

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

WEEK 8 (First Grading)

GRADE V	GRADE VI
<p>I. OBJECTIVES</p> <p>A. Skills</p> <ol style="list-style-type: none"> 1. Give titles to paragraphs listened to 2. Give a heading to a set of related ideas 3. Make accurate and simple descriptions 4. Write paragraphs from pictures drawn 	<p>I. OBJECTIVES</p> <ol style="list-style-type: none"> 1. Give the main idea of a selection listened to 2. Give details that support the big ideas 3. Relay information using different discourse 4. Write the correct spelling of words learned
<p>B. Insights/Values Use our God-give talents. Emulate noble traits of our heroes.</p> <p>C. Curriculum Links Demonstrate little ways to be useful to the family and community.</p>	
<p>II. SUBJECT MATTER</p> <p>Selection: <i>The Three Great Poets</i></p> <p>References: Fun in English V pp. 72-75/Fun in English English for All Times 5, pp. 88-91 English Expressways pp. 88-91</p> <p>Curriculum Links: Makabayan</p>	
<p>Materials: word cards, map of the Philippines, slip-ons (pictures of persons used as masks), K-W-L chart, word cards for the carousel brainstorming activities, Venn diagram chart, data/information chart</p>	

III. PROCEDURE**A. Pre-reading Activities**

1. Review:

Say: We have learned about giving titles to paragraphs.

Listen carefully as I read some paragraphs. Let's try to give a title to them.

a.

Water is used for drinking. We also use it for bathing. It is used for cooking and washing dirty clothes as well.

Ask: What is the paragraph about?

What could be a good title for it?

b.

There are different steps in solving problems in Mathematics. First, read the problem carefully and find out what is asked. Next, look for the given facts. Then, think of the processes to be used. Finally, solve for the answer.

Ask: What is the paragraph about?

What could be a good title for it?

Say: We'll have more of these after reading our selection.

2. Motivation

Show a Philippine map.

Ask: What are the three big islands of the Philippines?

Will someone point on the map the island of Luzon?

Say: The story we will read today takes us to three different places in Luzon – Bulacan, Manila, and Ilocos.

Ask: Who could help me find these places on the map?

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Say: Our story tells about the lives and contribution of three great Filipinos in the field of poetry.
Before reading the selection, let us learn the meaning of some words.

3. Unlocking of Difficulties

(Note: Write these words on word cards and the sentences on a chart.)

debate

emulate

rebels

constitution

excellent

- a. All citizens must know the basic laws of our country.
- b. There is an ongoing discussion for and against the addition of one year to the six-years elementary education.
- c. The people who were against the government surrendered to the military yesterday.
- d. We like to follow and practice the good deeds of our great heroes.
- e. The test yielded very good and outstanding results.

Say: Children, let us read the sentences on the chart.

Ask: Which word means the same as the underlined words in the sentences? Let us post the word card on top of the underlined words.

3. Raising the motive question

Say: Class, today we shall read the lives of three great Filipino poets. They are Francisco Baltazar, Mena Crisologo and Fernando Ma. Geronimo.

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Do you know them? Let us try to fill-out the first two columns of the chart.

Heroes	K What I know	W What I want to know	L What I Learned
1. Francisco Baltazar			
2. Mena Crisologo			
3. Fernando Ma. Guerrero			

B. During Reading

Ask: What are your favorite poems or stories? Have you heard of balagtasan and the zarzuelas? What are these? Who wrote them?

Indeed our country has many good writers who write beautiful poems and interesting stories.

Among these great Filipino poets our country is proud of are Francisco Baltazar, Mena Crisologo and Fernando Ma. Guerrero.

Let's learn more about them. Let's read the story of their lives. I'll read the story aloud as you follow me silently. Now and then I'll stop to ask some questions. After reading the three selections let's give a title to it.

1. Francisco Baltazar

Francisco Baltazar is better known in our country as Balagtas. He is the writer of the great work in Tagalog, "Florante at Laura". Many school children know what this poem is about. Some can recite beautiful lines from the poem. Balagtas wrote it while he was in prison.

