

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

WEEK 6 (FIRST GRADING)

GRADE V	GRADE VI
<p>I. OBJECTIVES</p> <p>A. Skills</p> <ol style="list-style-type: none"> 1. Decode meaning of unfamiliar words using suffixes 2. Identify noun-forming and adjective-forming suffixes 3. Ask and answer questions about oneself/others using positive/negative rejoinders. 4. Write a paragraph from pictures drawn <p>B. Insights/Values Say “Thank You” for favors received.</p> <p>C. Curriculum Links <i>MSEP</i></p> <ol style="list-style-type: none"> 1. Draw pictures of characters 2. Dramatize <p>II. SUBJECT MATTER</p> <p>Story: Mariang Makiling Reading: Using Suffixes Language: Using the Positive/Negative Tag for Do-Does Questions Writing: Write a paragraph for pictures drawn. References: English for All Times (Reading) pp. 171 Fun in English 5 (Reading) pp. 92-94 English Expressways pp. 109, 169 Fun in English 6</p> <p>Materials: Word card with “DYOSA”, chart for the unlocking activities; chart for “Open-Mind Portrait” of Mariang Makiling; task cards, prefix wheel, word cards of suffixes, chart of suffixes, Model Charts for suffixes</p>	<ol style="list-style-type: none"> 3. Use the positive/negative tag for Do-Does-Did questions

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III. LEARNING ACTIVITIES

A. Pre-reading

1. Motivation

- a. Post the word “DYOSA” on the board. Ask pupils if they have seen the teleserye on television. Who is “Dyosa”? What are her qualities?

Say: “Dyosa” was a goddess of beauty and power. She was also kind-hearted and simple. But before Dyosa, there was another goddess of beauty and power. Do you know her? Here are some clues to her identification.

- Her name starts with the letter M and ends in letter A. (Who is she?)
- She lives in a mountain whose name also begins with letter M and ends in letter G. (Who is she?)
- Yes, she is Maria, the dyosa or goddess of Mt. Makiling. That is why she’s called Mariang Makiling. Mount Makiling is in Laguna. Can you locate Laguna on the map?

2. Unlocking of difficulties

- a. Say: We will read more about Maria Makiling after we have learned the meaning of the following words. Let us read them.

- majestic – beautiful and majestic mountain
- enchanted – enchanted forest
- disguise – disguised as an old woman
- stealthily – stealthily returned the money
- dwindled – dwindled to very little
- surfeit – enjoyed surfeit in food
- vengeful – loud vengeful laughter
- nuggets – nuggets of gold

- b. Read the sentences and tell the word that means the same as the underlined word. Pick out from the words given above.

1. Mariang Makiling lived in a magnificent and imposing mountain.
2. Fairies and dwarfs are said to live in Mt. Makiling, that is why people get bewitched and charmed in this _____ mountain.

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- 3. Maria would dress like an old woman to hide her true identity.
- 4. The harvest of the people seem to get lesser and lesser.
- 5. Before they enjoyed excessive and abundant harvest.
- 6. Maria would often place small chunks of gold in women’s baskets.
- 7. One dark night, they heard the hatred and full of revenge laughter of Maria.
- 8. People would silently steal from her garden.

Expected answers:

- | | | | |
|--------------|-------------|------------|---------------|
| 1. majestic | 3. disguise | 5. surfeit | 7. vengeful |
| 2. enchanted | 4. dwindled | 6. nuggets | 8. stealthily |

3. Setting of the Motive Questions

Say: Let us read a part of the ending of the story.

“One cold night in harvestime, heavy storms come and destroyed the countryside. In its wake, the people heard the loud, vengeful laughter of Mariang Makiling.”

