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## Elementary Department

### Learning Competencies

- Correct spelling of regular nouns in sentences.
- Give the plural form of irregular nouns.
- List key rules regarding plural nouns.
- Explain the difference between singular and plural nouns.
- Compose clear and coherent sentences using appropriate grammatical structures: Pluralizing of regular and irregular nouns.

#### Motivation:

- **(M) Spelling of regular nouns:** (Give 10 regular nouns for them to spell.)
- **(T) Short Story Reading:** (The teacher will read a short story to the class, whenever the students hear a singular noun, they will do the thumbs up, and when they hear plural nouns, they will clap their hands.)
- **(W) Word Search:** (Circle the irregular singular nouns in the word search.)
- **(Th) Charade:** (using regular and irregular plural nouns)

#### Introduction:

- **(M) Ask:** What have you observed on the nouns you just have spelled out?
- **(W) Word Reading:** Read the words (irregular singular nouns) properly.

#### Development:

- **(M) Process Analyzing** (Introduce the ways on how to pluralize regular nouns. Give examples also.)
- **(T) Picture Story** (by partner): (The teacher will post singular and plural pictures of nouns on the board, and out from the pictures posted on the board, the students will create a story and then present it in the class.)
- **(W) Group Activity:** Introduce key rules in pluralizing irregular nouns and let them give their own examples.
- **(Th) Sentence Correction:** (Correct the nouns in the sentences if it should be plural or singular and rewrite the new corrected sentence.)

#### Integration/Valuing:

- Communicate well with the use of clear and coherent sentences.

## Elementary Department

### Learning Competencies

- Use tenses of verbs properly in sentences.
- Distinguish time frames in sentences.
- Identify the aspect of verb used in sentences.

#### Motivation:

- **(M) Story Time:** Tell a story that features the verb in many different conjugations. Ask the students repetitive questions that involve the verb, so that they hear it in context many times.
- **(T) Relay Race:** Write a list of pronouns on the board (I, you, he, they, she, it), and then have two teams line up at the board. When you give them a verb, the first team member writes the verb conjugation for the first pronoun, then hands the marker to the second team member to write the verb conjugation for the second pronoun, and so on until they have them all. (You can switch tenses to make it more challenging.)
- **(W) Twenty Questions Verb Edition:** One student comes to the front of the class and is given a verb. Other students have to guess what the verb is by asking simple yes or no questions. For example: "Do you do it at home?" "Yes." "Do you do it by yourself?" "No." "Do you do it in your kitchen?" "Yes." "Do you like to cook?" "No." "Do you like to eat?" "Yes!"
- **(Th) Verb Ball Toss:** Students stand in a circle and pass the ball around. As they pass it, they describe their action: I (v) the ball. You can pause and ask – did (person) (v) the ball?

#### Introduction:

- **(M) Charades:** Give students a time limit to act out a certain verb. To get more practice within context, tell the guessers they have to use the phrase "Are you (v)ing?" or "Do you (v)."

#### Development:

- **(M) Mother May I:** They stand in a line, and ask your permission to move forward by using the phrase "Mother may I (v)."  
Establish that a "Yes, you may" answer allows them one move (one hop, one jump, one skip, etc) forward, or for more advanced students, have them ask for the number of moves forward, as well ("Mother may I jump 3 times?" "Mother may I walk 3 big steps forward?")
- **(T) Tic Tac Toe:** Draw a tic tac toe board, and write a pronoun in each square. Play in teams. On a team's turn, they send a member to the board. The team member is given a verb which they have to conjugate correctly using the pronoun in the square that they want to mark.  
If they give the wrong answer, it is the other team's turn. To make the game last longer, you could make it a game of connect 5 instead of tic tac toe. You can also give them a tense as well as the verb, for more advanced students.
- **(W) Action Song:** Divide the class into four. Let each group choose a song of their choice. They should give actions on their song. (They can have the chorus only.)
- **(Th) BINGO of Verbs:** The class will play BINGO. Winners will receive corresponding points based on each game category.

#### Integration/Valuing:

- Respect, value and spend time wisely.

## Elementary Department

### Learning Competencies

- Identify if the sentences use progressive tense or perfect progressive tense of verbs.
- Compose a sentence using the perfect progressive tenses of verbs.
- Identify the progressive tense used in sentences.

