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## Elementary Department

### Learning Competencies

- Identify proper nouns in paragraphs.
- Give an appropriate counterpart of common nouns.
- Give examples of count or mass nouns.
- Rewrite sentences using correct capitalization.

#### Motivation:

- **(M) Word Mix:** Put all mixed words on the teacher's table. Let them get one.
- **(T) Pictures:** Show pictures of different nouns.
- **(W) Error Hunting:** Read sentences with capitalization errors.
- **(TH) Categorizing:** Show pictures of grocery items and categorize into two.

#### Introduction:

- **(M) Board work:** Let the students write the words they have on the board if they think it names a person, things, place, etc.
- **(W) Board work** Identify and underline errors in the sentences.
- **(TH) Question:** What category you are basing in categorizing the products?

#### Development:

- **(M) Categorizing:** Categorize the common and proper nouns listed on the board.
- **(T) Paper and Pen:** Give the counterpart of each noun proper or common noun.
- **(W) Board Work:** Correct and rewrite the sentences with correct capitalization.
- **(TH) Introducing Counters:** Introduce the counters to use for mass nouns.

#### Integration/Valuing:

- Respect and give value on the things around us.



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### Learning Competencies

- Add suffixes to words to form abstract nouns.
- Hunt concrete nouns in sentences.
- Give the gender of nouns.
- Figure out the things they like in the future.

#### Motivation:

- **(M) Poem:** Let them read the poem entitled "The Things That Can Be Felt and Seen".
- **(T) Short Story:** The students will listen to the short story that the teacher will be reading. They will be listing on the paper all the abstract nouns in the story. The story will be read twice.
- **(W) Pictures:** Show female and male group of animals. Ask them the term given if provided.
- **(TH) Push the Button:** Play the "Press the Button Game". The teacher will be showing different pictures. Students will identify its gender by pushing the button.

#### Introduction:

- **(M) Categorizing:** Categorize the nouns from the poem if they can be seen or not.
- **(T) Eliminating:** Let them eliminate all the suffixes being used in the abstract nouns.
- **(W) Mentioning:** Mention some professions, titles or category of someone or something. Mention also staffs that don't have gender.

#### Development:

- **(M) Naming** (individual): Name examples of concrete and abstract nouns.
- **(T) Matching Type** (individual): Match the word/noun to its corresponding suffixes.
- **(W) Pinoy Henyo:** Play "Pinoy Henyo" on gender of nouns.
- **(TH) Unity In Diversity:** Students will have a fashion show on the profession they want to achieve in the future.

#### Integration/Valuing:

- Respect one's differences.



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## Elementary Department

### Learning Competencies

- Give the plural form of the regular nouns.
- Master the rulings in pluralizing regular nouns.
- Identify nouns that have the same singular and plural nouns.
- Express the value of camaraderie.

#### Motivation:

- **(M) Strip Tease Reading:** Distribute strips of paper to three students and let them read the sentences. Afterwards, let them create their own question based from their sentences. Their classmates will be the one to answer it.
- **(T) Rule Making:** Ask students to give at least three rules to be followed in the classroom.
- **(W) Spelling:** Give students 15 words to spell.
- **(Th) Random Clap:** Let the students find their partner. They will clap their hands if it's 1 and say the numbers 2 and three.

#### Introduction:

- **(M) WH Questions:** Ask the students the words in the sentences which have more than one meaning. (Reread the sentences to the class.)

#### Development:

- **(M) Gallery Walk:** Divide the class into four. They will be staying in each station. Each group will list down all plural form of verbs they can see in each station. Let them assign someone to act as a reporter of their group.
- **(T) Chunking:** Group the students into 12. Assign each student the different rules of pluralizing nouns. Let each group read the rules twice. The teacher will say the rule and they will write what number the rule is.
- **(W) ) Paper Fold of Plural Nouns:** Let them choose ten sets of singular and plural nouns. Let them write the singular form of the nouns in front of the paper and fold 1/3 part of the paper then at the back write how should it be pluralized.
- **(Th) BINGO:** The teacher will introduce the rulings of the game and the patterns. Assure students to be honest and sporty in this game.

#### Integration/Valuing:

- Respect and take good care of small and great creations of God.



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## Elementary Department

### Learning Competencies

- Give the plural form of irregular nouns in sentences.
- Give the singular form of the pluralized irregular nouns.
- Express the value of camaraderie.

