

Elementary Department

Learning Competencies

- Turn the yes-no question into a statement.
- Identify grammatical errors in declarative sentences.
- Use correct punctuation in declarative sentences.

Motivation:

- **(M) Text Twist:** The class is divided into 4 groups and will arrange the scrambled letters to form a word: "ecdarlievtia". They are to say "I declare" after forming the word. First group to say "I declare" wins.
- **(T) The Punctuation Game:** (period-sit, comma-stand, question mark-dance). The students are to demonstrate the actions that correspond to the give punctuation mark.
- **(W) Tongue Twister (individual):** "I want to scream a cream in my ice cream." Repeat thrice.
- **(Th) Sentence Reading`;** Read the statements with proper tone and intonation and identify if it is a declarative sentence.

Introduction:

- **(M) Vocabulary Enhancement:**
 1. Ask: "What do you mean by the word declare. ?". Have students give synonyms of the word declare.

Development:

- **(M) Say Something:** (By pair). Let them say something about their favorite food, sports, etc..
- **(T) Punctuate it Right (individual):** "Put a correct punctuation mark to the following sentences.
- **(W)Tongue Twisters 2.0 :** Make one tongue twister using declarative sentence. (by pair)
- **(Th)Message Relay:** The class is divided into 3 groups. They are to pass the sentence until it reaches the last person. The last person must come to the front and whisper the sentence to the teacher. First group who got the correct sentence wins.

Integration/Valuing:

- Say positive or good things to others.

Elementary Department

Learning Competencies

- Compose interrogative sentences out from given statements.
- Differentiate interrogative and imperative sentences.
- Use proper punctuations in interrogative and imperative sentences.

Motivation:

- **(M) Q & A (volunteers):** Pick a rolled paper inside the box and answer the question written in it. (Ex.: What is your most enjoyable moment during your Christmas break?)
- **(T) Sentence Reading:** (ex: Christmas is the best season throughout the year.) Make it into interrogative sentence.
- **(W) Politeness Check:** The teacher asks; "How are you going to ask permission or favor to someone?" (The teacher will know if the students are polite through their answers. Recognize the students whose answers are polite. Encourage also those who are not used to.)
- **(Th) Read it Right:** Show interrogative and imperative sentences on the board. Students are to read it with proper tone and intonation. After reading, they are to supply the correct punctuation for each sentence.

Introduction:

- **(M) Observe:** Write some of the questions from the rolled paper on the board and let them read it together. Have the students take note of the punctuation used.
- **(W) Inquiry:** 1. Why do we sometimes ask favor to someone?
2. How important are polite words in asking a favor?

Development:

- **(M) How Do You Know Me Well:** Call two close friends in the class and let them stand in the opposite directions. They will answer questions that relate to their likes and dislikes.
- **(T) Question Formulation:** Students are to make questions out of the given statements. For example:
Statement: Christmas is the best season throughout the year.
Question: What is the best season throughout the year?
- **(W) Dialogue Making:** Present a dialogue showing how to ask questions and favor politely. You may choose your situation.
- **(Th) Paragraph Completion (individual):** Put the correct punctuation mark after each sentence in completing the paragraph.

Integration/Valuing:

- Ask questions and favor politely.

Elementary Department

Learning Competencies

- Identify the 4 types of sentence according to use.
- Punctuate sentences correctly.
- Create exclamatory sentences from situations.

Motivation:

- **(M) Text Twist:** Rearrange the letters to complete the word exclaim. This is to be done by group (4).
- **(T) Paint Me A Picture:** The class is divided into 4 groups, the teacher reads an exclamatory sentence and students must recreate the sentence like a picture. (Judge by the teacher and student interns)
- **(W) Give Me a Reaction:** Students are to give words or emotions where an exclamatory sentence can be apply.
- **(Th) Read it Right!** ; Read the statements with proper tone and intonation and identify if it is an exclamatory sentence.

Introduction:

- **(M) Vocabulary Enhancement:**
Ask: "What do you mean by the word exclaim. ?". Have students give synonyms of the word exclaim.

Development:

- **(M) Say Something:** (By pair). They are to make a short dialogue. The dialogue must contain the four types of sentence according to use. Call for volunteers to present.
- **(T) Punctuate it Right (individual):** "Put a correct punctuation mark to the following sentences.
- **(W) Tongue Twisters 2.0 :** Make one tongue twister using exclamatory sentence. (by pair)
- **(Th)Message Relay:** The class is divided into 3 groups. They are to pass the sentence until it reaches the last person. The last person must come to the front and whisper the sentence to the teacher. First group who got the correct sentence wins.

Integration/Valuing:

- Show cooperation in doing a task.

Elementary Department

Learning Competencies

- Identify the different parts of a simple sentence. (SSSP,SSCP,CSSP,CSCP)
- Identify the sentence parts (subjects and predicates).
- Compose sentences following the sentence patterns.

Motivation:

- **(M) Text Twist:** Rearrange the letters to complete the words (subject, predicate, simple and compound). This is to be done by group (4).
- **(T) Paint Me A Picture:** The class is divided into 4 groups, the teacher reads a sentence and students must recreate the sentence like a picture. (Judge by the teacher and student interns)
- **(W) Find the Subject:** Students are to underline the subject in the sentences shown.
- **(Th) Find the Predicate:** Students are to underline the predicate in the sentences shown. .

Introduction:

- **(M) Vocabulary Enhancement:**
Ask: "What do you mean by the word simple and compound. ?". Have students give synonyms of the words.

Development:

- **(T) Classify Me Right:** Students are to identify if the statement underline is simple or compound subject.
- **(T) Classify Me Right 2.0:** Identify if the statement underline is simple or compound predicate.
- **(W) Tongue Twisters 2.0 :** Make one tongue twister in a simple sentence.
- **(Th) Say Something:** (By pair). They are to make a short dialogue. The dialogue must contain a compound subject and compound predicate

Integration/Valuing:

- Show cooperation in doing a task.