

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

WEEK 5 FIRST GRADING

GRADE V	GRADE VI
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I. OBJECTIVES

A. Skills

1. Identify multiple meanings of a word given in a dictionary
2. Pronounce words putting stress on the correct syllable

B. Insight/Value

- Tell that plants provide food for all living things

Curriculum Links:

1. Science : Categorize plants according to their uses
2. Show interdependence of living things using the food chain

II. SUBJECT MATTER

Story

Plants by Helen Taylor Abdulaziz

Skills

Identifying multiple meanings of a word

Pronouncing words putting stress in the correct syllables
Distinguishing changes in meaning of words caused by stress shift
 Science: Categorizing plants according to their uses
 Illustrating the food chain

Curriculum Links

Materials

1. puzzle
2. charts
3. enlarged poster of barren meadow
4. task cards
5. dictionary
6. cutouts of plants trees
7. K-W-L chart

III. PROCEDURE

GRADE V

GRADE VI

GENUINE LOVE FOR READING

A. Pre-reading Activities

1. Motivation

(Show a barren meadow in an enlarged poster. Distribute envelopes to each group containing cut-outs of plants, trees, vegetables.)

Say: Look what we have here! What can you say about the scene in this poster?

(Point to the poster and allow few minutes for pupils to say/express ideas about it.)

Ask: How would you feel if our place were like this?

Why? How can we make it a better place?

Say: We have here cut-outs of plants and trees.

Use them to transform the scene into a lively place.

2. Unlocking of Difficulties

There are terms that we need to know to understand our story this morning.

• *provide*

Plants provide food to people and animals. They give fruits, juice, and leaves which people and animals use for food.

Look for a word in the paragraph that means the same as *provide*.

- *organism*
 Say: People, animals, and plants are *organisms*. Stone and rocks are not considered organisms. They don't have life.
 Ask: What is an organism then? (Living Things)

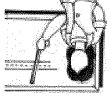
- *perennial annual plants*
 Say: Mango, durian, guava and trees are some of the *perennial plants*.
 Okra, tomatoes and eggplants are some of the annual plants.
 Ask: What is the difference between a *perennial* and an *annual* plant?

- *chorophyll*
 Show a bundle of green leafy vegetables or malunggay leaves.
 Let the children observe as you squeeze the leaves in a bowl.
 Ask: What do you notice?
 What comes out of the leaves as you squeeze them?
 What do you call this green matter?
 It is called *chorophyll*. What then is *chlorophyll*?

- *photosynthesis*
 Ask: What is *photosynthesis*?
 When does it happen? (Let pupils open the dictionary.)
 Say: Will someone read the meaning as given in the dictionary?
 "Photosynthesis occurs when plants containing chlorophyll make carbohydrates or food from water and carbon dioxide in the presence of light"

3. Motive Questions

Say: We will meet these words again as we read our selection. "Plants" by Helen Taylor Abdulaziz.
 Ask: How much do you know about plants?



(The teacher guides the pupils on the story found on page 63, English for You and Me, Reading 6 or presents the story on the board, written on a manila paper or illustrated board. After reading each paragraph, teacher asks questions that help pupils predict and monitor their comprehension.)

During Reading

(Pupils fill out the first two columns.)

Say: After reading the story, we will list our new learnings about plants in the third column

What I know about plants	What I want to know about plants	What I want to learn about plants after reading

Let us fill our KWL Chart.

