



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



TEACHER'S GUIDE

3rd QUARTER
WEEK 1 – Day 1

I. OBJECTIVE

- Distinguish fact from opinion
- Observe politeness at all times

II. SUBJECT MATTER

A. Topic : Distinguishing Fact from Opinion (Listening)

B. References : **EN5LC – III a 2.10**

Lesson Guide in Elementary English pp. 33 – 35

English Expressways (Textbook in Reading) pp.215-216

Google Images

C. Materials: metacards, strip of paper rolled with ribbon, box, manila paper, pentel pen

III. PROCEDURE:



A. Setting the Stage

Game: Pick out a strip (rolled with ribbon) with a statement stating a fact or an opinion inside a box. Those who picked an opinion should go to the left side; those who picked a fact should go to the right side. Pupils who did not get it correctly should recite a poem or a dance number.

* Boats never sink.

* Ice is cold.

- * Three is not a number between two and four.
- * All people can read.
- * A kitten grew up to be a cat.
- * You should brush your teeth.
- * A baby cannot count one to ten.
- * Rich people are happy.

At the end of this lesson, you may distinguish fact from opinion.



B. Explaining the Pupils What to do

1. Say: I have here a paragraph to read with you.
2. Read the paragraph to the pupils.
3. Comprehension check-up
4. Ask them to distinguish fact from opinion.

Listen to the following paragraphs.

a. Jose works with animals. In fact, he spends every spare moment in a neighborhood pet store. After school, he helps feed the animals and clean their cages. He spends a lot of time training the animals so that they could get along with people.

b. Jose believes that being a veterinarian and working with animals would be a wonderful thing for him to do when he grows up. He thinks that he will become an excellent veterinary doctor in the future.

- * Which paragraph expresses truth or fact?
- * Which paragraph expresses belief?



C. Modeling for Pupils

1. Let the pupils read sentences distinguishing fact from opinion.
 - a. A forest is the best place to relax.
 - b. Forests protect our wildlife and provide homes, food and water to animals and birds.
 - c. Trees prevent flood that can kill people and crops.
 - d. From these forests come wood for houses, telephone posts, electric light poles

and many other things.

e. Forest fires can be prevented.

- Fact – is a statement which experiences and experiments have proven to be true.
- Opinion – is a view or guess which may or may not be true. Clue words like think, believes, feel, must be, must and probably, seems often signal opinion.



D. Guided Practice

1. The teacher will direct the pupils to write at least 2 sentences distinguishing fact from opinion.
2. Group Activity
 - a. The pupils will group into five.
 - b. The teacher will explain the Directions of the activity.
 - c. There are metacards where the sentences of fact and opinion are written.
 - d. The group will distinguish whether the sentences are fact or opinion by pasting it in the proper heading.

3. Activity proper.

Sentences:

- a. I love water.
- b. Drink about 6-8 glasses of water each day to be healthy and strong.
- c. Animals need water to survive.
- d. Some plants can live without water.
- e. Clean water is pure.

E. Independent Practice

Refer to Learner's Material Week 1-Day 1 (Read and Learn)

F. Closure/Assessment

What have you learned from today's lesson?



G. Evaluation

Directions: Distinguish fact from opinion. Write F if the sentences express fact and O if it is an opinion on the blank before the number.

- _____ 1. From birth to adulthood, we grow physically, intellectually, and emotionally.
- _____ 2. According to many, girls mature earlier than boys do.
- _____ 3. I guess growing up has many challenges.
- _____ 4. During adolescence, boys grow to manhood and girls develop into womanhood.
- _____ 5. Maybe, I would look like my mother.



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TEACHER'S GUIDE

3RD QUARTER

WEEK 1 – Day 2

I. OBJECTIVES:

- Infer the meaning of unfamiliar words (Compound) based on given context clues
- Read grade level text with accuracy, appropriate rate and proper expression
- Observe politeness at all times

II. SUBJECT MATTER:

A. Topic: Compound Words (Vocabulary Development)

B. References: **EN5V – 20.3**

Lesson Guide In English 5 pp. 103-104

Google Images

C. Materials: picture, strip of cartolina, realia

III. PROCEDURE:



A. Setting the Stage

Study the picture. Tell something about it.



1. What are the following pastries/cakes made of?
2. List down some ingredients in making cupcakes or pancakes/applesauce etc.



B. Explaining the Pupils what to do

1. I have here a paragraph. Please read orally. Follow the proper reading with accuracy, appropriate rate and proper expression.

