

MULTIGRADE LESSON PLAN IN ENGLISH  
GRADE I AND II

WEEK 8

GRADE II	GRADE I
<p><b>I. OBJECTIVES</b></p> <p><b>A. Skills</b></p> <ol style="list-style-type: none"> <li>1. Identify initial and final sound of s</li> <li>2. Produce the initial and final sound of s</li> <li>3. Answer <i>wh</i> questions to note details</li> <li>4. Predicts outcomes</li> <li>5. Form the plural of regular nouns</li> <li>6. Produce the/s/</li> <li>7. Decode words with the letter s</li> <li>8. Write legibly and accurately in manuscript form the capital and small letters</li> </ol> <p><b>B. Insights/Values</b></p> <p>Teamwork and unity</p>	<p><b>C. Curriculum Links</b></p> <p><i>Science:</i> Identify sea animals</p>
<p><b>C. Curriculum Links</b></p> <p><i>Art:</i> Draw an aquarium</p> <p><i>P.E.:</i> Initiate how sea creatures move</p> <p><i>Mathematics:</i> Count animals</p>	
	<p><b>II. SUBJECT MATTER</b></p> <p><b>Story:</b> Under the Sea</p> <p><b>Author:</b> Justine C. Balajadia</p> <p><b>Illustrator:</b> Larry Diolola</p> <p><b>Comprehension Skills:</b> Answering <i>wh</i> question to note details</p> <p>Forms the plural of nouns</p> <p>Producing the sound of s.</p> <p>Decoding words with the letter s.</p> <p>Writing the big and small letter s.</p>

**Curriculum Links:**

*Science* : Identifying sea animals

*Art*: Drawing an aquarium

*PE*: Initiating how the sea creatures move

*Math*: Counting the animals

**References:** PELC in English Grade I and II

Beginning Reading Instructional Guides to help teacher (BRIGHT) Part I; pp. 13-22

Lesson Guide in Elementary English Grade I pp. 140-145

**Materials:**

1. picture of seahorse,
- starfish, rainbow fish,
- snail, shark, seashore
2. real objects
3. basin with water
4. task cards for post-reading activities
5. papers for face masks
6. crayons
7. flash cards with words (seahorse, snail, eel, rainbow fish, star fish, shark)
8. pocket chart
9. manila paper
10. tape of "Old McDonald had a Farm"

**III. PROCEDURE**

**A. Pre-reading Activities**

***Genuine Love For Reading***

1. Unlocking of Difficulties

a. seahorses

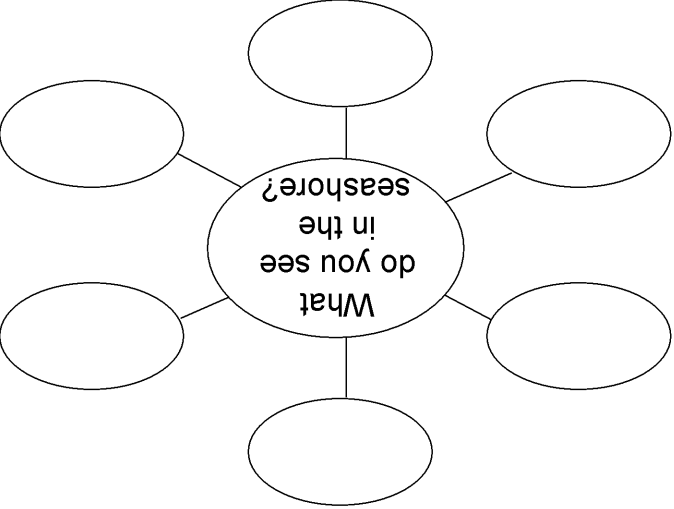
Ask: Have you seen a starfish?

