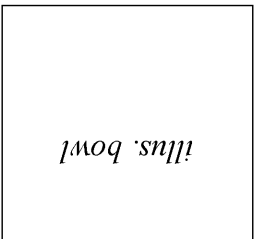


MULTIGRADE LESSON PLAN IN ENGLISH
GRADE I AND II

WEEK 7

GRADE II	GRADE I
<p>I. OBJECTIVES</p> <p>A. Skills</p> <ol style="list-style-type: none"> 1. Identify initial and final sound of /m/ 2. Produce initial and final sound of /m/ 3. Answer <i>wh</i>- questions to recall events in a story listened to 4. Interpret feelings of characters 5. Use <i>this is</i> and <i>that is</i> in sentences 6. Decode words with beginning and ending sound of /m/ 	<p>B. Insights/Values</p> <p>Kindness to animals</p> <p>C. Curriculum Links</p> <p>Science: Identify pets Know how to take care of pets Arts: Draw a pet</p> <p>II. SUBJECT MATTER</p> <p>Story: "Mimi and the Mouse" Author: Perla H. Cuanzon Illustration: Larry A. Diolala</p> <p>Comprehension Skills: Answering <i>wh</i>- questions to recall events in a story listened to Interpreting feeling of characters Identifying and producing initial and final sound of /m/.</p> <p>Grade I: Writing big and small letter /m/ Grade II: Copying moods with initial and final sound of /m/</p>
<p>7. Write words beginning and ending with /m/</p>	<p>7. Write big and small letter /m/</p>



- A. Pre-reading Activities**
1. Unlocking of Difficulties
 - a. bowl (show a bowl)

Say: Today, I am going to read to you a story. Before, we go to the story let's first learn the meaning of these words.

Say: I have a bowl. I put milk in the bowl.

Ask: What is this? (show the bowl)

What did I put in the bowl? (milk)

What else can we put in the bowl?

(Teacher elicit, answers from the pupils.)

Genuine Love for Reading

III. LEARNING ACTIVITIES

- Curriculum Links:** Identifying pets
Drawing pet animals
Singing the song "Old McDonald Had a Farm."
- References:** PELC in English; Grade I and II
Beginning Reading Instructional Guide in Teaching English
Grade I, DepED BEE in coordination with Ateneo de Manila pp. 24-29
Fun in English TM Grade I p. 42
Fun in English TX Grade I p. 60
- Materials:**
1. Big Book
 2. pictures
 3. real objects
 4. cut-outs
 5. pocket charts
 6. word cards

GRADE I

GRADE II



b.

fresh milk

Ask: How many of you have seen a cow? a carabao?
Do you have one at home?

Say: Look at this picture. (show the picture of a man milking a carabao.)

Ask: What can you see in the picture? What is the man doing?

Say: The milk from the carabao or cow is fresh milk.

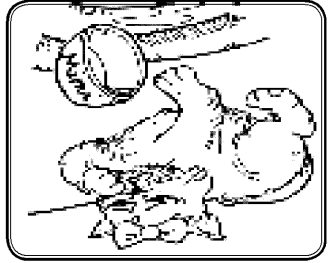
Ask: Do you drink carabao's or cow's milk?

Say: We can also buy fresh milk in supermarkets.

c.

hits, spills

Show them a picture of a cat running after a mouse. What is the cat doing? (running after the cat)
What did the cat do with the milk in the bowl? (spills)



2.

Motivation

Ask: Do you have a pet at home?

What is your pet? What does your pet do?

(Teacher elicits answers from the pupils.)

Say: Our story is about a cat. The title of our story is "Mimi and the Mouse." It is written by Perla H. Cuanzon and illustrated

by Larry A. Diolala.

3.

Motive Questions

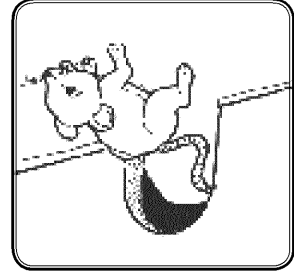
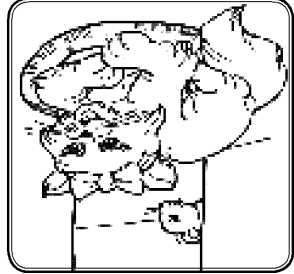
Say: Listen very well and be sure to answer these questions.

