

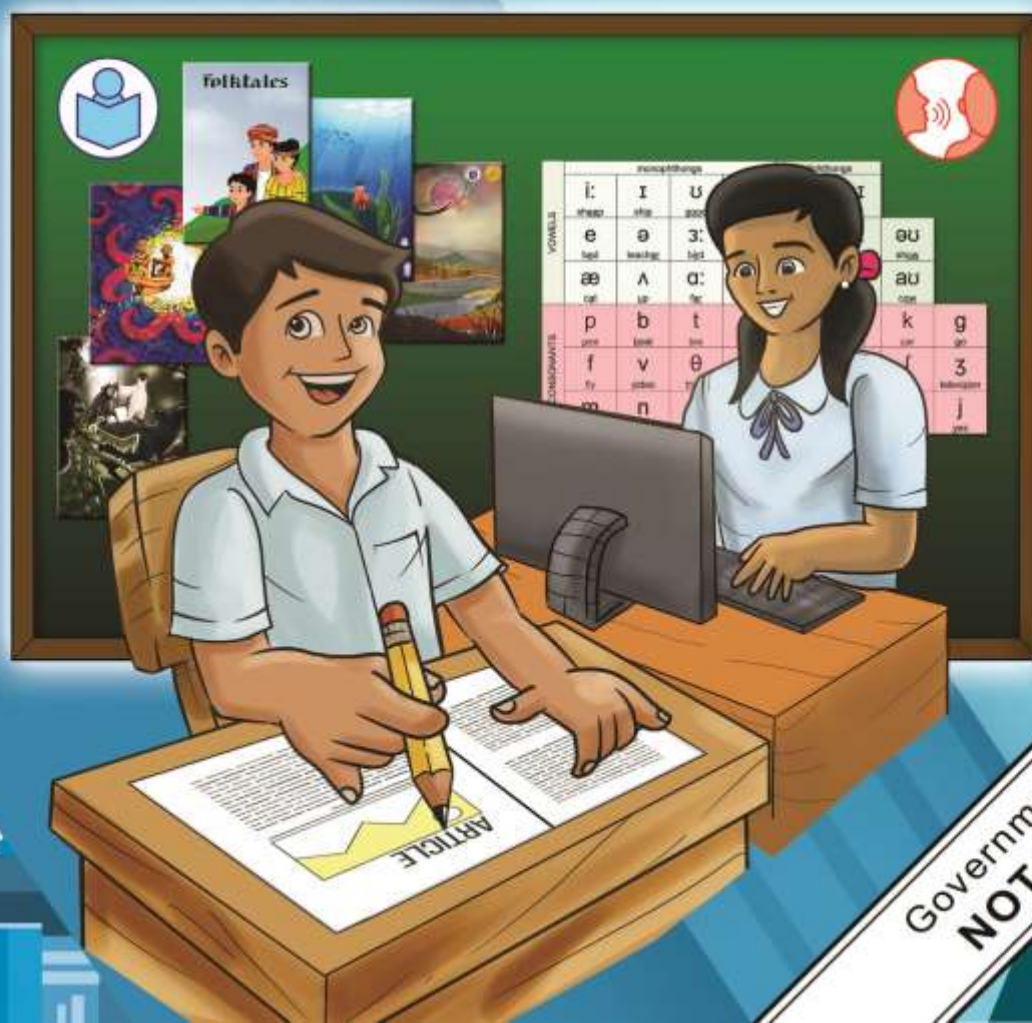
7&8

NATIONAL LEARNING CAMP

English

Intervention Learning Camp

Lesson Plans and Teacher Notes



Government Property
NOT FOR SALE

Intervention Learning Camp

English

Lesson Plans and Teacher Notes

Grades 7-8

Weeks 1 to 3

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Dear Teacher,

Every care has been taken to ensure the accuracy of the information provided in this Booklet. Nevertheless, if you identify a mistake, error or issue, or wish to provide a comment we would appreciate you informing the **Office of the Director of the Bureau of Learning Delivery** via telephone numbers (02) 8637-4346 and 8637-4347 or by email at bld.od@deped.gov.ph

Thank you for your support.

National Learning Camp Overview

The National Learning Camp offers lessons that are directed by the teacher and designed to be highly interactive among:

- (i) students with their teacher; and
- (ii) students with their peers.

The Intervention Camp offers students a *second chance* to acquire fundamental skills through an interesting and challenging program designed for students around achievable learning targets on what can be described as basic/fundamental skill development in both numeracy and literacy.

A strength of the design is the focus on both student and teacher learning. The intentions and expectations of the Learning camp are for:

- students to consolidate and enhance their thinking in topics covered;
- teachers to enhance their pedagogical practices by focusing on relevant selected skills, which include 21st century skills; and
- teachers to update, strengthen and expand their pedagogic knowledge in ways that encourage students to be involved in learning activities at appropriate levels.

Teachers are afforded resources, time, and the opportunity to use deliberate practice to further extend their skills, knowledge, and understandings of teaching and how students learn. The lessons are designed to apply subject content already encountered by students.

One important purpose of the subject content review by teachers at the beginning of each lesson is to determine students' subject background knowledge and skills, enabling teachers to build on this. This activity also reminds students of what they have already encountered.

Under an integrated banner of 'Science of Learning', research-evidence advances in applying disciplines to education practice such as the learning brain, cognition, teacher and teaching growth, and learning development is adding to our knowledge of teaching and learning. This Camp draws on information in this field that has highlighted the need to go beyond what might be considered current practice in the Philippines and incorporate ideas and approaches to enhance teaching and learning for all.

Lesson Overview

Each lesson in Intervention English and Intervention Mathematics contains a set of components that are repeated each day of the Camp. The estimated time to deliver each component is provided to assist the teacher pace the lessons. Time management involves moving through components at a pace that is appropriate for the students while still ensuring that the components are completed in a timely, efficient, and constructive manner. However, in the end, the pace of the lesson will be determined by the students' needs and strengths.

Nevertheless, there need to be practical limits on the duration of the components to prevent major disruption of lessons. When times are allocated appropriately, and students become familiar with the approach and teacher expectations, concept development and student skill levels are improved.

Research findings related to student learning quality and 'time' are related to student 'time-on-task'. Time-on-task refers to the time students are actively involved (engaged) in some aspect of the learning process in class. The suggested times for each component are intended to maximize the time available for student involvement. This will encourage the student to work efficiently, timewise, through the lesson.

Care needs to be exercised in determining what engagement means. Engagement is clearer when students are *doing the learning* through answering questions, writing, discussing, and reading.

Establishing on-task time is more problematic when the teacher talks and students passively listen, such as in didactic teaching. With such an approach it is difficult to determine whether students are listening or paying attention.

Critical aspects of the National Learning Camp for the teacher include questions related to learning areas, based around a key aspect of Basic Mathematics or English. Students are provided with opportunities to deliberately practice these aspects to help improve their conceptual understanding by attempting to become automatic, i.e., reach automaticity.

Teacher reflection on the lessons presented can offer important insights to stimulate teachers to enhance their own practice and the learning of their students.

Intervention Camp

The Intervention Camp provides opportunities for students who cannot demonstrate either basic arithmetic calculations across the four operations in Mathematics or essential word recognition or reading in appropriate texts. The Camp offers opportunities for students to create new or further skills, understandings, and knowledge as part of a process that requires students being able to respond automatically to basic mathematics questions and read sentences fluently, which are relevant to their learning situation.

All lessons in each of Intervention Mathematics and Intervention English contain a selected list of components. Approximate timings for the components are indicated to guide the teacher in pacing the lessons. The suggested times for each component are intended to maximize student involvement.

The overall aim is to improve students' information retrieval times to levels that free working-memory capacity from an excessive focus on mundane or routine tasks. In this way, students can engage meaningfully in more demanding classroom activities.

In the Intervention Camp, automaticity is fostered, and time and accuracy are incorporated as key dimensions of learning. An emphasis is placed on ensuring maximum student on-task time. These regular small group lessons encourage the ability in students to monitor their own learning and to set realistic academic goals.

This approach enables learners to work efficiently, timewise, through the lesson without jeopardizing the importance of such activities as learners: respond to verbal questions and explanations; use appropriate terminology; discuss aspects with their peers; explain or justify their thinking; and work productively on their own.

In the case of Intervention English, the focus is on the automaticity of word recognition, fluency in reading connected texts and development of vocabulary. The lessons are structured to include short and focused activities to improve student's speed of word recognition, reading fluency and comprehension skills. There is an emphasis on both deliberate practice and strategy instruction in foundational aspects of English.

Those who deliver the intervention in schools learn how the focus is on improving students' word recognition and decoding times in ways that are fun and motivating. Deliberate practice is integral to every lesson, allowing for success and providing targeted feedback to improve learning. Students are encouraged to demonstrate a 'I can do' attitude and the confidence speak out answers.

The Intervention English lessons are built around checking student knowledge and understanding by reviewing sets of focus words using flashcards and showing understanding. There are opportunities for word study looking at word patterns, spelling, word families, syllabification, prefixes and suffixes as well as repeated reading. Games and communicative activities are also included in some lessons to help students apply their learning.

It is important that students in the Intervention Camp become aware of where their learning is at and where it is progressing. Teachers need to be nurturing and supportive of this development and continually look for evidence of success and growth. Teachers also need to encourage students to persist, continue with deliberate practice of individual aspects and learn from any mistakes. These are all important features of their learning journey. Finally, teachers should be sensitive to student's self-perceptions as they meet, maybe after many failures in the past, fundamental skills, knowledge, and understandings.

The mantra, however, remains the same. "I know you may have met these basic skills many times in the past and you think you know them, but do you know them, and can you use them quickly and with understanding?"

Intervention English Lesson Plan

The sequence of lessons consists of 45-minute lessons, 3 times per day, 3 days per week for 3 weeks, with a total of 27 lessons.

Lessons cannot be individualized, as students will progressively work through the listening, speaking, reading, and writing activities for the entire class. Each day in the first lesson, students will be introduced to one text. The topic of the text is introduced through pictures and class discussions. The teacher then reads this text while students listen and then discuss the topic through guided questions from the teacher.

In the second lesson of each day, the students read with the teacher to practice decoding the written text and increasing their reading fluency.

In the third lesson of each day, students read in pairs or groups to focus on understanding the meaning of the text.

There are nine texts in all. A variety of different genres has been selected, including information texts, stories (Philippine folk tales), and explanations. Texts are sequenced according to three criteria:

- order of difficulty using the Flesch Reading Ease Readability Score Formula;
- suitability for Grades 7 and 8;
- repetition of topics to review and build vocabulary over the three weeks.

Reading ease can be assessed as follows:

90-100 Very easy

80-89 Easy

70-79 Fairly easy

Reading ease takes into account word length and sentence length and complexity. High scoring texts are easier to read because they use simple words and shorter, simple sentences. When taking into consideration the second and third criteria listed above, some texts did not always strictly follow the order of difficulty sequence to cater for topics of relevance for Grades 7 and 8 students and ensuring repetition/recycling of vocabulary over several days. One of the texts is written with simple sentences but contains polysyllabic words, which then lower the reading ease score. See comments in the table below for justification for sequencing of this text.

The texts are as follows:

Text	Readability Score	Comments
1. What is a Force?	95.22	
2. My Hair	93.50	
3. The Man with the Coconuts	89.94	Though Text 3 is slightly more difficult in readability Text 4, the activities are more suitable to precede Text 4 and include simple past tense.
4. The Tree and the Reed	90.42	This text includes past tense forms of irregular verbs.
5. Sand	89.76	
6. The Battle of the Crabs	88.64	
7. Big Cats	81.26	
8. Atoms	75.30	This text contains polysyllabic words which increases the difficulty of the text. The words have not been replaced, but students receive teacher support while reading these words.
9. The Water Cycle	79.72	

Lesson Structure

Each day has a consistent structure, with three lessons each day. The first lesson in a day is Speaking and Listening; the second daily lesson is Introduce the Reading Text; and the third daily lesson is Comprehension and Consolidation. Each daily lesson is separated into shorter components, as outlined below.

Component	Description	Example	Resources
First Lesson: Speaking and Listening (45 minutes)			
1. (10 minutes)	Lesson Introduction: Topic of the lesson is introduced through pictures and questions to activate prior knowledge of the students.	Students talk about a picture prompt following the teacher's questions.	Teacher's book and Student's workbook
2. (15 minutes)	Listening to the Text: Teacher introduces and reads the text while students listen. Teacher checks understanding and provides feedback.	Teacher reads the text; students listen and then answer questions about the text.	Teacher's book and Student's workbook
3. (5 minutes)	Focus Words: Teacher introduces the focus words from the text.	Teacher reads the focus words while students follow along in their workbook and repeat after the teacher.	Teacher's book and Student's workbook
4. (10 minutes)	Speaking and Listening Activities: Students practice talking about the text. Teacher facilitates discussion linking the text to students' personal experiences.	Students talk about/recall the text with a partner. Students discuss aspects of the topics with the teacher.	Teacher's book; Students talk in groups or with a partner.
5. (5 minutes)	Lesson Conclusion: Consolidate learning through speaking and listening activities, linking to topic.	Students answer questions, write sentences, complete a matching or sorting activity, work in groups to compete with other groups to find answers to a question/activity based on the topic prompt.	Teacher's book; Student workbook; Students talk in groups or with a partner.

Second Lesson: Introduce Reading Text (45 minutes)			
1. (5 minutes)	Review of Previous Lesson: Teacher and students review the previous lesson through various activities.	Students complete an activity, e.g., recall, sequencing, answering questions	Teacher's book and Student's workbook
2. (10 minutes)	Review Focus Words and Word Meanings: Students review focus words and meanings with Teacher.	Students review focus words and meanings in their workbook and repeat after the teacher.	Teacher's book and Student's workbook
3. (5 minutes)	Word Study: A spelling, pronunciation or grammar point from the reading is highlighted for students.	Students complete activity, e.g., through sorting words into categories, finding examples in the text; forming new word forms with suffixes or prefixes; breaking words up into syllables.	Teacher's book and Student's workbook; Blackboard.
4. (5 minutes)	Flash Cards: Students practice reading words on flash cards with the goal of reading up to 60 words per minute to increase word recognition and reading automaticity of essential words.	Weekly flash card sets and flash card graphs.	Flash card sets in Teacher resources; timers; Flash card graphs in student workbooks.
5. (15 minutes)	Reading and Fluency Practice: Students follow the text while the teacher reads, then students practice reading sections of the text aloud.	Students listen and underline words they are unsure of. Students and teacher discuss difficult words. Teacher and students read sections of the text to practice fluency. Students practice reading the text together in groups to improve fluency. Teacher provides feedback on student performance.	Teacher's book and Student's workbook
5. (5 minutes)	Lesson Conclusion: Lesson ends with a game or other activity to practice word recognition, vocabulary extension or spelling activities.	Students play spelling/word recognition game, sorting activity etc. to consolidate learning	Teacher's book and Student's workbook

Third Lesson: Comprehension and Consolidation (45 minutes)			
1. (5 minutes)	Flash Cards: Students repeat the flash card activity as in the second lesson of the day.	Weekly flash card sets and flash card graphs.	Flash card sets in Teacher resources; timers; Flash card graphs in student workbooks
2. (5 minutes)	Focus Words: Students review focus words and meanings with Teacher. Students repeat focus words after the teacher.	Students review focus words in their workbook and repeat after the teacher. Students practice reading in pairs/groups	Flash card sets in Teacher resources; timers; Flash card graphs in student workbooks
3. (5 minutes)	Word Study: A spelling, pronunciation or grammar point from the reading is highlighted for students.	Students complete activity, e.g., through sorting words into categories, finding examples in the text; forming new word forms with suffixes or prefixes; breaking words up into syllables.	Teacher's book and Student's workbook; Blackboard.
4. (10 minutes)	Comprehension Exercise and Feedback: Teacher introduces/reviews strategies for answering comprehension questions; Students complete comprehension exercises.	Students work with a partner and apply the strategies outlined by the teacher to answer the questions.	Teacher's book and Student's workbook
5. (5 minutes)	Comprehension Extension: Students practice writing and sharing their own comprehension exercises about the text.	Students work in pairs or groups to write questions about the text and ask/answer questions to/from students in different pairs/groups.	Teacher's book and Student's workbook
6. (10 minutes)	Games: Students play word games to enhance word recognition, spelling, text comprehension.	Students play game or complete activity.	Teacher's book and Student's workbook
7. (5 minutes)	Wrap Up and Consolidation: Teacher and students complete a speaking/reading/writing activity that links to the topic of the lesson or to the reading, or students reflect on their learning for the day/week/program.	Students complete task and/or students reflect on their learning.	Teacher's book and Student's workbook

Day 1

Lesson 1 – Speaking and Listening

Time: 45 minutes

Component 1: Lesson Introduction (10 mins)

- Introduce topic of lesson through questions and pictures to activate prior knowledge.
- Teacher tells students: Today we are going to learn about force: what is a force and when do we use force? In this lesson we will be practicing listening and speaking, and in the next lessons we will practice reading. We'll start this lesson by talking about this picture.
- Teacher asks students to look at the picture in their workbooks.



- The teacher asks the students:
 - What happened to the tree? (There may be different answers. Possible answers: It fell down. The wind pushed it down.)
 - How/Why do you think it happened? (storm, strong wind pushed it down)
 - What will the people do? How can they take it away? (pull it out, cut it up)
 - Why did the fence fall down? (The tree made it fall down.)
 - Have you ever seen something like this before? Where? When? (Many answers depending on student experiences.)