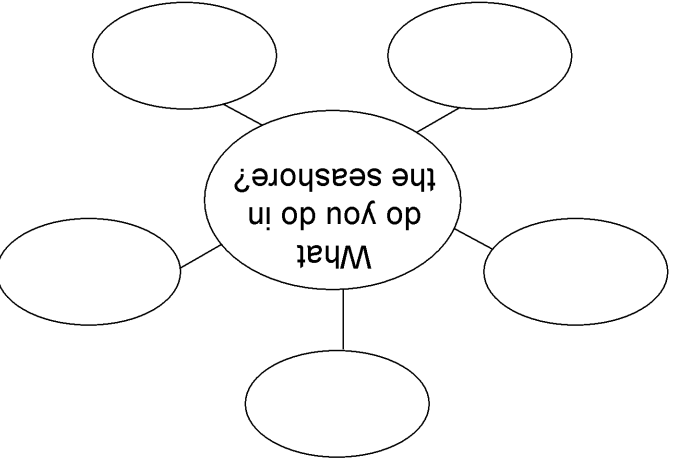
Here is a picture of a starfish. Why do you think a seahorse lives?

*illus. seahorse*

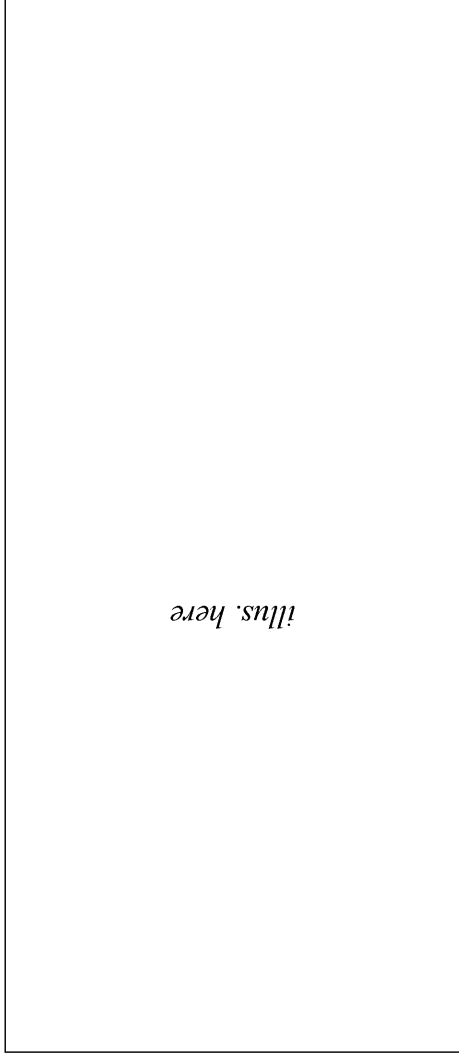
GRADE II	GRADE I
	<p>b. starfish            Ask: Have you seen a starfish?            Here is a picture of starfish. Why do you think it is called a starfish?</p>
	<p>c. snail and crawl            Have you seen a snail? Where did you see one?            Here is a picture of a snail. How does it move? Yes, its crawls. Let's do the action of crawling.</p>
	<p>d. shark and scared            run, scamper, hide            Have you seen a shark? Where did you see a shark?            How did you feel upon seeing a shark? Ask pupils to act-out being scared.            If you happen to see a real shark what will you do? Act out running away, scampering, hiding.</p>
	<p>e. slimy            Show a picture or a real object that is shiny.            Ask: What animals do you know are slimy?</p>
	<p>f. swim            Ask: Do you know how to swim? Some of us know how to swim, others don't. But we can learn how to swim ask a pupil who knows how to swim to demonstrate. Pupils act out swimming. Here is a picture of an aquarium with rainbow fish in it.</p>
	<p>g. swirl            Ask the children to come closer. Let them observe the swirling water as you stir the water clockwise in a basin. Tell the children that the movement of the water is called swirling.</p>

**B. Motivation**  
 Show the picture of the seashore. Ask the pupils to answer the questions.





**C. Motive Question**  
 Teacher elicit the answers for the pupils and write them in the web.  
 Say: Today, I am going to read to you a story. The title of the story is 'Under the Sea.' This story is written by Justine C Balajadia and illustrated by Larry A Diolola.  
 Say: As you listen to the story. Try to think of the animals that live under the sea and how they live in it. Try also to feel how the animals feel as we read the story. Let us listen to the story.



