calls on volunteers to read two lines or the entire poem.

*In the dark-blue sky you keep,
And often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky.*

*As your bright and tiny spark
Guides the traveler in the dark,
Though I know not what you are,
Twinkle, twinkle, little star!*

4

RECOGNIZING RHYMING WORDS**a. Review**

Teacher says: *Here are rhyming words in the poem.* He or she posts the rhyming pairs on the board.

keep – peep

eye – sky

spark – dark

are – star

b. Giving a Rhyming Word

Give a rhyming word for:

cap pen fun top fish

STORY READING: MARIO'S SPECIAL DAY

PRE-READING ACTIVITIES

a. Activating Prior Knowledge

Teacher asks: *What was the most special day that you had? Why did you consider it special? What were the activities or events that made it special?*



b. Unlocking of Words and Expressions

(1) syrup

- Teacher shows real syrup in a jar, or a picture of the thick liquid being poured on pancakes.

Teacher says: *Have you seen 'syrup' before? It is made of sugar and water. This makes it thick and sticky. How do you think does it tastes?*



(2) What a sight!

- Teacher shows a picture of a big, beautiful cake.

Teacher says: *I saw the big, delicious cake on the table. I was so excited to eat it but all I was able to say was, 'What a sight!'*



How would you feel if you see this big, beautiful cake for you? So when I said 'What a sight!', what was I feeling? Can you also say 'What a sight!' when you see something really bad? We say this expression when we see something that made us very happy and excited, or when we see something very bad or that made us sad.

(3) peek

Last night, my mom told me that she has a surprise for me. She covered my eyes with her hands but I peeked in between her fingers.

Teacher says: *I want all of you to cover your eyes with your fingers. Put some spaces in between your fingers. (Teacher demonstrates how to do this.) Can you see me? (Expected answer: Yes!) Can you see all of me clearly? (Expected answer: No!) When you peek you see something but you don't see all of it. Do you remember taking a peek at something because you cannot wait to see the surprise?*



NOTE TO TEACHER

The word special has been unlocked already in Day 1. This is simply to review the word as it is important to the story.

(4) special

It is a special day because it is my birthday.

Teacher asks: *How many times in a year do you celebrate your birthday? When something is special, does it happen all the time? Is it ordinary? Special means something that does not happen all the time and is not ordinary.*



NOTES

c. Motive Question

As we read the story, let us find out what made Mario's day special.

Let us look at the book that I will read. (Teacher shows the cover.)

Who can point to the title of the book?

Who can read the title?

Who can talk about the pictures on the cover?

This book was written by Fiona Fajardo and Jennifer Naguit. They are the authors.

The pictures were drawn by Mel Silvestre. He is the illustrator.

Are you ready to listen?

- Teacher reads the story. He or she pauses at certain points to ask questions like:

**Pause after page 4-5 and ask:**

Why did Mario peek at the door of his parents?

Pause after page 6-7 and ask:

What did he see in his parents' room?

Pause after page 8-9 and ask

What will you feel if you see giraffes and turtles on top of the kitchen counter?

Pause after page 12-13 and ask

Will you be happy to swim with fishes in your tub?

Pause after page 18-19 and ask

Do you think he is still excited to go to the real zoo?

DAY

4

1

CLASS SINGING OF PREVIOUSLY TAUGHT SONGS

2

“THE ALPHABET SONG”

- Teacher posts the lyrics of the song on the board. He or she reads out the words, then sings it. Afterward, he or she asks the pupils to join her.

Let us sing the alphabet.

A B C D E,
26 Letters make it
F G H I J
It sounds fun
It's for everyone
K L M N O P
Q R S T U
V W X Y Z

Let's sing the song again.

3

REREADING THE STORY MARIO'S SPECIAL DAY

Teacher says: *I will read the story that I read yesterday. I will pause at certain parts and ask you to continue. I will also ask some questions about the story.*



4

COOPERATIVE GROUP ACTIVITIES

Teacher says: *Before discussing the story, I will divide you into 5 groups. Each group will do a task."*



Group 1: *Let us go back to the time that Mario's mom and dad told him that they have a surprise for him. Dramatize the actual conversation that Mario had with his parents when they informed him that they will bring him to a zoo.*

The teacher gives the group a copy of this script. If there are more than five members, pupils can share the Narrators' lines.

Narrator 1: *Mommy and Daddy prepared a surprise for Mario.*

Narrator 2: *They will bring him to the zoo. They will have a picnic there too.*

Mommy: *Mario, we have a surprise for you.*

Dad: *We are going to the zoo. We will have a picnic there.*

Mario: *Really? Wow!*

Mommy: *You will see lots of animals.*

Daddy: *You can take pictures of them, too!*

Mario: *That's great! Thank you very much!*

Narrator 1: *Mario was very happy and excited to go to the zoo.*

Group 2: Teacher gives out five pictures showing the highlights of the events that occurred in the story.

Group 3: Teacher gives the pupils a picture that shows the different parts of Mario's house. They need to paste the correct animal on each part.

NOTES

NOTE TO TEACHER

Ask the pupils if they have been to the zoo or if they have seen a zoo on the television or computer. Give this chart to the group with the most number of pupils who have been to the zoo.

Group 4: This group will fill out a feelings chart. Choose the correct feeling that will complete each sentence below.

- Teacher shows some pictures from the story. (Ex: picture of Mario when he saw an elephant and two tigers in his parents' room; picture of Mario in the tub with ducks)
- Teacher also gives a list of emoticons with labels that will serve as the choices for the pupils.

Example:

happy



excited



surprised



• Mario was _____ to see an elephant and two tigers in his parents' room.

• Mario was _____ to see giraffes and turtles in the kitchen.

• Mario was _____ to have ducks and fishes in his tub

Group 5: This group will infer or guess what Mario might see when he goes to the zoo.

- Remind the pupils about the guidelines during group activities like:
 - Choose a leader.
 - Practice your part.
 - Cooperate. Participate actively.
 - Be open to suggestions.
- Assign the groups to different parts of the room. Go around as they accomplish their tasks.

DAY

5

1

SINGING OF "THE ALPHABET SONG"

2

ALPHABET NAME GAME

- The teacher asks the pupils to think of words that start with a given letter in the alphabet. He or she gives them the prompt:

The word _____ starts with the letter _____.

- The teacher ends with letter “z”. If the pupils have a hard time coming up with the word “zoo”, she tells them, “Yesterday, we read about Mario. Where did he go on his special day?”