Component 2: Listening to the Text (15 mins)

- Teacher introduces Text 1 "What is a force?". I'm going to read this information text and I want you to listen for some different kinds of things that you do to move something.
- Teacher reads Text 1 while students listen.

What is a Force?

How can we make something move? We can push, pull, spin, bounce, throw, kick, and drop it. Can we make something move without doing these acts? No! These acts are all forces. A force needs to act on a thing that is not moving to make it move. A force is a push or a pull.

Everything is acted on by forces all the time, even if you can't see it moving. If you have a book in your hand, the force of the book pushes down on your hand. To hold the book up, your hand pushes up on the book. If you put the book down on the ground, the book pushes down while the ground pushes up. So, we can now say that a force is a push or pull on a thing when another thing acts on it.

Adapted from Neal, T. (2019). *Elementary earth and space science methods*. Iowa Pressbooks, pp. 73-74.

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- Teacher checks understanding, e.g., through questions (Wording of some questions may need to be simplified for students experiencing difficulties.)

- How can we make things move? (any of the following: push, pull, spin, bounce, throw, kick, drop)
- Teacher gives students objects to hold, e.g., pen, paper, book, bag. Which is heavier? (e.g., A book is heavier than a pencil.)
- Which needs more force to hold it up? Teacher demonstrates holding a book and a pencil.
- If I put a book on a table is there any force? (Teacher demonstrates this action.) (Yes, the table pushes up and the book pushes down.)
- If I make a paper table and put a book on it, what will happen? Teacher demonstrates for students. (The paper table will break because the force of the book is greater than the force of the paper.)

Component 3: Focus Words (5 mins)

- We are now going to look at some of the words from this text. Teacher introduces the focus words below. (Teachers can find the word meanings for Text 1 in the teacher resource book.)
- Teacher directs students to turn to the focus words in the student book.
- Teacher reads words and asks the students to repeat each word after the teacher.

force	push	kick	what	say
move	pull	drop	all	by
some	spin	without	can	every
thing	bounce	hold	that	make
act	throw	ground	see	doing

Component 4: Speaking-Listening Activities (10 mins)

- Students work with a partner to answer the question – What is a force? Teacher walks around the classroom and listens to the students.
- Teacher facilitates discussion linking this text to students' personal experiences:
 - What actions do you do every day that use force? (Many answers possible, e.g., carry school bag, kick a football, throw a ball, open doors, push a baby in a pram, etc.)
 - Think about different kinds of sports. What actions in those sports use force? Which sports need greater levels of force? (Many answers possible, e.g., kicking, running (football), hitting, throwing (baseball), punching (boxing), pushing, pulling, throwing (wrestling), running, jumping, throwing (athletics), lifting, carrying (weightlifting).)

Component 5: Lesson Conclusion (5 mins)

- The purpose of the lesson conclusion is to consolidate learning.
- Teacher shows picture from the beginning of the lesson:



1. Now that you know about force and the different kinds of acts, what acts of force will be needed to take away the tree and fix the fence?
2. Put the students into small groups of three or four. Ask them to think of as many different kinds of acts as they can in 3 minutes then compare with other groups. The group with the most words is the winner. (Possible answers for the tree: cutting, chopping, carrying, throwing, loading, pulling, dropping; Possible answers for the fence: lifting, tying, hammering nails)

Lesson 2 – Introduce Reading Text

Time: 45 minutes

Component 1: Review Previous Lesson (5 mins)

- Teacher and students review previous lesson about force: What are some actions that need force? (any of the following: push, pull, spin, bounce, throw, kick, drop)
- Teacher explains that they will now review the focus words, look at a spelling rule and then read the text about force.

Component 2: Review Focus Words and Word Meanings (10 mins)

- Teacher reviews focus words and meanings; students repeat after teacher.
- Put the students into pairs or small groups of three or four. Students practice reading focus words; highlight known words, identify unknown words; discuss meanings. (Teachers can find the word meanings for text 1 in the teacher resource book.)
- Teacher circulates and provides feedback on student performance.

force	push	kick	what	say
move	pull	drop	all	by
some	spin	without	can	every
thing	bounce	hold	that	make
act	throw	ground	see	Doing

Component 3: Word Study (5 mins)

- Teacher introduces spelling/grammar point:
 - Suffixes: We add suffixes to the end of words for different reasons. For example, we might add -s or -es to the end of a regular verb in English when the subject is he, she or it: I act, but he or she acts; I push, but the book pushes.
 - A verb is a word that tells you what someone is doing or what is happening, like run, jump, push or pull.
 - Teacher explains: If a verb ends in '-s', '-sh', '-ch', you must add -es to the end. For all other words, add -s.
- Teacher and students locate verbs in the focus word list. (move, act, push, pull, spin, bounce, throw, kick, drop, hold, see, say, make)
- Teacher writes the base words on the board then selects students to add the 3rd person singular suffix. (Alternatively, students work in pairs, writing the words in their workbooks and adding the suffix.) (moves, acts, pushes, pulls, spins, bounces, throws, kicks, drops, holds, sees, says, makes)

Component 4: Flash Cards (5 mins)

- Students work in pairs or small groups of three. Each pair/group has a set of flash cards for Week 1. There are 60 flash cards in each set. The goal is to read as many as they can correctly in one minute.
- The teacher introduces the flash cards for Week 1 by reading each word aloud as the students follow along.
- Students in pairs or small groups take turns to turn over the flash cards, read the flash cards and record their results on the Flash Card Graph.

- Student 1 turns over the flash cards one at a time for 1 minute.
- Student 2 reads each card as fast as they can.
- Student 1 or student 3 puts the correct cards into one pile and the incorrect cards into a separate pile.
- After 1 minute, the teacher will tell them to stop and the students count how many answers were correct, and how many were incorrect.
- Teacher keeps time and also walks around the class to listen to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect.
- Student 2 records the number of correct and incorrect cards on their flash card graph. (A sample flash card graph can be found in the Teacher Resource Book. They will probably need help to record their progress in the first week.)
- Students then swap the roles so that each student has the chance to read and record their results on the graph.
- Teacher and students then discuss the results and review the errors.
- Students will return every day to the graph in their workbooks and see their progress over the three weeks.
- Students turn to the flash card graph in the student workbook.
- The teacher explains the process and tells the students: This exercise will help you with your reading. After a lot of practice, you will be able to see a word and read the word very quickly. We will do this exercise in the second and third lessons of each day.

Component 5: Reading and Fluency Practice (15 mins)

Reading (5 mins)

- Students turn to Text 1 in their workbooks.
- Teacher reads Text 1 and students follow along, underlining any difficult or unfamiliar words.
- Students and teacher discuss difficult words and refer to word meanings in their workbook. (Teacher can find the word meanings in the Teacher resource book.)

Fluency Practice (10 mins)

- Repeated reading – Teacher reads the first two sentences from the text. Students then read the same selection together with the teacher. Teacher gives feedback on student reading performance.
- Students practice reading the whole text in groups. Teacher circulates and assists if necessary.








Component 6: Lesson Conclusion (5 mins)

Learning consolidation activity: Matching words and pictures.

- Students work with a partner and complete the matching exercise in their workbooks.
- Word meanings activity:

push



pull	
spin	
bounce	
throw	
kick	
hold	
drop	

- Teacher asks students to work in pairs. Each pair is given one of the verbs from the list. They make up a sentence using their assigned verb, then share their sentences with the rest of the class.

Lesson 3 – Comprehension and Consolidation

Time: 45 minutes

Component 1: Flash Cards (5 mins)

- Teacher tells the students: In this lesson we will practice the flash cards again so you can record your progress, and we'll review the focus words. Then we'll go back to the reading "What is a Force?" and practice asking and answering questions about the text. Then we'll play a game.
- Students repeat the flash card activity as in Lesson 2 using the Week 1 flash cards (pairs or small groups, record answers, graph results).
- Teacher times the activity, asking students to change after 1 minute. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.

Component 2: Focus Words (5 mins)

- Teacher reviews focus words that students struggled with in lessons 1 and 2.

force	push	kick	what	say
move	pull	drop	all	by
some	spin	without	can	every
thing	bounce	hold	that	make
act	throw	ground	see	doing

- Teacher reads and students repeat after the teacher.
- Students practice reading in pairs or small groups; highlight known words, identify unknown words; discuss meanings.

Component 3: Word Study (5 mins)

- More on suffixes: Teacher explains that regular verbs can take other suffixes also. The suffix -ing is added to verbs when the action is happening now.
 - If a verb ends in 'e', then you need to drop the 'e' before adding -ing (e.g., move-moving; make-making).
 - If the verb has a short vowel and ends in a consonant, double the last consonant before adding -ing (e.g., spin – spinning, drop – dropping).
 - Students go back to the text and locate the verbs with -ing.
- Teacher draws suffix exercise table on board and directs students to the table in their workbooks (see below). Teacher elicits from students all the verbs from the text and writes the base verb in the first column. The first one has been done for students as an example. Teacher calls on students to add the -ing suffix to the verbs on the board.
- Students then write the answers in their workbooks.

do	-ing	doing	Nothing changes
make	-ing	making	Drop the E
move	-ing	moving	Drop the E
push	-ing	pushing	Nothing changes
pull	-ing	pulling	Nothing changes
spin	-ing	spinning	Add another N
bounce	-ing	bouncing	Drop the E
drop	-ing	dropping	Add another P

say	-ing	saying	Nothing changes
see	-ing	seeing	Nothing changes
throw	-ing	throwing	Nothing changes
hold	-ing	holding	Nothing changes
act	-ing	acting	Nothing changes

Component 4: Comprehension Exercise and Feedback (10 mins)

- Teacher directs students to “What is a Force?” comprehension exercise in their workbooks.
- Teacher gives students strategies for answering the questions and explains each one:
 - Underline the important information in the question.
 - What is the question asking? What is the question word?
 - Circle the verb in the question.
 - Go to the text and underline the answers.
 - Write your answers in your workbooks.
- Students work with a partner and follow the strategies outlined by the teacher.
- Students write answers individually in their workbooks.
- The student comprehension activity includes the following check boxes underneath each comprehension question so students can assess their level of understanding. I got it = correct; Maybe = partially correct; Didn’t get it – incorrect.

I got it! ☐ Maybe? ☐ Didn’t get it. ☐
- Teacher checks answers with students. Students record in their workbooks whether their answer is correct, partially correct, or incorrect.

What is Force? Comprehension – Questions and model answers

- What are three words to describe how we make something move?
 - Any of these: push, pull, spin, bounce, throw, kick, drop.
- Can we make something move without acting on it?
 - No, we can’t make something move without doing one of these acts/ without force.
- What is force?
 - Force is a push or pull on something when another thing is acting on it.
- When do forces act on things?
 - Forces act on things all the time.
- If I hold a book in my hand, what does the force of the book do?
 - The force of the book pushes down on my hand.

Component 5: Comprehension Extension (5 mins)

- Teacher brainstorms different question words. (who, what, when, where, why, how)
- Teacher tells students that they will make up a question using “what”. Teacher gives students an example of a question using “what” (e.g., What is a force?).
- Students work with a partner to make up one “what” question of their own about the text. (Questions might include: What is a force? What happens when I put a book on a table? What happens if I throw a ball?)

- Students change partners and ask/answer their questions with their new partner.
(Questions/Answers might include: What is a force? A force is a push or pull on a thing when another thing acts on it. What happens when I put a book on a table? The book pushes down and the table pushes up. What happens if I throw a ball? I make it move.)
- Teacher circulates and assists students as necessary.

Component 6: Games (10 mins)

- Bingo! – Students turn to the Essential Word List and the Bingo sheets in their workbooks.
- Teacher explains game: Students write words from Essential Word List 1 into the bingo grid – one word for each square. They can choose any words at random from Essential Word List 1. They should not copy another student. When they have done this, the teacher will read a word at random from List 1, and the students find the word on their bingo sheet and cross it out if it is there.
- As soon as they have crossed out 5 in a row (either across, down or diagonally), they say Bingo! The person who finishes first is the winner.
- The game can be repeated on another bingo sheet if there is time.

Essential Word List 1

am	get	it	hold
an	help	its	lost
as	let	him	not
at	men	his	old
and	went	sit	but
bad	big	of	cut
can	did	on	fun
has	if	dog	must
had	in	from	up
man	is	got	us

Component 7: Wrap Up and Consolidation (5 mins)

- Teacher and students discuss the following:
 - What have you learned today?
 - What did you like best about the lessons today?
 - What do you need to work on tomorrow?

Day 2

Lesson 4 – Speaking and Listening

Time: 45 Minutes

Component 1: Lesson Introduction (10 mins)

- Introduce topic of lesson through questions and pictures to activate prior knowledge.
- Teacher tells students: Today we are going to talk about hair. In this lesson we will be practicing listening and speaking, and in the next lessons we will practice reading. We'll start this lesson by talking about this picture.



- The teacher asks the students:
 - Do you know this woman? (She is a Filipina model)
 - Can you describe her? (She's pretty. She's got long hair. She's got red lips.)
 - What can you say about her hair? (long, straight, black with dyed ends/blonde at the end)
 - Do you like her hairstyle? (Students will have different answers according to personal preference.)
 - What can you say about her face? (pretty, fair, red lips)
 - Look at your partner. Can you describe his/her face and hair. (Answers will differ.)

Component 2: Listening to the Text (15 mins)

- Teacher introduces text 2 "My Hair". I'm going to read this text about hair, and I want you to listen and see if you can tell me this: What makes your hair shine?
- Teacher reads Text 2 while students listen.

My Hair

About a hundred thousand hairs cover the top of my head. I can pull out a hair and a new one will grow to take its place. The hair grows and is cut and grows some more. Where does all that hair come from?

Each hair grows out of a tiny hole in my skin. At the bottom of each hole are tiny veins and arteries. They bring blood to the root of the hair. The hair takes food and oxygen from the blood. This makes the hair grow.

Around each hair is a little pocket of oil. The oil makes my hair shine. Each tiny hole has a muscle as well. If I'm scared, I may say that my hair stands on end. It doesn't - it just feels that way! What I'm feeling are the tiny muscles moving on the top of my head.

Some hair is straight. Some hair is curly. Straight hair is like a round toothpick. Curly hair is round, but it has little flat places in it. I can feel this by rolling a strand of straight hair and curly hair between my fingers. The straight hair rolls smoothly, but the curly hair feels rough between my fingers.

Some hair doesn't grow long. Eyelashes and eyebrows never grow very much. But the hair on my head can grow as much as fifteen centimetres a year.

- Teacher checks understanding, e.g., through questions. (Some questions may need to be simplified to match level of students.)
 - First, what makes your hair shine? (oil in your skin)
 - Does it need food? Where does it get the food from? (Yes, it gets the food from the blood.)
 - What sometimes happens when you are scared? (It feels like your hair stands up.)
 - What are different types of hair? (curly, straight)
 - What kind of hair do you have? (Answers will differ.)
 - Is your hair long or short? (Answers will differ.)

Component 3: Focus Words (5 mins)

- We are now going to look at some of the words from this text. Teacher introduces focus words.
- Students turn to the day 2 focus words in their workbook.
- Students highlight the words they are unsure of. Teacher and students discuss meanings, referring to the word meanings in the student workbooks if necessary. (Teachers can find the word meanings for Text 2 in the teacher resource book.)
- Teacher reads words and students repeat each word after the teacher.

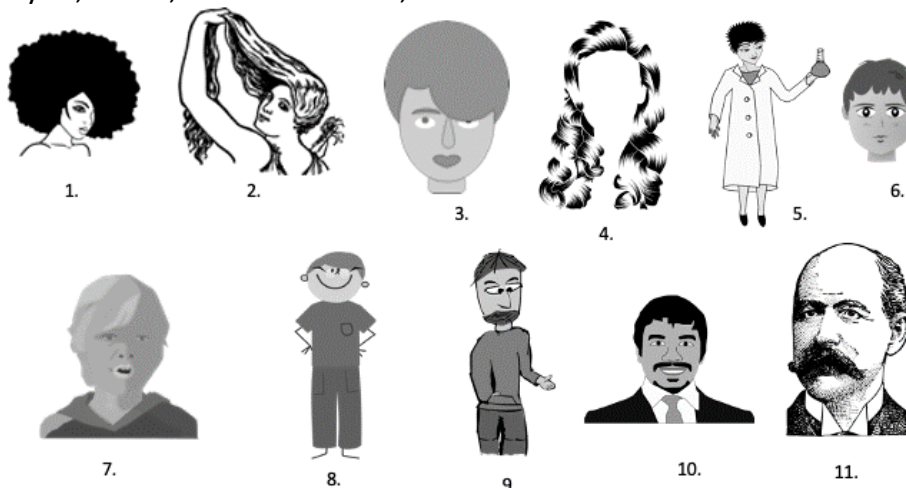
cut	what	straight	skin	finger
bring	hole	curly	eye	vein
stand	place	round	hair	artery
strand	take	flat	eyelash	muscle
top	rough	tiny	eyebrow	my

Component 4: Speaking-Listening Activities (10 mins)

- Students work with partner to retell information they heard about hair.
- Teacher facilitates discussion linking text to students' personal experiences. (Answers will differ depending on individual students.)
 - What is your hair like?
 - How often do you cut your hair?
 - Do you like curly or straight hair? Long or short hair? Black or another color?
 - Who cuts your hair? (e.g., family member, friend, hairdresser, barber)
 - Have you ever changed your hair color?