**Under the Sea**

“It’s Saturday, time to play,”  
shout the seven seahorses.  
see, see, see.

Ask: What day is it? (It’s Saturday)

What do the seahorse plan to do on a Saturday? (The seven seahorse plan to play.)  
Do you want to know what other animals like to play on the Saturday?  
Let’s find out.

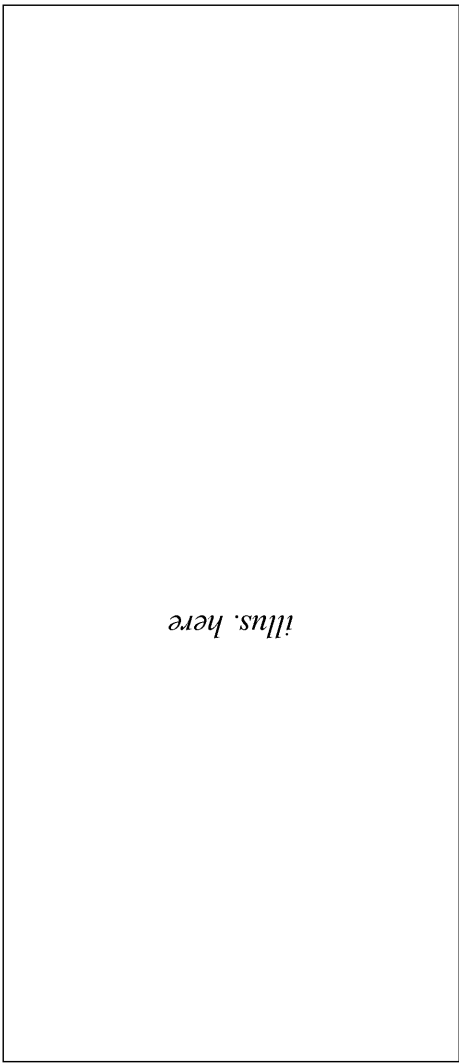
See the starfish under the sea  
See them swim  
See them play.

Ask: What animals are playing aside from the seven seahorses? (The starfish are also playing)  
What do the starfish do aside from playing? (They are swimming)  
Can you tell me the next animal we will meet in the story? Let’s move on.

See the shiny rainbow fish.  
See them swim, swim, swim.  
See them swimming in the sea.

Ask: What do the rainbow fish do? (The rainbow fish swim)  
Ask: Who do you think will be next? Let’s find out.

GRADE I



See the slow moving snails.  
 See them crawl, crawl, crawl.  
 See them crawling in sand.

Ask: How about the snails?  
 What do they do? (They crawl in the sand.)  
 How do they crawl? (They crawl slowly.)

See the long shiny eels.  
 See them swirl, swirl, swirl.  
 See them swirling in the sea

Ask: Are all the sea animals friendly? Why? Why not?  
 Let's find out.

Suddenly...  
 "Sharki Shark! Shark!  
 Run! Run! Run!  
 Shout the seven seahorses.

Ask: Why do the seahorses shout? (They saw a shark.)  
 What did the tell the other animasi to do? (They must run.)

Ask: Do you think all the animals run and scamper away?  
 Let's find out.

The scared starfish scamper.  
 The frightened fish swim away  
 The surprised snails hid behind the seaweeds.

