

MULTIGRADE LESSON PLAN IN ENGLISH
GRADE I AND II

WEEK 9

GRADE II	GRADE I
<p>I. OBJECTIVES</p> <ol style="list-style-type: none"> 1. Identify initial and medial sound of <i>Ee</i> 2. Produce initial and medial sound of <i>Ee</i> 3. Answer <i>wh</i> question to recall details in a story listened to 4. Segment events in a story 5. Use these are and those are in sentences 6. Produce the sound <i>E</i> 7. Decode words with letter <i>E</i> 8. Write big and small letter <i>Ee</i> <p>8. Copy legible and accurately words with initial and medial sound of <i>/e/</i></p>	<p>II. SUBJECT MATTER</p> <p>Story: "Eggy Egg" Author: Justine C. Balajadia Illustrator: Jomar S. Montinola</p> <p>Comprehension Skills: Answering <i>wh</i> questions to details in a story listened to Sequencing events in a story Using "These are" and "Those are" in sentences Producing the initial sound of <i>/e/</i></p> <p>B. Insights/Values Mothers love for children</p> <p>C. Curriculum Links <i>Math:</i> Counting objects 1-10</p>

<p>GRADE II</p>	<p>GRADE I</p>
<p>Decoding words with the initial and medial sound of /e/</p>	<p>Decoding words with the initial and medial sound of /e/</p>
<p>Copying legibly and accurately word with initial and medial vowel sound of /e/</p>	<p>Writing big and small <i>Ee</i></p>
<p>References: BEC PELC in English Grade I and II Beginning Reading Instructional Guides BRIGT Part I; pp. 62-71 Lesson Guide in Elementary English Grade II, DepEd BEE in partnership with Ateneo de Manila; pp. 219-223</p> <p>Materials:</p> <ol style="list-style-type: none"> 1. Big Book 2. pictures 3. cut-outs 4. charts 5. words and letter cards 6. pocket chart 	
<p>III. LEARNING ACTIVITIES</p> <p>A. Pre-reading Activities</p> <ol style="list-style-type: none"> 1. Unlocking of Difficulties <ol style="list-style-type: none"> a. hungry <p>Say: Look at the picture.</p> <p>Ask: Why do you think the baby cries?</p> <p><i>Expected Answer:</i> The baby was hungry</p> <p>What does the baby need?</p> <p><i>Expected Answer:</i> The baby needs milk</p> <p>Do you also feel hungry? What do you do when you feel hungry.</p> b. tossing, blown away <p>Hold a piece of paper near the moving electric fan. Have the air from the electric fan toss the piece of paper.</p> <p>Say: Look at the paper I am holding. The air from the electric fan is tossing it.</p> 	

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Ask: What is the air doing to the paper?
Expected Answer: It is blown away by the air.
 Say: This time get a small piece of paper.
 Place it near your mouth and blow it. Slowly release it.
 Ask: What happens to the paper.

c. trembling

Show a picture of a child trembling.
 Ask: What do you think the girl feels?
Expected Answer: The girl is afraid.
 She is trembling with fear
 Demonstrate how one trembles with fear. Let pupils follow.
 Ask: Are you afraid of ghost? How would you feel if you saw a ghost?
Expected Answer: Tremble with fear.

d. Twirling

Make use of an im improvised nest. Let it be blown away to show the meaning of the word.

2. Motivation

Show a picture of a bird's nest or an improvised nest.
 Ask: What's this? (nest) Have you seen a nest before? Where do you find nests? What animals build nests? (Solicit answer from the pupils)

I am going to read to you a story.
 It is about an animal and its eggs in a nest.
 Show the book.

Say: Look at this book. Can you say something about it? What do you see? The title of our story is "Eggy Egg," written by Justine Balajadia and illustrated by James Montinola."
 Do you want to hear the story?

One morning, mother bird feels hungry. She said, "Time to look for food."
 So, she slipped away from the nest and flew to a nearby barrio. She left behind the eight eggs shaping soundly in the nest.
 Suddenly, a strong wind came tossing the branches of the tree. The strong wind kept blowing. Many leaves were falling. All the eggs were awakened. They were all frightened by the strong wind. "Help! Help! Help! Help!" shouted the eggs. But the wind kept blowing.
 The nest turned around and around in the air. The eggs were so scared that they closed their eyes. They were all trembling.