#### Motivation:

- **(M) The Boat is Sinking:** Play for 5 minutes. Motivation will have maximum of 5 minutes only. Do not exceed.
- **(T) Charade:** The teacher will call volunteers to act a certain verb. She will also give categories to the one who will guess. The class will not only guess the action but they will also compose a sentence using progressive tenses based on the category given.
- **(W) Self Check:** Encourage students to share the things that they love doing in the past yet they still hang on it in the present.
- **(Th) Song:** Ask the students about the songs they've known in the past and been revived in the present. Encourage them to sing that song in front of the class.

#### Introduction:

- **(M) Family Tree:** Show to the students the picture of a family tree. Talk about its members, rules and responsibility at home. Relate this concept to the family of the verb tenses.

#### Development:

- **(M) Concept Mapping:** Group the class into four. Let them make their own map(of any kind) for the tenses of verbs from the simple tenses to the progressive tenses.
- **(T) Conceptualizing** (same group): The teacher will give each group a picture. The groups will conceptualize the picture assigned to their group. Construct a sentence out of it using the assigned progressive tense.
- **(W) Formula:** Introduce to the class the formula or techniques for them to easily remember the variation of verb tenses.
- **(Th) Business Hunting:** In the same group, let them decide a business which they think will click to the needs of the people and ask them how to develop or enhance such business in the near future. Put the drawing in a manila paper then assign someone to report.

#### Integration/Valuing:

- Respect all aspects of change.



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## Elementary Department

### Learning Competencies

- Choose the correct modal in completing sentences.
- Know the function of modals.
- Cite advantages of modals in daily communication.

#### Motivation:

- **(M) Yarn Puzzle:** Pair the students and give them two pieces yarn. Make two chains and put it in opposite directions. Let them solve the puzzle in 5 minutes or less.
- **(T) Sentence Completion:** Let them complete this statement: "I can \_\_\_\_\_." "I don't \_\_\_\_\_." "I won't \_\_\_\_\_." "I must \_\_\_\_\_." "I should \_\_\_\_\_."
- **(W) Classroom Rules Refreshment:** Ask them to recall the rules they had in the previous grade level.
- **(Th) Song:** Let them hear the song "I Can Live, I Can Love". Ask them about the message of the song.

#### Introduction:

- **(M) Problem Citing:** Post pictures of different problems in economy, family, classroom etc...Let the students describe or formulate questions out from the pictures.

#### Development:

- **(M) Problem Solving:** Group them into four. Write all the possible solutions to the problems in the pictures. Let them choose a reporter in their group.
- **(T) Situation Analysis:** Give different situations to students. Ask them what modal is appropriate to use in each situation.
- **(W) Site Visit:** Students will visit some places in the school campus (C.R, canteen, library, clinic). After visiting, the groups will make their own rules in that particular area (with the use of modals).
- **(Th) Self Enhancement:** Students will be catering their talents in the class. But before that, they will first say this line as an introduction: "Hi, I'm \_\_\_\_\_ and I can \_\_\_\_\_."

#### Integration/Valuing:

- Respect one's opinion.
- Follow rules accordingly.



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## Elementary Department

### Learning Competencies

- Identify pronouns and their antecedents in sentences.
- Replace nouns/noun phrases into pronouns.
- Make quotations using pronoun-antecedent pair.

#### Motivation:

- **(M) Showbiz Talk:** Let the students say something about the current trends in show business.
- **(T) Map Marking:** The teacher will put a Philippine Map on the board. She will call each student to mark their favorite place they've been to.
- **(W) Animal Sound Family:** Group the class into five. Each member is assigned an animal sound. All will be blindfolded. They will use their sound to look for their animal family. (Assign students a day before to bring their own handkerchief for the blindfold.)
- **(Th) Noun Mixtures:** Each student will be given different kinds of nouns. Those who can get the names of people- will stand, name of animals- will sit, name of things- will raise their hands and name of place will do akimbo.

#### Introduction:

- **(M) Icon Description:** The teacher will show a photo of a famous celebrity. The students will describe the icon. Encourage them to use pronouns in describing. So they will no longer repeat the name of the icon.

