

**MULTIGRADE LESSON PLAN IN ENGLISH
GRADE V AND VI**

WEEK 4 FIRST GRADING

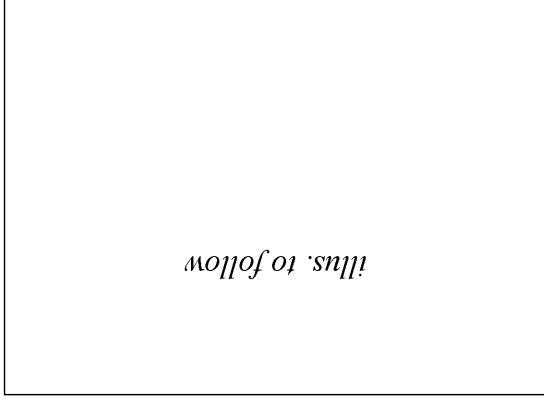
GRADE VI	GRADE V
<p>I. OBJECTIVES</p> <p>A. Skills</p> <ol style="list-style-type: none"> 1. note significant detail in the story/selection read. 	<ol style="list-style-type: none"> 2. Identify given to a word in a dictionary – syllabication, stress
<ol style="list-style-type: none"> 2. Recite poems correctly 	<ol style="list-style-type: none"> 3. Spell words correctly 4. Pronounce words putting stress on correct syllable
	<p>B. Insights/Values</p> <p>Tell the importance of obeying traffic rules</p> <p>C. Curriculum Links</p> <p>Makabayán: Follow traffic rules in crossing the streets Draw a map of streets in the community</p> <p>II. SUBJECT MATTER</p> <p>Poem: Traffic by Jane Lear Talley</p> <p>Comprehension Skills: Noting significant details in the selection Identifying the different information given to a word in a dictionary</p> <p>Language: Pronouncing words properly putting stress on correct syllable. Spelling words correctly</p> <p>Curriculum Links:</p> <p>Makabayán: Following traffic rules Drawing a street map of a community</p> <p>Reference: PELC V and VI Fun in English, Reading 6, pp. 106-</p> <p>Materials: charts, dictionaries, task cards, worksheets, whistle, traffic signs, pictures</p>

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III. LEARNING ACTIVITIES

A. Pre-reading

1. Unlocking of Difficulties
a. Traffic



Ask: Look at picture A, what kind of traffic is shown? heavy or light?
What about in picture B? So, what is a traffic?

- a. Collision. Her father died when a car bumped his father's tricycle. The collision was very terrible. What is a collision?

2. Motivation

Ask: Does traffic affect only city streets? Why? What can you say about the traffic in our streets?
(Give pupils few minutes to discuss with each other.)

3. Motive Questions

Today, we will read a poem entitled, "Traffic" by Jane Lear Talley.
What things would you like to know about our poem?

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Traffic
by Jane Lear Talley

In summertime/ our garden walk
is like a busy street://
So many bugs/run up and down/
With tiny little feet.//

with illus. see manuscript

The ants/ are shiny taxicabs, //
Oh, my!// They go so fast!//

Why did the author call the
caterpillar a bus?

Here comes/ a caterpillar bus/
Who slowly/ travels/ pasts.//

Why did he say that bugs
have special vision?

I'm very sure/ that bugs must have
Some very special vision://
For I hve never,/ never seen/
A bugmobile/ collision!//

—Jane Lear Talley

C. After Reading Engagement 1

(Group pupils into 4. Give each group an activity to do.)

Group 1 Acting Out
Directions: Pretend that you are bugs. Run up and down a street without hurting each other. Be smart like a fast tricycle .

Group 2 C-Busi
Directions: Form yourself into a caterpillar train. Then travel slowly while making a sound. "Toot-tot-toot-tooth".

Group 3 Picture It Out!
Directions: 1. Pretend that you are bugs. Run up and down a street without hurting each other. Be smart like a fast tricycle .
 2. Paste them on the streets in the map to show flow of traffic.
 3. Explain and trace their paths to ensure no collision.

Group 4 Traffic Police
Directions: Demonstrate a scene showing a policeman guiding the traffic, and assisting children in crossing the streets.

