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| Unit 4: Week 4 (Lesson 31) | | | | | |
| Lesson Parts | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Overview/ Objectives | * Give the general sense of the story | * Spell correctly irregularly spelled words | * Form tag questions | * Use punctuation marks correctly * Write a simple story | * Summative Test |
| Materials | Copy of the story “The Little Rose Plant”  [www.shortstories.com](http://www.shortstories.com)  LM Activities 297-299 | Show-me-board  LM Activities 302-303 | Story map  Story sheets |  |  |
| Procedures | Pre-Reading  (10 min)   * Unlock the words haughtily, drooping and tapping using picture and context clues | (10 min)  Introduction/Presentation  Post irregular and regular words the board.  Allow pupils to read them. | (5 min)  Introduction/Presentation  Post an example of a tag question.  Ask: What do you call this sentence? | (20 min)  Review the elements of story  Let the pupils do LM  Activity 304 |  |

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| Post Reading  (20 min)  Allow pupils to do the draw and write to learn Activity | * Give the motivation and motive questions   During Reading  (20 min)  The teacher reads a loud the story, stop to ask questions at some points to check comprehension  (15 min)  Independent Practice  Allow pupils to spell ten irregularly spelled words using the show-me-board  Refer to LM Activity 301  In small group, let pupils write all the irregularly spelled words from the story “The Little Rose Plant” | (15 min)  Modeling/ Teaching:  Discuss irregularly spelled words  (10 min)  Guided Practice  Let the pupils identify the letters that make each word irregular  Refer to LM Activity 300  (15 min)  Independent Practice  Let the pupils answer questions based on the dialogue read.  Refer to LM Activity 303 | (15 min)  Modeling/ Teaching:  (15 min)  Guided Practice  Allow pupils to do the Dialogue Activity  Refer to LM Activity 302 | (10 min)  Review how to write simple stories  (20 min)  Let the pupils write a story by completing a story board  Let them write a story that interests them |  |

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|  | Let pupils write 3 to 4 sentences using the irregularly spelled words. |  |  |  |  |

**Unit 4: Week 4 (Lesson 31)**

**The Little Rose Plant**

**A.Pre-Reading**

**1. Unlocking of Difficulty**

(Haughtily, drooping, tapping

**Show a picture of a drooping stem of a flower.**

Ask: *What do you notice with the stem of the flower?* (Drooping)

**Pretend that you are singing and tapping the table.**

Ask: *What else am I doing with the table as I sing?* (Tapping)

Mario haughtily showed to his classmate that he is better than him. He was overly proud of himself.

Ask: What word phrase in the second sentence describes what the word haughtily means? (Overly proud)

**Refer to LM-Activity 300.**

**Unit 4- Lesson 31**

**The Little Rose Plant**

**Learn About Words**

1. Each word has a missing letter. Put the correct letter on the blank to complete the word. Write your answer in your notebook.
2. Haught\_\_\_\_ly.
3. Droop\_\_\_\_ing.
4. T\_\_\_\_pping.
5. Write a word to complete each sentence. Get the word from the words in A above.
6. The Rose plants is\_\_\_\_\_\_\_\_\_\_\_\_\_ because it has no water and sunshine.
7. The boy \_\_\_\_\_\_\_\_\_\_\_\_ answered back to his friend.
8. We make sounds by\_\_\_\_\_\_\_\_\_\_\_ our tables.

**2. Motivation**

*What are the things that you cannot do alone?*

**3. Motive Question**

*What can’t the Rose Plant do alone?*

**B. During Reading**

Read the story aloud using DRTA. Stop and ask questions at some points to check comprehension.

**Refer to LM- Activity 301.**

**The Little Rose Plant**

**Adapted from** [**www.shortstories.com**](http://www.shortstories.com)

A little Rose plant lived inside a dark damp room. One day she heard a soft tapping on her door.

“Who’s there? “She asked.

“I am little Raindrop. Please let me in,” cried the visitor.

“No way!” said the Rose Plant angrily.

Little Raindrop was very sad for being turned away. After sometime the Rose Plants heard a soft rustle near the door.

“Who’s there now? She asked.

“I am Sunny sunshine,” said the new visitor.

“I don’t have time for sunshine,” said the Rose Plant haughtily.

A few days later, the leaves of the Rose Plant turned brown in color, and her young stem began drooping. Then one day, she heard the chirping of birds, and opened her door to see outside. It was spring and there were colorful flowers and generally all around. The Rose Plant realized mistake. So when Rain and Sunshine returned, she welcome them warmly.

After a few days she had a pretty pink rose, for which she thanked the Raindrop and the sunshine.

**C. Post Reading**

**Refer to LM- Activity 299 on page**\_\_\_\_for the Draw and write to learn Activity

**Let the pupils do the AFTER column.**

Let Us Write A Story

Go to your group so that you can start writing your own story by answering some questions. We are going to talk first about animal heroes and those animals could be your heroes in your stories.

Simple Story Writing Questions:

1. What is the title of your story?
2. Who is/ are the characters in the story and when and where is the story happening? (You they may start with the phrase-Once upon a time\_\_\_\_)
3. What is the first event? What does the animal do that could start the action in your

story?

1. What does the main character do in response to the enemy’s action? What else

does he/ she do to put a title excitement in the story? Was he able to protect his/ her

friend/s? Himself? Herself?

1. What does the main character do next that may cause a learning instance for the

enemy of your main character?

1. What do you want the enemy of your main character to learn from the story? What

do you want him to realize?

