

SUPPLEMENTAL LESSONS

English Grade 2
4th Quarter



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4th Quarter Grade 2 Supplemental Lesson Plan

Lesson 5

Focus: noting details, personal pronouns, creating dialogues, sight words, short /i/ CVC words, forming sentences

A. Introduction/Preparatory Activities

1. Start the learning session by activating their prior knowledge. Ask the motivation questions below. You may translate the questions to the pupils' mother tongue to guide them.
 - Have you ever joined a contest?
 - What did you feel?
 - How did you prepare for it?
2. Divide the class into groups of 8-10. Tell the pupils to listen to the teacher's instruction. Remind them to do the activity as fast as they can. The first group to finish the task wins the game.

Task: When everyone is ready, tell the groups to arrange themselves in alphabetical order.

Resources:

1. Motivation questions written on the board or other materials such as manila paper and cartolina that are visible to the entire class.
2. Storybook: "Arthur's Teacher Trouble"

B. Body/Developmental Activities

Reminders to teachers: At the beginning of the school year, teach the pupils routines and procedures for entering the classroom and turning in homework, and classwork among others. It is important that the pupils know what they are doing, where to go, and when to go. Provide clear and concise directions to them. They must know what you want them to understand and be able to do.

1. Unlock new words before reading the story through context clues.
2. Read the story "Arthur's Teacher Trouble" aloud in class. Ask questions during reading to keep track of the pupils' comprehension of the text listened to.

3. Let the pupils answer the post-reading comprehension questions. Let them complete the content of the trophy as an award for Arthur.
4. Have the pupils identify the people Arthur has to say "Thank You" to. Then let them make a list of the other situations we use the polite expression "Thank you." Facilitate discussion. Encourage the pupils to share their ideas.
5. Introduce the lesson about personal pronouns. Explain how each pronoun is used. Guide the pupils as they identify pronouns in a sentence, as well as to choose the appropriate pronoun that would complete a sentence.
Let the pupils apply the rules in using pronouns through independent exercises in the Learning Tasks part.
6. Have the pupils use the target personal pronouns in writing a dialogue.
7. Practice reading the target sight words and short /i/ CVC words. Provide exercises that would help the pupils understand the meaning and uses of the words.
8. Give the pupils differentiated activity to assess their learning profile. Instruct them to choose only one of these activities.

C. Conclusion/Evaluation

1. Facilitate instruction. Make sure that pupils have the chance to speak and share their part on every group activity.
2. Send a consistent message to your pupils that if something did not work today, you will be back at it tomorrow and the day after until success occurs.
3. Guide the pupils in doing the Summative Test. Ask them to read the items slowly and at least two times. Tell them that this activity serves as part of their formative assessment so you can make important instructional decisions that will meet the needs of your learners.

Lesson 5

Goals

- To appreciate the importance of saying "Thank You"
- To note important details from the text listened to
- To identify personal pronouns
- To use personal pronouns in sentences and dialogues correctly
- To read and use some sight words accurately
- To decode short /i/ CVC words accurately
- To associate pictures with written symbols
- To form sentences by re-arranging words

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Key Questions

- Have you ever joined a contest?
- What did you feel?
- How did you prepare for it?

Get Hooked

ABC Order!

Divide the class into groups of 8-10. Listen to your teacher's instruction. Do the activity as fast as you can. The first group to finish the task wins the game.

Word Package

- strictest** – characteristic of someone who makes sure that rules are followed/obeyed
- proud** – feeling you have towards someone who did his/her best or achieved something great
- pest** – an annoying or troublesome person
- pale** – having a light color due to being nervous or worried
- audience** – a group of people watching an event

Read Aloud

It's reading time!

Arthur's Teacher Trouble

by Marc Brown

The bell rang.

The first day of school was over. Kids ran out of every classroom—everyone but Room 13. Here, the students filed out slowly, in alphabetical order. "See you tomorrow," said their teacher, Mr. Ratburn.

"I can't believe he gave us homework the first day," said Arthur.

"I had the Rat last year," said Prunella. "Boy, do I feel sorry for you!"

"Make one wrong move," warned Binky Barnes, "and he puts you on death row."

"He's really a vampire with magical powers," said Chris.

As everyone was leaving, the principal came out of his office. "Are you ready for the September Spellathon?" he asked.

"Yes!" cheered the crowd.