3

USE OF THE ARTICLES A/AN

Teacher says: *This is a kite* (teacher shows a picture of a kite) *and the word starts with a consonant, the consonant k. We use ‘a’ when a word begins with a consonant—a kite.* (Teacher asks for pupils to give examples of other words where we would use ‘a.’)

This is an elephant (teacher shows a picture of an elephant) *and the word starts with a vowel, the vowel e. We use ‘an’ when a word begins with a vowel—an elephant.* (Teacher asks for pupils to give examples of other words where we would use ‘an.’)



4

STORY DISCUSSION

Teacher asks: *What is the title of our story?*

How did Mario’s special day become possible?

Group 1, dramatize the scene when Mario’s parents told their surprise to Mario.

What was the first strange thing seen by Mario? Where did he see it?

What were the other strange things he saw?

Group 2, tell us the important events in the story.

How could Mario’s house have looked like?

Group 3, show us your work. Name the parts of the house and the animals that Mario saw there.

What would you feel if you were Mario and you saw wild animals in your house?

Group 4, present your feelings chart.

At the end of the story, the family would go to the zoo. Do you think Mario would still feel as excited to go to the zoo as he was before he saw all the animals? Why do you think so?/Why not?

Group 5, present your prediction chart about what Mario might find in the zoo.

Did Mario’s day end in a special way?

What would you say is a special day?



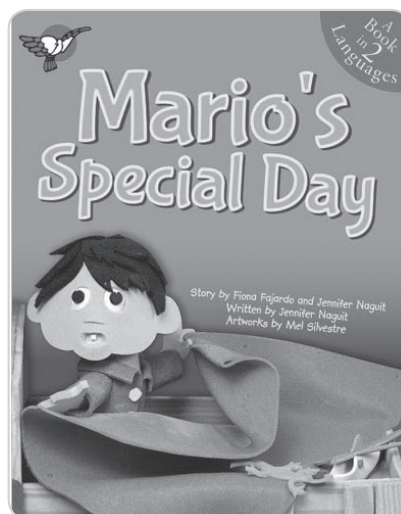
NOTES



WEEK

7

TEACHER'S GUIDE

GRADE 2
ENGLISH**THEME: FUN THINGS I DO WITH MY FAMILY****READ ALOUD STORY: MARIO'S SPECIAL DAY**

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ENGLISH
QUARTER I, WEEK 7 (50 MINUTES PER DAY)**

Theme: Fun Things I Do with My Family
Read Aloud Book: *Mario's Special Day*
Authors: Fiona Fajardo and Jennifer Naguit
Illustrator: Mel Silvestre

Day	Domain	Objectives	Subject Matter
1	RC SS	• Retell parts of the story with the aid of some visuals (RC, SS)	<ul style="list-style-type: none"> • Story retelling • Narrate a similar story • Give information
	OL	• Narrate a story that is similar to the story heard	
	V OL	• Give information about one's favorite things in his environment	
2	G	• Identify telling sentences	• Telling sentences
	G	• Give their own examples of telling sentences	
	G HW	• Write the correct punctuation mark for telling sentences	
3	G	• Differentiate a telling from an asking sentence	• Asking sentences
	G	• Give their own examples of asking sentences	
	G HW	• Write the correct punctuation mark for asking sentences	

DOMAINS: **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"> • Provide visual aids and lead questions to encourage pupils to retell parts of the story • Make the pupils narrate a story similar to the one they have heard • Encourage the pupils to talk about their favorite thing(s) in the environment • Provide necessary scaffolds 	<ul style="list-style-type: none"> • Retell a story • Narrate a story similar to the story heard • Talk about their favorite thing(s) in the environment
<ul style="list-style-type: none"> • Provide examples of telling sentences from the story • Encourage the pupils to give their own examples of telling sentences. • Show the punctuation mark that should be used for telling sentences 	<ul style="list-style-type: none"> • Identify telling sentences • Give own examples of telling sentences • Put the correct punctuation mark for telling sentences
<ul style="list-style-type: none"> • Provide examples of asking sentences • Explain the difference between telling and asking sentences • Encourage the pupils to make their own asking sentences 	<ul style="list-style-type: none"> • Identify asking sentences • Give the difference between asking and telling sentences • Write the correct punctuation mark for the asking sentences • Give own examples of asking sentences

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	G	<ul style="list-style-type: none"> Differentiate a telling from an asking sentence 	<ul style="list-style-type: none"> Song: “If You’re Happy and You Know It” Telling and asking sentences
	G HW	<ul style="list-style-type: none"> Write the correct punctuation marks 	
5	SS	<ul style="list-style-type: none"> Follow simple two-step instructions 	<ul style="list-style-type: none"> Two-step instructions Assessment
	G	<ul style="list-style-type: none"> Show mastery of target grammar skills: Differentiating <i>Telling</i> from an <i>Asking</i> sentence and supplying the correct punctuation 	

DOMAINS: **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"> • Introduce the song and use it as springboard for the main lesson • Provide exercises and games where pupils can differentiate a telling from an asking sentence, and write the correct punctuation mark 	<ul style="list-style-type: none"> • Sing the song and perform the actions • Differentiate a telling from an asking sentence • Write the correct punctuation mark at the end of telling and asking sentences
<ul style="list-style-type: none"> • Provide individual, pair, and group activities to practice target skill • Provide a variety of written exercises that would foster mastery of target skill 	<ul style="list-style-type: none"> • Carry out two-step instructions • Answer the exercises in the assessment

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

DAY

1

1 RETELLING A STORY

- The teacher asks the pupils to retell the story, *Mario's Special Day*, using the illustrations of the book as scaffold. The sentences below will likewise be provided on the board.

It was Mario's special day because _____.

The family would take Mario to _____.

While in the family room, Mario saw _____, _____, _____, and _____.

2 STORY CONNECTION



Teacher asks: *Can you think of a story with a character who got surprised with something? How is that story similar to 'Mario's Special Day'? How are the stories different? Did the characters feel the same way upon getting the surprise?*

- Use this pattern when you make a connection between a story that you have read before that has similarities with the story that you have just read now.

The story is just like Mario's Special Day because _____ got a surprise too!

3 GIVING INFORMATION



Teacher says: *Look around you. There are many things that can make our environment special too. My favorite things in the environment are the tall trees with thick green leaves. I like them because they give us shade. They also bear fruits. And they are the homes of the birds.*

What about you? What are your favorite things in the environment?

- Let the pupils speak in this pattern:

My favorite thing is the _____.

I like it because _____.

4 EXERCISE

- The teacher asks the pupils to draw their favorite thing in the environment. Pupils write a word or phrase to describe their drawing. They can also use the sentence patterns presented earlier.

