

TEACHER'S GUIDE IN ENGLISH GRADE 5

QUARTER 3 WEEK 5 (Day 5)

I. Learning Objective

Distinguish text-types according to features (structural and language) – Cause and Effect
Observe politeness at all times
Show tactfulness when communicating with others

II. Subject Matter

A. Topic :Cause and Effect Relationships

B. References : **EN5RC - IIIe**

Curriculum Guide p.73

Lesson Guides in Elementary English 5 pp. 129 – 131

C. Materials :enough xerox copies of the story for silent reading, white/red flag

III. Procedure

A. Setting the stage

1. Ask :Which four-legged amphibian has a hard shell for its protection? (turtle)
Tell something about the turtle.
Are turtles good for a pet?

2. Unlocking of Difficulties

(Through contextual clues and pictures)

- We can identify an animal by the kind of tracks it leaves on the ground.
 - A. marks left by a person, animals
 - B. trail taken by a vehicle
 - C. a symbol or clue
 - D. a rough road
- Father and mother wait for me at the porch when I come home late.
 - A. stairs
 - B. hallway
 - C. covered passage
 - D. roofed shelter before the entrance of a building
- Children waving flag is the sight that greeted the Secretary of Education when he arrived.
 - A. become apparent to the eye
 - B. receive or acknowledge
 - C. salute formally
 - D. welcome
- One dark night, Rose opened the window and to her delight, hundreds of fireflies were hovering around the mango tree.
 - A. enjoyment
 - B. satisfaction
 - C. entertainment

D. great pleasure

- The slow turtle scrambled into the water.
 - A. mixed indiscriminately
 - B. blended thoroughly
 - C. stumbled slowly
 - D. move awkwardly

At the end of the lesson, the pupils will be able to distinguish text-types according to features (structural and language) – Cause and Effect

B. Explaining the students what to do

1. Tell the pupils that they are going to read a story entitled “Turtle Tale”. Remind the pupils to follow the standards for listening. As they listen to the story find out the answer to this question:

How did Paeng guide the newly hatched sea turtles to the sea?

2. Read “Turtle Tale” to the pupils. (Refer to LGEE 5 p. 130)

Turtle Tale

Paeng and Delia loved to play in the beach so much that they would often forget the time. When the sun had set, Paeng would remember that their mother would like them to be home before dark.

One day, Delia saw some prints in the sand that led into the ocean.

“Paeng! Come look at these. I wonder what animal made these prints,” she cried

“I know. I saw the same kind of tracks two years ago. They’re turtle tracks. A turtle came to this beach and laid her eggs. Then I guess she went right back into the ocean,” Paeng replied. “Let’s follow the tracks and look for the nest.”

So they followed the tracks until they came upon the turtle’s nest.

“Where are the eggs?” asked Delia.

“The mother turtle must have covered them with sand to keep the eggs warm,” replied Paeng.

They would have continued with their investigation but it was getting dark. Paeng did not want their mother to worry. So Paeng and Delia raced each other and headed for the light that shone on their porch.

Several weeks passed. One night after supper, Paeng and Delia went outside. They were so surprised at the sight that greeted them in the yard.

“Mama! Mama!” cried Paeng and Delia.

Their mother quickly ran out to the porch to see what was happening.

Paeng’s light shone on dozens and dozens of tiny crawling sea turtles.

“Where did these sea turtles come from?” their mother asked.

Delia remembered the turtle nest. “Mama, we saw a turtle nest several weeks back. Maybe these turtles came from the nest,” she said.

“But why are they here? After they hatch, the sea turtles head towards the light. On beaches where people do not live, the brightest area would be the waves reflecting the light of the

moon and the stars. So the turtles followed the house lights. We can help the turtles find their way to the sea if we turn off the lights at night as soon as we finish our chores.”

“It’s a good thing we saw these sea turtles. If they continued crawling away from the sea, they would have been eaten by crabs and other animals.

If they do not reach the sea, they would die from loss of water in their bodies. Come on, let’s guide the turtle to the sea,” continued mother.

Paeng got a lamp and to his delight the sea turtles followed the light of the lamp. When they reached the shore, Paeng waded to the sea and held the lamp.

Before long, the small sea turtles scrambled into the water. They raced in the waves to begin their life in the sea.

(Lifted from Science and Mathematics stories, Vol. 1)

3. Comprehension check up

Ask the pupils the following questions:

- a. Who are the characters in the story?
- b. Where did Paeng and Delia love to play?
- c. What does their mother want them to do at sun down?
- d. What did Delia see in the sands one day?
- e. Whose tracks were they?
- f. Why did the children decide to give up with their investigation?

