

Week One

I. Objectives

At the end of the week, the pupils are expected to:

- Introduce oneself, family, friends, and others using naming words and pronouns in culturally appropriate manner. (*Grammar Awareness*)
- Talk about pictures presented using appropriate local terminologies with ease and confidence; animals, mechanical objects, musical instruments & environment (*Oral Language*)
- Perceive / Comprehend and produce sounds heard (Locally – Animals, Mechanical Devices, Objects, Musical Instruments, Environment, L1 Alphabet) (*Phonological awareness*)
- Use correctly the terms referring to conventions of prints: (book, front and back cover beginning, ending, title, page, author, and illustrator) (*Book and print knowledge*)
- Write using a comfortable and efficient pencil grip (*Handwriting*)
- Develop and use vocabulary by listening to: sounds produce and heard locally from Animals, Mechanical objects, Musical instrument, Environment, (*Vocabulary*)
- Reading Comprehension:
 - a. Predict what the story is about based on personal experiences (*Activating and prior knowledge*)
 - b. Recall important details in a) Listening Stories b) Shared reading stories, c) Experience stories, d. Children's stories listened to. (*Comprehension of literary text*) & (*Comprehension of informational text*)
 - c. Manifest enjoyment in producing the sounds of local Animals, Mechanical Objects, Musical instruments, & environment (*Attitude toward language, literacy and literature*)

II. Subject Matter

A. Topics:

1. Grammar

- Introduction of oneself

2. Oral Language/Listening Comprehension

- Listen attentively to story being read.
- Ask and answer simple questions based on the story heard.
- Listen and respond to texts by recalling the important details in the story.
- Perceive / Comprehend sounds heard (Locally – Animals, Mechanical Devices, Objects, Musical Instruments, Environment, L1 Alphabet, etc.
- Produce sounds heard locally from Animals, Mechanical Devices, Objects, Musical Instruments, Environment, L1 Alphabet, etc.
- Comprehend the meaning of the sound heard.
- Familiarize with L1 Alphabet.

3. Vocabulary

- Get the meaning of words presented through illustrations or demonstrations.
- Name animal, objects, kinds of transportation, musical instrument, mechanical devices, etc. that produce sounds.

4. Handwriting

- Use proper eye-hand movement skills in handwriting: Left-right, top-bottom
- Tracing/Connecting dots to form lines/figures

5. References

- K to 12 Curriculum
- Two-Track Approach to Teaching Children to Read and Write Their First Language (L1): A Guidebook for Trainers (Susan and Dennis Malone, 2010)
- Activities for Early Grades of MTBMLE Program (Susan Malone, 2010)
- Language Curriculum Guide by SIL International and SIL Philippines MTBMLE Consultants

6. Materials:

- “Getting to Know You” Puppets, Realia: guitar, ukulele, cymbals, trumpet, whistle, spoon, wooden sticks, indigenous musical instruments, etc.; pictures of transportation, animals, objects, etc. that make sound; Activity sheets for connecting dots; Manila paper with figures of objects, animals to be connected by the dots; Film strips, videos, films, Big Picture or Diorama featuring musical instruments or sounds in the environment, L1 Alphabet Song.
- Listening Story: “Ang mga Hayop sa Umahan”

7. Theme: “My Family and I (likes and dislikes; daily tasks/activities)”

III. Learning Activities

DAY 1

A. Preliminary Activities

- Greetings with a song “Maayong Buntag” (*pls. see appendices*)

B. Motivation

- Question: Do you have any friend here inside the room?(Call 2 or 3 pupils to mention their friends.)

A. Presentation

- The teacher will introduce herself with the use of a puppet.

B. Developmental Activity

1. Form a big circle. Give instruction to the pupils that they must listen attentively and memorize at least 5 names of their classmates.
2. Give 1 or 2 minutes to every pupil in introducing one’s name, address and age.
3. Call some pupils to mention 5 names.

4. Have a short grouping game, “The Wind Blows”, with background music, “Getting to Know You”.

- a. Instruction Example:

When the teacher will say, the wind blows to all pupils wearing slippers, all pupils wearing slippers will group into one (1).