1 TELLING SENTENCES

Teacher says: *I will read some sentences about the story, Mario's Special Day.*

Mario is in his room.

Mother greets Mario.

The family will go to the zoo.

Mario sees animals in his room.

Father and Mother kiss Mario.



DAY

2

2 TEACHING/MODELING

Teacher says: *I will read each sentence again. Then I will call on somebody to underline the part of the sentence that answers my question.*

Who is in his room?

Who greets Mario?

Where will the family go?

What does Mario see in his room?

Who kiss Mario?

*The sentences tell us something. They answer our questions. Sentences that tell us something are called **Telling Sentences**. A **telling sentence** ends with a period (.). Can you write a period on the board?*



a. Guided Practice 1

Teacher says: *I will show you some pictures. Give me a telling sentence for it.*

- The teacher can show pictures from another book that share similarities with *Mario's Special Day*.



b. Guided Practice 2

Finish the telling sentences. Put a period at the end.

- (1) My father _____
- (2) The Grade 2 pupils _____
- (3) The teachers _____
- (4) My classmates _____
- (5) My pet dog _____

NOTES

DAY

3

c. Independent Practice



Teacher says: *I will read each sentence. Put a check before a telling sentence.*

___(1) The girls are in the classroom.

___(2) Where are you going?

___(3) Oh! Look at the monkey!

___(4) The lady is pretty.

___(5) Lina is my friend.

1

SINGING OF "THE ALPHABET SONG"

2

TELLING AND ASKING SENTENCES

a. Review



Teacher says: *Yesterday we talked about telling sentences. Can you give me some examples?*

Let's read some more telling sentences.

(1) Mother has long hair.

(2) Tuko loves to sing.

(3) The yellow shirt is wet.

(4) Miguel helps mother fold the clothes.

(5) The family went to the zoo.

- Teacher shows a set of pictures that show a story. Pupils ask questions about them.



Teacher says: *I have some pictures on the board. Let's look at each one and think of questions that we can ask about them.*

b. Lesson Introduction



Teacher says: *Now, listen to some questions I have. Give me the answer.*

(1) Who has long hair?

(2) What does Tuko love to do?

NOTES

- (3) What is the color of the shirt?
- (4) Who helps mother?
- (5) Where did the family go?

c. Teaching/Modeling

Teacher says: *The questions that I asked are also sentences. But they do not tell; they **ask questions**.*



*We call them **sentences that ask questions**. They begin with **Who, What, Where, How, When, or Why**. A sentence that asks questions **ends with a question mark (?)**. Can you make a question mark on the board?*

d. Guided Practice 1

Teacher says: *I will say some sentences. Stand up when you hear a sentence that asks a question.*



- (1) Where is your sister?
- (2) I have a new bag.
- (3) My brother is kind.
- (4) How old are you?
- (5) Why were you late?

- Teacher posts a picture of a famous female singer on the board.

Teacher says: *Let's look at the picture on the board. Do you know who is in the picture? What questions could we ask her?*

**e. Guided Practice 2**

- The teacher posts these sentences on the board. The class reads it together. The teacher then calls on pupils to underline the asking sentences.

- (1) Who is happy?
- (2) I think it is Mario.
- (3) What will he do today?
- (4) Where will he go?
- (5) He will visit his grandparents.
- (6) When will he come back?
- (7) Why will he go there?
- (8) It is his Lolo's birthday.

NOTES

DAY

4



Teacher asks: *What do you find at the end of asking sentences? (He or she calls on pupils to encircle the question marks.)*

f. Independent Practice

- The teacher posts a picture of an event (ex: a town fiesta).

Teacher says: *Give me a question that starts with **Who? What? Where? When? Why?***

I

SINGING A SONG

a. Motivation/Motive Question



Teacher says: *What do you do to show that you are happy?*

Do you clap your hands? Say Hello? Stomp your feet? Tap your classmate?

Find out in the song the things that we can do if we are happy.

b. Presenting the Song



Teacher says: *Listen as I read the words in the song.*

*If you're happy and you know it, clap your hands
If you're happy and you know it, clap your hands
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, clap your hands.*

We can change clap your hands to:

*Stomp your feet
Tap your classmate
Shout Hello
Hop three times*

c. Class Singing



Teacher says: *Listen to the tune of the song as I sing it. After singing it once, the teacher asks the class to join her. Sing the song with me. Do the actions too.*

2

TELLING AND ASKING SENTENCES

a. Review



Teacher says: *I will give sentences. Tell me if it is a **Telling** or an **Asking** sentence.*

NOTES

- (1) I am happy today.
- (2) Why are you sad?
- (3) When is your birthday?
- (4) I will go to the canteen.
- (5) What will you buy?
- (6) My mother went to the market.
- (7) Where is your father?

b. Review on Punctuation Marks of Telling and Asking Sentences

Teacher says: *I have sentences on the board. I will read them. If it is a sentence that tells us something, write a **period** at the end. If it is a sentence **asks a question**, write a **question mark**.*



- (1) Who is your friend
- (2) My grandmother will visit us
- (3) Where will you go after class
- (4) I am seven years old
- (5) How many sisters do you have
- (6) We went to the park last Sunday

c. Guided Practice 1

- Teacher posts a picture of a famous female singer on the board.

Teacher says: *Let's look at the picture on the board. What can you say about her? Give me telling sentences about this singer. He or she calls on pupils to give examples of telling sentences.*



Now imagine you are meeting her in person. What questions would you want to ask her? After calling some pupils, he or she says, Those questions are what we call asking sentences.

d. Guided Practice 2

Teacher says: *Let's have a contest. I will divide you into two groups.*

*Look at my two cards here: one card says **Telling** sentence while the other says **Asking** sentence. When I flash a card, your group should be ready to give the kind of sentence that is written on the card.*



NOTES

DAY

5

e. Independent Practice



Teacher says: *Listen to my sentences. Write T if it is a Telling sentence, and A if it is an Asking sentence.*

- (1) My friends are good.
- (2) Where is my bag?
- (3) The girls are noisy.
- (4) My book is on the desk.
- (5) Who is your cousin?

1

SINGING OF “IF YOU ARE HAPPY AND YOU KNOW IT”

a. Class Singing

- Teacher sings the song and asks pupils to follow.

b. Using the Song as springboard for the Lesson

- Teacher takes parts of the song and gives instructions for pupils to follow. He/she waits for pupils to do as they are told.

Ex: If you are happy, make a step forward and clap your hands.



Teacher asks: *What did I ask you to do?*

I asked you to step forward.