"Who's going to win this year?" asked the principal. "Me!" everyone shouted.

"If I win this year, do I get my name on the trophy twice?" asked Prunella.

"Not if I can help it," whispered Francine.

When Arthur got home, he slammed the back door. "How was school?" Mother asked. "I got the strictest teacher in the whole world," grumbled Arthur.

"Have a chocolate chip cookie," said Mother.

"Don't have time," said Arthur. "I have tons of homework."

"I'll eat Arthur's," said D.W. "I don't have any homework."

"You don't even go to school," said Arthur.

"I know," D.W. smiled.

After dinner, Arthur was still doing homework. "What's that?" asked D.W.

"It's a map of Africa," said Arthur.

"Looks like a pepperoni pizza," said D.W.'s being a pest."

"Time for bed," said Mother. "You can finish your map of Florida in the morning."

"Africa," said Arthur.

The next day, Mr. Ratburn announced a spelling test for Friday. "I want you to study hard," he said. "The test will have a hundred words." Buster looked pale.

"And," continued Mr. Ratburn, "the two students with the highest scores will represent our class at the all-school spellathon."

That week, everyone in Arthur's class studied harder than ever. Arthur spent a lot of time looking for quiet places to study.

Suddenly, it was Friday and time for the test. Arthur could smell Miss Sweetwater's class making popcorn. He could hear Mrs. Fink's class leaving for a trip to the aquarium. "Why did we have to get stuck with the Rat?" he whispered to Francine.

Mr. Ratburn corrected their papers during lunch.

"Class," he said, "most of you did very well on the test. But only two of you spelled every word correctly."

Muffy smiled. Francine hiccupped. Buster patted his good-luck charm.

Mr. Ratburn cleared his throat. "Our class representatives for the spellathon will be the Brain and Arthur."

"There must be some mistake!" said Muffy.

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Mr. Ratburn gave Arthur and the Brain each a special list of words. "Just study these and you'll be ready for the spellathon in two weeks," he said.

Arthur's family helped him study. Grandma asked Arthur his spelling words.

"How about your C-H-O-R-E-S?" Father asked.

"Have you made your B-E-D?" Mother added.

D.W. helped, too. When Francine and Buster came over, D.W. answered the door. "Arthur can't play, but I can," she said. "I don't have to study."

"I can't believe the spellathon is finally here," said Grandma.

"Maybe now we'll get a little peace and quiet," D.W. said.

"Good luck, Arthur," said Mother and Father.

From backstage Arthur could hear the whole school out in the auditorium.

"Well, today's the big day," said Mr. Ratburn. "How do you feel?" "I feel fine," the Brain answered. Arthur gulped. "I wish I were still back in bed!"

The principal welcomed everyone and explained the rules. The Brain had the first turn. He stepped up to the microphone.

"The first word is *fear*," said the principal.

"F-E-R-E," said the Brain, a little too quickly.

"I'm sorry," said the principal. "That's not correct."

"Are you sure?" asked the Brain. "What dictionary are you using?"

The Brain wasn't the only one to drop out too quickly. The representatives from Miss Sweetwater's and Mrs. Fink's classes were gone in a flash. Before long, only Arthur and Prunella were left. It was Prunella's turn.

"The word is *preparation*," said the principal. Prunella looked down at her feet. "Could I have the definition please?" She asked after a moment.

"Preparation," the principal repeated. "The process of getting ready."

"Of course," said Prunella. "P-R-E-P," she paused, "E-R-A-T-I-O-N."

"I'm sorry, that's incorrect," said the principal.

"Now Arthur gets a chance to spell it." Arthur looked out over the audience and took a deep breath.

"Preparation," he said. "P-R-E-P-A-R-A-T-I-O-N."

"Correct!" said the principal.

Everyone in Mr. Ratburn's class cheered. Then Mr. Ratburn went to the microphone. "I'm very proud of Arthur," he said. "In fact, I'm proud of my whole class. They worked very hard. This is the last second grade I'll have in the spellathon. But next year I look forward to a new challenge..."

"Teaching kindergarten."

Think About It!

A. Answer the following questions:

1. How is Mr. Ratburn's class different from other classes?

2. What does Arthur feel about being in Mr. Ratburn's class?

3. What school activity is going to happen as announced by the principal?

4. How did Mr. Ratburn choose the representatives from his class? Who were chosen?

5. How did Arthur prepare for the School Spellathon? Who helped him?

6. Who is this year's Spellathon champion?

B. **You're Number One!**

What award did Arthur get for winning the Spellathon?