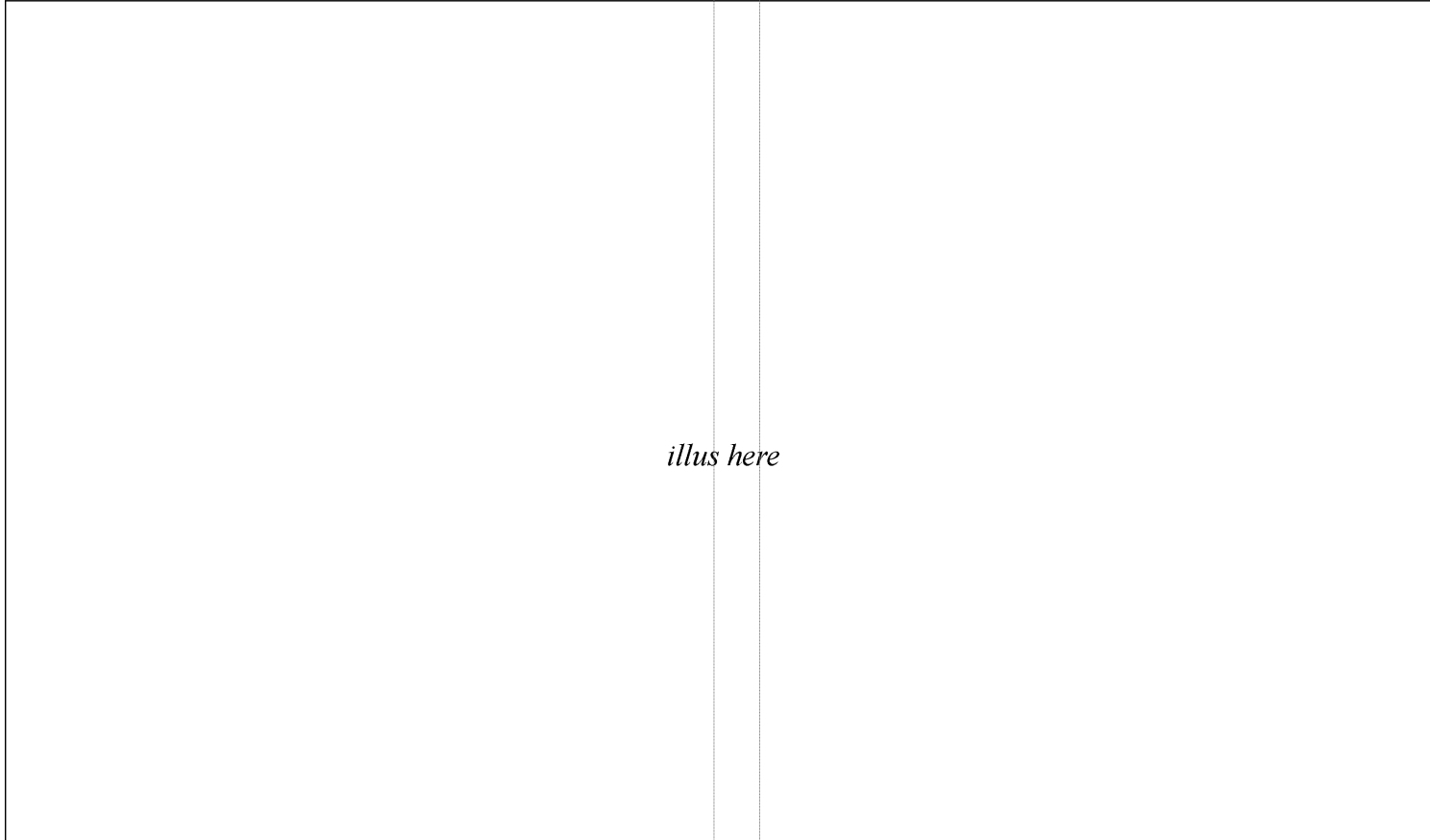
Why do you think was Mariang Makiling’s laughter vengeful?

What do you want to find out in the story?

Let us do an open-mind portrait of Mariang Makiling. Let’s take a look at her thoughts. What kind of a person do you think was Mariang Makiling at the beginning of the story? If people turned ungrateful what do you think she became at the end?

Let us write our observations on the open-mind portrait.

MARIANG MAKILING



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Say: We will find out later whether what we have inferred are correct or not. We are now ready to read the story.

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B. During Reading

Say: Let us open our reading books, English for all times, to page 171. As I read to you the story, listen and read along with me silently. I will ask you some questions as we go along.

One of the most beautiful and majestic mountains along the borders of Laguna and Tayabas is Mt. Makiling.

A legend tells us that Mt. Makiling is an enchanted mountain. It is the home of the engkantada Mariang Makiling.