I asked you to clap your hands.

2

FOLLOWING INSTRUCTIONS

a. Introduction



Teacher says: *Now, I will give you more instructions.*

The teacher tells all pupils to do three jumping jacks.

b. Presentation

- The teacher gives two-step instructions:
 - (1) Raise your right hand and touch your nose.
 - (2) Face your seatmate and shake your seatmate's right hand.

c. Guided Practice

- Teacher pairs the pupils. Each pupil will construct a two-step direction. Each one will ask his or her partner to follow the instructions through movement, writing, or illustration.

d. Independent Practice

- The teacher asks pupils to read a list of words.

Teacher says: *Circle all the words that start with letters present in your first name. Box the words that begin with letters not present in your first name.*

List of Words:

giraffe	fish	tiger
elephant	monkey	ducks
cat	ant	lion



3

ASSESSMENT

Teacher says: *I will read each sentence. Write **T** if it is a **Telling** sentence, and **A** if it is an **Asking** sentence.*

- The baby is pretty.
- Where is my kitten?
- Why are you laughing?
- The pupils are in the classroom.
- The teacher gave us books to read.

Write (?) or (.) at the end of each sentence that I will read:

- What is your favorite toy
- Who is your teacher
- I will pick some flowers
- My mother has a beautiful garden
- How old is you baby brother

Do what I tell you in your notebook.

- Draw a circle on your paper. Write the first letter of the alphabet in the circle.
- Draw a square. Draw a triangle in the square.

- Teacher can assess the class' understanding of the concepts of **rhymes, cause-effect, use of a/an, and proper nouns** through a listening game.

Teacher says: *We are going to do some listening exercises. Keep your notebooks out. I am going to say two words. If the words rhyme, put a check mark beside the number I say.*



NOTES

The words should be written on the board.



Teacher says:

Number 1. pig-wig

Number 2. sun-see

Number 3. pin-pan

Number 4. fish-dish

Number 5. dance-prance

Number 6. fox-box

The next game is the cause-effect. I am going to put two pictures on the board. Look at the pictures—Picture A and Picture B. One is the cause, why something happened—and one is the effect, what happened.

Is Picture A the cause or is it the effect? Write A in your notebook. Is Picture A the cause? If Picture A is the cause, put a check beside A. If it is the effect, write an 'X.'

Is Picture B the cause or is it the effect? Write B in your notebook. Is Picture B the cause? If Picture B is the cause, put a check beside A. If it is the effect, write an 'X.'



Teacher says: I am going to read you some words. Listen for the sound the word starts with. Then write if it should have 'a' or 'an' before it.

Number 7. Egg—do we use 'a' or 'an' before the word **egg**?

Number 8. Umbrella—do we use 'a' or 'an' before the word **umbrella**?

Number 9. Potato—do we use 'a' or 'an' before the word **potato**?

Number 10. Box—do we use 'a' or 'an' before the word **box**?

Number 11. Ape—do we use 'a' or 'an' before the word **ape**?



Teacher says: I would like each of you to stand when you hear me say a proper name:

- a. Philippines
- b. Neighborhood
- c. friend
- d. Manila
- e. Josephine

WEEK

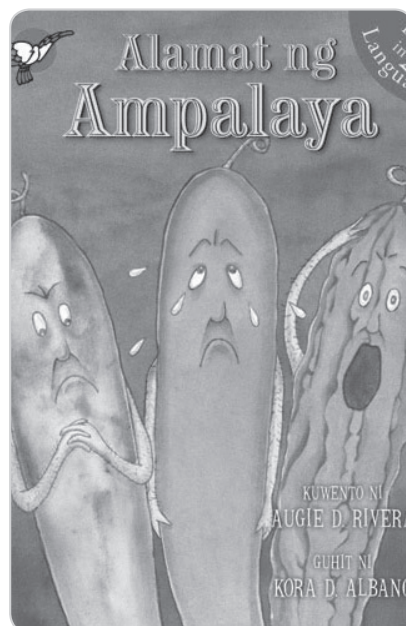
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TEACHER'S GUIDE

GRADE 2
ENGLISH

THEME: MY BODY: HEALTH AND NUTRITION

READ ALOUD STORY: ALAMAT NG AMPALAYA



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ENGLISH
QUARTER I, WEEK 8 (50 MINUTES PER DAY)**

Theme: My Body: Health and Nutrition

Read Aloud Book: *Alamat ng Ampalaya*

Author: Augie D. Rivera

Illustrator: Kora D. Albano

Day	Domain	Objectives	Subject Matter
Daily	OL PA F V PWR	<ul style="list-style-type: none"> Recite some poems 	<ul style="list-style-type: none"> Songs: What is the sound of a letter? “The Alphabet Song” “What a Wonderful World”
	OL PA	<ul style="list-style-type: none"> Sing some songs 	<ul style="list-style-type: none"> “My Nipa Hut”
	OL	<ul style="list-style-type: none"> Share some news 	<ul style="list-style-type: none"> “Books are Friends” Giving information about self News Sharing
1	OL PA PWR	<ul style="list-style-type: none"> Sing a song 	<ul style="list-style-type: none"> “A, B, C, D, E” Sharing some information
	OL	<ul style="list-style-type: none"> Share some information 	
2	LC	<ul style="list-style-type: none"> Relate to a poem 	<ul style="list-style-type: none"> Poem: “What A Wonderful Day”
	F	<ul style="list-style-type: none"> Demonstrate the proper reading of a poem 	<ul style="list-style-type: none"> Rhyming words
	PA	<ul style="list-style-type: none"> Detect rhyming words in the poem 	<ul style="list-style-type: none"> Illustration of what one can do on a wonderful day
	PA	<ul style="list-style-type: none"> Identify rhyming words 	
	HW	<ul style="list-style-type: none"> Illustrate what one can do on a wonderful day 	

DOMAINS: **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"> • Introduce the poem • Let the children recite with him/her by lines/ by stanzas • Introduce a song • Encourage children to share the news of the day 	<ul style="list-style-type: none"> • Recite poems • Sing songs • Share some news
<ul style="list-style-type: none"> • Motivate them to sing a song • Encourage them to share information 	<ul style="list-style-type: none"> • Participate in the singing of a song • Share some information
<ul style="list-style-type: none"> • Ask the motivation and motive question • Introduce the poem • Encourage the pupils to recite the poem • Let the pupils detect the rhyming words • Motivate them to illustrate what they can do on a wonderful day 	<ul style="list-style-type: none"> • Participate in the discussion of the poem • Recite the poem with expression • Detect the rhyming words • Illustrate what one can do on a wonderful day