Complete the content of the trophy below.



Valuing

Many Ways to Say Thanks!

A. Write the names of the people Arthur needs to say "Thank You" to.



B. Make a list of the other situations when people say "Thank You."

1. We say "thank you" when _____.
2. We say "thank you" when _____.
3. We say "thank you" when _____.
4. We say "thank you" when _____.
5. We say "thank you" when _____.

Essential Language

- A **pronoun** is a word that takes the place of a noun or nouns.
- A **pronoun** must agree with the noun it replaces.
- The pronouns **I, he, she, it,** and **you** can take place of a singular noun.

Examples:

He won the spelling contest.

Do you know the answer to the question?

She helped him study hard.

It was a difficult word to spell.

I know the answer.

- Pronouns **we**, **you**, and **they** can take the place of a plural noun or more than one noun or pronoun.

Examples:

The students studied hard for the spelling test.

They studied hard for the spelling test.

Arthur and I were chosen to represent the class for the spellathon.

We were chosen to represent the class for the spellathon.

Person	Singular	Plural
1 st	I	We
2 nd	You	You
3 rd	He / She / It	They

Learning Tasks

A. Circle the pronoun in each sentence.

1. She gave me the letter.
2. I saw Alex at the park.
3. The students are busy. They are preparing for the school contest.
4. Jam is a second grade student. He is in Miss Sweetwater's class.
5. I and my classmates are happy. We are going to go on a field trip tomorrow.
6. Are you a student here?
7. We ate dinner at a nice restaurant.
8. It was a wonderful day for the students.
9. Are you and your friends going to attend the party?
10. They are my best friends.

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B. Choose the pronoun that would complete the sentence correctly.

He	She	It
----	-----	----

1. Jane went on a trip to the desert. _____
2. The desert was hot and dry. _____
3. Jane's brother saw a cactus. _____
4. The cactus was green and prickly. _____
5. Jane saw a desert snake. _____

C. Circle the correct pronoun in the parentheses to complete each sentence.

1. Arthur and the Brain studied hard for the spelling test. "We're glad that (you, she) were chosen for the contest, Arthur and the Brain," said their classmates.
2. Now (we, I) are happy.
3. Jem and I hope to see wolf pups. (They, He) are so cute!
4. Have (you, she) ever seen a wolf pup?
5. How big does (it, they) grow?

Say and Spell

In pairs, create a dialogue of two pupils talking about their favorite teacher. Use the correct pronouns to substitute the nouns.