#### Motivation:

- **(M) Open Ended Statement:** Let each student complete this statement: "I have eyes to see, you have \_\_\_\_\_" (answers may also not be parts of the body)
- **(T) Word Search:** Call students to highlight the words (irregular singular nouns) in the chart. After, let them give its singular form.
- **(W) Word Pairing:** Students will form an inner and outer circle. Inner circle will be holding the singular nouns and the outer circle will be holding the plural nouns. They need to find the correct singular-plural word pair and will say the word PAIRED.
- **(TH) Clap Snap:** Students will read a poem (with plural and singular nouns). They will read the poem again; if they can see a plural noun, they will clap their hands twice and if they see a singular noun they will snap their finger instead of saying the word.

#### Introduction:

- **(M) Think & Tell:** List all irregular nouns that the students answered from the open ended statement. Let them observe and explain how the words are being pluralized.

#### Development:

- **(M) Rules Orientation:** Present to the class the rules in pluralizing irregular nouns. Ask them to give more examples applying the rules.
- **(T) Pinoy Henyo:** There are two groups to play. All words in this game are all singular nouns. After the group can guess the word. The other group will also give its plural form.
- **(W) BINGO:** The teacher will be using some of the word pairs from the word pairing activity for the BINGO game. Mechanics of the game will be also discussed as well as the patterns.
- **(Th) Message Relay:** There are four groups who will play the game. There are also 5 sentences to relay. The last person will also list all the plural nouns in the message and then hand it to the teacher.

#### Integration/Valuing:

- Respect and take good care of small and great creations of God.



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## Elementary Department

### Learning Competencies

- Identify appositive phrases in sentences.
- Compose sentences using appositive phrases properly.

#### Motivation:

- **(M) Celebrity Tree:** The teacher will post a picture of a tree on the board. The students will write the name of their favorite celebrity. (Encourage everyone to write.)
- **(T) Trivia:** Give students a trivia about people, places, things (using appositive phrase). Invite students to give their own trivia if they have.
- **(W) Open Ended Statement:** (Kiddiehaus of Learning, a \_\_\_\_\_, give my future a direction).
- **(Th) Sentence Organizing:** Each row will be given an envelope with scrambled words inside. They are tasked to arrange the scrambled words into a sentence. Let them paste it on the board and let them underline the appositive phrase.

#### Introduction:

- **(M) Title Giving:** The students will be describing or they will be giving a title of their favorite celebrity.

#### Development:

- **(M) Guessing:** The teacher will be giving descriptions about countries and people which students will guess.
- **(T) Matching Type:** They will be matching the description or the appositive phrase to the corresponding person.
- **(W) Message Relay:** The class will be grouped into four. They will be relaying sentences with appositive phrases. The last person will also be writing the appositive phrases used in the message.
- **(Th) Word Analogy:** Let them complete the word analogy by supplying the correct appositive phrase.

#### Integration/Valuing:

- Use appositive phrases in describing someone/something appropriately.



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## Elementary Department

### Learning Competencies

- Identify the direct address and find its location in the sentence.
- Put proper direct address in sentences.

#### Motivation:

- **(M) Following Instructions** (emphasizing names of students): Call selected names of students to do something. "Ex: Kent, please get the paper in front of you."
- **(T) Sentence Arranging:** Arrange words to form a sentence with the use of direct address. Let them do it with their partner.
- **(W) Fill in the Blanks:** The teacher will write an incomplete sentence on the board. Each student will fill it with a proper direct address. "Ex: \_\_\_\_\_, you can be good leader in the class."
- **(Th) Sentence Charade:** The sentence will be the one to do the charade. The students will be the one to guess the sentence charade using direct address. (The direct addresses to be used are just names of the students.)

#### Introduction:

- **(M) Sentence Analysis:** The teacher will write selected sentences used in the activity. Let the students read and observe the common thing being used in the activity.

#### Development:

- **(M) Paint Me a Picture:** Group the class into 4. Let them have their own group name. Give each group a task to do. Emphasize their group name in giving the instruction. "Ex: Group Lodi, paint the picture of a happy family."
- **(T) Dialog:** Present a dialog using direct address. After the dialog presentation, let the pair enumerate the direct address used in their presentation.
- **(W) Friendly Letter Making:** Give them the format of the friendly letter. Let them make their own after. Encourage them to use a direct address in their letter.
- **(Th) Picture Sentence:** Create sentences using direct address through getting ideas from the pictures posted on the board.

#### Integration/Valuing:

- With the use of direct address, the students will respect the people they will call and they will not bully someone by calling other names.



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## Elementary Department

### Learning Competencies

- Identify irregular past form of verbs in stories/paragraphs.
- Change present-tense to an irregular past-tense verb in sentences.
- Create sentences using past form of irregular verbs.