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	OL	<ul style="list-style-type: none"> Talk about one's name and best friend 	<ul style="list-style-type: none"> Expressions such as: <ul style="list-style-type: none"> “What's your name?” “Who is your best friend?” Read Aloud Story: <i>Alamat ng Ampalaya</i>
	V LC	<ul style="list-style-type: none"> Give the meaning of some words using pictures and context as clues 	
	BPK	<ul style="list-style-type: none"> Recognize terms in English relating to parts of the book 	
	ATR	<ul style="list-style-type: none"> Listen attentively to a story read aloud by the teacher 	
4	LC	<ul style="list-style-type: none"> Supply some parts of the story as the teacher reads it 	<ul style="list-style-type: none"> Read Aloud Story: <i>Alamat ng Ampalaya</i>
	LC	<ul style="list-style-type: none"> Note important details in a story heard 	
	SS	<ul style="list-style-type: none"> Cooperate with peers during small group activities 	
5	LC	<ul style="list-style-type: none"> Answer questions on noting details and inferring feelings during the discussion of the story 	<ul style="list-style-type: none"> Story discussion
	OL SS	<ul style="list-style-type: none"> Present the group activity at certain points during the discussion 	

DOMAINS: **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"> • Provide situations where the children will use the expressions • Do the pre-reading activities • Show the book and encourage them to give the title, author, illustrator • Encourage the children to talk about the pictures on the cover • Read the story 	<ul style="list-style-type: none"> • Use the expressions clearly • Participate in the pre-reading activities • Identify the parts of the book • Listen attentively to the story and answer questions about it
<ul style="list-style-type: none"> • Read the story the second time • Ask questions during story reading • Assign the small group activities 	<ul style="list-style-type: none"> • Supply missing parts of the story • Answer questions about the story • Do the small group activities
<ul style="list-style-type: none"> • Discuss the story • Ask each group to present outputs at certain parts of the discussion 	<ul style="list-style-type: none"> • Participate in the story discussion • Present group outputs

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

DAY

1

I

INTRODUCE A SONG

a. Review

Let's sing the alphabet song. (Let them sing the ABC song.)

In that song, we gave the name of each letter in the English alphabet.

b. Teaching a New Song



Teacher says: *I am going to teach you a new song. Listen as I read to you the lyrics or words in my song. You may also read them with me.*

“Alphabet Song”

What is the sound of letter A, letter A, letter A?

What is the sound of letter A?

lal, lal, lal

Listen as I sing the song. Then you sing it with me as you clap your hands.

c. Teacher Points at a Pupil to Continue the Song with Letter B

- The song goes on for five letters.

2

SHARING SOME INFORMATION



Teacher says: *Let us share some information about ourselves.*

I will point to some of you and ask:

What is your name?

Who is your best friend?

Your answer should start with:

“My name is _____.”

My best friend is _____.”

DAY

2

I

RECITING A POEM

a. Motivation/Motive Question



Teacher says and asks: *Look outside. What kind of day is it?*

Is a sunny day a wonderful day?

What would you want to do on a wonderful day?

In the poem that we are going to learn, find out:

What did the children want to do on a wonderful day?

b. Reading the Poem

Teacher asks: *What did the children want to do on a wonderful day?*



c. Reciting the Poem as a Whole Class, by Groups, by Pairs

“Wonderful Day”

It is one wonderful day,
Sunny, warm, a good day to play,
Find your friends,
Start out some games,
Share a toy, share a laugh,
Enjoy a fun day!

d. Sharing

Teacher asks: *What will you do on a wonderful day?*



e. Illustrating a Wonderful Day

Teacher says: *Draw a wonderful day. Draw what you will be doing on this wonderful day. Write some words about your drawing.*



A Wonderful Day

f. Rhyme Detection

In the poem, what word rhymes with day?

Which of the words below will also rhyme with day?

stay fry away always

What words will rhyme with game?

lamb came gave same

What words will rhyme with friends?

sends ends stem lend

DAY

3

I

STORY READING: ALAMAT NG AMPALAYA

PRE-READING ACTIVITIES

a. Activating Prior Knowledge



Teacher asks: *What is your best trait? Did you ever want to have a trait which you don't have? What trait is it?*

b. Unlocking Some Words and Expressions

(1) luksongbaka



Teacher says: *My friends and I decided to play 'luksongbaka'. In English, 'luksong' means jump while 'baka' means cow. This game is jumping on the back of someone who is positioned similarly to how a cow's body looks like.*

- Teacher asks pupils to demonstrate how *luksongbaka* looks like based on the definition.

(2) complexion



Teacher says: *We enjoyed playing this game so much out in the backyard so at the end of the month, the 'complexion' of our skin turned from pale to dark. What is the word connected with complexion in the example?*

Expected answer: skin

Teacher asks: *So the 'complexion' of our skin turned dark. What does complexion mean?*



(3) bland

Teacher says: *After playing, we would go inside the house and drink fresh watermelon shake. It was so good and refreshing. However, during the last part of the watermelon season, the shakes turned 'bland'. It just tasted like water unlike before when it tasted naturally sweet.*

(4) trellis and envied



Teacher says: *One day, while playing, we saw a child peeking through the bitter gourd 'trellis'. She was very serious but she was looking straight at us. She was alone and we felt like she 'envied' us because we were playing happily. (Teacher can show a picture of a girl behind a bitter gourd trellis.)*

Teacher asks: *What do you think is a 'trellis'? What is it made of? Can you think of any other fruit or vegetable that grows on a 'trellis'?*

The girl 'envied' us because we are playing happily while she was alone. What does a person feel when he or she is envious? What other situations can make you feel envious? Have you ever felt this? When?

(5) trait

Teacher says: *My good friend has many good 'traits'. She is kind, she is helpful, and she is hardworking. What is another word for trait?*



NOTES

c. Motive Question

Teacher says: *As we read the story, let us find out what the traits of the main character are.*



Let us look at the book that I will read. Teacher shows the cover.

Who can point to the title of the book?

Who can read the title?

Who can talk about the pictures on the cover?

This book was written by Augie D. Rivera Jr. He is the author.

The pictures were made by Kora D. Albano.

He is the illustrator.

Are you ready to listen?

Teacher reads the story. He or she pauses at certain points to ask questions like:

Pause after page 4-5 and ask:

How is Ampalaya different from the other vegetables?



Pause after page 8-9 and ask:

What do you think will he do when he said that he wanted to have taste, color and beauty?