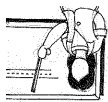
Eggy Egg

- During Reading**
- Read the story without interruption showing the illustration on its page.
 - During the second reading, give the pupils a chance to interest with the text.
 - After reading a page or two, ask questions to help them predict and monitor their comprehension.

3. Motive Question
- As you listen to the story, try to find out the answer to these questions.
- Who do you think is Eggy egg?
 - What do you think happened to him?

GRADE I

GRADE II



GRADE I

GRADE II

Twirling, twirling went the nest till Egg Egg was blown away.

Egg Egg opened his eyes. He was along in the pile of guess. He was s scared. Then he heard an animal treading towards him.

Came the elephant, Egg Egg hid himself behind the grass. He was so scared.

Than a snake cript close to him. Again he hid himself behind the grass.

All of the sudden, and Eagle spotted Egg Egg and tried to snatch him.

“Help! Help! Mama Help!” cried Egg Egg.

She hurriedly picked him up to the air, “Thank you, mama,” said Egg Egg.

Post Reading

Say: Let’s answer these questions,

- Who do you think is Egg Egg?
- What do you think happened to him?

Engagement Activity 1 Small group activities

Say: I am going to group you into four groups.

Group I and II will be for the Grade I class.

Group III and IV will be for the Grade II class.

GRADE I

Group I
 Say: Assign a leader and all of you should help. This is your task.

- When Mama Bird left, the eggs were sleeping. Strong wind came tossing the branches of the tree. Eggs were awaked and frightened. They shouted for help. Dramatize/act this out.
- Let pupils use the picture in the chart on big book if needed.

Group II
 Say: Get a clean sheet of paper and work on this task. Assign a leader who will

- Hereis your task.
- The nest turned around and around in the air. Egggy Egg was blown away.
- Draw and color this scene.
- Let pupils see the picture in the chart or big book if needed.

GRADE II

Group III
 Task Card
 Say: Assign a leader and help one another arrange these pictures as they happen in the story.

An elephant coming	An eagle trying to snatch Egggy Egg
A snake creeping in the grass	Mama saving Egggy Egg

Group IV
 Task Card
 Assign a leader who will choose the letter to be presented to the class.
 Prepare a "Thank You" card for mother. Fill in the blanks by choosing any of the words below. Use this format.

Engagement Activity 2 Discussion of the story

- The teacher goes around to monitor the work of the children.

1. Who were the character of the story?
2. Where did the story happen?
3. What did Mama Bird do one day?
4. Why did she leave the nest?
5. What happened when she left the nest.
6. Group 1, will present their dramatization.
6. What happened to Eggy Egg when he was blown away?
Group 2, may now show their work
7. Why was Eggy Egg scared?
8. What did he hear?
9. What animal came first near Eggy Egg? Second? Third?
Was Eggy Egg saved by Mama Bird?
10. Group 3, will tell us the story.

GRADE I

GRADE II

Dear Mother,

Thank you for _____.

Love,

taking care of me

saving me

protecting me

GRADE I	GRADE II
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11. Mama Bird tried to look for Egg Egg when he was blown away from the nest. What did this show?
12. How many of you got lost already? Did your mother look for you? Why?
13. If you were Egg Egg, how will you show your love to your mother?
How will you thank her?
Group IV will now show their work.

Grammar and Oral Language Development

Activity 1: GAME "Teacher's Wish"

Say: Let's play the game "Teacher's Wish." In this game, the first group who will show me the things I want, will get a point. The group who will have the most number of points will be the winner.

(Record the point for each group. Write the statements on the blackboard)

- Say: I wish for 3 pencils.
Listen: Those are pencils.
 Say: Give me the pencils.
Listen: These are pencils.
 Say: I wish for 4 books.
Listen: Those are books.
 Say: Give me the books.
Listen: These are books.
 Say: I wish for 2 notebooks.
Listen: Those are notebooks.
 Say: Give the notebooks.
Listen: These are notebooks.
 Today, we are going to learn how to use "These are and Those are" in the sentences.

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Activity 2:

Say: Look at me and listen to what I say.

(Teacher moves away from the table. Pointing to the object.)

Say: Those are books.

Those are pencils.

Those are notebooks.

Ask: When do we use those are?

Expected Answer: We use Those are when the speaker is far from the object.

Say: Look at me and listen to what I say. Again.

(Teacher moves near the objects. Holding the object say.)

Say: These are books.

These are pencils.

These are notebooks.

Ask: When do we use these are?

Expected Answer: We use these are when the speaker is near the object.