Then have a 2-3 min. introduction, and so on.

C. Teacher’s Enrichment

- The teacher will appreciate the good deeds of the pupils.

D. Evaluation

- Call a pupil to mention 10 names of her/his classmates.

E. Assignment

- Be ready to name animals or pets in your house.

DAY 2

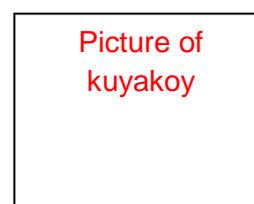
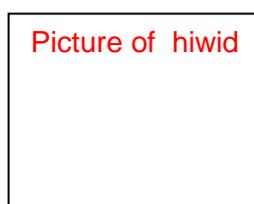
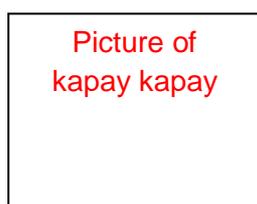
A. Preliminary Activities

(Review of greetings using appropriate expressions)

1. **Listening Activity**

- Let the pupils listen to the recorded sounds of animals, mechanical objects, objects, musical instruments, sound of the environment, or using realia (e.g. guitar, maracas, traditional musical instruments, etc.)Teacher asks the children to identify the sounds they heard.

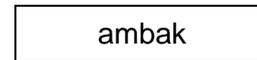
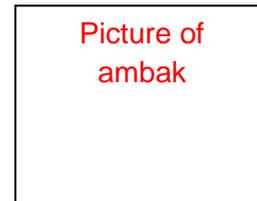
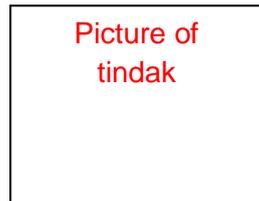
2. **Unlocking of Difficult Words** (*picture/demonstration*)



Kapay-kapay

hiwid

kuyakoy



3. Motivation/Activating Prior Knowledge

- Teacher shows picture of children going to school (rural or urban setting) seeing different things, animals, transportation or things that produce sound. Teacher asks pupils to view and study the picture. After viewing, pupils will be encouraged to talk about the meaning and ideas that they can get from the pictures and illustrations viewed.
- *Ask:* Why do you think children are enjoying their walk/travel to school? Do you have the same experience with the children in the picture? What have you seen on your way to school? Do these things produce sounds? What are the sounds you heard on your way to school?
- *Say:* Today, I want you to listen to a story about a child who walks going school. What do you think are the things he would see and hear on his way to school?

4. Motive Questions

- What are the animals that are mentioned in the story? (Unsa ang mga hayop nga inyong nadungog sa estorya?) What sound does each animal produce? (Unsa man ang tingog sa matag usa nila?)

B. Listening Story (Ang Mga Hayop sa Umahan)

- Teacher reads a story to the whole class.
 - First Reading: Teacher tells the story in a lively and interesting manner then he/she stops once in a while to ask pupils comprehension questions.
 - Second Reading: Teacher asks pupils to produce the sounds of animals, objects or kinds of transportation as she mentioned these while telling the story.

Examples:

dog	“aw-aw-aw;
clock	tick-tack;
motorcycle	brooom, brooom

C. Engagement Activities

- **Guessing Game**
- Divide children into two groups. Group 1 will produce the sound of animals mentioned in the story, and Group 2 will name it. Children will do the reverse with each group in the next round. Repeat the process as many times as possible.

DAY 3

1. Review the sounds heard yesterday

- **Listening Moment**
 - Teacher again exposes them to the sounds they heard the previous day and new sounds will be introduced: Sounds that we hear from animals, mechanical objects, musical instruments, transportation, environment, etc. Teacher presents objects, pictures of animals, etc. and demonstrates how each object/animal produces the sounds. Teacher demonstrates how each sound is produced for several times and asks the pupils to produce the sounds with him/her.
 - Discuss the meaning of sounds such as roosters crowing, pigs grunting, horns honking, vendors calling, vehicle sounds, music, things, children giggling/laughing, etc.