Component 5: Lesson Conclusion (5 mins)

- Consolidate learning –Students look at hairstyle pictures in their workbooks. In groups, students discuss the styles, colors, likes and dislikes, and rank them in order of most to least preferred.



Lesson 5 – Introduce Reading Text

Time: 45 minutes

Component 1: Review Previous Lesson (5 mins)

- Teacher and students review previous lesson about hair. Teacher asks students which hairstyle from the final activity in the previous lesson that each group chose as most preferred.
- Teacher explains that they will now review the focus words, look at a spelling or grammar rule and then read the text about hair.

Component 2: Review Focus Words and Word Meanings (10 mins)

- Teacher reviews focus words and meanings, students repeat after teacher.
- Students practice reading focus words in pairs, small groups; highlight known words, identify unknown words; discuss meanings. (Teachers can find the word meanings for Text 2 in the teacher resource book.)
- Teacher circulates and provides feedback on student reading performance.

cut	what	straight	skin	finger
bring	hole	curly	eye	vein
stand	place	round	hair	artery
strand	take	flat	eyelash	muscle
top	rough	tiny	eyebrow	my

Component 3: Word Study (5 mins)

- Teacher introduces spelling/grammar point:
 - More suffixes: -s, -es for regular plural nouns
 - If a noun ends in 's', 'sh' or 'ch', then add -es, e.g., lash – lashes.
 - If a noun ends in a consonant followed by 'y', then change the 'y' to 'i' and add 'es': artery – arteries.
 - For all other regular nouns, add 's': finger – fingers.
 - Teacher tells students: The spelling rules for adding the regular plural suffix -s in English is the same as when you add -s to the present singular verb suffixes that we talked about yesterday.
 - Teacher directs students to circle plural nouns in the text (hairs, veins, arteries, muscles, places, fingers, eyelashes, eyebrows)
 - Teacher asks students to highlight the plural suffixes in these words (-s for hair, vein, muscle, place, finger, eyebrow; -es for eyelash; and 'y' changes to 'i' and add -es for artery-arteries)

Component 4: Flash Cards (5 mins)

- Students work in pairs or small groups of 3. Each pair/group has a set of flash cards for Week 1. There are 60 flash cards in each set. The goal is to read as many as they can correctly in one minute.
- The procedure is the same as in Day 1. Students take turns to turn over the flash cards, read the flash cards and record their results on the Flash Card Graph.
- Teacher times the activity, asking students to change after 1 minute. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect.
- Students then swap the roles so that each student has the chance to read and record their results on the graph.
- Teacher and students then discuss the results and review the errors.
- The teacher explains the process and tells the students: This exercise will help you with your reading. After a lot of practice, you will be able to see a word and read the word very quickly. We will do this exercise every day in the second and third lessons of the day.

Component 5: Reading and Fluency Practice (15 mins)*Reading*

- Students turn to Text 2 in their workbooks.
- Teacher reads Text 2 and students follow along, underlining any words they are unsure of
- Students and Teacher discuss difficult words and refer to the word meanings in their workbook. (Teachers can find the word meanings for Text 2 in the teacher resource book.)

Fluency Practice

- Repeated reading – Teacher reads the first paragraph of the text. Students then read the same part of the text in groups. Teacher circulates and provides feedback on accuracy and fluency.
- Students practice reading the whole text in groups. Teacher circulates and listens to students.

Component 6: Lesson Conclusion (5 mins)

- Learning consolidation activity: Sort the nouns into their correct group.
- Students work in groups to complete the plural noun exercise in their workbooks.

Match these nouns with their correct plural suffix and write the plural in the table below:

hair	strand	hole	eyelash	eyebrow	head
finger	vein	artery	muscle	pocket	root

-S	-es
hairs strands holes eyebrows heads fingers veins muscles pockets roots	eyelashes arteries

Lesson 6 – Comprehension and Consolidation

Time: 45 minutes

Component 1: Flash Cards (5 mins)

- In this lesson we will practice the flash cards again so you can record your progress, and we'll review the focus words. Then we'll go back to the reading "My Hair" and practice answering and asking questions about the text. Then we'll play a game.
- Students repeat the flash card activity as in Lesson 2 using the Week 1 flash cards (pairs or small groups, record answers, graph results).
- Teacher times the activity, asking students to change after 1 minute. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.

Component 2: Focus Words (5 mins)

- Teacher reviews words that students struggled with in Lessons 4 and 5.
- Teacher reads focus words and students repeat.

cut	what	straight	skin	finger
bring	my	curly	hair	vein
stand	place	round	eye	artery
strand	take	flat	eyelash	muscle
top	rough	tiny	eyebrow	my

- Students practice reading in pairs or small groups; highlight known words, identify unknown words; discuss meanings.

Component 3: Word Study (5 mins)

- Tricky consonant blends
 - Teacher explains to students how 'gh' is pronounced differently in different words. Sometimes 'gh' is silent, sometimes it sounds like 'f'.
- Students identify words with 'gh' in the reading. (*straight, rough*)
- Teacher explains:
 - In 'straight', the 'gh' is silent, so it sounds the same as 'gate', 'late', 'mate'. These words rhyme.
 - In 'rough', the 'gh' sounds like 'f', so it rhymes with 'stuff', 'puff'
- Teacher asks students: Can you think of anymore words that rhyme with straight? With rough? (Students call out words that rhyme or they could also make nonsense words that rhyme with each word, e.g., fate, pate, hate; chuff, buff, huff.)
- Teacher highlights 'what' in focus word list. Some question words begin with 'wh'.
 - The sound is 'w'. The 'h' is silent. Do you know any other question words that begin with the sound 'w'? Teacher elicits question words from students (*what, where, why, when*) and writes them on the board, highlighting the spelling with 'wh'.
- Students copy down words in their workbooks.

Component 4: Comprehension Exercise and Feedback (10 mins)

- Teacher reviews strategies for reading and answering questions with students and asks which strategies they used yesterday.
- Students turn to My Hair comprehension text.
- Students work with a partner to identify question words and underline important information.
- Students locate/underline answers in the text.

- Students write answers individually in their workbooks.
- Teacher and students check answers together. Students record on their sheets whether correct, maybe, or incorrect.

My Hair Comprehension – Answers

1. Where does the hair come from?
It grows from a tiny hole in the skin.
2. What are three things at the bottom of the tiny hole?
Three of the following four: veins, arteries, oil, muscle
3. Why does hair need blood?
The blood brings food and oxygen to the hair and makes it grow.
4. Why does hair need oil?
Oil makes hair shine.
5. What makes hair feel like it stands on end?
Tiny muscles moving on the top of the head.

Component 5: Comprehension Extension (5 mins)

- Teacher reviews different question words. (who, what, when, where, why, how)
- Students in groups make up two questions using “what” or “where” about the text. Teacher circulates and assists where necessary. (Questions might include: What is at the bottom of the tiny hole? Where does the hair come from? What does the hair use for food? What does the oil do to my hair? What does curly hair feel like?)
- Each group asks their questions to the whole class and other groups answer.

Component 6: Games (10 mins)

- Bingo – Students turn to the Essential Word List and the Bingo sheets in their workbooks.
- Teacher explains game: Students write words from Essential Word List 1 into the bingo grid – one word for each square. They should not copy another student. When they have done this, the teacher will read a word at random from List 1, and the students find the word on their bingo sheet and cross it out if it is there.
- As soon as they have crossed out 5 in a row (either across, down or diagonally), they say Bingo! The person who finishes first is the winner.
- The game can be repeated on another bingo sheet if there is time.

Essential Word List 1

am	get	it	hold
an	help	its	lost
as	let	him	not
at	men	his	old
and	went	sit	but
bad	big	of	cut
can	did	on	fun
has	if	dog	must
had	in	from	up
man	is	got	Us

Component 7: Wrap Up and Consolidation (5 mins)

- In groups, students have three minutes to write as many new words as they can remember from today’s lessons. The group with the most words spelled correctly wins.

Day 3

Lesson 7 – Speaking and Listening

Time: 45 Minutes

Component 1: Lesson Introduction (10 mins)

- Introduce topic of lesson through questions and pictures to activate prior knowledge.
- Teacher tells students: Today we are going to read a story. It is traditional Philippine story about a man collecting coconuts. In this lesson we will be practicing listening and speaking, and in the next lessons we will practice reading. We'll start this lesson by talking about this picture. Students look at the picture in their workbooks.



- The teacher asks the students:
 - What happened here? (There was a truck accident.)
 - What was in the truck? (A lot of coconuts)
 - Where do you think the truck was going? (Several answers possible, e.g., market, shops, factory)
 - How do you think this happened? (driving too fast, turned the corner too fast, tried to avoid another car, load was too heavy, too many coconuts in the back of the truck)
 - What will they do now? (Wait for the police, get another truck, load coconuts onto another truck)

Component 2: Listening to the Text (15 mins)

- Teacher introduces the story, Text 3 “The Man with the Coconuts”. I’m going to read this story, and I want you to listen and see if you can tell me this: Did the man go too fast or too slow?
- Teacher reads Text 3 while students listen.

The Man with the Coconuts

One day a man went out and picked many coconuts. He loaded his horse heavily with the fruit. On the way home he met a boy. He asked the boy how long it would take to reach the house.

The boy looked at the load on the horse. He said “If you go slowly, you will arrive home very soon. But if you go fast, it will take you all day.”

The man did not think that this strange speech from the boy could be true. He made his horse run very fast. But the coconuts fell off and he had to stop to pick them up. Then he hurried his horse even more to make up for lost time, but the coconuts fell off again. He did this many times, and so it was night when he reached home at last.

- Teacher checks understanding through questions. (Some questions may need to be simplified to match the level of the students.)
 - Have you heard this story before? This is an old story from the Philippines. (Answers will differ.)
 - Did the man go too fast or too slow? (The man went too fast, so it took him a long time to get home.)
 - Where did the man go? (to pick coconuts)
 - Who did he meet on his way home? (a boy)
 - What did the boy tell the man? (If he went slowly, he would get home soon, but if he went fast, he would get home slowly)
 - What did the man think about this? (He thought it wasn't true.)
 - Why do you think the man hurried home? (He wanted to get home before night-time.)
 - Why do you think the coconuts fell off the horse? (There were too many coconuts on the horse, and he went too fast.)
 - Who was correct, the man or the boy? (The boy was correct.)
 - What should the man have done? What would you tell the man? (He should have listened to the boy. He should have walked more slowly.)

Component 3: Focus Words (5 mins)

- We are now going to look at some of the words from this text. Teacher introduces focus words.
- Students turn to the Day 3 focus words in their workbook.
- Students highlight the words they are unsure of. Teacher and students discuss meanings, referring to the word meanings in the student workbooks (Lesson 8) if necessary. (Teachers can find the word meanings for Text 3 in the teacher resource book.)
- Teacher reads words and students repeat each word after the Teacher.

man	slow	fell	day	hurry
met	fast	arrive	loaded	fruit
run	pick	all	horse	would
went	with	you	again	house
ask	long	true	heavy	Boy

Component 4: Speaking-Listening Activities (10 mins)

- Students work with partner to retell the story about the Man with the Coconuts.
- Teacher facilitates discussion linking text to students' personal experiences.
 - Have you ever been in too much of a hurry, so accidents happened and then you were late?
 Students talk in groups. Teacher circulates and listens to student stories.

Component 5: Lesson Conclusion (5 mins)

- Consolidate learning – Teacher tells students to look again at the picture from the beginning of this lesson.
- Students work in groups to answer the question:
 - What do they need to clean the coconuts up off the road? (Some possible answers: Another truck to put the coconuts into; something to pull the truck upright; another truck to pull the truck away/ tow truck; a broom to sweep the road with)

Lesson 8 – Introduce Reading Text

Time: 45 Minutes

Component 1: Review Previous Lesson (5 mins)

- Teacher and students review the previous lesson by briefly recounting the story of “The Man with the Coconuts”.
- Teacher explains that they will now review the focus words, look at a spelling or grammar rule and then read the story.

Component 2: Review Focus Words and Word Meanings (10 mins)

- Teacher reviews focus words and meanings, students repeat after teacher.
- Students practice reading focus words in pairs, small groups; highlight known words, identify unknown words; discuss meanings. (Teachers can find the word meanings for Text 3 in the teacher resource book.)
- Teacher circulates and provides feedback on student performance.

man	slow	fell	day	hurry
met	fast	arrive	loaded	fruit
run	pick	all	horse	would
went	with	you	again	house
ask	long	true	heavy	Boy

Component 3: Word Study (5 mins)

- Teacher introduces the past tense suffix -ed.
- We add -ed to regular verbs to make the simple past tense form of the verb:
 - pick – **picked**
 - load – **loaded**.
- If the verb ends in a consonant and ‘y’, change the ‘y’ to ‘i’ before adding -ed: hurry – **hurried**.
- If the verb has a short vowel and then a consonant, double the final consonant before adding -ed (stop – **stopped**).
- Teacher asks students to circle the regular verbs with the simple past suffix -ed in the text. (**picked**, **loaded**, **asked**, **looked**, **hurried**, **reached**)
- Teacher demonstrates the different pronunciation/sounds of the past tense suffix:
 - When a verb ends in consonants like ‘ck’, ‘sh’, ‘p’ ‘f’, the -ed sounds like ‘t’ as in ‘**picked**’. Students repeat after teacher.
 - When a verb ends in a vowel sound or consonants like ‘b’, ‘g’, ‘v’, the -ed sounds like ‘d’ as in ‘**arrived**’. Students repeat after the teacher.
 - When a verb ends in ‘d’ or ‘t’, the -ed sounds like ‘ed’ as in ‘**loaded**’. Students repeat after the teacher.

Component 4: Flash Cards (5 mins)

- Students work in pairs or small groups of three. Each pair/group has a set of flash cards for Week 1. There are 60 flash cards in each set. The goal is to read as many as they can correctly in one minute.
- The procedure is the same as in Day 1. Students take turns to turn over the flash cards, read the flash cards and record their results on the Flash Card Graph.
- Students then swap the roles so that each student has the chance to read and record their results on the graph.
- Teacher times the activity, asking students to change after 1 minute. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other

student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.

- Teacher and students then discuss the results and review the errors.
- The teacher explains the process and tells the students: This exercise will help you with your reading. After a lot of practice, you will be able to see a word and read the word very quickly. We will do this exercise in the second and third lessons every day.

Component 5: Reading and Fluency Practice (15 mins)

Reading

- Students turn to Text 3 in their workbooks.
- Teacher reads Text 3 and students follow along, underlining any words they are unsure of.
- Students and Teacher discuss difficult words and refer to the word meanings in their workbook.

Fluency Practice

- Repeated reading – Teacher reads the first sentence, then moves around the class with each student reading one sentence up to the end of the story. If there are more students than sentences, start from the beginning again. Teacher provides feedback on student fluency and accuracy.
- Students practice reading the whole text in groups; Teacher circulates.

Component 6: Lesson Conclusion (5 mins)

- Learning consolidation activity: Teacher directs students to the past tense suffix activity in their workbooks.
- Teacher asks students to add the past tense suffix to the verbs, and put them into the correct column depending on pronunciation of the suffix:

reach stop act need arrive hurry pick load pull

-ed sounds like 't'	-ed sounds like 'd'	-ed sounds like 'ed'

-ed sounds like 't'	-ed sounds like 'd'	-ed sounds like 'ed'
picked stopped reached	hurried arrived pulled	loaded acted needed

Lesson 9 – Comprehension and Consolidation

Time: 45 minutes

Component 1: Flash Cards (5 mins)

- In this lesson we will practice the flash cards again so you can record your progress, and we'll review the focus words. Then we'll go back to the story "The Man with the Coconuts" and practice asking and answering questions about the text. Then we'll play a game.
- Students repeat the flash card activity as in the previous lesson using the Week 1 flash cards (pairs or small groups, record answers, graph results).
- Teacher times the activity, asking students to change after 1 minute. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.

Component 2: Focus Words (5 mins)

- Teacher reviews words that students struggled with in the first two lessons of the day.
- Teacher reads focus words and students repeat.

man	slow	fell	day	hurry
met	fast	arrive	loaded	fruit
run	pick	all	horse	would
went	with	you	again	house
ask	long	true	heavy	boy

- Students practice reading in pairs or small groups; highlight known words, identify unknown words; discuss meanings. Students can refer to the Day 3-word meanings in their workbook if necessary.

Component 3: Word study (5 mins)

- Teacher introduces the concept of syllables.
- Teacher reads a 1-syllable word (e.g., pick) and then reads a two-syllable word (e.g., loaded). Teacher repeats each word, this time clapping out the syllables as she/he reads.
- Teacher explains that each clap is one syllable, and every syllable has a vowel sound.
- Teacher asks the students to underline one syllable words in the first paragraph. Teacher provides feedback when they have done this.
- Teacher next asks the students to circle the two-syllable words in paragraph 1 and paragraph 2.

The Man with the Coconuts

One day a man went out and picked many coconuts. He loaded his horse heavily with the fruit. On the way home he met a boy. He asked the boy how long it would take to reach the house.

The boy looked at the load on the horse. He said "If you go slowly, you will arrive home very soon. But if you go fast, it will take you all day."