Skill Extenders

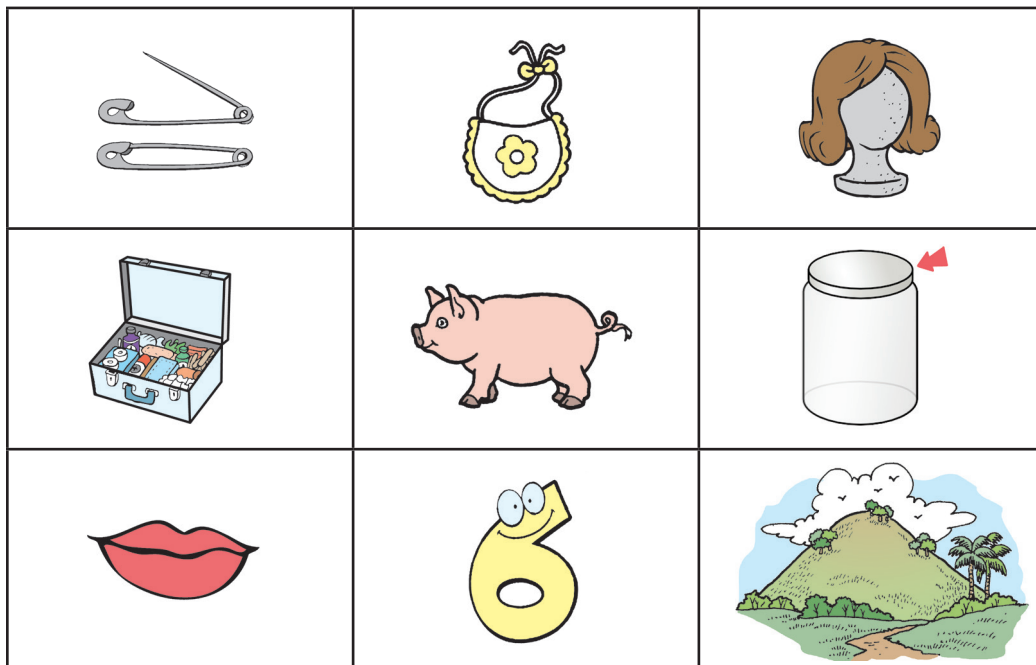
A. Sight Words

Listen as the teacher reads the following sight words. Read after the teacher. Note of how the words are pronounced correctly. Find the words in the word search.

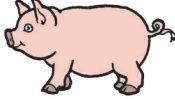

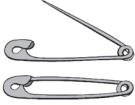




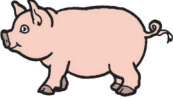





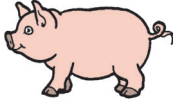



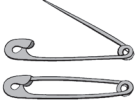
from	with	this
for	they	have

Q	W	M	O	R	F	O	O	R	H
I	W	I	T	X	J	W	T	A	B
O	P	U	T	Q	F	W	V	P	H
E	O	B	O	H	O	E	Y	R	B
K	J	L	T	U	L	C	L	W	Y
T	H	E	Y	M	T	R	M	E	D
S	D	G	D	A	R	T	H	R	E
K	D	M	B	A	O	H	S	T	N
J	B	D	I	O	F	I	U	A	W
F	T	Y	P	T	I	S	A	H	W

B. Name the pictures. Say their names:



C. Read the following words, copy the words and cross out (X) the picture that represents the word.

pin _ _ _			
bib _ _ _			
wig _ _ _			
dip _ _ _			
dig _ _ _			
fin _ _ _			

D. Look at each picture. Finish each sentence by rearranging the scrambled words.

1. on / is / the bed

The wig _____.



2. pen / in / is / the

The pig _____.



3. a / has / lid

The bin _____.



4. a / pit / dig

The men _____.



Blog

Is Mr. Ratburn really a bad teacher, or does he just expect his students to work hard? Write a letter to Arthur to convince him that Mr. Ratburn is really a great teacher. Follow the proper format for writing a friendly letter.

Integrating Task

1. Mr. Ratburn provides Arthur's class with a long list of spelling words to study for a spelling test. Create your own class spelling list using words from the story such as "preparation" or "Arthur."
2. Host your own class Spellathon and encourage every pupil to participate. Formulate lists of words from academic units and provide them to participating students. Practice these words with your class before the Spellathon and provide prizes for the winners of the spelling competition.
3. Mr. Ratburn assigns his pupils homework on the first day of school. One of Arthur's assignments is to complete a map of Africa. Provide pupils with an atlas and a basic line drawing of Africa. Ask them to use the atlas as a reference to accurately fill in the names of the countries in Africa. Allow them to color the map, and display these in your classroom.

Summative Test

A. Underline the personal pronouns in the following sentences.

1. She has a new pair of shoes.
2. We will eat out tonight.
3. My sister is a singer. She sings very well.
4. The ball was big. It was also heavy.
5. Henry and Ken are friends. They go to school together.

B. Circle the letter with the best word to replace the naming word.

1. Sarah reads every day.
 - a. He
 - b. She
 - c. You
 - d. I

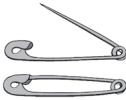

2. Jamie and I live to race.
 - a. We
 - b. He
 - c. You
 - d. They
3. Jim and Jam went hiking.
 - a. We
 - b. You
 - c. I
 - d. They
4. I need to talk to both of you and your brother.
 - a. they
 - b. you
 - c. he
 - d. she

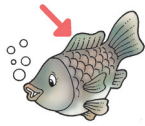
C. Choose the correct word that would complete the sentence.

from	with	this
for	they	have

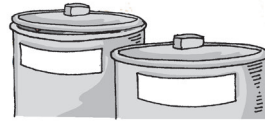
1. I met a woman _____ a red wig.
2. The pig came out _____ the pit.
3. I _____ red lips.
4. I bought a bib _____ my baby sister.
5. I see three pigs. _____ are playing in the mud.
6. _____ is my pet fish.

