

# SUPPLEMENTAL LESSONS

English Grade 2  
3rd Quarter



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## 3rd Quarter Grade 2 Supplemental Lesson Plan

### Lesson 4

**Focus:** Noting details, sequencing, articles “a” and “an,” rhyming words, two-syllable words, forming sentences

#### A. Introduction/Preparatory Activities

1. Start the learning session by activating the pupils’ prior knowledge. Ask the motivation questions below. You may translate the questions to the pupils’ mother tongue to guide them.

What is your favorite fruit? Have you ever wondered where your favorite fruit is grown? How do fruit trees grow and bear fruit?

2. Look at the following products. What do you think they are made of?  
(Present different apple products: apple pie, apple shake, apple cider, etc.)

Resources:

1. Motivation questions written on the board or other materials such as manila paper and cartolina that is visible to the entire class
2. Pictures of different products/food made of apple

#### B. Body/Developmental Activities

At the beginning of the school year, teach your pupils routines and procedures for entering the classroom and turning in homework, and classwork among others. It is important that pupils know what they are doing, where to go, and when to go. Provide clear and concise directions to them. They must know what you want them to understand and be able to do.

1. Unlock new words before reading the story through picture associations or context clues.
2. Read the poem “Down in the Orchard” aloud in class. Divide the class in groups. Each group reads each stanza, then let the whole class read the poem altogether. Ask questions after reading to keep track of the pupils’ comprehension of the poem. Discuss the paragraph about how apples grow after the poem.
3. Let the pupils answer the post-reading comprehension questions.
4. Discuss the parts of a tree. Have the pupils label the parts of a tree. Ask them to list three ways on how apples are used.

5. Introduce the lesson about the proper use of articles *a* and *an*. Let the pupils differentiate one from another. The pupils should be able to articulate the difference. Guide the pupils as they name a picture and use the correct articles correctly. Have them do independent practice for the same task.
6. Have the pupils read the poem silently. Ask them to find the words that rhyme with the given words.
7. Read two-syllable words. Have the pupils read the words properly. Let the pupils associate the pictures with the correct two-syllable words.  
Let the pupils read phrases with the target two-syllable words and complete the illustration to show what each phrase means.
8. Give the pupils differentiated activities to assess their learning profile. Instruct them to choose only one of these activities.

### **C. Conclusion/Evaluation**

1. Facilitate instruction. Make sure that each pupils has the chance to speak and share their part on every group activity.
2. Send consistent messages to your pupils that if something did not work today, you will be back at it tomorrow and the day after until success occurs.
3. Guide the pupils in doing the Summative Test. Ask them to read the items slowly and at least two times. Tell them that this activity serves as part of their formative assessment so you can make important instructional decisions that will meet the needs of your learners.

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## Lesson 4

### Goals

- To understand how fruit trees grow and bear fruits
- To appreciate the importance of fruit trees
- To sequence the steps in a process
- To use “a” and “an” correctly
- To read two-syllable words accurately
- To associate pictures with its written symbol
- To use two-syllable words in a sentence correctly

### Key Questions

What is your favorite fruit? Have you ever wondered where your favorite fruit is grown? How do fruit trees grow and bear fruit?

### Get Hooked

Look at the following products. What do you think they are made of?

(Present different apple products: apple pie, apple shake, apple cider, etc.)

### Word Package

orchard – a place where fruit trees are grown

harvest – to pick ripe fruits

blossom – a flower

branches – the parts of a tree growing out of the trunk

sway – to swing

### Read Aloud

It's reading time!

### Down in the Orchard

Down in the orchard

It's harvest time

Up the tall ladders

The fruit pickers climb

Among green branches  
That sway overhead  
Apples are hanging  
All rosy and red.

Just ripe for picking  
All juicy and sweet  
Pretty to look at  
And tasty to eat.

– Anonymous

Apples and other fruits grow on trees. Farmers grow the fruits your family buys at the supermarket. Many fruit trees grow together in places called orchards.