#### Development:

- **(M) Person Guessing:** The teacher will give descriptions to the person whom the students will guess. The teacher will be using pronouns as hints.
- **(T) Place Description:** In a paragraph, students will be making a descriptive paragraph about their favorite place. Let them encircle all the antecedents and underline the pronouns used in the paragraph.
- **(W) Paper Hide:** Papers will be hidden in the areas of the classroom. Each paper has a sentence (with antecedent and pronouns). Each student will get one paper only and they will be categorizing the antecedents and pronouns used in the sentence. They will put it at the back of the paper together with its name.
- **(Th) Noun Rotation:** Let the class form a big circle. They will still hold the nouns they have. They will also prepare another sheet of paper and a pen. They will give the paper to the next person until it will be returned to them. (Papers have corresponding numbers). They will be making 3 columns on their paper (number, antecedent, pronouns). After the activity, checking will follow.

#### Integration/Valuing:

- Give credits to people's work.



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## Elementary Department

### Learning Competencies

- Use correct verbs that agree with the subjects in sentences.
- Distinguish sentences with correct and incorrect usage of verbs.
- Make sentences applying the subject-verb agreement rules.

#### Motivation:

- **(M) Magnet Conceptualizing:** Show a pair of magnet to the students. Let them touch it one by one.
- **(T) Simon Says:** Play "Simon Says" and emphasize the subject-verb agreement.
- **(W) Open Ended Statement:** On the board, write the sentence prompt **I love \_\_\_\_\_**. Give the class several examples of things you love, using the prompt. Then ask four volunteers to complete the sentence, writing their responses on the board. The responses can be anything they like – a food, a celebrity, a pet, a TV show, etc.
- **(Th) Pass the Ball** (with a song). There will be a song to be played. While it is played, they will also pass the ball to the next person. The person who holds the ball while the music stops will give a sentence using the correct subject-verb agreement.

#### Introduction:

- **(M) Internalizing Ideas:** Ask students about the concept of a magnet why it repels and why it attracts. Let them recall their Science lesson they tackled it already.

#### Development:

- **(M) Group Collaboration:** There will be 4 groups. Give each group part of the rules about subject-verb agreement for them to memorize. Let all of the members of the group memorize and give their own examples.
- **(T) Mad Lib:** Have pairs to do a "mad lib" together. They can write their own short story or paragraph or copy a passage out of a book, and remove a few of the subjects and verbs. Then have partners name singular or plural subjects and verbs to complete the story. Have teams read their stories to the class.
- **(W) Group Survey:** There will be 3 groups. Invite students to discuss their own healthy habits. In each group, students should say one or two healthy behaviors they have, such as "I eat vegetables" or "I run every day." One volunteer in the group records each student's healthy habits. Have the group write a sentence describing a habit that all or some of them have, such as "We eat fruit every day." Finally, each group presents their healthy habit findings to the rest of the class using both present simple affirmative and negative sentences. Presentations should include reporting on individual habits, such as "Kim eats an apple every day" and group habits, "Al, Katrina, and Marco play soccer."
- **(Th) Story Telling:** Each student will make their own story and present it in front of the class. They can have it written first if they can't do impromptu story telling. They should always remember the rules in subject-verb agreement.

#### Integration/Valuing:

- With the use of correct form of verbs, the students will be cautious in delivering a message to someone.



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## Elementary Department

### Learning Competencies

- Use correct verbs that will complete the sentences.
- Find out if the sentence uses correct form of verb.
- State rules in the subject-verb agreement and make a slogan that relates to conserving mother earth.

#### Motivation:

- **(M) Verb Rap Song:** Ask students to participate by acting out the verbs in the song.
- **(T) Picture Imitation:** Show them 5 pictures that denote actions. Let all of them imitate the action in the picture then ask someone to formulate a sentence out from the picture.
- **(W) Magnet Concept:** Show a magnet to the class. Ask them the relationship of the magnet and the subject-verb agreement.
- **(Th) Quick Verb:** The teacher will show a subject noun. The teacher will point a student to give a verb that agrees the subject as fast as they can.

#### Introduction:

##### **(M) Explicit Instruction**

Teach the students the rules in subject-verb agreement. 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.