D. Circle the name of each picture.

 <p>pin, pit, pig</p>	 <p>wig, win, wit</p>
--	---



fig, fin, fit



bit, big, bin



pig, dig, jig



win, wig, wit

E. Read the story and answer the questions that follow.

The Wet Bib

Jim has a bib.

His bib has a pin.

His bib is wet.

1. Who has a bib?
2. What is on the bib?
3. What is wet?

Lesson 6

Focus: noting details, problem – solution, character’s feelings, demonstrative pronouns, words with short /a/, /e/, and /i/

A. Introduction/Preparatory Activities

1. Start the learning session by activating their prior knowledge. Ask the motivation questions below. You may translate the questions to the pupils’ mother tongue to guide them.
 - Do you have a pet?
 - How did you get your pet?
 - How do you take care of your pet?
2. Spark the pupils’ curiosity by telling them that in the story that they are going to listen to, they need to find out how the characters got their pet. Is it the common way of having a pet?

Resources:

1. Motivation questions written on the board or other materials such as manila paper and cartolina that are visible to the entire class.
2. Story: “Boots”

Source: *Read and Understand 2*, Evan-Moor Corp.

B. Body/Developmental Activities

Reminders to teachers: At the beginning of the school year, teach the pupils routines and procedures for entering the classroom and turning in homework, and classwork among others. It is important that the pupils know what they are doing, where to go, and when to go. Provide clear and concise directions to them. They must know what you want them to understand and be able to do.

1. Unlock new words before reading the story through context clues.
2. Read the story “Boots” aloud in class. Ask questions during reading to keep track of the pupils’ comprehension of the text listened to.
3. Let the pupils answer the post-reading comprehension questions. Let them locate the situations when the character felt the given emotions. Then, have them identify the problem in the story as well as its corresponding solution.
4. Have the pupils write and talk about their pet or a pet that they wish to have.

5. Introduce the lesson about demonstrative pronouns. Explain how each pronoun is used. Guide the pupils as they use the correct demonstrative pronoun based on the illustration.

Let the pupils apply the rules in using the demonstrative pronouns through independent exercises in the Learning Tasks part.

6. Have the pupils use demonstrative pronouns as they write and talk about how they would devise a plan to capture the pest in their garden.
7. Practice reading words with short /a/, /e/, and /i/. Provide exercises that would help the pupils understand the meaning and uses of the words.
8. Give the pupils differentiated activity to assess their learning profile. Instruct them to choose only one of these activities.

C. Conclusion/Evaluation

1. Facilitate instruction. Make sure that pupils have the chance to speak and share their part on every group activity.
2. Send consistent messages to your pupils that if something did not work today, you will be back at it tomorrow and the day after until success occurs.
3. Guide the pupils in doing the Summative Test. Ask them to read the items slowly and at least two times. Tell them that this activity serves as part of their formative assessment so you can make important instructional decisions that will meet the needs of your learners.

Lesson 6

Goals

- To identify demonstrative pronouns
- To use demonstrative pronouns correctly
- To identify the problem and its corresponding solution in the text listened to
- To identify situations that makes a character feel certain emotions
- To decode CVC words with short /a/, /e/, and /i/
- To associate pictures with written symbols
- To form and complete sentences with the correct short /a/, /e/, and /i/ CVC words

Key Questions

Do you have a pet?

How did you get your pet?

How do you take care of your pet?

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Get Hooked

In the story that you are going to listen to, find out how the characters got their pet. Is it the common way of having a pet?

Word Package

pest – a destructive insect or other animal that attacks crops, food, livestock, etc.

pet – an animal kept as a friend

treat – a snack

trap – a device designed to catch animals

Read Aloud

It's reading time!

Boots

"Emma, look at this lettuce. Something is eating up my garden," said Tony. "I planted this lettuce for us to eat. I'm going to catch that hungry little pest."

Tony got a box and poked some holes in it. He took the box, a stick, and some string to the garden. Tony set his trap right over a big, green lettuce plant. He set one side of the box on the stick. Then he hid behind a big plant. Tony held on to the string. He sat and waited a long time.

At last Tony saw the lettuce leaves begin to wiggle. Soon a little pink nose and two eyes peeked out of the green leaves. Tony pulled the string and down came the box. The lettuce eater was caught!

