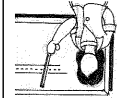


MULTIGRADE LESSON PLAN IN ENGLISH
GRADE I AND II

WEEK 5

GRADE II	GRADE I
<p>I. OBJECTIVES</p> <p>1. Identify initial and medial sound of Aa</p> <p>2. Produce initial and medial sound of Aa</p> <p>3. Ask and answer <i>wh</i> questions to note details</p> <p>4. Identify nouns</p> <p>5. Decode words with initial and medial sounds of /a/</p> <p>6. Trace and copy big small Aa</p>	<p>6. Use capital letter A in writing name of persons</p>
<p>B. Insights/Values</p> <p>Save for the rainy days</p> <p>C. Curriculum Links</p> <p><i>P.E.</i></p> <p>II. SUBJECT MATTER</p> <p>Story: Annie Ant Author: Purification C. Balingit Illustrator: Jomar S. Montinola</p> <p>Comprehension Skills: Answering ask questions to note details</p> <p>Identifying nouns with beginning sound of /a/ and nouns with initial sound of /a/ Identifying initial and producing sound of /a/ and medial sound of /a/ Decoding words with initial and medial sound of /a/ Writing letter Aa–Grade I Copying names beginning with capital A. – Grade II Curriculum Links: Singing and acting out the song “Sit down”.</p>	



Genuine Love For Reading

1. Unlocking of Difficulties

a. grains of rice (real grains of rice)

Show some real grains of rice.

Say: Look at what I have in my hand.

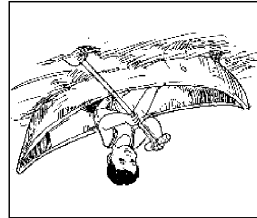
Ask: What are these? (These are grains of rice.) Does your mother cook these?

b. rocking

Call two pupils in front. Ask the first pupil to sit on the chair and the second to rock the chair. Ask: What is the second pupil doing with the chair? What happens to the chair?

c. paddle

Show a picture of a boy riding in a boat and using a paddle.



III. LEARNING ACTIVITIES

A. Pre-reading Activities

Materials:

- 1. Big Book
- 2. illustration

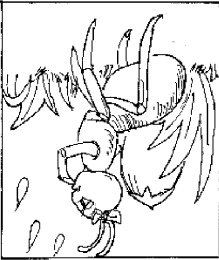
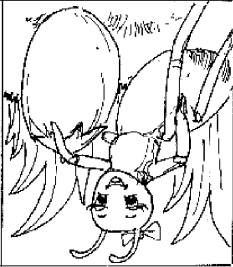
- 3. real object
- 4. pictures

- 5. cut-outs
- 6. letter cards

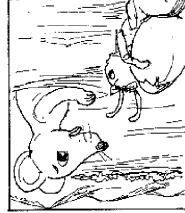
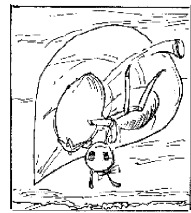
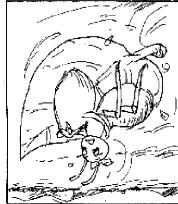
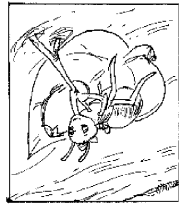
References: PELC in English Grade I and II
 Beginning Reading Instructional Guides BRIGT Part I; pp. 48-59
 Lesson Guide in Elementary English Grade I
 DepEd BEE in partnership with Ateneo de Manila; pp. 139-148

GRADE I

GRADE II

GRADE II	GRADE I
<p>What did Annie Ant want to do? What did she find? What was Annie Ant's problem?</p>	<p>Ask: Where is the boy? What is he doing? Why do you think the boat keep sailing? What does the boy use to let his boat sail?</p> <p>2. Motivation Ask and say: What insects do you see everywhere? They are small. Some are red and some are black. They bite. They smell each other when they meet. They walk in one line. They like sweet food. They are all around the house. Can you guess what they are? (ants) Where else can you find them. The teacher elicit answers from the pupils. Today, I am going to read to you the story "Annie Ant."</p> <p>3. Motive Question Say: Listen as I read the story to you. Try to imagine how these ants get their food and how they move around. 1. What is the problem of Annie Ant? 2. What does Annie do to solve her problem?</p> <p>During Reading</p> <ul style="list-style-type: none"> • Open the book and read the story showing each page with the illustration to the pupils. • Let pupils listen attentively as you read the story for the first reading. • Second reading of the story ask questions to give pupils the chance to interact and monitor their comprehension. <p>Annie Ant</p> <p>One rainy day, Annie Ant wanted to look for food for her family After sometime, Annie Ant found a big grain. She carried it on the back. "Oh my, Oh my, the water was gone up. I cant cross the river," said Annie Ant. Annie Ant saw a rat. "Hey, Fatty Rat, please let me ride on your back." Annie Ant saw a rat. "Hey, Fatty Rat, please let me ride on your back."</p>  