#### Motivation:

- **(M) Charade Series:** Have the students describe the steps in a process after their classmate acts it out. Have one student pantomime an activity like brushing his teeth or writing and mailing a letter. Once the charade is over, have your students describe each step in the process using the simple past.
- **(T) Double Duty Review:** Ask students how much do they remember from class yesterday? Find out by asking them to tell you what you did in class yesterday using the simple past.
- **(W) Good and Bad Days:** As a class, brainstorm what makes a day great, and then make another list for what makes a day bad. Have pairs of students ask each other questions and give answers about a day in the past. For example, one student might ask, "Did you spill your milk yesterday?" The other would answer, "No, I didn't spill my milk yesterday." This is a great way to practice questions and negative use of the simple past.
- **(Th) Picture Memory #1:** Show some pictures of things related to their childhood. Let them share their experiences using past form of verbs.

#### Introduction:

- **(M) Picture Memories#2:** The teacher will post pictures of places she have been to and she will also share her experiences using the past form of verbs.

#### Development:

- **(M) Get Out and About:** Get the students out of the classroom to freshen up grammar lessons. Take a short walk outside your school, and have students take notes on what they observe. When you come back to the classroom, have your students share what they experienced on the walk using the simple past.
- **(T) Dear Diary:** Have students write about what they did yesterday paying particular attention to transitions of time (next, then, after that, finally, etc.).
- **(W) Verb Match:** Match the present form of verb to its past.
- **(Th) Preparations:** Have groups of students talk about a significant accomplishment in their lives. After sharing the accomplishment, ask each person to describe what she did leading up to the event. Let them use past tense of verbs.

#### Integration/Valuing:

- Respect happenings in the past.



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## Elementary Department

### Learning Competencies

- Change past form of verbs to its present tense.
- Explain quotations that involves past and present happening.
- Use present tense of verbs in sentences.

#### Motivation:

- **(M) Make Me Say "Yes, I do":** Students ask the teacher and then each other "Do you...?" questions and get one point for each positive answer but no points for "No, I don't". You may also want to allow questions with the Present Simple of "to be". This is more fun if students work out that they can get points for asking really obvious questions like "Do you eat every day?" and "Do you sleep at night?" You can also get students to ask about their partners' family members etc. to bring in 3<sup>rd</sup> person S.
- **(T) You Say and I Draw:** Draw a stick man and stick woman on the board or a large piece of paper. Students say sentences like "She has long hair", "He is tall", "They are angry" and "They like lollipops" and the teacher draws those things on top of the stick figures. Students will probably need a list of Present Simple verbs which can be easily drawn such as "want" (with a thought bubble) and "lives in" to help them come up with ideas. This game can be made more fun by giving students a dice to choose if they should start the next sentence with "he", "she" or "they", by number (e.g. numbers 1 and 2 for "he"), or with those words stuck on the sides of the dice.
- **(W) Weekend Chit Chats:** Ask students their experiences last week end. Write all the verbs on the board. Check if it's in the past form.
- **(Th) Verb Pairing:** Give each student a verb. Give them 2 minutes to find their verb pair without saying any word.

#### Introduction:

- **(M) Present Simple Discuss and Agree:** Students try to make Present Simple statements that everyone in their group agrees with, e.g. "Teenagers spend too much time texting" or "Old people complain too much". They can be given language that they must use and/ or the topics that they must discuss, on the board or as worksheets.

#### Development:

- **(M) Present Simple Q&A bluff:** Students reply to Present Simple questions with a mix of true and untrue answers, perhaps in a proportion decided by the teacher such as three true answers and two false ones. After asking for more details if they like (during which time the person should continue telling the truth or lying depending on which answer they are being asked about), the other students in their group try to guess which answers weren't true.
- **(T) Present Simple Chicken:** One student chooses an expression from the board or a worksheet and attempts to make true statements using it, e.g. "You brush your teeth twice a day", "You drink coffee twice a day" and "You get the bus twice a day" for "twice a day", or "You live in Tokyo", "You live with your parents" and "You live in a house" for "live". They get one point for each correct sentence but lose all their points for that round if they make a mistake, meaning they have to choose carefully when to give



up and keep their points (like "sticking" in blackjack). Once anyone has attempted to use a word or expression, it can't be used by anyone else.

- **(W) Past-Present Mastery:** The teacher will be giving all the past form of verbs and each of the students will give its present tense and use it in a sentence.
- **(Th) Word Search Making:** Have each student list down 10 present tense of verbs. After, they will be making a word search out from the listed verbs. Let their classmate answer it.

**Integration/Valuing:**

- Using the present tenses of verbs, students learn how to value the things/blessings they have in the present.