The man did not think that this strange speech from the boy could be true. He made his horse run very fast. But the coconuts fell off and he had to stop to pick them up. Then he hurried his horse even more to make up for lost time, but the coconuts fell off again. He did this many times, and so it was night when he reached home at last.

- Teacher and students read the words and clap out the syllables.

Component 4: Comprehension Exercise and Feedback (10 mins)

- Students turn to 'The Man with the Coconuts' comprehension exercise in their workbooks.
- Teacher and students review strategies for reading questions and finding answers in the text.
- Students work with a partner to identify question words and underline important information.
- Students locate/underline answers in the text.
- Students write answers individually in their workbooks.
- Teacher and students check answers together. Students record in their workbook whether correct, maybe, or incorrect.

The Man with the Coconuts – Comprehension questions and answers

1. Where did the man put the coconuts?
He put the coconuts onto the horse.
2. What did the boy tell the man?
The boy told the man that if he goes slowly, he will get home soon, but if he goes fast, he will get home late.
3. What did the man make his horse do?
The man made his horse run very fast.
4. What happened when the man tried to go fast?
The coconuts fell off and he had to stop to pick them up.
5. What should the man do next time?
The man should go slowly so the coconuts do not fall off the horse.

Component 5: Comprehension Extension (5 mins)

- Teacher reviews different question words. (who, what, when, where, why, how)
- Teacher writes these words onto the board.
- Students in groups choose two question words from the list and write a question about the story using each question word. Teacher circulates and assists where necessary. (Questions might include: Who did the man meet on the way home? What did he ask the boy? Why did he want to go quickly? Where did the man put the coconuts? When did he get home?)
- Each group asks their questions to the whole class and other groups answer.

Component 6: Games (10 mins)

- Bingo – Students turn to the Essential word list and the Bingo sheets in their workbooks.
- Teacher explains game: Students write words from Essential Word List 1 into the bingo grid – choosing one word at random from the Essential Word List for each square. They should not copy another student. When they have done this, the teacher will read a word at random from Essential Word List 1, and the students find the word on their bingo sheet and cross it out if it is there.
- As soon as they have crossed out 5 in a row (either across, down or diagonally), they say Bingo! The person who finishes first is the winner.
- The game can be repeated on another bingo sheet if there is time.

Essential Word List 1

am	get	it	hold
an	help	its	lost
as	let	him	not
at	men	his	old
and	went	sit	but
bad	big	of	cut
can	did	on	fun
has	if	dog	must
had	in	from	up
man	is	got	Us

Component 6: Wrap Up and Consolidation (5 mins)

- Teacher asks students to look at the picture from the beginning of the day and think about the story that they read. Some things are the same and some things are different. With a partner, think of as many similarities and differences between the picture and the story.
- Students compare and contrast the picture from the morning lesson (Lesson 7) and the story.
 - Many answers are possible, for example:
 - The coconuts fell out of the truck. The coconuts fell off the horse.
 - The truck was going to market. The man was going home.
 - The truck fell over. The horse didn't fall over.
 - The man was going too fast. Was the truck going too fast? etc.
- Wrap up of Week 1:
 - What was your favorite topic or reading this week?
 - What is one spelling or grammar rule that you can remember from this week?

Day 4

Lesson 10 – Speaking and Listening

Time: 45 Minutes

Component 1: Lesson Introduction (10 mins)

- Introduce topic of lesson through questions and pictures to activate prior knowledge.
- Teacher tells students: Today we are going to read another traditional Philippine story. In this lesson we will be practicing listening and speaking, and in the next lessons we will practice reading. We'll start this lesson by talking about these pictures.
- Students look at the pictures in their workbook.



- The teacher asks the students:
 - What's happening in the photos? (A storm/ typhoon/hurricane is coming in the first one and the second one shows after the storm.)
 - What is happening to the trees? (The wind is blowing them. They are bending over from the force of the wind. The wind is pushing them. The tops of some trees are broken. The wind blew off the tops of some trees.)
 - Students talk in pairs: Have you ever been in a strong storm? Where were you? Who were you with? What happened?

Component 2: Listening to the Text (15 mins)

- Teacher introduces Text 4 "The Tree and the Reed". I'm going to read this text, and I want you to listen and see if you can tell me what happens to the tree.
- Teacher reads Text 4 while students listen.

Text 4

The Tree and the Reed

"WELL, little one," said a tree to a reed that was growing at its foot, "why do you not plant your feet deeply in the ground, and raise your head boldly in the air as I do?"

"I am happy with my lot," said the reed. "I may not be so grand, but I think I am safer."

"Safe!" sneered the tree. "Who shall pluck me up by the roots or bow my head to the ground?" But it soon had to repent of its boasting, for a hurricane arose which tore it up from its roots and cast it down as a useless log on the ground, while the little reed, bending to the force of the wind, soon stood upright again when the storm had passed over.

"OBSCURITY OFTEN BRINGS SAFETY."

- Teacher checks understanding through questions.
 - Who are the two characters in the story? (a tree and a reed)
 - What are they talking about? (They are talking about their position in life – as tall and important or as small and unimportant.)
 - Is the reed happy with its life? Why? (Yes, it is happy because it feels safe.)
 - What does the tree think about the reed? (The tree thinks the reed is silly to think about being safe. The tree thinks it does not need to worry about being safe because it is so big and strong.)
 - What does the tree think about itself? (The tree thinks it is big and strong and nothing can hurt it.)
 - What happened to the tree? (The storm /hurricane tore it up from its roots and threw it onto the ground.)
 - What happened to the reed? (The reed was safe. It bent in the wind and then stood up straight again.)

Component 3: Focus Words (5 mins)

- Teacher introduces focus words. We are now going to look at some of the words from this text.
- Students turn to Day 4 focus words in their workbook.
- Students highlight the words they are unsure of. Teacher and students discuss meanings. (Teachers can find the word meanings for Text 4 in the teacher resource book.)

Teacher reads words and students repeat each word after the Teacher.

log	pluck	who	raise	said
was	boast	deeply	again	you
and	sneer	reed	down	your
grand	boldly	I	bow	soon
storm	why	safe	stood	bring

Component 4: Speaking-Listening Activities (10 mins)

1. Students work with partner to retell the story of “The Tree and the Reed”.
2. Teacher facilitates discussion linking text to students’ personal experiences and also to the discussion in the lesson introduction.
 - Students in groups share stories they have about storms they have experienced or someone they know has experienced (as discussed earlier), then select stories to share with the class. Students can discuss the following questions:
 - Have you ever been in a strong storm?
 - Where were you?
 - Who were you with?
 - What happened?

Component 5: Lesson Conclusion (5 mins)

- The purpose of this section is to consolidate learning.
- Teacher asks students about the moral of the story.
 - Some stories want to teach you a lesson. What do you think is the lesson from this story? What makes you think that?
 - Students discuss in groups. (Possible answers: Obscurity often brings safety. Pride comes before a fall. The reed did not think big of itself, and it was able to bend with the wind, so it did not die. The tree thought it was the best, but it could not bend with the wind, and it got pulled out of the ground. The reed cared about being safe, and the tree only thought about showing how tall and strong it was, but it could not fight the storm.)
 - Groups share their answers with the class.

Lesson 11 – Introduce Reading Text

Time: 45 Minutes

Component 1: Review Previous Lesson (5 mins)

- Teacher and students review the previous lesson about “The Tree and the Reed”. Teacher asks students to recall the moral of the story and whether they agree with the moral.
- Teacher explains that they will now review the focus words, look at a spelling/ grammar rule and then read the story about The Tree and the Reed.

Component 2: Review Focus Words and Word Meanings (10 mins)

- Teacher reviews focus words and meanings; students repeat after the teacher.
- Students practice reading focus words in pairs, small groups; highlight known words, identify unknown words; discuss meanings. (Teachers can find the word meanings for Text 4 in the teacher resource book.)
- Teacher circulates and provides feedback on student performance.

log	pluck	who	raise	said
was	boast	deeply	again	you
and	sneer	reed	down	your
grand	boldly	I	bow	soon
storm	why	safe	stood	Bring

Component 3: Word Study (5 mins)

- Teacher introduces the grammar and spelling point: Irregular past tense forms.
- Teacher first reviews the -ed form for past tense verbs. Teacher elicits examples from students (e.g., picked, stopped)
- Teacher explains that some verbs are irregular in English and the past tense form does not just add -ed.
- Teacher tells students to circle ‘was’, ‘stood’ and ‘said’ in their word list.
- These are past tense forms of irregular verbs. Do you know what the base form of these verbs are? (be/is-was; stand-stood; say-said)
- Teacher writes these on the board and asks students write these words in their workbook.

Component 4: Flash cards (5 mins)

- Students work in pairs or small groups of three. Each pair/group has a set of flash cards for Week 2. There are 60 flash cards in each set. The goal is to read as many as they can correctly in one minute.
- The procedure is the same as in the previous days. Students take turns to turn over the flash cards, read the flash cards and record their results on the Flash Card Graph.
- Students then swap the roles so that each student has the chance to read and record their results on the graph.
- Teacher times the activity, asking students to change after 1 minute. The teacher walks around the classroom, listening to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.
- Teacher and students then discuss the results and review the errors.
- The teacher explains the process and tells the students: This exercise will help you with your reading. After a lot of practice, you will be able to see a word and read the word very quickly. We will do this exercise every day in the second and third lessons.

Component 5: Reading and Fluency Practice (15 mins)

Reading

- Students turn to Text 4, “The Tree and the Reed”, in their workbooks.
- Teacher reads Text 4 and students follow along, underlining any words they are unsure of.
- Students and Teacher discuss difficult words and refer to the word meanings in their workbook if necessary.

Fluency Practice

- Repeated reading – Teacher and students read the whole text together. Teacher gives feedback on student accuracy and fluency.
- Students practice reading the text in groups; teacher circulates.

Component 6: Lesson Conclusion (5 mins)

- Practice with the past tense:
- In pairs, students look at the following picture in their workbooks:



- Teacher tells students: Imagine that you saw this crime and you are answering questions from the police. What do you remember about the crime?
- Students work together to think of/write sentences in the past tense about what they saw (e.g., A man **took** some money from another man's/his pocket. I **saw** the man take some money. He **stood** next to me at the bus stop. He **had** long/blonde hair. He **had** a brown jacket. He said...)
- Teacher tells students: Now imagine that you are the police asking about the crime. What questions would you ask? (e.g., What did you see? Who did you see? What did he do? Where was he? Where were you? What was he wearing? Etc.)
- Students role play the police interview with a partner. One student is the police officer, and the other student is the witness.
- Grammar practice: Students turn to the matching activity in their workbooks.
- With a partner, students match past tense verbs with base verbs.

Match the present tense form of the verb with the past tense form.

be	was
stand	stood
say	said
do	did
go	went
have	had
come	came
get	got
see	saw
fall	fell
tell	told
find	found

Lesson 12 – Comprehension and Consolidation

Time: 45 minutes

Component 1: Flash Cards (5 mins)

- In this lesson we will practice the flash cards again so you can record your progress, and we'll review the focus words. Then we'll go back to "The Tree and the Reed" text and practice asking and answering questions. Then we'll play a game.
- Students repeat the flash card activity as in the previous lesson using the Week 2 flash cards (pairs or small groups, record answers, graph results).
- Teacher times the activity, asking students to change after 1 minute. The teacher walks around the classroom, listening to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.

Component 2: Focus Words (5 mins)

- Teacher reviews words that students struggled with in lessons 10 and 11.
- Teacher reads focus words and students repeat; students practice reading in pairs or small groups; highlight known words, identify unknown words; discuss meanings.

log	pluck	who	raise	said
was	boast	deeply	again	you
and	sneer	reed	down	your
grand	boldly	I	bow	soon
storm	why	safe	stood	bring

- Students practice reading in pairs or small groups; highlight known words, identify unknown words; discuss meanings. Students can refer to the word meanings for Day 3 in their workbooks if necessary.

Component 3: Word Study (5 mins)

- Teacher introduces the suffix -ly.
- -ly changes an adjective into an adverb:
 - The snail is **slow**. ('Slow' describes the snail.)
 - The snail moves **slowly**. ('Slowly' describes how the snail moves.)
- Students circle words ending in -ly in the focus word list (**boldly**, **deeply**)
- Teacher explains:
 - words ending in a consonant + 'y' (happy), change the 'y' to 'i' then add 'ly': happily.
- Teacher writes 'happy', 'grand', 'safe', and 'useless' on the board and asks students to form the adverb. Teacher writes answers on the board and students write the words into their workbook. (happily, grandly, safely, uselessly)

Component 4: Comprehension Exercise and Feedback (10 mins)

- Students turn to "The Tree and the Reed" comprehension exercise in their workbook.
- Teacher and Students review strategies for reading questions and finding answers in the text.
- Students work with a partner to identify question words and underline important information.
- Students locate/underline answers in text.
- Students write answers individually.
- Check answers as a class. Students record on their sheets whether correct, maybe, or incorrect.

The Tree and the Reed – Comprehension Answers

1. Where was the reed growing?
It was growing at the foot of the tree.
2. How does the reed feel about its life?
The reed feels content and safe.
3. Why did the tree sneer?
The tree thought it was strong and safe and no one could make it bow its head. The tree thought the reed was wrong to think about safety.
4. What happened to the tree?
The storm/hurricane pulled it out of the ground and threw it onto the ground.
5. Why was the reed safe?
The reed was safe because it is small and obscure and can bend in the storm.

Component 5: Comprehension Extension (5 mins)

- Teacher reviews different question words. (who, what, when, where, why, how, what does ... mean?)
- Teacher writes these words onto the board.
- Students in groups choose two question words from the list and write a question about the story using each question word. Teacher circulates and assists where necessary. (Questions might include: What was growing at the foot of the tree? Why did the reed feel safe? Who/What plucked the tree up by its roots? How did the tree think about itself? What does obscurity mean? What happened to the reed? Who was stronger in the end – the tree or the reed?)
- Each group asks their questions to the whole class and other groups answer.

Component 6: Games (10 mins)

- Bingo – Students turn to the Essential Word List and the Bingo sheets in their workbooks.
- Teacher explains game: Students write words from Essential Word List 2 into the bingo grid – one word for each square. They should not copy another student. When they have done this, the teacher will read a word at random from List 2, and the students find the word on their bingo sheet and cross it out if it is there.
- As soon as they have crossed out 5 in a row (either across, down or diagonally), they say Bingo! The person who finishes first is the winner.
- The game can be repeated on another bingo sheet if there is time.

Essential Word List 2

all	been	track	want
call	between	bring	was
fall	keep	thing	wash
fell	see	long	wish
tell	seen	than	with
well	week	that	what
still	off	them	when
will	much	then	where
shall	such	there	which
be	back	this	under

Component 7: Wrap Up and Consolidation (5 mins)

- Teacher asks students: What should you do if a storm is coming?
- Students discuss in groups and make a plan.
 - If close to water, go to higher ground.
 - If you need to leave, plan where you would go and how you could get there.
 - In your house, cover the windows with something strong so they don't break.
 - Cut trees near your house so branches don't fall on the house.
 - Clean up outside the house so things can't be blown away by the wind.
 - Put cars and bikes somewhere safe.
 - Have candles, water, canned food in case you lose power.
 - Listen to the radio for information.

Day 5

Lesson 13 – Speaking and Listening

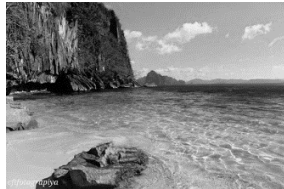
Time: 45 Minutes

Component 1: Lesson Introduction (10 mins)

- Introduce topic of lesson through questions and pictures to activate prior knowledge.
- Teacher asks Students if they like going to the beach. Which beaches do they like to go to? Why?
- Teacher splits students into 4 groups: Group A, B, C and D.
- Students look at the beach photo in their workbooks with the letter that corresponds to their group (A, B, C or D).



A



B



C



D

- Students identify the elements present in their picture (e.g., sand, water, sea, rocks, beach, waves, mountains, clouds, sky, (coconut) trees, leaves, buildings (houses, shops), walls, shadows)
- Teacher calls out the following elements one by one:
 - beach, buildings/houses/shops, clouds, coconut trees or any other tree, leaves, mountains, rocks, sand, sea, sky, wall, waves,
- Students tick off each one if it is in their picture. At the end, students count how many they have ticked and compare with other groups.

Component 2: Listening to the Text (15 mins)

- Teacher introduces Text 5 “Sand”. In this lesson we will be learning about sand. I want you to listen and tell me what different colors sand can be.
- Teacher reads Text 5 while students listen.

Sand

Sand is made from any rocky matter. It is bigger in size than silt and smaller than stones. Sand is made when rocks are broken down in two ways: by water or by wind. The wind or water keep passing over a rock and smash the rock into very small bits, so sand is formed. When sand is formed by wind, it knocks the rocks onto other rocks, so the sand is not smooth. When sand is formed by water, it becomes smooth.

We know where sand comes from because of the stuff it is made from and its color. Sand can come in many colors such as black, white, green, red and pink. Black sand is made from lava that has cooled to form rock. Pink sand comes from red shells in the sea. White sand comes from old coral. What color are the beaches near you?

Adapted from Neal, T. (2019). *Elementary earth and space science methods*. Iowa Pressbooks, pp. 210-211.

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- Teacher checks understanding through questions.
 - Where does sand come from? (It comes from lava, coral, shells, and rocks.)
 - How does it get small? (Rocks, wind, water make the sand small.)
 - What colors can sand be? (It can be black, red, white, pink, and green.)