Mariang Makiling was more beautiful than all the legends about her put together. It was said that Maria, the Enchantress of Makiling had no peer in beauty or in goodness. Her face, said those who had seen her, was bright as the sun, her complexion extremely smooth and fair. Her hair was long and looked like spun gold in the sunlight. Her face was like a virgin's, finely chiseled and delicately coloured.

But her goodness far surpassed her beauty. Maria was a kind and generous spirit who spread joy to the country around. The men who hunted birds and wild animals in the forests of Makiling used to tell of how Maria would neither punish nor disturb them even though they killed the animals who were her pets and constant companions. When they were hungry and thirsty, Maria would appear and offer them food and drink. Moreover, she would give them fresh fruits to bring back to the town. These, to their great surprise, would turn into pure gold upon their return home.

Often, Maria would walk among the people in the towns at the foot of the mountain. In disguise, she would visit the homes of the poor, attend town weddings and feasts. And she was wont to leave behind as gifts clothes, tools, and jewels for the people.

Maria loved one thing: white hens. If she asked for any gift in return for the good that she did, it was for the gift of a white hen.

Maria's kindness seemed to have no end. But neither did men's greed know any surfeit.

The people, not contented with all that she gave them, would often steal from Maria.

In the forests, they would pick ginger stealthily knowing that ginger picked from Makiling

- Who is Mariang Makiling?
- What was she known for?

- How did Mariang Makiling show that she was kind

- Were the people contented with all the things she had given them?
- What do you think did she do to let the people feel their ingratitude? Let's find out.

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would turn into nuggets of gold. They killed animals and cut down trees when they had no need of these at all. They abused the kindness of Maria.

Soon, Mariang Makiling could no longer be seen walking on top of the mountain. She no longer appeared in the towns to distribute gifts and fruits. She no longer graced weddings and celebrations with her presence.

Much later, the people noticed that their harvests had dwindled to very little. They no longer had the jewels and golden tools Maria used to give them. How they felt the absence of Maria.

One cold night in harvestime, heavy storms came and destroyed the countryside. In its wake, the people heard the loud, vengeful laughter of Mariang Makiling. Now, whenever people take anything from Mt. Makiling to the lowlands, they are always caught by rains and storms.

- What did Maria Makiling stop doing for her people?
- Do you think the people realized their mistakes that time? What could they have done to appease Maria?
- What happened one night?
- Who do you think caused the storm?

Say: We shall discuss the story thoroughly after we shall have made some activities that we need during the discussion

C. POST-READING ACTIVITIES

Engagement Activity 1

Have pupils do the tasks assigned to them.

Group 1 Draw how you imagine Mariang Makiling based on the qualities she has.

Group 2 Choose one of your groupmates to be Maria Makiling. Disguise her so that others will not recognize her. Ask from your teacher the needed materials like clothing, make-up etc.

Group 3 Read the lines showing the people’s ingratitude and dramatize how the people abused Maria’s kindness.

Group 4 Dramatize what happened when Maria no longer appeared to the people.s

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Engagement Activity 2 Discussion of the Story

(Discuss again the story using the outputs of the pupils.)

1. Where can we find Mt. Makiling?
2. Who is Mariang Makiling?
Let us ask Group 1 to show and tell us who Mariang Makiling is.
3. Was she of good heart?
How did she help the people. What did she get in return?
4. Does Maria go to the town and visit homes? What does she do so that nobody will recognize her?
Group 2 will show us how Mariang Makiling would disguise herself.
5. Were the people contented with what Maria gave them? Let us watch the presentation of Group 3.
6. Was Maria happy when the people abused her goodness?
7. What did she do? Was she seen again?
What happened to the people when Maria no longer appeared to them?.
8. What happened one night? Who do you think caused it? Can you read the line that proves that it was Maria who cause the storm?
Let us watch the presentation of Group 4, the night the people were punished.
9. Was Maria right in punishing the people?
Would you also give the same punishment if you were Maria? How would you punish them?
10. Let us try to see the Open-Mind Portrait we made at the start of our lesson. Are our answers correct? What kind of a person was Mariang Makiling at the start of the story? at the end of the story? What caused her to change? (abusive people)

Value: How do we show our gratitude to a person?

Expected Answer: We say "Thank You".

We always remember the favor we receive.

Grammar and Oral Language Development

1. Say: Let us read the following sentences.
 - a. Maria Makiling was kind-hearted woman.
 - b. She changed at the end of the story
 - c. The people stole ginger from her garden.

