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| **Unit 4: Week 1 (Lesson 28)** |
| **Lesson Parts** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Overview / Objectives | Literature: Glimpse of a Polluted Future by Kelly Ropper\* Show awareness of the disappearance of some animals because of what humans do.\* Enumerate ways to protect animals in their homes.\* Read the porm “Glimpse of a Polluted Future” interpretatively. | Literature: Glimpse of a Polluted Future by Kelly Ropper\* Read aloud from poetry with proper phrasing and intonation.\* Take part in creative responses to poems like oral presentations.\* Read words, phrases and sentences using -ight words. | \* Write Yes – No questions.\* Use Yes – No questions in asking for information.\* Read words, phrases, sentences using –ight words. | \* Identify rhyming words in a poem.\* Identify the number of words and stanzas in a poem.\* Read words, phrases and sentences with –ight words. | \* Answer Yes – No questions. |
| Materials | \* Copy of “Glimpse of a Polluted Future”\* LM Activity 270\* LM Activity 271\* Pictures of stream, trees that are cut | \* Copy of “Glimpse of a Polluted Future”\* LM Activity 273 | \* LM Activities 274 – 275\* Picture of a polluted city\* Word Cards | \* LM Activities 276 – 278  | \* LM Activities 279 – 280  |
| Procedure | (15 min.)\* Unlock key words in the story using context clues, actions and picture cues.\* Motivation and motive questions(20 min.)\* Read aloud a poem using proper expression and intonation.\* Discuss the poem for comprehension.(15 min.)\* Engagement Activities:LM Activity 271 | (5 min.)\* Read the poem “Glimpse of a Polluted Future”(15 min.)\* Let pupils read and analyse the poem for proper phrasing and intonation.\* Allow pupils to practice interpretative reading.\* Provide feedback.(20 min.)\* Allow pupils to do group presentations (minimum of 3 minutes per group)(10 min.)\* Unlock words with –ight through pictures.\* Allow pupils to read words, phrases and lines using –ight words.LM Activity 273 | (5 min.)\* Describe the picture.\* Read the sentences about the picture.(15 min.)\* Discuss Yes – No questions.(10 min.)Guided Practice:\* Form Yes – No questions.(5 min.)\* Independent PracticeLM Activity 274(15 min.)Phonics\* Unlock more words with –ight sentences strips and demonstration.\* Allow pupils to read words and phrases using –ight words.\* Answer yes – no questionsLM Activity 275 | (5 min.)\* Read the poem “Glimpse of a Polluted Future” and observe proper phrasing and intonation.(10 min.)Modelling / Teaching:\* Show the different parts of a poem.\* Discuss about stanza and rhyming words.(10 min.)Guided Practice:LM Activity 277(15 min.)Phonics:\* Practice reading words with –ight. \* Unlock new words and phrases.\* Read phrases and sentences with –ight words.LM Activity 278 | (5 min.)Presentation:\* Present the yes – no questions(15 min.)Modelling:\*Explain the steps in answering a yes – no question.(15 min.)Guided Practice:\* LM Activity 279(15 min.)Independent Practice:\* LM Activity 280 |

**UNIT 4: Week 1 (Lesson 28)**

**“Glimpse of a Polluted Future”**

1. Pre-Reading:
2. **Vocabulary and Concept Development**

**(stream, rewind, glimpse, disappear, alarming)**

Post the picture of a stream.

Ask: What do you see in the picture?

Say: This is a stream. Describe how a stream looks like.

Post this picture.

Ask: What do you see in the picture?

Say: The cutting of trees will result to alarming situations.

Ask: Why do you think this will result to alarming situations? What will happen to our environment if people continue cutting trees? Do these results make you worry? Why?

Say: Situations that make us worry are said to be alarming.

Demonstrate **rewind, glimpse,** and **disappear** to unlock them.

Show a clock. Move the hand controller of the clock counter clockwise.

Ask: What happens with the time? What did we do with the hands of the clock? **(rewind, move back)**

Use context clue to unlock the word glimpse.

Say: I took a **glimpse** of my reflection in a store window. I just did a quick look of myself.

Ask: What words in the sentence tell what word **glimpse** means?