2. Listening to alphabet song (in L1) based on the letters included in their orthography) as exposure since pupils will learn the sound of each letter of their orthography in primer lessons starting Week 3.

3. Pupils sing Alphabet Song in L1 accompanied by the tape recorder.

4. Partner Talk

- Have students close their eyes and listen to what they hear and then talk in pairs about what they heard, identifying the different sounds.
- All will tell about the sounds they heard while Bs listen only. The process will be reversed after two minutes. Teacher will process the sharing by asking some focused questions.

DAY 4

1. Spot that scene

- Teacher presents a big picture featuring the different activities done by children in the community. Teacher asks the pupils to view and study the picture first, then teacher asks: Who could point to the part in the picture that shows a boy feeding the chickens or a girl washing dishes or children playing hide and seek and others.

2. Dyad

- Teacher has students talk in pairs about themselves, their family, likes, dislikes in relation to the picture they have viewed.

Example:

They will talk about their preferences about the sound they heard in their environment: “Which one they like and which one they don’t like? Why?”

3. Try It Out Activity

- Teacher demonstrates first how to write straight line emphasizing top to bottom, left to right directions for several times. Teacher asks pupils to try writing straight line on air, on their palms, or back of their classmates for several times. Now, ask pupils to trace straight line in the chalkboard or in the prepared practice sheets (Recycled old calendars maybe used). Then the teacher continues to demonstrate.
- Show the following lines: slanting, horizontal, curve, circular lines one at a time. The pace will depend on the response of the pupils.

4. Tracing/Connecting Dots

- **Group work:**
 - Teacher presents a figure of an animal or object on the blackboard or on a Manila paper with the dots. Each pupil will trace/connect two dots in the figure until it is completed. Pupil identifies what figure has been formed.

DAY 5

1. Noisy Neighbor Game

- Teacher assigns one student to hide behind a screen and make specific sounds when signalled during the telling of a story. Teacher begins with: “Early one morning, the children were all fast asleep – (ask children to close their eyes and pretend to sleep) – when all of a sudden they heard a sound from the house next door.” At this point the hidden child makes an animal noise from behind the screen. Teacher says: “Wake up children, what’s that noise?” Children take turns identifying the sound. Then everyone says “Noisy neighbor, please be quiet. We are trying to sleep.”
- Repeat with other students taking turns behind the screen.

2. Show & Tell

- Students draw a picture of animals or things they like/dislike that produce sound, describing the picture and why they like/dislike it.
- Each pupil is given a chance to show to the class what he/she has drawn and tell something about it. Pupils may also show or demonstrate how these objects/instruments/animals produce sounds.

3. Connecting Dots

- **Group work:**
 - Teacher presents a figure of an animal or object on the blackboard or on a Manila paper with the dots. Each pupil will connect two dots in

the figure until it is completed. Pupil identifies what figure has been formed.

- **Individual work:**
 - Teacher asks each pupil to connect dots in the worksheet to form a complete figure of object or animal that produces the sound.

IV. Evaluation/Assessment: Using Rubric

A. Game:

- Teacher put on the floor the pictures of animals that produce sound. As the pupil hears the sound he steps on the picture that represents the sound produced or played by the teacher. A point is given to the first pupil who steps on the correct picture.

B. Relay

- Divide the pupils in 4 groups. Teacher prepares set of 5 pictures (animals, objects, transportation, etc.) arranged in 4 rows. Player of each group steps on the picture and produce the sound until he reaches the fifth picture. This goes on until all members of the group produce the sound of the given picture following the same process.

C. Individual work

- Teacher asks each pupil to connect dots (slanting, horizontal, curve, circular lines) in the worksheet to form a complete figure of object or animal that produces the sound.

V. Agreement/Enrichment Activity

- **Film Viewing or Use of pictures**
 - The topic is something about animals in the farm; sounds they hear in the environment or something related to sounds previously learned.