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## Elementary Department

### Learning Competencies

- Identify inverted and natural sentences.
- Use the correct form of verbs in completing sentences.
- Change inverted order sentences to natural order and vice versa.

#### Motivation:

- **(M) Opposite Movement Exercise:** Draw number 2 using your right hand while you're drawing number six using your right foot. Do it at the same time.
- **(T) Sentence Arranging:** Arrange the words to form natural and inverted order sentences.
- **(W) Magnet Concept:** Show a picture of a magnet and explain how it attracts.
- **(Th) Simon Says:** They will be grouping themselves according to the given number.

#### Introduction:

- **(M) Sentence Differentiating:** Post two sentences (inverted and natural order) on the board. Ask the students on the difference of the two sentences.
- **(W) Rules Orientation:** Explain the rules in subject-verb agreement. Let them give examples.

#### Development:

- **(M) Sentence Categorizing:** Let them categorize the sets of sentences according to natural and inverted order.
- **(T) Message Relay:** Relay inverted and natural order sentences. (3 groups)
- **(W) Subject-Verb Match:** Call two volunteers to play the matching game. Give them the based form and s-form of verb. The teacher will give the subject and they will give the proper verb.
- **(Th) Subject & Verb Match:** They will be choosing a verb that coincide the given subject.

#### Integration/Valuing:

- Focus and Sentence Smart



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### Learning Competencies

- Identify if a sentence uses correct subject-verb agreement.
- Use appropriate verbs that agree the subjects.
- Make sentences following the S-V formula.

#### Motivation:

- **(M) Site Visit:** Group the class into four. Assign each group a place in the school where they will visit. They will be listing all the possible verbs that may engage in that specific place. (canteen, lobby, classroom, etc.)
- **(T) Helping Verbs Song:** Sing the Helping Verbs song in the tune of Jingle Bells.
- **(W) Graphing Grammar:** Students will categorize the scrambled subjects and verbs in two columns.
- **(Th) Simon Says**  
Play a version of "Simon Says" with the whole class. You can change up the directions to explore subject and verb agreement. For example, you may tell the class, "I say, 'Clap your hands two times'" or invite a volunteer and say, "He says, 'Hop on one foot.'" Students can write down the directions in their notebooks, paying special attention to subject and verb agreement.

#### Introduction:

- **(M) Magnet Vs. Subject-Verb Agreement:** Let the class differentiate the magnet and the subject-verb agreement on their functions.

#### Development:

- **(M) Subject-Verb Popsicle:** There are three cups labeled as subject, verb and adjective. Have each student pick up one popsicle stick in each cup. Then they will form a sentence by adding more words to their popsicles.
- **(T) Explicit Instruction/Teacher Modelling**  
Display the meaning of a **subject**, or the person or thing being discussed, and ask students to repeat it.  
Show flashcards with subjects that are both singular and plural for students to read.  
Display and discuss the subject/verb agreement rule that verbs need to match the singular and plural subject versions.  
Place subject flashcards on the board in two sections to make a matching game.  
Ask students to come to the board to draw lines to match the subject to a verb that agrees.
- **(W) Charade:** They will be guessing short sentences charades. (Emphasize subject-verb agreements.)
- **(Th) Message Relay:** In a group of three, they will be relaying same sentence message. The last person will be the one to write the message/sentence on the board. Circle the subject and box the verb.

#### Integration/Valuing:

- Obedience, Cooperation and Creativity



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## Elementary Department

### Learning Competencies

- Identify collective nouns in sentences.
- Use Shade collective nouns in completing the sentences.
- Draw phrases with collective nouns.

#### Motivation:

- **(M) Picture of a Safari:** Post a picture of a Safari on the board. Ask students if they have been to Safari and what group of animals they saw there.
- **(T) Word Search:** The words they will be searching are the collective nouns.
- **(W) Pictures of Other Collective Nouns:** Show to the class other examples of collective nouns such as: battalions, school, choir, etc. Let them name the group of nouns shown.
- **(Th) Charade:** The teacher will be the one to act out the collective nouns and the students will guess.

#### Introduction:

- **(M) Picture Guessing:** Show to students pictures of animals. Let them guess the name of it.