Ask 2 students to stand beside you. Whisper them, “go out for a while and get inside the room in 10 seconds.”

Ask: What happened with your classmates? They **disappeared**. What is the other word of **disappear**? (cannot be seen)

1. **Motivation:**

Why do birds and other animals slowly disappear in our environment? What can we do to save them?

1. **Motive Questions:**

In the poem, what does the speaker wish to do to save them?

1. During Reading:

Say: We will read the poem 3 times. I will read it to you first. We will read it together for the second time. Then, you will read it alone for the third time.

**LM Activity 273**

**Interpretative Reading of the poem “Glimpse of a Polluted Future”**

Read the poem aloud to the students.

**Glimpse of a Polluted Future**

By Kelly Roper

Where are the birds that used to dot the sky?

They’re not here anymore, and I have to wonder why.

Where are the fish that used to swim in this stream?

I can’t see them anymore. What does that mean?

Where are the frogs that used to croak around this lake?

 I can’t hear them anymore. There must be some mistake.

I wish there was a clock whose hands I could rewind.

We might have saved these creatures if we’d just had more time.

Time to make people see how we are damaging our Earth,

Time to realize what it all was truly worth.

But animals are disappearing at an alarming rate.

If we don’t finally band together, it may really be too late.

1. Post Reading:

Discuss the poem by asking the following questions.

1. What used to be found in the sky?
2. What used to be found swimming in the stream?
3. What used to be found around the lake?
4. What happened to all the animals that you named?
5. Where are they now?
6. Why have they disappeared?
7. What happened to their homes?
8. Who do you think had caused the destruction of their houses?
9. What can you do to keep the animals’ homes like waters and trees safe?
10. Engagement Activity

**LM Activity 274**

**Let Us Act**

1. What would you tell people who cause the death of many animals? Write a 3 to 5 sentence answer. Do this in your notebook.
2. List down the things you can do to protect the animals and their homes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BIRDS****\*****\*****\*****\*****\*** |  | **Fishes****\*****\*****\*****\*****\*** |  | **Butterfly****\*****\*****\*****\*****\*** |

**Lesson 28 Day 2: Interpretative Reading of the poem “Glimpse of a Polluted Future” / Decoding words in the -ight family**

Interpretative Reading of the poem **“Glimpse of a Polluted Future”**

1. **Presentation**

Say: Remember the poem we read yesterday? Let us read it once more.

Let the pupils read the poem aloud.

1. **Modelling / Teaching**

Say: Reading a poem is properly done when we observe the punctuation marks. When you see a:

 comma (,): Pause while reading the line;

 period (.): Pause longer when reading a line;

 question mark (?) : Use a rising intonation if the question can be answered with a yes or no. Use a falling intonation if the question cannot be answered with a yes or no.

1. **Guided Practice**

Say: Let us read the poem again. I will read the lines first, then repeat after me.

1. **Independent Practice**

Say: This time form 6 groups. Read the poem properly by groups. You may use body movements to show the meaning of the stanza assigned to your group.

Group 1 will show the meaning of stanza 1.

Group 2 will show the meaning of stanza 2.

Group 3 will show the meaning of stanza 3.

Group 4 will show the meaning of stanza 4.

Group 5 will show the meaning of stanza 5.

Group 6 will show the meaning of stanza 6.

You will be scored using the following criteria. (Each criterion must be discussed with the pupils)

**Poem Recitation Criteria**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Group | Clarity (30%) | Consistency (20%) | Speed Control or Pacing (15%) | Tone (20%) | Volume (15%) | Total 100% |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |

Skill Lesson: Phonics Lesson: Words with –ight.

1. **Presentation**

**LM Activity 276A**

Say: Let us name the pictures on the right side. Let us read the names of the pictures on the left side. Point at each word. Underline the –ight in every word. Then, choose the correct word to complete each sentence below.

**Read and Learn**





light might bight





night fight right

1. Light makes the room (bright, dark).
2. The bight makes the rope (longer, shorter).
3. It is (bad, good) to start a fight.
4. Manny carries the (big, small) stone with all his might.
5. (Stars, Sun) can be seen at night.
6. My teacher usually gives (a point, zero) to every right answer.