How did he happen to be in prison? Let us begin from the early days of his life.

Balagtas was born in Bigaa, Bulacan, of poor parents. He began his studies with the town priest. Because he was very bright, his parents wanted him to go on studying. Since they did not have the money to send the boy to school, they asked a rich man from Tondo to employ Balagtas as his servant.

How was Francisco Baltazar known?
What was his greatest work?

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Balagtas worked hard and studied well. He finished high school at the Colegio de San Jose and continued higher studies under Father Mariano Pilapil.

Even as a boy, Balagtas showed his ability to write poems. As he grew older he wanted to learn more about poems. He heard about a man who taught others to write. This man corrected and improved their works. He was called *Huseng Sisiw* because he always asked for a chicken in payment for his help.

Balagtas ask him to look over his poems. Soon Balagtas was writing better poems than his teacher. People who read his work praised him and called him the poet of Tondo.

Balagtas fell in love with a beautiful lady from Pandacan. Someone else, a rich man's son, was also in love with her. This man hated Balagtas. Because his father was so powerful he was able to send Balagtas to prison although Balagtas had done no wrong.

Who did he ask to help him look over his poems?

Why was he sent to prison? Was it fair to have him sent to prison?

The Birth of Florante and Laura

While in prison, it is said that Balagtas wrote *Florante at Laura*.

After he became free, Balagtas got employed in Bataan where he married a good and beautiful maiden. For several years he lived peacefully and happily with his wife and children. Unfortunately, Balagtas was again sent to prison. He was falsely accused of treating a servant of a rich woman cruelly.

Balagtas' wife spent all their savings to help set her husband free, Balagtas was already old and weak when he got out of prison. In order to earn money for his family, he wrote poems and plays while in prison. But these works were not as good as Florante at Laura.

Balagtas died at the age of 74.

Where did Balagtas write his poem?
Why was he sent to prison again?
How did Balagtas help our country?

Say: I'll read the second selection. Follow me silently as I read.

2. *Mena Crisologo*

If Balagtas was a Tagalog Poet, Mena Crisologo was an Ilocano poet. He was known by townspeople as Apo Mena.

Even as a boy Apo Mena learned to write poems. As he grew older he wrote plays known as *zarzuelas*. These were shown in many Ilocano towns and were much liked by the people.

How was Mena Crisologo known as?

Father of Balagtasan in Ilocos

Apo Mena was the first to introduce the Ilocano *balagtasan* in his province, Ilocos Sur. Do you know what a *balagtasan* is? It is a poetical debate on a topic. The winner in the debate was crowned “Prince of Ilocano Poets.”

Who introduced the Balagtasan?
What is a balagtasan?

When the fight for our freedom started, *Apo Mena* joined the rebels. He was present during the signing of the Malolos Constitution which was the work of several Filipinos. In the constitution, the Filipinos laid out the plan for an independent government and stated the rights of the people. *Apo Mena* was one of the signatories of the Constitution.

When the Americans began their rule over the country, *Apo Mena* was named governor of Ilocos Sur. He was a good governor, for he helped his province grow. After serving as governor, *Apo Mena* spent his time in keeping alive people’s interest in arts, letters, and music. He formed bands and orchestras which played native music.

As a reward for his works, he was sent to the United States by the government to represent our country in the World Fair held in St. Louis in 1904.

What kind of governor was he?

Apo Mena lived till he was 82 years old. His province will always remember him for his beautiful Ilocano poems and his work in keeping alive the people’s interest in Ilocano art, letters, and music.

Say: We will proceed with the third story. How is he similar and different with the first two heroes we have read?

3. Fernando Maria Guerrero

A Filipino poet who wrote in excellent Spanish was Fernando Maria Guerrero. He was born in Ermita, Manila of rich parents. He studied with private teachers at first, then at the Ateneo de Manila where he finished his college education. Later, he studied law at the University of Sto. Tomas.

In what language did Fernando Maria Guerrero write his poems? At what time in the history was Guerrero’s ability as a writer discovered?