#### Development:

- **(M) Animal Sound Game:** Group the class into 4. Give each group an animal sound. Scatter the members and blindfold them. Then they will find their group through their sounds. The first group who will complete their members will be the winner.
- **(T) Animal Sound Story:** The teacher will read a story about animals. The moment they hear the collective nouns of a certain animal, they will give the sound.
- **(W) Sentence Completion:** Post on the board incomplete sentences. Let them supply the proper collective noun to complete the sentence.
- **(Th) Farm Making:** Students will draw their own farm and the animals they will put in their farm. They will also write the ways on how to take of them.

#### Integration/Valuing:

- Camaraderie and Unity

## Elementary Department

### Learning Competencies

- Identify the kind of adjectives used in sentences.
- Form proper adjectives from the proper nouns.
- Give adjectives to its corresponding kinds.

#### Motivation:

- **(M) Describe Me:** Show students objects to describe.
- **(T) Word Search:** Highlight all kinds of adjectives in the word search.
- **(W) Word Association:** Connect all the foods or places to its corresponding countries.
- **(Th) Spelling:** Spell the different countries.

#### Introduction:

- **(M) Adjective Categorizing:** Let the students categorize all the adjectives on the board according to its kind.

#### Development:

- **(M) Paragraph Analysis:** Let them read and analyze the paragraph. Circle all the adjectives in the paragraph and identify its kind.
- **(T) Sentence Construction:** Use all the given adjectives in sentences and identify its kind.
- **(W) Conversion:** Change the name of countries to proper adjectives. (ex: Japan-Japanese)
- **(Th) Drawing Activity:** Illustrate the sentence with proper adjectives.

#### Integration/Valuing:

- Appreciation and Respect

## Elementary Department

### Learning Competencies

- Choose correct order of adjectives in completing sentences.
- Identify if sentences are using proper sequence of adjectives.
- Make sentences from pictures using series of adjectives.

#### Motivation:

- **(M) Observation:** Let the students observe their surroundings.
- **(T) Object naming:** Let them name the objects that the teacher will be pointing.
- **(W) Song:** Sing the song "What a Wonderful World".
- **(Th) Analysis Alert:** Show some unarranged adjectives on the board.

#### Introduction:

- **(M) Description:** Ask them to describe what they've observed or seen.
- **(T) Multiple Descriptions:** Call one student at a time to describe the object using two or three adjectives.
- **(W) Memory Sharp:** List all the adjectives they could hear from the lyrics of the song.
- **(TH) Inquiry:** Are the adjectives in correct order/series? If not, who can arrange them into their proper sequence?  
(Call one student)

#### Development:

- **(M) Sentence Construction:** Write the adjectives they'll give on the board and use them in sentences.
- **(T) Adjective Hunting:** Write all their sentences on the board and underline all the adjectives.
- **(W) Noun Description:** Use the all the adjectives to describe another noun in a correct series.
- **(Th) Paper's Up:** Give three more sets of unarranged adjectives with their corresponding noun. Ask them to arrange it into its proper sequence. This is by partner. When the teacher says, "Papers Up" then they will exchange it to the other partners for checking.

#### Integration/Valuing:

- Appreciation and Organization

## Elementary Department

### Learning Competencies

- Identify the correct degrees of adjectives.

- Use adjectives in sentences.

#### Motivation:

- **(M) Song:** Let them sing and dance "Baby Shark"
- **(T) Poem:** "Read the poem Good, Better, Best"
- **(W) Comparison:** Call three students in front. Compare the three in terms of their height.
- **(Th) 4 Pics 1 Word:** Guess the adjective on the following pictures.

#### Introduction:

- **(M) Observation:** What have you noticed or observed on the song?
- **(T) Board Work:** "Let them write all the adjectives used in the poem."

#### Development:

- **(M) Triad:** "Choose and act any adjective on its degree of comparison."
- **(T) Adjective Hunting** (individual) "Compare the degrees of the adjectives from the poem."
- **(W) Hide and Seek** (individual): "They will be finding all the adjectives hidden inside the classroom. Each adjective has corresponding point. Then they will write its correct degree on a paper."
- **(Th) Sentence Construction** (individual): Compose a sentence using the given degrees of adjectives.

#### Integration/Valuing:

Honesty & Appreciation