Pause after page 18-19 and ask:

What do you think will the other vegetables do when they find out that Ampalaya stole their color, taste and beauty?

Pause after page 22-23 and ask:

What kind of punishment will the fairy give him?

Pause after page 26-27 and ask:

Do you think Ampalaya deserves the punishment?

SINGING "THE ALPHABET SONG"

- Teacher reviews the alphabet song with the sounds of A, B, C, D, E.
- Teacher continues the song with the other letters of the alphabet.
- Teacher sings the song and asks the pupils to repeat after her.
- Teacher then utters a letter and asks pupils what object/animal in the song starts with that letter.

DAY

4

NOTES

- Teacher will also discuss with the pupils the letters in the English alphabet that are rarely used or not used in Filipino words.

2

SHARING SOME INFORMATION

- Ask some pupils to share some information. Let them use the sentence starters below.

My favorite vegetable is _____.

I like it very much because _____.

3

REREADING THE STORY: ALAMAT NG AMPALAYA



Teacher says: *I will read again the story that I read yesterday. I will pause at certain parts and ask you to continue. I may also ask some questions about the story.*

4

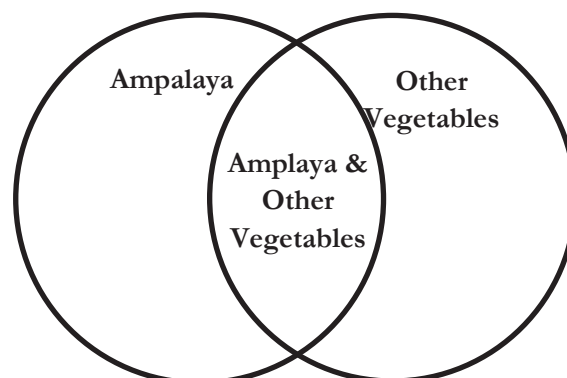
COOPERATIVE ACTIVITIES



Teacher says: *Before discussing the story, I will divide you into five groups. Each group will do one task:*

Group 1: Venn Diagram Group

Complete the Venn diagram of Ampalaya and the other vegetables. On the left circle, write the traits of Ampalaya. On the right circle, write the traits of the other vegetables. On the overlap, write their similarities.



Group 2: Strong Feelings

Here is a chart that shows the picture of Ampalaya thinking about having all the colors, tastes and beauty. I will give you an emotion/feelings card where you can choose the feelings of Ampalaya in this situation. Each emotion comes with an emoticon. You need to choose two emotions.

glad ☺	sad	mad
proud	envious	excited

NOTES

Group 3: Cause and Effect

I will give you a chart where you need to sequence pictures.

Here are the scenes in each picture:

- a. the page in the book that shows Ampalaya crawling to get the clothing of the other vegetables
- b. the page in the book that shows the vegetables shocked to see a new vegetable
- c. the page in the book that shows the vegetables through Ampalaya’s window

- Write sentences that explain the events in the picture. On the right column, write the results from these events.

EVENTS	RESULT

Group 4: Agree or Disagree?

I will give you a chart with the picture of the scene where the fairy of air is deciding on Ampalaya’s punishment. Write the punishment given to Ampalaya. Then, judge if he deserves that judgment.

(picture of the scene)	The Punishment
	Our Judgment

Group 5: The New Ampalaya

Here is a chart that shows the final physical appearance of Ampalaya. Make a list of Ampalaya’s traits that went with his final appearance. These include his shape, taste, color and vitamin content. Then decide if you will forgive Ampalaya or not.

Ampalaya’s New Look	Size	
	Shape	
	Color	
	Vitamin Content	
Our Decision	We have decided to _____	

NOTES

DAY

5

- Remind the pupils the guidelines during small group activities, like:
 - Choose a leader.
 - Practice your part.
 - Cooperate. Participate actively.
 - Be open to suggestions.
 - Assign the pupils to different parts of the room. Go around as they practice their part to scaffold them.

1

SINGING A SONG

- a. Let the pupils listen to the song, “What a Wonderful World.”
- b. Post lyrics of the song and ask pupils to sing along.
- c. Ask pupils to complete the following statements:

I think the world is wonderful because _____.

I can _____ to keep the world wonderful.

2

STORY DISCUSSION



Teacher asks: *What is the title of our story?*

What are the characteristics of Ampalaya when he first arrived in town?

What can you say about the vegetable town? What kind of relationship do the vegetables have with each other?

Do the vegetables share similar traits with Ampalaya? What are these?

Do the vegetables have traits that are different with Ampalaya? What are these?

- Group 1 presents their Venn Diagram on the traits of Ampalaya and the other vegetables.
- Teacher asks pupils to check if the group was able to give a trait that they were not able to give.



Teacher says: *Ampalaya is different from the rest of the vegetables. As a result, what did he feel?*

What was he thinking when he realized how plain and bland he is?

Do you think that was the best decision he can come up with?

NOTES

What could he have thought of instead?

- Group 2 reports on their chart entitled Emotion Overload. (The other pupils can add on some emotions that were not mentioned by the group or were not in the list).
- Support the emotions that you gave with specific events in the text.

Teacher asks: *What did Ampalaya plan to do? What do you think did he feel when he was able to get all those things?*

Group 3, *show us your report.*

Teacher asks: *Does Ampalaya deserve to be punished? Why? Why not? Was the punishment just right or was it too much?*

Group 4, *present your report.*

Teacher asks: *How did Ampalaya look? What are its good traits?*

Group 5, *report on the final physical appearance and other current traits of Ampalaya.*

Teacher asks: *Do you think Ampalaya learned his lesson?*

Do you think his experience made him better? In what ways?

Why is it not good to be envious? What are the bad feelings that we can get from being envious?

What should we think and do instead so that we don't envy others?