Engagement 2

Discussion of the Poem

1. What time of the year did the author write this poem?
 2. Why is the garden compared to a busy street?
- Group 1, show us your work.

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3. Why are ants compared to shiny taxi cabs in stanza 2?
 4. What about a caterpillar? Why is it compared to a bus not to a taxi cabs?
 5. Do bugs have a special vision?
 6. What did the author mean in saying bugs have special vision?
 7. Have you ever seen a bug or an insect died due to a collision?
 8. How do you think insects and bugs manage their traffic?
 9. Let's call how Group 3 to present their Picture It Out.
 10. How would you compare the movements of animals to human beings?
- Would you say that animals and insects are more careful and more obedient to traffic rules than human? Support your answer. Let us now call Group 4 to demonstrate a traffic scene.
- Valuing:** Is it good to obey traffic rules? Why?

GRAMMAR AND ORAL LANGUAGE DEVELOPMENT

1. Say: Here are some words from our poem.
Ask: How do we pronounce each word?

**garden
busy**

(Let pupils try producing the correct sound including the stress.)
Ask: How are we going to check our pronunciation?

(Show a dictionary.)

Say: This dictionary would help us get the meaning, pronunciation and syllabication of a given word.
(Present a dictionary page showing the words garden and busy.)

1.	engaged in action: not idle,	1.	busy / bi - zē / adj.
2.	being in use (telephone)	2.	garden / gār-'dē n / n.
3.	full of activity (street)	3.	
4.	meddling	4.	
1.	a plot for growing fruits, flowers or vegetables	1.	
2.	a public recreation area: esp. One for displaying plants or animals	2.	

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Ask: How many information about a word is given in a dictionary?
Say: Take a look at the word busy.

Ask: How sis it syllabicated? (bi - zē)

Where is the stress put?

So how do we pronounce it?

Shall we say it together? (bi - zē)

What is the sound of e ? (hard and long e)

Aside from pronunciation, stress and syllbication.

What other information about the word "busy" is given in the dictionary?

What part of speech is "busy"? (adj)

How many meanings does the word busy have?

Say: Let's take a look at the next word, "garden".

Ask: How is it syllabicated? (gār-dēn)

How many syllables are there?

Where is the stress put?

So how do we pronounced it?

Shall we say it together? (gār-dēn)

What is the sound of a in /gār-dēn/?

Say: Open your mouth wide, and say, /gār-dēn/.

Ask: What part of speech is the word garden?

How many meaning does it have?

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2. Generalization
 What are the information given to a word in a dictionary?

The information given to a word in a dictionary are the syllabication, stress move, pronunciation, part of speech and meanings.

3. Practice
Dictionaries: Using the sample dictionary page below, complete the given chart with the needed intonation.

sample dictionary to be scan

3. Practice
Dictionaries: Use your dictionaries to complete the given chart with the needed information.

Words	Pronoun-ciation	Common Usage	Meaning
adept	e'dept	_____	highly skilled
adept	_____	n.	an expert
bore	'bɔ (e)r	v.	to make a hole
bore	_____	adv.	near
close	klɔz	v.	_____
deliberate	də'lib(ə)rət	adj.	to discuss
deliberate	də'lib(ə)rət	adj.	_____
elder	'eldə(r)	adj.	a dark purple shrub
elder	'eldə(r)	n.	a person who founds
founder	'faʊndə(r)	v	to fill with water and sink
founder	'faʊndə(r)	n	to give a command
order	'ɔ:də(r)	_____	_____
order	'ɔ:də(r)	_____	_____

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<p style="text-align: center;">Transfer Stage</p>	<p>7. threshold. The bride is standing at the threshold of her life. 8. compassionate. God is very compassionate to us. 9. downhearted. The manager was downhearted when his client refused his offer. 10. trafficking. Trafficking is the work of the traffic enforcers.</p> <ul style="list-style-type: none"> • Checking of the spelling words using the dictionary.
<p style="text-align: center;">Traffic <i>by Jane Lear Talley</i></p> <p>In summertime/ our garden walk Is like a busy street:// So many bugs/run up and down/ With tiny little feet.//</p> <p>The ants/ are shiny taxicabs, // Oh, my!// They go so fast!// Here comes/ a caterpillar bus/ Who slowly/ travels/ pasts.//</p>	<p>1. On Reciting the Poem Say: Let's read again the Poem, "Traffic". This time, let us take note of the stress, pronunciation and control our breathing by thought unit.</p>