After his studies he worked for La Independencia, a Filipino newspaper. During the Revolution, Guerrero’s ability as a writer was noticed by General Antonio Luna who made him an officer.

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Active Member of the First Lawmaking Body

When the first lawmaking body of the Philippines was formed under American rule, Guerrero was one of the active members. Later, he was sent to United States to help work for Philippine Independence.

Besides writing beautiful poems, Guerrero wrote stories and articles for the newspaper. Although he wrote in Spanish, he felt and thought as a Filipino. He loved to write about the beauty of our country.

After leading a very active life, Guerrero died in Manila at the age of 56.

Why was he sent to the United States?

How was Guerrero different from the two heroes we have read?

C. Post-Reading Activities

Engagement Activity 1 (Note: The teacher prepares task cards like the ones given below.)

Say: The Grade V form themselves into three groups and the Grade IV into three groups, too.



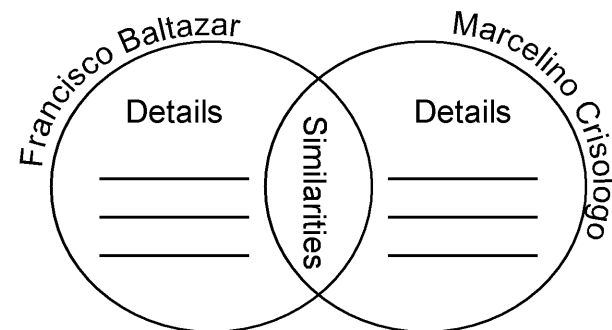
Task Card 1 for Group 1 of Grade V

List important details in the life of Francisco Baltazar. Write these on manila paper.

Poet	Other Name	Famous Work/s	How he learned it

Task Card 4 for Group 1 of Grade VI

Compare Baltazar and Crisologo using the Venn Diagram.



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Task Card 2 for group 2 of Grade IV
List down important details in the life of Marcelino Crisologo. Write these on manila paper.

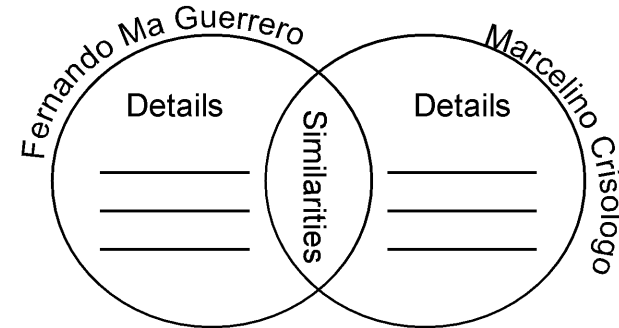
Poet	Other Name	Famous Work/s	How he learned it

Task Card 3 of Group 3 of Grade V
List down important details in the life of Fernando Ma. Guerrero. Write these on manila paper.

Poet	Other Name	Famous Work/s	How he learned it

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Task Card 4 for Group 1 of Grade V
Compare Baltazar and Crisologo using the Venn Diagram.



Task Card 6 of Group 3 of Grade VI
Complete the chart by writing important details about the three poets.

Poets	How they learned to write a poem?	Important Contribution	Character Traits

GRADE V**GRADE VI****Engagement Activity 2**

Discussion of the Story

1. Who is Francisco Baltazar?
How was he known?
How did he become a great poet?
Group 1, shall we present Task Card 1 and tell us about Francisco Baltazar?
2. Who is Marcelino Crisologo?
How was he called?
How did he become a great poet?
Group 2, will now show Task Card 2 and discuss to us how Marcelino Crisologo became famous especially in the Ilocos provinces.
3. What are the contributions of Fernando Ma. Guerrero?
How did he learn to write?
Group 3, present to us Task Card 3.
4. Aside from being a poet what noble task did he do to help make us free?
5. If you are to compare the three poets, how similar or different are they from each other?
Let us take a look at the Venn Diagrams made by Groups 1 and 2 of Grade IV.
6. How many of you want to become poets?
Let's find out how they learned writing poems and their personal traits.
Group 6, show us your work.
7. If you were to emulate or be like one of the three great poets, who would you be? Why?
8. Let us go back to the K-W-L Chart we filled-out earlier. What have you learned? Could we become poets also like them? Why? Why Not? Let's now fill out the third column of the K-W-L Chart.
9. Who do we talk about in the selection?
If we were to give the title to the whole selection, what would it be? *Expected Answer: "Three Great Poets"*

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How did you decide to have this title? Do the details in the 3 selections support the title you have chosen?
Does the title give the main idea?