NOTES



WEEK

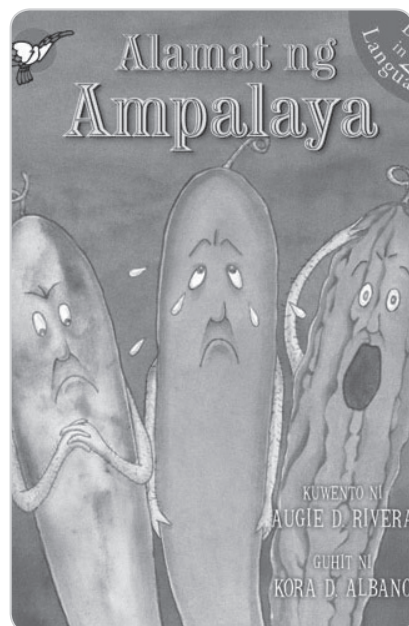
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TEACHER'S GUIDE

GRADE 2
ENGLISH

THEME: MY BODY: HEALTH AND NUTRITION

READ ALOUD STORY: ALAMAT NG AMPALAYA



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ENGLISH
QUARTER I, WEEK 9 (50 MINUTES PER DAY)**

Theme: My Body: Health and Nutrition

Read Aloud Book: *Alamat ng Ampalaya*

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Illustrator: Kora D. Albano

Day	Domain	Objectives	Subject Matter
1	OL PA	<ul style="list-style-type: none"> Sing a song Retell parts of the story, with the aid of some visuals 	<ul style="list-style-type: none"> Singing Translating words from English to MT Story retelling
	SS	<ul style="list-style-type: none"> Retell parts of the story, with the aid of some visuals 	<ul style="list-style-type: none"> Requesting and commanding sentences
2	G	<ul style="list-style-type: none"> Differentiate a telling from an asking sentence 	<ul style="list-style-type: none"> Review: Telling and asking sentences Kinds of sentences: Requesting and commanding
	G	<ul style="list-style-type: none"> Identify requesting and commanding sentences 	
3	G	<ul style="list-style-type: none"> Identify exclaiming sentences 	<ul style="list-style-type: none"> Exclaiming sentences Punctuation marks for exclaiming sentences
	G	<ul style="list-style-type: none"> Use the correct punctuation mark at the end of sentences 	

DOMAINS: **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"> • Model the tune of the song • Provide some visuals and lead questions and encourage pupils to retell parts of the story • Discuss requesting and commanding sentences 	<ul style="list-style-type: none"> • Sing a song • Retell a story • Identify kinds of sentences words
<ul style="list-style-type: none"> • Provide exercises on telling and asking sentences • Present requesting and commanding sentences 	<ul style="list-style-type: none"> • Identify and answer exercises on telling and asking sentences • Answer exercises on requesting and commanding sentences
<ul style="list-style-type: none"> • Present exclaiming sentences • Discuss the punctuation mark to be used for exclaiming sentences 	<ul style="list-style-type: none"> • Identify/answer exercises on exclaiming sentences • Use the correct punctuation mark
<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	OL	<ul style="list-style-type: none"> Sing a song about books 	<ul style="list-style-type: none"> Song: "Books are Friends" Basic parts of a book Kinds of sentences
	BPK	<ul style="list-style-type: none"> Make paper booklets that represent basic book parts 	
	BPK	<ul style="list-style-type: none"> Identify basic parts of a book 	
	G	<ul style="list-style-type: none"> Identify the different kinds of sentences 	
5	BPK	<ul style="list-style-type: none"> Identify the parts of a book and their characteristics 	<ul style="list-style-type: none"> Characteristics of books Assessment: Kinds of sentences
	G	<ul style="list-style-type: none"> Answer an assessment on the kinds of sentences 	

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Teacher Activities	Learner Activities
<ul style="list-style-type: none"> • Discuss the poem and let the pupils recite it • Provide activities that would assess pupils' understanding of the basic parts of a book • Provide activities that would familiarize pupils with the parts that are included in the main parts of the book 	<ul style="list-style-type: none"> • Recite the poem • Identify and label parts of a book • Identify the different kinds of sentences and their punctuation marks
<ul style="list-style-type: none"> • Review the parts of a book and its characteristics • Provide an integrated overall evaluation of all the skills targeted in this time frame • Provide activities that will review mastered skills 	<ul style="list-style-type: none"> • Identify the parts of a book and the characteristics of each part • Apply target skills learned in evaluation exercises
<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

1

1

STORY RETELLING

Teacher says and asks: *I have here sentences that tell about the important parts of the story. Let us add some details to them.*

Who wants to retell the story using the correct sequence of the story?

- Call some pupils. Scaffold them as they retell some parts of the story.

2

SINGING A SONG

Teacher says: *Do you know the song “Babay Kubo”? I will teach you its English version. Listen as I read the lyrics/ words of the song.*

“My Nipa Hut”

*My nipa hut,
My home sweet home.
With veggies aplenty
We are proud and happy.*

*Yam, beans, and eggplants,
Turnips and peanuts,
Garlic and tomatoes,
Onions, squash, and potatoes.*

*Bitter gourd and ginger,
Mustard and cucumber.*

*If you look all around,
Sesame seeds abound!*

- Ask some pupils to pick any vegetable from the song and say its name in Filipino.

Ex: “In Filipino, onion is sibuyas.”

- Is there any vegetable mentioned in the song that you do not know?
- Let’s sing the song.

3

ANSWERING RIDDLES ABOUT VEGETABLES

- Teacher picks one vegetable from the song and makes a riddle about it.

**BRIDGING**

Remind pupils that they already learned the names of these foods and vegetables in MT and Filipino.

Example:

*I am round. I may be white or violet.
I can make you cry even if you're not sad.
What am I?*

- Teacher helps pupils make other riddles by selecting one vegetable from the song and identifying its characteristics.

NOTE TO TEACHER

Teacher should use pictures of each vegetable to help pupils make a riddle.

I A STUDY ON KINDS OF SENTENCES

DAY

2

a. Review

Teacher says: *I will read some sentences about the story.*

- (1) Ampalaya came to town “Sariwa”.
- (2) The vegetables are very friendly.
- (3) Ampalaya shooed away any vegetable that would go near his trellis.
- (4) The vegetables were very surprised to see a strange visitor.
- (5) The fairy of the air punished Ampalaya.
- (6) Who is this vegetable?
- (7) Why are they better-looking than me?
- (8) What will I do to make myself look good?
- (9) What is the punishment of Ampalaya?
- (10) Where did this vegetable come from?

Teacher asks: *What kind of sentences are Sentences 1-5?*

What is the punctuation mark at the end?

What kind of sentences are Sentences 6-10?

What is the punctuation mark at the end?

2 REQUESTING AND COMMANDING SENTENCES

a. Introduction

Teacher says: *Listen as I read the sentences:*

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- (1) Please give me your color.
- (2) Kindly share your taste with me.
- (3) Get out of our garden.
- (4) Punish that bad vegetable.

b. Teaching/Modeling

- (1) In sentence 1, a request is being made. What polite word is used in making the request?
- (2) In sentence 2, a request is also being made. What polite word is used?
- (3) In sentence 3, a command is being made. Is there a polite word used?
- (4) In sentence 4, a command is also being made. Is there a polite word used?