- ❖ A cause brings about an event but it can also be a thing or a person. The cause answers the question why or what caused it or what the reason was.

C. Modeling for students

1. Here are some sentences taken from our story. Let’s read them.

- They loved to play in the beach so much that they would often forget the time.
- The mother turtle must have covered them with sand to keep the eggs warm.
- But house lights shine much brighter than the moon and the stars so, the turtles followed the house lights.
- If they do not reach the sea as soon as they hatch, they could die from loss of water from their body.

2. Let the children tell which part of each sentence is the cause and which part is the effect.

Give possible causes to the given effect.

1. She bagged the gold medal.
2. He became thin and needed health care.
3. The crowd at the airport greeted and cheered her.
4. The stray cats scattered the garbage.
5. The fire truck rushed through the highway.

Give possible effects to the given cause.

1. Lisa ate a lot of food last night.
2. Geri listens very well to the teacher.
3. During an earthquake a building collapsed.
4. They always eat a balance diet.
5. Lita graduated as a class valedictorian.

D. Guided practice

Practice A

The teacher will read some clauses and phrases. The pupils will clap their hands if the phrase is a Cause and stomp their feet if it is an Effect.

so we switched on the light	(stomp)
She is very beautiful	(clap)
William Tell split the apple into	
two with an arrow	(clap)
Because it is very warm	(clap)
I did not do my homework	(clap)

Practice B

The pupils will show off their flags. The red flag signifies Cause and the white flag signifies Effect. The teacher will read some sentences. If the first part of the sentence is a Cause the pupil will raise his/her red flag, if the second part is the Effect the pupil will raise his/her white flag.

1. The people are celebrating because there was a fine harvest. (WF)
2. The man committed a crime therefore he was punished. (RF)
3. There was a sudden crashing sound so everyone ran. (RF)
4. Since summer is just around the corner, the plants are starting to bloom. (RF)
5. There is a solar eclipse when the moon casts a shadow on the earth. (WF)

E. Independent practice

a. Numbered Heads Together

Divide the class into smaller groups. Leader assigns a number to each member. The members of the group will work together to agree on the answer. The teacher randomly calls on one number. The pupils from each group with the number called by the teacher answers for the group.

Listed below are some causes. Complete the sentence by giving possible cause or effect.

1. When people do not use overpass.
2. If people do not follow traffic rules.
3. Everybody looks happy.
4. Bring your raincoat and umbrella.

b. Analyzing Cause and Effect

Read the passage and perform the activity after that follows.

From 1943 to 1952, scientists observed the formation of the volcano Paricutin. In February 1943, there was much underground activity near the village of Paricutin, Mexico. It caused many small Earth tremors that worried the villagers. On February 20, Dionisio and Paulo Pulido noticed smoke rising from a small hole in their cornfield near the village. The hole had been there as long as the farmer and his wife could remember. That night hot rock fragments spewing from the hole looked like fireworks. By morning, the fragments had piled up into a cone about 40 meters high. Within two years it was more than 400

meters high. Ash from the volcano burned and covered the village. After nine years, the volcanic activity stopped.

1. Copy the phrase that shows the cause of tremors near Paricutin.

- a. underground activity
- b. smoke coming from a hole in the ground

2. Copy the sentences that show effect of the eruption of Paricutin.

- a. A cone more than 400 meter high was formed.
- b. Ash buried the village of Paricutin.
- c. People resumed their normal lives in the area.
- d. Scientists learned a lot about how volcanoes are formed.

F. Closure/Assessment

What have you learned from today's lesson?

G. Evaluation

Exercise 1

Listen as the teacher read some clauses. Write **C** if it states a cause and **E** if it states an effect.

- _____ 1. There was a fire.
- _____ 2. So, all the people are busy.
- _____ 3. .Because of the heavy rain.
- _____ 4. Mother reminded me to bring my raincoat.
- _____ 5. Since the child is very active.

Exercise 2

Complete the sentences by giving a possible effect.

- 1. The plants were watered with fertilizer _____.
- 2. Prune and water plants regularly _____.
- 3. _____ because silence is observed in the library.
- 4. The machines are regularly oiled _____.
- 5. _____ if we talk about a funny joke.

Exercise 3

Complete the sentences by giving a possible cause.

- 1. I have sprained an ankle _____.
- 2. _____ Mother scolded me.
- 3. _____ if the cleaners do their responsibilities
- 4. We were not able to catch our train _____.