Let's have more practice giving headings and titles.
For Grade VI we will focus on giving the main idea to selection.



1. Group the words given below and write a heading for it.

Crisologo	Filipino	teacher	barangay hall
driver	park	Math	Baltazar
school	Guerrero	Carpenter	
science	English	barangay hall	

Expected Answer:

<u>Heading</u>	<u>Poets</u>	<u>Places</u>	<u>Occupation</u>
Details	Guerrero	school	carpenter
	Baltazar	park	teacher
	Crisologo	church	firemen
		barangay hall	driver
	<u>Subject</u>		
	English		
	Science		
	Math		
	Filipino		

Assign a pupil teacher.

1. Under the given big idea, write details to support it.

a. Superheroes

- 1.
- 2.
- 3.
- 4.

b. Sports

- 1.
- 2.
- 3.
- 4.



(Note: Assign a pupil-leader to give directions for the activity.)

1. Think-Pair Share Activity

Direction: Get a partner and then work together in doing the activity. Exchange ideas with another group. The four of you will make the chart.

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2. Ask: How were you able to group the words? (look for commonalities/relationship)
Were you able to provide the correct heading? How?

3. Skill Development/Practice
a. Have the pupils form 4 groups. On a sheet of manila paper, arrange the given details according to their commonalities. Decide on a heading for it. The format is given below.

Heading: _____
Details

Heading: _____
Details

Heading: _____
Details

Heading: _____
Details

Watering the plants
checking papers
washing hands before eating
preparing lesson plan

washing dishes
brushing the teeth everyday
reading books
studying lesson

GRADE VI

Activity:
Give as many details as you can to support the big idea.

Big Idea: HOBBIES

Big Idea: OCCUPATION

Big Idea: NATIONALITY

Big Idea: CITIES IN THE PHILIPPINES

- 2. Group Presentation
- 3. Ask: Under what big idea will the following fall?
– gardening, thai, mechanic
(Expected Answers: hobby, nationality, occupation)
– can you add more details to the different headings?
- 4. Say: Let us read passage.

Water is used for drinking. We also use it for bathing. It is used for clothing and washing dirty clothes.

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<p>making assignment cleaning the house feeding the chicken taking a bath daily doing body exercises doing projects making grades answering test wearing clean clothes making test</p> <p>b. Group Presentation c. Checking/analysis of outputs</p> <p>4. Generalization Ask: How many related ideas were you able to give? (many) How did we reduce the many ideas you listed into one big idea? (make a heading) What is a heading then?</p> <p>5. Application On your notebooks give a heading to the given details.</p> <p>a. heading: _____ 1. The flowers are small and sweet-smelling 2. Stories and legends are written about it 3. It is our national flower</p> <p>b. heading: _____ 1. Plants give us food 2. Some are used as medicine 3. Others beautify our homes</p> <p><i>Expected Answers:</i> a. The Sampaguita b. Importance of Plants</p>	<p>Ask: What is the passage about? (uses of water) What details support it? (used for drinking) (use it for bathing) (used for cooking) (washing clothes)</p> <p>5. Group Activity Assign passage/short selections to the different groups. Have them identify the main idea/heading and the details.</p> <div data-bbox="1245 667 2101 863" style="border: 1px solid black; padding: 5px;"> <p>Group I Artists begin their work with an idea. An artist then makes a rough sketch of what he plans to paint. Then the artist puts on the finishing touches on the painting. The completed painting is then exhibited.</p> </div> <div data-bbox="1245 916 2101 1112" style="border: 1px solid black; padding: 5px;"> <p>Group II There are different steps in solving a problem in Mathematics. First, read the problem carefully and find out what is asked. Then look for given facts. Next think of the process to be used. Finally solve for the answer.</p> </div> <p>Say: Let us try to write this down. Our main idea is –</p> <div data-bbox="1245 1209 1733 1254" style="border: 1px solid black; padding: 2px;"> <p>Heading/Big Idea: Uses of water</p> </div> <p>– What details support the given idea - Uses of water? (Used for drinking...etc...)</p>

