

Republic of the Philippines
Department of Education
REGION DIVISION
SCHOOL ADDRESS
School ID

ILAW TERM LESSON PLAN IN ENGLISH 5
Quarter 1, Week 5 (2026)

Lesson Title / Subtopics	Subtopic 1: Explanatory Text Subtopic 2: Glossary			
Learning Area	English 5			
Grade Level and Section	5			
No. of Sessions	4 Sessions (Day 1 to Day 4)			
References	MATATAG K to 10 Curriculum Guide for English Grade 5, English Exemplars, and Learner's Materials			
Declaration of AI Use	Consistent with the policy guidelines on the use of AI in basic education, I, [full name of teacher], hereby declare that I have used AI tools to assist in the preparation and delivery of teaching and learning materials. I used ChatGPT to develop Learning Objectives for the purpose of lesson planning. The prompt used was: 'Provide the learning objectives for the topic.' All outputs have been reviewed, adapted, edited, and validated using my professional expertise.			
Standards & Competencies	Content Standard: The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; and developing skills in composing and creating text in order to produce culture-appropriate texts based on their purpose, context, and target audience. Performance Standard: The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language. Learning Objectives (Comprehending Informational Texts): a) Identifying Text Types and Author's Purpose i) determine the important details of an explanatory text (EN5LR-I-2) ii) describe the characteristics of a text that aims to explain (excuse letter) (EN5SW-I-5) iii) Use glossary in understanding key terms and concepts (EN5SW-II-1)			
ILAW Parts	Day 1	Day 2	Day 3	Day 4

INTENTIONS (Objectives & Focus)	Focus: Explanatory Text Details. Learning Objectives: 1. Define what an explanatory text is. 2. Determine and pull out key structural details from a sample informational explanation text.	Focus: Characteristics of a Written Explanation (Excuse Letter). Learning Objectives: 1. Identify the structural properties of an excuse letter as an explanatory sub-type. 2. Analyze formal vs. informal reasoning structures.	Focus: Utilizing a Glossary for Key Concepts. Learning Objectives: 1. Locate and define a glossary's function in technical layouts. 2. Use an attached glossary page to unlock complex context words.	Focus: Composing Culminating Explanatory Texts. Learning Objectives: 1. Draft a concise 2-paragraph excuse letter or mini-explanation utilizing glossary items. 2. Apply age-appropriate and gender-sensitive language parameters.
LEARNING EXPERIENCE (Pre-Lesson / Motivation)	Activity: 'Why and How?'. Show a brief image of a heavy rain ecosystem. Prompt: 'Why does it rain?' Capture students' initial cause-and-effect reasoning on the board.	Activity: 'The Absentee'. Read a short scenario about a student who missed class due to a local storm event. Ask: 'How should the teacher be formally informed?'	Activity: 'Word Hunt Puzzle'. Present 3 challenging scientific words related to national text structures. Ask: 'Where can we quickly find definitions within a book without checking a large dictionary?'	Review Activity: Quick flashcards highlighting parts of an explanation text. Ensure students align vocabulary targets before writing exercises begin.
LEARNING EXPERIENCE (Flow / Activities)	1. Read a text detailing 'The Water Cycle Process'. 2. Introduce structural components: Cause, sequential links, effect. 3. Group Activity: Fill out a Flowchart demonstrating how the text moves from phase to phase. 4. Share out.	1. Present a formal Excuse Letter framework. 2. Isolate parts: Salutation, explicit explanation (reason), sign-off. 3. Guided Analysis: Critique two letters (one overly informal, one standard text model). 4. List key properties of valid explanatory letters.	1. Examine text layout containing technical vocabulary items. 2. Introduce Glossary architecture (alphabetical order, part of speech, specialized definition). 3. Match-up Challenge: Use a mini-glossary to finish missing components of a text layout.	1. Introduce writing mechanics checklist (clear reasons, age/gender sensitivity, formal vocabulary). 2. Independent Drafting: Students write a formal excuse letter detailing absence due to a National Holiday celebration. 3. Peer-editing cycle.
LEARNING EXPERIENCE (Learning Resources)	Water Cycle explanation chart, Flowchart templates, colored paper strips.	Sample formal and informal excuse letters, critique checklists.	Specialized reading passages with appended glossaries,	Writing rubrics, letter-drafting templates, vocabulary checklists.

			matching worksheets.	
ASSESSMENT (Formative Assessment)	Task: Read a short description of 'How Volcanoes Erupt' and answer 5 comprehension questions focusing on operational details.	Task: Identify and label the standard components of an explanation text from a jumbled excuse letter model layout.	Task: Complete a short 5-item vocabulary check using a provided text glossary page to select contextually correct definitions.	Product Evaluation: Grade the student-written 2-paragraph explanatory letter using a specialized analytical writing rubric.
WAYS FORWARD (Extended Learning)	Read an explanatory news clip at home and list down two key reasons provided by the author.	Practice layout parameters by identifying standard letter components in home letters or announcements.	Find an informational textbook or manual at home, locate its glossary, and record 3 sample entries.	Refine the peer-edited letter copy based on finalized rubric feedback notes in the output folder.
WAYS FORWARD (Reflections)	Did the students isolate the sequential explanation path clearly? Who requires guided tracking?	Were standard excuse letter layout boundaries clearly sustained by the majority of the learners?	How efficiently did the class manipulate alphabetical entry systems within the glossary layout?	Did the independent writing outputs reflect gender-sensitive and age-appropriate parameter targets?

Prepared by:

[Name of Teacher]
Teacher I / II / III

Checked and Reviewed by:

[Name of Master Teacher]
Master Teacher I / II

[Name of School Head]
School Head / Principal