GRADE II	GRADE I
<p>Did the rat help Annie Ant?</p> <p>What did Annie Ant see on her way?</p> <p>What did she do with the leaf?</p> <p>What did Annie Ant see floating in the water?</p> <p>What did she do with it? Is Annie Ant able to go home?</p> <p>If you were Annie could you have solved the same problem?</p>	<p>“Sorry,” said Fatty Rat. I can’t help you I’m in a hurry.”</p> <p>Annie Ant thought and said, “There must be a way.”</p> <p>She looked around and saw something. “I think I can ride on a leaf,” said Annie Ant. She tried to reach for a leaf and rode on it. She did not let go of her rice grain.</p> <p>“My, my,” said Annie Ant. The water is rocking her leaf. It kept rocking, rocking and rocking.</p> <p>Annie Ant smatched the floating stick and paddled her leaf boat with it.</p> <p>She paddled and the leaf went down, down, down, the river.</p> <p>And so! Annie Ant had a grand ride back home.</p>
<p>Post Reading</p> <p>Lead the pupils to answer the motive questions.</p> <p>Say: I am going to divide you into three groups. Each group will do one activity. (Group the Grade I pupils with the Grade II)</p>	
<p>Engagement Activity 1 Small group activities</p> <p>Group I Make a weather chart.</p> <p>Group II Act out the part when Annie Ant met Fatty Rat and say the lines.</p> <p>Group III Show how Annie Ant cross the river. Sing, “Row, Row, The Boat.”</p> <p>(After giving the task to each group, assign them a place in the room. Tell them to work quietly and fast.)</p>	



GRADE I	GRADE II
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Say: Go to your places now. Be sure to choose a leader. Once I knock the table its time to stop and go back to the big group.

Engagement Activity 2 Discussion of the Story

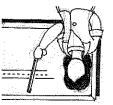

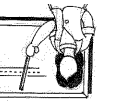

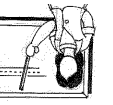
Ask:

1. When did the story happen?
 - Group 1, let's see your presentation.
 - What happened to the river?
 - Can Annie Ant cross the river? Why?
 - Who did she meet?
 - Did the rat help Annie Ant?
 - Group 2, will you present your work
 - How does Annie Ant cross the river?
 - Let's watch the presentation of Group 3.
 - If you were Annie Ant, would you also prepare and save food for your family? Why? Why not?

Grammar and Oral Language Development

A. Activity 1 LOOK FOR ME

- Have the following words printed in cards.
 - Annie
 - market
 - water
 - park
- Avocado
- jar
- Arnold
- paper
- atis
- Anchi

GRADE II	GRADE I					
 <p>Say: Come up and pick a word from the box. Put these words in the pocket chart. <i>Expected Answer:</i> Annie, Arnold, Anchie</p> <p>Ask: Which word is the name of a person? Put this in one group. <i>Expected Answer:</i> Annie, Arnold, Anchie</p> <p>Which word is a name of a thing? Put these in one group <i>Expected Answer:</i> paper, atis, avocado, jam, water</p> <p>Which word is a place? Put these in one group <i>Expected Answer:</i> market, park</p> <p>Say: Let's read a word, tell if it is a name of persons, names of things, and name of places.</p> <p>Activity 2 Say: I am going to flash a word. Read the word and tell the class if it is a name of a person, place or thing.</p> <p>Market mango park anchie etc...</p>	<p>Activity 3 ORAL</p> <p>Directions: Answer with YES if the word is a noun and NO if it is not a noun. Say: I am going to flash a word. Read the word and tell the class if it is a name of a person, place or thing.</p> <ol style="list-style-type: none"> Ana pencil book atis table doll school <p>Activity 4</p> <p>Let pupils look around the room. Name some things you can see. Your leader will help you. <i>Expected Answer:</i> books, tables, chairs, pencil, picture, blackboard</p> 					
<p>Activity 3 WRITTEN</p> <p>A. Direction: Read the following riddles. Choose the correct answer from the words below. Copy the answer in your notebook.</p> <ol style="list-style-type: none"> Sometimes green, sometimes violet. An oval fruit I have ever seen. What am I? It's a small insect that climb up the hill. Just like Jack and Jill. <table border="1" data-bbox="123 414 896 462"> <tr> <td>apple</td> <td>rat</td> <td>ant</td> <td>avocado</td> <td>bet</td> </tr> </table> <p>Activity 4</p> <p>Write ten things you can see in the room.</p> 	apple	rat	ant	avocado	bet	<p>Activity 4</p> <p>Let pupils look around the room. Name some things you can see. Your leader will help you. <i>Expected Answer:</i> books, tables, chairs, pencil, picture, blackboard</p>  <ol style="list-style-type: none"> Ana pencil book atis table doll school <p>Activity 4</p> <p>Write ten things you can see in the room.</p> 
apple	rat	ant	avocado	bet		

Generalization

What did we say about the words we learned? They are names of persons, places and thing. What do we call them?