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- Can we come up with a very short and simple detail that can still be understood.

used for drinking – drinking
used for bathing – bathing

- How will your outline look?

Main/Big Idea: Uses of Water

Details:

1. drinking
2. bathing
3. cooking
4. washing

Group III

Read the rhyme and give the heading and details.

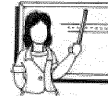
Mix a pancake
Stir a pancake
Pop it in a pan
Fry the pancake
Toss the pancake
Eat all you can

6. Presentation and discussion of outputs.

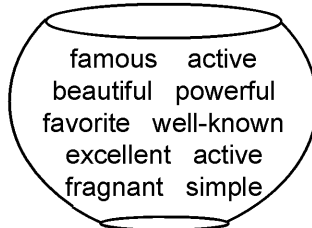
GRADE V

GRAMMAR AND ORAL LANGUAGE DEVELOPMENT

Say: Do you still remember our great poets?
 (show pictures of the 3 great poets.)
 Can you still recall their traits or qualities?
 Describe any of them.



Say: Let's play a game. Here is a bowl (or box). Inside it are rolled papers with words written on it. If your name is called pick out a paper and read the written on it. Use the word in a sentence.



1. Have pupils fill-out the chart by checking the appropriate boxes where the descriptive word can be used.

I CAN DESCRIBE A...				
Descriptive words	Person	Place	Thing	Event
1. famous	✓	✓	✗	✓
2. active				
3. beautiful				
4. powerful				
5. favorite				
6. well-known				
7. excellent				

GRADE VI

INDEPENDENT ACTIVITY

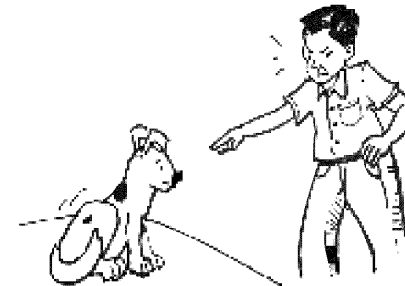
(Relay/Inform Using Different Discourse)

1. A pupil leader groups the class into 4. He gives them the different task cards.



Group 1

Direction: Study the picture assigned to you. Write on a sheet of manila paper. What the boy is telling the dog.



Group 2

Direction: Study the picture assigned to you. Write on a sheet of manila paper. What the principal is telling the teachers.



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8. active

9. additional words can be added

1. Present again the pictures of the 3 poets discussed earlier. Are there words in the checklist that can be used to describe any of them? What are these?
2. Call on pupils to give sentences describing the poets using the words in the checklist.

3. Practice

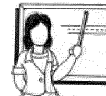
(Prepare a big picture of Mt. Mayon.)

Have the pupils form 4 groups.

Let each group write sentences about Mt. Mayon. Let them write this in paragraph form.



4. Appreciation of Group Outputs



5. Discussion/Generalization

Ask: How should we write a descriptive paragraph?
Create a clear and vivid picture of a person, place or thing by:

1. Using details which appeal to the senses
2. Arranging details in order

6. Values:

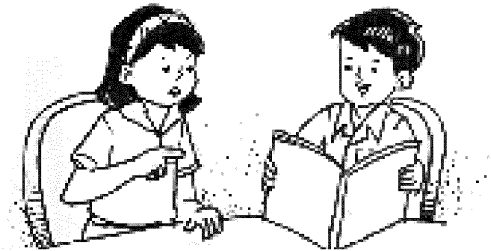
Ask: If there are foreigners coming to our country and they ask you about places and sights to visits, what will you tell them?