Tony reached under the box and lifted out the little pest. "Emma, come see what I have," he called..

When Emma got to the garden, she saw a furry rabbit. It was black with little white feet. "Let's call her Boots," said Emma. "I think she will make a good pet."

"I'll build you a big pen in the backyard," Tony told Boots.

Boots did make a good pet. When Tony called "Boots!" she came hopping to them. She stood on her back legs to take treats from Emma's hand. She used the cat's litter box when she came in the house. And she never went into the garden to eat Tony's lettuce again!

(Source: *Read and Understand 2*, Evan-Moor Corp.)

Think About It!

A. Answer the following questions:

1. What made Tony think that there was a pest in his garden?

2. What did Tony use to trap the pest?

3. What signaled Tony that it's time to pull the string?

4. What did they do with the rabbit?

5. Where did Tony build the pen for Boots?

6. Why did Emma name the rabbit "Boots"?

B. Mixed Emotions!

Write about the time in the story when Tony felt this way.

1. Tony was angry when _____.



2. Tony was smart when _____.

3. Tony was surprised when _____.

4. Tony was kind when _____.

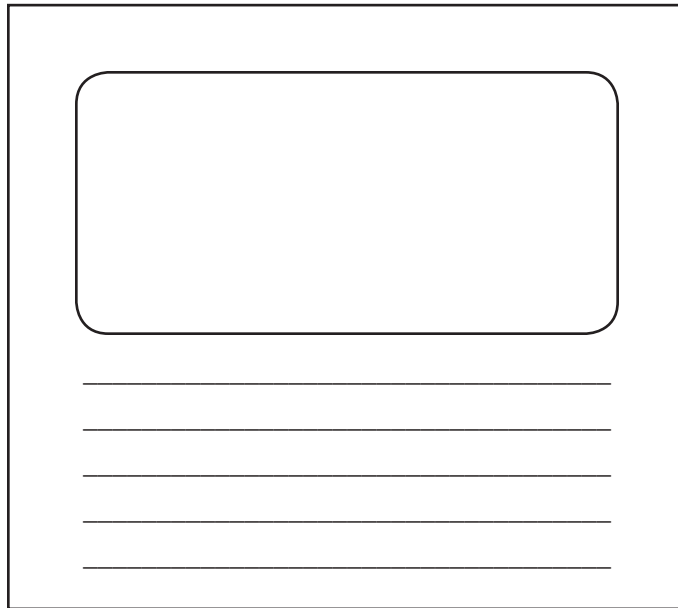
5. Tony was happy when _____.

C. Identify the problem and the corresponding solution from the text. Draw and write about it.

What was Tony's problem?	How was his problem solved?
 _____ _____ _____	 _____ _____ _____

Valuing

Do you have a pet? Draw your pet or a pet that you want to have. Below your drawing, write its characteristics. What are the things that your pet can do? How do you take care of your pet?



Essential Language

Demonstrative Pronouns

- Use **this** when referring to a singular noun that is near the speaker.
This is always used with the singular verb **to be: is**.

Examples:

This is an egg.



This is a new car.



- Use **these** when referring to plural nouns that are near the speaker.

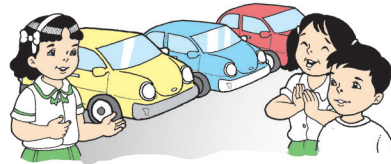
These is always used with the verb **to be: are**.

Examples:

These are eggs.



These are new cars.

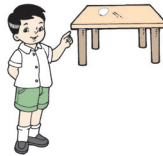


- Use **that** when referring to a singular noun that is far from the speaker.

That is always used with the singular verb **to be: is**.

Examples:

That is an egg.



That is a new car.

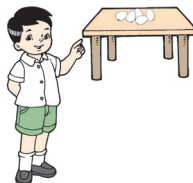


- Use **those** when referring to plural nouns that are far from the speaker.

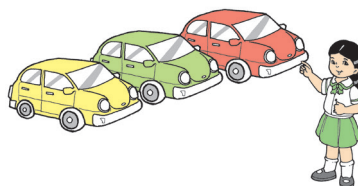
Those is always used with the plural verb **to be: are**.

Examples:

Those are eggs.



Those are new cars.