GRADE V

GRADE VI

<p>GRADE VI</p>	<p>GRADE V</p>
<p>What are necessary for life? Why do living things need plants? What are the uses of roots? Why are stems important? How many kinds of stems are there? Which part of the plant makes food? When does photosynthesis occur?</p>	<p style="text-align: center;">Plants <i>Helen Taylor Abdulaziz</i></p> <p>Plants are necessary for life. All living things need plants because people with food. During photosynthesis, plants change the sun's energy into food. Plants use carbon dioxide (CO_2) and produce oxygen. All human beings and animals need oxygen to live.</p> <p>Roots usually grow underground. They help keep the plant in the soil. They also absorb water and mineral from the soil and carry them to the other parts of the plant. In some plant such as carrots and potatoes, the roots store food for the plants.</p> <p>Plant stems are usually found above the ground. They hold the leaves and flowers. There are two kinds of stems. The stems of many flowers and vegetables are soft and green. They bend easily. These plants live for one year only. They are annual plants. Other plants have hard and woody stems. Trees have brown, woody stems, They are perennial plants. They live for several years.</p> <p>Leaves are an important part of the plants. The leaves grow on the stem. Most of the leaves are green because they contain chlorophyll. Chlorophyll is necessary for photosynthesis. Leaves make food for the plants.</p> <p>In the process of photosynthesis, roots, stems, and leaves of green plants work together to make sugar from sunlight. <i>Photosynthesis</i> is a Greek word which means "putting together with light." During the process of photosynthesis, plants use sunlight, chlorophyll, carbon dioxide (CO_2), and water to make food. In this way, green plants use the sun's energy to make food for the plant and other living things. Other living organisms such as animals get their energy by eating plants. Human beings eat both animals and plants to get energy. Without green plants, the sun's energy could not be used on the earth and all other organisms living on earth would die.</p>

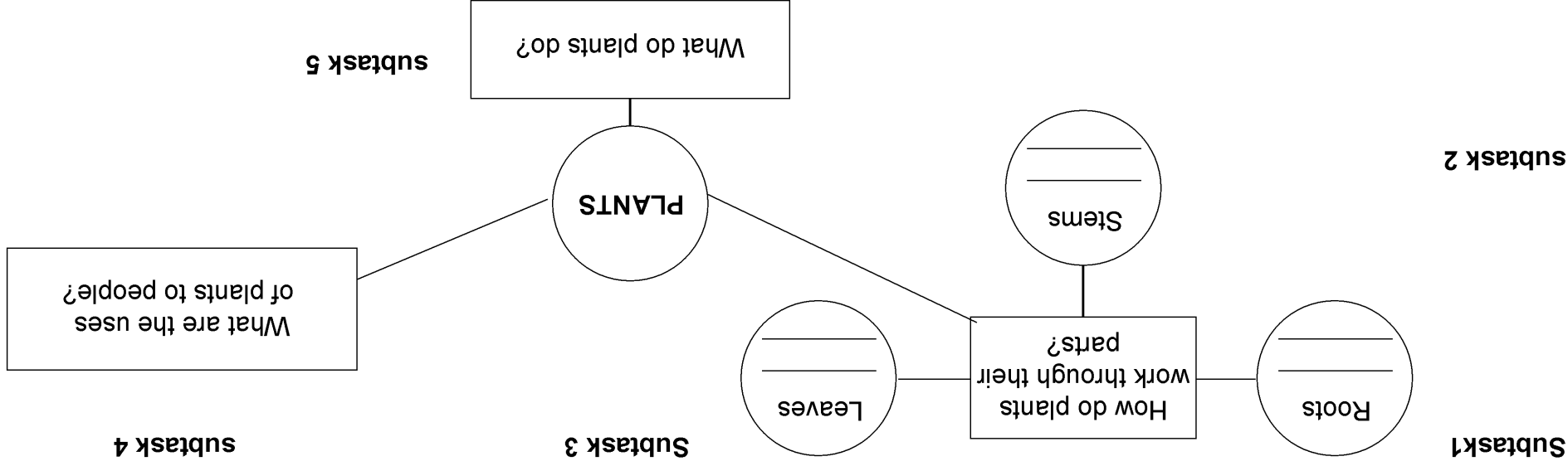
Post Reading Activities

Engagement Activity 1: Small Group Activities

Divide pupils into three groups. Each group will do an activity. (Refer to the task cards.) Two groups will be from Grade V pupils and one group from Grade VI or the other way, depending on the number of pupils in the grade level.