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<p>I'm very sure/ that bugs must have Some very special vision:// For I hve never,/ never seen/ A bugmobile/ collision!//</p> <p style="text-align: right;">-Jane Lear Talley</p>	<p>Note to the teacher:</p> <ol style="list-style-type: none"> 1. Practice reading the poem yourself first. 2. Be guided with the bars indicated in the poem. 3. Take note of the followin codes. One bar () short pause Two bar () stop/long pause <p>Say: Let's read it again beautifully.</p> <ul style="list-style-type: none"> • By whole class • By grade level • By 5s • By chosen individual
<p>Curriculum Links</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Directions: Draw a map of streets in ur barangay. Put warning signals to the areas where people and cars go and cross.</p> </div> <div style="width: 45%;"> <p>Directions: Make warning signals for children and teachers in crossing the streets.</p> </div> </div> <ul style="list-style-type: none"> • Critiquing/checking of projects <p>Ask: It is important to obey traffic ruler? Why?</p>	

<p>GRADE VI</p>	<p>IV. EVALUATION</p> <p>A. Directions: Read the poem below. Note important details from it by completing the chart.</p> <p><i>Upon waking up in the morning, what do you notice in your surroundings? Read the poem below and compare what you notice with what the poet says.</i></p> <p>I saw the cobwebs on the grass With dew drops all around I heard a gentle gust of wind Blow small leaves to the ground. I saw the tints of pink and blue, For sunrise time was near, And, as it rose above the hills, I saw a tiny deer.</p> <p>It looked and smelled to make quite sure That nobody was near; It saw me, eyed me curiously, And beat retreat in fear.</p> <p>The folk began to stir about To have their work begun, I never, never shall forget That rising of the sun.</p> <p style="text-align: right;"><i>—Charlotte Green</i></p>																
<p>GRADE V</p>	<p>IV. EVALUATION</p> <p>A. Directions: Locate the needed information for each word in the dictionary. Write on the spaces provided for the chart.</p> <table border="1" data-bbox="1137 989 2042 1157"> <thead> <tr> <th>Word</th> <th>Syllabication</th> <th>Stress</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>1. examination</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. government</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. presidency</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Word	Syllabication	Stress	Pronunciation	1. examination				2. government				3. presidency			
Word	Syllabication	Stress	Pronunciation														
1. examination																	
2. government																	
3. presidency																	

What the author saw	Where
cobwebs	1.
2.	in the sky
tiny deer	3.
small leaves	4.
5. When?	

A. Directions: (2 groups)

1. Work as a team.
2. Place the proper bars to indicate your stops and pauses when reading the poem.
3. Read the poem correctly by thought unit.
4. Stay in front while reciting (with a copy) the poem.

Group #	Pauses and stops (5)	Pronunciation	Volume Pitch 5	Total (15)

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C. **Directions:** Choose the correct syllabication of the given words. Write the letter of the correct answer on your paper.

1. usual a. usu-al b. us-u-al c. u-su-al
2. chocolates a. cho-co-lates b. choc-o-lates c. choco-lates
3. temper a. tem-per b. tem-per
4. wisely a. wi-se-ly b. wis-e-ly
5. because a. be-cau-se b. bec-ause c. be-cause
6. properly a. pro-per-ly b. prop-er-ly c. pro-er-ly
7. analyze a. a-na-ly-ze b. a-na-lyze c. an-a-lyze
8. example a. e-xam-ple b. exam-ple c. ex-am-ple
9. valuable a. va-lu-a-ble b. val-u-a-ble c. val-u-a-ble
10. little a. lit-tle b. lit-tle c. lit-tle

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<p>GRADE VI</p>	<p>Scale: 0-2 mistakes 5 pts 3-6 mistakes 4 pts 7 and more 3 pts</p>	
<p>GRADE V</p>		<p>V. ASSIGNMENT Choose 5 words from the poem. Get the syllabication and pronunciation guide.</p>