2. Read the paragraph.

One Sunday afternoon, Julian, the baker is busy making cupcakes and cooking pancakes. Celia, his helper is busy packing applesauce and strawberry jam. They will bring these to Chinatown where anybody can buy them anytime.

3. Comprehension check-up

- a. Who is Julian?
- b. What is the work of the baker?
- c. What does Celia pack?
- d. When did the story happen?
- e. If you were a baker what bread would you prefer to bake?

4. Ask them to pick out the different compound words from paragraph mentioned above



C. Modeling for Pupils

1. Look for the underlined words in our story.
2. Read the two words found in each word.

Sunday	=	sun	+	day
afternoon	=	after	+	noon
cupcakes	=	cup	+	cakes
pancakes	=	pan	+	cakes
applesauce	=	apple	+	sauce
strawberry	=	straw	+	berry
Chinatown	=	China	+	town
anybody	=	any	+	body
anytime	=	any	+	time

*Compound Word – comes from two different words that have been put together to form a new word with a new meaning.



D. Guided Practice

1. The pupils will write the compound word that mean the following:

_____ bell by the door
_____ ache or pain at the back of the body
_____ cake fried on a pan
_____ room where classes are held
_____ cloth to cover

2. Group Activity

- a. Group the pupils accordingly
- b. Explain the directions of the activity

3. Activity proper

Directions: Let's make compound words. Write the compound word on the blank before its meaning.

- _____ 1. store where books are sold
- _____ 2. marker placed between the pages of the book
- _____ 3. a set of shelves or cabinet for holding books
- _____ 4. person who spends much time reading a book
- _____ 5. used to protect the eyes from the sun's glare

E. Independent Practice

Pick out the compound words from the sentences.

1. Daylight begins at early morning.
2. We put all our toys in the playroom.
3. I got sunburn when we went to the beach.
4. The teacher told the pupils to underline the correct answer.
5. We have P.E. in the afternoon.

F. Closure / Assessment

What have you learned from today's lesson?

Give other examples of compound words



G. Evaluation:

Directions: Read each sentence and fill in the blank with a compound word. Choose your answer below.

haircut	firemen	stomachache
drugstore	backyard	cornfield

1. The _____ did their best to save the burning building.
2. Please go to the _____ for some medicine.
3. Grandfather went to the barber shop for a _____.
4. We will go to the _____ to harvest fruits and vegetables.
5. I have _____ maybe because I ate too much.



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TEACHER'S GUIDE

3rd QUARTER

WEEK 1 – Day 3

I. OBJECTIVES:

- Infer the meaning of words based on given context clues (Synonyms and Antonyms)
- Show tactfulness when communicating with others

II. SUBJECT MATTER:

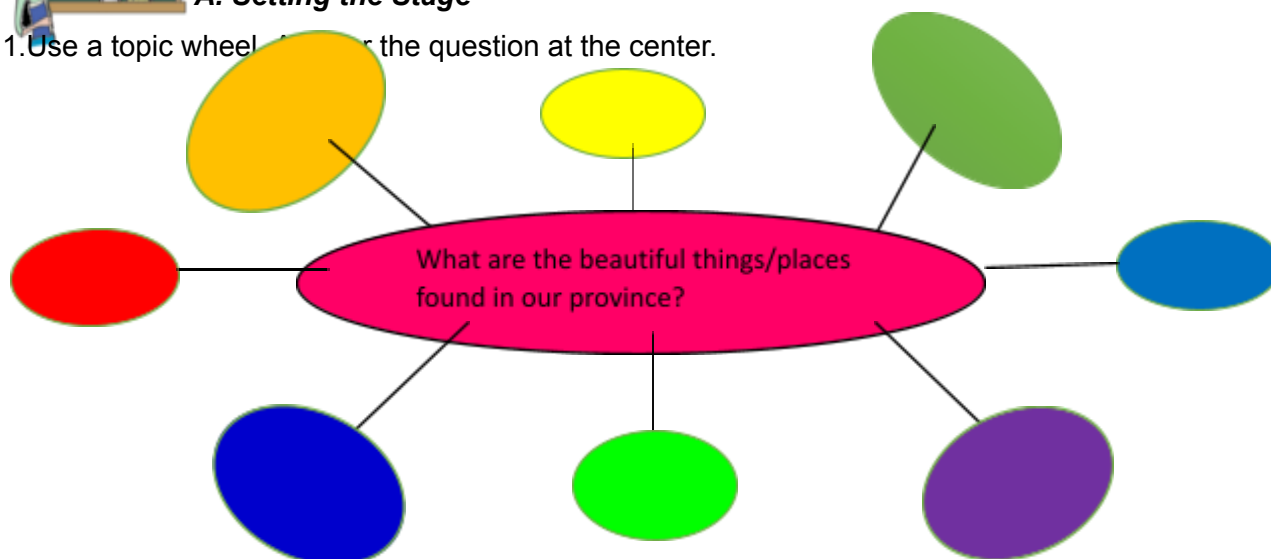
- A. Topic: Synonyms and Antonyms (Vocabulary Development)
- B. References: **EN5V – IIIc 20.4**
Lesson Guides in Elementary English 5 pp. 117-121
- C. Materials: topic wheel, puzzle, poem