1. Why is the mouse with the cat?

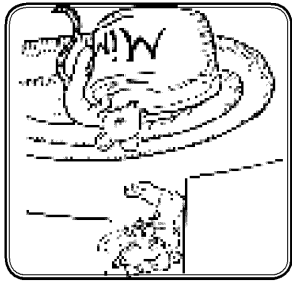
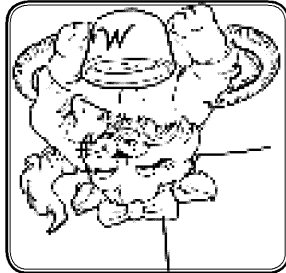
2. Will they fight each other?

3. Which of the two animals will drink the milk?

During Reading



GRADE I



“Mimi and the Mouse”

Mimi sits on a mat one morning.
“Meow! Meow! Meow!” says Mimi.

There’s fresh milk in the bowl. “Mmm... Mmmmm...
Mmm...!” say Mimi.

Suddenly, a mouse comes out. “Squeak! Squeak!
Squeak!” says the mouse.

“Meow! Meow! Meow!” My Miiik! My Miiik!” shout
Mimi.

Mimi runs after the mouse.
The mouse runs around the bowl. “My Miiik! My Miiik!
shouts mimi.

Mimi trips and hits the bowl. The milk spills on the
mat.
“Oh my! Oh my! My milk on the mat!”
“Meow, meow, meow.”

GRADE II

- Why do you think Mimi says meow?
- What do you think will the mouse do?
- What do you think will Mimi do?
- What do you think will happen?
- What happens with the milk?
- How does mimi feel about it?

GRADE I **GRADE II**

Post Reading

- Lead the class to answer the motive questions

Say: I am going to group you into four groups. Each group will do a task. Try to finish your task in ten minutes.

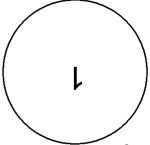
**Engagement 1
Small Group Activities**

- Group 1 TASK I**
1. Individual Activity
 - Draw the animals in the story.
 - Color the cat white and the mouse brown.

Group 1 TASK III

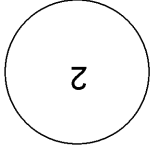
1. Individual Activity
 - How does Mimi feel at the beginning of the story? at the end?
 - In circle 1, draw mimi's face when she sees the bowl of fresh milk.
 - In circle 2, draw Mimi's face when the milk is spilled.

1



happy

2



sad

- Group 2 TASK II**
- Choose a leader who will assign pupils to act this out.
 - Leader reads the situations as the assigned participant act it out.
 - * The mouse comes out and goes near the bowl. Mimi run after the mouse. She trips and hits the bowls. The milk spills.

Group 4 TASK IV

- Work on this as a group with a leader
- * Mimi is given fresh milk in the bowl. Then the mouse comes. Mimi runs after the mouse. The milk spills.
- Arrange the pictures in this order.






GRADE I

Engagement 2

1. What is the story about?

2. Who are the characters in the story?

Group 1 will present to us their drawing.

3. What does Mimì have one morning?

4. Does she like the fresh milk?

5. What does she say?

6. Who sees the fresh milk in the bowl?

7. What does the mouse do?

8. What does Mimì do?

• Let's watch the presentation of group 2.

9. What happens to the milk in the bowl?

10. How does Mimì feel about it?

Say: Group 3 will present to us their work.

11. Why is Mimì happy at the beginning of the story?

12. Why is she sad at the end?

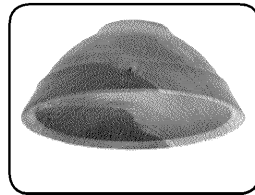
Say: Group 4 will now retell the story.