Learning Tasks

A. Fill in each blank with **This** or **These**.

- _____ are bananas.
- _____ is an apple.
- _____ are apples.
- _____ is a mango.
- _____ is a papaya.
- _____ are strawberries.
- _____ are oranges.
- _____ is a watermelon.

B. Fill in each blank with **That** or **Those**.

- _____ is a big supermarket.
- Are _____ your books?
- _____ is a big shop.
- _____ are horses.
- _____ is a brown cat.
- _____ are fat pigs.
- Is _____ your pet dog?
- _____ is my mother's car.



Say and Spell



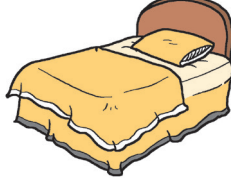

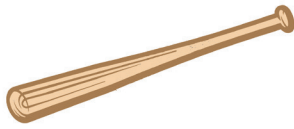
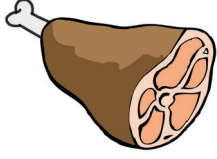

Pretend that you have a pest in your garden. Think of a way to capture the pest. Draw a picture of what you would do. Write a short paragraph to explain your plan. Then tell it to your classmates. Use the appropriate demonstratives in your paragraph.

Skill Extenders

A. Listen as your teacher says the following sentences. How many words do you hear?

B. Read the words. Circle the name of each picture.

	pan pen pin		lad lid led
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<p>10</p>	
	
	

C. Complete each sentence with the names of the picture. Choose from the pair of words in the ().



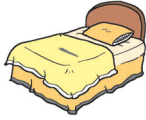
1. The pan has a _____ (led, lid).



2. The bib has a _____ (pen, pin).



3. Jim fed his _____ (pet, pit).



4. The pen is on the _____ (bed, bad).



5. Nan has a big _____ (hit, hat).



6. The hen is in the _____ (well, will).



7. The cat _____ the rat. (bet, bit)

Blog

Write a letter to Tony and Emma. Congratulate them for finding a new pet. Add some advice on how to take good care of their new pet.

Integrating Task

1. Do a research about pests. What are pests? Choose one common pest that destroy people's crops or harm people and present it in class. Inform the class about its nature, how it harms people or plants, and suggest some ways on how to eliminate them or stop them from causing harm.
2. In groups, come up with a list of the characteristics of an ideal pet. Provide a reason or explanation for each trait or characteristic.
3. Divide the class in groups. Each group should write a poem about "Boots." Recite your poem in front of the class.
4. Watch a documentary video about pests in our environment. Then, write a reaction paper about it.

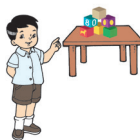
Summative Test

A. Look at the pictures. Write the correct demonstrative pronoun (***This is, That is, These are, Those are***) to complete the sentences.

1. _____ the Christmas card I got from my friend.



2. _____ my favorite building blocks.



3. _____ the only Spanish books I have.



4. _____ my sister's new guitar.



5. _____ our new computer.



6. _____ my favorite blue jeans.



7. _____ a vase my grandmother got for her birthday.



8. _____ Linda's silk scarf.





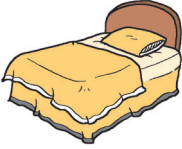



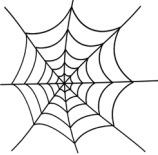




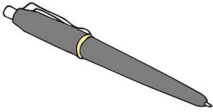

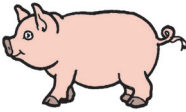

9. _____ a nice hand water sprinkler I bought last week.



10. _____ are blue envelopes I'm going to use today.



B. Say the name of each picture. Write the missing letter: a, e, i

 w_g	 b_g	 b_d
 m_n	 l_d	 p_d
 w_b	 p_n	 p_lls
 h_t	 b_b	 p_n
 c_t	 p_g	 l_g

C. Complete each sentence with the names of the picture. Choose from the pair of words in the parentheses.

1. The man is on the _____ (mat, met).
2. The _____ of the pen is sharp. (tap, tip)
3. Three little _____ are in the pigpen. (pigs, pits)
4. Jan and Ken are in the _____ (van, vet).
5. Pat _____ the table. (sat, set)

D. Arrange the following words to form a sentence.

1. has / Dan / a pen

2. pet / Kim / has / a / cat

3. Jen / on / sits / the / mat

4. red / is / on / The / bib / bed

5. pig / fat / The / is