We call these word nouns.
Nouns are names of person, place and things

Transition Stage

Activity 1

Say: Let's sing the song "Have you Ever Seen an Ant" – (Tune: Have you Ever Seen a Lassie)

Have you ever seen an ant, an ant, an ant
Have you ever seen an ant, an ant so fat.

Ask: What letter sound have you heard?

Expected Answer: /a/

Where is the letter sound of /a/?

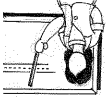
Expected Answer: Beginning sound of the word.

Activity 2

Say: Today, we will learn a new letter sound the letter is /a/.

Repeat after me /a/.

Let the pupils repeat by groups, by rows.



Activity 3

Say: Listen as I say these words,

(Emphasize /a/ at the beginning of the word.)

Ann̄ie ātis

ānt āpple

Say: Repeat after me.

Ann̄ie ātis

ānt āpple

āvocado

āvocado

Ask: Where do you hear the /a/ sound?

Expected answer: The /a/ sound is at the beginning of the word.

Say: Annie, ant, apple, atis, and avocado are words with initial /a/ sound.

Say this after me.

Ask: Do you want to learn some more words with the sound of /a/.

Say: Listen as I say these words. (Emphasize /a/ at the middle of the word.)

rāt mān cān

fāt hāt cān

Let the pupils repeat by groups then by rows.

Ask: Where do you hear the /a/ sound?

Expected answer: The /a/ sound is in the middle of each word.

Say: rat, fat, man, hat, fan, can are words with medial /a/ sound.



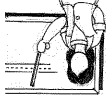
Repeat after me

Activity 4

Say: We have already studied letter sounds of /a/ and m?

Ask: How do we say /m/?

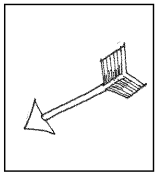
How do we say /a/?

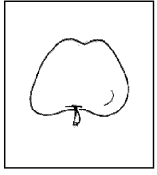
<p>GRADE II</p>	<p>GRADE I</p>
<p>Writing</p> <p>Copy these names in your notebook.</p> <p>Analyn Ana Ancis Arnold Anchie</p> 	<p>Say: Let's read these words with /a/ and /m/ together.</p> <ol style="list-style-type: none"> 1. arms 2. maam 3. mama <p>Curriculum Links</p> <p>Say: How do you spend your money and time? Is nice to save?</p>
<p>Writing</p> <p>Copy these names in your notebook.</p> <p>Analyn Ana Ancis Arnold Anchie</p> 	<p>Aa</p> <p>Let the pupils write big A and small a on their paper.</p> <p>how to write letter Aa.</p> <p>This is small letter a. Its sound is /a/, too. Demonstrate</p> <p>Say: This is big letter A. Its sound is /a/.</p> <ol style="list-style-type: none"> 1. Present A and a on the board. 

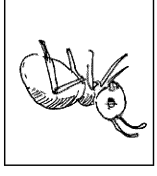


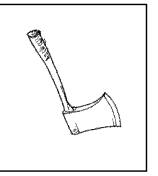
EVALUATION

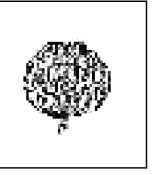
A. **Directions:** Provide the class with worksheets. Then tell them to say each picture name and complete the word by writing the beginning letter.

1.  row _____

2.  pple _____

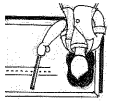
3.  nt _____

4.  xe _____

5.  tis _____

B. **Directions:** Copy the nouns from the following sentences which has the beginning sound of A and the medial sound of A.

1. Mother gave me an atis.
2. I saw a big rat.



EVALUATION

A. **Directions:** Clap your hands once if the word has a beginning sound of /a/ and clap your hands two times if the word has medial /a/ sound.

1. Alex
2. fat
3. pat
4. Antonette
5. man
6. can
7. animal
8. airplane
9. Alvin
10. mat

B. **Directions:** Copy the noun from the following words with the beginning sound of /a/ and a medial sound of /a/.

1. cat, dog, cow
2. atis, melon, chico
3. fan, pencil, look
4. ball, kite, bike
5. arrow, bell, down

GRADE I

**Curriculum Links
P.E**

Objective: Sing and act-out the song "Sit Down"
Say: Listen as I sing this song.

Let the pupils sing the song with you.
Say: Let's sing the song and do this action.

Sit down, Sit down
We're rocking the boat.
Sit down, Sit down,
We're rocking the boat.
Sit down, Sit down,
We're rocking the boat.
Sit down, Sit down,
We're rocking the boat.
Sit down, Sit down,
We're rocking the boat.

GRADE II

3. There are ants on the table.
4. The dog ran after the cat.
5. Ana is sick.