GRADE II

<p><b>GRADE II</b></p>	<p><b>GRADE I</b></p>
<p>Ask: What do the animals do? (They scampered away.)          How did they fell about the shark? (They are afraid and scared of the shark.)          Why do they feel afraid? (Shark might eat them.)          But the eels are not afraid.          They have a bright idea          They form themselves into a big scary fish          And the shocked shark turns away.          Ask: Were the eels afraid of the shark? (No, they are not afraid of him.)          What did they do to scare the shark? (They formed a big, big, scary fish.)</p>	<div data-bbox="1556 941 2011 1332" style="border: 1px solid black; padding: 20px; text-align: center;"> <p><i>illus. here</i></p> </div>
<p style="text-align: center;"><b>E. Post Reading Activities</b></p> <p style="text-align: center;"><b>Engagement Activity</b></p> <p>Say: I will give you task to do in groups. (Divide the Grade I class into two groups. Divide the Grade II class into two groups.)          Say: Be sure to finish working with your task in ten (10) minutes.</p>	
<div data-bbox="116 223 925 550" style="border: 1px solid black; padding: 5px;"> <p><b>Group 1 Task I</b></p> <p>I. Individual activity:</p> <ul style="list-style-type: none"> <li>• Prepare mask of animals mentioned in the story.</li> </ul> <p>Seahorses          snails          eels          rainbow fish          starfish</p> </div>	<div data-bbox="1137 295 1951 550" style="border: 1px solid black; padding: 5px;"> <p><b>Group 2 Task II</b></p> <p>I. Individual activity:</p> <ul style="list-style-type: none"> <li>• Draw the happy faces of the animals under the sea that Saturday morning before shark arrived on the circular papers. Use your favorite crayons to color the face.</li> </ul> </div>

GRADE II	GRADE I
<div data-bbox="114 1107 927 1295" style="border: 1px solid black; padding: 5px;"> <p><b>Group 4 Task IV</b></p> <ul style="list-style-type: none"> <li>1. Individual activity:                • Draw the faces of the eels, as they made a scary fish. Color them with your favorite color.</li> </ul> </div>	<div data-bbox="1142 1107 1955 1295" style="border: 1px solid black; padding: 5px;"> <p><b>Group 3 Task III</b></p> <ul style="list-style-type: none"> <li>1. Individual activity in a group                • Draw the scared faces of the animals when shark came. Color your mash with purple.</li> </ul> </div>
<p>Discussion of the story</p> <ol style="list-style-type: none"> <li>1. What is the story about?</li> <li>2. Where did it happen?</li> <li>3. When did it happen?</li> <li>4. Who are the characters in the story?</li> <li>5. What do the animals do under the sea?</li> <li>6. After the pupils have enumerated the characters in the story.                Say: Group 1, will act-out the animals in the sea as they swim and play that Saturday morning?</li> <li>7. How do the animal feel on the Saturday morning?                After the teacher elicit the answers.</li> <li>8. Say: Group 2 will show us the happy faces of the sea animas that Saturday morning.                Why did the sea horse shout?</li> <li>9. What did the starfish do?</li> <li>10. What did the snails do?</li> <li>11. What do the animals fell when shark arrived?                After the teacher elicit the answers for number 10.                Say: Group 3 will present the scared faces of the sea animals when shark arrived.                Which animal is not afraid of the shark?</li> <li>12. How do they feel?</li> <li>13. Why do they feel that way?</li> </ol>	



GRADE II	GRADE I
<p align="center"><b>Grammar and Oral Language Development</b></p>	<p>14. What did they do to scare the shark? After the teacher elicit the answer to number 14. Say: Group 4 will show as how the eels scared the shark. 15. If you are to choose, what animals will you be under the sea? Why? 16. If you were one of the animals under the sea, what will you do if a shark arrive?</p>
<p align="center"><b>Grammar and Oral Language Development</b></p> <p><b>A. Activity 1</b> Say: I have words in the flash cards taken from the story "Under the Sea." (Place them in a pocket chart.) Now, I want you to study the cards. Pick the words that have no s at end of the word and place them in this manila paper. Expected Answers: 1. rainbow fish 2. starfish 3. shark (Point to the pocket chart) Say: Now, all the words left in the pocket chart end in s. These words are plural noun. Plural noun means more than one. (Read the words to the pupils) like sea horses, snails, and eels.</p> <p><b>B. Activity 2</b> <b>Analysis and Discussion 1:</b> The teacher will distribute pictures to the pupils with sea horses, snail, snails, eel, eels, shark and sharks. Say: Study the picture you receives. Find the picture that shows one or many of it. Clap twice once if you find your partner. Say the word that corresponds to the picture.</p>	