Ask: How many objects are you talking about when using these are or those are?

Expected Answer: Two or more objects.

Activity 3:

Divide the class into two groups.

Say: Group 1, get your books. Use these are.

Group 2, point at the points of Group 1, use those are.

Let the pupils exchange roles other things they have with them.

Activity 4: Form pairs/dyads

Say: Get a partner and use these are and those are using other objects in room. Exchange roles.

- Continue up to the time most pupils had participate.

Generalization

Ask: When do we use the these are? those are?

1. These are – is used to show things that are near the speaker or person talking.
2. Those are – is used to show things that are far from the speaker or person talking.
3. These are and those are – are used with two or more objects.

Transition Stage

Activity 1:

Say: Today, we are going to learn the correct initial and medial sound of /E/. The letter /e/ has the sound of /e/. Listen as I give the sound. Repeat after me. Let pupils produced the sound of /e/ by groups, by rows, and individually.

Activity 2:

Say: Can you remember our story about "Eggy Egg," I am going to read to you a story and give the name of the picture as I point at it.

Mother Bird carried Eggy Egg back to the nest. Along the way saw an near a river. Soon, he spotted a funny

sitting on a big . The elf was holding an elf was holding an . He happily told the other

the thing he saw while he and Mama Bird were on their way home.

(Teacher write the name of the pictures on the board.)

Activity 3

Say: Listen, as I say these words. (Emphasize /e/ at the beginning of each word)

Eggs	eggplant	elephant
Eggy	ēlf	ēnvelope

Say: Repeat after me.

Eggy	ēlf	ēnvelope
egg	eggplant	

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

Expected Answer: The /e/ sound is at the beginning of the word.

Say: Egg, egg, eggplant, elf, and envelope are words with initial /e/ sound. Say it after me.

Say: Listen as I say these words.

rēd	sēt	lēt
bēt	gēt	

Say: Repeat after me.

rēd	bēt	nēt
lēt	gēt	

Ask: Where did you hear the sound of /e/?

Expected Answer: The /e/ sound is at the middle of each word.

Say: red, bet, net and get are words with medial /e/ sound. Say this again.

Generalization

Where is /e/ sound found in work?

The sound of /e/ maybe found in the beginning and middle sound of the word.

Activity 3

Say: Let's try to read these words.

- 1. see
- 2. me
- 3. mess
- 4. sea
- 5. same

letter Ee (to be trace)

Present big letter **E** and small letter **e** in alphabet cards.
 Say: This is big letter **E**. This is small letter **e**.
 Say: Look at me. See how I write big letter **E** on you desk, then at the back of your seatmate.
 (Do the same with small **e**.)
 Say: Trace the lines to form big letter **E** and small letter **e**/ on the board.

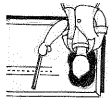
Writing

Copy these words legibly in your notebook.

- 1. bed
- 2. elephant
- 3. pen
- 4. egg
- 5. red
- 6. eagle
- 7. eggplant
- 8. envelope
- 9. met
- 10. set

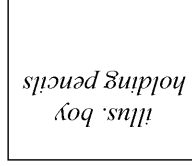


<p>GRADE II</p>	<p>IV. EVALUATION WRITTEN</p> <p>A. Directions: Look at these words. Write YES if the word has the beginning sound of /e/ and write NO if the sound of /e/ is in the middle of the word.</p> <ol style="list-style-type: none"> 1. erase 2. net 3. elbow 4. bed 5. pet <p>B. Look at these pictures. They tell a story. Arrange them in the order they happen. Write the letter of the correct answer on your paper.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p style="text-align: center;">A</p> <p style="text-align: center;"><i>illus. of a newly born pekkant</i></p> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p style="text-align: center;">B</p> <p style="text-align: center;"><i>illus. of a seed</i></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p style="text-align: center;">C</p> <p style="text-align: center;"><i>illus. of a full grown seed</i></p> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p style="text-align: center;">D</p> <p style="text-align: center;"><i>illus. of a plant on a plot</i></p> </div> </div>
<p>GRADE I</p>	<p>IV. EVALUATION ORAL</p> <p>A. Directions: Put <input checked="" type="checkbox"/> in your paper if the word has the beginning sound of /e/ <input type="checkbox"/> and if the sound of /e/ is in the middle of the word.</p> <ol style="list-style-type: none"> 1. egg 2. pet 3. early 4. set 5. elbow <p>B. Look at these pictures carefully. They arrange them in the order they happen. Write the member of the correct answer on your paper.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p style="text-align: center;">1</p> <p style="text-align: center;"><i>illus. of a girl eating</i></p> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p style="text-align: center;">2</p> <p style="text-align: center;"><i>illus. of a girl taking a bath</i></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p style="text-align: center;">3</p> <p style="text-align: center;"><i>illus. of a girl who just woke</i></p> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p style="text-align: center;">4</p> <p style="text-align: center;"><i>illus. of a girl going to school</i></p> </div> </div>