If you watched a fruit tree for a while, this is what you would see. Blossoms form on the tree branches. Small, green fruit grows from each blossom. The fruit grows larger until it is ripe. Then the fruit is harvested.

Sometimes, fruit is picked and sent to the supermarket while it is still green. The green fruit ripens during its trip to the supermarket.

### Think About It!

A. Answer the following questions:

1. Where is the fruit you buy in a supermarket grown?

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2. What do blossoms change into?

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3. What happens at harvest time?

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4. What happens to fruit that is picked and sent to the supermarket while it is still green?

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5. What are two other fruits that grow on trees?

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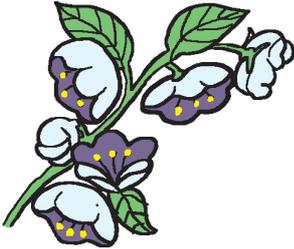
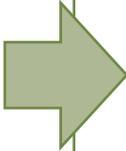
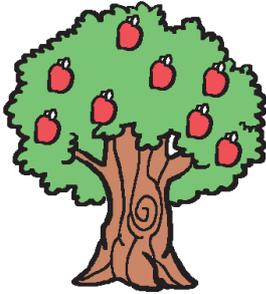
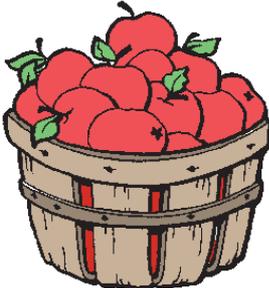
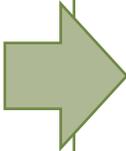
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6. Draw these parts of an apple tree.

blossom	fruit
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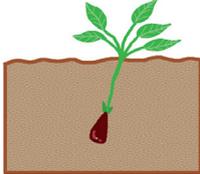
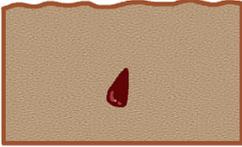
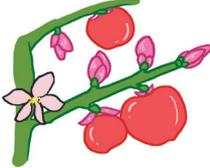
B. What Happened Next?

Draw a picture to show what happens next.

C. From Seed to Apple!

Read and sequence the following stages on how apple trees grow. Write 1-6 in the .

 Pink or white blossoms grow on the tree. <input type="text"/>	 A seedling grows. <input type="text"/>
 A seed is planted. <input type="text"/>	 Apples grow from the blossoms. <input type="text"/>
 A seedling grows into a tree. <input type="text"/>	 The blossoms wilt away and the tree is filled with apples. <input type="text"/>

**Valuing**

**An Apple Tree**

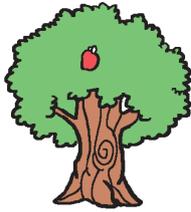
A. Name the parts of this tree.

B. List three uses of apples.

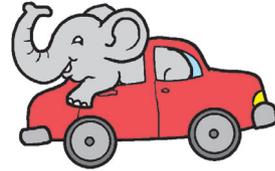
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Essential Language

### Articles **a** and **an**



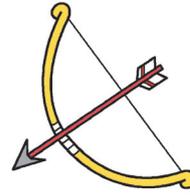
**an** apple on **a** tree



**an** elephant in **a** car



**a** man with **an** umbrella



**a** bow and **an** arrow

- We use **a** for words beginning with a consonant.
  - a tree
  - a car
  - a man
  - a bow
- We use **an** for words beginning with a vowel.
  - an apple
  - an elephant
  - an umbrella
  - an arrow

### Learning Tasks

- A. Choose one word from the box below and write it under each picture. Put **a** or **an** before each word.