GRADE I	GRADE II
<p style="text-align: center;">Seahorse</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> </div> <p style="text-align: center;">snail</p> <p style="text-align: center;">eel</p>	<p style="text-align: center;">seahorses</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> </div> <p style="text-align: center;">snails</p> <p style="text-align: center;">eels</p>
<p>Say: Let us read them. Repeat after me.          Ask: What did we add to the nouns to mean more than one.</p>	
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> </div> <p style="text-align: center;">dress</p>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> </div> <p style="text-align: center;">match</p>
<p style="text-align: center;">dresses</p>	<p style="text-align: center;">matches</p>



brush



brushes



box



boxes

Ask: What did we add to the nouns that end in s, ch, sh, es to mean more than 1?  
 Say: Let us read the words. Repeat after me.

**C.**

**Activity 3**

**Generalization**

Ask: How do we form the plural of most nouns?

Expected answer:

Most noun from their plural by adding s.

Ask: How do we form the plural of nouns ending in s, x, ch, and sh?

Expected answer:

Nouns ending in s, c, ch, and sh from their plural by adding -es.

**D.**

**Activity 4**

**Oral Development**

Ask the pupils to act as the teacher.

Tell him to flash the pictures.

Tell the pupils to say the name of the picture shown.

Pupils start flashing the flash cards to show the pictures of

- tree
- pencils
- papers
- erasers
- window
- house
- match
- toothbrushes

Expected oral responses of the pupils

- tree, house, pencils, papers, erasers, toothbrush, window, match

*Transition Stage*

**A. Activity 1**

Say: Let us sing the song, "Old McDonald had a Farm" with action. Play the tape or VCD or DVD. (Copy attached)

**Old McDonald Had a Farm**

1. Old McDonald had a farm, E-I-E-I-O.  
 And on his farm he had a cow, E-I-E-I-O.  
 With a "moo-moo" here:  
 and a "moo-moo" there:  
 Here a "moo", there a "moo"  
 Everywhere a "moo-moo."  
 Old McDonald had a farm, E-I-E-I-O.
2. Duck – Quack, quack
3. Horse – Neigh, neigh
4. Other animals and their songs.

Ask: What letters sounds have we studied?  
 Say: YES, we have studied the sounds of *m* and the sounds of *a*.  
 Ask: What does *m* say?  
 Ask: What does *a* say?  
 Very good.

Say: Let us read some words with *a* and *m* together.

am  
 ←  
 ma  
 ←  
 mam  
 ←

**B. Activity 2**  
 Say: Today, we learn a new letter sound. The letter *s* has the sound of /s/. Repeat after me /s/. This time I will listen to you. First, individually, then in diads and then in groups.

**C. Activity 3**  
 Say: Listen as I say these words. (Emphasize the /s/ at the beginning of each word.)

sun	sam
←	←
sud	sad

Ask: Where did you hear the /s/ sound?  
 Expected answer: The /s/ sound is at the beginning of the word.  
 Say: Sam, sud, sad and sud are words with initial /s/ sound. Say them again after me.  
 Say: Listen as I say these words (Emphasize the /s/ at the end of each word.)

cup <sub>s</sub>	can <sub>s</sub>
←	←
mom <sub>s</sub>	can <sub>s</sub>

Say: Repeat after me. mass, cups, cans, moms.  
Ask: Where did you hear the /s/ sound?  
Expected answer:  
The /s/ sound is found at the end of each word.