Group 1: Idea Web (Illustrated on a half size manilla paper)

- Direction:*
1. Categorize ideas about plants by completing the idea map.
 2. Distribute subtask cards to group members
 3. Let each subgroup accomplish the subtask.
 4. Paste your accomplished subtasks on the Idea Web.



GRADE V

Group 2: Crossword Puzzle

Direction: Study the following clues to complete the crossword.

Across:
1. Process of making food for plants

2. To give or supply

3. The green pigment of plants

4. One year

Down:

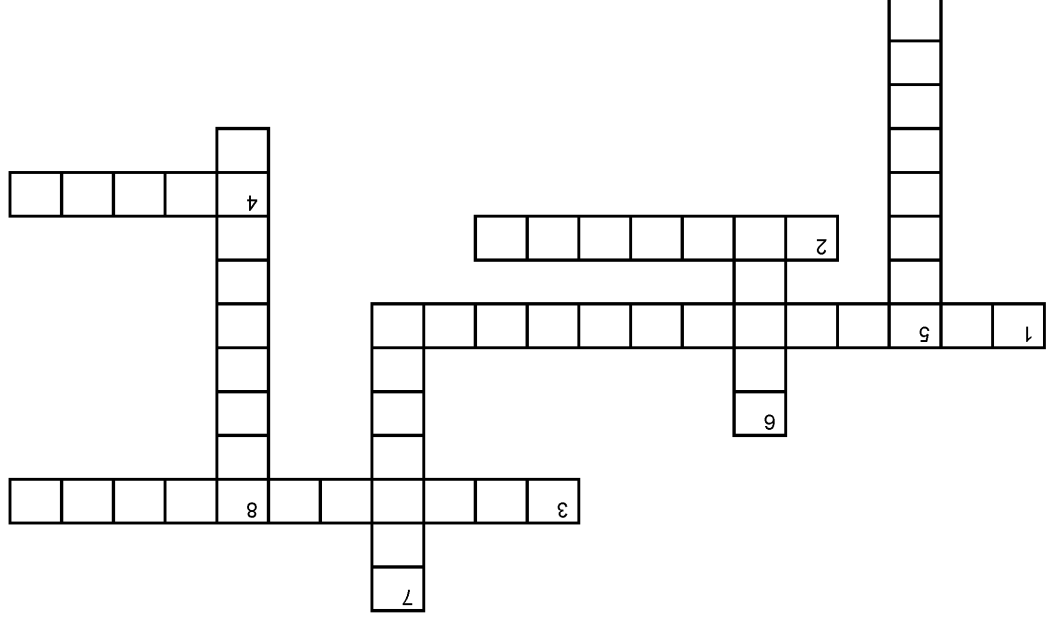
5. Any individual life form

6. To take up or drink

7. A continuous action

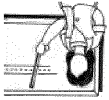
8. Living more than two years

GRADE VI



<p>GRADE VI</p>	<p>GRADE V</p>
<p>Group 3: Tribute to Plants</p> <p><i>Directions:</i> Sing the song below to the tune of "Wowowee:"</p> <p>We plant / you seeds In the fertile soil Grow little seedling Grow healthy plants. We water you plants Grow, make / food for us Because all living things Are dependent on you.</p>	<p><i>Engagement Activity 2: Discussion of the Story</i></p> <p>The story is discussed using the Gradual Psychological Unfolding process. The outputs in Engagement 1 are presented during the discussion.</p> <p><i>Ask:</i></p> <ol style="list-style-type: none"> 1. What do living things need? 2. Why do we need plants? 3. What do plants need to make food? 4. What are the uses of plants to us? <p><i>Say:</i> Group 1, please show us your work now.</p> <ol style="list-style-type: none"> 5. Photosynthesis is a Greek word. What does it mean? <i>Say:</i> Will you go back to that paragraph in the story and read what it means. 6. What does the plant produce during the process of photosynthesis? 7. What helps the plant in making food?