Component 3: Focus Words (5 mins)

- Teacher introduces focus words: We are now going to look at some of the words from this text.
- Students turn to Day 5 focus words in their workbook.
- Students highlight the words they are unsure of. Teacher and students discuss meanings, referring to the word meanings in the student workbooks if necessary. (Teachers can find the word meanings for Text 5 in the teacher resource book.)
- The teacher reads the words, and the students repeat after the teacher.

sand	pink	white	coral	because
wind	small	when	color	very
lava	rock	where	know	keep
stone	smooth	black	knock	matter
form	shell	beach	become	old

Component 4: Speaking-Listening Activities (10 mins)

1. Students work with partner to explain where sand comes from and how it is formed.
2. Teacher facilitates discussion linking text to students' personal experiences. (Answers will differ depending on individual students.)
 - Do you like going to the beach?
 - What color are the beaches near you?
 - Have you ever seen black, red, green or pink sand?
 - What do you like to do at the beach? (Answers might include: swim, play in the sand, read a book, go fishing, have a picnic.)

Component 5: Lesson Conclusion (5 mins)

- The purpose of this lesson is to consolidate learning.
- Students look at all the pictures of beaches from the beginning of the lesson.
- The teacher asks the students to discuss the following questions in groups:
 - Which beach picture do you like the best?
 - Where do you think the sand in the pictures most likely comes from? (e.g., coral, lava, shells, rocks)
 - What color is it? (e.g., white, yellow, brown, black)

Lesson 14 – Introduce Reading Text

Time: 45 Minutes

Component 1: Review Previous Lesson (5 mins)

- Teacher and students review previous lesson about the “Sand”. Teacher asks students: Did you know that sand could be so many different colors?
- Teacher explains that they will now review the focus words, look at a spelling/ grammar rule and then read the text about sand.

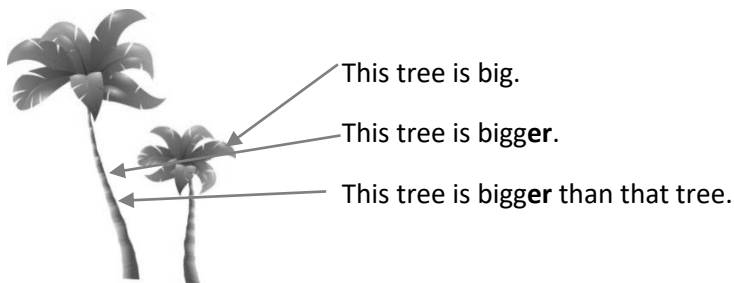
Component 2: Review Focus Words and Word Meanings (10 mins)

- Teacher reviews focus words and meanings, students repeat after teacher.
- Students practice reading focus words in pairs, small groups; highlight known words, identify unknown words; discuss meanings (Teacher circulates and provides feedback on student performance; word meanings for Text 5 can be found in the teacher resource book.)

sand	pink	white	coral	because
wind	small	when	color	very
lava	rock	where	know	keep
stone	smooth	black	knock	matter
form	shell	beach	become	old

Component 3: Word Study (5 mins)

- Teacher introduces the comparative suffix -er.
- The suffix -er is added to adjectives to compare two things. Teacher draws two pictures of trees on the board, e.g.:



- Teacher and students identify adjectives in the focus word list (small, pink, white, black, old, smooth)
- Students form the comparative with -er (smaller, pinker, whiter, blacker, older, smoother)
- Teacher asks students: What different spelling rule can you see between big-bigger and old-older? (bigger adds an extra 'g'; old does not change the spelling of the base word)
 - When the word has a short vowel followed by a consonant, double the final consonant before adding -er, e.g., big-bigger.
 - When a word ends in 'e', add 'r' to make the comparative form, e.g., white-whiter.
- Teacher says: Here is an adjective from last week: curly.
 - If an adjective ends in y, change the 'y' to 'i' before adding -er: curly-curlier.
- Students in pairs write a sentence comparing two things or each other. (e.g., I am bigger than you. She is smaller than me. My hair is longer than your hair. This bag is older than that bag.)

Component 4: Flash Cards (5 mins)

- Students work in pairs or small groups of three. Each pair/group has a set of flash cards for **Week 2**. There are 60 flash cards in each set. The goal is to read as many as they can correctly in one minute.
- The procedure is the same as in Week 1. Students take turns to turn over the flash cards, read the flash cards and record their results on the Flash Card Graph.
- Students then swap the roles so that each student has the chance to read and record their results on the graph.
- Teacher times the activity, asking students to change after 1 minute. The teacher walks around the classroom, listening to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect.
- Teacher and students then discuss the results and review the errors.
- The teacher explains the process and tells the students: This exercise will help you with your reading. After a lot of practice, you will be able to see a word and read the word very quickly. We will do this exercise every day in the second and third lessons.

Component 5: Reading and Fluency Practice (15 mins)

Reading

- Students turn to Text 5, “Sand”, in their workbooks.
- Teacher reads Text 5 and students follow along, underlining any words they are unsure of.
- Students and Teacher discuss difficult words and refer to the word meanings in their workbook if necessary.

Fluency practice

- Repeated reading – Teacher and students read the first paragraph from the text together.
- Students read the second paragraph in pairs; Teacher circulates and provides feedback about their fluency and accuracy.

Component 6: Lesson Conclusion (5 mins)

- Students look at the following pictures in their workbook:



- Students in groups make comparisons between the photos, e.g.:
 - The sand in B is whiter than A.
 - The sky in A is whiter/cloudier than B.
 - The beach in B is longer than A.
 - The water in B is bluer than A.

Lesson 15 – Comprehension and Consolidation

Time: 45 Minutes

Component 1: Flash Cards (5 mins)

- In this lesson we will practice the flash cards again so you can record your progress, and we'll review the focus words. Then we'll go back to the "Sand" text and practice asking and answering questions about the text. Then we'll play a game.
- Students repeat the flash card activity as in the previous lesson using the Week 2 flash cards (pairs or small groups, record answers, graph results).
- Teacher times the activity, asking students to change after 1 minute. The teacher walks around the classroom, listening to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.

Component 2: Focus Words (5 mins)

- Teacher reviews words that students struggled with in lessons 13 and 14.
- Teacher reads focus words and students repeat; students practice reading in pairs or small groups; highlight known words, identify unknown words; discuss meanings. (Teachers can find the word meanings for Text 5 in the teacher resource book.)
- Teacher circulates and provides feedback on student performance.

sand	pink	white	coral	because
wind	small	when	color	very
lava	rock	where	know	keep
stone	smooth	black	knock	matter
form	shell	beach	become	Old

Component 3: Word Study (5 mins)

- Tricky vowel sounds: The vowels in these words don't sound like they look:
 - because – the 'au' sounds like 'or' Students highlight the vowels 'au' in the word and repeat the word after the teacher.
 - become – the 'o' sounds like the short 'u' sound in 'but'. It is not a long 'o' sound. Other words that have the same sound and similar spelling are come, some, done, one. Students highlight the vowels in the word and repeat the word after the teacher.

Component 4: Comprehension Exercise and Feedback (10 mins)

- Students turn to "Sand" comprehension exercise in their workbooks.
- Teacher and Students review strategies for reading questions and finding answers in the text.
- Students work with a partner to identify question words and underline important information.
- Students locate/underline answers in the text.
- Students write answers individually in their workbooks.
- Teacher and students check answers together. Students record on their sheets whether correct, maybe, or incorrect.

Sand – Comprehension Questions and Answers

1. What is sand made from?
Sand is made from rocky matter. Sand is made from rocks or other hard stuff.
2. What two things act on rocks to make sand?
Wind or water act on rocks to make sand.

3. What three things can become sand?

lava, red shells, old coral

4. Match the pictures: (a) a sandy beach; (b) a rocky beach



a rocky beach



a sandy beach

5. Why is some sand smoother than other sand?

Because water passing over rocks makes it smooth, but when wind smashes the rocks, it doesn't become smooth.

Component 5: Comprehension Extension (5 mins)

- Teacher reviews different question words. (who, what, when, where, why, how)
- Students in groups choose three question words from the list and write a question about the text using each question word. Teacher circulates and assists where necessary. (Questions might include: How is sand made? What colors can sand be? What makes sand black/white/pink? How does sand become smooth? Why is some sand rough?)

Component 6: Games (10 mins)

- Word challenge –Students turn to the Word Challenge score sheet in their workbook. The teacher reads an instruction from the list below and students think of a word and write it on their sheets without showing other students. If they cannot think of a word, they leave it blank. After students have written 10 words (or left spaces blank when they could not think of a word), students compare their answers.
 - If a student has a correct answer and is the only one with that word: 10 points.
 - If 2 students have the same correct answer: 5 points.
 - If the answer is incorrect or no answer: 0 points.
- Students add up their points. The student with the highest score is the winner.

Word Challenge Instructions

1. Make a word ending in 'ed'.
2. Make a word ending in 'ing'.
3. Make a word that ends in 'll'.
4. Make a word with a long 'e' sound at the end of the word.
5. Make a word that begins with a short vowel sound.
6. Make a word with 'ou'.
7. Make a word that begins with the letters 'kn'.
8. Make a word that ends with 'th'.
9. Make a word that ends in 'ay'.
10. Make a word ending in 'er'.

Word Challenge Score Sheet

Many different answers are possible. Some examples from this and past lessons are provided below.

	Write your word	✓ or X
1	formed, used, picked, loaded, looked	
2	passing, growing, planting	
3	fell, will, small, shell	
4	agree, see	
5	at, in, up	
6	out, loud	
7	knock, know	
8	with	
9	say, may	
10	smaller, water	

Component 7: Wrap Up and Consolidation (5 mins)

- Students in groups plan a visit to the beach. They should discuss the following:
 - Where will they go?
 - How will they get there?
 - What are they going to do there?
 - When will they have to leave the beach to get home?

Day 6

Lesson 16 – Speaking and Listening

Time: 45 Minutes

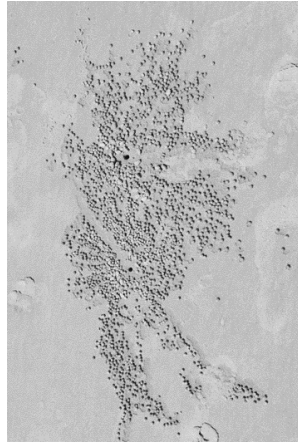
Component 1: Lesson Introduction (10 mins)

Introduce topic of lesson through questions and pictures to activate prior knowledge.

- Teacher tells students: Today we are going to read a story. It is a traditional Philippine story about crabs on the beach. In this lesson we will be practicing listening and speaking, and in the next lessons we will practice reading. We'll start this lesson by talking about these pictures.
- Students look at the pictures in their workbooks of tracks and traces of life on the beach. In groups, students guess what each photo shows in or on the sand.



birds



crab hole



shell



crab



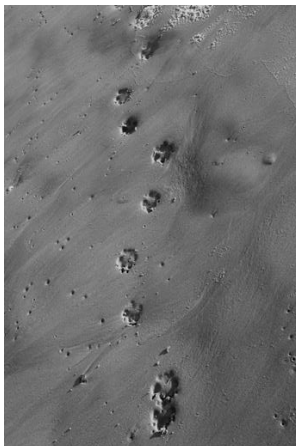
footprints



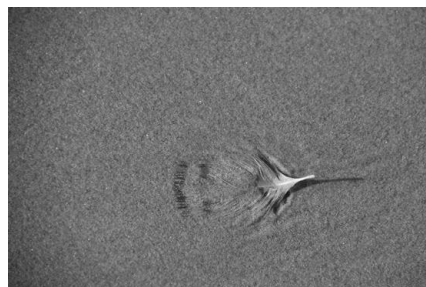
footprints, tire tracks, seaweed



fish



dog prints



feather

Component 2: Listening to the Text (15 mins)

- Teacher introduces the story, Text 6 “The Battle of the Crabs”. I’m going to read this story, and I want you to listen and see if you can tell me this: What happened to the crabs?
- Teacher reads Text 6 while students listen.

The Battle of the Crabs

One day the land crabs had a meeting and one of them said: “What shall we do with the waves? They sing so loudly all the time that we can’t sleep.”

“Well,” said one of the oldest crabs, “I think we should make war on them.”

The others agreed to this. The next day all the male crabs got ready to fight the waves. They went along the sand to the sea, when they met a shrimp.

“Where are you going, my friends?” asked the shrimp.

“We are going to fight the waves,” said the crabs, “because they make so much noise at night that we can’t sleep.”

“I don’t think that is a good idea,” said the shrimp. “The waves are very strong and your legs are so weak.”

This made the crabs very angry, and they pinched the shrimp until he said he would help them win the battle.

Then they all went to the shore. But the crabs saw that the eyes of the shrimp were not the same as their own eyes. They thought his eyes were funny. They said:

“Friend shrimp, your face is turned the wrong way. How can you fight with the waves?”

“I have a spear on my head,” said the shrimp. Just then he saw a big wave coming and he ran away. The crabs did not see it, for they were all looking toward the shore, and so they were covered with water and drowned.

Later the wives of the crabs became worried because their husbands did not return, and they went down to the shore to see if they could help in the battle. When they reached the water, the waves rushed over them and killed them too.

Sometime after this, thousands of little crabs came near the shore. The shrimp saw them and told them of the sad fate of their parents. Even today these little crabs can be seen on the sand, running back and forth. They seem to rush down to fight the waves, and then they run back to the sand where their fathers and mothers lived before. They don’t live on dry land or in the sea where the other crabs are. Instead, they live on the beach where the waves wash over them and try to drown them.

- Teacher checks understanding through questions.
 - Who are the characters in this story? (male/husband/father/ crabs, wife/mother crabs, little crabs, shrimp, waves)
 - Why were the crabs angry? (The waves were noisy.)
 - What did the male crabs do? (They went to fight the waves.)
 - What happened to the male crabs? (They died/ they got drowned by the waves.)
 - Who did they meet? (They met a shrimp.)
 - What did the wives do? (They went to help their husbands.)
 - What did the waves do? (They killed the crab husbands and wives.)
 - What did the little crabs do? (They went to look for their mothers and fathers.)
 - Where do the little crabs live now? (They live on the beach.)

Component 3: Focus Words (5 mins)

- Teacher introduces focus words. We are now going to look at some of the words from this text.
- Students turn to Day 6 focus words in their workbook.
- Students highlight the words they are unsure of. Teacher and students discuss meanings. (Teachers can find the word meanings for Text 6 in the teacher resource book.)
- Teacher reads words and students repeat each word after the Teacher.

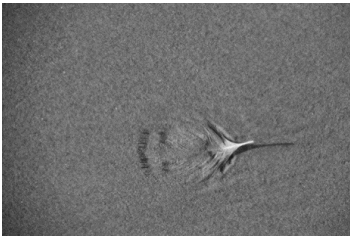
crab	agree	shrimp	wives	friend
ask	sleep	pinch	try	funny
strong	wash	back	can't	fight
think	other	head	drown	noise
along	mother	wave	should	went

Component 4: Speaking-Listening Activities (10 mins)

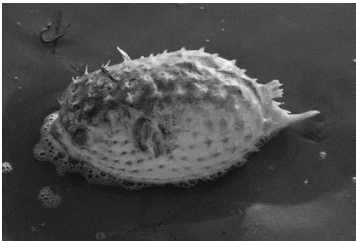
- Students work with partner to retell the story about the crabs.
- Teacher facilitates discussion linking text to student's personal experiences.
 - Have you heard this story before?
 - Have you ever seen these little crabs on the beach before?
 - Do you think the waves are noisy?
 - Have you slept near the sea before? Did the sound of the waves keep you awake?

Component 5: Lesson Conclusion (5 mins)

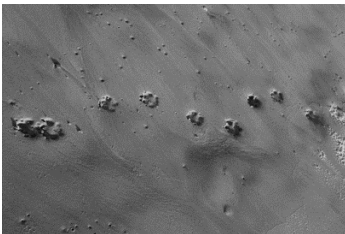
- The purpose of this section is to consolidate learning.
- Students turn to the matching exercise in their workbooks.
- Students work in pairs to match the words with the tracks or objects on the sand.
- Some pictures may have more than one answer. One word is used more than once.



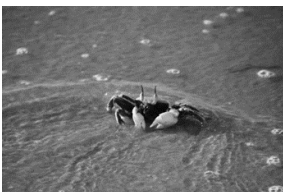
bird



fish



dog



crab



shell

shell

crab

dog

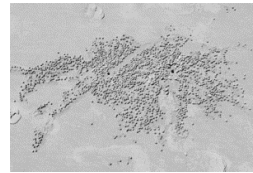
man

car

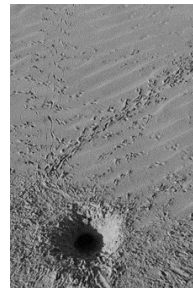
fish

bird

seaweed



crab



bird



man



car, man, seaweed

Lesson 17 – Introduce Reading Text

Time: 45 minutes

Component 1: Review Previous Lesson (5 mins)

- Teacher and students review previous lesson about the “The Battle of the Crabs”. Teacher asks students if they have heard this story before.
- Teacher explains that they will now review the focus words, look at a spelling/ grammar rule and then read the story about the crabs.

