

Lesson Plan for *Papa's House, Mama's House**

For Grade/Year Level: One

I. Objectives

A. Expressive Objectives:

- ✓ To realize that a group of persons living together can still be called a family even if there is no father or mother (insight).
- ✓ To become conscious that it is not a fault to be different (others may have both parents living in one house and others may have parents who are separated) (value).
- ✓ To be happy about the child's reactions to the answers to her questions (emotion).
- ✓ To appreciate the author's way of narrating an issue that is seldom given emphasis. (literary).

B. Instructional Objectives:

- ✓ Enumerate information that one knows and uses to describe the concept of family (for the knowledge chart).
- ✓ Encourage appreciation for the story by:
 - a. making a schedule of the children in the story;
 - b. filling up a venn diagram (compare/contrast chart) of the things that the children should do and follow in Papa's House and in Mama's House;
 - c. dramatizing the conversation between the child and her father;
 - d. writing a diary entry of the child about her conversation with her mother;
 - e. drawing the things that happened in the child's birthday party and writing the child's thoughts in the thought bubble.
- ✓ Recall important details in the story.
- ✓ Show appreciation (and/or depreciation) to the author (and her story) by writing her a letter.

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II. Subject Matter

Story: *Papa's House, Mama's House*
Written by: Jean Lee C. Patindol
Illustrations by: Mark Ramsel N. Salvatius III
Published by: Adarna House
Date of Publication: 2004

III. Materials

- Charts: Our Schedule
My Papa and My Mama
Dear Diary
My Birthday Party
Knowledge Chart (family)
- picture cards, word cards, real objects, scroll (for the letter to Ms. Patindol)

IV. Procedure/Methodology

Genuine Love for Reading-Critical Thinking

Prereading:

A. Developing Concepts and Vocabulary

Show a picture of a family. Ask the children what it is called, and who the members of the family are. Furthermore, ask the children what they know about it. Write their answers in the Knowledge Chart.

What I know about family	What I learned about family

B. Motivation

After writing the children's answers in the knowledge chart, the teacher will say: "Today, we are going to learn something else about the family".

The teacher will proceed in giving information about the book: the title, author, illustrator, publishing company and date of publication.

Read the title again and ask: "How many houses are mentioned in the title? Who do you think own the two houses? How many families do you think live in the houses? Listen very well so you will know."

Critical Thinking

Post Reading

How many houses are mentioned?
Who owns the two houses?
How many families live in the houses?

“So we can better understand the story and answer the other questions, let us do the group work.”

Group Work:

Divide the class into five groups. Say: “We will do some activities.”

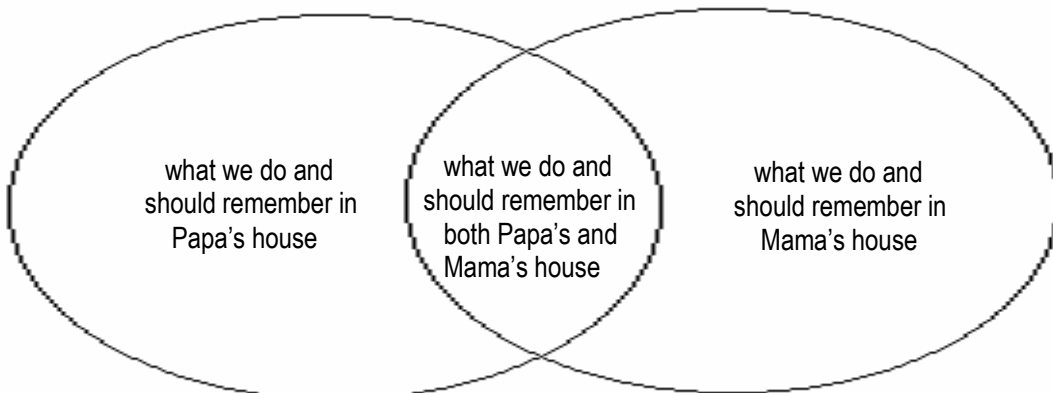
Group 1: Our Schedule

Write the days that the children go to the house of their father and the days that the children go the house of their mother.

We go to Papa's House on . . .	We go to Mama's House on . . .

Group 2: My Papa and My Mama

Write the things that they do and the things that they should remember when they are in Papa's house and when they are in Mama's house, and the things that they do and should remember in both.



Group 3: Lights, Camera, Action!

Act out the conversation that happened between the child and her father. Assign children who will act as trains and airplanes, too.

Group 4: Dear Diary

Write a diary entry about the conversation that happened between the child and her mother. Fill in the blanks.

Date
Dear Diary,
Today, I asked my ____ why _____. She did not answer me but we mixed paints. First, we mixed the colors ____ and ____.
And then, we also mixed ____ and _____. It is not ____ to look at. Mama _____ me tight.
Love, _____

Group 5: My Birthday Party

Draw the things that happened during the birthday of the child. Write her thoughts about it in the thought bubble.

DURING MY BIRTHDAY ...


V. Evaluation

1. How many houses are mentioned?
2. Who owns the two houses?
3. When do the children live in Mama's house? Let us hear the answer of group 1.

Group 1, please present your work.

4. When do the children live in Papa's house?
5. Why does the child like to live in Papa's house?
6. Would you want to live in Papa's house, too? Why?
7. Why does the child like to live in Mama's house?
8. Would you want to live in Mama's house, too? Why?
9. Are they doing the same things in Papa and Mama's house? Let us find out from group 2.

Group 2, please present your work.

10. What do they do in Papa's house?
11. What should they remember?
12. What kind of father do you think is their Papa? Why do you say so?
13. What do they do in Mama's house?
14. What should they remember?
15. What kind of mother do you think is their Mama? Why do you say so?
16. What does the child feel sometimes?
17. Why does she feel that way?
18. If you were the child in the story, what would you feel? Why?
19. What did the child ask her father one day? Let us find out from group 3.

Group 3, please present your dramatization.

20. Why do you think Papa's answer was like that?
21. What did Papa mean?
22. If you were given that kind of answer, what would you think of? Why?
23. What did she ask her mother the next day? Let us find out from group 4.

Group 4, please present your work.

24. Why do you think Mama's answer was like that?
25. What did Mama mean?
26. If you were given that kind of answer, what would you think of? Why?
27. Why do you think her Mama hugged her tight?
28. What happened during the child's 6th birthday? Let us find out from group 5.

Group 5, please present your work.

29. Do you think the child would still feel sad or lonely?
30. Why do you say yes/no?
31. If it were only the child and his/her father who live together, can you still call it a family? If not, what can you call it?
32. If it were only the child and his/her mother who live together, can you still call it a family? If not, what can you call it?
33. What would you feel if you would know that a friend or a classmate has a family like the one in the story? Why?
34. What would you tell your friend/classmate? Why?

VI. Enrichment Activity

35. Why do you think the author wrote that kind of story?
36. If you would have the chance to talk to her, what would you tell her? Why? Let us try to write her a letter.
37. What new things about the family did you learn from our story?

The teacher will write the answers to the question in the knowledge chart.

Let us read what were written in the knowledge chart.