GRADE VI	GRADE V
	<p>8. Who are benefitted by the food produced by plants?</p> <p>9. Say: Now, let us recall the important words we learned in the story. Group 2, please show us your puzzle.</p> <p>10. Say: We have learned how useful plants are. Let us go back to our KWL Chart.</p> <p>Let us compete the third column of the chart.</p> <p>11. Say: Aren't we blessed to have plants all around us?</p> <p>12. Ask: What then should we do to help preserve our plants? This time, we shall listen to Group 3 for their song as a tribute to plants.</p>



Exercise A

Here are some words that we learned from the story. Notice that each word has several meanings. Tell which meaning is appropriate for the italicized word used in the sentence.

- plant
- An organism with cellulose cell walls , most of which have chlorophyll
 - A factory
 - To set in the ground to grow, establish

- Plants are necessary for living.
- The pupils plant malunggay and other vegetables.
- There is a soft drink plant near our school.

- store
- To put or keep something in a safe place
 - a retail business establishment
 - a large quantity

- _____ Pupils store their shovels and bolos in the divan
- _____ God has store blessings for us.
- _____ Go to the store and buy milk.

Generalization

When a word has two or more meanings, what should we do to find/get its appropriate meaning?

To be able to get the appropriate meaning of words with more than one meaning, identify whether it is a noun or a verb.

Exercise B

Let's try another set of words with multiple meanings. Choose the correct meaning of the statements given.

Panel

- a. A section or division of a surface
 - b. A thin board for an oil painting
 - c. A group of persons selected for a specific purpose as judging, discussing
 - d. A lengthwise strip, as of contracting material in a skirt or dress
- 1. The dress had six *panels* each with a different color.
 - 2. The members of the *panel* will discuss pressing issues.
 - 3. The *panel* dividing the room had built-in shelves.
 - 4. She set-up the *panel* for her painting.

Exercise C

Here are some words with several meanings. After each word are possible meanings lettered a, b, or c. Choose the meaning referred to in each sentence. Write the correct number before each sentence. Here is an example

hard
_____ 1. He thought the _____ was too hard.
_____ 2. He thought that bed was so hard.

capital
_____ 3. How much is the capital for this store?
_____ 4. Manila is the capital of the Philippines.

fair
_____ 5. She is a fair manager. She doesn't cheat.
_____ 6. The senator has a fair knowledge of English.
_____ 7. A mother is always fair to all her children.

match
_____ 8. She burned her finger when she struck the match.
_____ 9. Our best Filipino boxers lost their match in Korea.

glass
_____ 10. They fixed the glass in the window.
_____ 11. She drank a glass of coke.

GRADE V

GRADE VI

GRADE VI	GRADE V
	<p>12. _____ kind There are many kinds of animals. a) a class or variety b) a benevolent person</p>
<p>14. _____ band a) a group of musicians b) a group of persons joined together c) thin strip that bind</p> <p>15. _____ They stopped moving around when the band played the national anthem.</p> <p>16. _____ That durable plastic band can hold these papers together.</p>	<p>17. _____ stone a) hard-hearted b) a piece of rock c) precious stone</p> <p>18. _____ A big stone concealed the entrance of the cave.</p> <p>19. _____ He has a heart of stone.</p>
<p>20. _____ stock a) seedling b) bred c) soup</p> <p>21. _____ This is the stock of palay.</p> <p>22. _____ What stock of cows gives much milk? 22. Save the chicken stock for tomorrow's dish.</p>	
<p>figure</p> <p>a) character or symbol representing a number b) a visible form of anything; shape, outline c) a movement or series of movements in a dance d) a surface or space enclosed by lines or planes e) a picture seen mentally</p> <p>23. _____ The Miss Universe contestant has a 34-24 figure. 24. _____ I can't figure out how you managed to survive the test 25. _____ The figure eight is difficult to draw. 26. _____ A polygon is a closed figure. 27. _____ Can you execute the last figure of Carriosa?</p>	



Exercise D

Choose the appropriate meaning of the underlined word as used in the sentence. Write the letter of the correct answer.

- Stroke**
- a. a sudden attack of disease
 - b. a blow
 - c. a single movement made by a paint brush
1. Our neighbor died of stroke last year.
 2. He made a neat stroke of color on the canvass.
 3. The boxer has a unique stroke.