Component 2: Review Focus Words and Word Meanings (10 mins)

- Teacher reviews focus words and meanings, students repeat after teacher.
- Students practice reading focus words in pairs, small groups; highlight known words, identify unknown words; discuss meanings. (Teachers can find the word meanings for Text 6 in the teacher resource book.)
- Teacher circulates and provides feedback on student performance.

crab	agree	shrimp	wives	friend
ask	sleep	pinch	try	funny
strong	wash	back	can't	fight
think	other	head	drown	noise
instead	mother	wave	should	went

Component 3: Word Study (5 mins)

- Teacher introduces the spelling point: Tricky vowel sounds.
 - The sound ‘ea’ makes a long ‘e’ sound (like ‘ee’ in agree, sleep). Do you know any words that make this sound with ea? (reach, beach, weak) Teacher writes these on the board.
 - Sometimes, ‘ea’ makes a short ‘e’ sound, the same sound as in red, bed, leg. Teacher directs students to highlight the ‘ea’ in ‘head’ and ‘instead’. Students repeat after teacher.
 - Another tricky vowel combination that sounds like ‘leg’ and ‘head’ is ‘ie’ in ‘friend’. Students highlight ‘ie’ in ‘friend’. Students repeat after teacher.

Component 4: Flash Cards (5 mins)

- Students work in pairs or small groups of three. Each pair/group has a set of flash cards for **Week 2**. There are 60 flash cards in each set. The goal is to read as many as they can correctly in one minute.
- The procedure is the same as in Week 1. Students take turns to turn over the flash cards, read the flash cards and record their results on the Flash Card Graph.
- Students then swap the roles so that each student has the chance to read and record their results on the graph.
- Teacher times the activity, asking students to change after 1 minute. The teacher walks around the classroom, listening to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect.
- Teacher and students then discuss the results and review the errors.
- The teacher explains the process and tells the students: This exercise will help you with your reading. After a lot of practice, you will be able to see a word and read the word very quickly. We will do this exercise every day in the second and third lessons.

Component 5: Reading and Fluency Practice (15 mins)

Reading


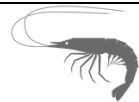






- Students turn to Text 6, “The Battle of the Crabs”, in their workbooks.
- Teacher reads Text 6 and students follow along, underlining any words they are unsure of.
- Students and teacher discuss difficult words and refer to the word meanings in their workbook if necessary.

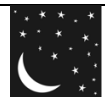







Fluency Practice

- Repeated reading – Teacher starts by reading the first sentence, then goes around the class with one student reading one sentence at a time till the end of the story (or 4 mins). Teacher gives feedback in the final minute on student accuracy and fluency.
- Students practice reading the text in groups. Teacher circulates.

Component 6: Lesson Conclusion (5 mins)

- Students work in pairs or small groups to match words from the text with pictures:

crab	
shrimp	
meet	
meeting	
waves	
sing	
loud noise	
sleep	

night	
old	
think	
idea	
agree	
strong	
win	
eyes	

Lesson 18 – Comprehension and Consolidation

45 minutes

Component 1: Flash Cards (5 mins)

- In this lesson we will practice the flash cards again so you can record your progress, and we'll review the focus words. Then we'll go back to the "Battle of the Crabs" text and practice asking and answering questions about the text. Then we'll play a game.
- Students repeat the flash card activity as in the previous lesson using the Week 2 flash cards (pairs or small groups, record answers, graph results).
- Teacher times the activity, asking students to change after 1 minute. The teacher walks around the classroom, listening to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.

Component 2: Focus Words (5 mins)

- Teacher reviews words that students struggled with in the previous lessons.
- Teacher reads focus words and students repeat after the teacher.

crab	agree	shrimp	wives	friend
ask	sleep	pinch	try	funny
strong	wash	back	can't	fight
think	other	head	drown	noise
instead	mother	wave	should	went

- Students practice reading in pairs or small groups; highlight known words, identify unknown words; discuss meanings. Students can refer to the word meanings for Day 6 in their workbooks if necessary.

Component 3: Word Study (5 mins)

- Review tricky vowel sounds: Last lesson we looked at some tricky vowel sounds: ea and ie. Can you find these vowel sounds in the text?
 - Students circle words with ea and ie in the text. (ready, sea, friend, idea, weak, spear, reached, beach, instead)
 - Students categorize ea words into vowels with a long 'ee' sound and words with a short 'e' sound. (Long 'ee' sound: sea, weak, spear, reached, beach; Short 'e' sound: ready, instead friend)
 - The word 'idea' is different. In this word, the ea sound is pronounced 'ee-a' – both vowels are sounded. Students repeat word after teacher and write the word into the table in their book.
- Contractions – some verbs that are followed by 'not' can be shortened, when the 'o' sound is dropped and replaced by an apostrophe: cannot → can't. These are called contractions.
 - Students underline the contractions in Text 6.
 - What are these words if written in full? (cannot → can't; do not → don't)

Component 4: Comprehension Exercise and Feedback (10 mins)

- Students turn to 'The Battle of the Crabs' comprehension exercise in their workbook.
- Teacher and Students review strategies for reading questions and finding answers in the text.
- Students work with a partner to identify question words and underline important information.
- Students locate/underline answers in text.
- Students write answers individually.

- Teacher and students check answers as a class. Students record on their sheets whether answers are correct, maybe, or incorrect.

The Battle of the Crabs – Comprehension Questions and Answers

- Why can't the crabs sleep?
The waves sing very loudly. The waves are very noisy.
- What did the crabs decide to do to the waves?
The crabs decided to fight the waves. They decided to make war on the waves.
- Why did the shrimp think a battle was not a good idea?
Because the waves are strong, and the crab legs are weak.
- What did the waves do to the parents of the little crabs?
The waves killed them all when they washed over them. The waves washed over them all and drowned them.
- Could the crabs have ever won the battle against the waves?
No, they couldn't because the waves are stronger than the crabs.

Component 5: Comprehension Extension (5 mins)

- Teacher reviews different question words. (who, what, when, where, why, how what does ... mean?)
- Teacher writes these words onto the board.
- Students in groups choose three question words from the list and write a question about the text using each question word. Teacher circulates and assists where necessary. (Questions might include: Why did the crabs make war on the waves? Who did the crabs meet on the beach? What happened to the male crabs? What happened to the wives? Where do the little crabs live now?)
- Each group asks their questions to the whole class and other groups answer.

Component 6: Games (10 mins)

- Bingo – Students turn to the Essential Word List and the Bingo sheets in their workbooks.
- Teacher explains game: Students write words from Essential Word List 2 into the bingo grid – one word chosen at random from Essential Word List 2 for each square. They should not copy another student. When they have done this, the teacher will read a word at random from list 2, and the students find the word on their bingo sheet and cross it out if it is there.
- As soon as they have crossed out 5 in a row (either across, down or diagonally), they say Bingo! The person who finishes first is the winner.

The game can be repeated on another bingo sheet if there is time.

Essential Word List 2

all	been	track	want
call	between	bring	was
fall	keep	thing	wash
fell	see	long	wish
tell	seen	than	with
well	week	that	what
still	off	them	when
will	much	then	where
shall	such	there	which
be	back	this	Under

Component 7: Wrap Up and Consolidation (5 mins)

- Students look at the photo below in their workbooks:



- Teacher asks the students: What are these boys doing? What are they looking for?
- Students in groups list possible answers
 - They are looking for crabs.
 - They are making a hole for the sea water.
 - They are looking for money.
 - They lost something and are looking for it.
 - They are building a sandcastle.
 - They found an unusual shell.
- Wrap up of Week 2:
 - What was your favorite topic or reading this week?
 - What is one spelling or grammar rule that you can remember from this week?

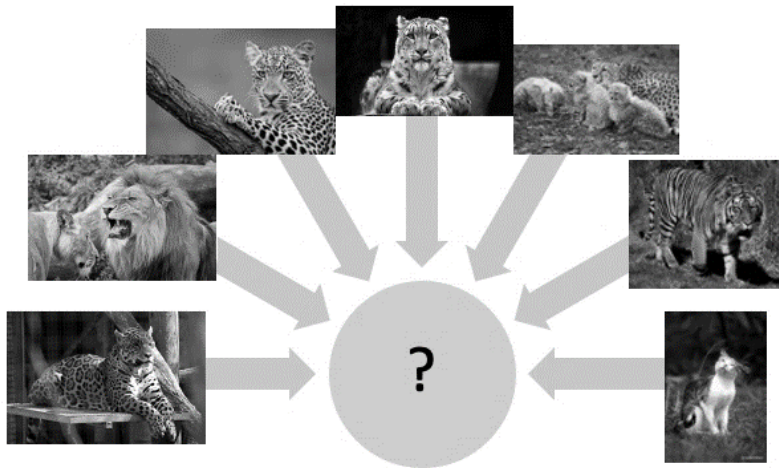
Day 7

Lesson 19 – Speaking and Listening

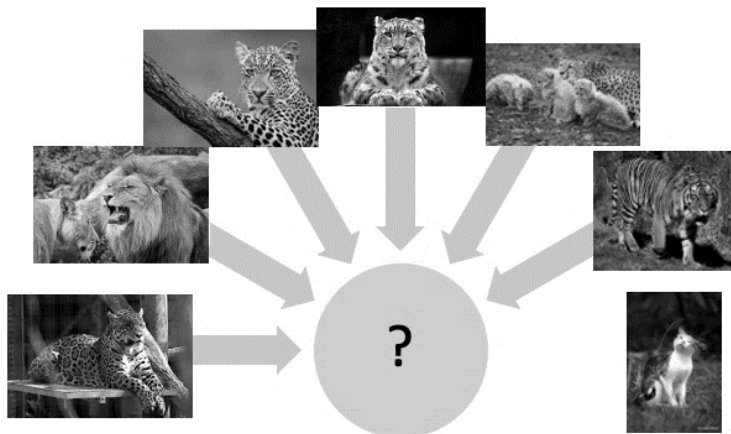
Time: 45 Minutes

Component 1: Lesson Introduction (10 mins)

- Introduce topic of lesson through questions and pictures to activate prior knowledge.
- Teacher tells students: Today we are going to read about some big cats. In this lesson we will be practicing listening and speaking, and in the next lessons we will practice reading. We'll start this lesson by talking about these pictures.
- Students look at the first picture in their workbook.



- Teacher asks the students:
 - Do you know what these animals are? (Cats. Students may name some of the individual species also, but the aim at this point is to classify them as all part of the cat family.)
 - Yes, they are all cats. Write cat inside the circle. Students write cat in the circle.
- Teacher asks students to look at the second picture in their workbooks.



- Teacher asks the students:
 - What is the difference between the cat on the bottom right and all the other cats? (All other cats are big cats and wild cats.)
 - Yes, they're big cats. Write big cat inside the circle.
 - Do you know the names for each type of big cat in the picture? Students in groups brainstorm the names for different types of cats and try to match with pictures. (From bottom left: jaguar, lion, leopard, snow leopard, cheetah, tiger, house cat)
- Teacher helps students name the cats if they are unsure.

Component 2: Listening to the Text (15 mins)

- Teacher introduces Text 7, “Big Cats”. I’m going to read this text, and I want you to listen and see if you can tell me which cats the text talks about.
- Teacher reads Text 7 while students listen.

Big Cats

All the big cats are mammals. Some different types are lions, tigers and jaguars. Tigers and jaguars live alone. Lions do not live alone but live together in family groups. Often there is one big male as the leader of the group. Many of the females in the group will have his babies.

It is the mother cat's job to look after the baby animals and to go out and hunt for food. Often the father does not go near the babies. His job is to keep enemies away from his little ones. For example, if an elephant comes too near, a father lion may roar and run at it. The elephant can see that she is not welcome in that area.

If a lion came running and roaring up to me, I would run away as fast as I could. What would you do?

- Teacher checks understanding through questions.
 - What types of big cats were named in text? (lion, tiger, jaguar)
 - Do these cats live alone or in groups? (Tigers and jaguars live alone, but lions live in family groups.)
 - Which lion is the leader of the group? (A big male will be leader of the group.)
 - What kind of jobs does the female lion do? (She looks after the baby lions and hunts for food.)
 - What kind of job does the male lion do? (He protects the group from enemies.)
 - What does the lion do if an enemy like an elephant comes too nearby? (It will roar at the elephant to make it go away.)
 - What would you do if a lion roared at you? (Answers will differ.)

Component 3: Focus Words (5 mins)

- Teacher introduces focus words. We are now going to look at some of the words from this text.
- Students turn to Day 7 focus words in their workbook.
- Students highlight the words they are unsure of. Teacher and students discuss meanings, referring to the word meanings in the student workbooks if necessary. (Teachers can find the word meanings for Text 7 in the teacher resource book.)
- Teacher reads words and students repeat each word after the Teacher.

hunt	all	away	enemy	together
fast	keep	she	out	little
big	alone	tiger	group	does
job	male	leader	mother	different
run	female	baby	father	elephant

Component 4: Speaking-Listening Activities (10 mins)

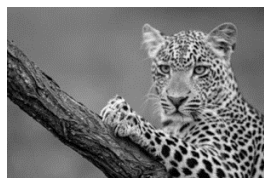
- Students work with partner to retell information they have heard about big cats.
- Teacher facilitates discussion linking text to students' personal experiences (Answers will differ)
 - Do you like cats?
 - Do you have a pet cat? Or have you ever had a pet cat?
 - Do you like big cats? Which type of big cat do you like best?
 - Have you ever seen any big cats? Where did you see them?
 - Are there any wild cats in the Philippines? (Yes, the leopard cat, but it is smaller than a lion or tiger.)

Students look at picture of the leopard cat.



Component 5: Lesson Conclusion (5 mins)

- The purpose of this section is to consolidate learning.
- Students turn to the matching exercise in their workbooks.
- Teacher and students revise the names of the cats.
- Students work in pairs to match the initial letter/s (single, blends, digraphs) of the animal names to the pictures:



L



L



S.L.



CH



C



T



J

Lesson 20 – Introduce Reading Text

Time: 45 minutes

Component 1: Review Previous Lesson (5 mins)

- Teacher and students review the previous lesson about “Big Cats”. Teacher asks students for one fact about lions that they found interesting.
- Teacher explains that they will now review the focus words, look at a spelling/ grammar rule and then read the text about “Big Cats”.

Component 2: Review Focus Words and Word Meanings (10 mins)

- Teacher reviews focus words and meanings; students repeat after teacher.
- Students practice reading focus words in pairs, small groups; highlight known words, identify unknown words; discuss meanings. (Teachers can find the word meanings for Text 7 in the teacher resource book.)
- Teacher circulates and provides feedback on student performance.

hunt	all	away	enemy	together
fast	keep	she	out	little
big	alone	tiger	group	does
job	male	leader	mother	could
run	female	baby	father	elephant

Component 3: Word Study (5 mins)

- Teacher introduces the spelling point: Tricky vowel sounds.
- Teacher asks students to locate and circle words with ‘ou’ in the focus word list. (out, group, could)
- Teacher reads each word and asks students what they notice about the vowel in the three words. (They are all different sounds.)
- ‘ou’ sounds like /au/ ‘ow’ in ‘out’. Teacher elicits other ‘ou’ words from students with the same sound and writes them on the board. (e.g., about, house, found, ground, bounce, thousand, loud, sound)
- ‘ou’ sounds like /u:/ ‘oo’ in group. Teacher elicits other ‘ou’ words with the same sound and writes them on the board. (e.g., you, through)
- ‘ou’ sounds like /u/ a short ‘u’ sound (like ‘put’) in ‘could’. Teacher elicits other ‘ou’ words with the same sound and writes them on the board. (e.g., would, should)

Component 4: Flash Cards (5 mins)

- Students work in pairs or small groups of three. Each pair/group has a set of flash cards for **Week 3**. There are 60 flash cards in each set. The goal is to read as many as they can correctly in one minute.
- The teacher introduces the flash cards for Week 3 by reading each word aloud as the students follow along.
- The procedure is the same as in the previous weeks. Students take turns to turn over the flash cards, read the flash cards and record their results on the Flash Card Graph.
- Students then swap the roles so that each student has the chance to read and record their results on the graph.
- Teacher times the activity, asking students to change after 1 minute. The teacher walks around the classroom, listening to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect.
- Teacher and students then discuss the results and review the errors.

- The teacher explains the process and tells the students: This exercise will help you with your reading. After a lot of practice, you will be able to see a word and read the word very quickly. We will do this exercise every day in the second and third lessons.

Component 5: Reading and Fluency Practice (15 mins)

Reading

- Students turn to Text 7, “Big Cats”, in their workbooks.
- Teacher reads Text 7 and students follow along, underlining any words they are unsure of
- Students and Teacher discuss difficult words and refer to the word meanings in their workbook if necessary.

Fluency Practice

- Repeated reading – Teacher and students read the whole text together. Teacher gives feedback on student accuracy and fluency.
- Students practice reading the text in groups; Teacher circulates.

Component 6: Lesson Conclusion (5 mins)

- Students turn to sorting activity in their workbooks.
- Students in pairs sort the words into groups depending on pronunciation of ‘ou’ sound (/au/, /u:/ or /u/).
- Teacher and students check answers at the end.