2. Let us study the dialogue

Did the people stole garden from her garden?

Yes, they did.

Did she change at the end of the story?

Yes, she did.

Did the people stole garden from her garden?

Yes, she was.

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1. *Pupil Leader:*
 - A. Let us try to read the sentences lifted from our story "Maria Makiling."
 - a. Maria makiling like to go out on bright nights.
 - b. She doesn't appear to people often.
 - c. Some people steal ginger from her garden.
 - d. Animals don't roam around her gardens.
 Ask: What kind of sentences are these? (present)

 - B. Say: Have pupils copy the following sentences.
 - a. Maria Makiling likes to go out on bright nights doesn't she?
 - b. She doesn't appear to people often does she?
 - c. Some people steal ginger from her garden, don't they?
 - d. Animals don't roam around her gardents, don't it?

Ask: Are the two groups sentences the same? (no)
 What are the differences you noted?
Expected answers:
 The first set (A) are declarative sentences in the present form.
 – The second set (B) are questions.

Ask: What was done to change the sentences into questions?

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Ask: What were the answers.

Questions	Answer
1. Was Mariang Makiling a kind-hearted woman?	Yes, she was.
2. Did she change at the end of the story?	Yes, she did.
3. Did people stole ginger from her garden?	Yes, they did.

Say: Let us read another kind of response.

Question: Was Mariang Makiling a kind-hearted woman?

Answer: No, she wasn't.

Question: Did people stole ginger...

Answer: No, they didn't.

3. Let us study this question.

Question: Did you finish your project, Romel?

Say: Who can give an affirmative answer? Negative answer?

Expected Answers:

Yes, I did.

No, I didn't

4. Activity (Taking Chips)

Have pupils play a game. There must be three pupils in a group. A timer is assigned. The two others will be the players. Each group will need a 5 chips or tansas.

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Expected answers:

The following were added doesn't she, does she, don't they, don't it.

Ask: Who is referred to by the pronouns?

– She (Maria Makiling)

– they (some people)

– it (animals)

Say: Let us read

– doesn't she don't they?

– does she do they?

2. Let us read these again.

Mariang Makiling likes to go our on bright nights, doesn't she?

Ask: What is the declarative sentence here?

(Mariang Makiling likes to go out on bright nights)

Say: The declarative sentence is called a stem.

The sentence is a positive stem so it needs a negative tag- doesn't she?

But if we say:

Mariang Makiling does not like to go on bright nights.

The sentence becomes a negative stem because of the presence of the word not.

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These chips will be placed on the center of the table. Player A starts the game by asking a question. If player B can answer (affirmative.negative response) he gets a chip. The timer counts 1-5. If the player B cannot answer, Player A gets the chip. Player A continues to ask questions. If the time, player B answers; he gets a chip and take hi/her turn to ask a question. The game continues until all the chips have been taken. The one with the most chip wins.

- Let the group write down the questions asked during the game. (on manila paper)

Questions	Rejoinders

- Say: Let us now discuss the activity you just did. Did you enjoy our game?

Have pupils post their work on the board.

Ask: What interrogative words did you use to start your questions.

Expected Answer: Was, Did, Were

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So we say:
Mariang Makiling like to go out on bright nights,
 positive declarative sentence

doesn't she?
 negative tag

or

Mariang Makiling does not like to go out on bright
 negative declarative sentence

nights, does she?
 positive tag

We also have other examples:

Some people steal ginger from her garden, don't they?
 Animals don't roam around her garden, do they?

- Practice
 On your notebook give a negative/positive tag for the given declarative sentence.
 - Kaye prefers doing household chores than going out; _____ ?
 - Her brothers help her with the housework, _____ ?
 - Toto doesn't participate in school activities, _____ ?
 - You know Dr. Jose Rizal, _____ ?
 - Grandfatehr doesn't exercise anymore, _____ ?

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Let us study the chart.

Interrogative Word	Subject	Rejoinders
Was	Maria Makiling kind-hearted?	Yes, she was. No, she wasn't
Were	you present yesterday	Yes, I was No, I wasn't
Did	Roy enjoy the movie?	Yes, he did. No, he didn't

Ask: What kind of questions are these? (Yes-No Questions)

- How were the affirmative rejoinders stated?
(Expected Answers:)
 - a. Yes + singular subject + was
 - b. Yes + plural subject + were
 - c. Yes + singular/plural subject + were
- Ask what about the negative rejoinders?
(No, + singular subject + wasn't
- What happen to the not in was not? did not? were not?
(it is contracted to wasn't, didn't, weren't)

7. Application

On your notebooks answer the following questions with an affirmative or negative rejoinder.

