

Target Skills

Oral Language:

- Identify similarities and differences in the events in the story and personal experiences.

Grammar:

- Form regular plural nouns by adding *-s* and *-es*.

Listening Comprehension:

- Sequence a series of events in a literary selection listened to

Reading Comprehension:

- Identify the elements of a narrative

Attitude Towards Reading:

- Relate the story to other stories read or listened to previously

Study Skills:

- Sequencing of events

Lesson 18: Working Together Is Best

Objective:

Identify the characters in the story listened to

Subject Matter: “Swimmy” Union Bank Learning System (UBLS, pp. 100-101)

Materials: pictures

Values Focus: Unity

Procedure:

Pre- Assessment: (*Refer to LM pp. 71-72*)

Key to Correction:

<i>I.</i>	<i>II.</i>	<i>III.</i>
1. large	1. cherry	1. parties
2. year	2. baby	2. strawberries
3. December	3. box	3. bunnies
4. Tuesday	4. church	4. cities
5. third	5. wheel	5. ladies

Drill:

Practice reading these words

rub	cub	tub
nun	pun	run
nut	but	rut
bunk	junk	sunk

Motivation:

1. Have you seen a school of fish swimming in the river / aquarium / pond?
2. Show how the fish moves in the water.

Presentation and Modelling:

1. Show pictures with words in mother tongue on the left side and the English equivalent word on the right.

Example:

<i>takot</i>	<i>scared (The teacher may also act “scared”)</i>
<i>lungkot</i>	<i>lonely / sad</i>
<i>Sea anemones</i>	<i>(through picture)</i>

2. Motive Question:
What made Swimmy happy again?
3. Read aloud the story, “Swimmy”.

SWIMMY

By Leo Lionni

Retold by Dali Soriano

His name was Swimmy. He was a black little fish. He lived in a corner of the sea.

One bad day, a very hungry tuna fish came swimming fast through the waves. He swallowed all the little red fish but Swimmy escaped. Swimmy was scared, lonely, and very sad. As he swam away, he saw many wonderful creatures - *lobsters, eels, and sea anemones* that look like pink palm trees swaying in the wind. He became happy again.

Then, down under a rocky corner, he saw a *school of little fish*, just like his own. “Why are you hiding down there? Let’s go swim, play, and see things!” he said happily.

“We can’t,” said the little red fish. “The big fish will eat us all.” “We must do something,” said Swimmy. Swimmy thought and thought and thought.

Then suddenly he said, “I have an idea!” “We are going to swim altogether like the biggest fish in the sea!”

He taught the little red fish to swim close together, like one giant fish, he said “I’ll be the eye.” And they swam in the cool morning water and in the midday sun chased the big fish away.

4. Ask the following questions:
 - a. Who are the characters in the story?
 - b. What is Swimmy’s color?
 - c. Where does he live?
 - d. Who did he see one bad day?
 - e. What other sea creatures did he see?
 - f. What did he see under a rocky corner?¹
 - g. Why were they hiding under the rock?
 - h. What did they do together?

- i. How did the group of little fish and Swimmy drive away the big fish?
- j. If you were the little fish, will you do the same? Why or Why not?

*(Ask the pupils if they had the same experience related to what the little fish had.)
Example: During their group work, what should they do so that they can make their work better? How can they make a project as a group?*

Guided Practice

Activity 1: Describe the character in the story using a graphic organizer.

Activity 2: Ask the pupils to draw Swimmy as they visualize him from the story heard using crayons and papers

Evaluation: *(Refer to LM p. 74)*

Agreement:

Have the pupils ask their parents or other family members to tell them a story about a fish or other sea creatures.

Lesson 19: Sequencing Events

Objectives:

Identify the main events of the story heard
Sequence events of a story using pictures

Subject Matter: Sequencing Events

Materials: pictures

Procedure:

Preliminary Activity

Ask some pupils to tell the class about the stories told by their parents / other family members about fishes or other sea creatures.

Recalling of Events from the Story

1. Ask the pupils to identify the events that happened in the story, "Swimmy".
(Not necessarily in correct sequence)
 - a. Do you still remember the story I read to you yesterday?
 - b. Give one event that happened in the story.

- Using pictures, the class will sequence the events that happened in the story.
The class will be divided into four groups and each will be given a picture depicting one event in the story. The teacher will post the first picture on the board while each group decides which one comes next.

Guided Practice:

(Refer to LM p. 76, Let's Answer)

Divide the class into four groups.

