



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region IV – A CALABARZON
Division of Laguna



TEACHER'S GUIDE

3rd QUARTER

WEEK 2 – Day 1

I. OBJECTIVE

- Provide evidence to support understanding
- Identify conclusions to situations

II. SUBJECT MATTER

- A. Topic : Identifying Conclusions (Listening)
- B. References : Lesson Guide in English 5 pp. 22-25
EN5LC-IIIb-2.15
Google Images
- C. Materials: news clippings, pictures, charts, copy of song

III. PROCEDURE:



A. Setting the Stage

Introduce to the pupils an action song.

“Every single cell of my body is happy
Every single cell of my body is well. (2x)
Thank you Lord, I feel so good
Every single cell of my body is well. (2x)”



B. Explaining the Pupils What to do

Directions: Read aloud the situation below to the pupils. Let them answer each question about the paragraph.



The LRT is considered safe to ride. But as the saying goes, “accidents happen when least expected”. Most often, the commuters themselves fail to follow regulation or heed warnings. Their being unmindful of the precautions causes them harm or even death.

1. What kind of accidents usually happen to commuters of LRT? – *Stampede, got caught by a closing door*
2. How can we avoid getting hurt or meeting an accident on the LRT? – *Follow rules and regulations being imposed.*
3. What safety precautions should be observed? – *Do not lean on the door, do not push one another, wait for you turn at the ticket booth*

Note: Let them answer in paragraph form to be able to draw conclusions.



C. Modeling for Pupils

Directions: The teacher will ask the pupils to draw a conclusion from these situations



Mrs. Lobres frown at the children and pointed at the stove. “Look at that! The whole pot of adobo was full, but now almost half of it has been eaten.”

Vashni and Vincent kept their eyes firmly glued to the floor. They did not say a word.

1. What do you think happened to the adobo?
2. Experience clues

*Conclusion – a statement readers make after reading a passage or a story. To draw a conclusion, use story clues and your experience to figure out things that were not stated in the story.



D. Guided Practice

Group Activity

1. The pupils will form 5 groups
2. The teacher will explain the directions of the activity
3. Each group will be given a situation.
4. From the situation, the group will give their conclusion.

Note: Refer to LM Week 2 – Day 1 (Learn Some More)

E. Independent Practice

Directions: The teacher will ask the pupils to answer the following:

1. Eight people are carrying a large inflatable down the bank of a river. The water in the river is moving very fast. Each person buckles up their life preserver and puts on a helmet. They climb into the raft and paddle to catch the rapid current.

What do you think the eight people are doing?

- a. climbing a mountain
- a. going white water rafting
- b. going fishing

2. Lucy was furious about her spelling grade. She kicked her desk and ran out of the classroom.

Why does the author use the word furious instead of mad in the example above?

- a. Furious is a fancier word than mad.
- a. Lucy was really upset.
- b. Lucy wasn't that mad after all.
- c. Lucy was going home.

3. Yoshi was in her room reading a book. Her mom called her to come downstairs and help. As Yoshi entered the kitchen, her mom handed her a pile of plates. Yoshi put them on the table and went to get the silverware and glasses.

You can conclude that it is _____.

- a. dinnertime
- a. bedtime
- b. time for school

F. Closure/Assessment

What do you consider when drawing conclusion to the given situation?



G. Evaluation

Directions: Let the pupils listen to the selection. Let them identify the story clues that will help them give the conclusion.

Julio and his father had been looking forward to their fishing trip for weeks. They didn't take much food with them on the trip. When they started fishing they were quickly approached by a forest ranger. He asked Julio's father if he had a fishing license. Julio's father reached into his wallet and suddenly got a terrified look on his face. Julio was disappointed that night as he ate dinner.