Teacher says: *Sentence 1 and 2 are requesting sentences. Polite words like 'please' and 'kindly' are used.*

Sentence 3 and 4 are commanding sentences. Polite words are not used when giving commands.

c. Guided Practice

Say if the sentence is a Requesting or a Commanding Sentence.

- (1) Please bring this letter to the office.
- (2) Will you form a line?
- (3) Stay in the room after class.
- (4) Keep your things in your bag.
- (5) Kindly throw this paper in the trash can.

DAY

3**I****KINDS OF SENTENCES: EXCLAIMING SENTENCES****REVIEW: REQUESTING AND COMMANDING SENTENCES**

Tell if the sentence that I will say is **Requesting** or **Commanding**:

- **Everybody, please stand.**

- Keep your notebooks and pencils.
- **Kindly give this note to Mr. Alcazar.**
- Stop talking.
- **Kindly clean the blackboard.**

Add a polite word to make these requesting sentences.

- Lend me your pencil.
- Water the plants.
- Get the book from my table.
- Wash the dirty dishes.
- Fix the desks.

2

EXCLAIMING SENTENCES

a. Introduction

- (1) Look! The ball will hit you!
- (2) Hurry! We will be late!
- (3) There's a fire! Call the firemen!
- (4) Watch out! The car will hit you!
- (5) Help! The cat is drowning!

b. Teaching/Modeling

Teacher asks: *What do you notice about the sentences?*

Yes, they express strong emotion or feelings. They are called exclaiming sentences.

What punctuation mark do you see at the end of each sentence?

It is called an exclamation point.

c. Guided Reading

Teacher says: *I will give some sentences. Repeat it; your voice should show strong feeling or emotion:*

- (1) Hurry! Bring the sick girl to the hospital!
- (2) Ouch! The ball hit me!
- (3) Help! The old woman fell!
- (4) Hurray! We won the game!
- (5) Watch out! The big box will fall on you!

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NOTE TO TEACHER

Requesting sentences are the ones in bold.



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d. Spotting Exclaiming Sentences

As a last activity, ask pupils to find exclaiming sentences in the story, *Ang Alamat ng Ampalaya*.

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LEARNING A NEW SONG

a. Let's sing "My Nipa Hut."

b. Motivation/Motive Question

What are the storybooks that were read to you?

Do you consider books as friends? Why?

In the new song that we will learn today, find out:

Why are books considered as friends?

c. Listen as I read the lyrics of the song. Then read it with me.

d. Let's sing it to the tune of "Twinkle, Twinkle Little Star."

"Books are Friends"

Books are friends to you and me,
So many places we can see.
They make us smart, alert, and bright,
And help us find the answers right.

Let's read more books to learn and grow,
No doubt, books are friends we know.

2

LEARNING PARTS OF A BOOK

a. Introduction

- Teacher shows the children a book.



Teacher says: *This is not a storybook. This book contains your lessons in _____ (subject).*

b. Teaching/Modeling

Teacher says: *I will show you the parts of this book.* (Teacher points

to the cover.)

This is the cover; it contains the title, the author and the illustrator. Let's read the title, the name of the author and the illustrator of this book.

At the back of the front cover are the copyright date, publisher, and date of publication.

- Teacher points to the table of contents.

This contains the contents of the book: the topics and their pages.

- Teacher flips the body of the book.

This is the body. This is the thickest part of the book. It contains the discussion of the lessons/ topics that are present in the table of contents.

- Teacher shows the back pages.

These back pages contain the index and glossary. Some books have all of these parts. However, these parts are not present in all books.

The index gives the pages of more specific topics and terms in the book. For example, in the lesson on plants, you can find the word 'leaf' in the index, and it will tell you the pages in the book that has the word 'leaf.'

The glossary is like a small dictionary. It gives the meaning of the difficult words in the book.

c. Guided Practice

Teacher says: *Now, get a book from your bag. Let us try to identify the parts of your book together.*

- Teacher asks pupils to touch the cover of the book as well as the other parts as he or she mentions them.

d. Independent Practice

- As an individual activity, the pupils will be tasked to do a paper booklet. This paper booklet will represent a book. The pupils will create a title page, write themselves as author, think of a publisher name, copyright date, and all the mentioned parts of the book cover.
- They will also write a simple table of contents of the topics that they want to be present in their book.
- They do not need to write anything on the body but just write page numbers.
- On the back pages, they can just label the top portions as Index and Glossary
- They will submit the booklets and the teacher will check if they have completed the parts of the book.

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3

KINDS OF SENTENCES

Teacher says: *I will say a sentence. Tell me if it is a Telling, an Asking, a Requesting, a Commanding or an Exclaiming Sentence:*

- a. Wow! Your dress is so pretty!
- b. Please go to the room quietly.
- c. Did you bring a book?
- d. Everybody, go to the playground.
- e. The visitors will come after recess.

Give me a Telling, Asking, Exclaiming, Requesting or Commanding sentence.

DAY

5

1

SINGING A SONG

- a. Teacher posts the song “Books are Friends.”
- b. Teacher instructs pupils to sing the song.

2

PARTS OF A BOOK

- Teacher returns the paper booklets of the pupils.
- Teacher asks pupils to review their paper booklets.
- The class will play a game. Teacher will divide the class into groups. He or she will give each group a bigger paper booklet. He or she will also give word cards that contain the parts of the book. The groups will race and teacher will check each group as they finish.
- Teacher asks pupils to get a book that they all have. Teacher will ask several questions about the parts of a book. He or she will ask pupils to locate the answers in their book.

Sample Questions:

- When was the book published?
- Who is the author of the book?
- On what page can you locate the topic “Living Things and Non-Living Things”?

- Teacher asks pupils to write down the parts of the book. Teacher will then ask pupils to get a common book and write a word from each part of the book.

Example: For the cover, they may write a word from the title of the book or the first name of the author.

Parts Of The Book	Word Sample
Cover	
Back Of Cover	
Table Of Contents	
Body Of The Book	
Index	
Glossary	

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3

ASSESSMENT: KINDS OF SENTENCES

I will read each sentence. On your paper, write the correct punctuation mark.

- (1) My grandparents visited us last week
- (2) How old is your grandfather
- (3) Look The flowers are so beautiful
- (4) Cover your test paper
- (5) Please switch on the light

Read the following sentences and identify the kind of sentence by writing:

- T** for Telling
- A** for Asking
- R** for Requesting
- C** for Commanding
- E** for Exclaiming

- (1) I feel sleepy.
- (2) What time did you sleep last night?
- (3) Hurry! I don't want to miss my school bus!
- (4) Kindly give this to my teacher.
- (5) Set the table.

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