- a. Were you called by the principal?
- b. Did the principal call for you?
- c. Was Fely right in telling the principal?

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f. Our neighbors don't throw their garbage properly, _____?

4. Generalization

Let us complete the following.

- A (declarative) sentences can be changed into a question using (tag questions)
- A positive stem needs a (negative) tag.
- A negative stem needs a (positive) tag.
- If the verb used is in the present form with a singular subject we use (does) or (doesn't)
- If the verb used is in the past form with a plural subject, we use (do) or (don't).

5. Application

Copy the given declarative sentences.

Change these into questions.

- a. Eagles soar high, _____?
- b. We don't eat grass, _____?
- c. The boy works for living, _____?
- d. Monkeys eat bananas, _____?
- e. My teacher enjoys teaching, _____?
- f. Plants need water and sinlight, _____?
- g. The sun rotates on its axis, _____?
- h. I don't enjoy violent movies, _____?

6. Enrichment (Dyads)

Have the pupils get a partner. Have them ask each other questions using tag questions.

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d. Did your father help with your project? e. Was your project chosen one of the best? f. Did your classmate help you with your project? g. Was it inspected by Mr. Alar?	

IV. EVALUATION

Write a tag question after each declarative sentence.

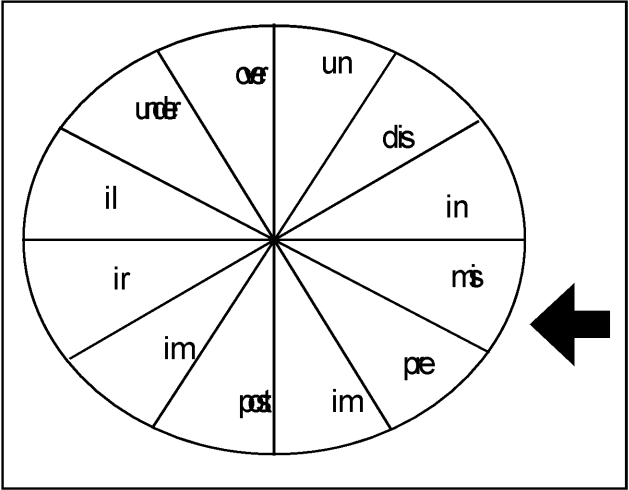
1. Tony likes reading success stories, _____?
2. Success stories give inspiration, _____?
3. I don't read suspense stories, _____?
4. My pupils prefer comics books, _____?
5. They don't like to read, _____?
6. Brenda and Marilou borrow books in the library every week, _____?
7. She doesn't mind staying late, _____?
8. He does his work religiously, _____?

TRANSITION

1. Review:
Show to the people the prefix wheel.

To make the Prefix Wheel

1. Get a piece of cardboard.
2. Draw a big circle on it.
3. Cut the edges of the circle.
4. Divide the circle into 12 or more depending on the number of prefixes.
5. Write down sample prefixes.
6. Tack it on the board or on any flat surface.
7. Use as spinning wheel.



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Say: What kind of words and syllables are written on the wheel? what are prefixes? Why do we have to know them? (because they change the meaning of the word they attach to)

Let us play "Spin-A-Prefix." Each one of you will take turns spinning the wheel. When the wheel stops turning, look at the prefix that is opposite the pointer. You are going to give a word example for it. (example: mis – answer: misplaced)

(Note: This could also be done as a contest by groups, where the group who could give the most number of examples per prefix is declared winner.)

2. Presentation:

Say: Let us read the following words taken from the story we just read. (on word cards)

beautiful

generous

vengeful

active

majestic

kindness

enchantress

childish

goodness

celebration

punishment

removable

treeless

piglet

sideward

teacher

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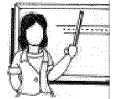
b. Say: Class let us try to find the main word and the added syllable/word. For 10 minutes, write these on your notebook.

example:

beautiful – beauty + ful = beautiful



Ask: Are you done class? Let us fill-out the chart here. Who will come to the front and do number one?