13. If you were to choose, which of these two animals do you like? Why? Why not?

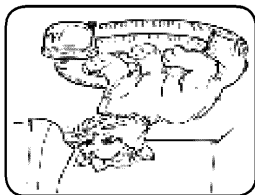
Grammar and Oral Language Development

Activity 1

Say: Listen as I name the pictures in our story.



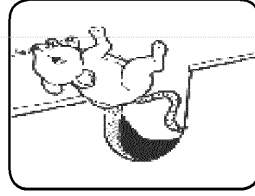
This is a bowl



This is a cat.

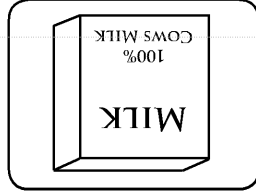
GRADE II

GRADE I



This is a mouse.

GRADE II



This is a box of milk.

Say: Come up front and say something about these pictures using this is.

(Continue this activity up to the time most of the pupils have participated.)

Ask: What do we use when we talk about a thing near us?

Expected Answer: We use This is when we talk about an object or thing near us.

Say: Who can say that? (Help pupils say this).

(Use the same pictures. Arrange them in the pocket chart according to your sentences.)

Say: This time I will move away from the pictures. Listen to what I say.

That is a bowl.

That is a cat.

That is a mouse.

That is a box of milk.

Say: Repeat after me. Point to the picture.

That is a bowl.

That is a cat.

That is a mouse.

That is a box of milk.

(Call an individual pupils to say something about the pictures in their seats. Let the pupils repeat by rows and individually.)

Ask: What do we use when we talk about an object or thing away from us?

Expected Answer: We use That is when we talk about an object or thing among from us.

Say: Repeat after me.

Activity 2

Say: This time we are going to ask and answer questions using This is and That is.
 (The teacher holds a book)

Ask: What is this? (Let the pupils answer the questions)

Expected Answer: That is a book.

(Let the pupils repeat their answer.)

(Continue with other objects using the same pattern.)

Activity 3

A. Say: This time get one object from your bag. Use this in naming it.

Expected Answers: This is a pencil.

This is an eraser.

This is a bag, etc.

(Continue this activity until most of the pupils have participated.)

B. Say: This time look outside our room.

Name objects you can see outside,

Expected Answers: That is a house.

That is a tree.

That is a flower.

Activity 4 DYAD

Ask: Who of your want to come up in front?

Say: Get a partner, get anything you have and have this dialog.

(Guide the pupils in doing this.)

Pupil 1: (holding a book) What is this?

Pupil 2: (answers pointing to the book) This is a book?

Pupil 1: (pointing to the book) What is that?

Pupil 2: (holding the book) This is a book?

Generalization

Ask: When do we use This is and That is?

We use This is when we talk of a thing or object near us.
 We use That is when we talk of a thing or object far or way from us.

Transition Stage

Activity 1

Say: Listen to some words taken from the story.

Mimi!	meow	mat
milk	my	mug
mouse	me	morning

Say: Repeat the words after me.

(Read each word to them again as they repeat after you. Emphasize /m/ at the beginning of the words.)
 Ask: What sound do you hear at the beginning of the words?
 Expected Answer: /m/

Activity 2

Say: Now, let's learn the sound of /m/ as in m–m–m–m–m.

Repeat after me m–m–m–m–m.

(Let the pupils give the sound of /m/ by groups, by rows and individually.)

Say: Let's say these word again.

Mimi, milk, mouse, my, me, morning

Activity 3

Say: We learned some words beginning with /m/. Now, let's learn other words with /m/ sound. Let's sing this songs. (Teach the song to the tune of "London Bridge Is Falling Down." Write the song on a chart. Sing the song several time to encourage the pupils to sing the song.)

GRADE I

Teacher's Version
What's the last sound
That you hear (3x)
What's the last sound
You can hear
In ham, ham, ham?

Pupil's Version
/m/ is the first sound
That we hear (3x)
What's the last sound
That we hear
In ham, ham, ham?

(Tell the pupils to substitute or change ham to jam, drum brown, and room.)