Call one representative from each group to say

GRADE VI

Group 3

Direction: Study the picture assigned to you. Write on a sheet of manila paper. What the girl is asking the boy.



Group 4

Direction: Study the picture assigned to you. Write on a sheet of manila paper. What the boy with hammer is telling the other boy.



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something about exciting places and rights in the Philippines.

Application (Group Work)

1. Give picture of places and events in the Philippines.
 - Chocolate Hills
 - Taal Volcano
 - Barrio Fiesta
 - Rice Terraces
 - Sinulog, etc.
2. Have members brainstorm words they can use to describe the place/event. Then, they will write sentences using the words agreed.
3. Let them write the sentences into paragraph form on manila paper.
4. Allow pupils to draw to depict the idea of their paragraph.
5. Let them post their work.
6. Appreciation of outputs presented.

GRADE VI2. **Appreciation of Outputs**

Call on the different groups to post their work.
(Expected Answers. Accept related answers)

Group 1 – You naughty dog
Why did you destroy the plants?

Group 2 – Do you have any questions?
What are your plans?

Expected Answers:

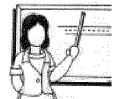
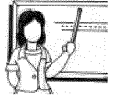
Group 3 – Can I borrow your book?
Please let me borrow your book, May I see your book?

Group 4 – Ouch! My thumb is hurt!


3. Have the pupils identify from their outputs, sentences that
 - a. tell something about
 - b. ask
 - c. give command/request
 - d. express emotion

4. **Discussion**

- a. What are the different kinds of sentences?
 - declarative
 - imperative
 - exclamatory
 - interrogative
- b. How can we tell one from the other?



GRADE V**GRADE VI****APPLICATION**

1. Give the pupils the following situations and let them role play it using the different kinds of sentences learned. 
- a. One morning, Ms. Ester discovered that her favorite vase was broken.
- b. Mrs. Velez is having visitors the next day. She wants the house to be ready for the visitors.
- c. The English club officials are talking about the coming English Show.
- d. Mark and Mae are talking about their project in Science.
2. Presentation by groups.
3. Appreciation of the Role Play presentation.

CURRICULUM LINKS

1. Say: We learned from the story , qualities of the three great poets that are worth emulating on following.
Here are some of our great heroes.
(Present a gallery of pictures.)
Let children gather around and take a look.
2. Ask: Which of the following heroes, would you like to write about? What attributes or qualities about him/her strike you most?
Write a paragraph about your "IDOL HERO," on a sheet of paper. Apply the different kinds of sentences and descriptive words you have learned.
3. Writing Activity

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<p>4. Call on two or three pupils to read their compositions. Say: All of us have IDOLS in life. We must try our best to be like them all the time. This way,</p> <p>IV. EVALUATION (Individual) Choose any of the following places or events and write a paragraph about it using descriptive words.</p> <ol style="list-style-type: none"> 1. Pagsanjan Falls 2. Mt. Apo 3. Manila 4. Rizal Park <p>(Note: The teacher has the option to use events/places in their region.)</p> <p>V. AGREEMENT For your portfolio, cut-out pictures from magazines and paste it on a sheet of bondpaper. Write a paragraph about it.</p>	<p>we will also become a model in our respective communities.</p> <p>ENRICHMENT (Individual Work) Skim through your reading books and make a list of the following.</p> <ol style="list-style-type: none"> a. 10 declarative sentences b. 10 interrogative sentences c. 5 interrogative sentences d. 5 exclamatory sentences <p>IV. EVALUATION Write down 2 sentences for the given situation.</p> <ol style="list-style-type: none"> 1. You want to ask questions about the program next week. 2. You want to tell your friend about a story you read. 3. You are angry because somebody used your book and a page is torn. 4. You are not feeling well and you ask a friend to get something for you. <p>V. AGREEMENT Write a paragraph about a funny situation you experienced using the different kinds of sentences.</p>