1. Why did Julio and his father not take much food with them on the trip?
 - a. they didn't want to eat too much
 - b. they didn't have any food at their house
 - c. they were planning on eating the fish that they caught
 - d. they don't like to eat fish
2. Which of the following is a conclusion that can be drawn about the story?
 - a. Julio was disappointed at dinner because he was hoping to have fish for dinner.
 - b. Julio's mother doesn't like fish
 - c. It takes a long time to catch fish
 - d. Julio's father is a better fisherman than Julio



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TEACHER'S GUIDE

3rd QUARTER

WEEK 2 – Day 2

I. OBJECTIVE

-Infer the meaning of unfamiliar words (affixes)

II. SUBJECT MATTER

A. Topic : Inferring the meaning of unfamiliar words (affixes)

B. References : **EN5V-IIIb-20.3**

<http://www.enchantedlearning.com/grammar/prefixsuffix/fillinprefixsuffix/2/>

Lesson Guide in English 5 pp. 105-108

Developing Reading Power 5 pp. 1-10

<http://www.prefixsuffix.com/rootchart.php>

C. Materials: chart, drawings, meta cards, pentel pen

III. PROCEDURE:



A. Setting the Stage

The teacher will provide meta cards in which the pupils must form complete words with three cards: a prefix, a root word, and a suffix.

Example:

trans -	port	- ation
un -	believe	- able
re -	act	- ion



B. Explaining the Pupils What to do

The teacher will provide words and ask the pupils to group those having the suffix or prefix.

Prefix	Suffix

untoward	kingdom
employment	supermarket
interact	action
attendance	pre-school
heroism	renew



C. Modeling for Pupils

The teacher will discuss the use and meaning of each suffix and prefix

Root, Prefix or Suffix	Meaning	Examples
a, ac, ad, af, ag, al, an, ap, as, at	to, toward, near, in addition to, by	aside, accompany, adjust, aggression, allocate, annihilate, affix, associate, attend, adverb
a-, an-	not, without	apolitical, atheist, anarchy, anonymous, apathy, aphasia, anemia
-able, -ible	Adjective: worth, ability	solvable, incredible
anti, ant	against, opposite	antisocial, antiseptic, antithesis, antibody, antinomies, antifreeze, antipathy
ecto-	outside, external	ectomorph, ectoderm, ectoplasm
-ed	Verb: past tense	dressed, faded, patted, closed, introduced

-ful	Noun: an amount or quantity that fills	mouthful
-ness	Noun: state, condition, quality	kindness
sphere	ball, sphere	sphere, stratosphere, hemisphere, spheroid
the, theo	God, a god	monotheism, polytheism, atheism, theology
therm	heat	thermometer, theorem, thermal, thermos bottle, thermostat, hypothermia
-ward	Adverb: in a direction or manner	homeward
-wise	Adverb: in the manner of, with regard to	timewise, clockwise, bitwise
with	against	withhold, without, withdraw, forthwith
-y	Noun: state, condition, result of an activity	society, victory
-y	Adjective: marked by, having	hungry, angry, smeary, teary
zo	animal	zoo (zoological garden), zoology, zodiac, protozoan



D. Guided Practice

Directions: The pupils will make new words by adding prefix and suffix to the base. They will write the new word on the meta card.

Please refer to LM Week 2-Day 2(Learn Some More)

E. Independent Practice

The pupils will form a new word by adding suffix and prefix. Say the meaning of the new word.

Example:

base	affix	new word	meaning
report 1. employ	-er	reporter	one who makes or gives a report

2. perform			
3. shine			
4. spell			
5. divide			

F. Closure/Assessment

The teacher will call 5 pupils. Each pupil will give at least 3 words with affixes and use those in a sentence.



G. Evaluation

Refer to LM Week 2 – Day 2 (Write About It)



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TEACHER'S GUIDE

3rd QUARTER

WEEK 2 – Day 3

I. OBJECTIVE

-Self-correct when reading (Proofreading)

II. SUBJECT MATTER

A. Topic : Self-correcting while reading (Proofreading)

B. References : **EN5F-IIIb-2.9**

Google Images

www.uen.org/Lessonplan/

<http://www.k12reader.com/worksheet/correct-the-paragraph/view/>

<http://writing.wisc.edu/Handbook/Proofreading.html>

<http://grammar.about.com/od/improveyourwriting/a/tipsproofreading.htm>

C. Materials: hand-outs, proofreading marks chart, flash cards

III. PROCEDURE:



A. Setting the Stage

The teacher should read or show a document with errors to see if the students can pick out the errors and determine how to fix them.