Say: Listen as I say these words from our song. (Write these words in flashcards. Say the word as you flash it.)

ham
broom
jam
room
drum

Say: Repeat the word after me.

(Let pupils say the words, by groups, rows and individually.)
Ask: Where do you find the sound /m/?
Expected Answer: At the end of the word.

Say: Let's say the words again ham, jam, drum, broom, room
(Emphasize /m/ at the end of the word.)

GRADE II

GRADE I

Activity 4
Oral

A. Say: I have some words for you. Listen very well as I flash and say the word. Say **B** if /m/ is at the beginning sound and say **E** if /m/ is at the end of the word.

- 1. milk
- 2. mug
- 3. drum
- 4. map
- 5. broom
- 6. mat
- 7. mouse
- 8. ham
- 9. jam
- 10. room

Activity 5
(Assign a pupil leader)

Say: Now, your leader will say the words.

(Let the pupil leader be the teacher and do the same activity.)

Ask: What can you say about the sound /m/?

The sound of /m/ maybe found at the beginning or ending of the word. Capital *M* and small *m* are pronounced in the same way.

GRADE II

Activity 4
Written

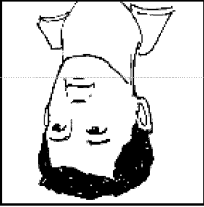
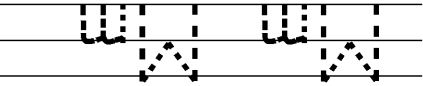
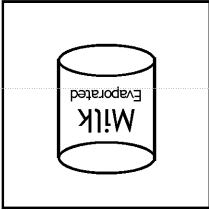
A. **Directions:** Write **B** if the word begins with /m/ and **E** if the /m/ sounds is at the end of the word. Write the correct answer on you paper.

- 1. moon
- 2. ham
- 3. mat
- 4. broom
- 5. drum
- 6. map
- 7. mouse
- 8. jam
- 9. milk
- 10. room

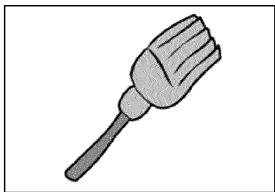
Activity 5

Say: Let's now see how you faced with your work. (Teacher with the pupils checkes their work.)

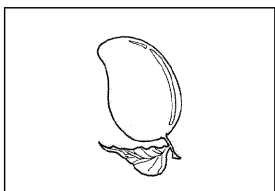
Generalization

<p align="center">GRADE II</p>	<p align="center">Writing</p> <p>Activity 1 Say: Copy correctly the following words in your notebook.</p> <table border="0"> <tr> <td>1. mouse</td> <td>6. broom</td> </tr> <tr> <td>2. room</td> <td>7. map</td> </tr> <tr> <td>3. milk</td> <td>8. drum</td> </tr> <tr> <td>4. mat</td> <td>9. man</td> </tr> <tr> <td>5. ham</td> <td>10. jam</td> </tr> </table> <p>Activity 2 A. Ask: Who can go to the blackboard and write the word jam, mouse, map, etc. (Continue up the time the words were written on the board.)</p> <p align="center">IV. EVALUATION</p> <p>A. Look at these pictures. Copy the word and write the missing letter. Write your answer on a piece of paper.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p>1. _____ an</p> </div> </div>	1. mouse	6. broom	2. room	7. map	3. milk	8. drum	4. mat	9. man	5. ham	10. jam
1. mouse	6. broom										
2. room	7. map										
3. milk	8. drum										
4. mat	9. man										
5. ham	10. jam										
<p align="center">GRADE I</p>	<p>Activity 1 Ask: What sound did we learn today? Say: This is big letter <i>M</i>. It is sounded as small <i>m</i>. Let's learn how to write big letter <i>M</i> and small letter <i>m</i>. Guide the pupils to write letter <i>Mm</i> in the air, on one's plam, on one's seat or table. or on a classmate's back. Say: Now, come up on front and trace the line to form <i>Mm</i> on the blackboard. (Call on several pupils)</p> <div style="text-align: center;">  </div> <p>Activity 2 Say: Get a piece of paper and write <i>Mm</i>. After filling your paper with letters <i>Mm</i>, show this to your seatmate.</p> <p align="center">IV. EVALUATION</p> <p align="center">Oral</p> <p>A. Say: Look at these pictures. Give the name of the picture 1 flash/show.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p>1. _____</p> </div> </div>										

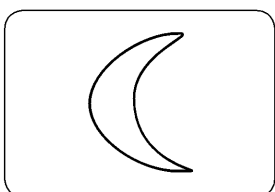
(Flash these pictures at the random.)