1. **Modelling / Teaching**

Ask: What are the underlined letters? (-ight)

Say: Every time you see these letters together, say /ayt/. So when there is letter L and -ight, the word is read as light.

1. **Guided Practice**

**LM Activity 276B**

**Read the Phrases**

light during the dark night

 may make it right

 with all his might

 a light in sight

 must never fight

1. **Independence Practice**

**LM Activity 276C**

Read the following poem. Copy in your notebook all the **–ight** words and read them.

**A Bright Night for Little Might**

By Ma. Criselda G. Ocang

The night needs light

A light in sight.

A light that will make the night

A night so bright.

Come, little Might!

Bring the light in sight.

But never fight

Just come little Might with the light.

It may make it right

That little might brings light.

The light that makes every night

A bright night for little Might

**Lesson 28 Day 3: Yes – No Questions,**

**Words, phrases and sentences with –ight words**

**Skill Lesson: Yes – No Questions**

Post a picture of a polluted city.



Say: Describe the picture (The city is dirty. It is polluted.) What do you think makes this place polluted and dirty?

1. **Presentation / Introduction**

Say: Let us read the sentences about the picture.

The city is polluted.

The smog is dark.

The people are sick.

The streets are dirty.

Say: What if we want to ask other people about these sentences? How do we change these sentences into questions?

1. **Modelling**

Say: To change telling sentences into questions there are two steps.

1. Look for the linking verb. Make it the first word of your question.
2. Use the other words next to the linking verb to complete your question.

Say: Let’s have the sentence: **The city is polluted.** The linking verb is “is”. It will be the first word of our question. Then, it will be followed by the remaining words. So, the question will be, **Is the city polluted?**

Look at the 2 sentences.

|  |
| --- |
| The city is polluted.Is the city polluted? |

1. **Guided Practice**

Say: Let us form more yes – no questions using the following sentences.

 The smog is dark.

 The people are sick.

 The streets are dirty.

1. **Independent Practice**

**LM Activity 277**

Write yes-no questions using the following sentences. Do this in your notebook.

1. It is dark at night.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

1. Stars are seen in the skies at night.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

1. Most people are resting at night.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

1. Some children are playing in the evening.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

1. Evening is a noisy time in some places.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Phonics Lesson: Words with –ight**

**LM Activity 278**

Allow pupils to recall Day 2 phonics exercises before starting with Day 3 Phonics activities. Introduce the following words using pictures or real objects or by demonstrating.

**Phonics Lesson: (-ight words)**

1. Read the following words.

backlight, blight, daylight, eyesight, flight, starlight, fright, spotlight, knight, twilight, uptight.

1. Read the following phrases.

the car’s backlight a flight in sight

a blight on the leaf of a plant a hopeful delight

the perfect eyesight a lovely starlight

the strong knight a fright at night

getting the spotlight meeting at twilight

1. Answer the following questions in your notebook.
2. Was it bright last night?
3. Do you like watching a fight?
4. Do you have perfect eyesight?
5. Can you see the starlight at daytime?

**Lesson 28 Day 4: Elements of a Poem**

**Skill Lesson 1: Elements of a Poem**

1. **Presentation / Introduction**

Show the copy of the poem “Glimpse of a Polluted Future” to your pupils.

Say: Let us read together the poem “Glimpse of a Polluted Future” once more.

Read the poem with your pupils with proper phrasing and intonation.

Say: Let us look at the poem carefully. A poem has parts.

1. **Modelling / Teaching**

Let us see the different parts of a poem. Bracket the first two lines of the poem. A poem has stanzas. This is stanza 1. Bracket the next two lines. These is stanza 2. (Do the same with the rest of the stanzas.)

Ask: How many stanzas does the poem have? (6)

Underline the first line of the poem.

Say: A stanza has two lines. This is the first line of stanza 1.

Underline the second line of the poem.

Say: This is the second line of stanza 1.

Ask: How many lines does stanza 1 have? (2)

How many lines does stanza 4 have? (3)

Which stanzas have 3 lines? (5 and 6)

Underline the last words in lines 1 – 2 of stanza 1.

Say: Read these words. (sky, why)

Ask: What can you say about their ending sounds?

Say: Poems have rhyming words. Words that sound alike are called rhyming words.