**Lesson 31 Day 2: Irregularly Spelled Words**

**Skill Lesson: Irregularly-spelled Words**

1. **Presentation and Introduction**

Post irregular and regularly-spelled words on the board like (erase, give, cut and bat) in the two separate columns and allow pupils to read each word after you.

Cut erase

Bat give

1. **Modeling and Teaching**

*Say: Some words are read differently. Not all letters are sounded.*

*For example: the word erase. It is not pronounced as e-ra-se but erase.*

1. **Guided Practice:**

**Refer to LM- Activity 303** for the identification of irregularly-spelled words.

**Irregularly Spelled Words**

**Remember:**

**Irregularly spelled words** are read differently.

Not all letters are sounded.

Let us read each word. Write the word in your notebook and cross out the letters that are not sounded.

1. Again \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_
2. Because \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_
3. Earth \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_
4. Height \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_
5. Wednesday \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_
6. Come \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_
7. Could \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_
8. Does \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_
9. **Independent Practice:**
10. Allow pupils to spell ten irregularly spelled words.

**Refer to LM-Activity 304.**

**Writing to Learn Activity**

Let us have a spelling activity on irregularly spelled words.

1. In small group, let pupils write all the irregularly-spelled words from the story “The Little Rose Plant”
2. Let pupils write 3 to 4 sentences using the irregularly- spelled words.
3. **Presentation and Instruction**

Post the following sentence on the board.

The boy is good, isn’t he?

Ask: what do you call this and discuss what tag questions are.

1. **Modeling/ Teaching**

Post the Teaching chart and discuss what tags question are:

|  |
| --- |
| **Teaching Chart:**  Tag question is short questions added at the end of a statement to ask information or to confirm what is expressed in the statement.  A tag question is making up a verb and pronoun that represents the subject in the statement.  If the statement is positive, the question tag should be negative. A negative tag has the word not used in construction.  Examples:    Is not - isn’t  Are not - aren’t  Was not - wasn’t  We’re not - weren’t  A comma separates the statement and the question tag. |

tag questions In this example: The boy is good, isn’t he?

The boy is good - statement

, - comma

Isn’t he? - tag question

Isn’t - negative of the verb is

He - pronoun

Look at the tag question, isn’t the negative of is (in the statement) and he refers to the boy (in the statement.)

Read this example:

The pupils are in the classroom, aren’t they?

Ask: Which is the statement? Which is the tag question? What happens to the verb are in the tag question? To what do they refer?

Provide other appropriate example for this lesson.

Let’s try this: Karla is kind, \_\_\_\_\_\_\_?

Fill It In: Write the unconstructed form of the constructions into box.

Construction form Unconstructed form

1. Shouldn’t

1. Won’t
2. You’ll
3. He’ll
4. Doesn’t
5. Wouldn’t
6. **Guided Practice**

Let pupils do an activity. Refer to LM- Activity 305 for the dialogue activity.

Use the sentences to explain how tag questions are formed.

**Activity 305**

Read and complete the following dialogue using the appropriate tag questions.

Complete first the sentences with tag questions. Then, group A will be pupil 1 and group B will be pupil 2.

**A Day in School**

Pupil 1: Hi classmate! How are you?

Pupil 2: I’m fine!

Pupil1: How do you find the story “The Little Rose Plant?

Pupil 2: Very interesting!

Pupil 1: The main character is the Rose Plant, \_\_\_\_\_\_\_\_\_\_\_\_ ?

Pupil 2: Yes it is! What about the setting?

Pupil 1: The setting is in a damp room, \_\_\_\_\_\_\_\_\_?

Pupil 2: Correct! Who are the other characters?

Pupil 1: Raindrop and sunshine are the other characters, \_\_\_\_\_\_\_?

Pupil 2: Now I remember!

Pupil 1: You know what? I learned that plants need water and sunshine to survive.

Pupil 2: Yeah right! These are the basic needs of plants, \_\_\_\_?

Pupil 1: So you are going to take good care of our plants, \_\_\_\_?

Pupil 2: Of course, I will, because plants are important to us!

Pupil 1: It was great sharing ideas with you!

Pupil 2: Yeah! I also learn things from you! Until next time.

1. **Independent Practice**

**Refer to LM- Activity 306** for summing up/ generalization.

Allow pupils to present their output.

Ask for volunteers to read the dialogue.

**Activity 306**

Answer the following questions based on the dialogue you read.

1. What is the title of the dialogue?
2. Who are talking in the dialogue?
3. What is the dialogue all about?
4. What new information did you learn from the conversation?
5. What sentence from the dialogue tells you that?

**Lesson 31 Day 4: Writing a Simple Story**

1. **Presentation / Modeling and Teaching**

**Review the elements of story.**

Let them have an activity about the elements of a story. **Refer to LM- Activity 307**.

What are the elements of a story? Match the question in Column A with the elements of a story in column B.

**A** **B**

1. Who are the elements of a story? A. setting

2. Where did the story happen? B. characters

3. What happened in the story? C. title

4. What is the name of the story? D. plot

1. **Guided Practice / Practice**

Allow pupils to write a story by following the story board below.

|  |
| --- |
| \_\_\_\_\_\_\_\_\_\_\_  **Title**  **Setting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Characters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Plot: Write the events that happened.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Story Blanks: Fill in the blanks with the right type of word to make your own story.

Your name

Your favorite color

Your favorite food

Who is your favorite author? Do you want to be like him/ her? Now it’s your turn.

Write your own story by completing the sequence map below. Use the details from your storyboard.

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author:\_\_\_\_\_\_\_\_\_\_

One sunny morning

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_

\_\_

At the end…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Then…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next….

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who lived in?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Once upon a time, there was a

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\_\_\_\_\_\_\_\_\_\_\_