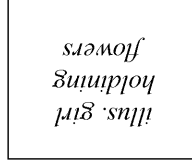


GRADE I **GRADE II**

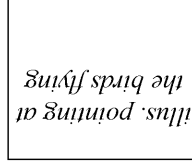
C. Look at these pictures carefully. Encircle the correct answer.



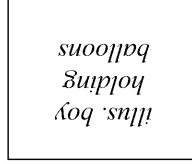
(These are, Those are) pencils.



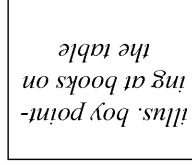
(Those are, These are) flowers.



(Those are, These are) birds.



(Those are, These are) balloons.



(Those are, These are) books.

1.

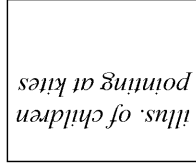
2.

3.

4.

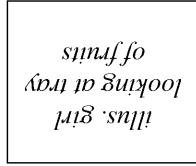
5.

C. Look at these pictures. Choose the correct answer to each question. Copy the letter of correct answer to each questions.



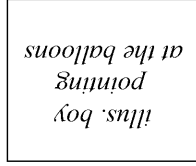
What are those?
A. These are kites.
B. Those are kites.

1.



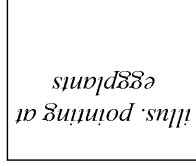
What are these?
A. These are fruits.
B. Those are fruits.

2.



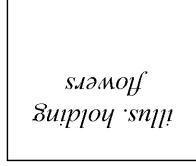
What are those?
A. These are balloons.
B. Those are balloons.

3.



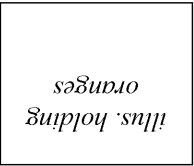
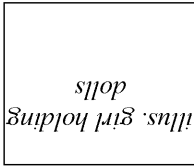
What are those?
A. These are eggplants.
B. Those are eggplants.

4.



What are those?
A. These are flowers.
B. Those are flowers.

5.

<p align="center">GRADE II</p>	<p>6.  What are those? A. These are oranges. B. Those are oranges.</p>	<p align="center">V. ASSIGNMENT</p> <p>1. Write three words with /e/ sound at the beginning and those word with /e/ sound at the middle.</p> <p>2. Write the sentences using <u>those are</u> and two sentences using <u>these are</u>.</p>	<p align="center">CURRICULUM LINK</p> <p align="center">I. OBJECTIVES</p> <p>Count numbers 1–10. Say: Let's sing the song "Ten Little Eggies" to the tune of "Ten Little Indians." One, Little Two Little three, little eggies Four little five, little six, little eggies Seven, little eight, little nine, little eggies Ten little Eggy Eggs.</p>
<p align="center">GRADE I</p>	<p>6.  (Those are, These are)dolls.</p>	<p align="center">V. ASSIGNMENT</p> <p>1. Copy these words in your notebook and write the missing letter using /e/ sound.</p> <p>a. _____ gg b. _____ nt c. s _____ a</p> <p>4. s _____ t 5. m _____ t</p> <p>2. Write one sentence using these are and those are. Demonstrate these in class.</p>	

GRADE I

Ask: How many egg eggs are there?
Possible Answer: Ten egg egg
Show two cut out of eggs.
Say: Let's count them.

- Continue up to the time you reach ten.
- Ask questions as you go along.

Say: Now, let's count your fingers.
Count your finger in your right hand,
Ask: How many fingers does your right hand have?
Expected answer: five fingers
Say: Let's count it.

Show 2 of your fingers. etc.
Say: Let's go to your left hand?
Count your fingers in the left hand.
Ask: How many fingers are there in your left hand?
Expected Answer: five

Say: Let's count all your fingers.
Ask: How many fingers do you have in all?
Expected Answer: Ten fingers

Say: Let's sing the song "Ten Little Eggies" with action
(Demonstrate first of the children how to do the action.)

GRADE II