Sort the ‘ou’ words into the correct column depending on their sound.

bounce could ground group loud should sound thousand through would you		
Sounds like ‘ow’ /au/	Sounds like ‘oo’ /u:/	Sounds like ‘u’ in “put” /u/
bounce	group	could
ground	through	should
loud	you	would
sound		
thousand		

Lesson 21 – Comprehension and Consolidation

Time: 45 minutes

Component 1: Flash Cards (5 mins)

- In this lesson we will practice the flash cards again so you can record your progress, and we'll review the focus words. Then we'll go back to the "Big Cats" text and practice asking and answering questions. Then we'll play a game.
- Students repeat the flash card activity as in the previous lesson using the Week 3 flash cards (pairs or small groups, record answers, graph results).

Component 2: Focus Words (5 mins)

- Teacher reviews words that students struggled with in lessons 19 and 20.
- Teacher reads focus words and students repeat after the teacher.

hunt	all	away	enemy	together
fast	keep	she	out	little
big	alone	tiger	group	does
job	male	leader	mother	different
run	female	baby	father	elephant

- Students practice reading in pairs or small groups; highlight known words, identify unknown words; discuss meanings. Students can refer to the word meanings for Day 7 in their workbooks if necessary.

Component 3: Word Study (5 mins)

- Syllables: Students work in pairs to identify
 - four words with one syllable
 - four words with two syllables
 - four words with three syllables.
 - Many answers are possible for 1- and 2-syllable words. Some examples are given below.
- Students use a slash '/' to break up the syllables in the two- and three-syllable words. Teacher can give an example on the board: ba/by
- Students compare their lists with the class.

1 syllable words	2 syllable words	3 syllable words
big	ba/by	to/ge/ther
cat	lea/der	fa/mi/ly
are	ti/ger	e/ne/mies
live	mam/mals	e/le/phat
groups	jag/uar	

- Teacher points out how breaking words up into syllables can sometimes help students with spelling of longer words. For example, if you sound out fa/mi/ly syllable by syllable, you can hear the letters that are used in each syllable clearly.

Component 4: Comprehension Exercise and Feedback (10 mins)

- Students turn to the "Big Cats" comprehension exercise in their workbooks.
- Teacher and Students review strategies for reading questions and finding answers in the text.
- Students work with a partner to identify question words and underline important information.
- Students locate/underline answers in text.
- Students write answers individually.

- Teacher and students check answers together. Students record on their sheets whether correct, maybe, or incorrect.

Big Cats – Comprehension answers

1. What are three different kinds of big cat?
Lions, tigers and jaguars
2. What does the female cat do?
The female cat has babies, looks after the babies and hunts for food.
3. What does the male cat do?
The male cat keeps enemies away from the babies.
4. Why will a male lion roar and run at an elephant?
The male lion wants to make sure the baby lions are safe.
5. Why do you think lions live in family groups?
They live in family groups to keep each other safe and to look after the place where they live and hunt.

Component 5: Comprehension Extension (5 mins)

- Teacher reviews different question words. (who, what, when, where, why, how)
- Teacher writes these words onto the board.
- Teacher introduces new question stems:
 - Can you name all the...? Teacher gives an example: Can you name all the cats in the pictures in lesson 1?
 - What does ... mean? This question asks for the meaning of something. Teacher gives an example: What does 'mammal' mean?
 - How much? How many? These questions ask for a number or quantity of something, for example: How many leaders are there in a group of lions?
- Students in groups choose three question words from the list and at least one of the new question stems to write four questions about the text. Teacher circulates and assists where necessary. (Questions might include: What does a lion's roar mean? Can you name the three cats in this text? Which cats like to live alone? Which cat lives in groups? How many leaders does a lion group have? What is the father lion's job?)

Component 6: Games (10 mins)

- Word challenge –Students turn to the Word Challenge score sheet in their workbook. The teacher reads a card below and students think of a word and write it on their sheets without showing other students. If they cannot think of a word, they leave it blank. After students have written 10 words (or left spaces blank when they could not think of a word), students compare their answers.
 - a. If a student has a correct answer and is the only one with that word: 10 points
 - b. If 2 students have the same correct answer: 5 points
 - c. If the answer is incorrect or no answer: 0 points.
- Students add up their points. The student with the highest score is the winner.

Word Challenge Instructions

1. Make a word that ends with 'ch'.
2. Make a word that begins with 2 consonants.
3. Make a word with 'gh'.
4. Make a word with a long 'e' sound at the end of the word.
5. Make a word that begins with a short vowel sound.
6. Make a word with 'wh'.
7. Make a plural word that ends in 'es'.
8. Make a word with 5 letters.
9. Make a 4-letter word.
10. Make a word ending in 'ed'.

Word challenge Score sheet

Many different answers are possible. Some examples from this and past lessons are provided below.

	Write your word	✓ or X
1	reach, beach	
2	plant, sleep, friend	
3	rough, straight	
4	agree, see	
5	at, in, up	
6	what, why, whole	
7	pushes	
8	alone	
9	lion, near	
10	loaded, roared	

Component 7: Wrap Up and Consolidation (5 mins)

- Students discuss in groups:
 - What would you do if a lion roared at you?
 - Have you ever been attacked by an animal (e.g., dog, snake, insects)? Tell your group about it? What was it? What did it do? What did you do?
 - Have you ever seen a big cat before? What kind was it? Where did you see it? What was it doing?

Day 8

Lesson 22 – Speaking and Listening

Time: 45 Minutes

Component 1: Lesson Introduction (10 mins)

- Introduce topic of lesson through questions, pictures to activate prior knowledge.
- Teacher tells students: Today we are going to read about atoms. In this lesson we will be practicing listening and speaking, and in the next lessons we will practice reading. We'll start this lesson by talking about these pictures.
- Students look at Picture 1 in their workbook.



- The teacher asks the students:
 - What is the girl doing in this picture? (She is walking on the sand.)
 - Is it easy for her to walk there? Is anything stopping her from walking? (Yes, it is easy. No, nothing is stopping her.)
- Students look at Picture 2:



- The teacher asks the students:
 - What are the people doing in this picture? (They are walking/swimming in the water.)
 - Is it easy for them to walk/swim there? Is anything stopping them from moving forward? (Maybe it is easy. Maybe nothing is stopping him.)
 - Which is easier, walking on the ground or walking/swimming in water? (Walking on the ground is easier.)
 - Why is it easier to walk on the ground? What is all around the girl when she is walking? (The air is around her.) What is around the people when they are walking through water? (The water is around them.)
 - So, it is easier to walk in the air than to walk in the water.

- Students look at Picture 3:



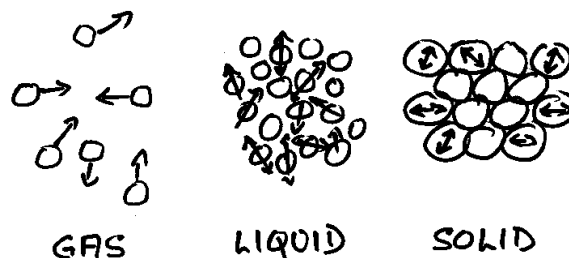
- What is happening in this picture? (The bird is in the snow.)
- Can the bird walk easily? (No, the bird can't walk through the snow.)
- Why can't it walk through the snow? (Because the snow is hard.)
- So, it is easier to walk through air and water than to walk through snow. What do you think is the reason for that? Why is that so? You are going to listen to a text about atoms now, and you will hear why it is not easy to walk through snow.

Component 2: Listening to the Text (15 mins)

- Teacher introduces Text 8 "Atoms". Teacher asks students to listen for the answer to the following question as she reads: What is the difference between the air, the water and the snow?
- Teacher reads Text 8 while students listen.

Atoms

Everything is made up of atoms. Atoms are very small, soft and shaped like a ball. They are joined together into molecules. In a gas, the molecules are far apart, and they move around. So, we can move through gas easily. In a liquid, the molecules are packed together. They are all nearly touching, but they still move around. It is harder to move through water than through air. But it is not too hard, so we can do it. In a solid, the molecules are all packed tightly together, and they do not change places. The solid keeps its shape and we can't walk through it.



What happens when we heat a solid? The molecules begin to shake. Then they break free. The solid then melts into a liquid. If we go on heating, the molecules shake harder. They turn into a gas when the liquid boils.

Adapted from Fletcher, N. (2011). *A background to primary school science*. ANU eView.

<https://press.anu.edu.au/downloads/press/n1621/pdf/book.pdf>, p. 15.

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This text has been edited to increase reading ease.

- Teacher checks understanding, e.g., through questions.
 - What is the difference between air, water and snow? (Air is a gas, water is a liquid and snow are a solid.)
 - What are gases, liquids and solids all made from? (atoms)
 - What happens when atoms join together? (They form molecules.)
 - What do gas molecules do? (They are far apart, and they move around.)
 - What do liquid molecules do? (They are packed together but they still move around.)
 - What do the molecules do in a solid? (They are packed tightly together, and they don't move around.)
 - So, why it is easier to walk through air than water? Why is it harder to walk through a solid? (In a gas, the molecules are far apart, and they move around, so it is easy to walk through air. In a liquid, they still move around, but it is harder because they are closer together. In a solid, they don't move, so you can't walk through a solid.)

Component 3: Focus Words (5 mins)

- Teacher introduces focus words. We are now going to look at some of the words from this text.
- Students turn to Day 8 focus words in their workbook.
- Students highlight the words they are unsure of. Teacher and students discuss meanings. (Teachers can find the word meanings for Text 8 in the teacher resource book.)
- Teacher reads words and students repeat each word after the Teacher.

its	shape	easy	turn	solid
gas	touch	harder	join	happen
small	water	nearly	boil	break
melt	change	apart	atom	around
thing	air	through	molecule	Are

Component 4: Speaking-Listening Activities (10 mins)

- Students work with a partner to explain what happens if we heat a solid.
- Teacher facilitates discussion linking text to student's personal experiences:
 - Have you ever walked through water? Sand? Mud? A strong wind?
 - How was it? Difficult? Easy?

Component 5: Lesson Conclusion (5 mins)

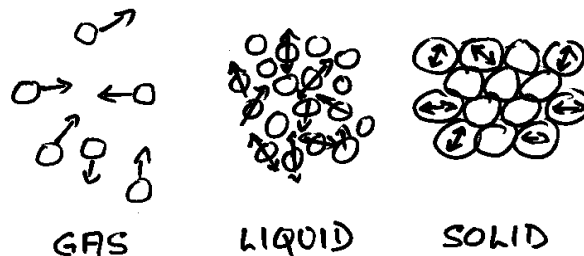
- The purpose of this section is to consolidate learning.
- Students are put into three groups (A, B and C).
 - Group A brainstorms different types of gases; (e.g., oxygen, carbon dioxide, water vapor, steam)
 - Group B brainstorms different kinds of liquid; (e.g., water, juice, Coke, milk)
 - Group C brainstorms different types of solids. (e.g., ice, sand, snow, table, chair)
 - Each group reports back to class. Teacher provides feedback.

Lesson 23 – Introduce Reading Text

Time: 45 minutes

Component 1: Review Previous Lesson (5 mins)

- Teacher and students review the previous lesson about atoms, molecules, gases, liquids and solids.
- Teacher asks students to look at the image in the reading and explain what the molecules are doing in each picture. (In the gas, the molecules are far apart and move around. In the liquid, they are closer together, but they still move. In the solid they are packed tightly together, and they don't move.)



- Teacher explains that they will now review the focus words, look at a spelling/ grammar rule and then read the text 'Atoms'.

Component 2: Review Focus Words and Word Meanings (10 mins)

- Teacher reviews focus words and meanings; students repeat after teacher.
- Student's practice reading focus words in pairs, small groups; highlight known words, identify unknown words and discuss meanings. (Teachers can find the word meanings for text 9 in the teacher resource book.)
- Teacher circulates and provides feedback on student performance.

its	liquid	easily	turn	solid
gas	touch	harder	join	happen
small	water	nearly	boil	break
melt	change	apart	atom	around
thing	air	through	molecule	Are

Component 3: Word Study (5 mins)

- Teacher introduces the spelling points: the diphthongs 'oi' and 'ou'
- The diphthong 'oi' /ɔi/: There are two ways that we can make the 'oi' /ɔi/ sound in spelling:
 - /ɔi/ is spelled -oy when it comes at the end of a word (boy). Can you think of other words that rhyme with boy? (joy, toy)
 - /ɔi/ is spelled -oi- when it comes in the middle of the word and is followed by a consonant. Students identify words in the focus list with 'oi', and repeat words after the teacher. (join, boil)
- Teacher reviews words with 'ou' and the different sounds they might make. Do you remember when we talked about the different sounds 'ou' makes in words? Can you tell me some words with 'ou'? (ou = /au/ out; ou = long u /u:/ you; ou = short /u/ would, could)
- Teacher introduces new sound with 'ou'. There's another sound 'ou' sometimes makes in words. It also makes the sound /ʌ/ like the short 'u' in but.
- Can you find the words in the focus word list with 'ou'? (touch, through, around)
- What sound is 'ou' in around? (Students pronounce the word with the /au/ sound.)
- What sound is 'ou' in through? (Students pronounce the word with the long /u:/ sound.)
- Now, listen to the sound 'ou' in touch. Teacher pronounces the word and students repeat.
- We had another word with the same sound in Week 1: rough. Teacher writes the word on the board.

Component 4: Flash Cards (5 mins)

- Students work in pairs or small groups of 3. Each pair/group has a set of flash cards for **Week 3**. There are 60 flash cards in each set. The goal is to read as many as they can correctly in one minute.
- The procedure is the same as in the previous weeks. Students take turns to turn over the flash cards, read the flash cards and record their results on the Flash Card Graph.
- Teacher times the activity, asking students to change after 1 minute. The teacher walks around the classroom, listening to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.
- Students then swap the roles so that each student has the chance to read and record their results on the graph.
- Teacher and students then discuss the results and review the errors.
- The teacher explains the process and tells the students: This exercise will help you with your reading. After a lot of practice, you will be able to see a word and read the word very quickly. We will do this exercise every day in the second and third lessons.

Component 5: Reading and Fluency Practice (15 mins)*Reading*

- Students turn to Text 8, “Atoms”, in their workbooks.
- Teacher reads Text 8 and students follow along, underlining any words they are unsure of.
- Students and Teacher discuss difficult words and refer to the word meanings in their workbook if necessary.

Fluency Practice

- Repeated reading – Students read one sentence each from the text out loud. Teacher gives feedback on student accuracy and fluency.
- Students practice reading the text in groups; Teacher circulates and provides feedback (5 mins)

Component 6: Lesson Conclusion (5 mins)

- Students work in pairs to complete the sorting activity in the student workbook.

Write these words into the correct column: gas, liquid or solid.

water steam ice boy air oil milk shell oxygen

Gas	Liquid	Solid
steam air oxygen	water oil milk	ice boy shell

Lesson 24 – Comprehension and Consolidation

Time: 45 minutes

Component 1: Flash Cards (5 mins)

- In this lesson we will practice the flash cards again so you can record your progress, and we'll review the focus words. Then we'll go back to the "Atoms" text and practice asking and answering questions. Then we'll play a game.
- Students repeat the flash card activity as in the previous lesson using the Week 3 flash cards (pairs or small groups, record answers, graph results).
- Teacher times the activity, asking students to change after 1 minute. The teacher walks around the classroom, listening to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.

Component 2: Focus Words (5 mins)

- Teacher reviews words that students struggled with in lessons 22 and 23.
- Teacher reads focus words and students repeat; students practice reading in pairs or small groups; highlight known words, identify unknown words; discuss meanings.

its	liquid	easily	turn	solid
gas	touch	harder	join	happen
small	water	nearly	boil	break
melt	change	apart	atom	around
thing	air	through	molecule	are

- Students practice reading in pairs or small groups; highlight known words, identify unknown words; discuss meanings. Students can refer to the word meanings for Day 8 in their workbooks if necessary.

Component 3: Word Study (5 mins)

- Syllable matching activity: Focus words are separated into syllables. Students must make up the words.
- Teacher and students check answers.

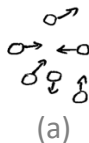
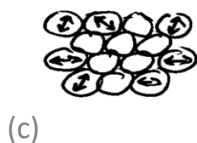
li	quid		
wa	ter		
near	ly		
boi	ling		
sol	id		
hap	pen		
a	round		
mel	ting		
mo	le	cule	
ea	si	Ly	

Component 4: Comprehension Exercise and Feedback (10 mins)

- Students turn to the “Atoms” comprehension exercise in their workbook.
- Teacher and Students review strategies for reading questions and finding answers in the text.
- Students work with a partner to identify question words and underline important information.
- Students locate/underline answers in text.
- Students write answers individually.
- Check answers as a class. Students record on their sheets whether correct, maybe, or incorrect.

Atoms – Comprehension answers

- Where can you find atoms?
You can find atoms everywhere/in everything. Everything is made up of atoms.
- When atoms are joined together, what do we call them?
Atoms become molecules when they are joined together.
- Why can’t you move through solids?
In solids, the atoms are packed tightly together and they don’t move, so you can’t walk through them.
- Match the pictures: (a) gas molecules; (b) liquid molecules (c) solid molecules.



- How can you change a liquid into a solid?
To change a liquid into a solid, you need to freeze the liquid.

Component 5: Comprehension Extension (5 mins)

- Teacher reviews different question words. (Who, what, when, where, why, how, how many, how much, can you name all the...? What does ... mean?)
- Teacher introduces new question stem: What happens when...? For example, what happens when it rains? We get wet.
- Students in groups choose four question words from the list, including the new question stem: What happens when...? and write four questions about the text. Teacher circulates and assists where necessary. (Questions might include: What does molecule mean? What is an atom? How big is an atom? Why can we move easily through gas? What happens when a liquid boils?)