orange

man

book

elephant

banana

owl

zebra

egg

airplane

snake

horse

umbrella



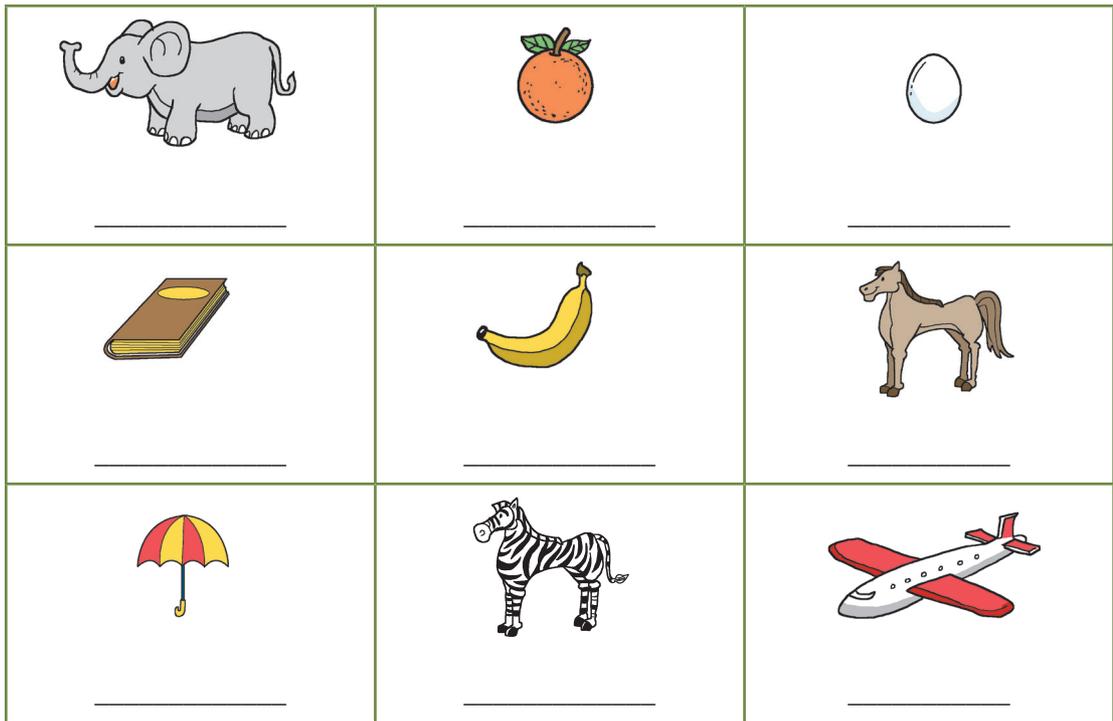
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



B. Write **a** or **an** to complete the following sentences.

1. The boy is flying \_\_\_\_\_ kite.
2. \_\_\_\_\_ artist is drawing \_\_\_\_\_ picture.
3. There is \_\_\_\_\_ owl at the tree.
4. The sun is behind \_\_\_\_\_ cloud.
5. Lyn is eating \_\_\_\_\_ ice cream.
6. There is \_\_\_\_\_ airplane in the sky.
7. Grandmother has \_\_\_\_\_ umbrella.
8. The girl is playing \_\_\_\_\_ balloon.

### Say and Spell

What do you have in your bag? Complete the following sentences.

1. I have (a, an) \_\_\_\_\_ in my bag.  
I use it to \_\_\_\_\_.
2. I have (a, an) \_\_\_\_\_ in my bag.  
I use it to \_\_\_\_\_.

3. I have (a, an) \_\_\_\_\_ in my bag.  
I use it to \_\_\_\_\_.
4. I have (a, an) \_\_\_\_\_ in my bag.  
I use it to \_\_\_\_\_.
5. I have (a, an) \_\_\_\_\_ in my bag.  
I use it to \_\_\_\_\_.

### Skill Extenders

#### A. Rhyming Words

Read the poem again. Write the words that rhyme with these words.