 They are usually found at the end of the lines in the stanzas of a poem.

Ask: What are other rhyming words that you see in the poem?

 (lake – mistake, Earth – worth, rate – late)

1. **Guided Practice**

**LM Activity 279**

**Elements of a Poem**

Study the poem below.

**Every Time I Climb A Tree**

**David McCord**

Every time I climb a tree,

I scrape a leg

Or a knee.

And every time I climb a tree,

I find some ants

Or dodge a bee.

And get the ants

All over me.

And every time I climb a tree,

“Where have you been?”

They say to me.

But don’t they know that I am free,

Every time I climb a tree?

I like it best to spot a nest

That has an egg

Or maybe three.

And then I skin

The other leg.

But every time I climb a tree,

I see a lot of things to see.

Swallows, rooftops and TV

And all the fields and farms there be

Every time I climb a tree.

Though climbing may be good for ants.

It isn’t awfully good for pants.

But still it’s pretty good for me

Every time I climb a tree.

Answer the following questions. Do this in your notebook.

1. Who do you think is the “I” in the poem?
2. What happens every time he climbs a tree?
3. Who do you think said this line every time he climbs a tree? “Where have you been?”
4. What does he feel every time he climbs a tree?
5. Would you feel the same?
6. How many stanzas does the poem have?
7. How many lines does stanza 1 have?
8. How many lines does stanza 4 have?
9. How many lines does stanza 6 have?
10. What are the rhyming words in each stanza? Copy the table and write your answers.

|  |  |
| --- | --- |
| **Stanza** | **Rhyming Words** |
| 1 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 3 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 4 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 6 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **Independent Practices**

**LM Activity 280**

**Elements of a Poem**

Read the poem. Answer the questions that follow in your notebook.

**Mother Earth**

 Before, Mother Earth was beautiful.

 With her rivers, mountains, and seas;

 Seas and rivers that were fish-full

 And mountains have strong and tall trees.

 Now, Mother Earth is ugly.

 To us, she is dying slowly.

 Garbage and pollution are everywhere.

 But only few people are aware.

1. How many stanzas does the poem have?
2. How many lines does stanza 1 have?
3. How many lines does stanza 2 have?
4. What are rhyming words in each stanza? Write them on the table.

|  |  |
| --- | --- |
| **Stanza** | **Rhyming Words** |
| 1 | \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ |
| 2 | \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ |

**Phonics Lesson: Words with –ight**

1. **Presentation**

Say: Let us practice reading words with –ight.

Show the –ight words in **LM Activity 281A** written on flashcards.

1. **Modelling**

Ask: How do we read –ight?

 What word will be formed when we add n to –ight?

1. **Guided Practice**

Discuss the meaning of each phrase before letting the pupils read.

**LM Activity 281A**

1. Read the following phrases.

a flight at night when uptight

a delight fear of twilight

the blurry eyesight a starlight at night

the brave knight a fright night

enjoying the spotlight

1. **Independent Practice**

Review the meaning of the –ight words before letting the pupils read each sentence.

**LM Activity 281B**

1. Read the following sentences.
2. Father is taking a flight at night.
3. My mother’s plants suffered from blight.
4. My grandmother has blurry eyesight.
5. A knight is a soldier serving under a king.
6. Ana enjoys watching the starlight.

**Lesson 28 Day 5: Answering Yes – No Questions**

1. **Presentation**

Say: Let us read the questions.

 Do poems have stanzas?

 Are the words sun and sky rhyming words?

Say: Answer each question.

Ask: How do you answer a Yes – No question?

1. **Modelling**

Say: There are steps in answering a yes – no question.

1. Understand the question.
2. Choose if your answer is a yes or a no.
3. Use the pronoun for the subject of the question. (they is a pronoun for the topic poems)
4. Add the first word of the question. Remember, if your answer is a yes, make the first word of the question positive. If your answer is a no, make the first word of the question negative.
* are, is, was, were, am, can, do, does, did, has, have, had are positive verbs.
* Aren’t, isn’t, wasn’t, weren’t, can’t, don’t, doesn’t, didn’t, hasn’t, haven’t, hadn’t are negative verbs.

Explain that \_n’t means not. This makes each verb negative.