- Panel**
- a. a section of a surface
 - b. a thin board for an oil painting
 - c. a group of persons selected for a specific purpose as judging.
4. The dress as six panels each with a different color.
 5. He set up the panels for his painting.
 6. The panel dividing the wall has built-in shelves.
 7. The members of the panel will discuss pressing issues.

- Delicate**
- a. needing careful handling
 - b. easily damage
 - c. beautifully fine in texture
 - d. frail
8. Everybody admired the delicate pattern of the design.
 9. Her delicate health forbids her from participating in many activities.
 10. Glass is delicate and should be handled with care.



Exercise D

- Cell**
- a. a small room for a prisoner of monk.
 - b. a small component, receptacle, or activity
 - c. a body of persons forming a single unity in an organization of similar group
 - d. the unit composing all or part of battery consisting electrodes I contract with an electrolyte and in which current is generated.
 - e. the fundamental structural unit of plants or animal

1. The best way to get the strongest current through a given resistance is by arranging the cells in series.
2. To be granted a reloan under the livelihood project, each member of the cell must have fully paid his previous loan.
3. An important ingredient in the manufacture of pollen-B is honey which is extracted from the cells of bees.
4. All plants and animals are composed of cells.
5. The cells in the Rehabilitation Centers are congested.

Sound

- a. something that is heard
 - b. to give specified impression
 - c. to signal, order, announce
 - d. free from injury or disease
 - e. deep unbroken
1. The story has a sinister sound.
 2. A sound mind is needed in this kind of job.

<p>GRADE VI</p>	<p>3. The general felt that his men would all perish should be not sound a retreat.</p> <p>4. The baby was sound asleep unmindful of what was happening around.</p> <p>5. As he approached the hall, he could hear the sound of laughter.</p>	<p>GRADE V</p>	<p><i>Checking of answers:</i> Have the Grade VI pupils check their papers using the answer key found in one corner of the room.</p> <p>Teacher will be with Grade V for the checking.</p>
<p>TRANSITION STAGE</p>			
<p>A. Say: We learned that one way to help us understand the meaning of a word with multiple meanings is through stress in words. Stress helps us understand the meaning of words especially if they have multiple meanings. Let us practice putting stress on the following words. Write the words as dictated.</p> <p>Then listen carefully as I use each word in a sentence. Then put the stress mark on the correct syllable of the word.</p> <ol style="list-style-type: none"> 1. <i>record.</i> "Nestor, give me my class <i>record</i>." 2. <i>govern.</i> The king who <i>governs</i> with fairness is loved by all. 3. <i>kidnap.</i> The <i>kidnap</i> was done late at night. 4. <i>memory.</i> Waiting the right kind of food can boost the <i>memory</i>. 5. <i>volunteer.</i> The youth club members <i>volunteer</i> to clean the dike. 6. <i>ordinary.</i> It is <i>ordinary</i> for a farmer to apply fertilizers in the field. 7. <i>elementary.</i> Clean and Green Program a is must to both high school and <i>elementary</i> schools. 8. <i>national.</i> We celebrate the <i>National</i> Consciousness Week. <p>(Pupils read each word correctly after the teacher.)</p>			

B. Directions: Listen as I say the following words. Tell whether it is a noun or a verb.

- 1. contrast
- 2. insult
- 3. escort
- 4. present
- 5. discount
- 6. progress
- 7. desert
- 8. digest
- 9. accent
- 10. conduct

Science
Categorizing

Directions: List many uses of plants as you can.

Leaves
1.
2.
3.
4.
5.

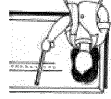
Roots
1.
2.
3.
4.
5.

Stem/Wood

Plants as a whole tree

1.
2.
3.
4.
5.

CURRICULM LINKS



Drawing a Food Chain

Draw a food chain showing the interdependence of living things.



IV. EVALUATION



A. Read the meanings of the word inside the rectangle. Decide which meaning best fits each sentence in the group. Copy the letter of the best answer.