At the start of school Dora was afraid of her new Teacher. Mrs. Davis seemed nice, but she had so many rules for the class to follow. Scared someone to pieces. As the school year continued, Dora began to understand how the Teacher came up with the rules. The rules were there so students

would be respectful of themselves and each other. By the end of the year, Dora thought Mrs. Davis was the best Teacher she ever had!



B. Explaining the Pupils What to do

The teacher will discuss the tips in proofreading

Ten Tips for Proofreading Effectively

There's no foolproof formula for perfect proofreading every time. As Twain realized, it's just too tempting to see what we *meant* to write rather than the words that actually appear on the page or screen. But these 10 tips should help you see (or hear) your errors before anybody else does.

1. **Give it a rest.**

If time allows, set your text aside for a few hours (or days) after you've finished composing, and then proofread it with fresh eyes. Rather than remember the perfect paper you meant to write, you're more likely to see what you've actually written.

2. **Look for one type of problem at a time.**

Read through your text several times, concentrating first on sentence structures, then word choice, then spelling, and finally punctuation. As the saying goes, if you look for trouble, you're likely to find it.

3. **Double-check facts, figures, and proper names.**

In addition to reviewing for correct spelling and usage, make sure that all the information in your text is accurate.

4. **Review a hard copy.**

Print out your text and review it line by line: rereading your work in a different format may help you catch errors that you previously missed.

5. **Read your text aloud.**

Or better yet, ask a friend or colleague to read it aloud. You may *hear* a problem (a faulty verb ending, for example, or a missing word) that you haven't been able to see.

6. **Use a spellchecker.**

The spellchecker can help you catch repeated words, reversed letters, and many other common errors—but it's certainly not goofproof.

7. **Trust your dictionary.**

Your spellchecker can tell you only if a word *is* a word, not if it's the *right* word. For

instance, if you're not sure whether sand is in a desert or a dessert, visit the dictionary (or our Glossary of Commonly Confused Words).

8. Read your text backward.

Another way to catch spelling errors is to read backward, from right to left, starting with the last word in your text. Doing this will help you focus on individual words rather than sentences.

9. Create your own proofreading checklist.

Keep a list of the types of mistakes you commonly make, and then refer to that list each time you proofread.

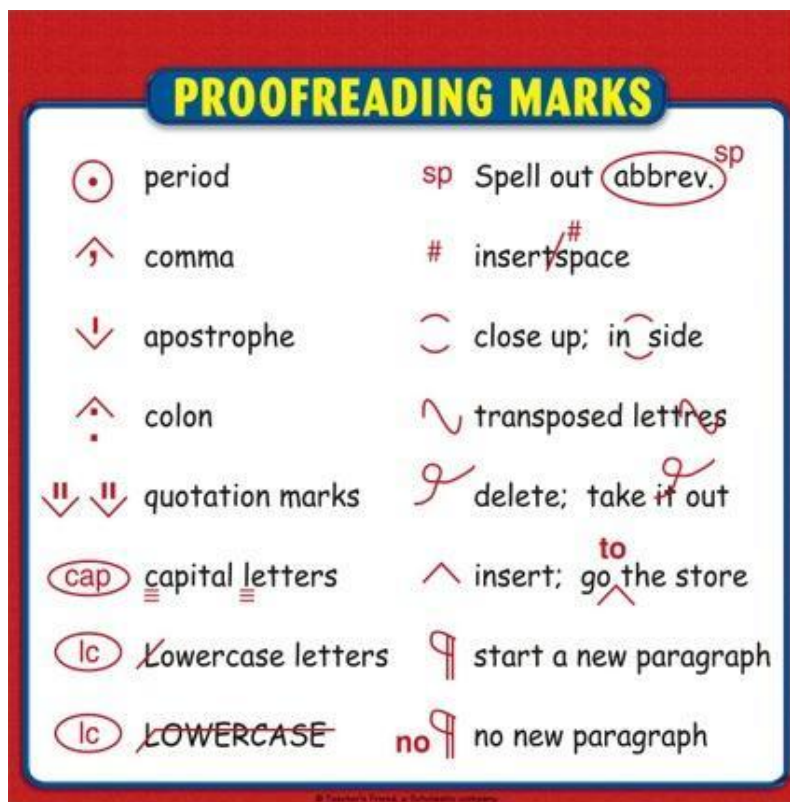
10. Ask for help.