Word with Suffix	Base Word + Suffix = New Word
1. goodness 2. majestic 3. treeless 4. generous 5. activism 6. celebration 7. piglet 8. vengeful 9. enchantress 10. punishment 11. sideward 12. active 13. childish 14. removable 15. teacher	

3. Discussion

Ask: Where do we attach the syllables? (at the end of a word) What are these syllables called? (Suffix)

Let us study the suffix chart so we will know the different examples of suffixes.

SUFFIX CHART

SUFFIX	MEANING	SUFFIX	MEANING
-ness	being,	-ess (feminine) -ress	a woman who ____
-ic	having the qualities of __	-ment	being; state of being __
-less	without	-ward	to a certain direction
-ous	full of	-ive	having the power, the power to
-ion	the act of ____	-ish	somewhat; like a ____
-let	little ____	-able	capable of; able to ____
-ful	having great; full of ____	-or, -er	a person who ____
-ism	act of being a/an ____		

Say: In our example, the word BEAUTIFUL comes from the root word BEAUTY which is a NOUN that means state or quality of being pretty or attractive. If we add the suffix FUL, the new word formed is BEAUTIFUL. Beautiful is an ADJECTIVE which means full of beauty.

Now, let's take a look at the words on the chart. What does the suffix -ness mean? What does the word goodness mean?
(Continue with the rest of the sample suffixes.)

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1. Have pupils form groups. The Grade V pupils will be grouped into 6 while the Grade VI will be into 7 groups. The groups will be given a sheet of Manila paper. A suffix will be assigned to them. They will fill out the Chart. (Pupils/groups can look for words with suffixes in stories from their textbooks or other references.)



- Group 1 – ish 4 – ness
 2 – let 5 – ward
 3 – less 6 – able

- 1 – ism 4 – or
 2 – ive 5 – ic
 3 – er/less 6 – ous
 7 – ion

example:

<p>Meaning: full of ____ having ____</p>		<p>Examples; 1. beautiful 2. careful 3. 4. 5.</p>
<p>Example–Meaning 1. beautiful – full of beauty 2. careful – full of care 3. 4.</p>		<p>Use in a sentence 1. Mariang Makiling is a very beautiful woman. 2. We have to be careful with what we say.</p>

2. Have pupils present their work. Further discussion follows.

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3. Generalization:

Ask: Which of the different suffixes learned are used as NOUNS? as ADJECTIVES?

(Expected answers:)

Noun-forming Suffixes

- ness
- er
- ion
- or
- ess
- ment

Adjective-forming Suffixes

- ic
- let
- ive
- less
- ful
- ish
- ous
- ward
- able

4. Enrichment:

Give the word for the underlined phrase.

- a. The woman who directs of the school will go on a study tour.
- b. This aparador has capable of being detached parts.
- c. The speaker uses having the qualities of a poet words when he speaks.
- d. His ideas are somewhat like that of a fool.

IV. EVALUATION (ON CHART)

A. Use an appropriate rejoinder for the given questions.

- 1. Will you come next Saturday?
- 2. Are the Boys Scout attending?
- 3. Can Joy bring a flashlight tomorrow?
- 4. Is the scoutmaster joining the meeting?
- 5. Do we need to bring additional tents?
- 6. Does the principal know about the jamboree?

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- 7. Did you inform your parents about the jamboree?
- 8. Have you memorized the Scout Law?

B. Write the appropriate word with a suffix for the underlines phrase.

- 1. Nanding Reyes was given a medal for his having the qualities of a hero deed.
- 2. His a person who supervise gave him the medal.
- 3. The school woman who directs also presented him his cash prize.
- 4.-5. One of those who gave the prize was the full of fame, someone who boxes Manny Pacquiao.
- 6. The small play about his bravery was well-applauded.
- 7. Refreshments were can be availed of for all the visitors.
- 8. People will always remember his act of being a hero.

Curriculum Links

Agreement

- 1. Draw something about the following ideas.
 - a. Keeping My Barangay Clean and Beautiful
 - b. An Unforgettable Experience
 - c. The School Comporal
- 2. Write a paragraph about your drawing using prefixes and suffixes.
- 3. Color your drawing.
- 4. Your paper would look like this.

Drawing

Paragraph