Using the pictures, they will be guided to act out the events in the story.

Individual Practice:

(Refer to LM pp.77-78)

Evaluation

(Refer to LM p. 79)

Agreement

(Refer to LM p. 80)

Lesson 20: Word Showing Order of Events

Objective:

Use words denoting sequences in telling their daily activities

Subject Matter: Sequencing

Procedure:

Preliminary Activity:

Ask one pupil to tell something about one picture. *(Pictures used the other day.)*

Presentation and Modelling:

- The teacher will introduce the use of words denoting sequences, like first, second, then, next and last.
- Using these words, the teacher will retell the story, while explaining when they can use the words.

Guided Practice: *(Dyadic Work)*

Ask pupils to talk about their daily activities using sequential linkers.

*Examples: before going to school
before going to bed*

Evaluation:
(Refer to LM p.82)

Lesson 21 : Forming Plural Nouns

Objective

Identify nouns from the selection listened to
Form plural nouns by adding *-s*

Subject Matter: Forming Plural Nouns by adding *-s*

Materials: Pictures

Value Focus: Cooperation

Procedure:

Ask pupils to look for nouns in the story listened to.
Write the pupils' answers on the appropriate column:

Column A (Singular Nouns)	Column B (Plural Nouns)
name	brothers
sea	sisters
eye	lobsters

Discuss how to form plural nouns using *-s*.

1. Compare the nouns in Column A and B.
2. Ask pupils to give examples of singular nouns (limit the answers to nouns that end in consonants except, y (preceded by consonant), x, v, f, s, h).
Ask them to form the plural by adding *-s*.

Examples:

*plant – plants fan – fans
chair – chairs spoon – spoons
fork – forks row – rows
room – rooms*

3. What letter is added to the noun to make it plural?
4. Give other examples of plural nouns.

5. What letters come before *-s*?

Generalization:

Singular nouns ending in consonant sounds except y, x, v, f, s, h form their plural by adding *-s*.

Game

Plural Noun Spelling Bee:

Tell the pupils to form two lines facing each other.

The first pupil gives a singular noun that starts with the letter “A” and writes it down the board.

The partner must spell the plural form of the noun on the board. If they are correct, they remain standing.

The next pupil names a noun that starts with “B” and the pair repeats the same process. (*Go through the entire alphabet.*)

The last remaining pair who is standing wins.

Guided Activity: (*Refer to LM pp. 83-84*)

Agreement: (*Refer to LM p. 85*)

Lesson 22: Forming Plural Nouns

Objectives:

Recall how to form plural nouns by adding *-s*.

Form plural nouns by adding *-es*.

Subject Matter:

Forming Plural Nouns by adding *-es*.

Materials: Pictures

Procedure:

Review:

Review the pupils on how to form plural nouns by adding *-s*. Example:

lamp – lamps

fork – forks

street – streets

mountain – mountains

Presentation and Modelling:

Show the pupils the following pictures: Nouns ending in s, h, x

kiss – kisses	bush - bushes
church – churches	fox - foxes
ax – axes	

Nouns ending in y (preceded by consonants)

baby – babies	lady - ladies
city – cities	country – countries

Generalization:

Ask the pupils:

1. How are the plural nouns in Group A formed? (by adding –es)
2. How are the plural nouns in Group B formed? (by replacing y with i and add –es)

Guided Activity:

Write the plural form of the following nouns:

- | | |
|---------------|----------|
| 1. city | 6. tax |
| 2. church | 7. bus |
| 3. cherry | 8. watch |
| 4. strawberry | 9. story |
| 5. injury | 10. sky |

Evaluation:

Make the plural nouns singular. (ano ito?)

- | | |
|---------------|----------------|
| 1. box | _____ -b _____ |
| 2. strawberry | _____ -d _____ |
| 3. fairy | _____ -a _____ |
| 4. glass | _____ -c _____ |
| 5. lady | _____ -e _____ |

Agreement: (Refer to LM p. 88)

Post-Assessment: (Refer to LM p. 88)

Key to Correction:

- | | | | |
|---------------|--------------|----------|------------|
| I. 1. brushes | 6. buses | II. 1. P | III. 4 - 2 |
| 2. benches | 7. countries | 2. P | 3 - 1 |
| 3. flowers | 8. glasses | 3. P | 5 |
| 4. trees | 9. plants | | |
| 5. churches | 10. roots | | |