Invite someone else to proofread your text after you have reviewed it. A new set of eyes may immediately spot errors that you've overlooked.



C. Modeling for Pupils

The teacher will show and discuss the proofreading marks



*Proofreading - examining your text carefully to find and correct typographical errors and mistakes in grammar, style, and spelling



D. Guided Practice

Group Activity

Refer to LM Week 2-Day 3 (Learn Some More)

E. Independent Practice

Let the pupils identify the different proofreading marks using flashcards

F. Closure/Assessment

The teacher will ask the pupils some tips on proofreading and the different symbols used.



G. Evaluation

Refer to LM Week 2-Day 3



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3rd QUARTER

WEEK 2 – Day 4

I. OBJECTIVE

- Distinguish text-types according to features (Problem and Solution)
- Show tactfulness when communicating with others

II. SUBJECT MATTER

- A. Topic: Distinguishing text-types according to features (Problem and Solution)
- B. References: **EN5RC-IIIb-3.2.5**
http://mhschool.com/lead_21/grade4/ccslh_g4_ri_2_2c_l4.html
[http://mhschool.com/lead_21/grade4/pdf/ccslh_g4_ri_2_2c_link2.p
df](http://mhschool.com/lead_21/grade4/pdf/ccslh_g4_ri_2_2c_link2.pdf)
- C. Materials: handouts, chart

III. PROCEDURE:



A. Setting the Stage

The teacher will ask the pupils about the latest news they have heard/watched or what problem do they encounter in the home, school, community, etc. Let them share it in the class on how they have resolved it.



B. Explaining the Pupils What to do

The teacher will ask the pupils to read and analyze the passage below for them understand the problem and solution text structure.

“In the early 1800s, the United States needed room to grow. The problem was most people lived in the East. The cities were crowded. New land was expensive. Young families couldn’t afford to buy farms.

Then, as a solution, the United States government purchased land from France. The government also acquired land from Mexico. Soon the country stretched all the way to the Pacific Ocean. People looked to the setting sun with outstretched arms and said, “Go west!”

Settlers rode in wagons or on horses. They followed long, dusty trails across hot plains for thousands of miles. There was no shelter. People slept in tents on the ground. They had to watch out for wild animals like wolves and snakes. The trip west could take months. Then a railroad was built that stretched from the East Coast almost to the West Coast. The railroad made travel faster. More people poured into the new lands. The settlers quickly built small towns where the farming, fishing, and mining were good.”



C. Modeling for Pupils

The teacher will discuss about the problem solution text structure.

Example:

Type of Text Structure in Informational Texts

Text Structure	Definitions	Critical Words	Graphic Organizer	Examples of Texts
Problem/Solution	Sets up a problem and its solution	propose, conclude, a solution, the reason for, the problem or question		The type of government created after the American Revolution included the ideals of protecting individual liberties while at the same time preserving the collective order of society. To that end, a government based on combining popular consent, separation of

				powers, and federalism was created.
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*Signal words provide hints that help you make sense of what you are reading.

The word *problem* appears in the first paragraph and indicates that the cities in the eastern United States were crowded and land was expensive. The solution follows the problem and is indicated by the word *solution* in the second paragraph. The United States government acquired more land to the west and people built small towns on this new land.