GRADE V

Prime

- a. First in rank
- b. First in value or quality
- c. Divisible by no whole number except itself and one
- d. path or way
- e. natural or usual development

- 1. _____ The *prime* minister studies an issue carefully before he makes a decision.
- 2. _____ Three, five, and seven are *prime* numbers.
- 3. _____ *Prime* commodities are sold at reasonable prices in most markets in the province.
- 4. _____ The *prime* duty of parents is rearing their children.
- 5. _____ The actress was in her *prime* when she won the awards.

GRADE VI

Course

- a. onward movement in a certain direction progress
- b. part of a metal
- c. complete series of studies
- d. path or way
- e. natural or usual development

- 1. _____ Anthropology is a *course* offered in the university.
- 2. _____ Life must take its *course*.
- 3. _____ The survivors were not sure if they were taking the *course* that would bring them to civilization.
- 4. _____ The golf *course* is carpeted with green grass.
- 5. _____ The main *course* at dinner was lobster.

<p>GRADE VI</p>	<p style="text-align: center;">Culture</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>a. the cultivation of plants or animals especially to improve the breed</p> <p>b. the development and refinement of mind, morals, or taste</p> <p>c. the sum total of the attainments and learned behavior patterns of any specific period or people in civilization specially prepared substance in which microorganisms are cultivated</p> <p>e. to develop and grow in an artificial media</p> </div> <p>6. _____ Many farmers throughout the country are engaged in rice <i>culture</i>.</p> <p>7. _____ The President of the company is a man of culture as well as of exemplary character.</p> <p>8. _____ The Filipino culture is a blend of the East and of the West.</p> <p>9. _____ The biologist examined the culture under the microscope.</p> <p>10. _____ The Japanese technologies are training some Filipinos in earthworm culture.</p>
<p>GRADE V</p>	<p style="text-align: center;">Conduct</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>a. guide</p> <p>b. manage or control</p> <p>c. direct and lead as in an orchestra</p> <p>d. to convey or transmit</p> <p>e. to act or behave</p> </div> <p>6. _____ The management has invited the visiting impresario to conduct the orchestra in the finale of the program.</p> <p>7. _____ The manager directed the receptionist to conduct the visitors around the establishment.</p> <p>8. _____ It is important that you conduct yourself properly in public.</p> <p>9. _____ Materials made of iron can conduct electricity.</p> <p>10. _____ The GCP will conduct a workshop on acting for teenagers.</p>

GRADE VI		<p style="text-align: center;">V. ASSIGNMENT</p> <p>List at least five words with multiple meanings as given in the dictionary. Use each in your own sentence. Put the stress as the meaning suggests.</p>																				
GRADE V	<p>B. Directions: Read the following words correctly. Put the stress on the right syllable based on how it is read by the teacher.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">1.</td> <td>récord</td> <td style="text-align: right;">6.</td> <td>repát</td> </tr> <tr> <td style="text-align: right;">2.</td> <td>prógress</td> <td style="text-align: right;">7.</td> <td>subjeçt</td> </tr> <tr> <td style="text-align: right;">3.</td> <td>incréase</td> <td style="text-align: right;">8.</td> <td>digést</td> </tr> <tr> <td style="text-align: right;">4.</td> <td>conduçt</td> <td style="text-align: right;">9.</td> <td>desért</td> </tr> <tr> <td style="text-align: right;">5.</td> <td>absént</td> <td style="text-align: right;">10.</td> <td>présént</td> </tr> </table> <p>(Note to the teacher: The stress is your guide in reading it to the class. Present the words on the flashcards without stress marks.)</p>	1.	récord	6.	repát	2.	prógress	7.	subjeçt	3.	incréase	8.	digést	4.	conduçt	9.	desért	5.	absént	10.	présént	<p style="text-align: center;">V. ASSIGNMENT</p> <p>List at least three words with multiple meanings as given in the dictionary. Use each in your own sentence. Put the stress as the meaning suggests.</p>
1.	récord	6.	repát																			
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