Say: mass, cups, cans, and moms are words with final /s/ sound. Say them again after me.

**D. Activity 4**

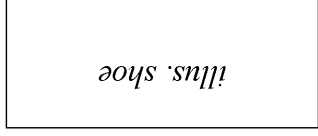
Say: I want you to study the words in the chart. Let us try to read them. This time we will continue the 3 letter sounds we have studied.

- |    |      |    |      |
|----|------|----|------|
| 1. | as   | 4. | mama |
| 2. | am   | 5. | sam  |
| 3. | maam | 6. | mass |

**Writing**

1. Say: I have a sand paper here with the letter s. Come to the front and trace the letter s.  
(When all have done the activity)  
Say: This time let us write the s on the air.  
Let's do it.

1. Say: Copy and supply the missing letters to form the correct word.



\_\_\_\_\_hoe

**GRADE I** **GRADE II**

Say: Come to the board and trace the dots to form the s.

*letter Ss to be traced?*

bu _____	<i>illus. shoe</i>	hell _____	<i>illus. shoe</i>
tar _____	<i>illus. shoe</i>	book _____	<i>illus. books</i>

**IV. EVALUATION**

A. Show the pictures of the following.  
Say: Say the name of the pictures.

*illus. sun*

*illus. socks*

**IV. EVALUATION**

A. Cross out the big letter S. Encircle the small letter s.

S

S

M

A

S

a

s

m

GRADE II	GRADE I																																						
<p>B. Put a <input type="checkbox"/> in the first box if the word begins with s. Put a <input type="checkbox"/> in the second box if the word ends with s.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td style="width: 15%; text-align: center;">socks</td> <td style="width: 15%; border: 1px solid black; text-align: center;"> </td> <td style="width: 15%; border: 1px solid black; text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">2.</td> <td style="text-align: center;">star</td> <td style="border: 1px solid black; text-align: center;"> </td> <td style="border: 1px solid black; text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">3.</td> <td style="text-align: center;">pants</td> <td style="border: 1px solid black; text-align: center;"> </td> <td style="border: 1px solid black; text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">4.</td> <td style="text-align: center;">cats</td> <td style="border: 1px solid black; text-align: center;"> </td> <td style="border: 1px solid black; text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">5.</td> <td style="text-align: center;">soap</td> <td style="border: 1px solid black; text-align: center;"> </td> <td style="border: 1px solid black; text-align: center;"> </td> </tr> </table>	1.	socks			2.	star			3.	pants			4.	cats			5.	soap			<p>B. Draw a line to connect the pictures with initial /s/.</p> <table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 10px;"><i>illus. glass</i></td> <td style="width: 20%;"></td> <td style="border: 1px solid black; padding: 10px;"><i>illus. cups</i></td> </tr> <tr> <td style="border: 1px solid black; padding: 10px;"><i>illus. cakes</i></td> <td></td> <td style="border: 1px solid black; padding: 10px;"><i>illus. socks</i></td> </tr> <tr> <td style="border: 1px solid black; padding: 10px;"><i>illus. shoes</i></td> <td style="font-size: 2em; font-weight: bold;">S</td> <td style="border: 1px solid black; padding: 10px;"><i>illus. sack</i></td> </tr> <tr> <td style="border: 1px solid black; padding: 10px;"><i>illus. seashore</i></td> <td></td> <td style="border: 1px solid black; padding: 10px;"><i>illus. spoon</i></td> </tr> <tr> <td style="border: 1px solid black; padding: 10px;"><i>illus. books</i></td> <td></td> <td style="border: 1px solid black; padding: 10px;"><i>illus. ducks</i></td> </tr> <tr> <td style="border: 1px solid black; padding: 10px;"><i>illus. soap</i></td> <td></td> <td style="border: 1px solid black; padding: 10px;"><i>illus. cups</i></td> </tr> </table>	<i>illus. glass</i>		<i>illus. cups</i>	<i>illus. cakes</i>		<i>illus. socks</i>	<i>illus. shoes</i>	S	<i>illus. sack</i>	<i>illus. seashore</i>		<i>illus. spoon</i>	<i>illus. books</i>		<i>illus. ducks</i>	<i>illus. soap</i>		<i>illus. cups</i>
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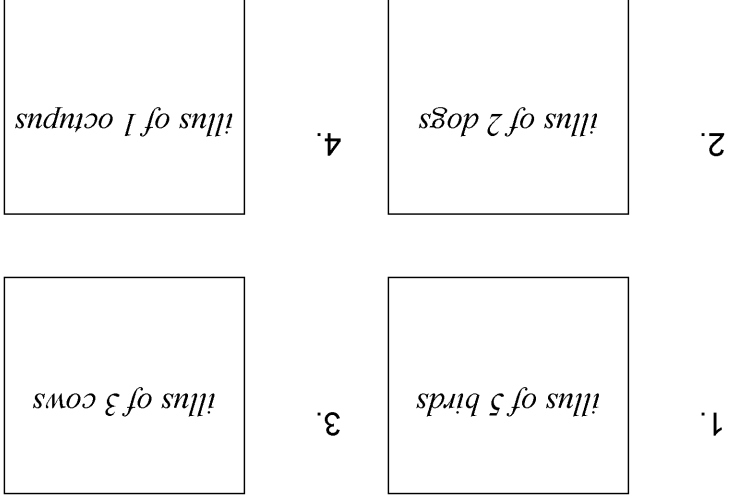
Curriculum Links