D. Guided Practice

Group Activity

See LM Week 2-Day 4 (Learn Some More)

E. Independent Practice

Directions: The pupils will cite an example of a problem which will be also solved by themselves.

They will follow this structure:

PROBLEM
Event
Event
Event
SOLUTION

F. Closure/Assessment

What have you learned from today's lesson?

Are there problems without solutions?



G. Evaluation

See LM Week 2-Day 4 (Write about It)



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TEACHER'S GUIDE

3rd QUARTER

WEEK 2 – Day 5

I. OBJECTIVE

- Compose clear and coherent sentences using appropriate grammatical structures (Prepositional Phrases)
- Show tactfulness when communicating with others

II. SUBJECT MATTER

- A. Topic: Composing clear and coherent sentences using appropriate grammatical structures (Prepositional Phrases)
- B. References: **EN5G-IIIa-7.3.2**
Lesson Guide in English 5 pp. 87-88
English Expressways: Language pp. 245-246
http://www.ehow.com/info_8216238_games-play-teach-prepositional-phrases.html
<https://quizlet.com/9004073/prepositional-phrase-examples-flash-cards/>
<https://www.superteacherworksheets.com/prepositions/prepositional-phrases-adjectives-and-adverbs.pdf>
- C. Materials: handouts, diagram, puzzle

III. PROCEDURE:



A. Setting the Stage

Prepositional Phrase Poem Game

The teacher will give the pupils a list of prepositional phrases. The pupils will pick only one prepositional phrase that inspires them. Play the poem game by picking a prepositional phrase and writing a short poem that uses this phrase creatively in the first and last lines. Pupils cannot simply repeat the first and last lines. The game helps the pupils become familiar with different ways to use a prepositional phrase. When pupils complete their prepositional phrase poems, call on volunteers to read the poems aloud.



B. Explaining the Pupils What to do

The teacher will give sentences orally and the pupils will identify the prepositional phrase present.

- | | |
|---------------------------|--|
| 1. to the store | He went to the store. |
| 2. after dinner | After dinner, I will go out. |
| 3. when it rains | When it rains, it pours. |
| 4. around the corner | Around the corner is my house. |
| 5. at 10 tonight | At 10 tonight, we will see fireworks. |
| 6. through the window | Through the window, I see my dog. |
| 7. across the street | My friend lives across the street. |
| 8. to the party | Will you come to the party? |
| 9. according to my mother | According to my mother, it is going to rain. |
| 10. throughout the world | Caye Caulker is known throughout the world. |



C. Modeling for Pupils

A prepositional phrase begins with a preposition and ends with a noun or pronoun. Other words may be in between the preposition and the noun or pronoun, which is also known as the object of the preposition.

Some prepositional phrases are used as adjectives. They describe nouns. Other prepositional phrases are used as adverbs. They describe a verb and answer the questions how, why, or when.

example 1: I bought a book about fairy tales.

About fairy tales is a prepositional phrase that describes the noun, book. The phrase is used as an adjective.

Example 2: I read the book after dinner.

After dinner is a prepositional phrase telling when I read. Since it describes the verb, read, the phrase is used as an adverb.



D. Guided Practice

Group Activity

Prepositional Phrase Puzzle

Prepositional phrase puzzles can help students explore the structure of a sentence. The teacher will print out several sentences in a large font and cut each sentence apart word by word. Put the pieces of each sentence into individual envelopes. Divide the class into groups and give each group an envelope. The purpose of the game is to put the sentence together and then point out which part of the sentence is the prepositional phrase. Note: If you want a faster-paced game, offer prizes to the first couple groups that finish the puzzle successfully.

See LM Week 2-Day5 (Learn Some More)

E. Independent Practice

Ask the pupils to write at least 2 sentences with prepositional phrase

F. Closure/Assessment

Differentiate prepositional phrase from prepositions. Cite examples



G. Evaluation

See LM Week 2-Day5 (Write About It)