III. PROCEDURE:



A. Setting the Stage

1. Use a topic wheel for the question at the center.



2. Distribute each letter to pupils. Ask them to rearrange the letters and give the meaning of the word. They will stand in front with the letter. (Encourage the pupils to give other meanings of the given word)

(lovely)	LYVELO	_____	1. beautiful
(elegant)	GEELTAN	_____	2. graceful
(adaptable)	EAAADPTLB	_____	3. pliant
(fragrant)	TRANFRAG	_____	4. sweet
(shining)	NIIHGSN	_____	5. sparkling



B. Explaining the Pupils what to do

1. I have here a poem. Please read orally. Follow the proper reading with accuracy, appropriate rate and proper expression.



MY NATIVE LAND

by: Esmeraldo B. Pascua

How beautiful are her mountains grand
 The peaceful valleys between
 Her sparkling sun and cooling rains
 That bathe the fertile plains –

How graceful are her stately plains
 Her towering emerald trees
 How pliant her rustling bamboos green
 Dancing blissfully in the breeze –
 How pretty her white sampaguitas

And fragrant orchids so rare
How modest and sweet her daughters
Who harvest the golden grain –

How I love her rainbow birds
Her blue skies and sparkling waves
How I love this dear Philippines
Home on this troubled earth.

3. Comprehension check-up

- What are found between grand mountains?
- How will you describe the plains?
- Explain why bamboos are pliant.
- Compare the sampaguitas and the orchids.
- Can you name three things you love most in our country?



C. Modeling for Pupils

Directions: Identify the words that have similar meaning or opposite meaning of each underlined words.

1. The grand mountains are beautiful.

- | | |
|---------------|------------|
| a. attractive | c. elegant |
| b. marvelous | d. radiant |

2. How graceful are her stately plains!

- | | |
|-------------|-------------|
| a. willowy | c. delicate |
| b. obedient | d. refined |

3. How sweet and modest are her daughters who harvest the golden grain!

- | | |
|------------|---------------|
| a. darling | c. harmonious |
| b. pure | d. fragrant |

4. How graceful are her towering emerald trees!

- | | |
|-----------|---------|
| a. brief | c. tiny |
| b. little | d. low |

5. How I love this dear Philippines, home on this troubled earth!

- | | |
|-------------|--------------|
| a. peaceful | c. dignified |
| b. restful | d. gracious |

*Synonyms – words that have similar meaning

*Antonyms – words that have opposite meaning



D. Guided Practice

1. The teacher will ask the pupils to use the following words from the poem in sentences

2. Group Activity:

a. The pupils will be grouped into five

b. The teacher will explain the activity

Refer to LM Week 1 – Day 3 (Learn Some More)

E. Independent Practice

Directions: The teacher will ask the pupils to copy the words that is spelled correctly.

- | | | |
|----------------|------------|--------------|
| 1. gloruious | glorious | gloruiouos |
| 2. resplendent | resplenden | rescplendent |
| 3. verdant | verdent | vardent |
| 4. plaintive | pliantiv | plaintive |
| 5. boundlhes | boundiless | boundless |

F. Closure / Assessment

What have you learned from today's lesson?

Give examples of synonyms and antonyms



G. Evaluation:

Refer to LM Week 1 – Day 3 (Write About It)



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TEACHER'S GUIDE

3rd QUARTER

WEEK 1 – Day 4

I. OBJECTIVES:

- Distinguish text – types according to purpose(to persuade)
- Observe politeness at all times

II. SUBJECT MATTER:

- A. Distinguishing text-type according to purpose (to persuade)

Writing an Editorial

- B. References: **EN5RC – IIIc 3.2.4**

Gramley, S. Patzold, KM. A. Survey of Modern English, London.
Routledge, 1992

Michigan Association of Intermediate School Administrators,
Oakland Schools

C. Materials: hand – out, metacards, opinion page of newspaper, editorial writing worksheet

III. PROCEDURE:



A. Setting the Stage

Directions: The teacher will ask the following questions to the pupils.