#### Development:

##### **(M) Red Rover**

The class splits into two teams on opposite sides of the room. A student from one side of the room goes to the other team and chooses an individual student. The first student states a sentence but leaves out the verb. The student from the second team has to provide a verb that agrees with the subject, or the first student takes him to the other team. If the student from the second team gives a correct answer, both students stay with the second team. The teams take turns doing this until time runs out. The team with the most students wins.

- **(T) Subject-Verb Agreement Game:**  
Students write subject-verb agreement quizzes to give to each other. Put students into teams of 2 and instruct the teams to write 10 sentences. Half of the sentences should be correct and the other half of the sentences should be incorrect. Before the teams exchange their quizzes, make sure to check accuracy. The winner of the game is the team who identifies the most correct and incorrect sentences.
- **(W) Deal or No Deal:**  
There will be briefcases posted on the board. Each briefcase has a question. The students will choose their own briefcase. If they will say DEAL, they will answer the question and if they say NO DEAL, they will choose a consequence from the rolled papers.

##### **(Th) Guided Practice/Interactive Modeling:**

Place the subject flashcards on the board in two sections. Write a verb across from each subject as least a few inches away to make space for matching lines to be drawn. Line a few students up at a time in two rows. In a relay style race, direct each student to quickly draw a line from a subject to its matching verb and pass the marker to their teammate. The team with the most correct answers wins, or if both are correct, the team that finishes first wins. Discuss and correct any answers that are wrong, explaining why.

#### Integration/Valuing:

- With the knowledge of subject-verb agreement, students can learn to blend and deal with different people.



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## Elementary Department

### Learning Competencies

- Use appropriate verb in completing sentences.
- Construct sentences observing proper subject-verb agreement.
- Identify if sentences should use S or Base form of verbs.

#### Motivation:

- **(M) Likes & Dislikes Survey:** Ask students who likes or dislikes the given category. Call someone to summarize the survey. "Ex: Everyone loves to eat chocolates."
- **(T) Current Event Talks:** Ask students to share to the class what makes people busy doing nowadays.
- **(W) Sentence Arranging:** Give each group scrambled sentences to arrange. After arranging, let them identify if the subjects are plural or singular.
- **(Th) Paint Me a Picture:** Three groups will be playing the game. Emphasize the subjects and verbs used in the game.

#### Introduction:

- **(M) Modifying Sentences:** Post a correct and incorrect sentence on the board. Let the students change the subjects and verbs observing proper grammar.

#### Development:

- **(M) Action Sentence:** The teacher will give actions then students use the verbs in constructing a sentence.
- **(T) Magazine Articles:** Bring in a stack of magazines for your students to look through. Have each student find one article that he finds interesting. Ask students to read the article and to identify one singular subject and verb, one plural subject and verb and one compound subject. You can also have them find sentences that contain some of the trickier subjects, such as "none," "all" and any subject that contains a measurement. A subject containing a measurement means the quantity is viewed as a single entity and should take the singular form. For example, if the sentence reads "three gallons of paint," the verb would represent the singular quantity of all of the paint. The correct subject-verb agreement would read as follows: "three gallons of paint was used in the project," not "three gallons of paint were used in the project."
- **(W) Jeopardy:** Set up a chart on the board with a few categories, such as "Singular Pronouns," "Plural Verbs" and "Difficult Subjects." Assign point values to each question in the categories based on their difficulty. Ask a question out loud, such as, "True or false: The subject 'nobody' takes a singular verb." Let the first student to raise her hand answer. Use whiteboards for students to write answers on and keep track of scores. Or pick up cheap hotel-style bells or panic buttons at the dollar store for students to "buzz in" with their answers. The student with the most points at the end of the game wins.
- **(Th) Mad Libs:** Come up with a variety of sentences with either the subject or the verb missing. Have students use their knowledge to determine what type of subject or verb should be inserted. Allow students to come up with funny or ridiculous subjects and verbs. Have students read their completed sentences aloud to the class to make this activity even more fun. Ask other students to identify any mistakes. Follow up with an editing exercise to look closer at making the assignment circle back around to grammar study.

#### Integration/Valuing:

- With the use subject-verb agreement, students will know how to balance and weight things properly.