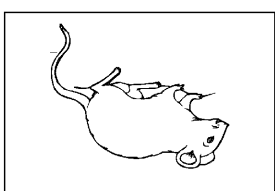
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4.



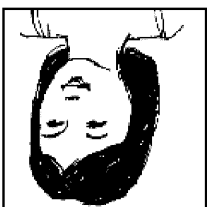
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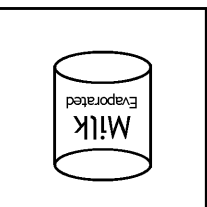
GRADE I

GRADE II



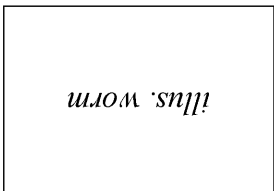
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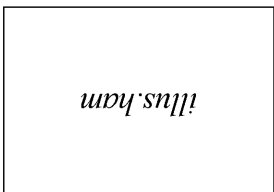
ilk

3.



WOR

4.



ha

5.

GRADE I **GRADE II**

B. Say: Look at these pictures. Tell whether we use This is or That is.

1. *illus. boy pointing to an airplane* _____ an airplane

2. *illus. girl holding a doll* _____ an airplane

3. *illus. girl pointing to a tree* _____ an airplane

4. *illus. boy holding a balloon* _____ an airplane

B. **Directions:** Who can go to the blackboard and write the word jam, mouse, map, etc.

1. *illus. 1* _____ a clock

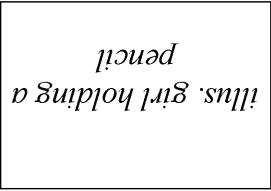
2. *illus. 2* _____ an orange

3. *illus. 3* _____ a ruler.

4. *illus. 4* _____ a door.

GRADE I

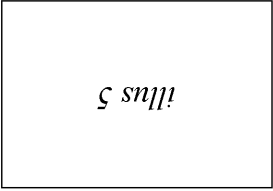
V. ASSIGNMENT
Draw 2 pictures whose names begin with */m/* and 2 pictures whose names end with */ml/*. Do this in your notebook.

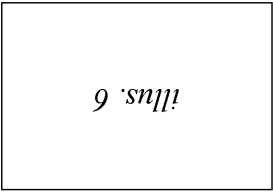
5.  _____ an airplane

GRADE II

V. ASSIGNMENT
Memorize the spelling of these words.

1. room
2. broom
3. moon
4. mat
5. mouse

5.  _____ a umbrella.

6.  _____ a table.

GRADE I	GRADE II
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Curriculum Links

SCIENCE

I. OBJECTIVES

1. Identifying pets
2. Identifying animals sounds
3. Know how to take care of pets

A. Presentation

1. Ask: What animals do you have at home?

Expected Answer: dog, cat, chickens, carabao, pigs, etc.

Which of this is your pet?

(Call on several pupils to tell what is their pet.)

2. Ask: What does your pet do?

Discussion: Let's go back to our story. What are the animals in our story. (cat and mouse)

4. Let us go back to the pictures in our story.

Who will drink the milk? (the cat)

5. Do you like cat as a pet? Why?

If you like the cat as your pet, what will you feed her?

(rice, bones, left over food, etc.)

6. Tell us your pet. Tell us the name and how you take care of her.

ART

I. OBJECTIVES

Draw and color one's pet.

1. Get a piece of paper and your box of crayon.

2. Draw your pet and color it.

3. Now, you may start. (Give ample time for the pupils to finish their work.)

4. Let them display their work in the bulletin board.