1. How do we write news stories?
2. What are the do's and don'ts in writing the news articles?
3. State the reactions whether you are unhappy, delighted, disappointed or sad about the news today



B. Explaining the Pupils what to do

1. Unlocking of Difficulties

Directions: In the letter boxes, write the correct word that is descriptive of the given meaning from the big box

apology	reaction	anthem	leisure
news peg	the news	reaction	issue

1.

- (n) belief based not on certainty but on what seems true or probable

2.

- (n) statement of news on event

3.

- (n) way of responding to a given stimulus/influence

4.

- (n) official patriotic song of a country

5.

- (n) an expression of regret for a fault did



C. Modeling the Pupils

1. The teacher will discuss the different text types as follows:

Narrative – entertains, tells a story

Expository – facts/information

Technical – information to perform a task

Persuasive – author tries to convince reader to take a certain opinion or perform a certain action

2. Strategies for writing effective persuasive essay (editorial writing)

a. State both sides of the issue and point of view directly, and make it clear which side you support

b. Begin with a quote or anecdote that draws the reader in right from the start.

c. Ask a thought-provoking question to get the reader thinking about the issue.

d. State an interesting statistic or a fact

e. Start with a short, declarative sentence.

f. Use transition words to begin each sentence that lays out your argument as follows:

-First...

-Second...

-Next...

-Finally...

-First of all...

-Secondly...

-Then...

-Most of all...

-To begin with...

-In addition...

-Lastly...



D. Guided Practice

1. Group Activity

a. Pupils will be given topics to write on as an example of persuasive essay.

Example:

Issue – Should animals be kept in zoos?

Essay title: Extinction and Endangered Animals



This essay is **for** the issue



This essay is against the issue

Reasons	Examples
Animals are becoming extinct	-Dodo birds disappeared in the 1500's
Animals are losing their natural habitat	-People chop down trees for lumber

E. Independent Practice

1. Ask the pupils to write persuasive essay following the given format above.

F. Closure/Assessment

State something that you have learned from today's lesson.

What is persuasive essay?



G. Evaluation

Directions: The teacher will show an editorial cartoon conveying about the Dep Ed lapses in declaring suspension of classes when children are already in school during typhoon. It portrays the pupils' experiences when they are stranded on their way back home.



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TEACHER'S GUIDE

3rd QUARTER

WEEK 1 – Day 5

I. OBJECTIVES:

-Compose clear and coherent sentences using appropriate grammatical structures (preposition)

II. SUBJECT MATTER:

A. Composing clear and coherent sentences using appropriate grammatical structures (Preposition)

B. References: **EN5G-IIIa-7.3.1**

English Expressways: Reading and Language (Teacher's Manual)
pp. 185 – 188

English Expressways: Language (Text book for Grade 5) pp. 243 –
251

<http://shortschoolstories.blogspot.com/2013/04/grammer-prepositions.html>

http://www.learnenglishtoday.com/lessons/lesson_contents/grammar/prepositions.html

<http://grammar.yourdictionary.com/games-puzzles-and-worksheets/preposition-games.html#LuD6UpO80DEIFGxU.99>

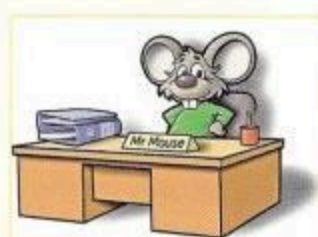
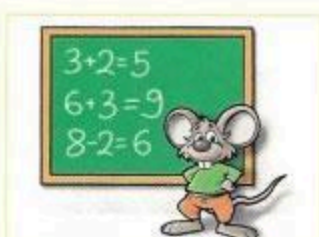
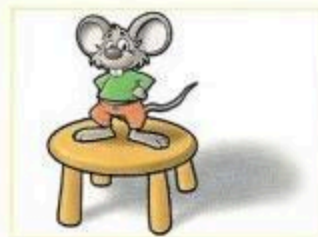
C. Materials: realia, pictures, chart of prepositions

III. PROCEDURE:



A. Setting the Stage

Directions: The teacher will show pictures showing the use of prepositions. The pupils will analyze the different positions of the mouse on the image.