Science:

Say: Identify the following sea animals by saying their names as I paste them on the board. (Pupils are expected to say the name of animals.)

1. Present the chart with boxes of animals in it.
2. Ask the pupils to write the number that corresponds to the number that corresponds to the number of animals in it.

Chart



- Art:
- Ask the pupils to draw an aquarium
  - Let them post their drawings in the bulleting board.

Mathematics

1. Show a picture with animals.
  - a. How many seahorses do you see?
 

Let us count the seahorse.  
1, 2, 3, 4, 5, 6, 7  
Yes. There are seven sea horses.
  - b. How many snails do you see in this picture?
 

Let us count the snails.  
Yes. There are three snails.

c. How many cats do you see?

Let us count the cats.

Yes. There are three cats.

P.E.

- 

Write 10 big letters s and 10 small letters s on a pad paper.

**V. ASSIGNMENT**

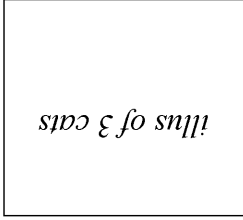
Let the pupils move like the sea animals. (This is done with a background music.)

**V. ASSIGNMENT**

1. Cut our pictures with initial and final -s.
2. Paste them on a short bond paper and label them.
3. Encircle the letters s.

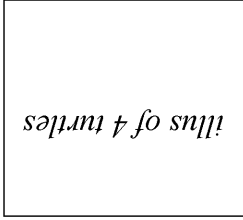
5.

*illus of 3 cats*



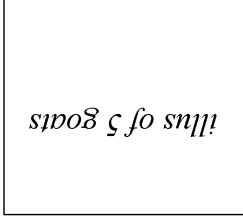
6.

*illus of 4 turtles*



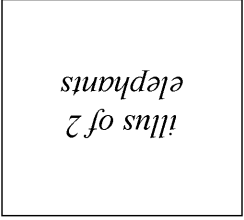
7.

*illus of 5 goats*



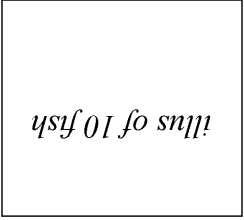
8.

*illus of 2 elephants*



9.

*illus of 10 fish*



10.

*illus of 1 snail*