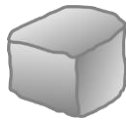
Component 6: Games (10 mins)

- Students turn to the sequencing activity in their workbook.
- Students in pairs sequence the pictures in the correct order, then fill in the missing words to describe the process.

Put these pictures into the correct order to show the change from a solid into a gas by writing the letters into the blank spaces.



A



B



C



D

B ➡ D ➡ A ➡ C

- Now explain what is happening by writing the missing words into the blank spaces.

gas liquid solid water melts boils

Ice is a solid. The ice melts into a liquid (water) when it is heated.

The water molecules turn into a gas (steam) when the liquid boils.

- Bingo! – Students turn to the Essential Word List and the Bingo sheets in their workbooks.
- Teacher explains game: Students write words from Essential Word List 3 into the bingo grid – one word for each square. They should not copy another student. When they have done this, the teacher will read a word at random from List 3, and the students find the word on their bingo sheet and cross it out if it is there.
- As soon as they have crossed out 5 in a row (either across, down or diagonally), they say Bingo! The person who finishes first is the winner.
- Students only play one game of Bingo in this section.

Essential Word List 3

made	way	like	goes
make	he	nice	going
take	she	time	home
came	me	by	most
same	we	fly	no
gave	even	my	only
away	the	try	open
day	these	why	so
may	I	both	those
play	find	go	use

Component 7: Wrap Up and Consolidation (5 mins)

- Teacher asks the students:
 - What things in the lesson today did you already know about?
 - What things in the lesson today did you NOT know about before?
 - What is something you learned today that you need to practice more at home?

Day 9

Lesson 25 – Speaking and Listening

Time: 45 minutes

Component 1: Lesson Introduction (10 mins)

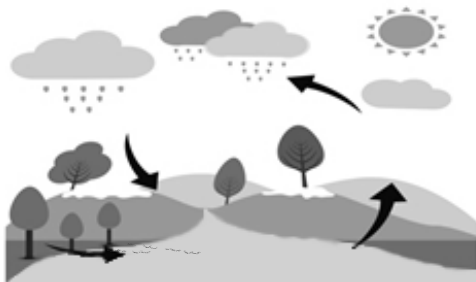
- Introduce topic of lesson through questions and pictures to activate prior knowledge.
- Teacher tells students: Today we are going to read about the water cycle. In this lesson we will be practicing listening and speaking, and in the next lessons we will practice reading. We'll start this lesson by talking about these pictures.
- Teacher directs students to the pictures in their workbook:

Picture 1



- Teacher asks students:
 - What is this picture? (water, rain)
 - Where does it come from? (the sky, clouds)
 - Where does the water go? (drains, into the ground, into lakes, rivers, sea, ocean)
 - How does it get into the clouds? (Students may have answers, but it is not necessary at this stage.) This is what we are going to talk about today.
- Teacher directs students to “water cycle” picture in their workbook. What can you see in this picture?

Picture 2



- Students in groups describe what they see in the picture (water/river/lake, trees, mountains, clouds, sun, rain, snow). Students may not realize that the middle section is a water source (river or lake). The teacher should indicate this is a water source if students are not sure.

Component 2: Listening to the Text (15 mins)

- Teacher introduces Text 9 “The water cycle”. Teacher asks students to listen for the answer to the last question above (How does the water get into the clouds?)
- Teacher reads Text 9 while students listen.

The Water Cycle

The water cycle is how water moves around our planet. It starts with the Sun heating up water in rivers, lakes, and oceans. When the water gets warm, it turns into a gas called water vapor and goes up into the sky. This change from liquid water to water vapor is called evaporation.

In the sky, the water vapor cools down and turns back into tiny drops of water. This change is called condensation. These droplets come together and make clouds. When the clouds get full of water, it starts to rain or snow.

When it rains or snows, the water falls back to the ground. This is called precipitation. Some of it soaks into the soil and is used by plants and animals. Some of it goes into rivers, lakes and oceans. And some of it evaporates and goes back up into the sky again.

This process keeps happening over and over. The water goes up into the sky as vapor, forms clouds, and then comes back down as rain or snow. It's like a big circle that never ends. This is how we always have water to drink, swim in, and to use for plants and animals.

The water cycle is very important. It gives us the water we need to live, and it helps keep our planet healthy.



- Teacher checks understanding, e.g., through questions. Teacher provides feedback.
 - a. What is the water cycle? (The way that water moves around the planet.)
 - b. What does the sun do? (It heats the water.)
 - c. What happens to the water when it gets warm? (It becomes water vapor/ a gas.)
 - d. How does the water get into the clouds? (The water gets cool and changes back to water drops and the drops of water make the clouds.)
 - e. Where does the water go when it rains? (It goes into the ground, and into rivers, lakes and the ocean.)

Component 3: Focus Words (5 mins)

- Teacher introduces focus words. We are now going to look at some of the words from this text.
- Students turn to Day 9 focus words in their workbook.
- Students highlight the words they are unsure of. Teacher and students discuss meanings. (Teachers can find the word meanings for Text 9 in the teacher resource book.)

Teacher reads words and students repeat each word after the Teacher.

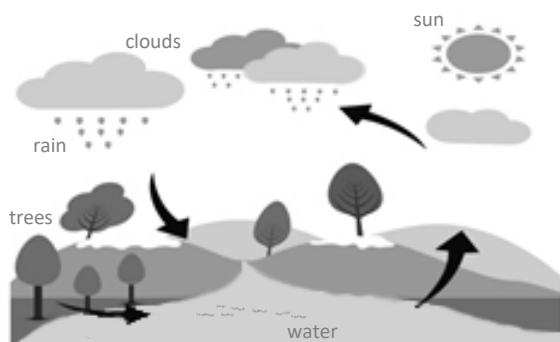
cycle	turn	process
planet	tiny	happening
heat	droplet	over
river	cloud	form
lake	rain	circle
ocean	snow	drink
warm	become	plants
vapor	soak	animals
sky	soil	important
change	precipitation	healthy
liquid	evaporate	condense
cool	evaporation	condensation

Component 4: Speaking-Listening Activities (10 mins)

- Students work with a partner to describe the steps in the water cycle.
- Teacher facilitates discussion, linking text to students' personal experiences.
 - The water cycle keeps happening over and over, again and again. Can you think of any other cycles, any other things that happen again and again that affect your lives? Students brainstorm in groups (e.g., seasons, school term and holidays; yearly events/festivals, life cycles – e.g., egg-caterpillar-pupa-butterfly, egg-tadpole-frog)

Component 5: Lesson Conclusion (5 mins)

- The purpose of this section is to consolidate learning.
- Teacher directs students to label the elements in picture 1 in their workbooks. Students work in pairs, then teacher and students check their answers. All answers are written on the picture.



Lesson 26 – Introduce Reading Text

Time: 45 minutes

Component 1: Review Previous Lesson (5 mins)

- Review previous lesson about the water cycle and explain that they will now read the text together.

Component 2: Review Focus Words and Word Meanings (10 mins)

- Teacher reviews focus words and meanings, students repeat after teacher.
- Students practice reading focus words in pairs, small groups; highlight known words, identify unknown words; discuss meanings. (Teachers can find the word meanings for Text 9 in the teacher resource book.)
- Teacher circulates and provides feedback on student performance.

cycle	turn	process
planet	tiny	happening
heat	droplet	over
river	cloud	form
lake	rain	circle
ocean	snow	drink
warm	become	plants
vapor	soak	animals
sky	soil	important
change	precipitation	healthy
liquid	evaporate	condense
cool	evaporation	condensation

Component 3: Word Study (5 mins)

- Teacher introduces the suffix -tion and asks students to highlight the suffix in their focus word list.
 - This suffix is added to a verb to form a noun: evaporate – evaporation; condense – condensation.
 - If the verb ends in 'e', drop the 'e' before adding -tion.
 - Students break the words into syllables: e/va/po/ra/tion; con/den/sa/tion; pre/ci/pi/ta/tion;
 - Teacher pronounces the words slowly and asks students what they notice about the pronunciation of the final syllable. (The 'ti' in -tion is pronounced like 'sh'.)
 - Students repeat the words after the teacher.

Component 4: Flash Cards (5 mins)

- Students work in pairs or small groups of three. Each pair/group has a set of flash cards for **Week 3**. There are 60 flash cards in each set. The goal is to read as many as they can correctly in one minute.
- The procedure is the same as in the previous weeks. Students take turns to turn over the flash cards, read the flash cards and record their results on the Flash Card Graph.
- Teacher times the activity, asking students to change after 1 minute. The teacher walks around the classroom, listening to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.
- Students then swap the roles so that each student has the chance to read and record their results on the graph.

- Teacher and students then discuss the results and review the errors.
- The teacher explains the process and tells the students: This exercise will help you with your reading. After a lot of practice, you will be able to see a word and read the word very quickly. We will do this exercise every day in the second and third lessons.

Component 5: Reading and Fluency Practice (15 mins)

Reading

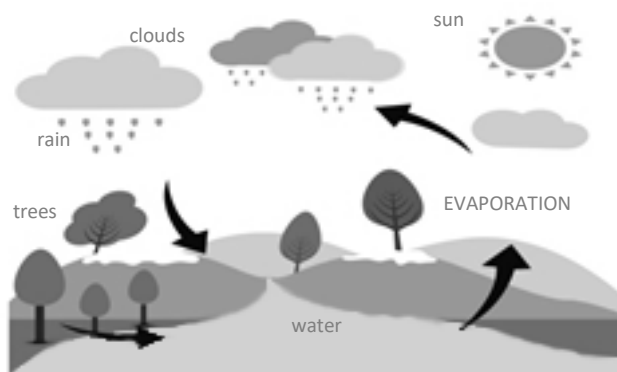
- Students turn to Text 9, “The Water Cycle”, in their workbooks.
- Teacher reads Text 9 and students follow along, underlining any words they are unsure of.
- Students and Teacher discuss difficult words and refer to the word meanings in their workbook if necessary.

Fluency Practice

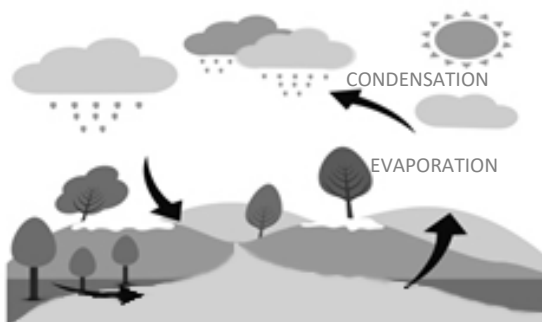
- Repeated reading – students read the first paragraph with the teacher, then read the remaining paragraphs with a partner. Teacher gives feedback on student accuracy and fluency.
- Students practice reading the text in groups; Teacher circulates and provides feedback.

Component 6: Lesson Conclusion (5 mins)

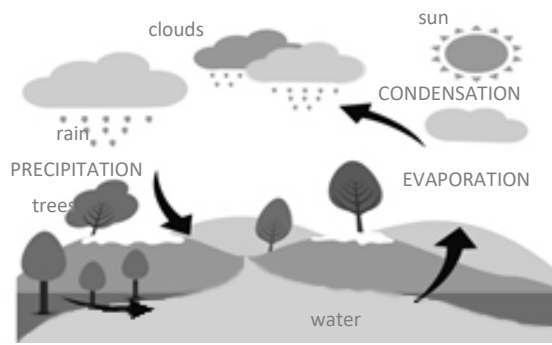
- Students continue to label diagram with technical terms from the reading with Teacher support:
 - When the sun shines on the water and warms it, what happens? (The water becomes water vapor.) And what is a special word we use to describe this? (Evaporation). Yes, write evaporation at the top of that arrow in picture 3 in your workbook.



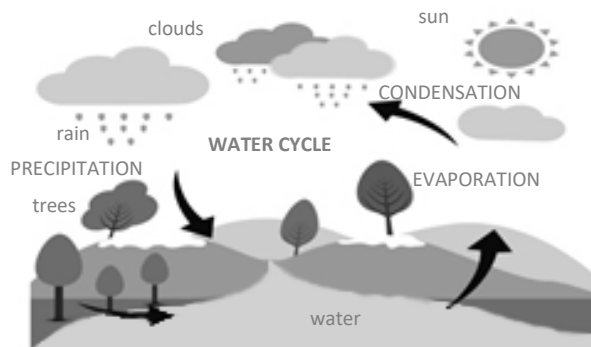
- What happens to the water vapor when it goes up to the sky? (The vapor changes back to drops of water.) What is the special word we use to describe this change? (condensation) Yes, write condensation over the next arrow in picture 3:



- What happens when the cloud gets full of water droplets? (It falls as rain or snow.) What is the special word to use to describe this? (precipitation) Yes, write the word above the next arrow:



- Finally, what is this whole process called? (the water cycle.) Good. Write this in the center of your diagram:



Lesson 27 – Comprehension and Consolidation

Time: 45 minutes

Component 1: Flash Cards (5 mins)

- In this lesson we will practice the flash cards again so you can record your progress, and we'll review the focus words. Then we'll go back to "The Water Cycle" text and practice asking and answering questions. Then we'll play a game.
- Students repeat the flash card activity as in the previous lesson using the Week 3 flash cards (pairs or small groups, record answers, graph results).
- Teacher times the activity, asking students to change after 1 minute. The teacher walks around the classroom, listening to the students. The teacher should listen to at least one student reading through the flash cards for the whole minute and help the other student(s) in the pair/group to record whether correct or incorrect. This pair/group should be different from the pair/group in the previous lesson so that each pair/group gets feedback.
- Students review progress reading flash cards.

Component 2: Focus Words (5 mins)

- Teacher reviews words that students struggled with in lessons 25 and 26.
- Teacher reads focus words and students repeat; students practice reading in pairs or small groups; highlight known words, identify unknown words; discuss meanings.

cycle	turn	process
planet	tiny	happening
heat	droplet	over
river	cloud	form
lake	rain	circle
ocean	snow	drink
warm	become	plants
vapor	soak	animals
sky	soil	important
change	precipitation	healthy
liquid	evaporate	condense
cool	evaporation	Condensation

Component 3: Word Study (5 mins)

- Teacher introduces word study point: the letter 'q'.
- The letter 'q' is almost always followed by 'u'. 'qu' is pronounced like /k^hw/
- Students underline 'qu' in the text. (liquid)
- Students repeat the word after the teacher.
- Students brainstorm other words beginning with the sound /k^hw/ (e.g., quick, quiet, question, queen, quiz).
- Teacher writes the words on the board. Students write the words in their workbooks.

Component 4: Comprehension Exercise and Feedback (10 mins)

- Students turn to "The Water Cycle" comprehension exercise in their workbook.
- Teacher and students review strategies for reading questions and finding answers in the text.
- Students work with a partner to identify question words and underline important information.
- Students locate/underline answers in text.

- Students write answers individually.
- Check answers as a class. Students record on their sheets whether correct, maybe, or incorrect.

The Water Cycle – Comprehension Answers

1. What is the water cycle?
The water cycle is the way water moves around the planet.
2. What is evaporation?
Evaporation is the change from liquid water to water vapor.
3. What is condensation?
Condensation is the change from water vapor to drops of water.
4. What is precipitation?
Precipitation is when water falls from the sky as rain or snow.
5. What could happen if the water cycle was broken (for example, too much rain or not enough rain)?
The planet would become unhealthy, and plants, animals and maybe also people could die.

Component 5: Comprehension Extension (5 mins)

- Teacher reviews different question words. (Who, what, when, where, why, how, how many, how much, can you name all the...?, What does ... mean? What happens when...?)
- Each student chooses two question words or stems from the list and writes two questions about the text. Teacher circulates and assists where necessary. (Questions might include: What happens when the sun heats the water? What does precipitation mean? Can you name all the steps in the water cycle? Where does the rainwater go? Why is the water cycle important?)
Students share their questions with a partner. They must justify their answers showing evidence from the text.

Component 6: Games (10 mins)

- Bingo – Students turn to the Essential Word List and the Bingo sheets in their workbooks.
- Teacher explains game: Students write words from Essential Word List 3 into the bingo grid – one word for each square. They should not copy another student. When they have done this, the teacher will read a word at random from List 4, and the students find the word on their bingo sheet and cross it out if it is there.
- As soon as they have crossed out 5 in a row (either across, down or diagonally), they say Bingo! The person who finishes first is the winner.
- The game can be repeated on another bingo sheet if there is time.

Essential Word List 4

have	ever	our	do
again	never	house	into
said	over	out	who
each	her	about	to
read	before	found	two
baby	for	down	too
every	or	how	school
very	more	now	new
give	own	good	can't
live	show	look	don't

Component 7: Wrap up and consolidation (5 mins)

In groups, students have two minutes to write as many new words as they can remember from today's three lessons. The group with the most words spelled correctly wins.

The teacher asks the students:

- What was your favorite topic or reading this week?
- What is one spelling or grammar rule that you can remember from this week?
- What was your favorite topic or reading in the past three weeks?
- What part of the lessons in the last three weeks were you good at?
- What do you need to practice more: reading, writing, spelling, or English grammar?

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Delivery (DepEd-BLD)
Contact Numbers: 8637-4366; 8637-4347; 8633-9347

Department of Education - Bureau of Learning Resources (DepEd-BLR)
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