B. Explaining the Pupils what to do

The teacher will show the chart of preposition and explain the meaning and use of each

<u>Preposition</u>	<u>Meaning</u>	<u>Examples</u>
above	higher than, or over	The sun is above the clouds.
across	from one side to the other	It's dangerous to run across the road.
after	- following something - later than	- The boy ran after the ball. - I'll phone you after lunch.
against	- in opposition to - in contact with	- Stealing is against the law. - The sofa is against the wall.
along	from one end to the other	They are walking along the street.
among	surrounded by	Peter was among the spectators.
around	- in a circle - near, approximately	- He walked around the table. - It costs around 50 euros.
before	- earlier than - in front of	- The day before yesterday. - He bowed before the king.
behind	at the back of	Passengers sit behind the driver.
below	lower than	His shorts are below his knees.
beneath	under	The pen was beneath the books.
beside	next to	The bank is beside the cinema.
between	in the space separating two things	Mary sat between Tom and Jane.
by	near, at the side of	The restaurant is by the river.
close to	near	The school is near the church.
down	from higher to lower	She pulled down the blind.
for	what is intended	I bought this book for you.
from	where something starts or originates	The wind is blowing from the north.
in	at a point within an area	The pen is in the drawer.

in front of	directly before	The child ran out in front of the bus.
inside	on the inner part of	The bird is inside the cage.
into	enter a closed space	He went into the shop.
near	close to	The school is near the church.
next to	beside	The bank is next to the cinema.
off	down or away from	He fell off the horse.
on	in a position touching a surface	The plate is on the table.
onto	move to a position on a surface	The cat jumped onto the roof of the car.
opposite	facing, on the other side	Eva sat opposite Tom at the table.
out of	- move from a closed space - without	- He got out of the taxi. - She's out of work.
outside	opposite of inside, on the outer side	The garden is outside the house.
over	- above/across - on the surface of	- The plane flew over the Atlantic. - She put a sheet over the furniture.
past	beyond	She drove past the supermarket.
round	in a circular movement	The earth moves round the sun.
through	from one side to the other	The Seine flows through Paris.
throughout	in every part of	The virus spread throughout the country.
to	in the direct of / towards	On the way to the station.
towards	in the direction of	The child ran towards her father.
under	beneath, below	Water flows under the bridge.
underneath	beneath	There was dust underneath the rug.
up	towards or in a higher position	She walked up the stairs.



C. Modeling the Pupils

The teacher will ask the pupils to choose the appropriate preposition to complete each sentence. Choose from the word bank below

across	to	about	around	near
--------	----	-------	--------	------

1. The boy runs _____ the street
2. After the movie, we're going _____ Vincent's house.
3. The people are concerned _____ the pollution.
4. There is a new shopping center _____ our house.
5. The two toddlers played _____ the house.

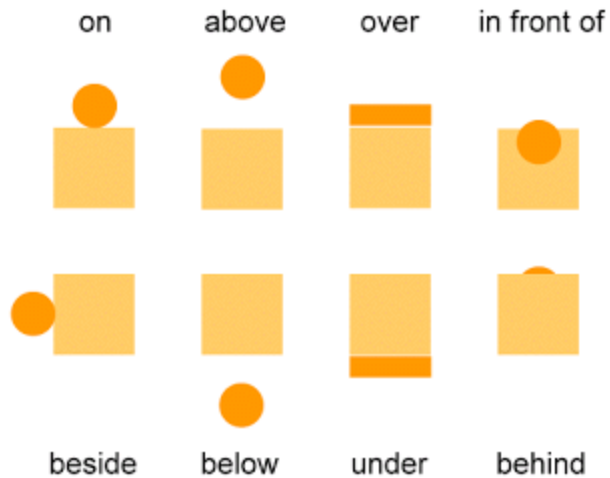
*Preposition - are words which show the relationship between a noun or a pronoun object and some other words in the sentence



D. Guided Practice

Directions: The teacher will ask the pupils to read the short paragraph below. Let them analyze the use of prepositions in sentences.

Maria is walking on the grass. Riaz is walking on the foot-path. A boy and a girl are running across the road. It is not safe. They should look right and left and then cross the road. They are going to school. They are late for school. They are all in a hurry. The school begins at half past seven. The children are in the class room. They are putting their bags on desk. They are sitting on their chair. The teacher is coming into the class room. The children are looking at the teacher. She is writing on the black board. She is writing with a piece of chalk. Zia is late. He is walking into the class room.



E. Independent Practice

The teacher will ask the pupils to write 5 sentences using the different prepositions listed from the chart.

F. Closure/Assessment

What are the different prepositions? State some of it and use it in a sentence.



G. Evaluation

Directions: Use the appropriate preposition for each sentence.

1. I drew a line _____ the paper
2. The city was _____ power for several hours.
3. I hid the ball _____ the table.
4. I hurried _____ the stairs and into my room.
5. The audience were all standing _____ the performance.