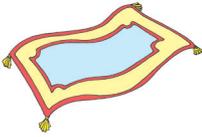
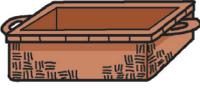
1. overhead \_\_\_\_\_
2. sweet \_\_\_\_\_
3. time \_\_\_\_\_

Change the first letter/s of the word to make rhyming words.

bee          wee          tree

4. took          \_\_ook          \_\_ook
5. tall          \_\_all          \_\_all
6. sweet          \_\_eet          \_\_eet
7. down          \_\_own          \_\_own

#### B. Read the name of each picture with your teacher.

 basket	 carpet	 hammer
 letter	 ladder	 hamper



banner



hanger



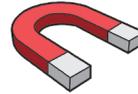
barber



garden



helmet



magnet

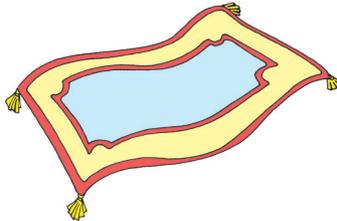
### C. Completing Pictures

Read each phrase. Complete the picture by drawing what the phrase says:

1. a rat on a ladder



2. a cat on a carpet



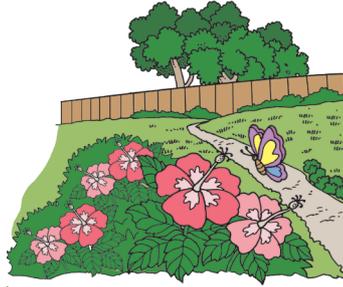
3. a helmet on Dan



4. a hammer in a basket



5. a banner in a garden



D. Reading Sentences

Read the sentences in each box. Answer the questions.

Jan has a ladder.  
The ladder is in the garden.

Who has a ladder? \_\_\_\_\_

Where is the ladder? \_\_\_\_\_

Pam has a magnet  
The magnet is on the carpet.

Who has a magnet? \_\_\_\_\_

Where is the magnet? \_\_\_\_\_

Sam is a carpenter.  
He has a hammer.  
The hammer is in his bag.

Who is a carpenter? \_\_\_\_\_

Where is the hammer? \_\_\_\_\_

## Blog

Think of a fruit tree that commonly grows in your place. Draw the tree and label its parts. Under the drawing, write five steps on about how the tree grows from seed to fruit.



## Integrating Task

1. In groups, practice reciting the poem. Think of a way to present the poem in a creative way. You may use pictures or visual aids for a more vivid and interactive presentation.
2. Think of an apple recipe. Each group should come up with an entry to the class' apple recipes book. Provide a picture of the finished product with the ingredients and procedure on how to cook the recipe.

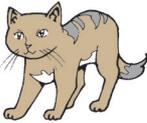
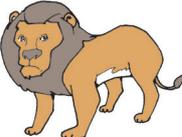
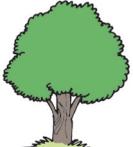
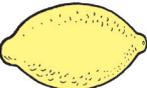
## Summative Test

A. Match the following words with their meaning:

- A**
- orchard
  - harvest
  - branches
  - sway
  - blossom

- B**
- the parts of a tree growing out of the trunk
  - to swing
  - a flower
  - a place where fruit trees are grown
  - to pick ripe fruit

B. Add **a** or **an**.

 ___ onion	 ___ cat	 ___ baby	 ___ armchair
 ___ iron	 ___ lion	 ___ dog	 ___ fish
 ___ eye	 ___ car	 ___ ear	 ___ duck
 ___ tree	 ___ lemon	 ___ octopus	 ___ eagle

C. Look at the given words. Write four words that rhyme with it.

map		vet	
cake		kite	

D. Circle the word that will make each sentence correct.

1. The cat sat on a \_\_\_\_\_. (carpet, camper)
2. The carpenter has a \_\_\_\_\_. (hamper, hammer)
3. The eggs are in a \_\_\_\_\_. (basket, banner)
4. Pat sells her hens in the \_\_\_\_\_. (marker, market)
5. The hens are pecking in the \_\_\_\_\_. (garter, garden)
6. The rat ran up the \_\_\_\_\_. (ladder, letter)

E. Use the following two-syllable words to write a sentence:

1. basket

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2. market

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3. garden

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4. hammer

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5. carpet

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